Department of Foreign Affairs and Trade

Australia Awards in Indonesia Mid–Term Review

Final Report

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sustineo

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List of acronyms and abbreviations

Acronym	Description
AA	Australia Awards
AAI	Australia Awards in Indonesia
ASEAN	Association of Southeast Asian Nations
Aus4ASEAN	Australia for ASEAN
BAPPENAS	Ministry of National Development Planning
CLE	Contribution to Living Expenses
CRDP	COVID–19 Recovery Development Plan
CSP	Indonesia–Australia Comprehensive Strategic Partnership
DFAT	Department of Foreign Affairs and Trade
DPP	Australia–Indonesia Development Partnership Plan
EII	Economic Infrastructure and Investment
ELTA	English Language Training Activity
EOPO	End–of–program outcome
ETG	Equity target group
ETP	Equity target province
GEDSI	Gender equality, disability and social inclusion
GHD	Governance and Human Development
GOA	Government of Australia
GOI	Government of Indonesia
GPA	Grade point average
IALF	Indonesia Australia Language Foundation
IA–CEPA	Indonesia–Australia Comprehensive Economic Partnership Agreement
IDD	Investment Design Document
IELTS	International English Language Testing System
ILLA	Indonesian Language Learning Ambassadors
IMR	Investment Monitoring Report
IO	Intermediate outcome
JST	Joint Selection Team
KRQ	Key review question
LPDP	*Lembaga Pengelola Dana Pendidikan* / Indonesian Endowment Fund for Education
M&E	Monitoring and Evaluation

Acronym	Description
MEL	Monitoring, Evaluation and Learning
MTR	Mid–term Review
ODA	Overseas Development Assistance
OPD	Organisation of people with disabilities
OSHC	Overseas Student Health Care
PAF	Performance Assessment Framework
PCC	Program Coordinating Committee
PDT	Pre–Departure Training
PSC	Political and Strategic Communication Branch
PSEAH	Prevention of sexual exploitation, abuse and harassment
RPJMN	Indonesia's National Medium Term Development Plan
RPJPN	Indonesia's National Long Term Development Plan
SetNeg	Ministry of State Secretariat
SSMP	Split–Site Masters Program
TOR	Terms of reference

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1 Executive Summary

The Department of Foreign Affairs and Trade (DFAT) engaged Sustineo to conduct a Mid–Term Review (MTR) of the Australia Awards in Indonesia (AAI) program for the first phase (2022–2026) of the current design period (2022–2030), which represents an investment of AUD64 million over the first phase.

AAI is a long–standing program and is delivered in partnership with the Government of Indonesia (GOI). The program provides opportunities for long–term and short–term study, research and professional development in Australia supplemented by professional development, networking and career development in Indonesia. AAI is also piloting scholarships for study in Indonesia.

1.1 Purpose and Approach

The purpose of the MTR is to assess the implementation of the 2022–2026 phase of the AAI program across all modalities, including enrichment and linkages activities. The review addresses four criteria: relevance, effectiveness, efficiency, and gender equality, disability, and social inclusion (GEDSI) and climate change. Specific review questions were developed for each criterion, and these questions were used to guide document analysis and stakeholder consultations, and the review findings are structured around these criteria. The review methodology included extensive consultation with stakeholders undertaken in–person during a two–week mission in Indonesia and by remote interviews. Stakeholders consulted included DFAT and GOI representatives, the AAI managing contractor, university partners and alumni.

1.2 Summary findings

Australia Awards Indonesia (AAI) is a well–established and highly regarded program that is performing well. It has robust policies and procedures in place and its delivery is supported by strong planning, management and governance arrangements. Delivery of the 2022–2026 phase of the program is effective and efficient, although costs have been higher than anticipated due to additional activities requested by DFAT, such as new modalities and extra short courses. As a result, AAI's annual expenditure will exceed its budget and this will need to be monitored and addressed.

AAI is highly relevant to the needs and priorities of both the Indonesian and Australian Governments and AAI programming is aligned with each government's policies and strategic directions. New scholarship modalities, including short courses, provide opportunities to address emerging needs. AAI's relevance can be further strengthened through closer cooperation with DFAT stakeholders outside the Embassy in Jakarta, a clearer focus on targeting in selection of awardees and courses, and operationalisation of recently–developed policy directions on gender equity, disability and social inclusion (GEDSI) and climate change.

AAI is effective in delivering activities across the awards cycle and achieving program outcomes, which are demonstrated in the results of regular awardee and alumni surveys and individual and organisational narratives. In addition, awardees and alumni report high levels of satisfaction with the AAI program and at levels consistent with

other Australia Awards programs. Overall, the modalities used to deliver the program are effective in achieving AAI outcomes, although there are opportunities for improvement and refinement, including the Split–Site Masters Program (SSMP), where outcomes have been less than optimal; Pre–Departure Training (PDT); and the inadequate Contribution to Living Expenses (CLE) payment for awardees. There are also opportunities to expand program offerings through co–funding, to enhance on–award enrichment and linkages activities, and to develop new modalities that reflect contextual changes.

AAI is a well–planned and managed program and has strong systems and processes in place to support efficient and timely delivery of program activities. The AAI managing contractor team has strong experience in implementing the AAI program and is focused on cost efficiencies and value for money. AAI's governance and oversight arrangements are fit–for–purpose and enable strong engagement with the Government of Indonesia and across the Embassy in Jakarta that supports decision–making and direction–setting. AAI makes efficient and effective use of multiple communication channels, and its work is guided by robust and clear risk and monitoring, evaluation and learning (MEL) frameworks. While AAI is efficient, there are opportunities where its efficiency can be improved, including early provision of communication products with time–critical dependencies, detailed analysis of cost–saving opportunities, enhancing the risk framework and strengthening the MEL system.

AAI continues to demonstrate strong performance in advancing inclusive development, particularly through the effective integration of GEDSI, primarily through the program's Equity Target Groups (ETGs) and Equity Targeted Provinces (ETPs) approach, which are strongly institutionalised in the AAI program. However, now that guidance on the cross–cutting priorities of GEDSI and climate change are more developed, AAI will be able to develop and apply more specific approaches to the measurement, programming and reporting on these priorities. To support this there is a need for AAI to undertake a detailed analysis of both its GEDSI and climate change requirements.

The following sections list the recommendations based on the MTR's findings. As AAI is one of a number of global Australia Awards programs, the lessons and recommendations of this MTR may be transferrable to other Australia Awards programs. However as other Australia Awards programs may have differences due their unique contexts, and the MTR has not assessed these differences, specific advice about the applicability to other Australia Awards programs cannot be provided.

1.3 Recommendations by focus and priority

Recommendations have been identified in the report in relation to each criterion and presented in the next section in this order and numbered accordingly. Table 1 below also presents the recommendations in relation to their strategic or operational focus and priority.

It should be noted that the identified focus and priority for each recommendation is indicative and subject to internal discussion and categorisation by AAI.

Table 1: Recommendations

Focus	Priority	Criteria	Recommendation	Number
Strategic	High	Relevance	Ensure that new Government of Australia policies, strategies, and requirements on overseas development assistance are integrated in the next phase of AAI (2026–2030), particularly indicators on climate change in line with new DFAT requirements.	3
Strategic	Medium	Relevance	Continue and strengthen coordination and consultation with Consulates General and DFAT Canberra Indonesia Branch to ensure strong program alignment with Government of Australia strategic policies.	1
Strategic	Medium	Relevance	Review and assess the current thematic spread of awardees and their fields of study to develop a more focused and targeted selection in line with the Australia–Indonesia Development Partnership Plan 2024–2028 and in consultation with relevant branches in the Embassy, Consulates General and DFAT Canberra.	2
Strategic	Medium	Effectiveness	Undertake a comprehensive review of the current Split Site Masters Program approach and explore alternative or additional approaches.	5
Strategic	Medium	Effectiveness	Explore further co–funding opportunities with the Indonesian Endowment Fund for Education (LPDP) and new opportunities with state–owned enterprises to close emerging funding gaps from Government of Indonesia agencies.	6
Strategic	Medium	Effectiveness	Document learnings from the Nusantara pilot and consider similar approaches as potential new AAI modalities in line with specific Government of Australia and Government of Indonesia priority areas such as climate change.	7
Strategic	Medium	GEDSI / Climate change	Undertake a cross–cutting GEDSI analysis to guide measurement, programming and reporting.	14
Strategic	Medium	GEDSI / Climate change	Develop and implement a comprehensive strategy to mainstream climate change indicators, programming and reporting across AAI modalities.	18
Strategic	Medium	GEDSI / Climate change	Develop a comprehensive strategy for managing awardee psychosocial and mental health, in conjunction with the Australia Awards program globally.	19
Strategic	Low	Effectiveness	Advocate for annual indexation of Contribution to Living Expenses for all Australia Awards awardees globally.	8
Strategic	Low	GEDSI / Climate change	Consider implementing a small–scale pilot undergraduate scholarship program for persons with disabilities, most likely at Australian university branch campuses in Indonesia.	15
Operational	High	Effectiveness	Explore opportunities to increase the on–award enrichment and linkages activities, with a focus on internships, work placements and exposure to Australian work environments, and expanding the ILLA program, with a focus on schools rather than universities.	9

Focus	Priority	Criteria	Recommendation	Number
Operational	High	Efficiency	Continue to develop and strengthen the AAI MEL system to improve alignment and integration with DFAT MEL frameworks and systems, sharpen and standardise cross–cutting indicators and strengthen narrative analysis of outcomes.	12
Operational	Medium	Effectiveness	Review and revise the content and duration of pre–departure training with the objective of improving effectiveness for awardees	10
Operational	Medium	Effectiveness	Maintain the Joint Selection Team but provide additional guidance to Team members on how to apply an intersectional approach when considering candidates from Equity Target Groups and Equity Target Provinces	4
Operational	Medium	Efficiency	Ensure that communication products such as the annual calendar of short courses and social media content is disseminated to stakeholders across DFAT with as much notice as possible.	11
Operational	Low	Efficiency	Leverage alumni expertise in AAI MEL activities.	13
Operational	Low	GEDSI / Climate change	Strengthen institutional engagement with local government agencies to ensure formal release of awardees to undertake AAI program activities, including through providing agencies with AAI briefing sessions and DFAT endorsement letters.	17
Operational	Low	GEDSI / Climate change	Work with local organisations of people with disabilities and inclusive education advocates to identify talented candidates early and offer preparatory programs, including foundational courses and structured mentoring.	16

1.4 Recommendations by review criteria

Relevance

Recommendation 1
Continue and strengthen coordination and consultation with Consulates General and DFAT Canberra Indonesia Branch to ensure strong program alignment with Government of Australia strategic policies.

Recommendation 2
Review and assess the current thematic spread of awardees and their fields of study to develop a more focused and targeted selection in line with the Australia–Indonesia Development Partnership Plan 2024–2028 and in consultation with relevant branches in the Embassy, Consulates General and DFAT Canberra.

Recommendation 3
Ensure that new Government of Australia policies, strategies, and requirements on overseas development assistance are integrated in the next phase of AAI (2026–2030), particularly indicators on climate change in line with new DFAT requirements.

Effectiveness

Recommendation 4

Maintain the Joint Selection Team but provide additional guidance to Team members on how to apply an intersectional approach when considering candidates from Equity Target Groups and Equity Target Provinces.

Recommendation 5
Undertake a comprehensive review of the current Split Site Masters Program approach and explore alternative or additional approaches.

Recommendation 6
Explore further co–funding opportunities with the Indonesian Endowment Fund for Education (LPDP) and new opportunities with state–owned enterprises to close emerging funding gaps from Government of Indonesia agencies.

Recommendation 7
Document learnings from the Nusantara pilot and consider similar approaches as potential new AAI modalities in line with specific Government of Australia and Government of Indonesia priority areas such as climate change.

Recommendation 8
Advocate for annual indexation of Contribution to Living Expenses for all Australia Awards awardees globally.

Recommendation 9
Explore opportunities to increase the on–award enrichment and linkages activities, with a focus on internships, work placements and exposure to Australian work environments, and expanding the ILLA program, with a focus on schools rather than universities.

Recommendation 10
Review and revise the content and duration of pre–departure training with the objective of improving effectiveness for awardees.

Efficiency

Recommendation 11
Ensure that communication products such as the annual calendar of short courses and social media content is disseminated to stakeholders across DFAT with as much notice as possible.

Recommendation 12
Continue to develop and strengthen the AAI MEL system to improve alignment and integration with DFAT MEL frameworks and systems, sharpen and standardise cross–cutting indicators and strengthen narrative analysis of outcomes.

Recommendation 13
Leverage alumni expertise in AAI MEL activities.

GESDI and climate change

Recommendation 14
Undertake a cross–cutting GEDSI analysis to guide measurement, programming and reporting.

Recommendation 15
Consider implementing a small–scale pilot undergraduate scholarship program for persons with disabilities, most likely at Australian university branch campuses in Indonesia.

Recommendation 16
Work with local organisations of people with disabilities and inclusive education advocates to identify talented candidates early and offer preparatory programs, including foundational courses and structured mentoring.

Recommendation 17

Strengthen institutional engagement with local government agencies to ensure formal release of awardees to undertake AAI program activities, including through providing agencies with AAI briefing sessions and DFAT endorsement letters.

Recommendation 18
Develop and implement a comprehensive strategy to mainstream climate change indicators, programming and reporting across AAI modalities.

Recommendation 19
Develop a comprehensive strategy for managing awardee psychosocial and mental health, in conjunction with the Australia Awards program globally.

2 Background

The Department of Foreign Affairs and Trade (DFAT) engaged Sustineo to conduct a Mid–Term Review (MTR) of the Australia Awards in Indonesia (AAI) program for the first phase (2022–2026) of the current design period (2022–2030).

2.1 Australia Awards in Indonesia

AAI is a long–standing program and provides opportunities for Indonesian citizens to undertake long–term and short–term study, research and professional development in Australia. AAI is also currently piloting scholarships for study in Indonesia, supplemented by activities for professional development, networking and career development. A summary of awardees per program over the evaluation period is provided in Table 2 below.

Table 2: Number of awardees – 2022–2026 (totals and % female)

Intake year	PhD	Masters	SSMP	Nusantara	G20*	Short courses
2022	10	35	13	n / a	n / a	326
2023	16	63	27	10	10	301
2024	35	161	29	10	n / a	522
2025	35	130	34	n / a	n / a	^
Total	**96**	**389**	**103**	**20**	**10**	**1,149**

*G20 intake includes both PhD and Masters awards
^ data not yet available

Note 1: Table 1 does not include recipients of awards under ASEAN modalities administered by the AAI managing contractor.
Note 2: Data was retrieved from AAI MEL database on 22 May 2025. Any variations with data retrieved after this date will be due to database updates by the AAI managing contractor.

Funding and management

The current AAI design covers an eight–year period (2022–2030), with an investment of AUD 64 million for the first phase (2022–2026). Tetra Tech International has been contracted to manage the first phase, with an option for the second phase for the period of 2026–2030 (also with an investment of AUD 64 million), pending this MTR.

AAI is implemented in partnership by the Government of Australia (GOA) and the Government of Indonesia (GOI). Indonesia's National Medium Term Development Plans (RPJMN) for both 2020–2024 and 2025–2029 and the Australia–Indonesia Development Partnership Plan (DPP) 2024–2028 place human capital development and education as long–term development priorities. DFAT and Indonesia's Ministry of State Secretariat (SetNeg) share strategic management of AAI through the Program Coordinating Committee (PCC), which is the main decision–making body and includes the Ministry of National Development Planning (BAPPENAS), Ministry of Home Affairs, Ministry of Foreign Affairs, and Ministry of Higher Education, Science and Technology.

Planned performance

AAI focuses on developing the potential of current and emerging change agents to drive positive change towards Indonesia's sustainable and inclusive development. This supports AAI's overarching goal with the following dual focus.

1. To support Indonesia to achieve its development goals through education and knowledge transfer.
2. To build an enduring relationship between Indonesia and Australia that advances mutual interest.

Progress towards this goal is measured through two end–of–program outcomes (EOPOs) in relation to the contribution of alumni to Indonesia's development and to bilateral cooperation. The two EOPOs for the 2020–2026 phase of AAI are shown below.

1. Diverse alumni use their skills, knowledge and networks to contribute to Indonesia's inclusive and sustainable development (as part of Goal: Indonesia's Development).
2. Diverse alumni contribute to cooperation between Australia and Indonesia (as part of Goal: Bilateral Cooperation).

Across the EOPOs, five intermediate outcomes (IOs) for the 2020–2026 phase of AAI measure progress in relation to the following five pathways.

- IO1: AAI alumni apply new knowledge and skills within their organisations and broader professional contexts (Developing change agents).
- IO2: Australian alumni leverage their strengthened networks in their professional contexts (Strengthening networks).
- IO3: Women, people with disabilities, awardees from disadvantaged regions, and other marginalised groups exercise increased voice and agency (Expanding opportunities for all).
- IO4: AAI alumni perceive Australia and Australian society positively (Facilitating Cross–cultural understanding).
- IO5: Relevant Australian and Indonesian organisations strengthen their collaboration (Fostering organisational linkages).

The AAI theory of change, shown in Appendix A, details the AAI goals, outcomes and outputs and is the basis of AAI's Monitoring, Evaluation and Learning (MEL) Plan which guides data collection, monitoring and reporting.

Program components

The AAI program is closely aligned the Australia Awards Global Strategy and adapted to the specific needs and context of the partners. AAI is delivered through a range of program modalities which contribute to its program outcomes and goals, including several modalities which are unique to the AAI program.

Scholarships for long–term postgraduate study

AAI offers the following scholarships for long–term study which target specific beneficiaries and focus on areas of mutual interest to Indonesia and Australia.

- **Doctoral awards** for study in Australia.
- **Masters awards** for study in Australia.
- **Split–Site Masters Program (SSMP),** offering scholarships to awardees from sponsoring GOI institutions for study at both an Australian university and Indonesian university (one year in each), resulting in the award of two Masters degrees (one from each institution). SSMP was trialled during the previous AAI program phase and became a standalone modality in the 2022–2026 phase.

In addition, in July 2023, the Australia–Indonesia Annual Leaders Meeting led to the introduction of the following two new long–term study programs.

- **Nusantara Scholarships**, a pilot program which offers Masters degrees at Indonesian campuses of Australian universities in fields relevant to the development of Indonesia's new capital. The Nusantara Scholarships were trialled in 2023 and 2024, with 10 awards per year.
- **LPDP–Australia Awards Scholarships**, a joint scholarship collaboration with LPDP (Lembaga Pengelola Dana Pendidikan / Indonesian Endowment Fund for Education Agency) launched in August 2024 and offering co–funded, co–branded prestigious scholarships for Masters study in Australia (50 awards per year). LPDP–AAI scholarships focus on three themes: blue economy, green/renewable energy, and digital/information technology.

Short courses

Short courses provide opportunities for capacity building for mid–career professionals through exposure to Australian expertise and relationship building between Australian and Indonesian intuitions and professionals. Short courses are a flexible modality which enables AAI to respond to emerging needs and priorities and develop skills and knowledge relevant to the individual's organisation.

Enrichment and linkages

This modality provides a range of alumni engagement activities offered across the awards cycle and includes pre–departure and on–award support and enrichment activities, reintegration and alumni activities.

The 2023 Annual Leaders Meeting agreed to reinstate the Indonesian Language Learning Ambassadors (ILLA) program as part of the enrichment and linkages program for on–award scholars. ILLA places Indonesian Australia Awards scholars in Australian primary and secondary schools to support Indonesian language and culture learning in Australian schools. The implementation of ILLA has been piloted as a university component of the program in 2025.

GEDSI and equity measures

AAI has a comprehensive GEDSI Strategy which guides the program's implementation of GEDSI overall as well as AAI–specific equity measures for awardee selection.

GEDSI (Gender Equality, Disability and Social Inclusion)
This refers to the principles and strategies that AAI applies to ensure that its activities are inclusive and equitable, promoting the rights and well–being of all, including women, people with disabilities, and other marginalized groups.

ETP (Equity Target Provinces)
These are specific provinces in Indonesia that are designated as "equity target" regions, meaning that applicants from these provinces are given preferential consideration in the AAI program.

ETG (Equity Target Groups)
These are specific groups of people who are given preferential consideration in the Australia Awards Scholarship program, including people with disabilities, women from disadvantaged backgrounds, and people from regions classified as ETPs.

3 Review purpose, methodology and limitations

3.1 Purpose

The purpose of the MTR is to assess the implementation of the 2022–2026 phase of the AAI program across all modalities, including enrichment and linkages activities. The review covers four areas: relevance, effectiveness, efficiency, and gender equality, disability, and social inclusion (GEDSI) and climate change, with a particular request to focus on relevance and effectiveness.

The review is guided by a review plan, which identifies the areas to be covered by the review, the approach, and extensive lists of stakeholders and documents. The review plan includes key review questions to be used as the basis for quantitative and qualitative data collection and analysis. The plan was approved by DFAT in February 2025 prior to the beginning of data collection.

3.2 Scope

The scope of the MTR is limited to the 2022–2026 contract phase of the 2022–2030 AAI program. As the MTR was conducted in early 2025, the time period covered is from April 2022 (when the current contract began, with a transition phase lasting until October 2022) to February 2025.

3.3 Criteria and review questions

The review is based on four criteria: relevance, effectiveness, efficiency, and the cross–cutting themes of GEDSI and climate change.

The criteria and review questions were provided in the TOR and discussed with DFAT. Following these discussions and review of background documents, the review team considered them to be appropriate with some minor adjustments. The GEDSI–related sub–questions in KRQs 1, 2, and 3 have been brought together under KRQ 4 (GEDSI and climate change). For KRQ 4, we have merged sub–questions 4.6 and 4.7 as they both refer to lessons learned and future strengthening of the approach to GEDSI and Climate Change. In addition, KRQ 4 (GEDSI and climate change) was expressed as a statement in the TOR, and to be consistent with the KRQs has been revised to be expressed as a question and is based on the question used in the AAI MEL Plan.

The MTR criteria and questions are shown in Table 3. The questions include KRQs and sub–questions. The KRQs were the priority questions, and the sub–questions were used to explore and expand particular aspects of the KRQs relevant to stakeholders (Appendix D).

Table 3: MTR criteria and questions

Criteria	Key review questions	
Relevance	**KRQ 1**	**To what extent does AAI align with the evolving strategic priorities and needs of the Australian and Indonesian Governments?**
	1.1	To what extent does AAI strategically work in areas that strengthen the bilateral relationship?
	1.2	To what extent does the Enrichment and Linkages program (including alumni engagement) align with bilateral relationship priorities?
	1.3	To what extent does AAI align with broader Australian Government priorities (e.g. Australia's International Development Policy, Australia's Southeast Asia Economic Strategy to 2040?)
	1.4	To what extent does AAI align with GOI's emerging development priorities?
Effectiveness	**KRQ 2**	**To what extent is AAI making progress towards achieving its IOs and EOPOs? What factors have been important in this progress?**
	2.1	How well does each existing modality contribute to the program's objectives (including new modalities)?
	2.2	To what extent does the program establish or strengthen diverse organisational linkages (IO 5)?
	2.3	How well does AAI select and prepare future leaders capable of contributing to program objectives?
	2.4	How effective is the Enrichment and Linkages program in supporting scholar and alumni professional development and strengthening links with Australia? Does this vary depending on scholarship modality?
	2.5	What lessons can be drawn from AAI's implementation to improve outcomes and inform the next phase?
Efficiency	**KRQ 3**	**How efficient is program management and resourcing in achieving the outputs and expected outcomes?**
	3.1	To what degree is AAIs governance, management, strategic oversight and resourcing (financial and human resources) appropriate for the intended outputs and outcomes?
	3.2	How efficient and accessible are the program's communications with relevant stakeholders?
	3.3	To what extent are the outputs achieved efficiently in terms of cost (including value for money considerations) and time?
	3.4	How well does AAI manage risk and to what extent are risk management policies and procedures followed (including in relation to fraud control and safeguards)?
	3.5	How useful are MEL data and reports for management decision–making? How could the AAI MEL Framework better integrate with other performance frameworks, including the Global Framework, Development Partnership Plan, and thematic reporting (e.g. climate change)?
	3.6	What lessons can be drawn from AAI's implementation to improve efficiency and inform the next phase?

Criteria	Key review questions	
GEDSI and Climate Change	**KRQ 4**	**How and how well does the program integrate GEDSI and climate change?**
	4.1	To what extent does AAI align with Indonesia's and Australia's GEDSI and climate change policies?
	4.2	To what extent has AAI achieved its GEDSI targets?
	4.3	How adequate and effective were the resources applied to implementing the GEDSI Strategy?
	4.4	How well does AAI systematically identify and reduce barriers to access and participation by Equity Target Groups?
	4.5	To what extent were Equity Target Groups and their representatives (e.g. Organisations of Persons with Disabilities) engaged across the program cycle?
	4.6	What lessons can be drawn from AAI's implementation to improve GEDSI and climate change outcomes, ensure alignment with policies, and inform the next phase?

* People with disabilities, disadvantaged women and people from equity target provinces will constitute three Equity Target Groups. AAI will offer equity support on the basis that these groups are more likely to have experienced disadvantages due to social or cultural standards, expectations and bias, geographic or social isolation, financial and economic disadvantages, institutional discrimination or limited access to opportunity. AAI will take an intersectional approach to understand individual experiences of exclusion and discrimination.

Source: AAI GEDSI Strategy (updated November 2023).

3.4 Methodology

The review was undertaken using a mixed–methods approach, consisting of the following components.

- Review of program documentation, including program design documents, annual reports, alumni surveys, minutes–of–meetings, and research studies.
- Review of relevant GOI and GOA policies, strategies, and agreements.
- Interviews and focus group discussions with key stakeholders conducted both online (Teams/Zoom) and in–person in Jakarta and Denpasar in February and March 2025.
- Draft findings presentation workshop (online) with DFAT (Jakarta Embassy) to review initial high–level findings.

The review involved consultation with a number of stakeholder groups, and these groups and the number of consultations with each group are summarised in Table 4.

Table 4: Stakeholders consulted (in–person and remotely)

Institution	Total number of individuals consulted
DFAT (Jakarta Embassy)	30
DFAT (Consulates General in Indonesia)	5
DFAT (Canberra)	11
AAI Managing Contractor	13
Indonesia Australia Language Foundation	2
Joint Selection Team	2
Program Coordinating Committee	6
LPDP	1
SSMP partners from GOI agencies	7
SSMP host universities	7*
ETP government agencies	3
Indonesian Embassy in Canberra	2
Short course implementing partners	1
GEDSI and civil society	2
IKLIMSS	1
Alumni and awardees	19*
Total	**112**

* Additional stakeholders provided input via email in response to selected questions

A full list of stakeholders interviewed for this review is available in Appendix B. Alumni and awardee stakeholders are not named in the Appendix to protect their confidentiality.

Where stakeholders are quoted in this report, quotes are de–identified, with only the institution they represent mentioned by name. Other personal details (such as alumni or awardee status) are noted where relevant.

3.5 Audience

The Executive of the Australian Embassy in Jakarta is the primary audience for this review. In addition, the following stakeholders constitute the secondary audience for the review:

- Government of Indonesia, particularly SetNeg
- DFAT Canberra (Indonesia Branch, Southeast Asia Development Policy and Programs Branch and Global Programs and Partnerships Branch)
- Tetra Tech as the managing contractor of the program, and
- the Australian public.

3.6 Limitations

The timeline for the implementation of the review was tight, noting the need to complete the MTR prior to the execution of the second four–year contract option for the managing contractor. Some stakeholders were not available for interviews or discussions during the review period, or did not respond to attempts at contact.

Assessment of efficiency criteria, which usually refers to elements such as time and cost efficiency, is limited to available data. This does not include a detailed cost–benefit analysis or benchmarking which are often used to measure efficiency. Rather, the review provides a high–level, general commentary on efficiency based on information available to the review team.

4 Political and economic context

The current phase of the AAI program is based on the Investment Design Document (IDD) developed in November 2021. The following analysis presents the changing and emerging political and economic context of both Indonesia and Australia.

4.1 Indonesia

A new Indonesian president and national parliament were elected by the people of Indonesia in February 2024, assuming office in October the same year. Retired military general and former Minister of Defence Prabowo Subianto was elected President and Gibran Rakabuming Raka was elected Vice President. A coalition of the majority of parties with seats in the national parliament – known as *Koalisi Indonesia Maju Plus* (Advanced Indonesia Coalition Plus) – support the President and Vice President, with only one major party sitting outside the coalition. The new administration will be in power until 2029, with the 2025–2045 Long Term Development Plan (*Rencana Kerja Pembangunan Jangka Panjang*, RPJMP) and 2025–2029 Medium Term Development Plan (*Rencana Kerja Pembangunan Jangka Menengah, RPJMN*) guiding their programs.

To implement the 2025 National Budget (APBN) and Regional Budgets (APBD), President Prabowo's first Presidential Instruction for 2025 (*Inpres 2025 no. 1*) announced that sweeping budget efficiency measures would be introduced with the aim of optimising budget expenditure. The primary targets of these efficiency measures were operational expenditures which were deemed by the administration to not affect the core work of the government nor reduce bureaucratic productivity. Measures apply to all government ministries and agencies, although some have been more affected than others. Allocations for training and education have been cut in most agencies, which will impact funds available for public servant capacity building in 2025 and likely beyond.

Participation in tertiary education has been steadily increasing across the Indonesian population over recent years, with the number of 25–to–64–year–olds holding a Bachelors degree rising from 9% in 2016 to 13.1% in 2024. However, these rates are lower than comparable OECD and ASEAN nations. Rates of tertiary enrolments are lower still among socio–economically disadvantaged or marginalised demographics.

Another major development in the Indonesian context has been the establishment of several Australian University campuses in Indonesia. Since the Indonesia–Australia Comprehensive Economic Partnership Agreement (IA–CEPA) was ratified in 2020, Monash University, Deakin University and Western Sydney University have opened campuses in Indonesia,[1] enabling larger numbers of Indonesians – with more limited financial means – to access Australian education in their home country, creating additional options for pursing higher education at Australian–quality institutions.

International scholarships for higher education are both increasingly available and increasingly competitive in Indonesia. Although there are now more international

1 The Indonesian campuses offer the following programs at the time of writing in May 2025: Monash University offers Masters and PhD programs; Deakin University offers Bachelors programs in collaboration with Lancaster University; and Western Sydney University offers Bachelors programs.

scholarship providers, there is also a larger number of applicants due to population growth as well as higher completion rates for senior high school and undergraduate university degrees. Indonesia's own National Endowment Fund for Education (*Lembaga Pengelolaan Dana Pendidikan*, LPDP) also offers scholarships for Bachelors, Masters and PhD degrees in both Indonesia and overseas, as well as short–term exchange programs, with a target of 11,000 scholarships to be provided for 2025. LPDP scholarships are not affected by GOI's budget efficiency measures.

4.2 Australia

Several new international development strategies and policies have been released by the Government of Australia since the election of the Labor Party in May 2022. These include the International Development Policy (issued in 2023), the International Disability Equity and Rights Strategy (issued in 2024), and the International Gender Equality Strategy (issued in 2025). As the current 2022–2026 phase of AAI began implementation on 1 April 2022, and these policies were not available at the time and could not be integrated into the program design, program logic, or monitoring, evaluation and learning (MEL) framework. As such, these policies will need to be incorporated into the updated design of AAI for the phase beginning in 2030.

As a result of the 2025 federal election, there may be some changes to Australia's Overseas Development Assistance (ODA) policies and strategic directions, potentially affecting funding to programs such as the Australia Awards Program.

Another key development in the Australian context is the ongoing changes to international student enrolment caps. The current Labor Government set the number of new international students starting a course in 2025 to 270,000. While AA and other scholarship programs such as LPDP are exempt from these caps, the overall cut in international students, combined with broader policy shifts regarding ODA, may have downstream consequences for programs such as the Australia Awards, including increased attraction of scholars towards AA due to limitations for self–funded study and corporate scholarships.

5 Key findings

The key findings are discussed below in relation to each review question. **Overall, AAI is a well–established and highly regarded program that is performing well.** It has robust policies and procedures in place and its delivery is supported by strong planning, management and governance arrangements. The review team finds the delivery of the 2022–2026 phase of the AAI program to be effective and efficient, although costs have been higher than anticipated due to additional activities requested by DFAT, such as new modalities and extra short courses.

5.1 Relevance

KRQ 1: To what extent does AAI align with the evolving strategic priorities and needs of the Australian and Indonesian Governments?

Overall, AAI aligns closely with the strategic priorities and needs of GOA and GOI, including both the outgoing and new GOI administrations. Scholarships given to Masters and PhD students (through all modalities) largely correlate with both governments' priority sectors, while short courses respond directly to long–term and emerging needs, showing significant flexibility to adapt to shifts in the new Indonesian administration's priorities.

Strengthening the bilateral relationship

Strengthening the bilateral relationship between Australia and Indonesia is well–recognised and understood by AAI, GOA, and GOI as a key component of the program. This is made clear through the explicit inclusion of building 'an enduring relationship' as one of the two program goals in AAI's program logic and was reinforced by the perspectives of stakeholders consulted for this review.

AAI successfully and continuously builds new linkages and supports existing ones through its diverse range of modalities. The program's provision of opportunities for study for GOI officials at both national and sub–national levels, well–targeted design of short courses (and selection of appropriate participants), and its dedication to ensuring alumni remain connected with Australia, all contribute to a strong bilateral relationship.

> *Australia Awards helps keep Australia and Indonesia connected (GOI representative).*

Despite a change in administration in October 2024, GOI remains focused on human capital development. The review found that GOI stakeholders strongly agree that AAI is supporting GOI in this area, with multiple representatives stating their appreciation and thanks for Australia's assistance through AAI. This indicates that AAI is correctly recognised as an Australian government initiative, therefore strengthening the bilateral relationship through reinforcing the perception of Australia as a reliable partner for Indonesia. This is explored further in the 'Government of Indonesia priorities' sub–section later in this section.

Alumni play a significant role in fostering cooperation between Australia and Indonesia. An increasing proportion of alumni are participating in mutual collaborations between

Indonesia and Australia as a result of their studies. In 2024, 29.7% of alumni reported valid examples of mutual collaborations; this is a more than seven percentage point increase on the same indicator from 2023 (22.4% of alumni) and 2022 (21.9%).

AAI also strengthens the bilateral relationship at the individual level. In 2024, alumni survey results found that 98% of AAI alumni expressed a positive view of Australia and 99% reported they actively engaged in promoting Australia to others. In addition, 34% of AAI alumni reported maintaining people–to–people links with Australians they met during their studies – in this regard, PhD, SSMP and Masters courses are particularly effective in building long–term people–to–people links, with 54.5%, 55%, and 42% of alumni, respectively, reporting that they maintained links with Australians in 2024 (compared to 23% of short course alumni).

Enrichment and linkages program

Enrichment and linkages programs, including alumni engagement, primarily focus on strengthening bilateral relationships but also reflect strategic priorities. AAI's enrichment and linkages activities cover pre–award activities such as PDT and PhD extension workshops, on–award activities such as ILLA and guest lecture programs, alumni activities such as reintegration workshops, networking dinners and *buka puasa* events, and activities open to both scholars and alumni such as the grants program. Guest lectures and other enrichment activities held for scholars while on award in Australia include both practical topics (such as cross–cultural leadership and mental well–being) but also thematic priorities, including inclusive education, digital technology, transport and gender equality. Other activities such as the annual *halal bi halal* event specifically target alumni engaged in fields integral to the bilateral relationship, further strengthening alignment.

In 2023–2024, AAI celebrated two milestones: 70 years of Australian scholarships for Indonesians and 75 years of Australia–Indonesia bilateral relations. The delivery of the AAI program supported an array of initiatives under these themes, showing significant flexibility to respond to soft interest needs. Over half of the alumni events facilitated by AAI in 2023–2024 aligned with the 75th anniversary celebrations.

The ILLA program, which responds to priorities on language education, is discussed in more detail in the section 5.2 on 'Effectiveness'.

> *The value of alumni cannot be overstated. Alumni are the bedrock of the bilateral relationship – they are what keeps the relationship going (Senior DFAT representative).*

Government of Australia priorities

The 2022–2026 phase of AAI was designed to align with the Indonesia–Australia Comprehensive Strategic Partnership (CSP), which was signed in 2018 to elevate the bilateral relationship and DFAT's Indonesia COVID–19 Recovery Development Plan (CRDP), which was released in October 2020. The CRDP built on the foundations of the CSP and focused on three strategic areas – health security, stability and economic recovery – with AAI listed as a 'supporting investment' under economic recovery. In implementation, however, AAI contributes to all three CRDP focus areas, supporting

Masters and PhD students as well as short course participants to build capacity in key topics such as public health, anti–corruption and infrastructure. AAI also aligns with overarching (ODA policies and strategies such as the Climate Change Action Strategy (November 2019), in addition to the Australia Awards Global Strategy 2021–2024.

Since the current AAI phase began in April 2022, several new GOA policies, plans and strategies have been developed. The Australia–Indonesia DPP 2024–2028 outlines three objectives for the development partnership: equitable and sustainable economic transformation, climate resilient communities and strong institutions. Although the current AAI design was developed prior to the DPP, AAI aligns with all three DPP objectives (Figure 1). Despite the lack of explicit mention of climate in the program logic and outcomes, AAI routinely provides scholarships to climate–focused awardees and offers short courses on climate change, green energy and related topics. Section 5.4 on 'GEDSI and climate change' provides a deeper assessment of this.

Figure 1: Australia–Indonesia DPP overview

Goal: A prosperous, resilient and stable Indonesia

Objective	Objective 1: Equitable and sustainable economic transformation	Objective 2: Climate resilient communities	Objective 3: Strong institutions
Outcomes	Outcome 1.1 Sustainable and equitable economic growth is supported, including in trade, investment and innovation Outcome 1.2 Human development, governance, service delivery, and gender and disability equality are strengthened Outcome 1.3 Citizens, including vulnerable groups, benefit from improved governance, public financial management, infrastructure and services	Outcome 2.1 Climate adaptation and resilience is strengthened, including at the community level, and through climate resilient infrastructure Outcome 2.2 Indonesia's clean energy transition and economic decarbonisation is supported in line with Indonesia's medium-term targets and long-term goals	Outcome 3.1 Inclusive and transparent institutions are supported, including law and justice, aligned with Indonesia's medium-term targets and long-term goals Outcome 3.2 Indonesia's democracy is supported, including through constructive engagement, policy dialogue and knowledge sharing across government, communities, civil society, research organisations and media Outcome 3.3 Institutional links between Australian and Indonesian public sector institutions are stronger and continuing to grow
Focus areas	Objective 1 focus areas Economic governance Trade and investment Education Research and innovation Secure jobs Digital transformation Health Social protection Decentralised governance and basic service delivery GEDSI Civil society Scholarships	Objective 2 focus areas Energy transition and climate and infrastructure partnership Civil society strengthening Animal/human health services and biosecurity Climate change adaptation and climate resilient infrastructure Disaster preparedness and response capacity GEDSI Civil society	Objective 3 focus areas Justice Transparency Civil society participation Democratic strengthening Religious tolerance Cyber security Misinformation and disinformation Maritime cooperation Counterterrorism and countering violent extremism Regional leadership Trilateral engagement GEDSI Research and innovation and scholarships

AAI also aligns with new GOA policies guiding ODA, including the International Development Policy (released in August 2023), the International Disability Equity and Rights Strategy (November 2024), and the International Gender Equality Strategy (February 2025). These strategies emphasise the importance of removing systemic barriers to participation and supporting marginalised groups through targeted, evidence–informed approaches; AAI already achieves this through its comprehensive GEDSI strategy and effective methods of attracting and supporting women, people with

disabilities and other marginalised groups. However, recognising that these are newly–developed policies and strategies, the design of the next AAI phase will need refinement to ensure strong alignment, including in the program logic and MEL framework, particularly regarding GEDSI and climate change.

AAI contributes to strategic areas in which Australia and Indonesia have bilateral and regional agreements, including the Indonesia Australia Comprehensive Economic Partnership Agreement (IA–CEPA) and Australia's Southeast Asia Economic Strategy to 2040. IA–CEPA entered into force in July 2020 and is 'intended to strengthen bilateral ties and provide a basis for deepening the trade and investment relationship'[2]. In addition to providing scholarships for PhD and Masters students on thematic topics relevant to IA–CEPA, AAI supports the implementation of IA–CEPA by working with the DFAT–funded development program IA–CEPA ECP KATALIS in implementing short courses on priority themes such as agriculture (Figure 2).

AAI also supports the implementation of Australia's strategies and partnerships within the ASEAN region, including Australia's Comprehensive Strategic Partnership with ASEAN (signed in October 2021) and the Southeast Economic Strategy to 2040 (launched in September 2023), through providing scholarships and short courses to Indonesian citizens in alignment with regional priorities and needs. As part of the Aus4ASEAN program, in 2023–2024 AAI's managing contractor also delivered 14 short courses for technical and vocational education and training (TVET) professionals. The successful provision of these courses shows AAI's flexibility to quickly adapt to new or shifting strategic GOA needs and priorities.

Figure 2: AAI short course implemented in 2025 as part of IA–CEPA ECP KATALIS

[2] Commonwealth of Australia. 2019. *Report 186 of the Parliamentary Joint Standing Committee on Treaties*. Canberra.

Although AAI largely aligns with GOA strategic priorities and clearly delivers significant benefits for both governments through strengthening bilateral relations, there are two areas in which alignment can be improved. The first area relates to short courses. Short courses for 2022–2025 were mapped to the DPP and the two RPJMNs for the period to assess alignment with GOA and GOI strategic priorities. While short course themes overall align with the DPP's three objectives, and cover all DPP focus areas, several key focus areas are minimally reflected in the 59 short courses held between 2022 and 2025 (excluding Aus4ASEAN short courses), despite being of high priority for GOA. The underrepresented focus areas include:

- social protection (no courses; 0% of all courses implemented in 2022–2025)
- justice (no courses; 0%)
- disaster preparedness (one course; 2%)
- cyber security (one course; 2%)
- health (two courses; 3%)
- democratic strengthening (two courses, 3%)
- civil society (three courses; 5%)
- education (three courses; 5%).

The mapping of short courses against the DPP and two RPJMNs is presented in Appendix G.

This is not to say that the short courses held over this period are less irrelevant or do not align with GOA strategic priorities. Rather, it is that there is the opportunity to be more strategic in the themes and sectors chosen for short course offerings to ensure greater alignment with the DPP's focus areas and to better leverage Australia's expertise. The Southeast Asia Economic Strategy to 2040 also specifically recommends that the delivery of short courses be expanded on emerging issues.

> *We can jointly shape the objectives [of short courses] so they meet the needs of both Post and Canberra, because they often don't have the same objectives. There are mutual benefits if we can do this (DFAT representative).*

There is an opportunity to strengthen alignment of short courses with both GOI and GOA strategic priorities and needs (including Post and Canberra objectives and priorities) to optimise the benefits and impacts of short courses. This highlights the important role that Post plays in engaging DFAT Canberra as well as Australia's three Consulates General in Indonesia in short course proposal and design. In addition, in Jakarta, the Political and Strategic Communication Branch (PSC) plays a key role in engaging Governance and Human Development Branch (GHD) and Economic Infrastructure and Investment Branch (EII) to ensure proposed courses align with the DPP and other strategic priorities. Several branch representatives indicated that they were not entirely sure of the purpose and objectives of short courses. Developing a shared understanding of short course objectives across Post, Canberra and the

Consulates General will further strengthen the relevance of this modality. In addition, short courses designed and funded by other DFAT investments (such as those implemented through programs like KONEKSI, KINETEK and SKALA) demonstrate strong alignment with GOA priorities. With both the continuing demand for short courses and their relevance and impact, strengthening engagement on short course proposals and development is a clear priority.

> *The DPP looks at the importance of bringing along a broad range of stakeholders, but we can't be all things to all people. We need to make sure the [AAI] topics and focuses are very targeted. Who are the key stakeholders? What kind of capacity does Australia want to build? (DFAT representative)*

On GOA strategic alignment with Masters and PhD awards, AAI could strengthen alignment through both awardee selection and their proposed courses of study. By targeting certain sectors or agencies, or channelling applicants into specific areas of study, AAI can better build capacity in areas of critical need while simultaneously establishing strong relationships with future leaders and change agents. This could involve targeted outreach efforts to individuals in government, private sector and civil society to encourage them to apply for an award under AAI as well as proactive identification of potential future leaders by ensuring a whole–of–Post approach to candidate shortlisting (prior to the selection phase managed by the Joint Selection Team (JST).[3] This is further discussed in 'Section 5.2 Effectiveness'. Stakeholder feedback strongly suggests it may be time to more strategically target both awardees and courses of study, particularly because tertiary education is increasingly accessible in Indonesia and overseas to both scholarship recipients and self–funded students. AAI could become more strategic in its thematic focuses and pivot to primarily strengthening capacity in areas of critical need, such as health, food security, climate change (especially mitigation and adaptation), green energy, education, social protection, urban planning and data science, in addition to courses of study in areas less–commonly offered in Indonesia, such as GEDSI, cultural heritage and sustainable tourism.

> *[It's about] balancing the bilateral priorities, and having a sharp focus on the highest priorities, with the need for flexibility . . . to respond to other priorities, be they thematic or regional (DFAT representative).*

Government of Indonesia priorities

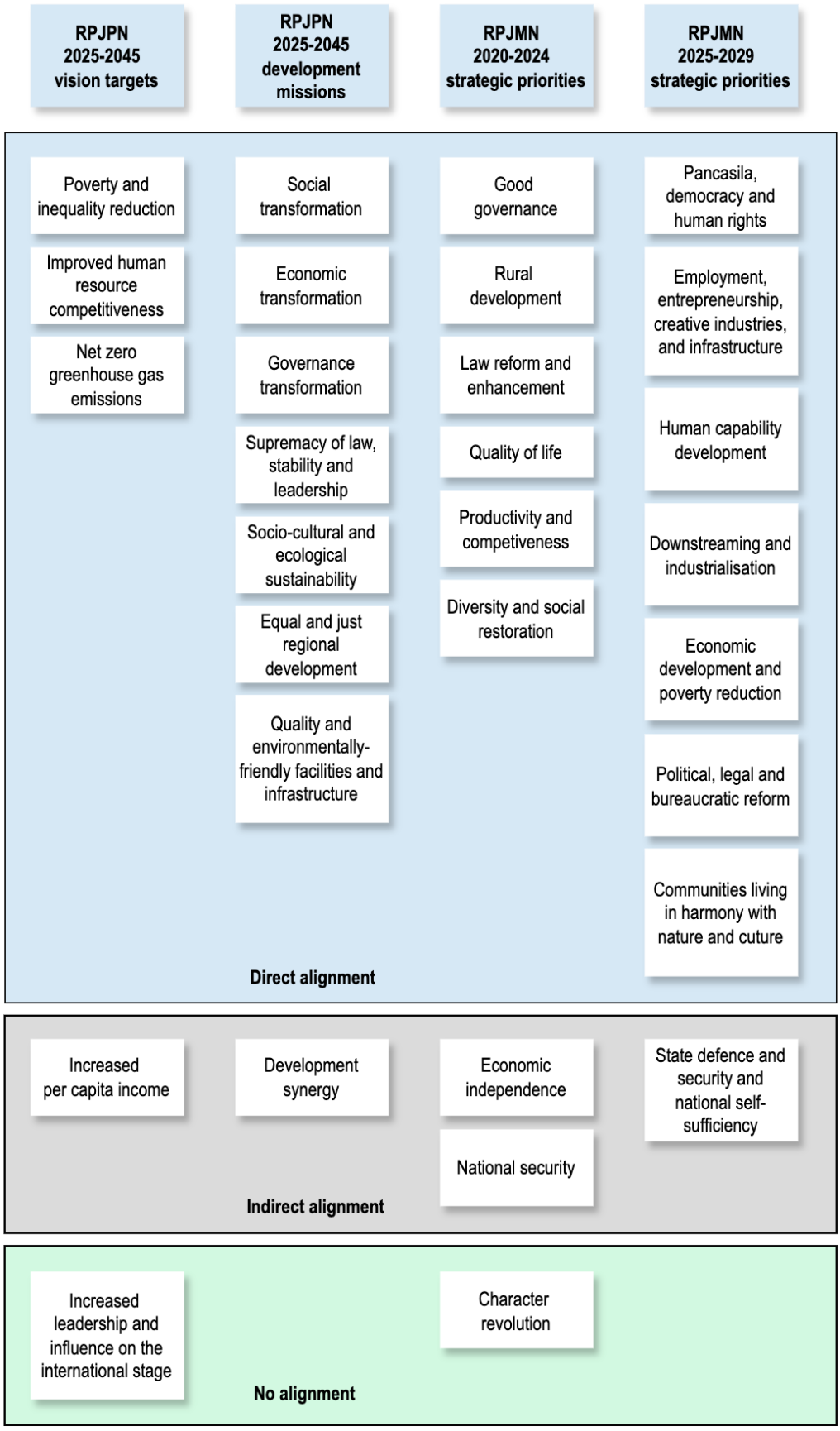
AAI is in close alignment with GOI policies and needs, showing substantial flexibility in responding to key GOI thematic areas under both the Widodo (2014–2024) and Prabowo (2024–2029) administrations.

3 The review team attempted to undertake a mapping of courses of study undertaken by Masters and PhD awardees in line with the short course mapping above. However, it could not be satisfactorily completed, as of the 707 Masters and PhD awards given between 2022 and 2025, 130 fields of study (18%) were blank in the AAI MEL system. Further analysis of awardees' courses of studies and their alignment with the DPP should be undertaken by the AAI program team following the entry of missing data into the MEL system.

AAI aligns well with the strategic priorities and targets of Indonesia's Long–Term Development Plan (RPJPN) and both the previous and current Medium–Term Development Plans (RPJMN). RPJPN 2025–2045 sets five targets for 'Golden Indonesia 2045': increased per capita income, reduced poverty and inequality, increased leadership and influence globally, increased human resource competitiveness and net zero greenhouse gas emissions. AAI aligns directly with three target areas (poverty and inequality reduction, human resources and net zero greenhouse gas emissions) and indirectly contributes to a fourth target (increased per capita income). RPJPN 2025–2045 also identifies eight 'development missions', of which AAI aligns directly with seven and indirectly contributes to the eighth mission.

In relation to the medium–term plans, AAI is aligned with six out of the nine strategic priorities (Nawa Cita) of RPJMN 2020–2024 and indirectly contributes to two others. AAI also aligns with seven of the eight strategic priorities (Asta Cita) of the new RPJMN 2025–2029 and indirectly supporting one more. Figure 3 illustrates AAI's alignment with both RPJPN 2025–2045 and the two RPJMNs covering AAI over the 2022–2026 period.

Figure 3: AAI alignment with GOI strategic priorities



Source: Compiled by review team from relevant ratification laws.

In 2022, as President of the G20, Indonesia hosted the seventeenth leaders' summit in Bali. Three priorities were identified for Indonesia's G20 presidency: global health architecture, sustainable energy transition and digital transformation. AAI responded to this by offering ten scholarships for Indonesians to undertake Masters or PhDs in Australia on topics relevant to the three priorities and provided targeted enrichment activities to awardees including a meeting with both the President of Indonesia and the Prime Minister of Australia in the margins of the Bali Summit in November 2022.

In addition to ensuring that the thematic focuses of 'mainstream' Masters and PhD scholars align with GOI's strategic priorities, AAI demonstrates significant flexibility in responding to shifting or emerging needs. Short courses particularly illustrate this, with the transition from the Jokowi administration to the Prabowo administration in late 2024 reflected in 'new' policy – and program–aligned topics covered by AAI short courses in early 2025, such as STEM, artificial intelligence, food security, and maternal and child nutrition. In this context, AAI's short courses achieve their objectives, upskilling participants and building networks in areas of priority to GOI, although it was noted by the AAI managing contractor that managing stakeholder input on short course topic selection can be challenging due a wide variety of differing 'wants' from both GOI and GOA representatives.

> *The short courses are truly very much in line with government needs (Senior GOI representative and short course alumni).*

New and recently–resumed AAI modalities, such as the Nusantara and ILLA programs, are also highly relevant to GOI needs. The Nusantara pilot provided scholarships for awardees to undertake Masters degrees in Indonesia in fields of study related to the new Indonesian capital *Ibu Kota Nusantara* (IKN), such as health and business. However, although they were overall satisfied with the program, Nusantara awardees noted that expectations on how they were to contribute to IKN were unclear and interactions with IKN stakeholders were minimal. This example highlights the external challenges the AAI team faces in ensuring offerings meet GOI priorities, as those priorities can shift both rapidly and over time, especially during periods of political transition. Nevertheless, Nusantara also supported Australian interests in that all scholars studied at Monash University Indonesia, one of the Australian university branch campuses newly–established in Indonesia following regulatory changes permitting foreign investment in universities. Meanwhile, the re–developed and re–launched ILLA program directly responds to both the Australian and Indonesian Governments' concern about falling levels of Indonesian language studies in Australia, placing AAI awardees in schools and universities as language assistants. Demonstrating the high relevance of ILLA and Nusantara was the mention of both programs (along with the LPDP–AAI collaboration) in the 2023 Australia–Indonesia Annual Leaders' Meeting Communique.[4]

> *[The Nusantara program] offers a unique experience to learn from Australian–standard education and curriculum but in the Indonesian context. I don't feel like I*

[4] Government of Australia and Government of Indonesia. 2023. *Joint Communique – Australia–Indonesia Annual Leaders' Meeting*.

am getting left behind [about] what is happening in my country while studying (Nusantara scholarship awardee).

Lessons learned

Frequent and genuine **coordination and consultation** with key GOA stakeholders outside the Embassy is needed to ensure alignment not only with GOA strategic policies but also with the specific priorities of the Consulates General in their relevant sub–national contexts. This is particularly important for the selection of themes / topics for and subsequent development of short courses, but also applies to Masters and PhD awards (see point below) and the enrichment and linkages program.

Recommendation 1
Continue and strengthen coordination and consultation with Consulates General and DFAT Canberra Indonesia Branch to ensure strong program alignment with GOA strategic policies.

Alignment with both GOA and GOI strategic needs can be strengthened through more **targeted awardee selection** and channelling awardees towards courses of study identified as priorities.

Recommendation 2

Review and assess the current thematic spread of awardees and their fields of study to develop a more focused and targeted selection in line with the Australia–Indonesia Development Partnership Plan 2024–2028 and in consultation with relevant branches in the Embassy, Consulates General and DFAT Canberra.

New GOA policies, strategies and requirements for the management of ODA investments have been published since the current AAI phase began in 2022 and the methods and approaches required for full implementation will require attention, particularly in relation to climate change and GEDSI.

Recommendation 3

Ensure that new GOA policies, strategies, and requirements on ODA are integrated in the next phase of AAI (2026–2030), particularly indicators on climate change in line with new DFAT requirements.

5.2 Effectiveness

KRQ 2: To what extent is AAI making progress towards achieving its IOs and EOPOs? What factors have been important in this progress?

The AAI program has a long history, building on more than seven decades of investment in scholarships in Indonesia and successfully redefined as needed over time. **The review found that it is well–established, well–known, and well–regarded by all stakeholders in Australia and Indonesia**. In 2025, AAI continues to be considered by both governments as a 'gold standard' of international scholarship programs, with a strong understanding of the long–term benefits of scholarships for both human capacity strengthening and relationship building.

People can be proud of being AAI scholars because there is no controversy [surrounding the program]. The image of AAI alumni is clean (Alumni).

The program also impressively adapted to and recovered from the COVID–19 pandemic, quickly shifting to effective online mechanisms were needed (such as the selection process and entire short course delivery) then returning to face–to–face processes once feasible. The pandemic also reflected the importance of AAI's approach to on–award support through AAI focal points at universities, which other major international scholarship programs do not provide.

During COVID–19, we had really good support from the AAI focal points at our universities. They were proactive with communications (Alumni).

Overall, AAI is making strong progress towards achieving its IOs and EOPOs. Program performance at both outcome levels is positive, showing continuous improvement since the current phase began in 2022. Quantitative data presented in this section comes from AAI annual surveys, which are conducted annually to target alumni who returned in the previous 12 months and three years ago.[5]

AAI surveys show high levels of satisfaction among awardees, at levels consistent with Australia Awards students from other countries. Alumni surveys conducted in 2023 found that 98% of new arrivals (compared to 97% globally) and 96% of ongoing students (97% globally) were very satisfied or satisfied, and pre–departure preparation was rated highly (98% of AAI new arrivals satisfied compared to 91% globally).

I feel very satisfied with the Australia Awards program so far. Australia Awards is a full package scholarship. This scholarship supports us not just in academic life, but also invests in our personal development, such as leadership skills (Awardee).

Achievement of outcomes

For the 2022–2026 phase, the AAI program design addresses two EOPOs:

1. PO 1: Diverse alumni use their skills, knowledge and networks to contribute to Indonesia's inclusive and sustainable development
2. PO 2: Diverse alumni contribute to cooperation between Australia and Indonesia.

Progress towards PO 1 has consistently improved since the current phase began. In 2024, 71% of alumni reported valid examples of contributions to Indonesia's development drawing on skills, knowledge or networks obtained through their awards and this is a significant improvement on 2022 (61%) and a slight improvement on 2023 (70%). Short course alumni reported the highest rates of contributing to Indonesia's development (81%) and this can be attributed to the tailored selection of topics relevant to priorities and clear areas of need (including those of the state–owned enterprises, the private sector and civil society), appropriate selection of short course participants (involving input from both GOA and GOI representatives), effective design and implementation by experienced providers and extensive engagement with Australian

[5] For example, the 2024 annual survey covers Masters and PhD alumni returning to Indonesia in 2023 and 2021 as well as short course alumni returning in 2023.

experts and institutions. PhD alumni reported the second–highest rates (75%), followed by Masters alumni (62%).

> *As a high school teacher in Indonesia, [the ILLA] experience has been an invaluable lesson, inspiring me to create innovations and providing a valuable point of comparison for improving Indonesian education (ILLA alumni).*

SSMP alumni rates of contribution to Indonesia's development decreased significantly to 28% in 2024, down from 55% in 2023 and 39% in 2022. Based on interviews with SSMP alumni, this is likely due to a combination of two factors. First, the increasing proportion of GOI public servants (especially in key ministries such as Ministry of Finance) with Masters qualifications, meaning AAI alumni may not 'stand out' as much as in the past due to their degree no longer being a point of differentiation, which potentially limits their opportunities to contribute to areas of work relevant to the knowledge gained through their awards. However, this does not explain the sudden year–on–year drop. Second, restrictions to SSMP courses of study mean that although courses theoretically align with the needs of the sending GOI agencies, they do not always completely align nor do they necessarily align with awardees' personal needs or interests. For example, an SSMP alumni working in health promotions at a provincial health department noted that his course of study focused on public health, whereas what he actually needed was greater skills in health promotion. It is noteworthy that SSMP alumni also reported weaker outcomes in their perceptions of the usefulness of their award (48% in 2024, down from 63% in 2023), which further indicates that the courses of study may need realignment in the next phase.

Progress towards PO 2 is also improving. In 2024, 41% of alumni said they had drawn on the bilateral links they established through AAI, while 30% of alumni provided valid examples of participation in mutual collaborations between Indonesia and Australia as a result of their awards. For the latter statistic, this marks a significant improvement on 2023 (22.4%). PhD alumni reported the highest rates of participation in collaborations at 55% (up from 48% in 2023), followed by short course alumni (32%, up from 25%), Masters alumni (22%, up from 16%), and SSMP alumni (14%, up from 10.5%).

> *The Australia Awards Scholarships brand helps us gain more of a platform (Short course alumni and MSME businesswoman).*

Development of future leaders

IO 1: AAI alumni apply new knowledge and skills within their organisations and broader professional contexts

In line with the Australia Awards Global Strategy's focus on emerging leaders, a central focus of AAI is the identification and development of diverse cohorts of current and future 'change agents'. It is anticipated that these change agents will drive positive change in Indonesia across government, the private sector and civil society by using their new knowledge, skills and networks. AAI's Masters, PhD, SSMP, Nusantara and LPDP–AAI modalities all target emerging and future change agents. In comparison, short courses do not explicitly target change agents. Rather, they aim to build the capacity of mid–career professionals and senior officials, although in practice there is often overlap

between these target groups, as short course participants may go on to take Masters degrees through AAI, with short courses acting as the 'gateway' to AAI.

The targeting of change agents is clearly identified for each AAI modality. Table 5 outlines the targeting approach. Targeting of change agents primarily occurs during the selection process, with the JST indicating they have a good understanding of what AAI is looking for in candidates (although noted that some newer and younger JST members need additional guidance in identifying barriers and constraints that may disadvantage candidates). JST representatives confirmed to the review team that they focus on looking for change agents for Masters awards (including at the village / local level, not just the national level, as the local level is where significant change can occur) and on looking for (potential) policymakers for PhD awards.

Feedback from alumni obtained during interviews for this review also indicates that the selection process is objective and effective. Multiple alumni commented that this is different to another major international scholarship program offered in Indonesia and that they regard this as a significant benefit to AAI over said program.

> *The selection process is competitive but not personal or subjective, unlike [another scholarship program] . . . AAI wants to know our story (Alumni).*

Table 5: AAI award targeting in 2022–2030

Modality	Core motivation for providing awards	Primary target groups
PhD Awards	To support current or future change agents to acquire deep knowledge and skills in policy–relevant and/or cutting–edge fields. To create a network of policy makers, policy influencers, and researchers with shared experience and affinity for Australia.	Future policy makers and policy influencers, including from civil society and academia. Promising academic researchers or lecturers on cutting–edge topics relevant to (a) Indonesia's development and (b) Australian strengths, including STEM
Masters Awards	To provide expanded opportunities for high–quality international postgraduate education. To grow and foster a diverse network of change agents with common experience and shared affinity for Australia.	Current or future change agents, with a strong focus on individuals: – from disadvantaged groups or regions who have more limited opportunities to pursue international postgraduate education; or – of particular relevance to Australia, e.g. geographically or in areas of policy cooperation.
SSMP	To develop individual change agents, particularly from co–sponsoring GOI institutions, by equipping them with applicable technical expertise. To build organisational cohorts and cross–organisational thematic networks of change agents with common perspectives, experience and shared affinity for Australia.	At the organisational level, at Indonesian organisations of particular relevance to Australia especially: – DFAT programs' counterpart organisations; – GOI counterparts to GOA whole–of–government agencies. At the individual level, at potential change agents: – from within those organisations; or

Modality	Core motivation for providing awards	Primary target groups
		– who are otherwise active within the course of study.
Nusantara	To provide study and knowledge exchange opportunities in field relevant to the development of the new capital.	Current or future change agents (phrased as 'aspiring leaders').
Short courses	To build the capacity of short course participants in ways that strengthen the individual and institutional relationships between GOA and Indonesian counterpart agencies. In most cases, building capacity will also highlight and provide exposure to Australian expertise.	At the organisational level, at Indonesian organisations of particular relevance to Australia especially: – DFAT programs' counterpart organisations; – GOI counterparts to GOA whole–of–government agencies. At the individual level, at potential change agents: – from within those organisations; or – who are otherwise active within the course of study.

Source: AAI 2022–2030 Design Document; Review of the AAI Nusantara Scholarship (2024).

AAI measures change agents' contributions through alumni's application of new skills and knowledge in their organisations and broader professional contexts. In 2024, 84% of alumni reported doing so (stable from 2023 and up from 80% in 2022). PhD and short course alumni were the most likely to apply their new skills and knowledge (95% and 90%, respectively, in 2024). Crucially, a high proportion (86%) of women from disadvantaged backgrounds also reported using their new knowledge and skills in 2024, demonstrating that not only are the skills and knowledge they developed through their awards useful for driving positive change but that they are empowered to do so.

However, Masters and SSMP alumni report being less able to use their skills and knowledge in their professional contexts (75% and 66%, respectively); this again highlights possible misalignments between courses of study and alumni's positions and areas of work, along with the fact that Masters degrees are no longer necessarily a 'standout' qualification for civil servants, rather a minimum standard. Multiple GOI stakeholders as well as alumni informed the review team that it can be challenging to ensure AAI alumni are redeployed in line with their new skills and knowledge following their return to Indonesia, and that alumni have different experiences in different ministries and agencies depending on whether or not it is common for staff to have post–graduate degrees; alumni in ministries where a large proportion of staff have Masters degrees find it harder to 'get ahead' compared to those in ministries with fewer Masters degrees. Alumni with disabilities were also less likely to be able use their skills and knowledge (68%), which may reflect broad systematic and social discrimination against people with disabilities.

> *I personally benefited a lot from AAI, but I have found it difficult to find an appropriate job [upon return to Indonesia] because of the lack of disability services and the [overall] system (Masters alumni with disability).*

Although SSMP alumni report being less able to use their skills and knowledge in the workplace, significant benefits are felt by the GOI agencies participating in the program,

especially in the light of ongoing budget efficiency measures. Agency stakeholders interviewed for the MTR stated that SSMP is very beneficial for their agencies, with multiple alumni now in senior and strategic positions, including as ministerial assistants. Several agencies with multi–year experience in SSMP – such as Bappenas, Ministry of Finance, and Badan Pusat Statistik (Central Statistics Agency) – are also interested in pursuing opportunities for other split site modalities, including split site PhD programs and split site short courses, if such options were to become available.

> *The Split–Site Masters Program is a practical option for our staff who cannot be away from their responsibilities for too long. It's helped us retain talent while still building their international academic exposure (SSMP university representative in Indonesia).*
>
> *The program [SSMP] is very beneficial for [our agency] and the broader Government of Indonesia. Alumni contribute significantly and positively and are now in strategic and policymaking positions, even directly supporting ministers . . . Participants get exposed to different things [in Australia] or are more motivated because of their participation in SSMP (GOI agency participating in SSMP).*

Overall, a total of 622 AAI Masters and PhD alumni (37% women) are in influential positions at the time of writing. It is noteworthy that six ministers and deputy ministers in the first cabinet of the Prabowo administration, inaugurated in October 2024, are AAI alumni of Masters and / or PhD programs, while several others are short course alumni. AAI alumni also hold key positions in independent national bodies such as the Corruption Eradication Commission, the National Commission on Human Rights and the National Commission on the Elimination of Violence against Women. However, increased availability to and competition from other international scholarship programs may have a negative impact on the representation of AAI alumni in influential positions in the future. Particularly in the context of PhD awards, there is an identified need for improved strategic targeting of future leaders to ensure scholarships are given to those who are likely to hold key positions in the decades to come. This may include:

- increased whole–of–government feedback (covering multiple branches at the embassy in Jakarta as well as the Consulates General) on shortlisted applicants
- proactive cultivation of potential future applicants (by identifying individuals likely to be interested in influential or leadership positions and reaching out to them to encourage application to AAI)
- bespoke programs for key individuals who may be short of time due to existing professional commitments.

Alumni networks in professional contexts

IO 2: Australian alumni leverage their strengthened networks in their professional contexts

AAI undeniably enables Indonesians to develop, strengthen and leverage their networks. Approximately 90% of alumni reported in 2024 that the networks they gained through AAI improve their professional context (up from 84% in 2023), while 31% of

alumni reported maintaining professional communications with Australians in 2024 (down from 38% in 2023 but up from 24% in 2022). PhD alumni tend to have the strongest and longest–lasting connections – 93% say their networks improve their professional context and 64% remain in contact with Australians, indicating that the longer exposure to Australia enables the development of close networks.

Network–focused outcomes for short course participants are worth special attention. Short courses represent one of AAI's strongest modalities, with significant benefits for both bilateral relationships and human development. Short courses are also effective in terms of the substantial impact gained over a comparatively short period of time. Although 94% of short course alumni report that their networks improve their professional context, just 30% maintain communications with Australians; this is likely due to the very brief nature of short course alumni's interactions with Australian individuals and institutions, as it is challenging to develop long–lasting connections in such short periods of time. Nevertheless, short course participants note that while they may not remain in contact with Australians met during the activity, the Indonesian–to–Indonesian networks built through short courses is significantly beneficial. While this is not an intended outcome of short courses, the impact is substantial, with participants on the same short course often staying in touch for many years and even conducting initiatives together.

Enhanced leadership

IO 3: Women, people with disabilities, awardees from disadvantaged regions and other marginalised groups exercise increased voice and agency

Overall, 68% of alumni from ETGs were able to provide examples of enhanced leadership and empowerment in 2024 (stable from 2023 and up from 50% in 2022). This is in line with the overall proportion of alumni providing such examples (69% in 2024). In addition, 73% of alumni from ETPs, 58% of alumni with disabilities, and 70% of women alumni from disadvantages backgrounds were able to provide valid examples. PhD and short course alumni were the most likely to report enhanced leadership and empowerment (75%), while Masters (59%) and SSMP (55%) alumni were less likely and in fact demonstrated a significant drop year–on–year. As highlighted previously, this is likely due to Masters degrees becoming more common overall, meaning AAI Masters and SSMP alumni are less likely to progress into positions where they can show leadership so soon after returning to Indonesia. Nevertheless, for the majority of Masters and SSMP alumni from ETGs, AAI enables enhanced leadership and empowerment on a day–to–day basis; this is likely to have a long–term impact on their professional lives and support them in driving change in the years to come (as demonstrated by the 2022 *Women's Leadership and Career Progression* study).

> *I am more confident in voicing my ideas [now] because I know my ideas are based on research with strong foundations, so I can convince my team. Before, I couldn't explain my ideas well, but now I can use data and can influence [my team] because I can see the outcomes clearly (Masters alumni).*

> *In ETPs, AAI has a greater impact on alumni leadership and empowerment than in non–equity regions. In 2024, 73% of alumni from ETPs provided examples of enhanced leadership and empowerment, compared to 68% of alumni from other provinces. Based on interviews with stakeholders for this review, this is likely for three reasons. First, postgraduate qualifications are less common in ETPs (including in GOI agencies), so AAI alumni gain greater access to leadership opportunities due to their new qualifications. Second, new skills and knowledge gained are seen as very relevant to local needs, leading to more opportunities for contribution and promotion. Third, AAI alumni are considered to learn new ways of working while in Australia, which influences overall office culture. AAI alumni always bring back a new style of working and 'semangat baru' ['new energy']. The whole office changes . . . because they think 'We want to be like AAI alumni'. (ETP government representative).*

Cross–cultural understanding

IO 4: AAI alumni perceive Australia and Australian society positively

In 2024, 98% of alumni have a positive view of Australia (up from 95% in 2022). This level is relatively consistent across all modalities, genders and ETGs, with the exception of alumni with disability (slightly lower at 90%, but still up significantly from 79% in 2022). In addition, 99.4% of alumni state they promote Australia to others.

> *Experiencing [Australia] firsthand gave me a new perspective on how Australians balance work and life, their deep respect for nature and wildlife, and how they embrace both Indigenous First Nations heritage and European influences. It was eye–opening and inspiring (Short course alumni).*

From the perspective of awardees and alumni, one AAI activity which consistently positively influences scholars' perception of Australia is the ILLA program. Awardees who are undertaking PhD or Masters study through AAI can opt into the voluntary program to assist Indonesian teachers and lecturers at schools and universities. Although the time commitment is significant (up to 1.5 days per week for a semester for some scholars, including preparation time), awardees and recently–graduated alumni told the review team the experience was 'fun and challenging' and 'a good use of time'. ILLA participants stated they appreciated the opportunity to teach and share about Indonesia and the Indonesian language, and were able to deepen their understanding of Australia, Australian culture and the Australian education system. This is especially valuable for Indonesians working in the education sector back in Indonesia.

> *Because of this opportunity, I was able to experience authentic Australian culture . . . and gain a deeper understanding of the Australia education system... As a high school teacher in Indonesia, this experience has been an invaluable lesson, inspiring me to create innovations and providing a valuable point of comparison for improving Indonesian education (ILLA participant).*

Some minor adjustments can be made to improve the ILLA program, including more flexibility for participants to take on additional ILLA visits beyond the mandatory six visits per semester; several participants did so informally, while others stuck to six visits despite wanting to fulfill requests for additional support from their placement school.

> *ILLA is a great example of [bilateral relationship building]. It is a small aspect of the AAI program but extremely powerful, successful and effective (GOA representative).*

On the other hand, the piloted Nusantara modality appears to have limited impact on building cross–cultural understanding and Australia–Indonesia linkages. Nusantara scholars study at Monash University's recently–opened branch campuses in Indonesia, offering, in the words of one awardee, the unique experience to have an education with Australian standards and curricula but still in the Indonesian context. However, international exposure seems to be limited, with little collaboration with Monash University in Australia, few Australian lecturers, and no student exchange opportunities. Although one awardee stated they had opportunities to join projects with lecturers from Monash University in Australia, others informed the review team that they had expected more interaction with Australia, as they had been hoping to learn more from their Australian peers as well as Australian leaders in their fields.

> *All our tasks are separate to those in [Monash University] Australia. We are not building any personal connections with Australians (Nusantara awardee).*

For awardees currently studying in Australia, the increasing cost of living in Australia was highlighted as a major challenge for many. The Contribution to Living Expenses (CLE) provided by Australia Awards is deemed insufficient by many awardees, causing significant financial stress and potentially impacting scholars' perceptions of Australia. This challenge is noted by awardees and alumni interviewed for this review as well as by those answering the arrival and ongoing surveys managed by ORIMA Research for DFAT.

> *Personally, Australia Awards is always and will be the most generous and supportive of their awardees. They provide assistance and support from the beginning until you return to your country . . . however, the entitlement[s] should be reviewed annually to adjust the current cost of living (Awardee).*

Only 67% of awardees answering the ongoing survey in 2023 stated they were coping well with their financial situations, including:

- those aged 25 and below (of whom 50% were coping)
- those aged 36–40 years old (52%)
- single awardees with children (60%)
- awardees with partners and children (61%).

While 90% of ongoing students in 2023 reported being satisfied with the establishment allowance, just 53% were satisfied with the CLE; extremely low satisfaction was reported by students aged 25 and below (of whom 25% were satisfied), students aged 36–40 years old (38%), and students with partners and children (45%). Many awardees report having to find part–time work to supplement the financial assistance they receive from AAI, which may negatively impact their ability to study, network and gain as much benefit as possible from the program. The CLE is not indexed on an annual basis, effectively reducing purchasing power from one awardee cohort to the next.

Additionally, for awardees with pre–existing conditions or chronic illnesses, financial support and Overseas Student Health Cover (OSHC) do not fully cover medication and

other treatment costs. This inadvertently discriminates against individuals with pre–existing conditions and may cause fewer such candidates to apply in the future if they are aware of the limitations.

While these two issues are not unique to AAI, it should be raised with the overarching Australia Awards program to find a suitable solution.

> *The whole scholarship experience . . . is great! But the CLE constraints make me less focused on studying (Awardee).*

Organisational linkages

IO 5: Relevant Australian and Indonesian organisations strengthen their collaboration

AAI contributes significantly to the establishment and strengthening organisational linkages. In 2024, 40% of alumni report being involved in their organisations' professional or business links with Australian organisations. This is a significant improvement on previous years, up from 25% in 2022 and 33% in 2023. Large increases in the rate of involvement were recorded for PhD alumni (57%, up from 28% in 2022), short course alumni (46%, up from 28% in 2022), and SSMP alumni (24%, up from 17% in 2022), as well as a smaller increase for Masters alumni (28%, up from 23% in 2022). A substantial increase was also recorded for alumni from ETGs (33%, up from 20% in 2022) and a small increase for alumni with disabilities (26%, up from 21%). A higher–than–average proportion (45%) of women from disadvantaged backgrounds also reported being involved in their organisations' links with Australian organisations in 2024. No data is available for Nusantara alumni.

Alumni are central to driving formal and informal organisational linkages under AAI. As illustrated by the statistics above, linkages are formed across all AAI modalities, with award duration not limiting the establishment of linkages. Additional enrichment opportunities such as the alumni grant program further strengthen linkages, as awardees and alumni can undertake research projects, attend conferences and workshops or implement capacity building activities for others. Short courses are particularly effective despite their relatively short duration, particularly among awardees, as the strong bonds that are formed during the intense activities and maintained into the future through continued interaction and communication (especially via WhatsApp groups). Some linkages between Australian and Indonesian organisations are also achieved through short courses, but are more limited, although they may be beneficial over time, such as when sharing information about scholarship or work opportunities.

> *I am still in the WhatsApp group with the [short course] participants. I also follow them on social media to keep up to date with them (Short course provider).*

> *AAI provided me with opportunities to see the world and connect with international disability researchers (Alumni with disability).*

Looking beyond alumni, AAI also strengthens organisational linkages through the SSMP modality. Delivered by two university partners, SSMP partnerships mostly develop as the result of an existing relationship, such as joint research projects, courses or workshops. SSMP is particularly effective in strengthening relationships between

universities, as it requires close cooperation to ensure students complete both Masters degrees under the program. Multiple representatives from SSMP university partners consulted as part of this review noted how their relationships had improved as a result of the program and even led to additional forms of collaboration.

> *While we had existing partnerships with universities in Indonesia before the SSMP started, this program has allowed us to deepen and expand those partnerships, leading to increased collaboration . . . The program has allowed more academic and professional staff on both sides to collaborate and work together, bringing greater breadth to the partnership (SSMP university representative in Australia).*
>
> *[SSMP] is a way of connecting the dots (SSMP university representative in Indonesia).*

Another official from a line ministry highlighted the SSMP's **strategic alignment with Indonesia's human resource development goals**.

> *SSMP allows us to upskill mid–level professionals in key technical areas without losing them to long–term overseas study. For critical sectors, that balance is essential (SSMP GoI representative).*

In some cases, institutional partnerships between Australian and Indonesian universities that formed through SSMP arrangements have led to joint research initiatives and exchange programs, showing promise for deeper bilateral cooperation beyond individual scholarships. These positive accounts suggest that while the SSMP may face operational challenges, it retains strong potential if better targeted, more systematically supported, and strategically aligned with government and institutional priorities.

In 2024, another significant organisational linkage was established with the launch of the joint AAI–LPDP scholarship. The pilot provides 50 co–funded scholarships focusing on courses of study relevant to the blue economy, green / renewable energy and digital / information technology. LPDP confirmed with the review team that they are keen to discuss further opportunities for collaboration, including double degrees (in the SSMP format or other formats). LPDP does not anticipate the 2025 GOI budget efficiency measures to impact the scholarships it provides.

Although not a stated objective of the program, AAI also builds strong institutional linkages between Indonesian organisations. Short courses are particularly effective at doing so, bringing together a cohort of individuals who are working in the same sector or on the same issue but who have likely not interacted with one another before. Short course alumni and DFAT representatives interviewed for this review indicate that these cohorts often remain in contact for many years after returning from their short courses, often through WhatsApp groups but also through institutional collaborations. The value of building and strengthening organisational linkages in Indonesia should not be underestimated, especially when bringing together representatives from the government, the private sector and civil society.

> *Short courses are about bringing different stakeholders together, who may not realise that together they make up pieces of a bigger puzzle . . . [The sector] won't change if you don't work together (DFAT representative).*

Enrichment and linkages program

AAI's enrichment and linkages activities aim to maximise the contribution of alumni towards Indonesia's inclusive and sustainable development and facilitate engagement between both countries. In 2023–2024, a substantial dedicated budget enabled the AAI team to implement a total of 69 alumni and enrichment and linkage events. Around half were related to the 75th anniversary of Australia–Indonesia bilateral relations. An impressive 78% of respondents reported that the events provided them with networking opportunities and 60% said they gained valuable ideas. Notable efforts have been made since 2022 to increase the number of alumni events held outside Jakarta and online, and these are appreciated by alumni, although many interviewed for this review note that most activities are still held in Jakarta, meaning they are unable to attend. The AAI alumni LinkedIn group and mailing list are much appreciated by alumni for sharing information on events and opportunities as well as for networking.

Although alumni–founded AAI alumni networks exist in several regions of Indonesia, they see varying levels of formality and activity; AAI should continue to engage with these networks where they exist, as they provide quick access to large groups of alumni, including some which may not be in AAI's alumni database. One way of strengthening local–level alumni networks would be for AAI to offer workshops to network members on how to organise and facilitate activities, or to offer small grants for networks to hold events. The AAI team could also work with network members to implement a type of 'mentoring' activity for individuals interested in applying for AAI to help guide them through the application and selection process; this would be especially effective in ETPs and could increase application eligibility and success rates. The review team does not recommend the re–establishment of a national AAI alumni network at this stage, as this has previously been tried by AAI and was evaluated as being ineffective.

PDT remains a competitive advantage of the AAI program, as other similar international scholarship programs (including LPDP) do not offer this important activity. PDT is greatly appreciated by awardees, especially by those with less international experience and who have been out of the academic system for a decade or more. In 2023–2024, 98% of participants rated PDT as 'very good' or 'good'.

> *Without PDT, I would not have been as prepared as I was (Awardee).*

Nevertheless, some PDT challenges have been identified through interviews with alumni, such as relevancy of content and length of program. There should be increased focus on practical day–to–day content for awardees, such as personal finances, mental wellbeing and bringing family members to Australia. Meanwhile, GEDSI content should be simplified and focused on the basics as feedback from alumni and trainers indicate few alumni have the required foundational knowledge.

> *The GEDSI session [in PDT] doesn't start at the basics about how gender and cultural beliefs influence our lives and so on; the facilitator immediately started talking about how we have to embrace diversity. It was too advanced for most participants (Awardee).*

Regarding the length of the PDT program, awardees have a strong preference for longer courses, with participant feedback indicating the shorter PDT options do not lead to

sufficiently improved skills (Table 6). This indicates the offering of shorter PDT courses, while more efficient, may need to be reconsidered due to their limited effectiveness, even for awardees with strong International English Language Testing System (IELTS) scores because good English language skills do not necessarily equate to cultural understanding or academic preparedness. Further analysis of this will be required after more cohorts have been through the two–week PDT sessions.

Table 6: Awardee satisfaction with PDT course length in 2023–2024

PDT course length	% of awardees rating the course as 'about the right length'	% of awardees rating the course as 'too short'
Two weeks	0	100
Six weeks	64	27
Ten weeks	62	23
Twenty weeks	90	10

Source: IALF internal monitoring data. Not all rows add up to 100% due to other options.

On–award enrichment and linkage activities could be strengthened in order to improve awardee experience and deepen linkages with Australia. AAI already implements a range of on–award activities, such as guest lectures and networking events, but feedback from awardees and alumni interviewed for this review indicate that other types of activities may be more beneficial. Possible activities mentioned include sector–specific and local government field visits, leadership and career development workshops, thematic debates and cultural events such as performances. In addition, multiple respondents requested assistance to access internships and work placements relevant to their fields of study, especially as a large proportion of awardees are GOI public servants but are not permitted to undertake internships in Australian government agencies due to not being citizens. The Aus4ASEAN modality provides an idea of a potential path forward in this regard – the modality included an enrichment program for awardees managed by the managing contractor which covered leadership courses, mentoring, online learning sessions, career counselling, and internships at companies (often companies with a footprint in Southeast Asia). This model was held up as a strong example of on–award enrichment by both alumni and DFAT representatives during the review. A similar approach could be considered for broader adoption across AAI's Masters and PhD modalities or targeted to awardees from ETGs to overcome potential inequities in personal confidence and existing networks. This approach would also align with IA–CEPA and *Invested: Australia's Southeast Asian Economic Strategy to 2024*.

There is also scope for AAI to enrich the in–country experience of privately–funded Indonesian Masters and PhD students. For example, Post is aware that a large number of state–owned enterprise staff are currently studying in Australia on employer–paid scholarships, but there is no mechanism to connect with them. Connecting with such students and offering enrichment activities would not only strengthen DFAT's linkages with them but also provide benefits for AAI awardees, as new connections would be formed between AAI and non–AAI scholars.

> *While the course schedule was packed with valuable sessions, discussions and site visits, I wish there had been an opportunity to experience an Australian cultural event – whether a live music performance, a play, or another cultural experience. It would have added a deeper connection to Australian society beyond the course topic (Short course alumni).*

The new format of AAI grant program for awardees and alumni – launched in May 2024 – appears effective at this early stage. Accessible to scholars on–award as well as alumni, the grants can be used to access short– and medium–term professional development activities. This is a significant change in scope for the grants, which were previously targeted at alumni for the implementation of small–scale development projects. A total of 26 grants were approved in the grant program's first six months, with 16 provided to on–award scholars and 10 to alumni. Grant recipients interviewed for this review confirm that the grants were extremely useful and enabled them to participate in conferences, research projects and other activities which would have otherwise been beyond their reach. One grant recipient – an awardee with disabilities – was particularly appreciative of the AAI team's assistance in supporting him to apply for the grant, prepare for the conference and manage reimbursements and reporting. The individual confirmed that the grant forms were accessible for people with visual disabilities.

> *I still interact with people I met at the conference today . . . we are even trying to develop an international network (Grant recipient).*

The re–establishment of the reintegration workshop is noted by the review team. It is a positive step to ensure alumni have a smoother return to Indonesia following the completion of their award program. This is especially true for alumni returning to their previous workplaces, as the reintegration workshop assists them in identifying how to better use their new skills, knowledge and networks in a professional context. To better enable alumni with childcare responsibilities (who are primarily women) to attend, AAI could provide a childminding service free of cost for the duration of the workshop.

Lessons learned

AAI's **selection process** and JST structure is strong. For Masters and PhD awardees, the current selection ratio of approximately 30 GOI awardees to 30 ETG awardees (who may also be GOI staff) and 40 'open' awardees is appropriate, as GOI budget efficiency measures have reduced funding for public servant training and education opportunities. The impact of this will likely be an increased reliance on national and international scholarship providers for public servants. AAI is well–placed to meet this need while continuing to provide scholarships for applicants from ETGs, private sector, and civil society.

AAI should maintain the current approach to the selection of Masters and PhD awardees, specifically the current JST structure that includes 'industry' representatives in addition to academics. AAI should provide additional guidance to JST members (especially those who are new to the JST) on how to ensure an intersectional approach is taken when considering ETG candidates (especially women with disadvantaged backgrounds).

Recommendation 4

Maintain the Joint Selection Team but provide additional guidance to Team members on how to apply an intersectional approach when considering candidates from Equity Target Groups and Equity Target Provinces.

There is scope for **improving SSMP offerings** to improve achievement of outcomes, student satisfaction and alignment with GOA and GOI strategic needs. This could include:

- maintaining the current approach but improving coordination between SSMP university partners, such as by streamlining coursework and thesis requirements to ensure students are not over–burdened, and by developing joint activities across universities
- developing joint SSMP offerings where awardees receive a single degree issued by two universities, to ensure strong alignment between courses of study in both countries (this is likely to be most feasible through developing joint programs between Australian universities with branch campuses in Indonesia)
- offering universities in both Australia and Indonesia who lack existing connections with universities overseas the opportunity to express their interest in developing SSMP offerings. This could involve DFAT developing and disseminating a request for expressions of interest from universities in Australia and Indonesia, to which interested universities would submit concept notes outlining potential areas / sectors for collaboration. This removes the burden from universities of identifying possible implementation partners, which is significant considering that existing links between Australian and Indonesian universities are few, as well as that most Indonesian university websites are solely in Bahasa Indonesia and therefore largely inaccessible to Australian universities where Indonesian language skills are limited.

Recommendation 5

Undertake a comprehensive review of the current SSMP approach and explore alternative or additional approaches.

In light of **GOI budget efficiency measures**, existing forms of collaboration and co–funding will shift, and new opportunities will emerge. This presents a significant positive opportunity for AAI to expand its collaboration with LPDP in particular, a move which is welcomed by LPDP representatives interviewed for this review. Recent developments also indicate a growing trend in special scholarships jointly supported by government ministries and state–owned enterprises (SOEs), aimed at addressing sector–specific skill gaps and improving the effectiveness of national scholarship programs. These co–financed schemes – such as LPDP–SOE scholarships – highlight an increasing willingness among Indonesian stakeholders to innovate in scholarship delivery through cross–sectoral collaboration. AAI is well–positioned to support or align with these initiatives, particularly in areas of mutual strategic interest such as climate change, digital transformation, and public sector leadership.

Recommendation 6

Explore further co–funding opportunities with LPDP and new opportunities with state–owned enterprises to close emerging funding gaps from GOI agencies.

The **Nusantara** program responded to a clear GOI need and students appreciated the opportunity to gain a Masters degree from the newly–established Monash University Indonesia. However, the program design lacked a clear pathway for contribution to IKN. This, combined with shifting priorities within GOI and a related lack–of–clarity on IKN's future, means that students experienced limited engagement with IKN officials and are unlikely to directly contribute to IKN. Nevertheless, the Nusantara pilot was insightful and provided good information on student desires, indicating that there is a high level of interest in AAI–funded scholarship opportunities to study at Australian university branch campuses in Indonesia (and not just at universities in Australia).

Recommendation 7

Document learnings from the Nusantara pilot and consider similar approaches as potential new AAI modalities in line with specific GOA and GOI priority areas such as climate change.

Financial stress because of inadequate CLE is a significant challenge for Masters, SSMP and PhD awardees in Australia, impacting their study experience and their ability to build meaningful linkages with Australian people and organisations. While the review team notes that the CLE was increased by 10% two years ago, awardees continue to struggle to make ends meet while studying in Australia, especially younger awardees, single awardees with children, and awardees with partners and children.

Recommendation 8

Advocate for annual indexation of CLE for all AA awardees globally.

There is significant scope for strengthening the on–award **enrichment and linkages offerings.** Having multiple points of exposure to Australia has been shown to be the most effective way to build personal and institutional relationships. Internships, work placements and exposure to Australian work environments through field visits are in high demand from awardees, as are AA–wide activities involving awardees from other countries (not just Indonesia). The Aus4ASEAN approach to on–award activities provides a strong example to replicate in Masters and PhD modalities, as does the ILLA program through its placement of awardees in Australian schools and universities (although the review team recommends focusing primarily on schools due to the potential for more significant impact at schools, where resources are more limited than at universities, as well as lower anecdotal levels of satisfaction among ILLA scholars at universities).

Recommendation 9

Explore opportunities to increase the on–award enrichment and linkages activities, with a focus on internships, work placements and exposure to Australian work environments, and expanding the ILLA program, with a focus on schools rather than universities.

Pre–Departure Training remains a highly beneficial and unique offering of the AAI program. However, the improvements can be made to ensure awardees gain the knowledge and skills they need to not just survive but thrive while on–award in Australia.

- Develop new and revise existing content on personal budgets, mental wellbeing (including mental health first aid), targeted content for awardees planning to bring

their families (providing information such as education and health insurance for children) and simplification of GEDSI content.

- Review and determine the minimum duration of PDT in late 2025 following further data collection on participants' experiences and satisfaction with different PDT lengths.

Recommendation 10

Review and revise the content and duration of PDT with the objective of improving effectiveness for awardees.

5.3 Efficiency

KRQ 3: How efficient is program management and resourcing in achieving the outputs and expected outcomes?

Overall, AAI is well–planned and managed and has strong systems and processes in place to focus on efficient delivery of the program. Its cost of resources is in line with the assumptions contained in the Investment Design Document (IDD), after allowing for the expanded scope of its delivery and cost factors outside its control.

There are a number of factors that contribute to AAI's efficiency. The AAI managing contractor team has strong experience in implementing the AAI program, follows 'value for money' principles in procurement, is flexible and innovative in delivering additional activities while completing a very large number of activities in the annual workplan and has a strong focus on learning, adaptation and improvement.

The AAI awards cycle is underpinned by an extensive range of activities delivered to strict timeframes, and this requires a highly detailed and structured approach to work planning and coordination to deliver activities in an efficient and timely manner. The annual plan that supports delivery of the program is comprehensive and incudes detailed plans covering each output, as well as related plans for areas such as GEDSI, MEL and risk. This approach to planning ensures that the resources of the program are used efficiently and are appropriately targeted.

Governance, management and oversight

AAI's current **governance** model builds on the strengths of the arrangements used successfully in the previous phase of the program. These arrangements focus on the Program Coordinating Committee (PCC), co–chaired by DFAT and the Indonesian Ministry of State Secretariat (SetNeg), with membership of PCC including the Ministry of National Development Planning (BAPPENAS), the Ministry of Home Affairs, the Ministry of Foreign Affairs and the Ministry of Education, Culture, Research and Technology.

The PCC arrangements balance engagement with Ministries to facilitate input and advice on strategic priorities and specific operational matters, with decision–making by the co–chairs to provide efficient and timely approval of key decisions and documents.

AAI is the secretariat of the PCC and provides a seconded resource to SetNeg, which supports the efficient operation of the PCC through coordination and administrative support.

The PCC arrangement, and the shared strategic management of AAI by DFAT and SetNeg, works effectively and efficiently. SetNeg and other ministries represented in PCC confirm that the current model of engagement and communication with GOI stakeholders is working well. Biannual PCC meetings are considered to be very beneficial and enable AAI and stakeholders to adapt AAI activities as needed based on GOI and GOA priorities.

Management and oversight of AAI is facilitated through Post's Scholarship and Alumni team and this arrangement enables it to draw on support from other relevant areas of DFAT. As the team sits within the Political and Strategic Communication Branch, this supports AAI's public diplomacy and communications focus. The team can also draw on a range of other teams at Post including Finance, Procurement, and Quality and Risk, as well as sectoral areas such as Governance and Human Development, Economic Infrastructure and Investment and Education. The team is also linked to DFAT teams in Canberra, including the Indonesia Desk and the Global Education and Scholarships Section. The team's coordination with Post's sectoral areas builds strong links between AAI and broader Australian Government priorities and initiatives in Indonesia, for example in relation to short course development. In addition, implementation of AAI requires coordination between the Scholarship and Alumni team and the AAI managing contractor and with a wide range of Australian Government and GOI agencies, tertiary institutions and other organisations. The Scholarship and Alumni team position to leverage its connections across Post and in DFAT Canberra brings significant efficiencies to the management and oversight of AAI.

Efficient implementation by the AAI managing contractor is ensured through a range of approaches, including:

- a comprehensive operations manual to guide implementation
- annual work plans
- strategies for Communications and Public Diplomacy, MEL, GEDSI and Risk
- guidelines for specific modalities including short courses, grants and ILLA Ambassadors
- regular meetings with the DFAT Scholarship and Alumni team
- leveraging existing AAI modalities and capabilities to deliver additional programs
- a personnel and operations cost structure that is broadly in line with the IDD indicative costs.

The personnel and operations costs are discussed in the later section on 'Cost and time efficiency'.

Communications

AAI's communications is well–planned, targeted and takes advantage of cost–efficiencies using a range of communication channels. AAI communications is guided by a Communication and Public Diplomacy Strategy which outlines AAI's target audiences, key messages and communication channels. In addition, AAAI annual plans

provide the schedule of planned communications, professional development and networking activities and events. The reach and efficiency of AAI's communications is enhanced using communications content across multiple AAI online platforms and extended by providing AAI communications to the Australian Embassy and Consulate's–General. In addition, in its communications planning and scheduling, AAI seeks to uses events and activities efficiently to meet multiple objectives and maximise participation, as indicated in the following example.

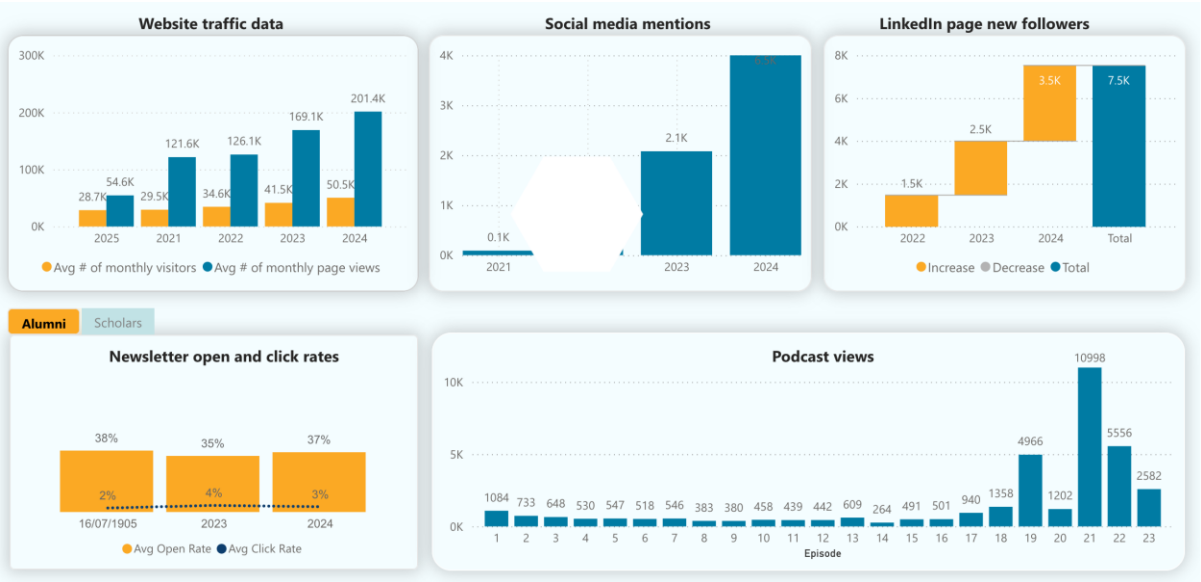
> *AAI will identify efficiencies by combining flagship events with other enrichment activities such as the annual reintegration workshop to capitalise on the gatherings of large groups of scholars (AAI Annual Plan 2024–2025, p111).*

AAI's communication with applicants, awardees and alumni is well–regarded, with feedback from representatives from these stakeholders indicating they consider AAI to be open, transparent, communicative and easily contactable. AAI's online presence has grown rapidly in 2022, with an average of 50,500 people visiting the AAI website monthly in 2025 (up from 34,600 in 2022) and a total of 7,500 people following the AAI LinkedIn page in 2025 (up from 1,500 in 2022). AAI is also frequently mentioned by awardees and alumni on their social media posts with over 6,500 social media posts mentioned AAI in 2025, up from just 100 posts in 2022, indicating that awardees and alumni are very aware of AAI's social media presence.

> *AAI maintains its credibility and transparency well. Everything is published and clear to all (Alumni).*

As part of its approach to transparency, AAI publishes it online communications metrics on its publicly–available dashboard, which visually displays the strong growth in AAI's communications performance (Figure 4).

Figure 4: AAI online communications performance



Although a short course calendar is developed by Post in Jakarta, multiple stakeholders from DFAT in both Canberra and Australia's Consulates General in Indonesia stated that they did not receive the calendar in advance. As a result, they were often taken by

surprise with the seemingly 'sudden' implementation of short courses (including pre– and post–course workshops). Good opportunities for engagement are missed as a result of such stakeholders not being aware of upcoming short courses or due to prior commitments, such as in one case, where a representative had committed to giving remarks at one short course when they found out that another more strategic short course was also being held at the same time. Communication and coordination improvements in this area would improve efficiency. The MTR team notes that monthly calendar updates have been instituted since late 2024 and that this feedback may reference the previous approach; the AAI team should check in with stakeholders in late 2025 to determine whether the new approach is effective.

The consulates appreciate and routinely utilise the social media content developed and shared by AAI and Post for dissemination. However, the consulates request that content be shared further in advance to ensure that they can appropriately schedule deadline–based content, as short notice results in content overlap and reduced impact.

Cost and time efficiency

The IDD provided an indicative annual budget of AUD16 million, which reflected the previous pattern of expenditure for the program. This budget included AUD 10.4 million for program costs, which constituted 65% of the annual budget. The IDD envisaged that this proportion should remain relatively stable throughout the next phase of the program. Program costs cover activities associated with the delivery of AAI modalities and includes communications, promotion, liaison, outreach, selection, and pre–awards, on–award and post–award engagement with AAI scholars including support for awardees with disabilities.

Increased expenditure

The annual AAI budgets for the period 2022–2025 are included in Table 7. While the budgets show that in 2022–2023 the annual budget was in line with the AUD16 million indicative budget provided in the IDD, the budget for the two following years rose to AUD 18.3 million and AUD 22.7 million respectively. The 2024–2025 budget increased by 49.6% from the 2022–2023 budget.

Table 7: AAI Budget 2022–2025 (AUD)

Cost Category	Transition Apr–Oct 2022	Nov 2022 – Oct 2023	Nov 2023 – Oct 2024	Nov 2024 – Oct 2025	% change Nov 2022 – Oct 2025
Management fee	1,150,405	1,474,579	1,518,526	1,945,111	31.9
Specified personnel costs	767,159	1,503,048	1,398,229	1,610,705	7.2
Non–specified personnel costs	618,737	1,163,722	1,227,764	1,257,286	8.0
Personnel support costs	420,822	658,349	352,851	663,830	0.8
Operational costs	565,369	178,092	108,653	122,000	–31.5
Program costs	4,715,955	10,201,932	13,719,056	17,104,901	67.7
Total	**8,238,447**	**15,179,722**	**18,325,079**	**22,703,833**	**49.6**
Program cost %	57.2	67.2	74.9	75.3	74.3

Source: AAI Annual Reports

The most significant cost increase over this period was in relation to program costs, which rose by 67.7%. In 2022–2023 program costs were in line with the IDD target of AUD10 million and 65% of total costs, however in the following two years the proportion increased to 75% and the increase in program costs is due largely to two factors. As the increase in total program costs is significant, AAI will need to continue to monitor expenditure.

Increased costs

The delivery costs of short courses are higher than the IDD unit cost assumptions, which were estimated at $390,000 per course but in 2022–2026 the average has been closer to $415,000 per course[6]. The baseline provided in the IDD is an average course delivery cost, whereas actual course delivery costs during the current phase will vary with each course based on factors such as course content, structure and size (number of participants). As we have not undertaken a detailed cost comparison of each course over the period 2022–2026, it is not possible to assess if the cost increases over those assumed in the IDD are due to program delivery cost increases, or other factors such as changes in course scope and delivery modalities. To do so would require a breakdown of the course delivery costs assumed in the IID, which is not available, to use as a comparison against the breakdown costs of current courses (allowing for differences between courses in design and delivery).

However, using the cost information from the current phase could assist in monitoring future short course delivery costs.

Expanded program scope

Significant additional costs have been incurred in responding to DFAT requests to expand the scope of the program, primarily through additional short courses and new initiatives such as Nusantara.

The delivery of short courses during the current phase has grown significantly from the 10 courses per year that were indicated in the IDD, to a peak of 22 in 2023–2024 and 14 courses in 2024–2025 (excluding Aus4ASEAN short courses). The 14 courses in 2024–2025 represents an increase of 40.0 % over the number indicated in the IDD. The courses for each year of the current phase are shown in Table 8.

Table 8: AAI Short course pipelines

IDD Indication	2022	2023	2024	2025
10	12	12	22*	14*

* Not including Aus4ASEAN short courses

[6] *AAI Annual Report, 2023–2024*

Personnel and operational resource efficiency

It should be emphasised that the increase in short course delivery costs is outside AAI's control, and the budget overrun does not relate to inefficiencies in resource use. In fact, personnel and operational costs are in line with the costs anticipated in the design and have been consistent year–to–year, despite a significant increase in the scope of program delivery.

While the total budgeted cost of AAI for 2024–2025 increased by 49.6% compared to 2022–2023, program costs increased by 67.7% reflecting the increased program scope. However, all other costs combined, including personnel and operational costs, increased by only 12.5%. As we have not undertaken a detailed cost analysis of each of the cost components of the program, it is not possible to assess or explain the relative changes in each component year–on–year, although this is matter for AAI to continue to monitor given the significant increase in the cost of the program.

However, the relatively small increase in personnel and operational costs suggests significant resource efficiencies gained through 'scaling up' AAI programming and realising economies of scale. By leveraging AAI's existing programs and capability, AAI can expand its scope and meet the needs of other DFAT–funded activities in a cost–effective manner. It should be noted that as the review has not undertaken a detailed analysis the comparative costs of implementing specific activities, the efficiencies gained through economies of scale are assumed. In the case of short courses, this is demonstrated in the ability of the program to increase its short course delivery significantly without a commensurate increase in personnel and operational resourcing, building on its robust approach to planning and implementation. This is a significant value–add for AAI and provides tangible benefits to DFAT development programs.

> *The AAI team are very easy to work with for [DFAT–funded development] programs wanting to run short courses. We don't have to set up new modalities ourselves; this is a huge benefit (DFAT–funded development program representative).*

Value for money

Value for money is an important consideration in pursuing cost efficiencies in the delivery of AAI activities. DFAT's value for money principles seek to balance cost and competition with effectiveness and other factors. While there are opportunities for more cost–effective delivery of AAI activities there may also be trade–offs from a value for money perspective, particularly in relation to achieving program outcomes. There are potential cost–efficiencies in the delivery of AAI activities, however they may lead to less–than–optimal impacts on some of the program's expected outcomes. These include:

- online delivery of elements of the selection processes
- online delivery of short course components
- provision of in–country study options.

Online applicant selection processes (or partially online processes) could be more efficient than the current offline model and were used during COVID–19 lockdowns. However, there are potential limitations in online processes, particularly in relation to

optimising the selection of candidates with potential for academic performance and leadership. The potential for less–than–optimal outcomes would likely outweigh the cost savings. Other cost efficiencies within the current model could be pursued instead, such as removal of psychometric testing and inclusion of a third interview site located in Eastern Indonesia. The review team understands both are currently proposed for upcoming cohort selection and supports this move.

While the in–country delivery of the Nusantara program achieved significant cost savings, this was seen to be at the expense of effectiveness in developing international relationships and contributing to cooperation with Australia. This was highlighted in a recent review of the program.

> *These cost estimates indicate that this scholarship modality offers value for money in terms of providing education from an Australian university at approximately one–third the cost of undertaking the same program in Australia. The approach does however reduce exposure to Australia, with implications for the ability of these scholars to influence objective two of the Australia Awards program, namely contributing to cooperation between Australia and Indonesia (Review of the AAI Nusantara Scholarship 2024, p11).*

Additional efficiencies identified by AAI included the shortened two–week PDT offering to select candidates in 2025, and the new English Language Training Activity (ELTA) model with guaranteed scholarship pathway for Equity Target Group (ETG) applicants. However, feedback from participants on the shortened PDT approach is not positive, indicating a review and possible shift is required. Further analysis is required to thoroughly understand the impact of shortened PDT options on awardees, including whether the reduced duration affects their academic preparedness and overall adjustment to study in Australia.

As discussed under 'Limitations', a detailed value for money analysis of the delivery of specific activities in each AAI modality is outside the scope of this review. As each opportunity for cost–efficiency will require a detailed assessment, this should be pursued by AAI on a case–by–case basis in the context of its ongoing focus on cost–efficiency and continuous improvement.

AAI adheres to Australian Government procurement guidelines which are underpinned by value for money principles and this enables AAI to maximise opportunities for cost–efficiency in program delivery. Under the procurement guidelines, AAI has been advised that repeat short courses need to be re–tendered, even when a repeat option is built in to the initial tendering and contracting. A more streamlined approach to tendering and contracting would provide the potential for some process efficiencies and potential cost savings in the design component of short courses, although this is outside AAI's control.

The procurement of short courses requires significant lead time for the scoping, development and approval of short courses processes and the tendering and contracting. Because of this, timely decision–making is important in achieving value for money by enable sufficient time for the tendering process to reach the largest number of available tenderers.

Risk management

The Australia Awards in Indonesia (AAI) program maintains a robust risk management system, supported by clearly defined policies and a structured governance framework. Oversight is primarily provided by DFAT's Quality and Risk Unit, which confirmed in its 2024 spot check that AAI demonstrates strong alignment with DFAT's risk management protocols, including those related to fraud control, prevention of sexual exploitation, abuse, and harassment (PSEAH) and child protection. While the program is classified as 'medium risk', the Quality and Risk Unit expressed confidence in its current mitigation measures. However, the assessment also highlighted areas for improvement, including the need to update the risk matrix quarterly and strengthen documentation of PSEAH–related risks.

Operationally, AAI integrates risk management into its annual Investment Monitoring Reports (IMRs), allowing for consistent oversight and the inclusion of emerging risks into program planning. DFAT officials noted that AAI's managing contractor has not required support from DFAT's Quality Investment Support Services mechanism – a signal of self–reliant and efficient program management. The managing contractor's MEL team is considered well–functioning and responsive to evolving risks.

From a budgetary perspective, the Budget and Agreements (B&A) team confirmed that all in–Indonesia costs are monitored monthly and that procurement procedures are adapted to meet shifting political and contextual dynamics, such as the emergence of Australian university branch campuses and scholarship partnerships with LPDP. The AAI managing contractor has been able to manage unexpected activities, such as short courses initiated by other DFAT programs (for example KINETIK), but highlighted concerns about the administrative burden and the strain on the head contract. These operational arrangements – where external programs pay for course delivery but use AAI's procurement and delivery infrastructure – demonstrate the need for clearer contractual delineation and budget forecasting.

In terms of safeguarding and psychosocial risk, AAI has encountered increasing complexity in scholar profiles, particularly among those with psychosocial disabilities or mental health conditions. Current responses tend to be reactive and case–specific. Stakeholders identified the need for institutionalising mental health risk protocols, including delivering psychological first aid training for all program staff, defining clear referral pathways, and aligning mental health safeguards with DFAT's broader risk management systems.

Overall, AAI demonstrates a high level of institutional efficiency and effective risk management practices. Financial monitoring, program delivery and compliance systems are functioning well and adapt to contextual demands. Nonetheless, risk areas related to safeguarding, subcontractor budget impacts and mental health support require more formal integration to enhance program resilience and uphold DFAT's standards of care.

Monitoring, evaluation and learning

AAI demonstrates a high level of efficiency through its integrated MEL framework. This system has been developed in–house to suit the cyclical nature and complexity of the program, following early discussions in this phase that considered, but ultimately rejected, outsourcing. The MEL system is underpinned by a comprehensive management information system that facilitates real–time data collection, streamlined reporting and ongoing performance monitoring, including through a publicly accessible dashboard.

The MEL strategy was reviewed by DFAT's Indonesia Quality Investment Support Services in late 2023 and subsequently revised to ensure full alignment with DFAT's Design and Monitoring, Evaluation and Learning Standards. Revisions focused on strengthening indicator logic, integrating cross–cutting themes and improving the program's ability to deliver real–time, operationally useful insights. While AAI does not maintain a formal MEL Working Group, its annual sub–program reflection workshops ensure timely input into reporting cycles and help institutionalise adaptive management processes.

The program's MEL design is cost–effective and scalable. It has moved away from resource–intensive sectoral studies, instead focusing on responsive, in–time analytical pieces that directly inform decision–making – for instance, reviews of new modalities or the performance of underperforming sub–streams. Feedback from DFAT's Quality and Risk Unit suggests the AAI MEL approach is not only methodologically sound but has also provided strong foundations for risk identification and management.

Despite some limitations in feedback from the Australia Awards Global systems, AAI's MEL data are used internally to adjust program practices and guide the delivery team. For instance, performance data from short courses – often collected immediately post–delivery – consistently reflect strong satisfaction and learning uptake, attributed in part to the targeted nature of these interventions.

Additionally, the MEL system is integrated with GEDSI monitoring, enabling the program to track exposure to inclusive practices and adjust outreach, selection and support mechanisms accordingly. For example, regular tracking of female participation, disability inclusion and representation from ETPs has guided iterative changes to eligibility thresholds and application processes. These enhancements reflect the program's capacity to respond efficiently to changing priorities while ensuring the inclusion of structurally marginalised groups.

The MEL team is also exploring the use of alumni expertise for future thematic analyses, thereby reducing reliance on external consultants and improving contextual relevance. The GEDSI Alumni Network – established in 2024 – offers a potential pool of contributors who can support evidence–informed design and program reflection.

Overall, AAI's MEL framework is a core strength that contributes directly to program efficiency. It enables the program to remain responsive, learning–oriented and accountable to both DFAT and Government of Indonesia priorities, while ensuring resource use is aligned with strategic objectives and grounded in real–time feedback.

MEL data and reporting

The MEL strategy uses 45 performance indicators (Appendix E) aligned with the AAI program logic and that address each result level – program outcomes, intermediate outcomes and outputs. The mix of indicators for each level is shown in Table 9.

Table 9 : Balance of indicators

Dimension	Program outcomes	Intermediate outcomes	Outputs	Total
Number of indicators	9	16	20	45
%	5.0	35.6	44.4	100.0

There are more indicators measuring outputs, however given the nature of the AAI program and its significant focus on delivering activities across the awards cycle, this is expected and the balance of indicators across the result levels is appropriate.

In addition, the MEL strategy includes an additional 4 indicators measuring communications performance.

The MEL strategy provides detailed guidance on the use of indicators including targets and baselines, collection methods and timing, as well as reporting mechanisms. The approaches used to collect evaluative data includes:

- pre– and post–testing for training activities
- surveys, including activity surveys and outcome and impact surveys of scholars and alumni, conducted both by AAI and the Global Tracer Facility
- reviews and studies, including operational, policy and thematic reviews
- activity reports provided by implementing partners,

AAI's approach to MEL provides comprehensive and ongoing data to support accountability, evidence–informed decision–making and program improvement and adaptation.

Integration with performance frameworks

The **Australia Awards Global** monitoring and evaluation framework requires country programs to use 17 core indicators, and AAI uses 14 of these core indicators in its set of 45 indicators. The framework also provides some flexibility in response to country contexts. Given its broad coverage of the Australia Awards Global core indictors, AAI's approach to MEL is well–positioned to integrate with the global framework.

AAI is one of several Australian Government initiatives that support the **Australia Indonesia DPP 2024–2028**, particularly in the relation to the contribution of education to Objective 1 (Equitable and sustainable economic transformation). AAI can also contribute to Objective 2 (Climate resilient communities) and Objective 3 (Strong Institutions). While the DPP Performance Assessment Framework (PAF) contains specific indicators, the MEL data collected by AAI under its MEL strategy contributes to reporting against the PAF, including adapting or adjusting indicator data where required.

To demonstrate this, The MEL strategy provides guidance on using a particular AAI indicator to report against a related PAF indicator Table 10.

Table 10: Alignment of AAI and PAF indicators

AAI Indicator		PAF Indicator	
OP 9.1	Number of Australians and Indonesian organisations engaged in AAI activities that promote collaboration Australia and Indonesia	3.3.1	Number of engagements demonstrating Australian and Indonesian public sector institution linkages

Efficiency gains have also been observed through the shift from resource–intensive sectoral studies to more agile, in–time analysis that supports timely decision–making. As noted by the AAI MEL team, reflection workshops now play a central role in launching the annual reporting cycle, while thematic evaluations and stakeholder consultations inform real–time program adjustments. There is still room to enhance integration with DFAT's thematic reporting needs – particularly in climate change – by introducing more climate–specific indicators and linking MEL data with DFAT's climate finance and outcomes frameworks.

AAI's MEL strategy is efficient, responsive and increasingly integrated with DFAT's global and bilateral performance systems. It supports a culture of learning and adaptation and offers a robust platform for cross–framework alignment – while future integration on emerging priorities such as climate change remains an area for targeted strengthening.

Lessons learned

AAI's **governance and oversight** arrangements are fit–for–purpose and enable strong engagement with GOI and across DFAT post that support the effective delivery of the program.

While AAI makes efficient and effective use of multiple **communication** channels, some communications related to time–critical activities could be provided with more lead time to utilise effectively.

> **Recommendation 11**
>
> *Ensure that communication products such as the annual calendar of short courses and social media content is disseminated to stakeholders across DFAT with as much notice as possible.*

Notwithstanding the significant increases in cost incurred by the program, the AAI program and capability can be leveraged to expand the scope of the AAI program in a **cost–efficient** manner, particularly with modalities co–funded by GOI or DFAT development programs. Short courses offer benefits to both the AAI program and to short course partners, and there is scope for AAI to offer additional short courses.

AAI has been able to achieve cost savings through refinements in the delivery of elements of program modalities, and other may be considered. There are opportunities in relation to the use of online methods for the delivery of activities such as selection and course delivery and in utilising in–Indonesia delivery modalities, but these can result in trade–offs in terms of program outcomes, such as the decision to not provide

interpretation services for short course participants. Future changes or developments will require a careful and detailed assessment of value for money principles on a case–by–case basis, together with ongoing monitoring of cost increases overall so that any cost savings are not diminished by overall growth in costs.

The current phase of AAI demonstrates that a strong internal **MEL system**, when grounded in clear logic, flexible tools and real–time data, can significantly enhance program responsiveness and learning. AAI's MEL framework has matured into a well–functioning and adaptive system, enabling the program to capture outputs and outcomes across its diverse modalities, including long–term awards and short courses. The use of a management information system, regular data collection across 45 performance indicators, and iterative program reflection sessions have supported evidence–based adjustments and strengthened internal accountability.

However, as expectations for reporting and strategic alignment increase, particularly under DFAT's global and bilateral frameworks, AAI's MEL system must evolve from being a program–centric tool to a platform for integrated performance reporting. Current AAI MEL practices are strong for internal reflection and are broadly aligned with the Australia Awards Global Framework. However, AAI's approach to MEL is less systematically aligned with the Indonesia–Australia DPP and DFAT thematic priorities such as climate change and GEDSI. For example, while AAI has begun tracking climate–relevant scholar data, this information is not yet integrated into the core MEL logic, making it difficult to demonstrate programmatic contributions to Australia's climate development goals.

A key lesson is the need for improved interoperability and consistency across systems. By adopting standardised indicators on cross–cutting issues like climate and GEDSI, aligning MEL review cycles with DFAT reporting timelines, and enhancing coordination with DFAT–funded initiatives (for example climate programs, GEDSI–focused interventions), AAI can create a more cohesive reporting architecture. Additionally, greater emphasis on narrative analysis, linking scholar and institutional outcomes to long–term policy objectives, will increase the value of MEL data for strategic decision–making. An example of this is the use of synthesis studies of individual alumni 'stories' to demonstrate the program's contribution to agencies, communities and national development outcomes.

Recommendation 12

Continue to develop and strengthen the AAI MEL system to improve alignment and integration with DFAT MEL frameworks and systems, sharpen and standardise cross–cutting indicators and strengthen narrative analysis of outcomes.

Finally, MEL capacities across AAI could be further strengthened by leveraging alumni expertise in thematic evaluations, sectoral analysis and joint reviews with DFAT to ensure findings inform not just AAI operations, but broader programmatic and investment–level learning. These shifts will allow MEL to serve not only as a tool for improvement, but also as a mechanism to demonstrate AAI's strategic contribution to both Indonesian development outcomes and Australia's foreign policy objectives. In

doing so, AAI can also strengthen its approach to localisation and contextualisation of its MEL activities.

Recommendation 13

Leverage alumni expertise in AAI MEL activities.

5.4 GEDSI and climate change

KRQ 4: How and how well does the program integrate GEDSI and climate change?

AAI continues to demonstrate strong performance in advancing inclusive development, particularly through the effective integration of GEDSI. These areas are not only structurally embedded into program design and delivery but are also aligned with the evolving priorities of both GOI and GOA. AAI's commitment to equitable access, representation and tailored support has positioned it as a leading model for inclusive scholarship programming within DFAT's global education initiatives.

GEDSI integration is comprehensive and institutionally supported, with mechanisms in place across the awards cycle, from selection and pre–departure to on–award support and alumni engagement. The presence of a dedicated GEDSI Adviser, a formal GEDSI Strategy, inclusive selection pathways and disability accommodations all reflect a strong operational commitment to inclusion. However, as GEDSI efforts mature, the program faces new challenges related to intersectionality, particularly in addressing overlapping barriers experienced by women with disabilities, single mothers and scholars with psychosocial disabilities. There is also a need to strengthen mental health support systems, improve safeguarding protocols and ensure that GEDSI training and orientation are contextually grounded and accessible to all participants.

ETG participation has steadily increased, supported by affirmative selection measures such as adjusted English language thresholds and preparatory support. These mechanisms have helped broaden access to underrepresented groups, including individuals from rural or remote regions, persons with disabilities, and those facing systemic barriers. However, post–award reintegration and institutional absorption remain weak points. While scholars benefit individually, there is limited data or strategy in place to ensure that they contribute meaningfully to their home institutions or sectors after returning from Australia.

The ETP model, which targets provinces with lower Human Development Index (HDI) scores, has been successful in expanding the geographic reach of AAI, and is viewed positively by key GOI stakeholders such as Bappenas and Ministry of Home Affairs. Yet, administrative constraints such as the reliance on national ID cards over actual domicile continue to restrict access for some eligible candidates. Additionally, while the model effectively supports individuals from under–resourced regions, there is untapped potential to link the ETP approach with broader institutional development and local government collaboration, particularly in areas such as inclusive governance and climate resilience.

In contrast to the above, climate change integration remains at an early and underdeveloped stage. Although the program has supported several short courses and scholar placements in climate–related fields, there is currently no formal strategy,

outcome framework or monitoring mechanism that embeds climate as a cross–cutting theme. Climate–focused activities tend to be opportunistic and driven by external requests, rather than programmatic intention. This represents a strategic gap, particularly in the context of Indonesia's growing policy emphasis on energy transition, climate finance and environmental resilience, as well as DFAT's forthcoming climate reporting requirements.

Overall AAI performs strongly on GEDSI integration and has established a solid foundation for inclusive programming. Climate change, while gaining traction, requires a more strategic, systematised approach to align with evolving development priorities and global climate commitments.

Alignment

AAI demonstrates a high degree of alignment with the GEDSI policy frameworks of both GOI and GOA. GEDSI is a core and well–articulated component of AAI's design, implementation and institutional ethos, and this alignment has continued to strengthen over the course of the current program phase. In contrast, the program's alignment with the climate change policy framework, though evolving, is less developed and remains limited in terms of structural integration and strategic planning.

From the Australian policy perspective, AAI aligns with the operational expectations outlined in DFAT's Gender Equality and Women's Empowerment Strategy (2016–2025) and DFAT's guidance on inclusive development and intersectionality. It also reflects two new policies issued since the 2022–2026 AAI phase began, although alignment will need to be improved in the subsequent phase. These policies are the International Gender Equality Policy (2025) and the International Disability Equity and Rights Strategy (2025). These frameworks emphasise the importance of removing systemic barriers to participation and supporting marginalised groups through targeted, evidence–informed approaches.

Within this context, AAI has effectively institutionalised GEDSI through the development of a dedicated GEDSI Strategy, appointment of a GEDSI Adviser and GEDSI Working Group, and implementation of inclusive and affirmative selection measures, particularly for ETGs. GEDSI principles are operationalised through flexible eligibility thresholds, tailored disability support services and engagement with underserved geographies, which collectively reflect Australia's commitment to inclusive human capital development.

The program's approach is also strongly aligned with DFAT's *Inclusion, Equity and Diversity Strategy 2024–2027*, particularly in relation to its four strategic pillars. AAI demonstrates clear alignment with DFAT's first pillar, which emphasises inclusive leadership and behaviour. The program models inclusive practices through its selection processes, pre–departure trainings and internal communications, creating safe, respectful and responsive environments for diverse awardees. Its inclusive systems, such as disability assessments, caregiver support and mental health considerations, are consistent with the second pillar, which calls for equitable policies and institutional systems that remove barriers to access and participation. While the program has initiated systems to support awardees with complex needs, such as those with psychosocial disabilities or caregiving responsibilities, there remains room for deeper

intersectional analysis and more formalised support mechanisms, in line with DFAT's strategy.

From the perspective of the Indonesian government, AAI aligns closely with the objectives set out in the RPJMNs for 2020–2024 and 2025–2029, particularly those related to gender equality, disability inclusion and the reduction of regional development disparities. The program's targeted outreach to ETPs responds directly to the GOI's ongoing commitment to raise human development outcomes in provinces with historically low HDI scores. Furthermore, the inclusion of scholars from public institutions at both the central and subnational levels support Indonesia's broader aim of strengthening institutional capacity and promoting inclusive governance.

AAI also responds to the shared emphasis by both governments on intersectionality as a guiding principle in GEDSI practice. DFAT stakeholders have noted that many programs continue to fall short in this area and have emphasised the importance of moving beyond generic labels such as 'disadvantaged women' to more nuanced, contextualised analyses of marginalisation.

> *Intersectionality is where most project designs are still falling down . . . even where DFAT is doing intersectional work, it is difficult to identify (DFAT representative).*

In this regard, AAI's efforts to better understand and respond to the overlapping barriers faced by women with disabilities, caregiving responsibilities or mental health challenges reflect current policy direction. While the program has further work to do in operationalising these commitments in a systematic way, particularly with respect to psychosocial disability, safeguarding and reintegration, its intent and foundational systems demonstrate substantial alignment with contemporary GEDSI policy thinking.

AAI also aligns with DFAT's third strategic pillar, which seeks to extend equity and opportunity across its overseas programs and partnerships. Through its engagement with GOI ministries and subnational governments, AAI supports more inclusive representation in public sector leadership and professional development, particularly for officials based in remote or underserved areas. Its support for scholars with complex family structures and experiences of marginalisation, such as single parents, further reinforces its alignment with DFAT's call for greater institutional responsiveness to diverse life circumstances. The program's alumni engagement, short course design, and outreach activities also contribute to the fourth pillar of DFAT's strategy, which promotes increased diversity at all levels of program participation and decision–making.

In contrast to its GEDSI performance, AAI's engagement with climate change priorities remains at a formative stage. Although the program has delivered several short courses on environmental governance, sustainability and related themes, these initiatives are generally undertaken on an ad hoc basis and driven by external requests or public diplomacy priorities, rather than embedded within a strategic, cross–cutting programmatic approach. The AAI IDD for 2022–2026 does not reference climate change in its program logic, reflecting its initial absence as a formal strategic priority. This limits AAI's ability to align with the Australian Government's increasing emphasis on climate–responsive development, including its requirement for all DFAT–funded programs to report against climate outcomes from 2026 onwards. Despite this, AAI has taken

proactive steps toward integrating climate into its reporting framework, with FY 2023–24 data indicating that 40% of scholars focused on climate–related areas and 14% of alumni reported contributing to Sustainable Development Goal 13 on climate action.

These early outcomes suggest that AAI holds significant latent potential to advance climate goals and provide a strong foundation for the development of a more structured approach to climate integration in future program phases. In the Indonesian context, climate change has become a national development priority, reflected in the enhancement of the country's Nationally Determined Contributions and the growing policy focus on energy transition, disaster resilience and climate–smart infrastructure. GOI stakeholders have expressed a strong interest in building climate–related capacity across both central and local levels of government. There is also a growing recognition of the role that civil society organisations and small and medium–sized enterprises play in implementing climate–related commitments, particularly at the regional level. However, AAI's current program structure does not explicitly link its activities to Indonesia's climate policy objectives, nor does it systematically capture the contribution of scholarships or short courses to climate leadership or institutional strengthening in this domain.

Although there is strong appetite within the AAI team to expand its climate engagement, supported by consultations with DFAT's climate technical advisors, this interest has not yet translated into formal program structures, outcomes or reporting.

> *There's a lot going on in AAI on climate that isn't reported . . . it's all there, but it hasn't been brought forward into the logic or indicators (IKLIMMS representative).*

As such, the current level of alignment with climate change priorities can be considered partial and programmatically underdeveloped, despite strong foundational interest and contextual relevance.

In summary, AAI is highly aligned with the GEDSI policies of both Australia and Indonesia, with inclusive practices embedded across the program cycle and systems in place to support meaningful participation by underrepresented and marginalised groups. This alignment is reflected not only in its structural design and operational delivery, but also in its responsiveness to DFAT's evolving policy emphasis on intersectionality, safeguarding and psychosocial inclusion. Climate change, however, remains an emerging area of engagement. While there are clear opportunities for alignment with both countries' climate policies, current program mechanisms do not yet support a systematic or strategic approach. Alignment with climate priorities is, therefore, still in progress and will require further development to reach parity with the program's GEDSI performance and institutional maturity.

GEDSI targets

AAI has achieved a high level of performance against its GEDSI targets, demonstrating both strong institutional commitment and measurable progress in inclusive access, systems and outcomes.

Over the current phase, AAI has consistently increased the representation of ETGs, with ETG applicants rising from 15% in 2022 to 27.6% in 2024. This growth reflects the effectiveness of inclusive selection policies, including adjusted academic and English

language entry thresholds, and extended English Language Training for those with lower starting proficiency. These measures have significantly expanded opportunities for scholars from structurally marginalised backgrounds, including those from ETPs, persons with disabilities, and women in caregiving roles. Women consistently outnumber men among both applicants and awardees, including those with disabilities. In 2024, 57.5% of applicants were women (up from 56.5% in 2022), and 52.7% of awardees were women (though down from 62.9% in 2023), indicating a positive overall trend while highlighting year–to–year fluctuations. The introduction of accepting applications in Bahasa Indonesia (in addition to English) for the 2026 intake will likely further increase the number of applicants from marginalised backgrounds.

AAI's GEDSI strategy has strengthened the focus on 'women from disadvantaged backgrounds' as an ETG, recognising the intersectional barriers such as socio–economic status, caregiving responsibilities and gender identity–related restrictions. To address these challenges, AAI implemented lower IELTS thresholds and introduced reasonable accommodations, resulting in 1,559 applications from this group in 2023–24, with 118 scholarships awarded. However, the language and operational clarity around this category still require refinement. Meanwhile, people with disabilities are increasingly applying for AAI awards, with 2.2% of applications in 2024, up from 1.5% in 2022, suggesting stronger outreach and targeting. Yet the proportion of awardees with disabilities has slightly declined to 2.3% in 2024 (from 2.7% in 2022), raising questions about progression through the selection process. Although the number of ETG applicants and eligible candidates has steadily grown, to 26.9% of eligible applications in 2024, the percentage of awards going to ETG individuals declined sharply to 14.4% in 2024, down from 26.8% in 2023. This trend warrants further analysis to ensure that affirmative action measures translate into equitable outcomes across all stages of the program cycle.

AAI has embedded GEDSI in its institutional structures and this provides the foundation for ensuring that GEDSI principles are systematically applied across all program modalities. For example, during outreach and selection, affirmative measures are implemented to encourage applications from ETGs, including reduced IELTS and Grade Point Average (GPA) thresholds, application options in Bahasa Indonesia, and targeted outreach in underrepresented provinces. Selection panels receive pre–interview briefings on unconscious bias and inclusive interview techniques, including how to appropriately engage with persons with disabilities or applicants from marginalised backgrounds.

At the pre–departure stage, GEDSI is integrated into training curricula through sessions on gender sensitivity, cultural inclusivity and respectful communication. Scholars with disabilities undergo individualised disability support assessments, which inform the provision of tailored accommodations such as assistive technology, personal carers or flexible travel arrangements. For women with caregiving responsibilities, AAI has coordinated with delivery partners to provide childcare support during ELTA phase and adapted schedules where needed.

While on award, scholars benefit from a supportive environment shaped by continuous engagement with the GEDSI Adviser and trained staff. AAI has facilitated adjustments in academic institutions, provided access to psychosocial support services and

coordinated with universities to ensure reasonable accommodations are respected. Post–award, GEDSI is reinforced through the GEDSI Alumni Network, established in 2024, which fosters inclusive leadership and peer support among graduates, particularly those from structurally marginalised groups.

Moreover, AAI has aligned its GEDSI implementation with both DFAT's Inclusion, Equity and Diversity Strategy 2024–2027 and Indonesia's gender equality goals in its long– and medium–term development plans contributing to bilateral priorities on inclusive education, gender equity and equitable regional development.

As of February 2025, a total of 597 scholars are on award, with a strong gender representation, at 57.5% women and 41.9% men. This continued trend of women comprising the majority of both applicants and awardees is consistent with previous years and aligns with AAI's strategic focus on promoting women's leadership in public and professional spaces. In particular, 83 of these awardees identify as women from disadvantaged backgrounds, demonstrating operational success in reaching one of the program's three ETGs. Furthermore, 40 awardees are persons with disabilities and 122 are from ETPs, indicating effective outreach and inclusive selection processes for individuals facing structural disadvantage.

While this reflects positively on program inclusivity, further analysis of the award distribution reveals that ETG individuals make up only 36.3% of the total awardee pool, suggesting continued gaps in the conversion of eligible ETG applicants into scholarship recipients. This concern is supported by earlier data showing that while 27.6% of 2024 applicants were from ETGs, only 14.4% were ultimately awarded scholarships, which is a downward trend compared to 26.8% in 2023. This divergence suggests that while the pipeline is growing, further review is needed to identify selection–stage barriers or systemic biases affecting final award outcomes.

In terms of institutional outcomes (IO 3.3), there is a significant alumni engagement in promoting equality and inclusion. Specifically, 53.9% of alumni in 2024 reported contributing to gender and inclusion outcomes in their organisations, which is an increase from 47.5% in 2022 and 53.3% in 2023. This positive trajectory indicates that AAI scholars are increasingly applying GEDSI principles in their workplaces post–award. The consistency of this upward trend also suggests that GEDSI messaging, skills–building and leadership development efforts embedded in the program are translating into real–world impact.

Taken together, these findings highlight that AAI has made strong gains in gender inclusion and outreach to targeted populations, with meaningful alumni contributions to inclusive change. However, there remains room for improvement in the award conversion rate for ETG applicants, particularly those from more complex socio–economic backgrounds or those with disabilities. Additional GEDSI–focused selection reviews and expanded post–award tracking will be crucial in closing this gap and ensuring long–term policy alignment.

While AAI has made significant strides in embedding GEDSI principles throughout the awards cycle, particularly through individualised support, inclusive selection

mechanisms and targeted outreach, there has been a growing recognition of the need for more structured alumni engagement on GEDSI beyond the award period. In response to this gap, the GEDSI Alumni Network was established in 2024 to foster collective action among Australian alumni in Indonesia who are committed to inclusive development. Building on the program's strong foundation in GEDSI implementation, the network offers a collaborative space for alumni to share knowledge, engage in advocacy and sustain long–term impact across gender equality, disability rights and social inclusion domains. Since its inception, the network has grown into a vibrant community that facilitates knowledge sharing, peer learning and collaboration on GEDSI initiatives. It also offers career development opportunities and supports alumni–led advocacy and action, positioning itself as a key driver of inclusive change within the Australia–Indonesia alumni community.

GEDSI resourcing

The resources allocated to the implementation of AAI's GEDSI strategy are largely adequate and effectively applied to support the program's equity and inclusion commitments. The appointment of a full–time GEDSI Adviser ensures sustained leadership across GEDSI activities, while the establishment of a cross–functional GEDSI Working Group enables coordination across outreach, selection, on–award support and alumni engagement. Investments in disability inclusion are particularly effective, including comprehensive individualised support assessments, provision of assistive technologies and the funding of carers for awardees with significant mobility needs. Scholars reported that these measures enable full academic participation.

> *AAI's social inclusion policy gave me and others with disabilities a chance to fully experience academic life in Australia (Awardee).*

The program has taken meaningful steps to support women from disadvantaged backgrounds and awardees with caregiving responsibilities, such as adjusting ELTA schedules and providing childcare allowances where possible. However, several scholars reported persistent financial challenges. In higher–cost locations such as Bali, current allowances do not reflect the real cost of accommodation, creating strain for scholars posted there. Additionally, the OSHC provided under the scholarship does not cover dependent children, requiring awardees to pay substantial out–of–pocket costs. This has been especially difficult for single parents or parents with low–earning partners.

> *Lots of applicants didn't understand they really needed savings to pay OSHC before coming . . . what we're told is that you can get a free visa for your partner and childcare subsidies, but not [told about] the difficulties. We just need some transparency (Awardee).*

A growing area of GEDSI–related demand has emerged around mental health, particularly for scholars with psychosocial disabilities or complex psychological needs. AAI staff have responded with increasing sensitivity and flexibility, though this area would benefit from enhanced resourcing. Currently, support is offered through early identification, referral systems and flexible interview and training arrangements. However, staff capacity to manage mental health incidents, especially in pre–departure and ELTA stages, remains an area for development. Feedback from technical advisers

suggests that staff would benefit from training in psychological first aid and clearer protocols for managing critical incidents.

> *The AAI team is doing its best with its resources, but as more complex mental health issues arise, it would help to have systematic training in place, especially at the PDT and ELTA stages (IALF representative).*

Barriers to access and participation

AAI demonstrates a strong institutional commitment to identifying and reducing access barriers for candidates from ETGs, including persons with disabilities, women from disadvantaged backgrounds and individuals from ETPs. The program's GEDSI strategy, supported by a dedicated GEDSI Adviser and cross–functional Working Group, allows AAI to embed inclusive practices across the awards cycle. Through regular consultations, alumni feedback and collaboration with regional stakeholders, AAI continuously surfaces structural and contextual barriers and introduces responsive adjustments to mitigate them.

A strong example of AAI's targeted inclusion is its use of HDI as a basis for identifying and prioritising ETPs. This allows the program to channel promotional efforts and selection considerations toward provinces with persistently lower human development outcomes. AAI has been effective in conducting outreach in these regions through university visits, alumni engagement and coordination with Australian Consulates, particularly in Eastern Indonesia, where development programs are sparse.

Based on updated national HDI data outlined in Table 11, a recalibration of the ETP threshold may be required in the post–2030 AAI design to better reflect regional disparities and the creation of new provinces in Papua. The current ETPs were chosen in 2022; since then, HDIs have increased across the board, meaning fewer provinces sit below 70. In addition, the creation of new provinces in Papua has resulted in Papua Province itself changing from an HDI of 61 to 73, as its more rural areas were split off into other provinces[7]. While the idea of shifting to district–level targeting was mentioned by GOI partners, it is not advised at this stage due to the significant complexity of Indonesia's 514 districts and the resulting administrative burden placed on the AAI program.

Table 11: Provincial HDI values, 2023–2024

Province	2022	2023	2024
Aceh	72.80	73.40	74.03
Sumatera Utara	72.71	73.37	74.02
Sumatera Barat	73.26	73.75	74.49
Riau	73.52	74.04	74.79
Jambi	72.14	72.77	73.43

7 BPS. 2024. '[Metode Baru] Indeks Pembangunan Manusia menurut Provinsi, 2022–2024'. https://www.bps.go.id/id/statistics–table/2/NDk0IzI=/–metode–baru–indeks–pembangunan–manusia–menurut–provinsi.html

Province	2022	2023	2024
Sumatera Selatan	70.90	71.62	72.30
Bengkulu	72.16	72.78	73.39
Lampung	70.45	71.15	71.81
Kep. Bangka Belitung	72.24	72.85	73.33
Kep. Riau	76.46	77.11	77.97
Dki Jakarta	81.65	82.46	83.08
Jawa Barat	7312	73.74	74.43
Jawa Tengah	72.79	73.39	73.88
Di Yogyakarta	80.64	81.07	81.55
Jawa Timur	72.75	73.38	74.09
Banten	73.32	73.87	74.48
Bali	76.44	77.10	77.76
Nusa Tenggara Barat	69.46	70.20	70.93
Nusa Tenggara Timur	65.90	66.68	67.39
Kalimantan Barat	68.63	69.41	70.13
Kalimantan Tengah	71.63	72.20	72.73
Kalimantan Selatan	71.84	72.50	73.03
Kalimantan Timur	77.44	78.20	78.83
Kalimantan Utara	71.83	72.49	73.02
Sulawesi Utara	73.81	74.36	75.03
Sulawesi Tengah	70.28	70.95	71.56
Sulawesi Selatan	72.82	73.46	74.05
Sulawesi Tenggara	72.23	72.79	73.48
Gorontalo	69.81	70.45	71.23
Sulawesi Barat	66.92	67.55	68.20
Maluku	70.22	70.94	71.57
Maluku Utara	69.47	70.21	71.03
Papua Barat	65.89	66.66	67.02
Papua Barat Daya	–	–	68.63
Papua	61.39	62.25	73.00
Papua Selatan	–	–	67.90
Papua Tengah	–	–	59.75
Papua Pegunungan	–	–	53.42
Indonesia	**72.91**	**73.55**	**74.20**

Source: Badan Pusat Statisik. 2024. ' [Metode Baru] Indeks Pembangunan Manusia menurut Provinsi, 2022–2024'.

AAI's approach to targeting applicants from ETGs and ETPs is seen as important and effective, as noted in the following remarks.

> *To further reduce barriers for Masters and PhD applicants from ETGs and ETPs, AAI has introduced affirmative measures such as lower IELTS and GPA thresholds, application submission in Bahasa Indonesia, and a new approach to ELTA. Until recently, ELTA was offered prior to candidate selection; this approach was changed following an assessment of successful AAI application rates, and ELTA is now provided to participants after application if their IELTS is slightly below the required minimum score. The person with the best language skills isn't always the one who'll make the biggest impact. Often, those with fluent English have already had multiple opportunities (DFAT representative (Consulate General).*

The centralisation of selection and training processes can present challenges for applicants in ETPs and from ETGs in other regions. PDT is held solely in Bali, while pre–and post–short course workshops are frequently held in major centres such as Jakarta. While logistically efficient, the choice of central locations can create a perceived inaccessibility for participants from Indonesia's Eastern provinces, both in terms of travel burden and symbolic inclusion. In provinces where public sector capacity is limited, participation often depends on whether an agency can spare a staff member, and whether the applicant feels socially and linguistically confident enough to attend in a national setting. As noted by representatives from Australia's Consulates General for this review, development programming in Eastern Indonesia is sparse, making the accessibility and localisation of AAI activities even more critical.

Another persistent and under–recognised barrier relates to the bureaucratic constraints faced by selected scholars who work within subnational government offices. Even after successfully passing the selection process, some candidates report challenges in securing formal permission from their agencies to attend PDT, short courses or other program components. In some instances, scholars have been denied release by their offices due to competing work priorities, lack of awareness of the scholarship's institutional value or internal political considerations. This creates a disincentive for participation and undermines AAI's efforts to reach public sector professionals from underserved regions. Strengthening communication and collaboration with local government agencies, particularly with Badan Kepegawaian Daerah (Regional Government Staff Agency) and line ministries, will be essential to institutionalising support for AAI participation at the regional level.

> *I was thrilled to be selected, but my office delayed my release for weeks. They said there was too much work and didn't see why I needed to attend the training. I had to negotiate with three levels of approval. If I didn't push, I might have lost the opportunity (Awardee).*

Financial barriers also remain a significant constraint during both the in–Indonesia and in–Australia components of the program, particularly for scholars with families or from lower socio–economic backgrounds. While AAI provides for core scholar expenses, scholars are expected to cover OSHC for their children and other dependent–related costs in Australia, often without sufficient prior understanding of the scale of these expenses. Furthermore, during the implementation of PDT in Bali, housing allowances

were described by awardees and alumni as insufficient, especially when compared to market rental prices. Several scholars noted they had to rely on personal savings or informal networks to bridge these financial gaps, which may deter applicants from more economically constrained backgrounds. Alumni survey results show that 40% of new and ongoing AAI students reported they were not coping well in 2024, indicating further support (knowledge and skills as well as increase in CLE) for awardees is needed.

> *We were given six weeks of allowance for PDT, but every place I looked at in Bali asked for a monthly rent. I had to pay out of pocket for the extra weeks just to get a room. It was stressful and unexpected (Awardee).*

For awardees with psychosocial disabilities or mental health needs, barriers to access are increasingly being addressed but not yet fully systematised. Disability assessments and accommodations have improved, but implementation still relies heavily on individual responsiveness rather than institutional protocols. In the case of scholars with significant psychosocial disabilities or needs, such as bipolar disorder or anxiety, staff and delivery partners respond on a case–by–case basis, often without clear guidance or access to appropriate training. This is particularly concerning during critical stages such as PDT and awardees' initial weeks in Australia, where mental health issues may emerge without adequate support systems in place. Improvements and additions to AAI's support mechanisms can be made to help mitigate these impacts.

Further, there are information and perception gaps that inhibit participation. Several applicants, especially first–generation scholars, reported receiving limited or confusing information about their eligibility or entitlements, leading to unmet expectations and missed opportunities. For example, scholars from ETGs were often unaware of special accommodations available to them during application or selection, while others misunderstood the coverage of financial support, particularly around childcare or spousal travel, which led to last–minute withdrawals or personal financial strain. These findings point to a need not only for more inclusive systems, but also for clearer and more accessible communications, particularly through trusted, localised channels.

Finally, there are barriers embedded in program visibility and nomination processes, particularly for short courses. Despite AAI's extensive alumni base, regional stakeholders noted that short course nomination windows are often too short, poorly timed, or insufficiently publicised, especially for regional agencies with limited access to central GOA or GOI communications. In some cases, the design of short courses heavily favours technical elites or individuals with international profiles, inadvertently marginalising community–based actors or government staff from under–resourced provinces who could significantly benefit from more tailored capacity–building.

> *It took a long time for the information [on SSMP] to filter down to my office [at a regional tourism authority]. I ended up only starting my application a week before deadline and it was difficult to acquire the paper documents [needed] from my employer (Alumni).*

Engagement

AAI has made deliberate efforts to engage ETGs, including persons with disabilities, women from disadvantaged backgrounds and individuals from ETPs, throughout key

phases of the program cycle. This engagement has been most consistent during selection, pre–departure and on–award support stages, with emerging efforts to strengthen their involvement in outreach, alumni engagement and policy feedback processes. However, engagement with formal representative organisations such as OPDs is limited and largely informal.

During the outreach and application phase, AAI's communications are increasingly tailored to ETGs, using simplified language, social media targeting and information sessions held in or in collaboration with actors from underserved provinces. Australian Consulates General have played an active role in promoting AAI scholarships to these communities, particularly in Eastern Indonesia. For persons with disabilities, the application process includes the option to request reasonable accommodations, and materials are available in accessible formats upon request.

At the selection and pre–departure stages, ETGs have had direct input into accessibility adjustments and support needs through one–on–one consultations. This includes disability support assessments that inform the development of personalised accommodations such as screen readers, mobility aids or modified travel and training arrangements. Scholars have acknowledged that the responsiveness of the AAI team has made them feel heard and supported.

> *AAI listened to my concerns and worked with me to develop a plan that I could manage . . . it made a big difference in how I approached the program (Awardee with psychosocial disability).*

Despite these efforts, engagement with representative bodies, particularly OPDs and local women's organisations, has not been systematically embedded in program design, delivery or evaluation. While the GEDSI Adviser consults with disability and gender experts informally, there is no established mechanism to include ETG representatives in ongoing program governance or feedback loops. This limits the potential to draw on community–led expertise to inform more inclusive program policies, especially in areas such as mental health, safeguarding or cultural accessibility, as well as to identify and target individuals to apply for AAI awards.

> *AAI should develop relationships with OPDs at the provincial and district levels . . . and conduct more socialisation to marginalised women. They don't know about AAI and they often aren't members of [women's] associations. AAI should work more at the grassroots such as PKK and posyandu; they have good education levels but they haven't yet been reached [by AAI] (OPD representative and alumni).*

During the on–award phase, support is primarily individualised and scholar–driven. While this approach ensures responsiveness, it also places the burden of engagement on individual scholars rather than structured representation. Similarly, while alumni networks include many ETG scholars, their voices are not yet fully leveraged in the program's learning and accountability processes. The recent establishment of the GEDSI Alumni Network offers a promising platform for amplifying marginalised voices but remains in early development stages and currently operates more as a peer support initiative than an advisory or consultative body.

> *The assessment process for people with disabilities is very good. But it is sometimes hard to understand what is being explained during the assessment . . . and it relies on candidates to make suggestions for what support they need (OPD representative and alumni).*

While AAI has made measurable progress in targeting ETGs, current strategies have largely been guided by eligibility frameworks and individual–level adaptations rather than a comprehensive analysis of structural exclusion. Feedback from DFAT's GEDSI branch highlights the need for greater visibility of AAI's GEDSI performance and a more rigorous approach to ETG targeting, especially for women from disadvantaged backgrounds.

> *Programs must move beyond the label of 'disadvantaged women' and clearly define which women are being targeted and why. We expect a GEDSI analysis to identify the key barriers and limitations. It's not about having a list – it's about understanding intersectionality and applying that lens to each context (DFAT GEDSI Performance and Effectiveness Unit).*

To meet DFAT's evolving GEDSI requirements and strengthen its long–term impact, AAI would benefit from conducting a dedicated GEDSI needs assessment. This would help identify which target groups are currently underserved and where support is most urgently required. For example, education levels of people with disabilities tends to be lower, meaning many potential AAI applicants lack undergraduate degrees and are therefore excluded from participation in long–term awards. A comprehensive GEDSI analysis would also allow the program to apply a more precise, data–driven understanding of intersecting forms of disadvantage, such as those experienced by women with disabilities, older women, caregivers or individuals with psychosocial disabilities. Such an approach would not only enhance targeting but also inform risk mitigation strategies and ensure alignment with DFAT's broader safeguards framework, including on mental health and PSEAH.

Overall, AAI has engaged ETGs meaningfully at the individual level, particularly through targeted support and flexible procedures. However, systematic engagement with representative organisations, especially OPDs and women–led civil society groups, including at the grassroots level, remains limited. Strengthening this dimension of participation would not only reinforce DFAT's commitment to inclusive development but also enhance the legitimacy and relevance of AAI's GEDSI practices across the program cycle.

Lessons learned

Across all target groups, a key gap is a program–wide, data–driven GEDSI analysis to ensure the next phase of AAI aligns with DFAT's Inclusion, Equity and Diversity Strategy and Indonesia's policy landscape. Such an analysis should:

- map the barriers and constraints faced by target groups, particularly women with intersecting disadvantages (for example low–income, caregivers, rural or single–parent status)
- establish precise criteria and mechanisms for proactive support

- include data disaggregated by region, gender, age, and disability and including qualitative data collection with ETGs (especially representatives of women's groups and OPDs)
- inform new targeting mechanisms, develop intersectionality–sensitive selection policies, and guide future allocation models (for example ETG / ETP quota balancing, regional language support and climate leadership pathways)
- establish a participatory feedback mechanism, including representatives from OPDs, women's organisations, alumni and local governments, to ensure lived experiences guide program design and adaptation.

Recommendation 14

Undertake a cross–cutting GEDSI analysis to guide measurement, programming and reporting.

Persons with disabilities

Many potential applicants with disabilities are excluded from AAI due to a lack of undergraduate qualifications, a consequence of systemic barriers in Indonesia's education system. While AAI provides comprehensive support once candidates are selected, barriers at the entry point persist.

Recommendation 15

Consider implementing a small–scale pilot undergraduate scholarship program for persons with disabilities, most likely at Australian university branch campuses in Indonesia.

Recommendation 16

Work with local organisations of people with disabilities and inclusive education advocates to identify talented candidates early and offer preparatory programs, including foundational courses and structured mentoring.

Women with disadvantaged backgrounds

While AAI targets this group as part of its GEDSI strategy, implementation remains limited by the absence of precise criteria and mechanisms for proactive support in areas such as:

- a living allowance for single mothers to cover child–related costs
- subsidised or coordinated childcare during ELTA, PDT and reintegration workshops
- regular check–ins to monitor for psychosocial stressors, accommodation issues or reintegration concerns
- subsidies for travel costs to attend reintegration workshops.

The recommendation to undertake a GEDSI analysis will guide approaches to delivering support, therefore no specific recommendations relating to women with disadvantaged backgrounds can be made at this stage

Equity targeted provinces (ETPs)

AAI's ETP model has been successful in extending reach to underserved regions, but further refinements can enhance its equity and responsiveness, ensuring scholarships benefit provinces most in need.

Recommendation 17

Strengthen institutional engagement with local government agencies to ensure formal release of awardees to undertake AAI program activities, including through providing agencies with AAI briefing sessions and DFAT endorsement letters.

Climate change integration

Despite Indonesia's growing climate ambitions and DFAT's Tier 2 reporting requirements, AAI lacks a coherent framework for climate change. Such a framework should include:

- a climate change analysis and development and institutionalisation of a climate mainstreaming strategy, with defined outcomes, indicators and MEL tools, aligned with Indonesia's Nationally Determined Contributions and DFAT's climate guidance
- incorporation of climate–sensitive targeting into selection, for example a preference for scholars working in energy transition, disaster risk management or climate finance.
- collaboration with technical partners such as IKLIMSS and leveraging of DFAT's climate portfolio (for example KINETIK) to design strategic short courses with sectoral relevance and practical impact
- encouragement scholar placements in climate–relevant sectors (for example Bappenas Environment Directorate, Ministry of Energy, or SOEs like PLN), and track alumni contributions to these policy areas.

Recommendation 18

Develop and implement a comprehensive strategy to mainstream climate change indicators, programming and reporting across AAI modalities.

Mental Health, safeguarding and PSEAH

As AAI encounters more awardees with psychosocial disabilities or complex personal circumstances, it will need to shift from case–by–case management to institutional readiness through strategies such as:

- deliver Psychological First Aid training to all program delivery staff and training partners (especially ELTA and PDT facilitators)
- develop clear referral pathways for critical mental health incidents and safeguarding cases, aligned with DFAT's risk and safeguarding protocols
- ensure mental health disclosure is supported by trust–building and information security mechanisms, including confidential pre–interview consultations for applicants with disclosed conditions

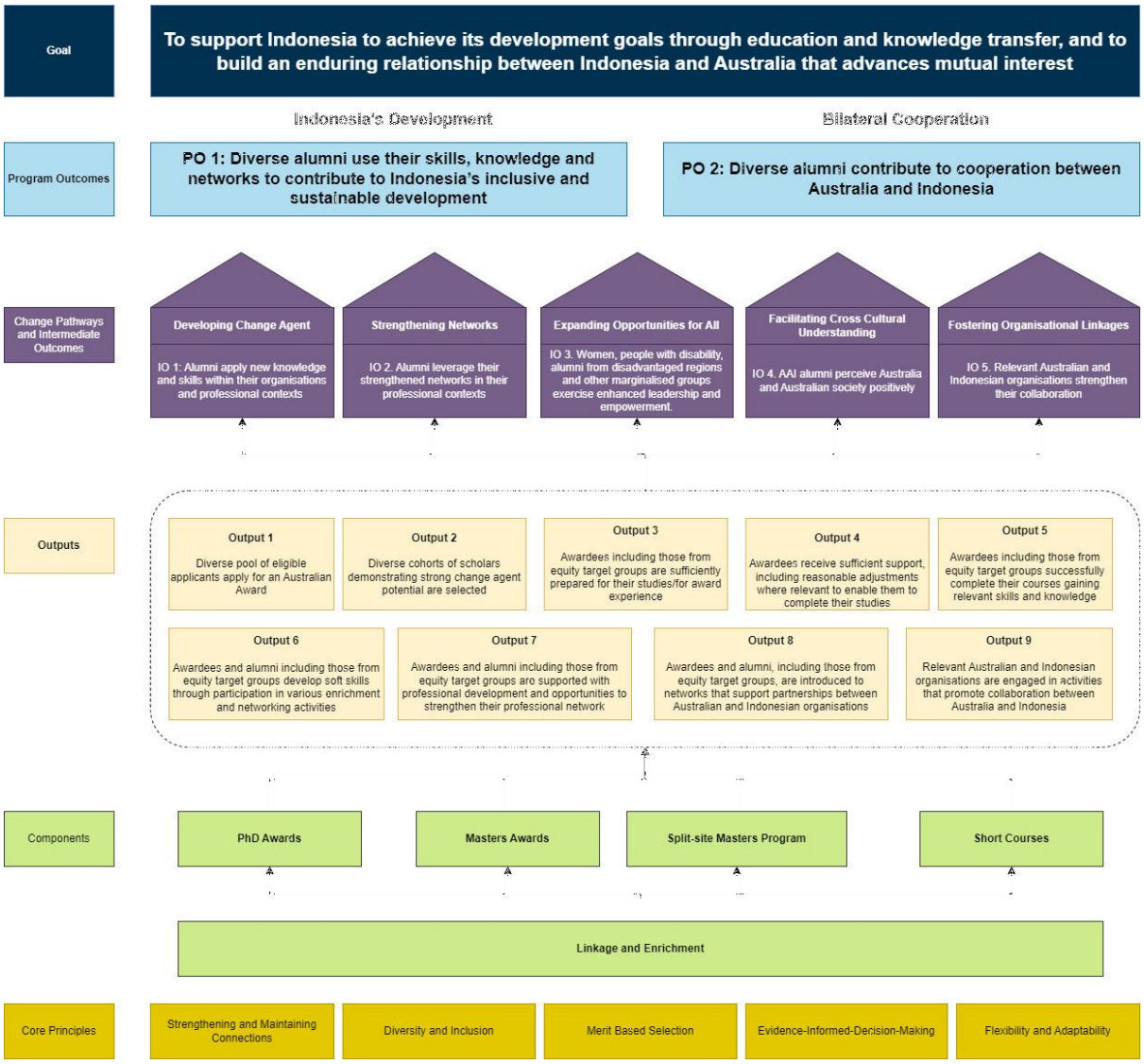
- integrate mental health awareness and self–care into pre–departure sessions and on–award support, tailored to Indonesian cultural contexts and common stressors (for example academic pressure, parenting, culture shock)
- contract an Indonesian third–party mental health support provider to offer awardees free–of–charge access to telehealth services such as counselling in Bahasa Indonesia (limited to a certain number of sessions per year)
- explore the feasibility of extending DFAT's existing internal or contracted mental health resources, such as salaried clinicians or on–call psychiatrists (employed or on–contract for purposes not related to the AA program), to support awardee needs while in Australia, particularly in cases of acute psychological distress
- for scholars with pre–existing high mental health support needs, consider limiting placement to Australian universities that are known to have robust, well–resourced mental health services, rather than dispersing scholars to institutions with varying capacities.

Recommendation 19

Develop a comprehensive strategy for managing awardee psychosocial and mental health, in conjunction with the Australia Awards Global program.

Appendix A AAI Theory of Change

Figure 5: AAI Theory of change



Appendix B List of stakeholders

Table 12: List of stakeholders

Organisation	Name and position
DFAT Indonesia	Gita Kamath, Deputy Head of Mission and Head of Development Program
Political and Strategic Communication Branch (PSC)	Julian Bowen, A/g Minister Counsellor, PSC
Political and Strategic Communication Branch (PSC)	Chloe Ashbolt, Counsellor – Public Affairs
Political and Strategic Communication Branch (PSC)	Emily Whelan, First Secretary – Scholarships and Alumni
Political and Strategic Communication Branch (PSC)	Claudina Milawati, Unit Manager – Scholarships and Alumni
Political and Strategic Communication Branch (PSC)	Tetty Naibaho, Senior Program Manager – Scholarships and Alumni
Political and Strategic Communication Branch (PSC)	Merry Ginting, Program Manager – Scholarships and Alumni
Political and Strategic Communication Branch (PSC)	Laurencia Stephanie, Program Manager – Scholarships and Alumni
Branch and Agency Heads	Tim Stapleton, Minister Counsellor, Governance and Human Development (GHD)
Branch and Agency Heads	Cosimo Thawley, Minister Counsellor, Treasury
Consulates General	Todd Dias, Head of Post, Consulate–General, Makassar
Consulates General	Alex Stephens, Consul, Consulate–General, Makassar
Consulates General	Jo Stevens, Head of Post, Consulate–General, Bali
Consulates General	Amelia Ekkels, Consulate–General, Bali
Consulates General	Anthony Clark, Deputy Head of Post, Consulate–General, Surabaya
Other Sections	Andi Muhardi, Director, Finance, GHD
Other Sections	Eko Setiono, Unit Manager, Jakarta Procurement, GHD
Other Sections	Adri Darman Unit Manager, Quality and Risk, GHD
Other Sections	Shabrina Fadhilla, Department of Education
Other Sections	Fitri Apriliyanti, Department of Education
Other Sections	Aswinny Sudhiani, Austrade
Other Sections	Nico Alexander, Austrade
Wider Embassy staff	Ade Ganie, Unit Manager, PSC
Wider Embassy staff	Felicity Lane, Counsellor, PSC
Wider Embassy staff	Esther Perry, Counsellor, PSC
Wider Embassy staff	Catherine Meehan, First Secretary, GHD
Wider Embassy staff	Simon Flores, Counsellor, GHD

Organisation	Name and position
Wider Embassy staff	Hannah Derwent, A/g Minister Counsellor, GHD
Wider Embassy staff	Jessica Nathalia Soeratman, SKALA liaison officer
Wider Embassy staff	Rio Afifuddin, KONEKSI liaison officer
Wider Embassy staff	Widya Setyowati, Unit Manager, EII
Wider Embassy staff	Rebbeca Valentine, Climate and Infrastructure
Wider Embassy staff	Sam Porter, Counsellor, Economic Governance and Infrastructure
Wider Embassy staff	Piter Edward, Unit Manager, EII
Wider Embassy staff	Laila Yudiati, EII
DFAT Canberra	
GEDSI	Holly Berry, GEDSI Performance and Effectiveness Unit
GEDSI	Jodie Nguy, Disability Adviser, AAS
Indonesia Branch	Bernard Unkles, Secretary
Indonesia Branch	Clare Duffield, Assistant Secretary
Indonesia Branch	Jennifer Donohoe, Director, Development and Partnerships
Indonesia Branch	Elise Cole, Assistant Director, Development and Partnerships
Indonesia Branch	Claire Scott, Director, Trade and Economic
Indonesia Branch	Georgina Harvey–Cavanough, Assistant Director, Trade and Economic
Southeast Asia Development Policy and Programs Branch	Mark Bailey, Director
Southeast Asia Development Policy and Programs Branch	Fuschia Hepworth, Gender and Human Development
Southeast Asia Development Policy and Programs Branch	Kirsty Dudgeon, Gender and Human Development
AAI Managing Contractor	Vicki Vaartjes, Contractor Representative, Tetra Tech
AAI Managing Contractor	Daniel Hunt, AAI Program Director
AAI Managing Contractor	Fadhil Baadilla, Deputy Program Director, Operations and Systems
AAI Managing Contractor	Wahyu Kusumaningtias, Deputy Program Director, Inclusion and Outcomes
AAI Managing Contractor	Vina Andriani, Senior Manager, Enrichment and Linkages
AAI Managing Contractor	Reza Irwansyah, Senior Manager, Short Course
AAI Managing Contractor	Saidi Umar Danny, Senior Manager, PhD and Masters
AAI Managing Contractor	Sugeng Prayudi, Senior Manager, Monitoring, Evaluation, Learning,
AAI Managing Contractor	Sri Novelma, Senior Manager, Split Site Masters and Special Programs
AAI Managing Contractor	Dede Kurniawan, Senior Manager, Public Diplomacy and Communications
AAI Managing Contractor	Lia Marpaung, Gender Equality and Disability Adviser
AAI Managing Contractor	Matthew Zurstrassen, Quality, Monitoring, Evaluation and Research Adviser
AAI Managing Contractor	Janne Laukkala, Professional and Leadership Development Adviser

Organisation	Name and position
Indonesia Australia Language Foundation (IALF) Bali	Caroline Bentley, Manager
Indonesia Australia Language Foundation (IALF) Bali	Vlad Pejovic, Director of Studies – Academic English Language Services
Joint Selection Team	Neil Harris
Joint Selection Team	Janelle Alison
GOI	
Program Coordinating Committee (PCC)	Noviyanti Hasron, Head of Bureau – International Technical Cooperation, Ministry of State Secretariat (SetNeg)
Program Coordinating Committee (PCC)	Zamhir Islamie, Head of Program and General – Centre for Facilitation of Cooperation, Ministry of Home Affairs
Program Coordinating Committee (PCC)	Uthami Sary, Senior Planner / Coordinator – Directorate of Bilateral Funding, BAPPENAS
Program Coordinating Committee (PCC)	Bella Zahraisyah, Directorate of Pacific and Oceania, Ministry of Foreign Affairs
Program Coordinating Committee (PCC)	Yunitasari, Head of International Cooperation, Bureau of Cooperation and Public Relations, Ministry of Primary and Secondary Education
Program Coordinating Committee (PCC)	Arta, Ministry of Higher Education, Science and Technology
Program Partners	Dwi Larso, Director – Scholarships, Indonesian Endowment Fund for Education (LPDP)
Split Site Masters Program Partners	Pandu Pradhana, Head of Sub Division for Management of Planners Development, Education and Training (CPEDT), BAPPENAS
Split Site Masters Program Partners	Yuli C. Ningrum, Senior Staff in Training and Education Center of Statistics of Indonesia, Badan Pusat Statistik
Split Site Masters Program Partners	Lusi Mariana Silaban, Senior Human Resource Analyst, Ministry of Trade
Split Site Masters Program Partners	Adityawarman, Team Leader of International Education at Center for Education and Training, Meteorological, Climatological, and Geophysical Agency (BMKG)
Split Site Masters Program Partners	Chairul Denyl Setiawan / Beny Arifianto Widodo, Head of Division Scholarship Management / Head of Scholarship Management Division, Ministry of Finance
Split Site Masters Program Partners	Sri Prastiwi Utami, Head of the Center for Competency Development for the State Apparatuses, Ministry of State Secretariat
Split Site Masters Program Partners	Muhammad Jasniansyah, Kepala Bidang Pembinaan Ketenagaan Dinas Pendidikan, Provincial Government of East Kalimantan
Provincial Governments – Equity Target Provinces	Rizka Mulyani, Women and Children's Protection Unit, Maluku
Provincial Governments – Equity Target Provinces	Muhammad Zulvicar A. Lamanepa, Provincial Government Staff Agency, NTT

Organisation	Name and position
Provincial Governments – Equity Target Provinces	Yusron Hadi, Provincial Government Staff Agency, NTB
Indonesian Embassy Canberra	Siswo Pramono, Ambassador
Indonesian Embassy Canberra	Lintang Paramitasari, Deputy Chief of Mission
University partners (short courses)	Xue Wen Lee, SC Coordinator, Griffith University
University Partners (Split Site Masters Program)	Reza Fathurrahman, Head of International Office / Secretary of Post Graduate School, Faculty of Administrative Science, Universitas Indonesia
University Partners (Split Site Masters Program	Amy Burton Aldwikat / Professor John Murphy, Manager, International Strategy / Professor in School of Social and Political Sciences, Faculty of Arts, University of Melbourne
University Partners (Split Site Masters Program	Dr. M. Falikul Isbah, Coordinator, Double Degree Program of MA Sociology, Universitas Gadjah Mada
University Partners (Split Site Masters Program	Dr Max Holleran, Director, Master of Social Policy, School of Social and Political Sciences, University of Melbourne
University Partners (Split Site Masters Program	Dr Sunardi, Vice Dean for Financial and General Affairs, Universitas Mulawarman
University Partners (Split Site Masters Program	Rumayya, Double Degree Program Coordinator, Universitas Airlangga
University Partners (Split Site Masters Program	Prof Anu Rammohan, Professor of Economics and Director of International Relations, at Business School, University of Western Australia
GEDSI and Civil Society	Dante Rigmalia, Chairperson, Komisi Disabilitas Nasional
GEDSI and Civil Society	Livia Iskandar, Executive Director, Yayasan Pulih
IKLIMSS	Kate Duggans
Alumni and Awardees	Representatives from three different cohorts of Masters and PhD alumni Representatives from current Masters and PhD awardees Representatives from SSPM alumni Representative from short course alumni Representatives from Nusantara alumni/current awardees Representatives from ILLA program Representatives from alumni grant recipients Representatives of alumni with disabilities

Appendix C List of documents

Table 13: List of AAI documents

Document Category	Document
Project Design	Investment Design Document 2022–2030
Implementation Policies and Plans	Transition Plan, April–Oct 2022
Implementation Policies and Plans	2022–2023 Annual Plan
Implementation Policies and Plans	2023–2024 Annual Plan
Implementation Policies and Plans	2024–2025 Annual Plan
Implementation Policies and Plans	Operations Manual
Implementation Policies and Plans	Communications and Public Diplomacy Strategy
Implementation Policies and Plans	GEDSI Strategy
Implementation Policies and Plans	Monitoring, Evaluation and Learning Plan
Implementation Policies and Plans	Personal Development and Network Plan and Toolkit 2022
Implementation Policies and Plans	AAI SC Guidelines 2024
Implementation Policies and Plans	AAI Risk Management Matrix 2024
Implementation Policies and Plans	2025 Administrative Guidelines for ILLA Ambassadors
Implementation Policies and Plans	AAI Grant Guidelines 2025
Annual Reports	2022 Transition Phase Report
Annual Reports	2022–2023 Annual Report
Annual Reports	2023 –2024 Annual Report
Program Coordinating Committee	Nov 2022 Minutes
Program Coordinating Committee	Jun 2023 Minutes
Program Coordinating Committee	Dec 2023 Minutes
Program Coordinating Committee	Jun 2024 Minutes
Program Coordinating Committee	Nov 2024 Minutes
Program data	Access to the AAI Dashboard
DFAT Investment Monitoring Reports	2022–2023 Investment Monitoring Report
DFAT Investment Monitoring Reports	2023–2024 Investment Monitoring Report
AAI Surveys, studies and reviews	2022 ELTA End of Course Survey
AAI Surveys, studies and reviews	2023 ELTA End of Course Survey
AAI Surveys, studies and reviews	2024 ELTA End of Course Survey (3–month class)
AAI Surveys, studies and reviews	2024 ELTA End of Course Survey (6–month class)
AAI Surveys, studies and reviews	IALF Annual Report 2023–2024
AAI Surveys, studies and reviews	Mental Health Study, 2023

Document Category	Document
AAI Surveys, studies and reviews	Review of Changes to Selection Processes, 2023
AAI Surveys, studies and reviews	Institutional Linkages Report, 2024
AAI Surveys, studies and reviews	Nusantara Review, 2024
AAI Surveys, studies and reviews	LPDP Scholarship Selection Process – Lessons, 2024
AAI Surveys, studies and reviews	Outcomes of Aus4Asean Short Courses, 2024
AAI Surveys, studies and reviews	Outreach for PhD Change Agents, 2024
AAI Surveys, studies and reviews	SSMP Outcomes, 2024
AAI Surveys, studies and reviews	ELTA Future Directions, 2024
AAI Surveys, studies and reviews	Rapid Review of ILLA Pilot for schools, 2024
AAI Surveys, studies and reviews	Rapid Review of ILLA Pilot for universities, 2024
Australia Awards Global Documents	Australia Awards Global Strategi Framework 2021–2024
Australia Awards Global Documents	Australia Awards Scholarship Policy Handbook
Australia Awards Global Documents	Global Monitoring and Evaluation Framework (MEF)
Australia Awards Global Documents	MEF Guidance Note 1 – Global Program Logic
Australia Awards Global Documents	MEF Guidance Note 2 – M&E Across the Awards Cycle
Australia Awards Global Documents	MEF Guidance Note 3 – Core Global indicators
Australia Awards Global Documents	IMR Guide
Australia Awards Global Documents	2022 Scholarship Survey – Jakarta
Australia Awards Global Documents	2023 Scholarship Survey – Jakarta
Australia Awards Global Documents	2022 Global Tracer Survey – Indonesia
Australia Awards Global Documents	2021 Global Tracer Survey – Indonesia – Insights on Women's Leadership and Career Progression
Australian Government Documents	Indonesia–Australia Comprehensive Strategic Partnership (2020–2024)
Australian Government Documents	Australia–Indonesia Development Partnership Plan 2024–2028
Australian Government Documents	Australia's Southeast Asia Economic Strategy to 2040
Australian Government Documents	Australia's Comprehensive Strategic Partnership with ASEAN
Australian Government Documents	Indonesia–Australia Comprehensive Economic Partnership Agreement (IA–CEPA)
Australian Government Documents	Australia's Climate Change Action Strategy 2020–2025
Australian Government Documents	Australia's International Development Policy 2023
Australian Government Documents	Australia's International Disability Equity and Rights Strategy 2024
Australian Government Documents	Australia's International Gender Equality Strategy 2025

Document Category	Document
Indonesian Government Documents	Indonesia's National Medium–Term Development Plan (RPJMN) 2020–2024
Indonesian Government Documents	Indonesia’s National Medium–Term Development Plan (RPJMN) 2025–2029
Indonesian Government Documents	Indonesia’s National Long–Term Development Plan (RPJMN) 2025–2045

Appendix D Stakeholder question matrix

Table 14: Stakeholder question matrix

Stakeholder category	KRQ 1 Relevance	KRQ 2 Effectiveness	KRQ 3 Efficiency	KRQ 4 GEDSI and climate change
DFAT Indonesia and Canberra	●	●	●	●
AAI managing contractor	●	●	●	●
GOI high–level partners	●	●	●	●
GOI program partners	●	●	●	●
University partners	-	●	-	●
Equity target provinces	●	●	-	●
AAI Joint selection team	-	●	-	●
Alumni and current awardees	-	●	-	●
IALF	-	●	●	●
Civil society	-	●	-	●

Appendix E AAI indicators

Table 15: AAI indicators

AAI Indicator	Global Awards Indicator
PO 1.1: Number and percentage of alumni who experience career advancement partially attributable to their participation in the Australia Awards	6.3
PO 1.2 (KPI 1): Number and percentage of alumni able to provide valid examples of contributions to development, using the skills, knowledge or networks gained from their awards	3.3
PO 1.3: Cases/instances of alumni meaningfully contributing to Indonesia's inclusive and sustainable development	none
PO 1.4: Number and percentage of alumni who report the usefulness of the Award in enabling them to contribute to Indonesia's inclusive and sustainable development.	3.2
PO 1.5: Number and percentage of alumni who reported that the Award was best way to build their skills, networks, capacities or positioning to contribute to Indonesia's inclusive and sustainable development.	3.2.1
PO 1–2.1: Percentage, number (and list) of alumni in influential positions.	none
PO 2.1: Number and percentage of alumni who have drawn on bilateral links, established through the Australia Awards.	5.1
PO 2.2 (KPI 2): Number and percentage of alumni able to provide valid examples of participation in mutual collaborations between Indonesia and Australia as a result of their Awards (GA 5.2).	5.2
PO 2.3: Cases/instances of Australian–Indonesian cooperation, including cooperation contributing to Indonesia's inclusive and sustainable development, meaningfully influenced by alumni	none
IO 1.1 (KPI 3): Percentage of alumni who regularly use knowledge and skills obtained through their Awards in their organisations or other professional contexts.	none
IO 1.2: Case studies / illustrative examples of alumni applying knowledge and skills obtained through their Awards in their organisations or other professional contexts.	none
IO 2.1: Percentage of alumni who reported that Australia Awards networks improve their professional context.	none
IO 2.2: Percentage of alumni who have maintained professional communications with Australia.	none
IO 2.3: Case studies / illustrative examples of alumni leveraging networks from their Australia Awards experience in their professional contexts.	none
IO 3.1 (KPI 4): Number and percentage of alumni from equity target groups able to provide examples of enhanced leadership or empowerment partially attributable to their participation in the Australia Awards.	6.4
IO 3.2: Case studies / illustrative examples of alumni from equity target groups exercising enhanced leadership and empowerment.	none
IO 3.3: Percentage of alumni who have promoted equality and inclusion in their organisations' policies, management systems and programs or services.	none

AAI Indicator	Global Awards Indicator
IO 3.4: $ Investment in and number and representative lists of efforts undertaken by country programs that have or are expected to result in greater inclusion of people from equity target groups in the Australia Awards.	2.2
IO 4.1 (KPI 5): Percentage of alumni who have maintained people–to–people links with Australians.	none
IO 4.2: Percentage of alumni who have a positive view of Australia.	none
IO 4.3: Case studies / illustrative examples of awardees with significantly changed perceptions of Australia.	none
IO 4.4: Percentage of alumni who promote Australia to others.	none
IO 5.1 (KPI 6): Percentage of alumni who are involved in their organisation's professional or business links with Australian organisations.	none
IO 5.2: Case studies / illustrative examples of Indonesian and Australian organisations strengthening their collaboration as a result of engagement through AAI.	none
IO 5.3: Amount of funds AAI leverages from the following sources: other DFAT programs, other GOA agencies, national ministries / state agencies, subnational governments, private sector, others (such as NGOs, etc)	none
OP 1.1: Number and percentage of people from equity target groups who apply for an Award each year vs percentage of people from each group receiving an Award each year.	2.1
OP 1.2: Number and percentage of people who submit eligible applications each year from equity target groups	none
OP 2.1: Number and percentage of total applicants who receive an Australia Award each year	2.1.b
OP 2.2 (KPI 7): Number and percentage of Australia Awards allocated disaggregated by equity target groups.	1.1
OP 2.3: Average (mean) and Median Score of shortlisted applicants.	none
OP 3.1: Percentage of awardees who achieved the target IELTS (first attempt, excluding cohorts that do not have to sit in an IELTS test).	none
OP 3.2: Awardees were satisfied with the quality of preparation support provided.	3.1.e.
OP 3.3: Percentage of Masters awardees who were accepted into first or second choice course and university.	none
OP 4.1: Awardees, including awardees from equity target groups, were satisfied with the quality of on–award support provided.	3.1.e.2
OP 4.2: Case studies on quality of support service provided to awardees with disabilities.	none
OP 5.1 (KPI8) Number of people who successfully complete a tertiary or technical/vocational course or work–related training.	1.2 / Tier 2
OP 5.2: Number and percentage of awardees who report satisfaction with their awards.	3.1
OP 5.3: Number and percentage of awardees who reported that they received good quality training, education, or professional development.	3.1.b
OP 6.1 (KPI 9): Awardees and alumni including from equity target groups reported that their award has helped them to build their soft skills.	3.1.d

AAI Indicator	Global Awards Indicator
OP 7.1: Number and percentage of awardees and alumni recorded with data disaggregated by equity target groups in the alumni database.	none
OP 7.2: Number and percentage of active alumni including from equity target groups.	4.1
OP 7.3 (KPI 10): Number and percentage of awardees and alumni who report participating in valuable on–award or alumni activities.	4.2
OP 8.1: Percentage of highly influential alumni engaged by the Australian government during the past 12 months.	none
OP 8.2 (KPI 11): Awardees and alumni including from equity target groups reported that their awards enable them to build useful links and networks.	3.1.c
OP 9.1 (KPI 12): Number of Australians and Indonesian organisations engaged in activities that promote collaboration between Australia and Indonesia.	none

Appendix F AAI alignment with GOI strategic priorities

Direct alignment

AAI directly aligns with the following GOI strategic priorities.

RPJPN 2025–2045 vision targets

- Poverty and inequality reduction
- Improved human resource competitiveness
- Net zero greenhouse gas emissions

RPJPN 2025–2045 development missions

- Social transformation
- Economic transformation
- Governance transformation
- Supremacy of law, stability, and leadership
- Socio–cultural and ecological sustainability
- Equal and just regional development
- Quality and environmentally–friendly facilities and infrastructure

RPJMN 2020–2024 strategic priorities

- Good governance
- Rural development
- Law reform and enhancement
- Quality of life
- Productivity and competitiveness
- Diversity and social restoration

RPJMN 2025–2029 strategic priorities

- Pancasila, democracy and human rights
- Employment, entrepreneurship, creative industries, and infrastructure
- Human capacity development
- Down streaming and industrialisation
- Economic development and poverty reduction
- Political, legal and bureaucratic reform

- Communities living in harmony with nature and culture

Indirect alignment

AAI indirectly aligns with the following GOI strategic priorities.

RPJPN 2025–2045 vision targets

- Increased per capita income

RPJPN 2025–2045 development missions

- Development synergy

RPJMN 2020–2024 strategic priorities

- Economic independence
- National security

RPJMN 2025–2029 strategic priorities

- State defence and security and national self–sufficiency

No alignment

AAI is not aligned with the following GOI strategic priorities.

RPJPN 2025–2045 vision targets

- Increased leadership and influence on the international stage

RPJMN 2020–2024 strategic priorities

- Character revolution

Appendix G AAI short course policy alignment

Table 16: Government of Australia priorities

Year	Short course topic	Equitable and sustainable economic transformation	Climate resilient communities	Strong institutions
2022	Digital Technologies for the Healthcare Sector (including Telehealth)	●	-	-
2022	Mainstreaming disaster risk management (DRM) into annual national and sub–national planning and budgeting	-	●	-
2022	Youth Participation and Engagement in Democracy and Social Justice Issues	-	-	●
2022	Sustainable Agri–Food Systems	-	●	-
2022	Climate finance	-	●	-
2022	Public Transport Management in Metropolitan Areas	●	-	-
2022	Capacity building for the Management Team of the Indonesian International Islamic University	-	-	●
2022	Governing in the Digital Age (The Use of Data for Better Policies and Public Services)	●	-	●
2022	Renewable Energy Technologies	-	●	-
2022	Gender Mainstreaming in the Public Sector	-	-	●
2022	Role of Government and Organisations for People with Disabilities (OPDs) in the Implementation of Policy Reform for Inclusive Development	-	-	●
2022	Sustainable Tourism Management	●	-	-
2023	Foreign Policy: Strategic Equilibrium in the Indo–Pacific	-	-	●
2023	Sustainable Tourism Management	●	-	-
2023	Standards and Halal Certification	●	-	-
2023	Digital Transformation – Policy and Practice	●	-	-
2023	Principles and Practice of Effective Biosecurity Measures for Humans and Animal	-	●	-
2023	Grains Value Chain Leadership Program	-	●	-
2023	Water utility of the future	●	-	-
2023	Enhancing market integration with Australia for MSME business leaders in creative and cultural industries	●	-	-
2023	Teacher professional education: university and government collaboration	●	-	-
2023	Promoting transparency and accountability in Indonesia's public sector	-	-	●
2023	Leadership for youth interfaith woman leaders	-	-	●
2023	Renewable energy	-	●	-
2024	At The Forefront of Film: Screenwriting and Directing	●	-	-

Year	Short course topic	Equitable and sustainable economic transformation	Climate resilient communities	Strong institutions
2024	Trade Policy: Contemporary Issues in International Trade Short Course	●	-	-
2024	Effective Partnerships in the Pacific	-	-	●
2024	Strengthening Gender Mainstreaming Implementation – Policy and Practice	-	-	●
2024	Women in Leadership in the Security Sector	-	-	●
2024	Sustainable Finance in Indonesia: Transforming Challenges into Opportunities	●	-	-
2024	Water Utility Regulatory Approaches	●	-	-
2024	Promoting Transparency and Accountability in Public Sector	-	-	●
2024	Building a Coalition for Quality Infrastructure Financing and Funding	●	-	-
2024	Climate Finance	-	●	-
2024	Renewable Energy for Remote Communities	-	●	-
2024	Practitioners Exchange in Disarmament and Non–proliferation Policy	-	-	●
2024	Standardisation and Product Compliance for Virgin Coconut Oil (VCO) and Spices	-	●	-
2024	Grains Value Chain Leadership Program	-	●	-
2024	The Challenge of Misinformation & Disinformation: Fostering Information Integrity & Media Literacy in Democratic Societies	-	-	●
2024	Women–led MSMEs – Ready to Export	●	-	
2024	Governance and Public Policy Making for Subnational Governments (Eastern Indonesia)	-	-	●
2024	Mainstreaming GEDSI in Indonesia's Energy Transition	-	●	-
2024	Accelerating the Transition to Electric Vehicles for Sustainable Transport Solution	-	●	-
2024	Towards a Knowledge–based Economy: Supporting Indonesia's Research and Innovation Agenda	-	-	●
2024	Building Modern Cities	-	●	-
2024	Improving Indonesia's capacity to regulate treatment providers for horticultural exports	-	●	-
2025	Strengthening the Higher Education Systems in Indonesia	●	-	-
2025	Building cyber resilience: Managing risks and leveraging opportunities	●	-	-
2025	Grains Value Chain Leadership Program	-	●	-
2025	Foreign Policy: Strategic Equilibrium in the Indo–Pacific	-	-	●
2025	Climate–smart Agriculture for Healthy and Sustainable Food Production	-	●	-
2025	Feeding the Future: Maternal and Children's Nutrition	-	-	-

Year	Short course topic	Equitable and sustainable economic transformation	Climate resilient communities	Strong institutions
2025	Pasture, Feed and Water Management Practices to Improve Dairy Livestock Productivity	-	●	-
2025	Breaking Barriers: Promoting Inclusive Leadership in STEM	●	-	-
2025	Enhancing Artificial Intelligence (AI) Development and Innovation – Policy and Practice	●	-	-
2025	Achieving a Just Energy Transition throughout Indonesia	-	●	-
2025	Advancing Indonesia's Sports Industry: Opportunities and Strategies for Growth	●	-	-
2025	Sustainable Tourism Management – Indonesia and the Pacific	●	-	-
2025	Promoting Transparency and Accountability in the Public Sector / Leadership Development for Emerging Political Leaders and Policymakers	-	-	●
2025	Governance and Public Policy Maker for Subnational Governments (Eastern Indonesia and Aceh)	-	-	●

Table 17: Government of Indonesia priorities: Nawacita (RPJMN 2020–2024)

Year	Short course topic	National security	Good governance	Rural development	Law reform & enhancement	Quality of life	Productivity & competitiveness	National economic independence	Mental revolution and cultural development	Strengthen diversity and social restoration
2022	Digital Technologies for the Healthcare Sector (including Telehealth)	-	-	-	-	●	-	-	-	-
2022	Mainstreaming disaster risk management (DRM) into annual national and sub–national planning and budgeting	-	●	-	-	-	-	-	-	-
2022	Youth Participation and Engagement in Democracy and Social Justice Issues	-	●	-	-	-	-	-	-	●
2022	Sustainable Agri–Food Systems	-	-	●	-	-	●	●	-	-
2022	Climate finance	-	-	-	-	●	-	-	-	-
2022	Public Transport Management in Metropolitan Areas	-	-	-	-	●	-	-	-	-
2022	Capacity building for the Management Team of the Indonesian International Islamic University	-	-	-	-	-	●	-	-	-
2022	Governing in the Digital Age (The Use of Data for Better Policies and Public Services)	●	●	-	●	-	-	-	-	-
2022	Renewable Energy Technologies	-	-	●	-	●	●	●	-	-

Year	Short course topic	National security	Good governance	Rural development	Law reform & enhancement	Quality of life	Productivity & competitiveness	National economic independence	Mental revolution and cultural development	Strengthen diversity and social restoration
2022	Gender Mainstreaming in the Public Sector	-	●	-	-	-	-	-	-	●
2022	Role of Government and Organisations for People with Disabilities (OPDs) in the Implementation of Policy Reform for Inclusive Development	-	●	-	-	-	-	-	-	●
2022	Sustainable Tourism Management	-	-	●	-	-	●	●	-	-
2023	Foreign Policy: Strategic Equilibrium in the Indo–Pacific	●	-	-	-	-	-	-	-	-
2023	Sustainable Tourism Management	-	-	●	-	-	-	●	-	-
2023	Standards and Halal Certification	-	-	-	-	-	●	●	-	-
2023	Digital Transformation – Policy and Practice	-	●	-	-	-	●	-	-	-
2023	Principles and Practice of Effective Biosecurity Measures for Humans and Animal	●	-	●	-	-	●	●	-	-
2023	Grains Value Chain Leadership Program	-	●	●	-	-	●	-	-	-
2023	Water utility of the future	-	●	-	-	●	-	--	●	-

Year	Short course topic	National security	Good governance	Rural development	Law reform & enhancement	Quality of life	Productivity & competitiveness	National economic independence	Mental revolution and cultural development	Strengthen diversity and social restoration
2023	Enhancing market integration with Australia for MSME business leaders in creative and cultural industries	-	-	-	-	-	●	●	-	-
2023	Teacher professional education: university and government collaboration	-	-	-	-	●	-	-	●	-
2023	Promoting transparency and accountability in Indonesia's public sector	-	●	-	●	-	-	-	-	-
2023	Leadership for youth interfaith woman leaders	-	-	-	-	-	-	-	●	●
2023	Renewable energy	-	-	●	-	-	●	●	-	-
2024	At The Forefront of Film: Screenwriting and Directing	-	-	-	-	-	●	-	●	-
2024	Trade Policy: Contemporary Issues in International Trade Short Course	-	-	-	-	-	●	●	-	-
2024	Effective Partnerships in the Pacific	●	-	-	-	-	-	-	-	-
2024	Strengthening Gender Mainstreaming Implementation – Policy and Practice	-	●	-	-	-	-	-	-	●
2024	Women in Leadership in the Security Sector	●	●	-	-	-	-	-	-	●

Year	Short course topic	National security	Good governance	Rural development	Law reform & enhancement	Quality of life	Productivity & competitiveness	National economic independence	Mental revolution and cultural development	Strengthen diversity and social restoration
2024	Sustainable Finance in Indonesia: Transforming Challenges into Opportunities	-	-	-	-	-	●	●	-	-
2024	Water Utility Regulatory Approaches	-	●	-	-	-	●	-	-	-
2024	Promoting Transparency and Accountability in Public Sector	-	●	-	●	-	-	-	-	-
2024	Building a Coalition for Quality Infrastructure Financing and Funding	-	●	-	-	●	-	●	-	-
2024	Climate Finance	-	-	-	-	-	-	●	-	-
2024	Renewable Energy for Remote Communities	-	-	●	-	●	●	●	-	-
2024	Practitioners Exchange in Disarmament and Non–proliferation Policy	●	-	-	-	-	-	-	-	-
2024	Standardisation and Product Compliance for Virgin Coconut Oil (VCO) and Spices	-	-	●	-	-	●	●	-	-
2024	Grains Value Chain Leadership Program	-	●	●	-	-	●	●	-	-
2024	The Challenge of Misinformation & Disinformation: Fostering Information Integrity & Media	●	-	-	●	-	-	-	-	-

Year	Short course topic	National security	Good governance	Rural development	Law reform & enhancement	Quality of life	Productivity & competitiveness	National economic independence	Mental revolution and cultural development	Strengthen diversity and social restoration
	Literacy in Democratic Societies									
2024	Women–led MSMEs – Ready to Export	-	-	●	-	-	●	●	-	●
2024	Governance and Public Policy Making for Subnational Governments (Eastern Indonesia)	-	●	●	●	-	-	-	-	-
2024	Mainstreaming GEDSI in Indonesia's Energy Transition	-	●	-	-	-	-	●	-	●
2024	Accelerating the Transition to Electric Vehicles for Sustainable Transport Solution	-	-	-	-	●	●	●	-	-
2024	Towards a Knowledge–based Economy: Supporting Indonesia's Research and Innovation Agenda	-	-	-	-	-	●	●	-	-
2024	Building Modern Cities	-	-	●	-	●	--	●	●	-
2024	Improving Indonesia's capacity to regulate treatment providers for horticultural exports	-	-	●	-	-	●	-	-	-

Table 18: Government of Indonesia priorities: Astacita (RPJMN 2025 – 2029)

Year	Short course topic	Pancasila, democracy and human rights	State defence and security system	Quality employment, entrepreneurship, creative industries and infrastructure development	Development of human resources (incl gender equality)	Downstreaming and industrialization	Economic equality and poverty eradication	Political, legal and bureaucratic reform	Harmonious coexistence with the environment, nature, and culture, and tolerance between religious communities to achieve a just and prosperous society
2025	Strengthening the Higher Education Systems in Indonesia	-	-	●	●	-	-	-	-
2025	Building cyber resilience: Managing risks and leveraging opportunities	-	●	-	-	-	-	-	-
2025	Grains Value Chain Leadership Program	-	-	●	●	-	●	-	-
2025	Foreign Policy: Strategic Equilibrium in the Indo–Pacific	●	●	-	-	-	-	●	-
2025	Climate–smart Agriculture for Healthy and Sustainable Food Production	-	-	●	-	●	●	-	-
2025	Feeding the Future: Maternal and Children's Nutrition	-	-	-	-	-	-	-	-

Year	Short course topic	Pancasila, democracy and human rights	State defence and security system	Quality employment, entrepreneurship, creative industries and infrastructure development	Development of human resources (incl gender equality)	Downstreaming and industrialization	Economic equality and poverty eradication	Political, legal and bureaucratic reform	Harmonious coexistence with the environment, nature, and culture, and tolerance between religious communities to achieve a just and prosperous society
2025	Pasture, Feed and Water Management Practices to Improve Dairy Livestock Productivity	-	-	-	-	-	●	-	-
2025	Breaking Barriers: Promoting Inclusive Leadership in STEM	-	-	●	●	-	-	-	-
2025	Enhancing Artificial Intelligence (AI) Development and Innovation – Policy and Practice	-	-	-	●	-	-	●	-
2025	Achieving a Just Energy Transition throughout Indonesia	-	-	-	-	●	●	-	-
2025	Advancing Indonesia's Sports Industry: Opportunities and Strategies for Growth	-	-	●	●	-	-	-	-
2025	Sustainable Tourism Management – Indonesia and the Pacific	-	-	●	●	-	●	-	●

Year	Short course topic	Pancasila, democracy and human rights	State defence and security system	Quality employment, entrepreneurship, creative industries and infrastructure development	Development of human resources (incl gender equality)	Downstreaming and industrialization	Economic equality and poverty eradication	Political, legal and bureaucratic reform	Harmonious coexistence with the environment, nature, and culture, and tolerance between religious communities to achieve a just and prosperous society
2025	Promoting Transparency and Accountability in the Public Sector / Leadership Development for Emerging Political Leaders and Policymakers	●	-	-	-	-	-	●	-
2025	Governance and Public Policy Maker for Subnational Governments (Eastern Indonesia and Aceh)	●	-	-	●	-	-	●	-