

# Australia Awards in Indonesia

## Investment Design Document Volume 1

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## List of Acronyms

AAS	Australia Awards Scholarships
ACIAR	Australian Council for International Agricultural Research
ADS	Australian Development Scholarships
AIFDR	Australia Indonesia Facility for Disaster Reduction
AIPCS	Australia Indonesia Partnership Country Strategy
ALAF	Australian Leadership Award Fellowships
ALAS	Australian Leadership Award Scholarships
ANAO	Australian National Audit Office
APS	Australian Partnership Scholarships
ARG	Alumni Reference Group
ASEAN	Association of South East Asian Nations
BAPPENAS	State Ministry of National Development Planning (Indonesia)
DAAD	German Academic Exchange Service
DFAT	Department of Foreign Affairs and Trade (Australia)
DIICCSRTE	Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (Australia)
DIKTI	Directorate-General of Higher Education (Indonesia)
ELTA	English Language Training Assistance
GoI	Government of Indonesia
GPA	Grade Point Average
HICD	Human and Institutional Capacity Development Project (of USAID)
HRD	Human Resources Development
IALF	Indonesia Australia Language Foundation
IASTP	Indonesia Australia Short-Term Training Program
IELTS	International English Language Testing System
IPR	Independent Progress Review
KA	Key Agency (in Phase III)
LoU	Letter of Understanding
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MOHA	Ministry of Home Affairs (Indonesia)
NTB	Nusa Tenggara Barat
NTT	Nusa Tenggara Timur

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OASIS	Online Australian Scholarships Information System
PCC	Program Coordinating Committee
PDA	Professional Development Activity
PNS	Pegawai Negeri Sipil (civil servant)
PRESTASI	Program to Extend Scholarships and Training to Achieve Sustainable Impact (of USAID)
SA	Subsidiary Arrangement
SCA	Short Course Awards
SCO	Student Contact Officer
SetNeg	State Secretariat (Indonesia)
SRA	Scholarships Readiness Assessment
USAID	United States Agency for International Development

## Executive Summary

After more than sixty years of continuous provision of tertiary scholarships for Indonesians to study in Australia at Australian institutions, there remains a solid commitment on the parts of both the Australian and Indonesian governments to the maintenance of tertiary scholarships as part of the development cooperation program. This design sets out the design of the scholarships program for the period of 2014 – 2022, providing a long-term framework for the continuing provision of a large volume and high quality scholarships program for Indonesia. The program operates within the global policy framework provided by the Australia Awards.

Australia Awards are delivered in Indonesia as part of the Australian aid program to address two key challenges: to fill a gap in the pool of individuals with the higher-level capacity to contribute to Indonesia's development; and the need for a strong, deep relationship based on mutual understanding between Australia and Indonesia at the individual, organisation and country level. Scholarships respond to these challenges in a range of interconnected ways that underpin the design of the program.

## Program Goal and Outcomes

The goal of Australia Awards in Indonesia is that: Indonesia's development is enhanced by the contributions of internationally qualified professionals and a strong and positive relationship with Australia. This will contribute across the whole scope of the Australia Indonesia Partnership, including its goal to work in partnership with Indonesia to achieve a more prosperous, safe, and democratic Indonesia.

The program logic sets out five end-of-program outcomes aligned with the two global objectives of Australia Awards:

In line with Global Objective 1: *to develop capacity and leadership skills so that individuals can contribute to development*, the program seeks to achieve two end-of-program outcomes:

1. **Indonesian alumni are using their new knowledge, skills and attitudes to contribute positively in their professional field**
2. **Indonesian alumni are using their new knowledge, skills and attitudes to contribute positively in their communities**

In line with Global Objective 2: *to develop people-to-people linkages at individual, institutional and country levels*, the program seeks to achieve three end-of-program outcomes:

3. **Indonesian alumni have, or support, links with Australia, Australian organisations, or Australians**
4. **Indonesian alumni have links with other Australia Awards alumni, or their organisations, in Indonesia and world-wide**
5. **Indonesian alumni view Australia and Australians in a positive light**

The program design is structured around the program logic and these intended outcomes, which will also guide management, monitoring and evaluation approaches.

## Delivery Approach and Program Resources

Implementation of the program will be undertaken by a Managing Contractor, which AusAID will select – with participation from the Government of Indonesia – through an open international tender process. This is a proven implementation mechanism for Australian scholarships in Indonesia and around the world, and is appropriate in light of the very large program size in Indonesia. The Managing Contractor will be contracted for an initial four year period, with scope for a further four years pending the findings of independent performance assessments. English language and pre-departure training services will be delivered by a specialist English service provider, through a sub-contract with the Managing Contractor.

The program will provide long and short-term study and training opportunities within the framework of the global Australia Awards program. The final split of awards between short- and long-term awards will be determined each year through the annual planning process, but the current political commitment is to deliver 500 Australia Awards scholarships annually by 2014 as well as 200 short course awards.

The total program budget is estimated at over \$420 million over four years, with approximately \$72 million managed by the Indonesia program.

The Contractor will establish and maintain program facilities in Jakarta, led by a Program Director and supported by a Deputy Director, an HRD Adviser and an M&E Adviser as well as the necessary coordination, support, and administration personnel.

## Program Enhancements

A number of program enhancements are included in the design, some continuing pilot activities from the previous phase, with others bringing new features into the program: a new Priority Organisations approach; ongoing pilot activities; and a Program Enhancement Fund.

The **Priority Organisations** approach builds on the current Key Agencies system, supporting more effective utilisation of scholarships in those agencies – both public sector and in the private and civil society sectors – which are strategically important for the Australian aid program. The strengthened annual planning and targeting process, as well as more rigorous screening and assessment to identify Priority Organisations, will lead to more effective targeting of organisational support.

Support provided to Priority Organisations will include preferential access to scholarships via fast-track shortlisting; targeted scholarship promotion activities; assistance with scholarship planning and applications; support for re-entry of returning scholars, and technical assistance in human resources development. Priority Organisations which perform well may progress to a second-tier status, providing even greater targeted support.

The **pilot activities** already underway in the current program play an important role in responding to specific challenges in achieving program outcomes. The program will continue to implement the following activities:

- Enhanced Engagement with Priority Organisations, including two sub-pilots:
  - Short course awards
  - Split-site Masters programs
- English Language Training Assistance (ELTA) program

A **Program Enhancement Fund** will be established that provides unallocated funding that can be utilised to respond to program development needs. In particular, the Fund will enable the program to respond to the outcomes of studies such as the *In-Indonesia Undergraduate Scholarship Feasibility Study* (for example, if it recommends the establishment of an in-Indonesia component), and to the findings of evaluations of current pilot activities (such as any recommendation to expand the split-site delivery model). The Fund will also support other program innovations that will enhance program effectiveness, or which respond to changes in the enabling environment or delivery context for the program, in particular support for Awardees while they are in Australia and to further strengthen alumni engagement. These innovations could arise out of the ongoing M&E process, from the deepened engagement with sector programs and whole-of-government partners, direction from the Australia Awards Office in Canberra or from dialogue with Government of Indonesia stakeholders.

The Program Enhancement Fund will be managed by the Program Coordinating Committee (PCC), which will make any decisions about the allocation of funding to new activities, on advice from the Program Director. Any recommendation for use of Program Enhancement Fund resources will be subject to a fully documented proposal for PCC approval.

## Monitoring, Evaluation and Learning

Program M&E will operate within the context of Australia's CAPF results framework, equally reflecting the management needs of the program and the specifics of the Indonesia program context. It will be designed to meet the agreed quality standards for M&E in the Indonesia program. It will include an emphasis on learning and continuous improvement.

Program-specific M&E will be structured around the framework provided by the program logic and will utilise both quantitative and qualitative measures of progress and performance. It will monitor and report activities and outputs (enabling monitoring of implementation efficiency); and outcomes (enabling monitoring of relevance and effectiveness). The approach will also seek to maximise continuity from previous phases of scholarships management, in order to maximise the scope for longitudinal data analysis. Finally, a regular cycle of participatory review and reflection exercises will complement routine monitoring and evaluation data collection, providing the opportunity for all key stakeholders to make sense of program data.

## Risks and Risk Management

There are a number of risks associated with the administration of the Australia Awards In Indonesia program that are listed in the risk register at Annex 9. However, the fundamental risk that the program faces is that the individuals whose skills and knowledge are developed by Australia Awards scholarships will not have the opportunities to make a positive contribution upon return to Indonesia due to institutional and cultural barriers. The Australia Awards program, especially the long-term postgraduate scholarships, is a significant investment in individuals. The achievement of the program's aims depends on the effective utilisation and contribution of these individuals within their organisations, sectors and communities. Effective utilisation of skills and knowledge is contingent on selecting the 'right' awardees, from the 'right' organisations and placing them the 'right' courses of study so that returnees have relevant knowledge and effective skills to enable them to contribute and influence change in their professional and communities.

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The second critical risk is ensuring that awardees build and maintain links with Australia and have a positive perception of Australia when they return to Indonesia. This is dependent on having the ‘right’ experience in Australia, where they are provided with opportunities to build links within a culturally supportive and academically relevant environment.

The enhancements and pilot activities in the Program seek to address these risks through improved awardee and study course selection; and a more strategic and integrated approach to working with priority organisations and sectors to offer a more appropriate suite of short and long term training options to meet needs so that agencies are better positioned to reintegrate and utilise alumni. Furthermore, enriching the experience of awardees in Australia; the strong focus of the program on post award initiatives and support for Alumni through further strengthening of the professional development provided; and support for reintegration into the workforce contribute to minimising the occurrence of these risks.



# 1 Analysis and Strategic Context

## 1.1 Country and Sector Issues

Indonesia is experiencing unprecedented growth and change. In 2012 the World Bank reported economic growth of 6 percent, and predicted it would increase to 6.4 percent in 2013. Gross national income has steadily risen from \$2,200 per capita in 2000, to \$3,700 in 2009. This economic transformation has been coupled with great political changes over the past 15 years, as Indonesia has peacefully transitioned from a centralised authoritarian state to a decentralised, democratic state.

Indonesia's recent emergence as a low to middle-income country with increased international influence, carries with it significant implications for its overall development strategy and the kinds of development assistance that it is likely to need from development partners. The challenges faced by Indonesia and its development partners over the next decades place an ever-growing premium on ensuring that Indonesian policy makers make informed choices about how best to spend national budgetary resources. Indonesia's Long-Term Development Plan, which spans from 2005-2025, is divided into 5-year components. The current Medium Term Development Plan 2010-2014 is the second phase and focuses particularly on: promoting quality human resources; development of science and technology; and strengthening economic competitiveness.<sup>1</sup>

In addition to the Medium Term Development Plan, in 2011 the Government of Indonesia announced the Master Plan for the Acceleration and Expansion of Indonesia's Economic Development (MP3EI). The MP3EI is a very ambitious plan, as it aims to propel Indonesia into the top ten economies and raise per capita from US\$3000 to US\$15,000 by 2025. The policy rests on three main pillars: establishing six economic corridors based on the comparative advantage of the different regions of Indonesia; promoting connectivity within Indonesia and the ASEAN region, as well as improving human resources and science and technology in line with the Medium Term Development Plan.<sup>2</sup> To address these development priorities there is a need for well-educated, highly skilled bureaucrats, private sector personnel, civil society leaders, educators, and researchers. This human resource base is critical for Indonesia to respond effectively to these development challenges, and will go a long way to improve the quality of people's lives across the country. Indonesia's higher education system is increasingly able to provide the necessary cohort of well-educated professionals, but it cannot yet meet all of Indonesia's higher education needs. This is where international support for study opportunities overseas has an important contribution to make.

International scholarships can deliver highly qualified people in relevant skill areas, with Australian education institutions well placed to provide the educational outcomes demanded by the Indonesian workforce. The opportunity to study in Australia not only provides Indonesians with increased experience and understanding of Australia, but it also provides Indonesians with exposure to world-class education, research and training institutions. Across the many Indonesian public and private tertiary education

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<sup>1</sup> World Bank, 2013, Indonesia Overview (<http://www.worldbank.org/en/country/indonesia/overview>)

<sup>2</sup> Strategic Asia, 2012, Implementing Indonesia's Economic Master Plan (MP3EI): Challenges, Limitations and Corridor Specific Differences (<http://www.strategic-asia.com/pdf/Implementing%20the%20MP3EI%20Paper.pdf>)

institutions, not one has an international standing.<sup>3</sup> Furthermore, the quality of graduates produced by the local Indonesian tertiary education sector are not adequately meeting the labour market needs, in particular in the areas of creative and critical thinking, computer literacy and English proficiency<sup>4</sup>. This is evidenced by the continuing dominance of expatriates and Indonesian professionals with international qualifications in these fields.

Australia's international scholarships obviously cannot address the entire workforce demands faced by Indonesia, but they can support the development of innovative leaders in priority sectors, who are able to work with their governments and communities, with each other, and with Australia to meet emerging local, regional and global challenges.

International scholarships funded by the Australian Government have existed for more than 60 years in Indonesia, since Australia first participated in the post-Second World War Colombo Plan. At the end of 2009 then Prime Minister (and later Foreign Minister) Kevin Rudd launched the Australia Awards, promoting the merit of a single brand for Government-sponsored scholarships, including both AusAID and the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE). Endeavour Awards, the Australia Awards administered by DIICCSRTE, are globally competitive awards managed by the department in Canberra. There is currently no specific country strategy or management plan for Endeavour Awards in Indonesia and no indicative number or quota of awards allocated. Other Australia-funded awards such as those managed by the Australian Council for International Agricultural Research (ACIAR), funded by AusAID, have also been subsumed under the Australia Awards initiative. The John Allright and John Dillon Fellowships are both delivered in Indonesia through ACIAR's targeted projects.

In 2010 an Australia Awards Board was established. Chaired by former Premier of Western Australia, Geoff Gallop, the Board also includes the heads of AusAID, DIICCSRTE and ACIAR (further information on the Board is in Section: 3.1.5). After an initial secretariat function in DFAT, the Secretariat moved to AusAID in January 2013, along with the establishment of the Australia Awards Office. This reflects the fact that AusAID delivers the majority of all Australia Awards. Within this global context, Australia Awards in Indonesia will continue to work closely with the Australia Awards Office, especially on the priority areas of branding and alumni engagement, and play a leadership role on the delivery of innovative and effective Australia Awards.

In addition to Australia Awards, there are numerous international scholarship opportunities available in Indonesia. Providers include: the central and provincial Government of Indonesia agencies; international banks such as the World Bank and Asian Development Bank; and foreign donors including the USA, the Netherlands and Japan. Overwhelmingly the key objective of international scholarships provided in Indonesia is to support Government of Indonesia Human Resource Development (HRD) goals.<sup>5</sup> Alongside this capacity building focus, bilateral donors also aim to

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<sup>3</sup> AusAID, 2013, Supporting Indonesia's Tertiary Education: A Concept Note, p. 9.9. Based on 2009 Times Higher Education World University Rankings, Indonesia's top three universities were the University of Indonesia (rank 201), Gadjah Mada University (rank 250) and Bandung Institute of Technology (rank 351). However since the ranking criteria were revised in 2010 to put more emphasis on research, none of Indonesia's universities get to the top 500.

<sup>4</sup> di Gropello, E., Kruse, A., and Tandon, P. (2011), Skills for the Labor market in Indonesia, Washington DC: The World Bank

<sup>5</sup> IEC, 2013, Review Mapping of Overseas Scholarship Programs in Indonesia: 2013 Survey Results, p 9

enhance bilateral relations between the donor country and Indonesia, similar to the Australian Government's objective.

The largest provider of international scholarships is the GoI Ministry of Education and Culture through its Directorate-General of Higher Education (DIKTI). DIKTI awarded over 3,700 scholarships in the 2008-2012 period, with scholarships primarily directed to academic staff at state and private universities. Approximately 800 scholarships are awarded for international study each year. Other major providers of scholarships include the World Bank, with its new SPIRIT loan program. Launched in 2012, it involves eleven participating GoI ministries, offering a combination of postgraduate overseas study, split-site awards, short term training and research fellowships. The German DAAD program remains one of the most significant providers of scholarships in Indonesia with 487 awards provided in 2011 for a combination of long and short term study or research opportunities in Germany. Japan also continues to be a major provider of both grant and loan awards, however many of its schemes are managed by the Asian Development Bank and the World Bank.

USAID is also increasing its scholarship presence in Indonesia with the PRESTASI program (replacing the HICD program in 2011) offering approximately 30 awards per year and plans for increasing this investment over the next few years. New Zealand allocates around 30% of its 170 ASEAN Scholars Awards to Indonesia and the Indian Government allocates around 20-30 awards per year.

Traditional scholarship providers in Indonesia, such as the Dutch, are tending to provide fewer awards due to the economic situation in Europe. Along with France, the Netherlands is looking at innovative ways of co-financing scholarships with GoI partners to ensure their presence is maintained in Indonesia.

Generally all providers of international scholarships cover the tuition and living cost while the recipients are overseas. Most bilateral donor programs align the study destination to the country providing the scholarships, while DIKTI and multilateral development banks enable recipients to choose from a number of host countries. Over the past five years there has been a gradual shift by providers of international scholarships towards more split-site or joint degrees where part of the study is undertaken in Indonesia and part at an overseas institution.<sup>6</sup> While there is clearly a cost saving rationale behind this, as is the case for the Netherlands and France, providers also recognise the potential for building the capacity of Indonesian institutions through these arrangements.

## **1.2 Strategic Setting and Rationale for Australian Engagement**

Australia Awards are delivered in Indonesia as part of the Australian aid program to address two key challenges: to fill a gap in the pool of individuals with the higher-level capacity to contribute to Indonesia's development; and the need for a strong, deep relationship based on mutual understanding between Australia and Indonesia at the individual, organisation and country level. Scholarships respond to these two challenges in a range of interconnected ways.

To ensure that the right people and organisations are supported by Australia Awards, in priority areas of capacity development, the Awards have increasingly aligned with key sector investments across the Australian aid portfolio in Indonesia. Australia Awards will

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<sup>6</sup> IEC, 2013, p14

continue to contribute to the overarching Australian aid program in Indonesia through increasing integration with AusAID's sector programs. This integration and alignment aims to deliver a scholarship program which is strengthening the capacity of partner organisations and counterparts that are important to the Australia and Indonesia relationship, by building valuable knowledge and technical expertise to improve development outcomes. Importantly, the results of the Australia Awards are shared results across the Australian Government aid program in Indonesia.

The current *Australia-Indonesia Partnership Country Strategy (AIPCS) 2008-2013* identifies four pillars:

- Pillar I: sustainable growth & economic management;
- Pillar II: investing in people (health and education);
- Pillar III: democracy, justice and good governance;
- Pillar IV: safety and peace.

Scholarships provide capacity building support across each pillar through awards for study in particular fields, as well as organisational targeting (the 'Key Agencies' approach, see Section: 3.2.2) and a geographic access focus. The current twelve Key Agencies are also broader partners of the Australian Government under the AIPCS, and in line with AusAID's focus on decentralisation, the program has also prioritised poor and under-developed provinces with a special focus on Nusa Tenggara Timur (NTT), Nusa Tenggara Barat (NTB), Papua, Papua Barat and Aceh. This strategic alignment and integration will continue with the new Country Program Strategy, which is currently being developed.

In 2009 and 2011, a Longitudinal Tracer Study was conducted of 123 alumni, comprised of 59 Australia Awards Scholarships alumni from the 1999 selection intake and 64 alumni from the 2003 intake. A number of key findings from the study, include:

- Australia Awards Scholarships have contributed to individual and organisational capacity strengthening (91% said their skills were being used 'a lot' or 'fully used' by their organisation and 95% said they had contributed to improving their organisation's performance)
- Australia Awards Scholarships have created new linkages with Australia (60% of public sector alumni said their organisations had on-going link with Australia).
- The program completion rate is 99.7%, indicating that Australia Awards Scholarships are choosing appropriately skilled people to undertake relevant degrees, who return to Indonesia with their higher qualifications.

Another Tracer Study was conducted in January 2013 and surveyed alumni who had returned from study in Australia in 2009. This represented a period of three years following return and measured changes in the status and attitudes of alumni. In this Study, alumni showed a strong propensity to return to their former workplace. Amongst all alumni interviewed, 84% returned back to their former workplace and most (69%) were in a more senior position compared with before they left for study. The gender balance amongst those moving into a more senior position was fairly equal (49% male, 51% female).

On average, around 75% of alumni indicated a greater level of responsibility compared with the period prior to study in Australia. The most significant changes perceived by alumni were greater technical and operational responsibility (89%) followed by being in a

position of greater seniority (87%). 77% of alumni indicated they had a greater role in policy making, which suggests a greater level of influence in the workplace to effect change. These studies demonstrate that Australia Awards play an important role in increasing the capacity of individuals to perform within their organisations through study in Australia.

Australia Awards also play a much broader role in the Australia-Indonesia bilateral relationship, beyond just the development cooperation partnership and individual capacity building. Australia Awards have a high profile and are well regarded by both Governments. They contribute to the bilateral relationship between Australia and Indonesia through the development of future leaders who can build on their knowledge and experience of Australia to work together to solve mutual local and regional challenges<sup>7</sup>. As highlighted in the *Australia in the Asian Century White Paper*, released by the Australian Government in October 2012, Australia Awards contribute to "deeper and broader people-to-people links with Asian nations, across the entire community".<sup>8</sup> Through the Asian Century White Paper, the Government has committed to providing 12,000 Australia Awards to Asia in the next five years. In the White Paper, of the five priority countries, Indonesia is the only one that is a developing country for which there is a bilateral aid program – this places Australia Awards, provided by AusAID, front and centre of a Government's commitment to increase links with Asia.

The bilateral impact of these existing links is certainly evident in Indonesia. The Australian National Audit Office found in 2010 that Australian scholarship alumni in Indonesia are prominent in senior positions in government agencies that are important to AusAID and other Australian Government agencies<sup>9</sup>. Australian scholarship alumni include six serving ministers and vice-ministers, eight university rectors, ambassadors, senior public servants, corporate figures and media personalities. Alumni such as these illustrate the soft power benefits of having well-placed people in Indonesia who have a personal understanding of Australia.<sup>10</sup>

The continuous history of scholarship delivery in Indonesia provides AusAID and the Australian Government with a mature and well-established base to develop the next phase of the program. Over the past ten years more than 4500 awards have been provided for study in Australia with a similar number of graduates completing their programs and returning to Indonesia. The current program, *Indonesian Australian Development Scholarships (ADS) Phase IIIB 2012-2014*, builds on the past 14 years of the Australia Awards Scholarships (formerly ADS) program in Indonesia.

### 1.3 Current Program

In Indonesia, the current Australia Awards program - ADS Phase III - includes the well-established, flagship Australia Award Scholarships (formerly Australian Development Scholarships), and the Leadership Program (formerly Australian Leadership Award Scholarships (ALAS)). In addition to long-term study opportunities, Australia Awards in Indonesia also offer short term programs such as the Australia Awards Fellowships

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<sup>7</sup> ADS Phase III, 2011, Bilateral Relationship Alumni Survey Results

<sup>8</sup> Government of Australia, 2012, *Australia in the Asian Century White Paper*, p 25

<sup>9</sup> ANAO, 2011, *AusAID's Management of Tertiary Training Assistance*, ANAO Audit Report No.44 2010–11, p.18

<sup>10</sup> Lane, Bernard (2012), Alumni could support language programs, *The Australian newspaper*, online version October 5 (webpage: <http://www.theaustralian.com.au/higher-education/alumni-could-support-language-programs/story-e6frgcjx-1226488166179>)

(formerly the Australian Leadership Award Fellowships (ALAF)<sup>11</sup> and Short Course Awards (SCA)).

Since 2011 the program has undergone rapid growth with a significant global increase in the number of scholarships announced in the 2010-2011 Federal Budget. For Indonesia this has meant a 60% growth in the Australia Award Scholarship (AAS) program, from 300 in 2010 (with an annual budget of approximately \$40 million), up to 500 by 2014 (with an estimated annual budget of \$75 million). Currently there are 672 scholars undertaking Masters and PhD studies at more than 30 institutions in Australia. Contributing to the growth in the program has also been the introduction of complementary short course awards, with approximately 100 short course places offered in 2012 and again in 2013.

The ADS Phase III program was originally designed and outsourced for five years, 2009 to 2014. However in 2011 the program needed to be retendered due to the previous managing contractor not extending its contract for the final two years. The need to retender the program provided AusAID with the opportunity to refresh the existing design document. While the refresh process was not a full redesign, the subsequent design document was developed in parallel to an Independent Progress Review (IPR), which enabled the program to address key lessons learnt over the past three phases of the scholarship program in Indonesia.

As a result, the refreshed program design, known as *ADS Phase IIIB 2012-2014*, launched several pilot activities to test new program strategies aimed at improving overall performance of Australia Awards in Indonesia. The current pilots being implemented comprise:

1. **Key Agency Enhanced Engagement:** to better support Government of Indonesia Key Agencies to utilise scholarships within their broader human resource development strategies and plans. This pilot includes two sub-pilots:
  - a. **Scoping and Managing Short Courses:** to provide more diversity in the type of awards available for study and training in Australia.
  - b. **Articulated Graduate Study/ Split Site Delivery:** to increase flexibility in the delivery of long term awards, **while** leveraging university partnerships with Australian and Indonesian institutions.
2. **Provision of Targeted English Language Training Assistance (ELTA):** to increase access to scholarship **opportunities** for candidates from targeted provincial areas with low levels of English language ability.

A full description of the current pilots and their progress can be found in Annex 1.

## 1.4 Lessons learned

Australian Government scholarships are a long-term, ongoing investment that have enjoyed a continuous history in the Australian aid program in Indonesia, being one of the few aid modalities that has been implemented largely unchanged since their introduction. AusAID has learned many valuable lessons during this time about effective scholarships management and implementation.

Australia Awards in Indonesia 2014 – 2022 will build on the existing strengths of the current program and ensure that positive features are maintained and improvements

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<sup>11</sup> AAF are managed by Canberra, with support provided at Post.



made where there is clear evidence and support. Through extensive consultations in Australia and Indonesia, as well as research and review, the current core strengths and challenges facing the program are summarised below.

#### **1.4.1 Partnership with the Government of Indonesia**

Over the past two phases the program has expanded its engagement and relationship with the Government of Indonesia (GoI). Since 2003 there has been increasing participation of the GoI counterpart agency, the State Secretariat (SetNeg), which now plays an important decision-making role through regular engagement and co-chairing the Program Coordination Committee. Over this same period the program has worked closely with a number of GoI Ministries and agencies to provide them with preferential access to the program through targeted human resource development (HRD) assistance (see section 1.4.3 below).

In addition to attention and involvement from specific GoI counterparts, especially through HRD support, the program has also had a two-thirds annual target of scholarships for public servants. This has seen a significant shift in the type of recipients of the scholarship program, from the previous dominance of academic and research institutions to many more bureaucratic officials from central, provincial and district government departments. Over the course of the six intakes from 1999 to 2004, approximately 35 percent of awardees were government bureaucrats and 47 percent were academics, researchers or lecturers. However, with the strengthened Government of Indonesia focus, the seven intakes from 2005 to 2012 have seen the number of awardees coming from the university sector drop to 26 percent and the number of bureaucrats increase to 51 percent.

Over this period, the strengthened partnership with GoI has been reflected across the aid program and in the Australian Government's broader engagements in Indonesia. The strength and maturity of this relationship will be enhanced in the future program through a continuation of these partnerships, as well as the development of a relationship with GoI Civil Service Commission. The Commission oversees all employment policies for civil servants and Australia Awards will work with them to ensure greater recognition of study in Australia in advancement and promotion policies.

#### **1.4.2 Alignment with the Indonesia Country Program Strategy**

Currently the Australia Awards program is aligned with the AICPS through the targeting and allocation of scholarships across all four pillars mentioned in Section 1.2. For example, the organisations that are provided with priority access to the program (the 'Key Agencies' in Phase III) are all partner organisations of other AusAID or Australian Government programs.

Under the current AICPS, Australia Awards are also aligned with the AICPS Pillars through the fields of study available to applicants for courses in Australia. All applicants must align their choice of study with one of the fields listed in the application form (See Annex 2 for the list in the 2014 application form). Both the Key Agency and field of study approaches create some challenges for the scholarship program to remain relevant as priorities shift. While it is relatively easy for the program to adjust fields of study based on emerging needs, such as the recent inclusion of mining sector fields of study in response to the Mining for Development initiative, the Key Agency approach has been less responsive to changes in the aid program priorities. In essence this has meant that the true value of scholarships as a capacity building tool across the aid portfolio has been under-utilised. This is discussed further in Section: 1.4.3 below.

As the Australian Government aid program evolves and the new country program strategy is rolled out, the Australia Awards in Indonesia will establish deliberate mechanisms, including a comprehensive annual planning process, to ensure there is strategic alignment of sectors and organisations with broader program priorities. This will also ensure that the scholarship program can evolve as the Australian and Indonesian Government priorities change. Box 1 (below) outlines one sector program with respect to the role of scholarships in its capacity building approaches.

The program will also work closely with the Design Unit at Jakarta Post to ensure that new program designs with a capacity building component adequately consider the option of Australia Awards within their suite of capacity building tools.

**Box 1: Alignment with Sector Program Capacity Building Initiatives**

The Australian Government's development program in Indonesia is complex and covers a wide variety of sectors, locations and partners. The Australia Awards program aims to align with programs that can utilise scholarships as part of their broader capacity building efforts. This, however, has not always been possible, due to lack of formal structures that enable sector programs and the scholarship program to partner together.

A good example of this is the Australian-Indonesian Facility for Disaster Reduction (AIFDR). A significant component of this investment is dedicated to capacity building through a broad range of supports including short training courses, on-the-job mentoring, targeted national technical assistance within BNPB, funding for an Indonesian post-graduate research program and joint trial of sub-national and community programs in partnership with a range of civil society partners. Australia Awards would be a logical complement to these efforts, yet the key GoI counterpart (BNPB) has not been targeted as a Key Agency and only a small number of nominated candidates from AIFDR partner organisations have successfully obtained an award.

There are many reasons for this, including the relatively new status of BNPB and, until recently, the low capacity of the organisation. However as programs and partnerships develop and change, Australia Awards in Indonesia needs to provide a more structured entry point for those programs that are ready to utilise scholarships. This will become increasingly important as higher-level capacity building initiatives become more central components of new sector investments, especially in large programs such as Education and Health.

**1.4.3 Targeting scholarships to priority organisations**

Over the past two phases of Australia Awards in Indonesia, the program has developed an organisational targeting approach with the identification of Key Agencies (KAs), all of which have been GoI Ministries and Agencies, providing them with support and preferential access to scholarship opportunities (see Box 2, below). This approach responds to the need for highly skilled public servants to ensure the delivery of good quality services across Indonesia. This need was illustrated by the Minister of the Ministry of State Apparatus and Bureaucratic Reform (Kemenpan), who recently stated that only 240,000 public servants (or 5%) of 4.6 million public servants have sufficient qualifications to perform their current roles.<sup>12</sup> Scholarships, if targeted to the right

<sup>12</sup> Kompas, Public Opinion Survey on Bureaucratic Reform, 5 March 2012



institutions, can build the capacity of individuals to better undertake the function of their organisations. In 2011 a survey of KA Alumni found that 88% of respondents reported they are in jobs relevant to their field of study in Australia, and able to apply their knowledge and skills. Targeting these priority Key Agencies aligns Australia Awards with the capacity building priorities of the Australian aid program in Indonesia.

### **Box 2: History of Organisational Targeting**

Over a number of years the Australia Awards program in Indonesia has developed an organisational targeting approach with the identification of so-called Key Agencies (KA), providing them with preferential support and access to scholarship opportunities. In the current program there are 12 Key Agencies (See Annex 7 for full list). The nomination of Key Agencies (KA) was most commonly generated through the recommendation of an AusAID or another Australian Government department and subsequently endorsed by the Program Coordination Committee.

Once an agency was endorsed, the Contractor conducted a simple Scholarship Readiness Assessment (SRA). If the SRA result was positive, AusAID, the KA and the Contractor signed a Letter of Understanding (LOU). However the content of the LOU was never revisited and was generic for all KAs. Once the LOU was finalised the KAs first entered the program with 'provisional' status and after one year graduated to 'full' status if they supplied an adequate number of applications for the Australian Development Scholarship (ADS).

In addition to providing KAs with preferential access to the ADS program, these agencies also receive limited human resource development (HRD) support, focused largely at the operational level through nominated Liaison Officers, usually positioned in the human resources section of the partner agency, but with limited capacity to influence HRD planning or management.

Evidence shows however that simply building a critical mass of scholarship recipients within a targeted organisation has limited impact in and of itself<sup>13</sup>. In other words, large numbers of graduates in a target organisation are not a sufficient catalyst for organisational change or effective utilisation of alumni's knowledge and skills. When implementing an organisational targeting approach it is fundamental for a scholarship program to identify the environmental conditions that enable scholarships to be more effective within an organisation. In the current phase the strategy has been to target Bureaucratic Reform-focused institutions and organisations that are priority counterparts for other Australian Government programs. By working with organisations that are also supported through other Australian Government interventions it is envisaged that scholarships will be incorporated into other capacity building initiatives.

This partnership with Key Agencies has included limited human resource development (HRD) support. The focus has been largely at the operational level, involving mainly low-level HR personnel with limited capacity to influence HRD planning or management. It

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13 AusAID HRD Strategy Mission: 23 June – 19 July 2002 (2002); AusAID (independent Mission Review Team, 21 August 2002); IASTP III Impact Study. Indonesia Australia Specialised Training Program Training Project Phase III (2006); AusAID (independent consultants) Indonesia Australian Development Scholarships Phase II: Review (2006) AusAID (independent consultants – Kaye Bysouth, John Kirkland, Stephen Baines); Mid-Term Review: Indonesia – Australia Specialised Training Project Phase III (2007) AusAID (Mid-Term Review Team January 2007); Philippines HRD Strategy: Facility Design Document Volume II (2003) AusAID (independent consultants).

was recognised through the IPR in 2011 and the ANAO review<sup>14</sup> that to link scholarships to strategic organisational capacity gaps and future skills requirements, higher level institutional support and commitment is required. A review of the Key Agency model at the end of 2012 further supported these views, finding that while Australia Awards were perceived positively in agencies, they were not strategically linked to organisational HRD priorities, and lacked higher-level involvement.<sup>15</sup> The Key Agency review recommended that the program implement a more structured selection of priority organisations, with senior participation, and set clear performance measures that organisations would be regularly assessed against.<sup>16</sup> The future program aims to implement these recommendations through the new Priority Organisations approach (see section 3.2.2 below), the structured annual planning process, and enhanced HRD supports with Priority Organisations. The future program will institutionalise this partnership with Priority Organisations is a more structured way with tailored Letters of Understanding that clearly articulate each parties roles and responsibility, including the selection and reintegration of Awardees, as well as organisationally-relevant performance indicators to measure current and on-going participation.

#### **1.4.4 Access to scholarships through English Language assistance**

In addition to targeting organisations, scholarships have also been targeted to candidates from poorer, under-developed geographic regions of Indonesia. The intent is to provide access to disadvantaged groups, to increase the technical skills and knowledge of professionals in those areas so they can positively influence these regions. In line with AusAID's focus on decentralisation, the program has prioritised five provinces with preferential access to scholarship: Nusa Tenggara Timur (NTT), Nusa Tenggara Barat (NTB), Papua, Papua Barat and Aceh. Over the past four years this support and access has seen the proportion of awardees from these provinces grow from 16% of total awards to 27% in 2012. In real terms this is an increase from 47 awards in 2009 to 107 awards in 2012.

While the capacity gaps in these provincial areas are large, and the advanced knowledge and skills offered by Australian Universities are in high demand, candidates from provincial areas in Indonesia encounter a number of barriers to access scholarships – including often lower English language proficiency and inadequate internet infrastructure that constrains access to information, as well as a complex range of socio-economic and cultural barriers.<sup>17</sup> Not all of these barriers can be addressed through the Australia Awards program. But to assist with access, and effectively target potential recipients from disadvantaged provincial areas, specific support mechanisms have been implemented, including additional English language training, tailored communication strategies and flexible eligibility requirements such as recognition of work experience.

The English language requirement for postgraduate study in Australia is generally 6.5 IELTS for a large number of courses at Australian Universities. The current Australia Awards in Indonesia program has a minimum eligibility requirement of 5.0 IELTS, which entitles successful applicants to up to nine months of English for Academic Purpose (EAP) training, intended to bring them up to a target 6.5 IELTS score (with no

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<sup>14</sup> ANAO, 2011, p. 60

<sup>15</sup> Stokes, Robyn and Halil Chalid, 2012, Review of the Key Agency Model (independent review commissioned by AusAID), p. 25

<sup>16</sup> Ibid, p. 33

<sup>17</sup> Overseas Scholarship Roundtable (OSR), 2010, Examining the Barriers to Access and Scholarships Provision in Regional Areas of Indonesia, Apr, pp. 4-5

band lower than 6.0). Most participants in the nine month course have been drawn from Eastern Indonesia, in keeping with the program's geographic focus areas.

From 2003 to 2011 the results of this EAP program indicate that only 41% of participants achieved the target 6.5 IELTS – notionally suggesting a low success rate against the fixed target of IELTS 6.5. However this next Phase will adjust the IELTS target to more appropriately reflect the intent, which is to give candidates the greatest access to the full range of courses in Australia. There are a substantial number of high quality postgraduate courses in Australia that do not require 6.5 IELTS, and the vast majority of EAP participants who do not receive the target 6.5 IELTS are still placed at an Australian University, often with an IELTS score of 6.0. Further the program has found that of the 92 Awardees placed with IELTS lower than the target 6.5 in 2009-2011, all were placed in one of their top three course preferences, and 74 of these (80%) experienced no academic difficulties while on award. This is therefore a more meaningful measure of success for the EAP program, i.e.: delivering English language and academic preparatory training that places candidates into courses that match their academic level, professional needs, as well as their level of qualification, to ensure they succeed in their studies in Australia.

In further response to English language needs, Phase IIIA successfully piloted the first English language training assistance (ELTA) course for potential scholarship applicants from Nusa Tenggara Timur (NTT). Thirty participants with an IELTS of 4.5 were selected to undertake a three month training program to bring their score up to 5.0 IELTS or higher. Of the 30 participants, all achieved at least 5.0, with one participant even scoring 6.5 IELTS. Twenty-eight participants then applied for ADS, with 24 shortlisted for an interview. Fifteen applicants were eventually selected for an ADS award, achieving a 50% success rate for the pilot program.

In the current phase a second ELTA pilot has been completed in NTT, with the expansion into other geographic focus areas, including a pilot completed in NTB in late 2012, followed by Papua and West Papua early in 2013 (See Annex 1 for further detail). When the future direction of the country program strategy is known, and as decentralisation program expands into other provinces, supports such as ELTA will need to be considered for new geographic areas, as well as other interventions to increase access to the Australia Awards program.

#### **1.4.5 Supporting Alumni**

Over the past five years AusAID globally has developed an increasing interest in building alumni networks. This interest is premised on the overarching aim of AusAID and the Australian Government to 'stay connected' with the individuals it has supported to study in Australia, both from a relationship and an evaluation perspective.

For alumni, staying connected with Australia is an important motivation for engaging with alumni networks, if they do so. Alumni have indicated that they would appreciate further support to contribute to development and many want to be involved in the work of the Australian Government<sup>18</sup>. The Indonesia program has responded to these demands by developing an alumni network with practical opportunities for alumni to access support and build networks with Australia and each other. These activities have included professional development activities and reintegration seminars designed to assist

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<sup>18</sup> AusAID Scholarships Section, 2008, Alumni Network Information Scoping Activity

alumni in their workplaces and professions to share their knowledge and skills, and to influence improvements and reforms in their fields of expertise.

To further support development outcomes and people-to-people links through alumni networks, AusAID Indonesia launched in 2010 the Alumni Reference Group (ARG), which includes 200 high profile Australia Awards alumni within priority fields, such as education, health, governance and economics. ARG membership provides access to a range of activities and entitlements including online academic journals and invitations to high-level Australian Government events. In 2012 the ARG aligned its executive structure with Indonesia's Mid Term Development Plan and AusAID's sector priorities through the establishment of thematic coordinators to build closer relationships with Australian aid activities, as well as collaboration between the Indonesian Government and academic institutions within these thematic areas.

While Indonesia already provides significant and sophisticated supports to alumni that will continue into the next phase (see Box 3 for examples), the future program will be required to be even more innovative. As a key measure of success in the program will be demonstrating the links that are established and maintained between Australia and Indonesia through Australia Awards, alumni activities will need to more directly involve these connections with Australia, not just amongst Indonesian alumni. This may involve opportunities for alumni to return to Australia or greater investment in Australian participating in activities in Indonesia.

**Box 3: The Changing Face of Alumni Activities in Indonesia**

Over the past three years AusAID has recognised the importance of delivering alumni activities that contribute directly to the professional interests of alumni. Since 2009 professional development activities (PDAs) have been offered across Indonesia to all Australia Award alumni (both AusAID and Endeavour awardees), driven by the areas of interest determined by the local alumni groups. Many PDAs have focused on establishing and initiating connections with alumni, as well as generic issues such as leadership, applying for grant funding and progressing post-doctoral research.

However in 2011 the first thematic PDA for alumni was held in Ambon, North Maluku, addressing the challenges of coastal zone management in Indonesia and how to develop coastal and marine resources for the utmost benefit of the local people. The workshop brought together officials from the Directorate General of Marine, Coastal and Small Islands, Ministry of Marine and Fisheries Jakarta, the Head of Marine and Fisheries Department in the Maluku Province, researchers, academic staff from James Cook University Australia and the University of Pattimura Ambon, volunteers (AYAD), and representatives from an Australian Government sponsored project in the Maluku.

This thematic approach to PDA workshops continued in 2012, with thematic PDAs held in Jakarta to celebrate International Women's Day, and in Bali to discuss strengthening the Indonesian health system and universal health coverage.

The Australia Awards global alumni strategy, due to be launched in 2013, requires Posts to prioritise a number of activities for alumni. In most cases, Jakarta Post either already implements these activities or is well placed to respond. Future alumni engagement in Indonesia will be positioned within the context of the global Australia Awards alumni strategy, while building the existing strong network. The program will utilise global alumni mechanisms, including the Australia Awards Alumni Network (AAAN) and its alumni database.

#### **1.4.6 Flexible award options – pilot initiatives**

The current program is driving ongoing quality improvement in the program by launching several pilot activities to respond to previous lessons learnt and test new program strategies aimed at improving overall performance of Australia Awards in Indonesia. These pilots are explained in more detail in Annex 1.

The **Enhanced Engagement with Key Agencies pilot** is designed to better support Government of Indonesia Key Agencies to utilise scholarships within their broader human resource development strategies and plans. Two sub-pilots have been trialled to test alternative modes of Australia Awards delivery. These are **Scoping and Managing Short Courses** and **Articulated Graduate Study/ Split Site Delivery**.

These pilots are being delivered under the Enhanced Engagement pilot as a demand driven tool with three Key Agencies (Ministry of Trade, BAPPENAS and Fiscal Policy Office) to improve the use of scholarships for organisational capacity building. These pilots are attempting to test the hypothesis that more flexible scholarship options will provide organisations with more appropriate HRD tools, contributing to higher-level buy-in and improved utilisation and performance of alumni when they return.

These pilots will be formally evaluated during the first years of the new program. Early results thus far are mixed. The split-site Masters program has been very positively received and implemented, with all three agencies in regular contact with the Australian and Indonesian Universities and taking a close interest in the selection and mobilisation of awardees. Most significantly, these KAs are making financial contributions to the cost of the split-site program. Further, one additional GoI department – not a Key Agency – submitted scholarship applications in the recent 2013 intake for individuals to participate in a similar program. This initiative demonstrates a genuine demand from organisations for flexible study options and an internal willingness to professionally and financially support their employees in these programs.

Short course training is a well-established capacity building tool and a regular feature of development programs in a variety of forms. In Indonesia short courses existed for many years under the Indonesia Australia Short-Term Training Program (IASTP), but this program finished in 2007. Short courses were piloted under the global Australia Awards initiative for the first time in 2011-12. Indonesia participated in three pilot short courses under the global program and evaluations from participants indicated that when training was designed in collaboration with the employer, to meet specific workplace capacity challenges, the participants and senior managers receive the most value.<sup>19</sup> In addition, two pilot courses have included post-course visits by the provider to Indonesia to follow-up on training and provide additional support to participants in the implementation of skills and learnings delivered during the short course. Anecdotal evidence suggests this has been highly valuable for organisations and participants.

The short course pilot initially received considerable buy-in from the three participating agencies, with a common list of training requirements found across all three, aligned with Indonesia's Mid-term Development Plan<sup>20</sup>. However the time lag between identifying short course training demands, followed by the customised design of the course content and subsequent outsourcing of the program delivery to an Australian provider under Commonwealth Procurement Guidelines, led to a lack of ready participants for each

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<sup>19</sup> University of Queensland and University of Sydney post-course evaluations conducted by the Scholarship Section in Canberra

<sup>20</sup> A full list of short courses and further background can be found in Annex 1

course. While the agencies still recognise the need for the proposed training, finding the right people to fill the courses at the right time and the protracted preparation period has distorted the program to be supply, rather than demand driven.

Three factors have an impact on the success of short-term training, which will be important to take into consideration in the future evaluation of the pilot short courses in Indonesia. These are:

1. Effective training design, including targeted content, appropriate participant selection, multiple teaching methods and follow-up support;
2. Organisational context, including clearly identifying capacity gaps and barriers, and appropriate resource and incentives provided to participants;
3. Organisational commitment including increasing resources to implement training and establishing feedback loops between program design, delivery, monitoring and evaluation and organisational practice for capacity building.<sup>21</sup>

There are clear strengths and challenges associated with the delivery of flexible options under Australia Awards in Indonesia. These pilots require further time and evaluations to measure the on-going appropriateness for delivery in Indonesia as a permanent feature of the program. The pilots will continue in their current form into the next phase of Australia Awards to ensure the program has adequate time to measure their performance. Evaluations of all existing pilots will occur during the first year of next phase, and will inform decisions about how best to retain and enhance the flexibility that is necessary to meet the varied capacity building needs in Indonesia.

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<sup>21</sup> ERF, 2013, *ERF10672 - Literature review for short courses training as an effective capacity building tool*, p 8

## **2 Investment Description**

### **2.1 Logic and Expected Outcomes**

#### **2.1.1 Program Goal**

The overarching design considerations for the scholarships program are the direction and priorities of the bilateral country program strategy, coupled with the global objectives of the Australia Awards program. Scholarships need to be viewed as a capacity building tool that supports the priorities of the Australian aid program. The program will contribute to the overarching partnership between Australia and Indonesia as outlined by the current and future Country Program Strategy.

The goal of Australia Awards is that Indonesia's development is enhanced by a pool of internationally-qualified professionals working in priority fields; and a strengthened bilateral relationship between Australian and Indonesia exists through a strong and positive view of Australia as a partner in building Indonesia's human resource capacity.

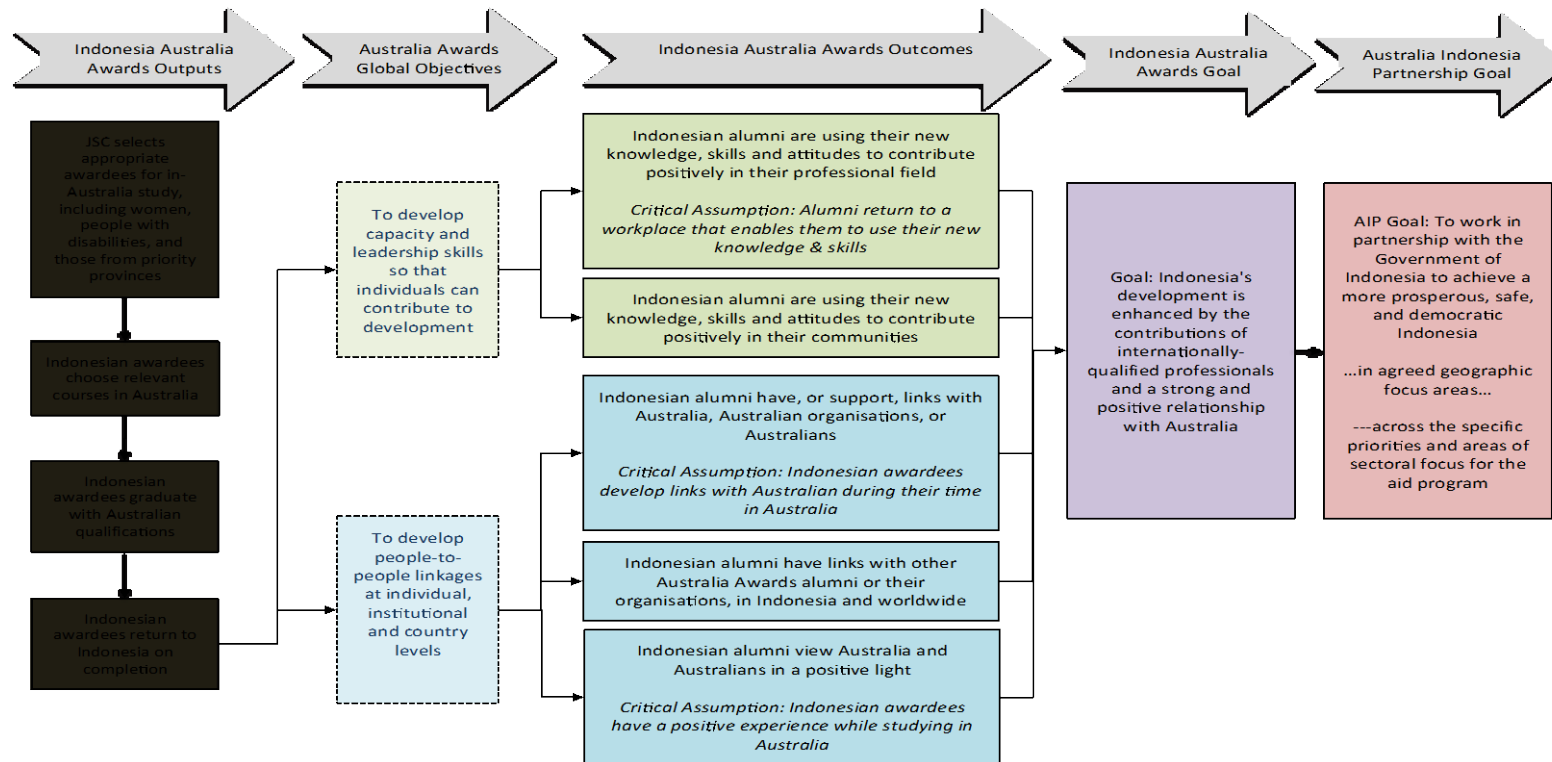
The program logic (Figure 1) shows the intended end-of-program outcomes for the program, and the links with the program goal and Australia's overall goals in Indonesia, as well as the global objectives of Australia Awards.

#### **2.1.2 Global Program Objectives and Indonesia's End-of-Program Outcomes**

The program is organised in two pillars, reflecting the two global objectives for Australia Awards, as shown in the program logic and outlined below.

# Australia Awards in Indonesia 2014-2022 Investment Design Document

Figure 1: Australia Awards in Indonesia 2014-2022: Program Logic Model



Program implementation will focus on achieving outputs and outcomes...which will make contributions across all four pillars of the aid program in Indonesia



***Australia Awards Global Objective 1: To develop capacity and leadership skills so that individuals can contribute to development***

Scholarships represent a major investment in the development of the individual awardees. Thus the end-of-program outcomes reflect individual outcomes; the most direct causal links are those between awards and individual outcomes. However the awards will be utilised strategically and in close alignment with the priorities and targets of the aid program in Indonesia, which will provide for these individual outcomes to make contributions towards organisational and community change. In line with AusAID's centralised policy direction of Australia Awards, the program in Indonesia will contribute to the two global objectives for Australia Awards, of building capacity and people-to-people links. The program's contribution towards these two global objectives will result in it delivering five end-of-program outcomes, as shown in the program logic at Figure 1.

**Outcome 1: Indonesian alumni are using their new knowledge, skills and attitude to contribute positively in their professional field**

The contributions made by Alumni in their workplaces and their professional fields are acknowledged by both the Australian and Indonesian governments as one of the main reasons scholarships are so highly valued. The Indonesian government demonstrates this by continuing to pay base salaries to public servants who are awarded a scholarship while they are in Australia, and by bonding the alumni to their government department after their award. In addition, the years that Government employees can contribute in their professional field has increased over the past few years with the raising of the retirement age from 55 to 60 years.

For the Australian Government, aligning the Australia Awards in Indonesia with the broader aid program is intended to ensure that scholarships are targeted to candidates from organisations and professional areas that are contributing to the critical development issues which are jointly given priority by Australia and Indonesia. Selection of high quality and appropriate candidates, reflecting targeting and access priorities, is the first test of program performance (see Box 4 for further information). The new program will implement a strengthened approach to prioritising fields of study and sectors of employment through an enhanced annual planning process which will work with AusAID sectors and other Australian Government programs to identify explicit priority sectors and study areas that are best supported by the Australia Awards program.

An enhanced annual planning process will be supported by a HRD approach that assists organisations to best utilise scholarships as a capacity building tool, further contributing to positive professional outcomes for alumni. The HRD approach is explained in further detail in Section 3.2.2. At the same time the program will continue to have a competitive, merit-based selection process with a strong focus on targeting priority development areas to ensure the right high quality candidates apply and return to the right workplaces in Indonesia with the skills and knowledge to contribute effectively.

**Outcome 2: Indonesian alumni are using their new knowledge, skills and attitude to contribute positively in their communities**

The experience of studying and living in a new environment offers more than the acquisition of technical skills and knowledge to expand one's professional capabilities; it broadens an individual's perspective, to be more open-minded and accepting of different cultures, behaviours and ways of life and to see new solutions to old problems. Beyond their workplace, alumni can have a considerable influence and impact on their communities by applying these new skills and perspective. For the purpose of this design, community is broadly defined as a collective of people with a shared identity, whether it is geographic, political, cultural, social, economic, or a combination. Selecting candidates that have the commitment and motivation to utilise their knowledge and skills to contribute to Indonesia's development in diverse ways beyond their workplace is critical for ensuring broad-based impact of the scholarship program.

As with Outcome 1, the program will develop focused strategies for targeting and selecting candidates based on their individual commitment to development priorities in Indonesia. Candidates who demonstrate the ability to contribute to their communities will likely be those who also demonstrate considerable developmental leadership capabilities. According to the Developmental Leadership Program funded by AusAID in partnership with Oxfam, Transparency International, the Asia Foundation and GIZ, developmental leadership is defined as “the capacity to mobilise people and resources and to forge coalitions with other leaders and organisations, within and across the public and private sectors, to promote appropriate local institutional arrangements that enhance sustainable economic growth, political stability and social inclusion.”<sup>22</sup>

Building on the existing strengths of the current selection processes, the future program will specifically target candidates based on their motivation, ability and capacity to influence and connect with individuals, organisations, and other leaders on a range of professional and community activities, such as volunteer experiences, contributions to under-developed (pro-poor) areas and issues in Indonesia, and personal motivations for undertaking a scholarship program in Australia.

However selecting awardees that can make a positive contribution either for their community or with their community will require flexibility in traditional eligibility and selection criteria. While the traditional Grade Point Average criteria remains the strongest quantifiable indicator of potential success in Australia, alternative equivalencies and recognition for entry to Australian Universities will be explored, such as work experience or recognition of prior learning (RPL), so that potential candidates who fall outside of the traditional criteria are provided with the opportunity to access the program.

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<sup>22</sup> Developmental Leadership Program, 2012, “Key Concepts”, accessed online at: <http://www.dlprog.org/contents/about-us/our-core-focus/key-concepts.php>

**Box 4: Australia Awards and Development for All**

Over the past four years the Australia Awards in Indonesia program has developed and implemented program approaches and dedicated resources to support candidates with a disability. This has included: the first country program to support a full-time carer in Australia for a person with a disability; distributing application forms in braille format; working directly with the Indonesian Blind Union to promote the program with its members and network; lowering the GPA eligibility requirement in-line with other target groups; ensuring that pre-departure training is designed and delivered to accommodate the needs of people with a disability; and on a case-by-case basis assessing work experience and alternative academic qualifications of candidates who do not meet the traditional GPA requirement.

These measures have not only increased the number of candidates with a disability applying for a scholarship, but have also demonstrated that implementing specialised targeting strategies towards non-traditional applicants opens up access to the program to a dynamic and motivated community of people who are dedicated both to their individual achievement and making a true difference back in Indonesia.

For example, two AAS alumni with a disability are working directly with the Government of Indonesia and civil society to mainstream disability budgeting and ensure that Indonesia meets its commitments under the UN Convention of the Rights of People with a Disability. This work has included participating in a Southeast Asian regional Australia Award Fellowship with the University of Sydney to learn from the Australian experience, especially the recently introduced National Disability Insurance Scheme.

***Global Objective 2: To develop people-to-people linkages at individual, institutional and country levels***

Australia provides scholarships as part of its bilateral relationship with Indonesia, with the explicit aim of building and deepening the links between the two countries at all levels: between people, between institutions, and between governments.

One of the fundamental reasons why Australia delivers a scholarship program for study in Australia is the notion that through this experience Indonesians will interact with and develop enduring connections with Australia. The result of these links can be varied, from an increased general understanding of Australian culture, exposure to issues of priority to Australia and Australians, to developing meaningful networks with individuals and organisations that can help support mutually beneficial endeavours.

Due to the variable nature of the links developed, they are likely to be differentially achieved across the program and amongst individual alumni. It is expected that the linkages will broadly fall into three categories, as articulated in the three end-of-program outcomes:

**Outcome 3: Indonesian alumni have or support links with Australia, Australian organisations, or Australians**

The links created between Australians and Indonesians through the experience of a scholarship can have a long-lasting and enduring impact on people and organisations. There is much anecdotal evidence that influential alumni within GoI ministries are receptive to approaches from Australia and are well disposed to Australian priorities. There are also a vast number of institutional linkages, such as those between Australian

and Indonesian universities, which have been established and maintained by alumni. While the global objective of people to people links has been a long-term feature of the Australian Government's investment in international scholarships, a key assumption of the program is that Indonesian awardees actually develop links with Australians during their time in Australia.

The new Australia Awards in Indonesia program will implement deliberate mechanisms, through an enriched experience in Australia, to build connections between Indonesian awardees and Australia, and support these links upon return to Indonesia. For example, with a significant cohort of awardees coming from GoI agencies, it is possible to support links with Australian government counterparts, as well as industry peak bodies, research institutions and non-government organisations within the same sector. Deeper alignment of Australia Awards with the priority areas of the Australian aid program in Indonesia will enable the scholarship program to identify organisational links with AusAID and other Government agencies' projects. Australia Awards in Indonesia may also work with AusAID Canberra and other Australian government agencies while awardees are in Australia to establish organisational and professional connections. There may also be scope to explore strategies to enable more personal connections with Australians, such as social networking opportunities within institutions.

Upon return to Indonesia, alumni activities will support both the professional and community networks that have been established in Australia and strengthen the links between the two countries. Continuing existing activities such as the ARG and Thematic PDAs, as well as networking with high-level Australian Government delegation will be further enhanced with additional alumni dedicated funds, especially to support alumni returning to Australia or increased involvement of Australians in activities in Indonesia. Future alumni activities and enhancements will align with the Australia Awards global alumni strategy and include close collaboration and coordination with the Australia Awards Office in Canberra.

**Outcome 4: Indonesian alumni have links with other Australia Awards alumni or their organisations in Indonesia or worldwide**

Having connections with other Indonesian alumni supports the experience of awardees while they are studying in Australia, through the shared experience of adjusting to academic and personal life in a new country. These connections further support alumni with cultural reintegration when they return to Indonesia, and are important to support future professional and community activities. The networks developed amongst Indonesian awardees during their experience in Australia are often diverse, and these contacts can be drawn on back in Indonesia to help solve complex challenges together.

Equally the networks developed with non-Indonesian Australia Awards alumni can provide professional and community benefits, especially in dealing with regional and cross-border issues such as population movements, infectious diseases, trade and climate change.

Developing links with Indonesian and other Australia Awards recipients already occurs in Australia through the universities. Under the contractual obligations between education institutions and AusAID, universities must provide a dedicated Student Contact Officer (SCO) who manages the operational requirements and pastoral care of AusAID Australia Awardees. In addition to organising orientation activities and the compulsory Introductory Academic Program, SCOs also organise regular get-togethers with AusAID Australia Awardees and other international students, which provides a positive base for the establishment of on-going links between awardees and other alumni. As with Outcome 3, the future program will leverage the existing positive work being

undertaken by universities to build deliberate and meaningful links between awardees. The future program will also work with the global Australia Awards alumni network strategy to support on-going connections between alumni across countries and regions through online and face-to-face activities.

#### **Outcome 5: Indonesian alumni view Australia and Australians in a positive light**

Independent of the people-to-people and organisational links that are created through study in Australia and upon return to Indonesia, it is assumed that a more intangible connection will occur between the scholarship recipient and the host country. Even if the awardees and alumni do not establish or maintain active links with people or institutions, by having a positive view of Australia and Australians they can contribute to an improved general perspective of Australia back in their workplaces and communities. This positive view may also include staying informed about current issues affecting Australia, as well as seeking opportunities to be involved in Australian cultural activities back in Indonesia.

An overall positive perception of Australia is entirely reliant on the experience that awardees have while in Australia. As outlined in Outcomes 1 to 4, there are multiple mechanisms throughout the entire scholarship cycle that contribute to the overall experience awardees have of Australia, both while on award and when they return to Indonesia. Selecting the right candidate with the motivation and ability to adapt to life in Australia, providing them with opportunities to expand their professional and community expertise and networks, and supporting their reintegration to Indonesia will all be crucial contributors to achieving this final outcome of the Australia Awards program in Indonesia.

## **2.2 Delivery Approach**

Implementation of the program will be undertaken by a Managing Contractor, which AusAID will select via an open procurement process during 2013. This approach is preferred for several reasons: scholarships management has been effectively managed via outsourcing in Indonesia for many years, as well as in many other country programs. As such, it is the established and proven delivery approach for Australia Awards worldwide. In addition, the scale of the Awards program for Indonesia is so great that there is an administrative and management workload which makes one alternative option – management within the AusAID office – entirely unfeasible. The nature of Australia Awards also means that the other option – partner government implementation and management – is not appropriate. Further, its heavy administrative workload would place an unreasonable burden on GoI systems, processes and staffing.

The Managing Contractor will provide the operational and administrative resources that are necessary to implement the program, as well as the required tertiary education expertise and advisory capacity. This approach will ensure that AusAID can focus its resources on the strategic direction of the program, while the implementation workload is outsourced to a specialist organisation.

The English language and pre-departure training services required as part of the program will be delivered by the Contractor, through a sub-contract with a suitably capable specialist English language training provider operating in Indonesia.. Further information regarding the delivery of English language services can be found in Annex 3.

## 2.3 Program Size, Timeframe and Resources

The program will provide long and short term study and training opportunities. While the final split of award options between the two will be determined at implementation and through an annual planning process (described in section 3.2.1 and in Annex 6), the Government has already committed publicly and through Ministerial agreement to provide 500 Australia Award Scholarships by 2014, as well as 200 short term awards.

The Australia Awards program in Indonesia has traditionally been designed for five year periods. This timeframe has been primarily determined by contracting arrangements and Financial Management Act requirements. However it is proposed that new program design will stretch over an eight year period, reflecting the long-term nature of scholarship delivery, its relatively steady and consistent implementation requirements, and its potential impact. Delivery and management will be via an initial four year contract from **1 April 2014 until 31 March 2018**, with the option of a four year extension until 2022 based on a thorough program and performance review.

The total program budget is estimated at over \$420 million based on the next four years, with the potential mix of 500 long term and 200 short term awards per year. The program budget split is between in-Australia (covering all study related expenses in Australia, such as tuition fees and stipends) and in-Indonesia costs related to the management of the program (including the administration, English language preparation, visa and mobilisation to Australia).

The program will have the ability to scale up or down based on budget and political demands. There will also be the flexibility to adjust the mix of awards between long and short term, while not adjusting the overall number of Australia Awards offered each year. However based on the current commitment of 500 long-term awards, the estimated program budget and associated cost assumptions are provided in Annex 4.

In addition to the program budget, AusAID Jakarta will directly meet the costs of managing the program, including an appropriate number of contract management and representational staff in the Embassy (see section 3.1.2)

### 2.3.1 Managing Contractor Personnel

The managing contractor will provide all the personnel resources required for program management and implementation, through long- and short-term appointments across the full suite of functions and responsibilities. The following four positions are specified in the design and indicative position descriptions are included below:

- Program Director (International; full-time)
- Deputy Program Director (international; full-time)
- HRD Advisor (international; full-time or part-time)
- Monitoring & Evaluation Adviser (International; full-time or part-time)

The rationale and level of the positions specified in the design are reflective of the size and significance of the program. The **Program Director** is the senior representative of the Contractor and will be responsible for the strategic and higher level management of the Australia Awards in Indonesia Program. The Program Director will lead and supervise the Program's senior management team, comprising of the Deputy Program Manager, Scholarship HRD Advisor and M&E Advisor.

The Senior Management Team (SMT) will have monthly internal meetings to ensure that all aspects of the Program are being communicated across the different teams, ensuring that synergies and efficiencies being made. All members of the SMT will participate in

the biannual Program Review and Reflections Workshop and attend the Program Coordination Committee meetings. The Program Director will liaise with AusAID and all key stakeholders and take responsibility for achieving quality and efficiency targets in Program outputs with an ultimate focus on achieving program outcomes.

The **Deputy Program Director** will be responsible for the operational management of the Program, which is of considerable size. The position provides the Program Director with support and advice to inform recommendations on the strategic direction of the program. The position will lead and supervise a significant proportion of locally engaged staff with specific responsibility for the Pre-Award, Post-Award, Data Management, Finance and IT functions, as well as manage the sub-contract with the IALF. This position is required to manage the quality of Australia Awards operation in Indonesia, maximising program effectiveness and efficiency and to effectively manage risk.

The design also provides for a **HRD Advisor** and an **M&E Advisor**. The position descriptions at Annex 5 specify their roles and the skills and expertise required. However there will be flexibility for bidders to propose a combination of personnel for either part-time or full-time engagement. The total personnel being proposed however must represent the equivalent to two full-time C4 level positions. For example a bid may have one full time HRD Advisor, supported by an additional part-time Advisor and a part-time M&E Advisor, however the minimum input for a part-time M&E Advisor must be 90 days per year with at least 50% of that time in country.

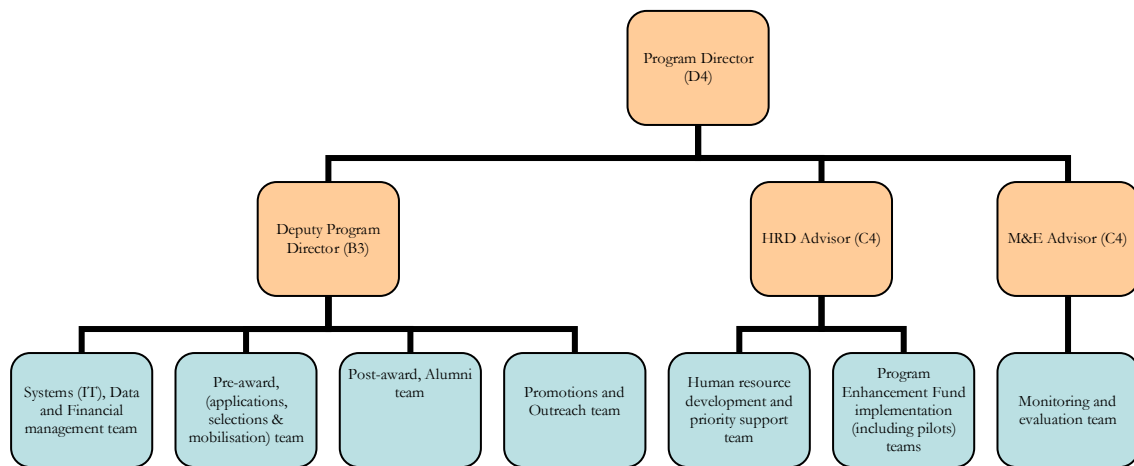
Further to these specific positions, it is the responsibility of bidders to propose appropriate staffing levels to effectively and efficiently implement Australia Awards in Indonesia to cover the following functions:

- Systems, human resources, administration, data and financial management
- Human resource development support to organisations and sectors
- Promotions and outreach activities
- Pre-award and on-award operations
- Short-listing and selection activities
- Coordination with and monitoring delivery of EAP, IELTS, pre-departure training and ELTA
- Development and implementation of Program Enhancement Fund pilot activities including flexible award options
- Post-award activities including reintegration of returnees and alumni support
- Monitoring and evaluation of program and impact.



Australia Awards in Indonesia 2014-2022  
Investment Design Document

Figure 2: Program Organisational Chart





## 3 Implementation Arrangements

### 3.1 Management and Governance

#### 3.1.1 Program Coordinating Committee

Since 1998 AusAID-managed scholarships in Indonesia have been governed through a Program Coordinating Committee (PCC) underpinned by a Subsidiary Arrangement (SA) between AusAID and the State Secretariat (SetNeg). Over the past five years, the relationship between AusAID and SetNeg has strengthened significantly. SetNeg has an active, decision-making role on the key directions of the program, including co-chairing the Program Coordinating Committee (PCC), and participating in the procurement process to select the Contractor for both Phase IIIA and Phase IIIB. These arrangements will be maintained into the next phase, as they have proven effective, as confirmed by the 2011 Independent Progress Report and through recent consultation with other GoI stakeholders.

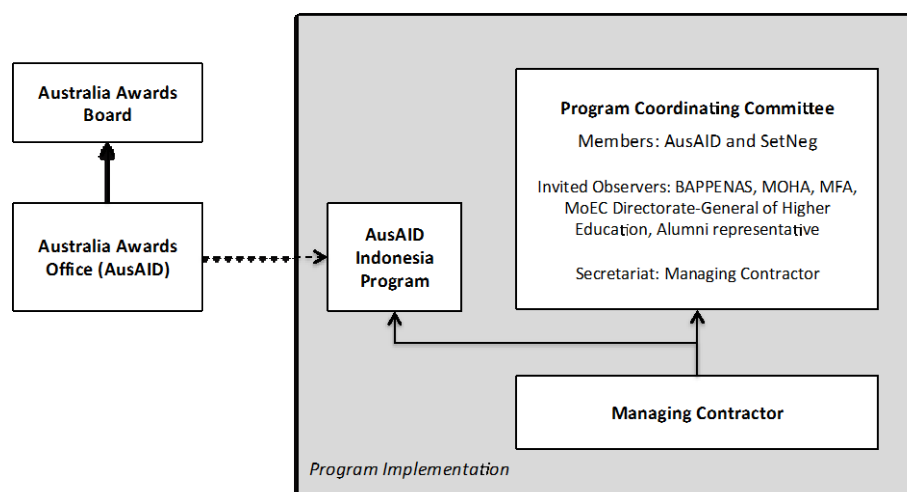
While the current SA and PCC arrangements are effective, PCC meetings in this phase will be expanded to include a number of important observer members, whose participation will enhance the workings of PCC by bringing additional perspectives to the deliberations. Observers will not have decision-making accountability. The PCC will operate as follows:

- Over time the program has also worked very closely with several other stakeholders and agencies within the Government of Indonesia, including BAPPENAS as the main counterpart for the post-tsunami Australian Partnership Scholarships (APS), and Ministry of Home Affairs (MoHA) on the coordination of provincial targeting. Considering the important role of these agencies, as well as the bilateral importance of scholarships and the program's relationship with the higher education sector, it is proposed that formal PCC observer status be offered to BAPPENAS, MoHA, Ministry of Foreign Affairs and the Directorate General of Higher Education (within the Ministry of Education and Culture).
- The PCC will include a further observer; an Australia Award alumnus who can appropriately represent the views of the returned awardees in Indonesia on the committee.
- The Contractor will provide secretariat services to the PCC, as well as its technical and management advice and input.
- The program Monitoring, Evaluation and Learning Specialist (see section 3.6.11 below) will also attend PCC meetings, so as to facilitate the increased use of evidence in strategic and management decision-making.

Further information regarding the decisions to be made by the PCC can be found in Section 3.2.2. and in Annex 6 Section A. In particular the PCC will be responsible for: reviewing performance of the program; agreeing to award allocations determined by the annual planning process; approving Priority Organisations; and allocation of the Program Enhancement Fund.

The diagram at Figure 3, below, shows the management and governance arrangements:

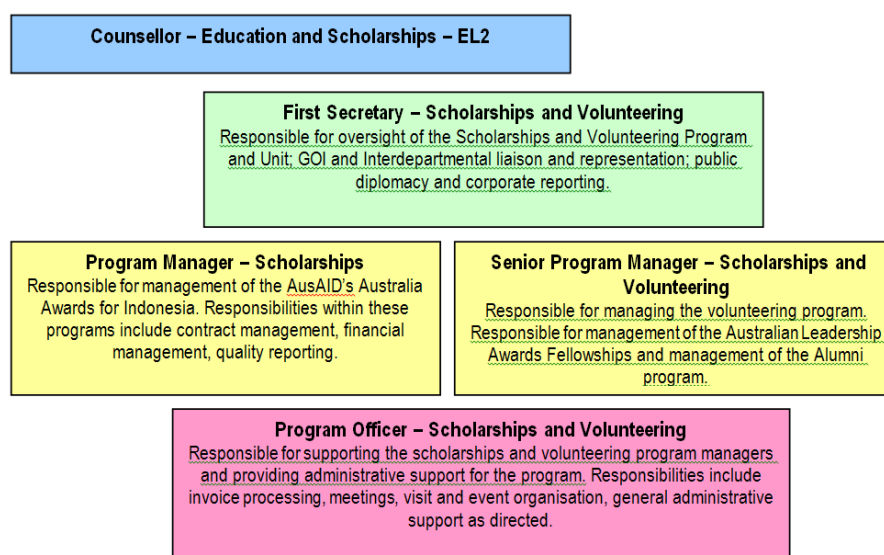
Figure 3: Management and Governance Structure



### 3.1.2 AusAID Management

The Scholarships and Volunteering Unit in AusAID's Jakarta post will oversee the program. This Unit, overseen by the Counsellor (Education and Scholarships), is managed by the First Secretary, with support from a Senior Program Manager, a Program Manager and a Program Officer (see Fig. 3). This represents a static staffing profile from Phase IIB to the new program.

Figure 4: AusAID Jakarta Scholarships and Volunteering Unit



### 3.1.3 GoI Responsibilities

SetNeg represents the Government of Indonesia in this program including as a member of the PCC and with responsibility for liaison and coordination across government at a general level. In addition to acting as the executing GoI agency of the program, SetNeg has responsibility for approving the release of all public sector employees who are offered an Australia Award. Where appropriate, SetNeg will also work with AusAID and the Contractor on the establishment of relationships and agreements with GoI Priority

Organisations, and may also co-sign the formal Letter of Understanding with GoI Priority Organisations, which would strengthen communication of the joint commitment to program implementation.

### **3.1.4 Contractor Responsibilities**

The responsibilities of the Contractor are described throughout this design document and in the draft Scope of Services. The contractor will provide personnel, resources and management services to undertake all relevant planning, coordination, liaison, consultation, and administration services necessary for the effective implementation of the Program. The Contractor will work in collaboration with AusAID and the GoI to achieve Program outcomes. The Contractor will communicate with AusAID Jakarta on all program management issues including the payment of invoices, except where consultation with the Australia Awards Office in Canberra is required as indicated in the *Australian Awards Scholarships Handbook*.

### **3.1.5 Australia Awards Board**

At the global level, Australia Awards are overseen by the Australia Awards Board, which is supported by a Secretariat in the Australia Awards office located in AusAID Canberra. The Board does not have authority over the administration of the program, or any specific operational decision-making responsibility. Rather, its role is to provide AusAID and Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCS RTE) with strategic advice on the management and strategic direction of the Australia Awards program. Therefore the guidance it provides will influence the implementation at the country and regional level. Australia Awards in Indonesia will continue to be responsive to global directions and maintain clear, positive communication with the Australia Awards Office in Canberra to ensure new or emerging policy provisions are incorporated in the program.

## **3.2 Program Implementation**

The implementation of Australia Awards in Indonesia can be broken down into two inter-related elements.

- the operation and administration of the largest Australia Awards program, the Australia Awards Scholarship (AAS) program. The AAS is made up of a regular cycle of events and processes that continue from previous program phases and which are partly specified on a global basis for Australia Awards.
- the overarching strategic management and design enhancements of the program which contribute to the overall achievement of outcomes. This component includes human resource development assistance, pilot activities such as short courses and a flexible program fund to respond to emerging needs or changing priorities of the program.

### **3.2.1 Australia Awards Scholarships Cycle**

The following section relates to the implementation of the AAS lifecycle. Further details of each part of the cycle are provided in Annex 6.

Figure 5: Australia Awards Scholarship lifecycle



### ***A. Annual Planning and Targeting***

The Australia Awards program in Indonesia holds a significant place in the bilateral relationship and there are multiple and complex interests associated with the delivery of the program. As a cross-cutting mechanism it has great potential to complement the efforts of the rest of the aid program and enhance the effectiveness of those programs. To enable this complementarity, the program will develop and implement a comprehensive annual planning process to achieve long-term integration and alignment. It will provide a clear, systematic entry point for Australian Government, Indonesian Government and other relevant stakeholders to engage with the program at strategic and practical levels. This will address the issue that in previous phases of the program, annual planning has predominantly involved AusAID and the Contractor, with some decisions made at the PCC level with the program's counterpart SetNeg, but with little other external input.

Greater alignment with the Australian Government's priority areas will include a more robust process of long-term organisational targeting, the Priority Organisation system. Priority Organisations will receive preferential access to Australia Awards, similarly to the Key Agency model in the current program, however they will be required to meet clearer performance measures that will be regularly assessed. The detailed annual planning and targeting process is described in Annex 6.

### ***B. Communications and Promotions***

The Australia Awards program has strong visibility across Indonesia and plays an important role in Australian Government public diplomacy efforts within the Indonesian community. Since 2007 DIICCS RTE has undertaken the promotion of Australia Awards across the archipelago through a Record of Understanding (ROU) with AusAID. This ROU provided for AusAID to finance two full-time staff positions in DIICCS RTE Jakarta to undertake joint promotions of Australia Awards, covering the AusAID and Endeavour programs.

This arrangement has served the program well, however Indonesia is the only country in which DIICCS RTE and AusAID have worked together to promote Australia Awards in this way. It has become an anomaly while also creating inefficiencies in the separation of promotions from the rest of program implementation. Further, the context has shifted considerably:

- There has been significant growth in the size and breadth of AusAID's Australia Awards
- The Australia Awards Office in Canberra has moved from DFAT to AusAID, further concentrating Australia Awards leadership within Canberra:
- AusAID-funded ACIAR Awards are now incorporated into Australia Awards; and
- Endeavour Awards are now a relatively small proportion of the total number of Australia Awards offered in Indonesia.

Therefore the program requires a more coherent and development-focused communications and promotions approach that supports the full lifecycle and strategic direction of the program. As the largest Australian Government provider of international scholarships in Indonesia, AusAID and its Contractor will maintain the whole-of-government support for Australia Awards with the promotion of DIICCRSTE's Endeavour Awards and ACIAR's John Allright and John Dillon Awards, and will coordinate with DIICCRSTE and ACIAR on the Communications and Promotions Strategy and implementation plan.

AusAID and the Contractor will also work closely with the Australia Awards Office in Canberra to ensure that all promotional material and activities adhere to global branding guidelines and deliver the appropriate key messages about Australia Awards.

Coherent, strategic, targeted promotion of the program will ensure that high-quality, eligible candidates are informed about the program and provided with sufficient information on how to apply. Some promotion activities will be broad, to meet the Australian Government's public diplomacy and visibility goals, while others will be targeted and strategic to attract the right applicants to meet the program's development outcomes.

### **C. Applications**

Managing applications is one of the most resource intensive aspects of the scholarship lifecycle. The Contractor will devote sufficient administration and management resources to ensure applications are managed efficiently and accurately. Due to the lack of reliable or high speed internet access in many parts of Indonesia, especially Eastern Indonesia, the program has maintained a hard-copy only application policy. This will be maintained in this phase, at least initially. Therefore documents need to be prepared, printed, distributed and ultimately entered manually into a database. With connectivity and technological improvements occurring across Indonesia, with this new phase the program will progressively implement a hybrid approach, which will include the development of e-application forms by the Contractor (at an appropriate time), whereby data can be automatically transferred into the program database, in addition to the manually entered applications. Shifts towards increased use of electronic systems will be made on the basis of careful assessments of the trade-offs between administrative efficiency and potential reductions in access and equity. .

Once applications are received and entered into the system (i.e. AusAID's global OASIS system and the Contractor's own system, as appropriate) the Contractor will check for eligibility requirements such as GPA, age limit and English language results, and will cluster applications according to their targeted category. Only applications that are fully compliant and eligible will be further considered for selection.

#### ***D. Selection***

One of the most important parts of the scholarship lifecycle, the selection process must be robust, transparent and merit-based, guaranteeing that quality candidates - who are committed to the Program outcomes - are selected. Over the past two phases of the program, independent short-listing and interview teams – the Joint Selection Teams (JST) – made up of Australian and Indonesian academics, have undertaken selection in Indonesia. This process has ensured that the potential for Australian and Indonesian Government interference is minimised, and this has been a key positive feature of the program which will be maintained. However as the program increases its alignment with the broader Australian aid program the make-up of the selection teams may also need to be expanded – while retaining their independence.

Considering the size of the program – 500 long-term awards per year – the short-listing approach will need to be more comprehensive than in the past, which mostly considered only GPA and IELTS results. In line with a more robust annual planning and targeting approach, specific criteria will be established for fast-tracking applicants to the interview stage, based on priority organisation, sector and/or provinces. This will ensure that eligible applicants who are individually or organisationally of high priority for the Australian Government or aid projects are prioritised in the shortlisting process, thus reducing the workload of the short-listing team.

IELTS testing will be conducted by the sub-contracted English language services provider. IELTS testing will be delivered in conjunction with selection interviews to provide the final selection report with details of each applicant's English language level and pre-course training requirements.

The final selection of awardees will occur during a moderation session chaired by a senior AusAID official with responsibility for Australia Awards. This session will take place at the completion of interviews. The JST members will present a proposed list of candidates to be offered an award, disaggregated by gender; level of study; priority organisations, sector and provinces; disability and other possible targeted categories. Once the senior AusAID official gives approval during the moderation session, the JST will submit a Final Selection Report to the Contractor. This report will be the official document approved by the AusAID Chair (who is also holds the relevant delegated authority to approve) on the final allocation of awards.

#### ***E. Pre-Departure Preparation and English Language Training***

All successful applicants will attend at least six weeks of pre-departure preparation training, with a range of other program durations up to nine months maximum. These programs will all be provided by the English language services sub-contractor, in close collaboration with the Contractor to ensure program design and content meets all aspects of program requirements. The table below indicates the range of English for Academic Purpose<sup>23</sup> (EAP) programs, and the IELTS score required for each. The minimum IELTS requirement for EAP training is 5.0, however exceptional candidates who have achieved 4.5 will be provided with an additional three-month English language preparation program before commencing in the EAP training.

Awardees who will undertake Research programs in Australia (either PhD or Masters by Research) will attend a separate, customised research-focused EAP.

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<sup>23</sup> EAP is the broad name given to the preparation program provided for all candidates in Indonesia prior to mobilisation to Australia.



Table 2: Pre-Departure Preparation and English Language Training Options

IELTS Score	PDP and EAP Entitlement
6.5 (with no band below 6.0)	6 weeks
6.5 (with one or more band lower than 6.0)	8 weeks
6.0	3 months
5.5	6 months
5.0	9 months

### ***F. Placement and Mobilisation***

Program effectiveness depends on awardees being placed in the right course of study, that matches their academic abilities, career ambitions and the intended program outcomes. While to date the program has not been prescriptive in the specific courses applicants must take to meet specific capacity gaps or priority fields of study, with an enhanced annual planning process, including greater involvement from the Australian Government and increased performance measurement of priority organisations, more direction may be given regarding course selection, so as to meet specific organisational and sectoral needs. This demand for greater direction of courses in Australia may either come from the Indonesian organisations or the Australian Government partner. However any process that channels applicants to specific universities and courses needs to be based on a transparent procedure of identifying and selecting the specific university and course.

The Contractor will ensure that awardees are provided with sufficient information to prepare them for their studies and living experience in Australia. This involves the comprehensive pre-departure briefing during the EAP program described above, as well as encouraging awardees to undertake extensive research and connecting with alumni or on-award scholars in relevant courses and/or locations.

### ***G. On Award***

The long-established practice for Australia Awards is that, once awardees arrive at their institution in Australia, their academic support and pastoral care is the responsibility of the host institution as part of institutions' service contracts with AusAID. The Indonesia program has not previously invested in the on-award, in-Australia component of the scholarship experience, leaving this support to the Australian institutions. Management of universities is the responsibility of AusAID Canberra and the Australia Awards Office, which has further detached the Indonesia program from the on award experience, and this management is done at a very general level. There are a number of options to redress this imbalance, which the program will explore, and test.

More in-depth academic support and extra-circular activities negotiated with universities may contribute to an enhanced study experience and build more meaningful links between the awardees and Australians while on-award. This additional support in-Australia and consideration for specific study programs will enable diverse networks of Indonesians to develop in concentrated thematic areas while in Australia, further enhancing the awardees experience, while providing a professional network upon return to Indonesia.

During design consultations, several Australian universities indicated their enthusiasm for more in-depth engagement with scholars and AusAID while awardees undertaking their studies, in order to enhance their in-Australia experience and improve the resulting

outcomes.<sup>24</sup> This may include targeted work placements, industry networking, thematic workshops (also involving AusAID thematic areas) and short courses for awardees' supervisors. Some of these options are being tested through the split-site Masters pilot activities that are already underway.

Therefore the Contractor will prepare an *On-Award Strategy* within six months of contract commencement. The *On-Award Strategy* will be developed in collaboration with AusAID Jakarta and Canberra (both the Australia Award Office and Indonesia Desk) to ensure alignment with central policy and existing activities are leveraged not duplicated. The Program Enhancement Fund (see section 3.2.2.K below) will provide flexible funding to support the implementation of this strategy, which will be designed to support achievement of the end-of-program outcomes specified in this design.

#### **H. Return, Reintegration and Post-Award**

While completion of the study program in Australia is a critical output of the program, ensuring that the transition from on-award to post-award is well supported will help build an on-going strong relationship with alumni and provide alumni with tools to improve their ability to make positive contributions in the profession and communities. The contractor will work with alumni and their organisations to support their re-entry to Indonesia, in particular through encouraging and facilitating early communication before return, as well as reviewing and updating re-entry plans as appropriate and conducting reintegration workshops for alumni and their organisations where appropriate.

Alumni activities currently operating in the program will be continued by the Contractor. These include the established ARG, thematic PDAs, a regular newsletter, maintaining an up-to-date database and research support funding. To achieve end of program outcomes, the program will enhance these existing alumni activities with new innovations supported by the Australia Awards Office in Canberra. The annual planning process will enable the program to consult with sector areas on possible areas for alumni engagement, as well as through the enhanced engagement with priority organisations. Possible new areas for consideration may include opportunities for alumni to return to Australia, short courses, support to colleagues of alumni in priority organisations, mentoring of AVID volunteers in Indonesia, or other initiatives.

The Contractor will develop a *Post-Award Strategy* within the first 6 months of program implementation. This strategy, in coordination with the *On-Awards Enrichment Strategy* (to maintain the continuity and complementarity of the program), will provide on-going support for the existing suite of alumni activities, as outlined above and in Section 1.4.5, as well as propose new opportunities for alumni engagement and support in line with the overall program outcomes.

#### **3.2.2 Strategic Management and Program Enhancements**

As outlined in section 1.4, one of the strengths of the program has been its ability to adapt and respond to the changing nature and demands of the scholarship program in Indonesia. Maintaining this flexibility in the next phase while also ensuring that structured mechanisms are able to respond to existing and emerging demands will be crucial in achieving the end-of-program outcomes.

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<sup>24</sup> As indicated in Annex 10, consultations with Australian Universities have been undertaken with eight institutions. These institutions were specifically selected for the number of awardees they have received over the past three years. Full dialogue records are available.



The strategic management mechanisms and program enhancements sit across the whole program and require high-level expertise within the Contractor to administer. Three distinct elements make up this component of the design:

- Targeting and HRD support for Priority Organisations, sectors and provinces;
- Continuation of pilot activities; and
- Program Enhancement Fund.

### ***1. Priority Access and HRD Support for organisations, sectors and provinces***

Targeting and Human Resource Development (HRD) support refers to the identification, assessment and provision of tailored assistance provided to strategic priority organisations, sectors and provinces for the Australian Government under the Australian aid program in Indonesia. This approach will be primarily delivered through the Priority Organisations Approach.

#### ***Priority Organisations Approach***

As outlined in Lessons Learnt (section 1.4), it is clear that to effectively link scholarships with strategic organisational capacity gaps and future skills requirements, there must be higher level institutional support and organisational leadership – both from the Australian Government and the Indonesian organisation. Therefore this phase of Australia Awards in Indonesia will have a more strategic and developed approach to targeting support to organisations, through a new Priority Organisations approach.

The new Priority Organisations approach responds to lessons learned in Phase III by strengthening the Australian Government's and organisational commitment to the utilisation of scholarships in Priority Organisations. The first step towards generating a more strategic approach to targeting and support for Priority Organisations will be the implementation of a strengthened annual planning process outlined in Annex 6. This will provide the program with clear strategic guidance on the priority areas for concentration in the next year. Central to this will be the identification, support and performance measurement of Priority Organisations.

Under the current Key Agency approach there has been a commitment to support 20 organisations. The new program has not set a specific limit to the number of Priority Organisations that will be supported because tailored levels of support will be required for different kinds of organisations. The number of Priority Organisations will also be determined through on-going performance measurement, the annual planning process and decisions made by the PCC. The Contractor will be responsible for facilitating the identification and selection and providing the agreed support to approved Priority Organisations. Based on resources, potential bidders may propose possible levels and number of Priority Organisations to support in their tender, which will be further negotiated with the successful Contractor in the development and implementation of the *Priority Access and HRD Support Strategy*. It is proposed however that a team of resources will be dedicated to HRD support within the contractor under the leadership of the HRD Advisor.

**Identification, assessment and agreement:** Once a Priority Organisation is proposed by the Australian Government, Government of Indonesia, or another key counterpart, the Scholarships and Volunteers Unit will use a simple internal assessment tool to determine initial suitability for PO support. AusAID will develop this internal assessment tool during the Mobilisation and Transition period, which will provide clear selection criteria to screen potential new Priority Organisations prior to further engagement.

If supported, AusAID will then direct the contractor to arrange an initial meeting with the proposed Priority Organisation to gauge interest. All initial meetings related to the Priority Organisation engagement process will include relevant senior level staff from all partners - from the organisation (at least Echelon 2 or equivalent), the Australian Government, the Government of Indonesia (if appropriate) and the Contractor.

Once support and commitment is established with the proposed Priority Organisation the Contractor will develop and conduct an enhanced Scholarships Readiness Assessment (SRA) utilising a set of clear, transparent criteria. The results of the SRA will be presented to the Program Coordinating Committee (PCC) for approval (see Section 3.1 for more detail). Once approved by the PCC, the Contractor will negotiate a tailored and time-bound Letter of Understanding (LoU) with the new Priority Organisation.

The Letter of Understanding will clearly articulate how the Priority Agency will be engaged and what levels of support they will receive, including a minimum and maximum number of awards available for each Priority Organisations. The LoU will outline the roles and responsibility of each party, including the Priority Organisation's role in selection and reintegration of Awardees, as well as organisationally-relevant performance indicators to measure current and on-going participation.

The LoU becomes an active implementation and assessment document that is reviewed annually for the duration of the engagement with the Priority Organisation and will be socialised within the organisation so that it has a de facto status as the Australia Awards Standard Operating Procedure (SOP).

**Access, supports and performance measurements:** Priority Organisation status will provide the following access and HRD supports from the Contractor (for example):

- preferential access to the Australia Awards scholarship (including fast track to short-listing)
- capacity building in mapping
- targeted promotion
- assistance with scholarship applications
- preparation and facilitation of re-entry of returned scholars, including developing and maintaining re-entry plans;
- providing supervisors with approaches to support re-entry and reintegration of scholars;
- evaluating use of awards and reporting the outcomes
- facilitating agency-specific alumni group to support/mentor new and returning scholars

**Tier 2 Priority Organisations:** Priority Organisations will have the opportunity to move to a higher tier of Priority Organisation status, which would provide access to additional scholarship options such as short courses, increased HRD for scholarships advisory support, and split-site programs. This status would be dependent on the agency meeting all the existing criteria for PO status, as well as additional criteria, such as a particular level of performance in the program, ability to co-finance additional awards and clear HRD strategy and plan. The utilisation of this additional support would be optional for all Priority Organisations and dependent on a clear demonstration of demand and need, and based on a transparent proposal and assessment process.

**Broader targeting and HRD support**

The focus of targeted organisational support through the Key Agency model in Phase III has been GoI Ministries and Directorate-Generals. As the program strives for more meaningful, strategic and comprehensive alignment with AusAID's broader activities, Priority Organisations will be expanded to include non-government organisations, such as partners through the AusAID Disaster Management, Women in Leadership and Knowledge Sector programs. Civil society organisations will require a different kind of targeting and HRD support and many of them may not be 'scholarship ready'. Through consultations and strategic planning the program will find innovative ways to engage these organisations and their Australian Government counterparts, to address their capacity demands.

In addition to Priority Organisation support, targeting and HRD support will also be extended to priority sectors and provinces. While this type of targeting will be less structured around organisational capacity building and may focus more on support to increase access for different priority candidates or priority fields of study, it will also require high-level expertise within the Contractor. In particular, working with priority candidates nominated by Australian Government officials or AusAID project teams will require careful and clear planning and communication to ensure the process and responsibilities are understood. At the same time, working with new kinds of candidates from non-traditional backgrounds will require a complex range of skill-sets within the contractor's HRD team.

Full details of the targeting and HRD approach will be developed by the Contractor in the development of a *Priority Access and HRD Support Strategy* within the first six months of Contract commencement and will be updated annually through the annual planning process.

#### **Box 5: Targeting organisations in the Knowledge Sector**

Many of the Australia Award recipients come from organisations that play a key role in Indonesia's knowledge sector – the institutions that support the production of public policy in Indonesia. Scholarships have been provided to both supply-side organisations, with over 200 alumni returning to research organisations such as LIPI, BPPT and universities, as well as the demand-side organisations with over 70% of scholarships awarded to civil servants.

In 2012, the scholarships program trialled a cross-sector multi-institutional approach with the Knowledge Sector Initiative. While traditionally the focus of targeting organisation has been on single agencies (Key Agencies) linked to a particular AusAID sector program, this new approach emphasises targeting across multiple smaller size organisations within one priority sector in AusAID that had multiple partners.

In this approach, the Knowledge Sector contractor manages a program with multiple small-size research organisations. These organisations do not need a huge number of scholarships; but awarding one or two scholarships per organisation in line with their broader capacity development efforts greatly benefits the overall capacity of the organisations. Similarly, rather than work with each organisation individually, the scholarships program coordinated directly with the Knowledge Sector contractor, to identify suitable candidates for scholarships that will support their broader work in capacity building.

In the future program this approach will continue and may be trialled with other AusAID programs such as MAMPU (Women in Leadership) and disaster management who each have managing contractors responsible for managing relationships and working with multiple small organisations.

## ***J. Continuation of Pilot Activities***

The pilots already underway in the current program (see section 1.3) play an important role in responding to lessons learnt in the previous phases of the program, as well as demonstrating innovative responses to specific challenges in achieving the program outcomes. Specifically, the program will continue to pilot:

- Enhanced Engagement with Key Agencies, specifically the two sub-pilots:
  - Short course awards
  - Split-site Masters program
- English Language Training Assistance (ELTA) program

The pilots will be sustained in the new Program so they have sufficient opportunity to demonstrate their effectiveness or otherwise. Decisions about which of the pilots should become ongoing features of the program will be made on the basis of evaluations of pilot success. The pilots will be evaluated over the first year of the new program implementation, as detailed in the approved Monitoring, Evaluation and Learning Plan for the program (see Section 2.6).

The completion of the Enhanced Engagement pilots will be built into an updated *Priority Access and HRD Support Strategy*, and may be redesigned to test possible future implementation of the Tier 2 Priority Organisations approach. In addition the Contractor may investigate approaches to broader piloting, particularly of Short Courses awards to meet other training demands that arise from the annual planning process such as sector-specific short courses. Any long-term integration of program enhancements arising out of the Pilots will be funded through the Program Enhancement Fund (see below).

## ***K. Program Enhancement Fund***

The program includes a new mechanism for responding to current and emerging demands. This requires a flexible set of resources that can be moved across various implementation options. To that end, a Program Enhancement Fund will be established that provides unallocated funding in years 2-4, which can be utilised to respond to program development needs. In particular, the Fund will enable the program to respond to the outcomes of studies such as the *In-Indonesia Undergraduate Scholarship Feasibility Study* (for example, if it recommends the establishment of an in-Indonesia component), and to the findings of evaluations of current pilot activities (such as, for example, any recommendation to expand the split-site delivery model). The Fund could also support other program innovations that will enhance program effectiveness, or which respond to changes in the enabling environment or delivery context for the program. These innovations could arise out of the ongoing M&E process, from the deepened engagement with sector programs and whole-of-government partners, direction from the Australia Awards Office in Canberra or from dialogue with Government of Indonesia stakeholders.

The Contractor will receive direction and approval to access the Program Enhancement Fund from the PCC. The PCC will make decisions about the allocation of funding to new activities, on advice from the Program Director. Any recommendation for use of Program Enhancement Fund resources will be subject to a fully documented proposal for PCC approval.

During the mobilisation and transition period the Contractor will work with AusAID to develop a comprehensive set of operating procedures and funding criteria for the Program Enhancement Fund.

**Box 6: Provincial access pathways**

Providing access to the scholarship program in disadvantaged provincial areas of Indonesia is an important aim of the program. However the reality for these areas, especially Eastern Indonesia is that the population is much smaller than in other areas of Indonesia such as Java and Sumatra<sup>1</sup>. There is a possibility that if the program continues with the existing provincial targets it may exhaust the current generation of eligible candidates. Thus the program needs to consider either focusing on new or alternative provinces, re-considering the level of the geographic target, or building in program enhancements to develop future candidates for scholarship opportunities. One pathway is to offer in-Indonesia undergraduate scholarships.

In-Indonesia undergraduate scholarships do not change the Program's overall priority for postgraduate study in Australia. Instead this option would be considered a support mechanism for building a pathway to international postgraduate study, not a replacement or alternative to it. In order to support an informed decision about possible in-Indonesia awards, the Contractor will undertake an *In-Indonesia Undergraduate Scholarship Feasibility Study*, in consultation with AusAID, Australian-Indonesian Partnership for Decentralisation (AIPD) and Tertiary Education teams. The feasibility study will be designed and implemented during the first year of program implementation, and will look at the current pathway opportunities for potential AAS applicants, as well as the challenges and barriers to undergraduate study in Indonesia. The findings of the study will inform further discussion and consideration of possible in-Indonesia awards by AusAID, and by the PCC.

### 3.3 Mobilisation and Transition

The Contractor will be mobilised by 4 June 2014 for a handover period of four weeks with the existing contractor, until commencing full program implementation on 1 July 2014. Within one month of this commencement date the Contractor will establish the program office, mobilise the required specified team members, contract all other program staff, establish office systems and obtain required equipment. During this period AusAID will instruct the previous Contractor to hand over all relevant equipment, files, systems, data and other information to the new Contractor.

AusAID will request in writing the previous contractor to handover all equipment, data, files, systems and other relevant information from the existing contractor. These instructions are outlined in the standard contract conditions, clause 23.3. Because the scholarships program follows a regular, recurring, annual cycle, there is no neat start or end date at which handover can be easily undertaken. Further, the new design necessitates transition to the changed priorities, staff structure and intended outcomes. As such, careful planning for, and resourcing of, the transition to this new phase is required.

The Contractor will provide a short-term Transition Manager for three months to assist the Program Director and Deputy Director with transition. Following initial program set-up, the program will hold a detailed **Program Planning Workshop**. The two or three day workshop will be held within the first six weeks of the program and will bring together the contractor, AusAID Jakarta and SetNeg to undertake detailed planning – taking this design forward into the first annual workplan. Representatives from AusAID

Canberra may also be invited to attend, as well as a representative of the Phase IIIB contractor (if agreed). The Workshop will include mapping the scholarships cycle in detail with key dates and decision points clear and agreed, as well as work planning for all other major tasks such as systems and strategy development, evaluations, and reporting.

During this period the Contractor will also prepare a detailed Quality and Operations Manual that will set out standard operating procedures for implementing the program to a high standard, including but not limited to:

- human resources recruitment and management;
- financial administration, management and reporting,
- risk management,
- fraud prevention and reporting,
- complaints management,
- procurement (compliant with the principles of the Commonwealth Procurement rules);
- security and workplace health and safety; and
- records management.

Arising from this workshop and other transition and mobilisation tasks will be the Interim Annual Plan, which will cover the period from mobilisation to the first regular scheduled Annual Report and Workplan. While the Program Planning Workshop may agree to adjust timings, within the current scholarship cycle an Annual Report and Workplan ideally should be submitted before planning and targeting activities commence for the next round, approximately September/October. Therefore the interim plan will cover a six period from Contract commencement to late September.

### 3.4 Sustainability

Evidence shows that Government of Indonesia Ministries and DGs are increasingly able to self-fund a large proportion of international scholarships through internal budget provisions. GoI is the largest provider of international scholarships through the DIKTI program and under other arrangements such as loans and co-financing, Ministries such as BAPPENAS, Trade and Finance directly fund hundreds of international scholarships. Australia Awards contribute in a sustainable way to the existing investment in scholarships by:

- **Building higher-level knowledge, skills and attitude to contribute to Indonesia's on-going development.** The management of an efficient and effective Australia Awards program aims to ensure that the right candidates are selected, from the right organisations and sectors, to undertake the most appropriate course of study in Australia. Alumni can then return to Indonesia to make positive contributions within their profession and community. The results and the impact of the program are not determined by the number of scholarships awarded or the number of alumni who return home, but are determined by these contributions of individuals which can have an on-going, multiplying and life-long effect. Therefore, even in the event the Australia Awards change or are discontinued, the real results of the program will continue to be felt for years to come as individual alumni continue to have an on-going role in the development of Indonesia.



- **Partnership with GoI and Priority Organisations.** To support the contributions made by individuals, the program will continue to partner with specific organisations, especially GoI agencies. This partnership with Priority Organisations will align support to their internal HRD strategies and plans, to ensure that the knowledge, skills and attitude built through Australia Awards will directly address organisational capacity gaps. By not imposing external priorities on organisations, the sustainability of interventions will be enhanced. In addition, the continuing close partnership with SetNeg and its crucial participation in the formal PCC will ensure the program is informed and able to respond to changing GoI priorities, in-line with the overarching Australia-Indonesia country program strategy.
- **Support for demand driven Alumni activities.** Building a network of Alumni who have a clear vision for the purpose of their interactions and the types of activities and resources they need to achieve their purpose will contribute to both on-going development contributions and also sustainable links between Alumni and Australia. Activities that are demand-driven, supporting professional, community and social linkages, have demonstrate positive results in enabling alumni to achieve the programs intended outcomes, rather than individuals working in isolation.
- **English Language Training Assistance partnering with local providers.** One specific way the Australia Awards program is building an on-going sustainable intervention is through the ELTA program's partnership with local English Language training providers. The program is building the capacity in provincial areas for improved English language teaching resources and expertise by supporting the upgrading of local facilities and teacher training courses. Ultimately these English Language training facilities should not only be utilised by the Australia Awards program, but could be revenue generating language providers in their own right.<sup>25</sup>

### 3.5 Inclusiveness

Overall the program has performed well in the two key areas of inclusiveness consideration: gender and disability. There is also a range of positive inventions designed to address provincial/geographic inclusiveness, as discussed in Section 1.4.4. However there is a lack of comprehensive information on the overall barriers to the Australia Awards program, especially to a broader range of disadvantaged or excluded groups, such as those from different socio-economic, religious or cultural groups. In the first year of implementation the Contractor will commission an *Australia Awards Inclusiveness Study* to assess if additional barriers exist and evaluate the 'blind spots' in the program which may be unintentionally excluding certain applicants from the program.

#### 3.5.1 Gender

Achieving equal access in the scholarship program by women and men is based on a number of issues. As highlighted in Section 1.4.1 a significant proportion of the program is targeted at Indonesian civil servants. Therefore one of the first factors to consider is the pool of male and female government employees the program can access. Of the

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<sup>25</sup> Preliminary feedback from the first two phases of the NTT ELTA pilots indicates that the facility in Kupang is already self-sustaining.

approximately 4.6 million civil servants roughly 48% are female and 52% are male.<sup>26</sup> While this provides a good base to assume gender balanced access to scholarships, the male to female ratio changes quite significantly when the central government employment data is disaggregated. Of the approximately 306,000 central Jakarta-based civil servants, 59% are male and only 41% are female. Considering, to-date, that a large proportion of the GoI officials who have been awarded an Australia Award have come from this pool of employees, it is a substantial achievement that the program achieves gender parity in Awards offered. This achievement is in line with GoI's own gender mainstreaming efforts in encouraging government organisations to nominate equal numbers of female and male candidates, thus supporting efforts to integrate women and men equally in the organisational planning and evaluation.

During the mobilisation and transition period, as outlined in Section 3.3, the Contractor will develop and annually update a *Gender Strategy* that will set out a comprehensive approach to promoting gender equality in the management and delivery of the program. The monitoring and evaluation system will ensure that all reporting includes gender-disaggregated data; pre-departure briefings address treatment of gender in Australia; and the Contractor will promote equal opportunity for women and men in staff employment.

### 3.5.2 Disability

The Program also promotes opportunities for those with disability in line with the GoI policy on inclusiveness and the Australian Government's *Development for All* (see Box 3). While the program has made significant advancements in increasing access to Australia Awards for people with disabilities, there remains a lack of comprehensive information on the barriers faced by people with a disability in Indonesia, especially accessing tertiary education and the potential pathways to international scholarships. AusAID's Tertiary Education program has indicated that as part of their design they will be undertaking studies on a range of barriers to accessing tertiary education, including disability factors. The Scholarships and Volunteers Unit will stay abreast of these studies and feed relevant information to the Contractor.

Among the support provided, the Contractor will ensure that information about Australia Awards is accessible to potential candidates with a disability, including accessible application forms and reasonable adjustments made to interview format and location. The English training provider will also ensure teaching materials and methodologies accommodate the special requirements of awardees with a disability.

The Contractor is required to maintain an up-to-date *Disability Strategy* that outlines policy, and promotes the support available under the program in-line with global *Australia Awards Disability Inclusiveness Guidelines*.

## 3.6 Monitoring, Evaluation and Learning

Assessing the outcomes of tertiary scholarships is a long-term endeavour, with substantial challenges of attribution, contribution, and causality. Nevertheless there are well-established approaches, proven in Indonesia and in other scholarships programs<sup>27</sup>,

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<sup>26</sup> BPS, 2012, Statistical Yearbook of Indonesia

<sup>27</sup> Some of these are reflected in AusAID's Introductory Guidance on Monitoring and Evaluation for AusAID Australia Awards (August 2011), with additional details identified in other grey literature from country programs world-wide. There are few formal sources, although there have been papers presented to recent conferences of the Australasian Evaluation Society which will be drawn from.



that enable monitoring and evaluation to meet its three-fold purposes: enabling accountability, informing program management, and supporting learning.

The approach to monitoring and evaluation will operate within the context of Australia's CAPF results framework and the obligation to contribute results data to program-level and global results reporting. It will equally reflect the management needs of the program and the specifics of the Indonesia program context, and will be designed to meet the agreed quality standards for M&E in the Indonesia program. It will be broadened to include an emphasis on learning and continuous improvement, thus resulting in a comprehensive **Monitoring, Evaluation and Learning (MEL) system**. The design and development of the MEL system for Australia Awards in Indonesia will endeavour to draw on good practice examples from other AusAID scholarships programs. The Scholarships Section in Canberra will assist with the collection of such examples.

The approach to M&E described in this design is intended to be indicative. The contractor will fully develop the M&E system after mobilisation, working with key GoI partners (particularly in SetNeg) and involving AusAID staff and the Contractor's personnel especially the senior management team. This way the M&E system that is developed will be genuinely owned and understood by those who will participate in its operations and who will utilise its outputs. The approach is intended to link directly to the AusAID performance and quality requirements, and to reflect prevailing AusAID guidance and standards on M&E for scholarships programs.

Program-specific M&E will be structured around the framework of the program logic, and will utilise both quantitative and qualitative measures of progress and performance. It will monitor and report activities and outputs (enabling monitoring of implementation efficiency); and outcomes (enabling monitoring of relevance and effectiveness). The approach will also seek to maximise continuity from previous phases of scholarships management, in order to maximise the scope for longitudinal data analysis<sup>28</sup>.

It will do this through an approach that has several key features:

- It will address monitoring of implementation and program performance as well as the evaluation of progress towards outcomes.
- It provides for MEL to be central to program management and implementation, integrating with every aspect of the program and involving M&E staff in management processes and structures.
- The system will provide management information that will underpin a regular cycle of reflection, learning and continuous improvement.
- Data will be disaggregated by gender in all cases, and will be examined by other key variables such as disability or geographic region wherever possible and meaningful.
- M&E will be aligned to AusAID's global Results Framework and the agency's performance and quality system.
- There will be clearly-defined roles for Indonesian partners in the development and implementation of M&E system and activities.
- The system will be straightforward to implement, and utilises existing data flows as much as possible.

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<sup>28</sup> Longitudinal data is highly evaluable for scholarships M&E because the implementation cycle is so long.

### **3.6.1 Alignment with CAPF Results**

The MEL system will ensure regular collection and reporting of data towards the primary CAPF headline result relating to tertiary scholarships:

- The number of people (at least half of them women) awarded tertiary scholarships and returning home to assist their country's economic development

It may also enable contributions to other relevant headline results if appropriate, including:

- The number of teachers and school officials trained
- The number of law and justice officials trained
- The number of public servants trained

Data collection and analysis for these results indicators will be guided by AusAID's corporate requirements for operationalising and reporting headline results.

### **3.6.2 Monitoring, Evaluation and Learning Plan**

The MEL system will be described in detail in a comprehensive Monitoring and Evaluation Plan, which the Contractor will prepare within three months of program commencement. The MEL Plan will include:

- Summary of overarching system design
- Description of all M&E activities and their link to the program design
- Full description of all data collection methods
- M&E framework establishing the set of indicators for common reporting
- Explanation of data management tools including database system
- Description of analysis and sense-making approaches plus additional learning-based activities to underpin continuous improvement and the sharing of lessons
- Strategy and plans for the utilisation of information collected and the findings resulting from analysis
- Details of planned reporting including report templates or outlines
- Calendar/ workplan for all monitoring, evaluation and learning activities
- Resources schedule showing the resources that support implementation of the MEL system

The Contractor will review the MEL Plan as part of each year's Program Review and Reflection Workshop (see below) and annual reporting process, and will release an updated version following discussion and agreement on any changes during that Review.

### **Evaluation Questions**

The MEL system will incorporate a set of indicators for the outputs and end-of-program outcomes as well as evaluation questions to guide data collection and analysis. Guiding evaluation questions will include:

- How well is the program aligning with, and supporting the implementation of, AusAID's priorities and objectives in Indonesia?
- To what extent is the program selecting the right candidates (linked to effective targeting, promotion, and selection processes)?
- How successful are Indonesian awardees during their studies in Australia?

- What evidence exists of how Indonesian alumni are contributing in their professional fields, and in their communities as a result of their scholarship experience?
- What are the post-award experiences of alumni, in terms of their career progression and professional achievements?
- How have scholarships contributed to links between individuals, organisations, and between Australia and Indonesia?
- How efficiently is the managing contractor implementing the program?

### ***M&E Framework***

The Contractor will develop an M&E framework as part of the overall MEL system, based on a detailed assessment of the information required by stakeholders and the feasibility of data collection. As individual M&E activities and data collection are developed there may be additional indicators identified. However the total number of indicators should be limited, and focussed on those that are most meaningful for monitoring and evaluation purposes.

Not everything that will be monitored or evaluated in Australia Awards in Indonesia can be expressed in terms of quantitative indicators. Thus the M&E Framework cannot capture all aspects of program M&E, and it should be seen as one component of the broader MEL system and complementary to other qualitative indicators of program performance and achievement.

An indicative M&E framework is provided at Annex 8.

### ***Key Variables***

Disaggregation of data provides essential analytical and reporting insights. The definition of the variables by which data will be disaggregated is important to ensure that there is clarity about what is being analysed, and consistency in data collection, management, analysis and reporting. As such the contractor will confirm and expand the definition of key variables in the MEL system, building on the following list:

- Gender
- Age group
- Category of award
- Level of study (postgraduate, PhD)
- Province of Employment
- Family status (accompanied, unaccompanied)
- Field of study (possibly linked to CRICOS code categories)
- Sector of employment (which is not necessarily the same as field of study)
- Academic outcomes (successful, unsuccessful)

Other variables for consideration could include level of employment, income, type of employing organisation, and disability.

All variables will be identified and defined clearly in the MEL Plan.

### ***3.6.3 Implementation Monitoring***

Much of the day-to-day monitoring of implementation progress with long- and short-term awards, and the delivery of outputs, will be undertaken through operational and

management data. Such data will come from application forms, program plans and administration mechanisms, and institution reporting of academic outcomes. The MEL system will also involve a range of additional M&E tools and methods which are outlined in the following section.

### **3.6.4 Ongoing Evaluative Activities**

The M&E and learning system includes a number of applied research activities – evaluative activities – which are essential components of the overall program. There is scope for some of these activities to be implemented by separate sub-contractors, or by Indonesian partners, if this can be shown to deliver efficiencies or other benefits in terms of quality or additional independence of work. Any outsourcing of evaluation activities will be approved as part of the overall approval of the MEL Plan.

### **AusAID Arrival and Ongoing Surveys**

AusAID retains a contractor to undertake annual surveys of all AusAID's Australia Awards scholars on award in Australia. Two surveys are administered: an Arrival Survey, which seeks feedback from all newly-commencing scholars in Australia during the first few months of their award; and an Ongoing Survey, which surveys all current scholars. Both surveys are conducted annually and results are provided to the Scholarships Section in AusAID Canberra. Data is presented on a global basis and can also be disaggregated by sending country or by other variables.

In addition to the feedback the surveys give AusAID about Australia Awards generally, both surveys also provide an important indication of scholar satisfaction with the contractor in their home country. In particular, the Arrival Survey collects data on the pre-departure briefing and other support provided prior to their departure for Australia.

AusAID Canberra will provide Indonesia-specific data from both surveys to AusAID Indonesia as soon as it is received, to assist with AusAID monitoring of the program. AusAID will also make results immediately available to the contractor; as such data is a valuable input to the broader MEL system for Australia Awards in Indonesia.

Should AusAID not continue to implement these surveys, the contractor will be required to develop and implement similar surveys of Indonesian awardees. AusAID will provide additional funding to enable this through a Contract variation.

### **Individual Case Studies**

Quantitative data on post-award outcomes provides valuable, but limited insights into those outcomes. It can tell us where scholars are working and what they are doing – to a degree– but cannot shed light on the nature of their work nor the extent of their contributions. Because the notions of employment, and work, and contribution, are complex in Indonesia, more in-depth qualitative study is likely to provide greater insights that will really enable increased understanding of post-award outcomes for Indonesian scholars. For this reason, case studies will be an important feature of the MEL system for Australia Awards for Indonesia.

The Contractor will develop a detailed case study methodology as part of the MEL Plan. It may involve longitudinal case studies and/or other case study methods, and it will provide the basis for exploring the diversity of views on post-award outcomes. Case studies will not be limited to seeking the scholar's own views on their contribution and the value of the Australian award, but will also seek to include other perspectives, such as employers, family members, and others, to provide a more comprehensive examination of outcomes.

### **Organisational Case Studies**

The MEL system will maintain the existing approach to organisational case studies established in Phase IIIB. The case studies will cover: background, rationale for selection as a priority organisation, the history of organisational involvement in the program, organisational priorities, current staffing, scholarships pipeline (including other scholarships programs, current awardees, current alumni, reintegration and impact.

The case studies will enable the program to:

- Document the involvement of the organisation;
- Capture the significance of both current and potential future participation in the Awards program;
- Provide a basis to consider ongoing support for the organisation;
- Provide a basis for establishing the extent to which Australia Awards, and the priority organisation approach, are an effective way to assist organisations.

The Contractor will review the experience with organisational case studies during Phase IIIB, and develop a detailed case study methodology and work plan as part of the MEL Plan.

### **Thematic Studies**

In addition to other routine monitoring and evaluation activities, the Contractor will undertake at least one Thematic Study each year. These studies will respond to a particular issue of concern or interest for the program in any given year. The Contractor will draw on its interactions with AusAID, SetNeg and other program stakeholders to identify possible topics for thematic evaluation studies over the course of each year, and will present a small number of study options for the PCC to consider as part of the annual planning process.

Topics for the Thematic Study could include, for example, examination of issues facing scholars with a disability, or scholars from disadvantaged geographic areas, or those working in non-traditional sectors. As such they will provide an additional opportunity to examine the effect of equity and affirmative action strategies. Other topics might be the exploration of post-award outcomes for scholars in a specific Ministry or employment sector. A reimbursable budget of up to \$50,000 will be provided to fund these studies.

### **Post-Award Monitoring**

The Contractor will collect a range of simple data from scholars at three points post-award: on completion, 12 months after completion, and 24 months after completion. Data collected will be relatively limited, designed mainly to track scholars and their employment outcomes, and to seek simple indicators of any ongoing links with Australia. There will be limited collection of qualitative data through these routine processes, as the main focus will be quantitative data that can be aggregated over time, and reported simply.

The Contractor will design the most appropriate mechanism to collect post-award data from completed scholars, which could be through phone, email, interview or other means depending on the most effective and feasible. Data will be collected according to a detailed data collection instrument that links, where possible, to the existing post-award data collection being currently undertaken in Indonesia such as the existing *On Return Survey*. This would enable longitudinal data collection and the analysis of trends and

changes over a longer time period. However it should also improve on this data collection and address any additional requirements arising from this program design.

### **Tracer Studies**

As with the overall design, several aspects of program monitoring and evaluation are mandated globally. In particular, AusAID has established a global approach to tracer studies, which are the centrepiece of post-award outcomes assessment, and this approach will be reflected in the program's M&E system. It provides for a three-year cycle of tracer studies using a common methodology and design to enable cross-program and time series analysis. The next tracer study for Indonesia is due in 2016 and the Contractor will work closely with AusAID to design and implement this tracer study in accordance with prevailing AusAID requirements.

#### **3.6.5 Pilot Evaluation Studies**

The Contractor will undertake or commission formal evaluations of the program pilots and other enhancements in order to determine their success or otherwise, and to inform future decisions about the retention, adjustment, or abolition of those feature of the program. These will include:

- At the end 2014, the Contractor will evaluate the **ELTA** program. The evaluation will seek to determine the extent to which ELTA is achieving its aims of providing access to Australia Awards to individuals and organisations that would otherwise be excluded from participation. The evaluation findings will be utilised in further development of the ELTA program.
- In early 2015 the Contractor will undertake an evaluation of those **Short Course Awards** that have been delivered during Phase IIIB and the early part of this program design. The findings of that evaluation will be reflected in subsequent program workplans and the approach to future delivery of Short Course Awards.
- Concurrently in early 2015, the Contractor will undertake an evaluation of the **split site delivery approach**, examining the effectiveness and efficiency of the split site delivery that commenced during Phase IIIB. The findings will influence future development of split site delivery, and will be communicated widely to other Australia Awards programs to assist with the consideration of similar delivery approaches elsewhere.

#### **3.6.6 Monitoring English Language Service Provider**

The Contractor will include mechanisms for routinely monitoring the quality of the services provided by the English language services sub-contractor as part of the MEL system for the program.

#### **3.6.7 External Evaluation**

AusAID will commission at least one external evaluation of the program during the implementation of this design. This evaluation is the essential independent assessment of program effectiveness and quality, including (but not limited to) the performance of the managing contractor. At a minimum this evaluation will be undertaken during the last year of the first contract period. The findings of that evaluation will assist AusAID to decide whether any refresh design is necessary to ensure the program remains relevant and efficient in the out years. It will also provide the evidence for AusAID to determine whether the existing contractor is retained through a contract extension, or whether the program is put out to market through a further procurement process. The performance of the Contractor will be a central consideration in this decision.



The Contractor will be required to participate in any commissioned evaluation and to provide any and all information required. AusAID will endeavour to limit the burden such evaluations place on Indonesian partners, and the Contractor.

### **3.6.8 Monitoring Contractor Performance**

AusAID will monitor the performance of the Contractor in accordance with AusAID's prevailing contractor performance systems. Measures will include successful delivery of program outcomes, adherence to timeframes and program quality standards, and measures of performance against risk management requirements.

### **3.6.9 Data Management**

Operational data is central to the M&E of scholarships awards. It underpins activity-level progress monitoring relating to promotions, applications, selections, mobilisations and placements. It also enables some output-level monitoring particularly relating to awards and academic outcomes (successful and unsuccessful award completions). Other data relates to the monitoring and evaluation of additional issues while on award (such as scholar satisfaction) and post-award (such as employment outcomes or qualitative indicators of contribution to development), and for specific activities specified in the MEL Plan. In summary, the sources of data for monitoring, evaluation and learning include:

- Application forms
- Selection records
- Management and operational systems including financial and human resources management
- Universities (via data that goes into OASIS)
- On Award monitoring activities including surveys
- Evaluation studies
- Post award monitoring including alumni activities
- Tracer studies

The use of AusAID's OASIS database system and its associated MicroStrategy reporting tool is a mandated element of data management for Australia Awards. OASIS holds data from AusAID and from the institutions where Indonesian awardees are studying, and as such it is a critical source of data, especially regarding on-award issues. However OASIS will be complemented by a program-specific database, which has proven an essential component of scholarships management for AusAID worldwide<sup>29</sup>. The Contractor will establish and maintain this program database to support the management of operational and MEL data throughout program implementation. It will be located and managed in the Jakarta program office, with data entry undertaken by a range of program staff as part of their day-to-day involvement with program administration. Development and implementation of the program database will, to the greatest extent possible, enable the transfer or maintenance of data held within the current Contractor's program database, so as to preserve the longitudinal data for the program.

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<sup>29</sup> OASIS is not designed as an M&E database, but as an administrative tool, and AusAID scholarships managers in programs around the world utilise tailor-made M&E databases in complement to OASIS. Until the nature of OASIS design changes, this secondary database requirement will continue.

Other development awards programs are establishing systems that enable automatic data exchanges between OASIS and individual country or regional program databases. Now that this new capability has proven to be feasible, beginning to function elsewhere for Australia Awards<sup>30</sup>, the Contractor will be required to explore the scope for such data exchange between OASIS and the Indonesia program database. The system will also incorporate the use of data from AusAID's regular Arrival and Ongoing surveys of scholarship awardees.

### **3.6.10 Program Review and Reflection Workshops**

At least annually, and aligned with significance the annual reporting period, the M&E specialist and the Program Director will design and run a one-day Program Review and Reflection Workshop. These workshops will enable program staff to examine quantitative and qualitative data and progress towards the intended program outcomes; to discuss and debate the interpretation of those data; and develop conclusions that will feed into formal reporting. They will thus be both M&E and learning activities. Staff will have the opportunity to participate in presenting and facilitating sessions dealing with their areas of responsibility (making the workshops professional development opportunities as well as learning forums) with support from the M&E Specialist and the Program Director.

AusAID and SetNeg stakeholders will be invited to participate in these workshops, in order to develop common understandings of the data. Jointly making sense of program data, and discussing its implications for program management and implementation, will enhance data analysis and also build a deeper collective engagement in the program.

### **3.6.11 Reporting Requirements**

The reporting cycle for the program is built on the MEL system, with the system underpinning all aspects of reporting. The MEL system will be designed to ensure that all reporting obligations can be met, and that reports are prepared on the basis of a sound evidence base. It will thus require a utilisation focus and a practical approach. In addition to the individual reports from specific research or evaluation activities, the following routine reports will be required during program implementation:

Table 3: Reporting Requirements

<b>Report/ Output</b>	<b>Comments</b>	<b>Estimated Timing</b>
<b>Quality and Operations Manual</b>		Within one month of mobilisation
<b>MEL Plan</b>	Comprehensive description of the MEL system including processes for Program Review and Reflection Workshops, data collection and analysis, and report preparation.	Within three months of commencement

<sup>30</sup> At the time of writing it is functioning in at least the PNG and Africa scholarships programs.



Report/ Output	Comments	Estimated Timing
<b>Annual Report and Workplan</b> including detailed workplan and Promotions Plan for forthcoming selection cycle	Reporting against the previous Annual Plan and any subsequently agreed changes in implementation plans, and with close reference to MEL Plan (i.e. utilising the outputs of all aspects of the MEL system).  Includes summary reporting of annual quality systems audit report.  Utilising the annual reporting, then presenting a forward workplan (annual plan) for the coming year.	End of October each year (before planning, promotion and targeting for the next AAS round commences)
<b>Shortlisting Report</b>	Includes recommended short-listed applicants, disaggregated by key variables (including provinces, gender and disability)	At completion of shortlisting process
<b>Final Selection Report</b>	Includes recommended candidates to be offered an Australia Award Scholarship (disaggregated data) from the JST.	Following the moderation session
<b>Monthly Financial Update</b>	The contractor will provide AusAID with monthly financial updates to enable ongoing, up-to-date management of expenditure and forward commitments	End of each month
<b>Exception Reports</b>	To advise AusAID of occurring or emerging issues of high priority	As required
<b>Program Completion Report (or Phase 2 scope of services if Contract is to be extended)</b>	In accordance with prevailing AusAID requirements	Three months prior to Contract end date requirements

The reports will be submitted to AusAID and will be approved by AusAID. The contractor will ensure that the regular reports provide the information required to assist AusAID with its own internal performance and quality reporting, including annual Quality at Implementation Reports (QAIs) and the Annual Program Performance Report (APPR).

The cycle of reporting and its alignment with AusAID's routine quality and performance reporting, including the forthcoming requirement to report aid program results to Parliament, is reflected in the simple diagram below. The sequence of reporting and information flows reflects the fact that progress is generally reflected over an annual cycle.

### 3.6.12 M&E Resources

Monitoring and evaluation requires adequate resourcing. The design will provide for the establishment of a skilled and experienced MEL team to develop and implement a practical and useful MEL system, and to support program managers and stakeholders to make best use of program MEL. The MEL team is likely to include a small number of

full-time Indonesian staff and will include substantial inputs from an internationally-recruited MEL specialist. That MEL specialist will provide six months of input each year, of which four months will be provided in Indonesia, over several visits annually.

An important feature of the MEL system is its centrality to program management and implementation. To enable the full application of this principle, the M&E specialist who leads the M&E system will be a participating member of the PCC, as shown in section 2.1.1. This involvement, which will include participation in program management meetings (in person, or by phone when not in country) as well as PCC meetings, will enable the ongoing utilisation of the monitoring, evaluation and learning approach. An important role for the MEL specialist, therefore, is supporting the Program Director, Deputy Director, and senior stakeholders in SetNeg and AusAID, to make management decisions on the basis of program evidence and analysis.

The program budget is designed to enable adequate M&E activity, and the detailed allocation of resources will be undertaken through the design process.

### **3.7 Risk Assessment and Management**

There are a number of risks associated with the administration of the Australia Awards in Indonesia program that are listed in the risk register at Annex 9. However, the fundamental risk that the program faces is that the individuals whose skills and knowledge are developed by Australia Awards program will not have the opportunities to make a positive contribution upon return to Indonesia due to institutional and cultural barriers. The Australia Awards program, especially the long-term postgraduate scholarships, is a significant investment in individuals. The achievement of the program's aims will depend on the effective utilisation and contribution of these individuals within their organisations, sectors and communities. Effective utilisation of skills and knowledge is contingent on selecting the 'right' awardees, from the 'right' organisations and placing them the 'right' courses of study so that returnees have relevant knowledge and effective skills to enable them to contribute and influence change in their professional and communities.

The second critical risk is ensuring that awardees build and maintain links with Australia and have a positive perception of Australia when they return to Indonesia. This is dependent on having the 'right' experience in Australia, where they are provided with opportunities to build links within a culturally supportive and academically relevant environment. As well as having available supports when scholars return to Indonesia to maintain these links established in Australia.

The enhancements and pilot activities in the Program seek to address these risks through improved awardee and study course selection. In particular a more strategic and integrated approach to working with priority organisations and sectors to offer a more appropriate suite of short and long term training options, so that organisations are better positioned to reintegrate and utilise alumni. Furthermore, enriching the experience of awardees in Australia, the strong focus of the program on post award initiatives through further strengthening of the professional development provided to alumni and support for reintegration into the workforce, contribute to minimising the occurrence of these risks.

However with innovation and pilots activities comes increased uncertainty. As the current phase has rolled out new modes of delivery such as split-site Masters and short courses, implementation has been very closely monitored and managed. One of the key risks identified with split-site delivery is the level of English language required for study at an Indonesian university may not be adequate for study in Australia. Therefore

additional language support needs to be built into the in-Indonesian component to ensure awardees are prepared for study in Australia. As lessons are learnt iteratively with new modalities, the future program will ensure that resources, such as the Program Enhancement Fund, are available to adequately respond to new risks as they arise.

Overall, however the risk assessment of the Australia Awards in Indonesia program is low. This is based on two key reasons:

**a) Value**

The program budget is split between in-Australia costs, which cover all study related expenses in Australia, such as tuition fees and allowances, and in-Indonesia costs relating to the management of the program including the administration, English language preparation, visa and mobilisation to Australia.

The in-Australia costs, while sourced from the Indonesia Program budget are not managed by the Indonesia program. These costs are managed by the Scholarship Section Canberra under contracts with Australian Education institutions and are based on tuitions fees and other entitlements that regulated by Australian University and usually increase in amount annually. The only costs that the Indonesia program will manage are the in-Indonesia costs, which is what the design will focus on.

Therefore the total cost of the program design in Indonesia over four years will be approximately \$63 million and over \$110-120 million for eight years. While an eight year program would push Australian Awards into the high value category, the mode of delivery, through an open, transparent tender process, to source and appoint an experienced managing contractor, with appropriate quality review processes in place, will reduce the overall risks to the program.

**b) Modality**

Australia Awards are delivered through well-established modalities, both in Australia through accredited Australian education institutions and in-Indonesia through an experienced managing contractor. The long history of scholarships delivery in Indonesia and around the world provides AusAID with extensive knowledge on the appropriate safeguards and quality reporting tools to manage the implementation of Australia Awards in an efficient, effective and sustainable way.

Monitoring and evaluation of program implementation activities and the post award outcomes will generate information on program effectiveness, organisational performance, and alumni career progression and achievements. This will inform program policy making through the annual planning process and PCC mechanisms.

The Risk Register at Annex 9 provides a preliminary assessment of risks, based on the current program, and their possible mitigation strategies. During the mobilisation and transition phase the Contractor will use this as a basis for developing a more comprehensive risk management plan. That risk management plan will be reviewed and updated annually as part of the annual planning and reporting process.