



Australia Awards

# Australia Awards Global Tracer Facility

Case Study in Indonesia -  
education field

June 2018





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## Acronyms and abbreviations

AAI	Australia Awards Indonesia – Managing Contractor
AIA	Australian Indonesian Association
AIBEP	Australia Indonesia Basic Education Program
AusAID	Australian Agency for International Development (former)
DFAT	Australian Government Department of Foreign Affairs and Trade
ELTA	English Language Training Assistance program
GDP	Gross Domestic Product
GFA	Geographic Focus Area
IELTS	International English Language Testing System
IKAMA	Ikatan Alumni Mahasiswa Australia
IIEF	Indonesia International Education Foundation
INTAN	Indonesian Teachers' Association
LOTE	Languages Other Than English
M&E	monitoring and evaluation
MoEC	Ministry of Education and Culture (Indonesia)
MoRA	Ministry of Religious Affairs (Indonesia)
NGOs	Non-governmental organisation
NTB	Nusa Tenggara Barat
NTT	Nusa Tenggara Timur
PhD	Doctor of Philosophy
PJJ	Pendidikan Jarak Jauh
PPIA	Perhimpunan Pelajar Indonesia di Australia – The Indonesian Students' Association
PRESTASI	Program to Extend Scholarships and Training to Achieve Sustainable Impacts
SCB	Scholarships and Alumni Branch (DFAT)
SETARA	Supporting Equality to Achieve Real Advancement
TESOL	Teaching English to Speakers of Other Languages

UGM	Universitas Gadjah Mada
UIN	Universitas Islam Negeri
UNY	Universitas Negeri Yogyakarta
USAID	US Agency for International Development

# 1. Executive Summary

This report details the outcomes of a Case Study of Australian Government funded scholarship alumni from Indonesia. Alumni in this Case Study completed their scholarships between 2006 and 2010 in the field of education. This research was conducted by the Department of Foreign Affairs and Trade's (DFAT) Australia Awards Global Tracer Facility (the Facility).

## 1.1 Findings

### 1.1.1. Development contributions

Alumni provided **strong examples** of how their Australian Government funded scholarship enabled them to contribute to education sector development in Indonesia, **indicating that the Australia Awards long-term Outcome 1 is being achieved.**

Alumni have:

- contributed to regional educational development
- improved teaching and learning
- developed the capacity of colleagues.

Alumni identified the factors that have enabled them to use their skills and knowledge to make positive contributions as:

- the value of transferrable skills gained on-award
- alternative perspectives or world views resulting from immersion in Australian society and institutions
- Australian degree holders are recognised and respected in Indonesia.

Alumni highlighted the following challenges making further contributions as:

- resistance to change in the workplace
- employer pressure and expectations
- limited resources and supporting infrastructure.

### 1.1.2. Economic and public diplomacy outcomes

Alumni provided **numerous examples of cooperation and partnerships between Australia and Indonesia**, which were developed as a result of skills or contacts forged in Australia. One alumnus managed an ongoing relationship between his employer, the Ministry of Education and Culture, and three Australian organisations including the Victorian Department of Education.

One alumna had joined an Australian professional organisation while studying in Australia. All had actively joined Indonesian student and community organisations. This facilitated long-lasting connections and broadened alumni's professional networks on return. Some remained in contact with Australian academic staff and

**most had facilitated visits by Australian lecturers and professors to Indonesia to attend workshops and conferences.**

Alumni and stakeholders identified factors that supported them to develop, maintain, and broaden networks or partnerships with Australia and Australians. These included the Australia Awards in Indonesia On-Award Enrichment program, which is generating strong interest and intent to collaborate. Further, the Australian Embassy in Jakarta and its consulates are providing support, resources, and personnel to increase the engagement of Australia Awards alumni.

Alumni identified a number of factors that inhibited their ability to foster links, networks, and partnerships. These include the lack of opportunities for ongoing purposeful engagement, uncertainty around alumni support services, and limited opportunities to link with Australians while on-award. Numerous examples of cooperation or institutional partnerships with Australia suggest that **Australia Awards long-term Outcomes 2 and 3 are being achieved**. However, alumni's interest in further collaboration with Australia remains high, underlining the potential for greater impact here.

#### **1.1.3. Views of Australia, Australians and Australian expertise**

**Alumni in the Indonesia Case Study hold enduring positive views** about Australia, Australians and Australian expertise, **indicating achievement of the Australia Awards long-term Outcome 4**. In some cases, previously held negative views were overturned through overwhelming and unexpected positive experiences in Australia. Alumni reported being welcomed in Australian workplaces, institutions, and classrooms, and provided with services and contacts to connect with fellow Muslims. Flinders University was credited for its exceptional people and facilities. Australian qualifications and the Australia Awards are held in high esteem by alumni, employers and the community.

#### **1.1.4. Impact on addressing equity issues**

One of the five principles included in the *Australia Awards Global Strategy: Investing in the next generation of global leaders for development 2016-2018* (the Global Strategy) is equity of access.

**The Australia Awards in Indonesia Social Inclusion Strategy** details how the Australia Awards addresses equity issues concerning all award types and stages of the cycle. A program progress review revealed that female alumni outperform male alumni, particularly in transferring skills and knowledge to colleagues and organisations. However, male alumni are more likely to access grants, training, or promotion opportunities.

The Australia Awards in Indonesia supports disability inclusion including running specific inclusion-related courses, and throughout all stages of the scholarships cycle. In addition, geographic focus areas have been identified to encourage more equitable regional participation.

Alumni themselves provided examples of how they have sought to address equity issues by teaching inclusive themes; encouraging religious tolerance; and training teachers to establish high expectations for all students, regardless of their faith, location, or gender.





## Australia Awards Alumni strengthening education in Indonesia

### Australia Awards alumni are contributing to:



Provincial educational development



Building the capacity of colleagues



New approaches to teaching and learning



Improving student experiences in school and university settings

### Australia Awards results

**1** Alumni provided strong examples of development contributions

**Achieved** ✓

“There was an urgent need for English teachers after the 2004 Indian Ocean earthquake and tsunami. I have excelled since I came back from Australia. I was assigned as a teacher trainer after they knew I was a graduate of Australia.”



**2** Alumni are contributing to cooperation between Australia and Indonesia

**Achieved** ✓

“To broaden my experience I joined the Indonesian Teachers’ Association in South Australia. I taught Indonesian in Adelaide schools. For a workshop I was invited as the speaker. I was really proud being a speaker among the Australian teachers.”



**3** Alumni support effective institutional partnerships between Australia and Indonesia

**Achieved** ✓

“We established an MoU with Queensland University for Indonesian students to study there. I communicated quite a lot with staff at its international office. I used my Monash experience to explain to my students the academic atmosphere in Australia.”



**4** Alumni view Australia and Australian expertise positively

**Achieved** ✓

“I experienced a good community life. The way Australians treat people from different backgrounds, you respect people, you respect life. I learned this and I am glad my children learned this also.”



**Participants:** Alumni who completed scholarships between **2006 and 2010**

#### Case study participants:



- Female alumni
- Male alumni
- Colleagues of alumni
- Stakeholders

## 2. Background of the Study

The Facility is a four-year project funded by DFAT. Through this project, DFAT assesses the development contributions and public and economic diplomacy outcomes of Australia's investment in the Australia Awards.<sup>1</sup> The key research and reporting activities being undertaken are a quantitative survey and qualitative Case Studies, which are prepared concurrently throughout the four years of the project.

This report gives the key findings of the Indonesian Case Study; the majority of the data collection for which was undertaken by the Facility in Indonesia in late February and March 2018.

### 2.1 Objectives

The Facility seeks to generate high-quality information on former scholarship holders, with a focus on less recent alumni. This information will provide a strong evidence base for country programs and the Scholarships and Alumni Branch (SCB) of DFAT to evaluate the impact of Australia Awards on alumni and, by implication, on their home institutions and countries.

### 2.2 Scope

The scope of the Facility is limited to alumni of DFAT's Australia Awards and previous DFAT-funded scholarships programs, awards (both long and short duration) and fellowships (managed by SCB).

### 2.3 Case Studies

The Case Studies are being conducted via an iterative approach whereby the qualitative phase can be designed based on what is learned from the initial quantitative phase.

The Facility Case Study methodology is explanatory and multiple in design. That is, cases are selected based on findings from the quantitative (survey) research, and the 'how' and 'why' of alumni experiences is explained in detail. Multiple Case Studies enable the researcher to explore differences within and between cases. Case Studies contribute to the evidence base for country programs, providing useful comparison across cases and Case Studies to build a robust understanding of diverse alumni experience.

#### 2.3.1. Year 1 of the Facility

In the first year of the Facility, Case Study countries and themes were based on criteria such as availability and range of alumni details in the Global Alumni

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<sup>1</sup> See <http://dfat.gov.au/people-to-people/public-diplomacy/Documents/public-diplomacy-strategy-2014-16.pdf> and <http://dfat.gov.au/trade/economic-diplomacy/pages/economic-diplomacy.aspx>

database; previous country or thematic research undertaken; investment priorities, and partner-country priorities. The cohort for Year 1 Case Studies were alumni who graduated between 1955 and 1995. In Year 1, the selected Case Study countries were Fiji, Sri Lanka, Nepal, and Kenya. Field research took place between late October 2016 and March 2017.

### **2.3.2. Years 2 through 4**

Subsequent Case Studies in Years 2 through 4 will be determined through the annual planning process. Case Studies will not be limited to geographic foci and may be sectoral or regional as determined through findings of the annual survey and planning and consultation process. Case Studies will also align with the priorities of the Global Strategy and any other areas of importance as identified by SCB.

In **Year 2**, the selected Case Study countries and fields of study were Vanuatu – law and justice, Mongolia – management and commerce, Solomon Islands – health, Indonesia – education, and China – agriculture and environment. Field research occurred between mid-October 2017 and April 2018.

## **2.4 Country context**

Indonesia is the world's third largest democracy with the world's largest Muslim population. As an archipelagic country, Indonesia comprises of five main islands, two major island groups and 60 smaller island groups. Indonesia's 261 million people comprise distinct ethnic and linguistic groups.

Indonesia has reached middle income status and achieved substantial economic progress in recent years, having doubled its Gross Domestic Product (GDP) from 2001 to 2012 and nearly halved poverty levels. However, economic growth has slowed in recent years. Creating jobs and improving the business environment will be important for continued growth. Indonesia faces considerable challenges in improving the efficiency and competitiveness of its labour force and addressing infrastructure bottlenecks and red tape (DFAT, 2015).

Indonesia's high levels of inequality places growth and stability at risk. Around 90 million Indonesians are poor or live just above the poverty line. Two-thirds of Indonesian's poor live in rural areas (DFAT, 2015). People in Indonesia's Papuan provinces are seven times more likely to be poor than those in Jakarta (DFAT 2017).

Disparities between men and women in Indonesia are an ongoing barrier. Women are more vulnerable to poverty, are less likely to participate in the workforce, and lag behind in access to services and human development indicators. Indonesia is ranked 84<sup>th</sup> out of 144 countries on the 2017 World Economic Forum's Global Gender Gap index. People with disability are among the most marginalised, with nearly 25 per cent of people with disability living in extreme poverty (DFAT, 2017).

The delivery of basic services is itself complicated by decentralisation. Despite Indonesia's middle income status, it has some of the lowest health indicators including high prevalence of stunting among Indonesian children (37 per cent), and challenges with improving the quality of education and student learning outcomes

(DFAT, 2015). Capacity at the subnational level can be low, and there is often weak coordination between the various levels of government.

As a close neighbour, Indonesia is a key partner for Australia's bilateral, regional and global interests. Australia is the largest bilateral grant partner to Indonesia. However, given Indonesia's growing regional and economic status, Australia is transitioning from a traditional donor-recipient aid model towards an 'economic partnership'. This approach will support Indonesia to leverage its own substantial resources.

Indonesia was suggested as a Case Study country by the Facility following on from the Australia Awards Tracer Survey, Year 1. A substantial number of participants were respondents from Indonesia whose field of study was education.

## 3. Methodology

This chapter includes an overview of the Case Study design, development and implementation. This is the eighth Case Study of the Facility. Indonesia was one of five Case Study countries proposed in the Year 2 Facility Annual Plan. Indonesia was selected as a Case Study country on the basis of having a large number of alumni respondents to the Year 1 Tracer Survey, particularly in the field of education (68 respondents). Education is a sector in which there is clear alignment with Australian investment in Indonesia over the past few decades.

### 3.1 Overall Case Study design

The purpose of the Facility Case Studies is to collect detailed qualitative data on the impact and benefits of the Australia Awards. The Case Study methodology proposed is based on the Facility Case Study Approach, which was developed in the inception phase of the Facility and reported in the Annual Plan for Year 1.

The Global Strategy and the Australia Awards Global Monitoring and Evaluation Framework (M&E Framework) forms the basis for the Case Study design. The research questions, propositions, data collection instruments, and report template are built around this Framework. Findings reported by alumni are triangulated with relevant stakeholders such as employers and colleagues, and industry bodies thereby strengthening findings by providing further evidence to support or refute propositions. This methodology was developed by the Facility and SCB.

The overarching theory that has guided the design of this Case Study methodology is based upon the goal of the Australia Awards that ‘... partner countries progress their development goals and have positive relationships with Australia that advance mutual interests’.

The Case Study research questions are framed by the intended long-term outcomes of the Australia Awards as guided by the Framework:

- 1 How do alumni use the skills, knowledge and networks gained on-award to contribute to achieving partner-country development goals?
- 2 How are Australia Awards contributing to Australia’s economic and public diplomacy outcomes?
- 3 How has being an Australia Awards alumni impacted alumni?
- 4 Are the benefits of receiving a scholarship experienced equally by all groups who have received them?

The primary unit of analysis for this Case Study is the alumnus or alumna. Case Studies seek to explore how alumni of Australia Awards have acted to contribute to the achievement of the goal and objectives of the Australia Awards.

## 3.2 Methods

The data collection method used for this Case Study was through interviews. A set of questions were developed for each key participant group, namely alumni, colleagues and employers (both of alumni and generally), alumni associations; government representatives and the DFAT staff and managing contractors working on the Australia Awards in partner countries. Questions for each key participant group (see Annex 2) align with the research propositions (located at Annex 1) and long-term outcomes of the Australia Awards. This ensures that data collected directly relate to the key questions the Case Studies are seeking to answer, and that there is consistency across each Case Study.

## 3.3 Sample

The sample was selected from 668 Indonesian alumni who completed the Tracer Survey, Year 1. Of this group, 68 studied in the field of education and over half are women. Eight alumni formed the target group for this Case Study, comprising a mix of variables including gender, location, employer, position, and education subsector. However, only three out of the eight were available for interview at the time of the Case Study. Accordingly, three replacements were selected from the Indonesia cohort surveyed in Year 1, and an additional two alumni were proposed by the Australia Awards in Indonesia from the Global Alumni database. All were selected in accordance with key variables. Interviews were conducted in Jakarta, Yogyakarta and Banda Aceh.

### 3.3.1. Contact details

Contact details existed for all alumni in the initial target group, as they had completed the Tracer Survey. The Australia Awards in Indonesia contacted alumni and organised the fieldwork schedule. Support by the Australia Awards in Indonesia resulted in a higher than usual number of employer interviews for this Case Study, which improved the overall quality of data triangulation, analysis and reporting.

Interviews were conducted with eight alumni (four women and four men). Three alumni interviews were conducted in Jakarta, two in Yogyakarta, and two in Banda Aceh. One interview was conducted via Skype as the alumna is currently based in the United States undertaking Doctorate studies.

Table 1 lists the alumni participants in the Indonesia Case Study.

**Table 1 Indonesian Case Study alumni participants**

Name	Gender	Australian Government scholarship	University	Award Completed	Current position
Mr Yos Sudarso Usman Putra	M	Australian Development Scholarship	Flinders University	2007	Deputy Chief of Party, US Agency for International Development (USAID) Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI)
Mr Ferry Maulana Putra	M	Australian Development Scholarship	Monash University	2010	Staff, Directorate of Development of Educational Personnel for Primary and Secondary Education, Ministry of Education and Culture
Ms Yenny Rahmawati	F	Australian Development Scholarship	Monash University	2010	English Language Coordinator, Universitas Islam Negeri (UIN) Syarif Hidayatullah
Mr Fuad Arif Fudiyartanto	M	Australian Partnership Scholarship	Flinders University	2009	Senior Lecturer, English Department, Sunan Kalijaga State Islamic University; Doctoral Candidate, University of South Australia
Ms Novita Ade Ferianty	F	Australian Partnership Scholarship	Monash University	2008	Human Resource Development and Marketing Manager, Universitas Gadjah Mada
Dr Fadliadi	M	Australian Partnership Scholarship	Flinders University	2008	Instructor, Training and Education Division, Ministry of Religious Affairs
Ms Eridafitri Muchtar	F	Australian Partnership Scholarship	Flinders University	2009	National teacher trainer and teacher, SMAN 9 Tunas Bangsa
Ms Vinta Angela Tiarini	F	Australian Partnership Scholarship	Monash University	2007	Lecturer, Primary Teacher Education study program, Universitas Negeri Yogyakarta; Doctoral Candidate, Columbus University, Ohio



In addition to the alumni who participated in the Case Study, 19 other people were interviewed in order to provide context, triangulate alumni perspectives and better understand the impact of the Australian scholarships on the outcomes for Indonesia and Australia. These additional interviews included key stakeholders such as the Australian Embassy in Jakarta, Government of Indonesia representatives, an alumni association representative and relevant stakeholders from the Australia Awards in Indonesia managing contractor. Six colleagues of alumni were also interviewed to gather further information about the impact of the alumni. Table 2 lists these participants. In total, 27 people were interviewed for the Indonesia Case Study.

**Table 2 Key stakeholder and employer/colleague interviews**

Name	Position	Reason for interview
Mr Randall Martin	Chief of Party, USAID PRESTASI	Supervisor of Mr Yos Sudarso Usman Putra
Mr Apriyagung	Staff, Directorate of Development of Educational Personnel for Primary and Secondary Education, Ministry of Education and Culture	Colleague of Mr Ferry Maulana Putra
Ms Siti Nurul Azkiyah	Director, Center for Language Development, of UIN Linguistic Department, Universitas Islam Negeri (UIN) Syarif Hidayatullah	Supervisor of Ms Yenny Rahmawati
Ms Erika Purnawati	Head, Human Resources, Universitas Gadjah Mada	Colleague of Ms Novita Ade Ferianty
Ms Asmahan Nur	Instructor, Training and Education Division, Ministry of Religious Affairs	Colleague of Dr Fadliadi
Mr Muhibbul Khibri	Principal, SMAN 9 Tunas Bangsa	Supervisor of Ms Eridafitri Muchtar
Dr Ali Ghufon Mukti	Director General of Resources for Science, Technology and Higher Education, Ministry of Research, Technology, and Higher Education; Graduate of University of Newcastle in 1995	Key stakeholder – Indonesia education context
Mr Joko Tulodo	Head of Sub-Division, Technical Cooperation for Pacific and Europe, State Secretariat	Key stakeholder – Australia Awards Program Coordination Committee
Ms Sitti Sahraeny	General Secretary Ikatan Alumni Mahasiswa Australia (IKAMA) (Australian Alumni Association), Sulawesi Selatan, Makassar; Graduate of University of Newcastle in 2002; currently works as an English Lecturer at Universitas Hassanuddin Makassar	Alumni engagement in Indonesia



Name	Position	Reason for interview
Ms Fleur Davies	Minister Counsellor, Governance and Human Development, Australian Embassy Jakarta	Key stakeholder - DFAT
Ms Laura Ralph	First Secretary, Australian Embassy Jakarta	Key stakeholder – DFAT
Ms Merry Ginting	Program Manager, Australian Embassy Jakarta	Key stakeholder – DFAT
Ms Yuliawati Wiyaja	Program Officer, Australian Embassy Jakarta	Key stakeholder - DFAT
Mr Daniel Hunt	Program Director, Australia Awards Indonesia (AAI)	Key stakeholder – Managing Contractor
Mr Fadhil Baadila	Deputy Director, AAI	Key stakeholder – Managing Contractor
Ms Wahyu Kusumaningtias	Senior Manager, Alumni and Communication, AAI	Key stakeholder – Managing Contractor
Mr Sugeng Prayudi	Senior Manager, Monitoring, Evaluation and Learning, AAI	Key stakeholder – Managing Contractor
Mr Peter Bracegirdle	Innovation and Quality Adviser, AAI	Key stakeholder – Managing Contractor
Mr Michael Bracher	On-Award Adviser, AAI	Key stakeholder – Managing Contractor

### 3.4 Data collection

The Facility piloted all Case Study instruments with Australia Awards alumni who resided in Australia. This process validated the instruments and adaptations to questions were made. In addition, an interview guide template for researchers to record all data collected was developed and utilised. Following a review of Year 1 Case Study data, questions were adjusted for clarity.

This Case Study was conducted by Ms Rachel Parker and Ms Debbie Wong, who bring relevant expertise in qualitative research and international development. Case Study researchers worked together to undertake data collection and report writing: one conducted the interview and the other recorded and took notes. This enabled high-quality reliable data to be gathered. At the conclusion of interviews, the researchers discussed and verified the data to ensure completeness and accuracy.

### 3.5 Process

The Case Study field research was undertaken in Indonesia from 25 February to 7 March 2018. Alumni were requested to provide their resume to researchers where available for further background information. Participants were provided with background information relating to the research and the Facility, and all provided written informed consent to their participation.

### 3.6 Data management and reporting

All interviews were voice recorded (with approval granted to do so). In addition, the Case Study researchers annotated responses during the interview. All interview recordings were transcribed by a transcription specialist. After the completion of the interview and transcription process, the Case Study researchers consolidated the written and oral recordings into a single near-verbatim transcript (with restarting of sentences and fillers excluded).

### 3.7 Transcription approval and coding

Completed interview transcripts and notes were sent back to each of the Case Study participants for their review and approval, to ensure that what was recorded was correct and to provide participants with an opportunity to clarify and/or add to their transcripts.

Transcript review by participants is not consistently used in qualitative research, but was done so here as a courtesy, and to ensure the validity of the data and avoid errors. Participants were advised at the end of the interview that they would be given this opportunity, but participation in this step was not essential to proceed with using their data as permission had already been granted. The researchers provided participants ample time to respond, and follow up requests were sent. Two alumni and four stakeholders provided feedback on the transcripts, offering minor edits.

Interview scripts were subsequently coded using computer assisted qualitative data analysis software, NVivo. This enabled emerging themes to be identified and links to be made between participants that supported or refuted the research propositions, as aligned with the long-term outcomes of the Australia Awards.

Analysis of the Case Study data involved a strategy that was guided by the theoretical proposition developed under the conceptual framework for the Case Study and by the techniques identified in the Facility's Case Study Approach document.

### 3.8 Limitations

There were a number of limitations to this research that were inherent to both the nature of the research and the research process, as discussed below.

#### 3.8.1. Positive response bias

It is probable that alumni who felt that they had a positive experience as an Australian Government scholarship awardee and/or had success in their career following their award are more likely to agree to participate in Case Studies. In a study by the Commonwealth Scholarship Commission in the UK, 'A study of research methodology used in evaluations of international scholarship schemes for higher education' (Mawer, 2014) the recognition of positive response bias was highlighted.

...there is widespread recognition that a more pressing problem is nonresponse bias in which those who reply to sample surveys are likely to be engaged with

alumni associations or tracing (e.g. Day, Stackhouse and Geddes, 2009) and disproportionately represent the 'successful' outcomes of scholarship programmes. (Mawer, 2014)

Accordingly, it is likely that the alumni in the Indonesia Case Study had a positive bias towards their experience, outcomes and views of Australia. The Facility has developed interview questions and analyses approaches to reduce the impact of this bias – these are applied consistently across all Case Studies. Through this approach, leading questions are avoided and alumni are offered opportunities to reflect on their outcomes at the beginning and at the end of the interview without specific questions to guide their answers.

### **3.8.2. Nature of the research**

Outcome 1 of the Global Strategy is that 'alumni are using the skills, knowledge and networks gained on-award to contribute to achieving partner-country development goals'. However, some alumni have **shaped development goals** rather than merely contributed to them, which is all the more significant.

The Case Study researchers experienced difficulty in evaluating Outcome 2 'alumni are contributing to cooperation between Australia and partner countries', and Outcome 3 'effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries'. These two outcomes are aligned with the second research question for the Case Study 'How are Australia Awards contributing to Australia's economic and public diplomacy outcomes?' There is an overlap and difficulty in differentiating 'cooperation' and 'partnerships'. The research team delineated them by determining that Outcome 2 relates to people-to-people links including informal relationships; whereas Outcome 3 specifically relates to institutional links between the partner-country and Australia, which alumni have contributed to establishing.

No issues were encountered by the research team in collecting, collating, coding or analysing data related to Outcome 4 of the Australia Awards.

### **3.8.3. Research process**

The ability to code the interview transcripts effectively was dependent on understanding the partner-country development goals, which was not always possible. Researchers involved in the Case Study made concerted attempts to identify relevant secondary data such as policy documents, papers, books and digital resources to provide background and insight into development plans, policies and changes over the time span of 2006 to 2010, the years of focus for Year 2 when these alumni completed their scholarship.

## 4. Development Outcomes

### Summary findings

Alumni provided examples of how their Australian Government funded scholarship enabled them to develop skills and knowledge to contribute to developing the education sector in Indonesia.

Alumni have:

- contributed to regional educational development
- improved teaching and learning
- developed the capacity of colleagues.

This Case Study demonstrates how the Australia Awards have extended the capabilities of alumni, enabling them to progress in their careers and contribute to their sectors at a more advanced level.

### Key enabling factors

Factors that supported alumni to contribute to education sector development included:

- the valuable transferrable skills they had gained, such as leadership, communication, problem-solving and critical thinking
- alternative worldviews or perspectives gained through immersion in Australian society and institutions
- Australian degree holders are recognised and respected in Indonesia, affording alumni employer support to apply and increased opportunities upon return.

### Key challenging factors

Factors that challenged alumni in using their skills and knowledge to contribute to education sector development included:

- resistance to change in the workplace
- employer pressure and expectations based on the value placed on Australian degrees
- limited resources to apply skills and knowledge and extend professional networks.

Findings from this chapter suggest that the **Australia Awards long-term Outcome 1 has been achieved.**

## 4.1 Introduction

This chapter details the development impact of alumni and aligns with the Australia Awards long-term Outcome 1: 'Alumni are using their skills, knowledge and networks to contribute to sustainable development'. The analysis and discussion explores the following Case Study propositions:

- alumni use their skills, knowledge and networks to contribute to achieving partner-country development goals
- alumni develop skills, knowledge and networks on-award that enable and are used to contribute to achieving partner-country development goals
- alumni understand, value and want to contribute to partner-country development goals.

This Case Study shows that **alumni have made strong contributions toward supporting education sector development**, with the benefits of study extending to colleagues and employers.

## 4.2 Background

Australia and Indonesia have a close bilateral relationship given our geographic proximity and joint interest in a peaceful, stable and prosperous region. A mutual commitment to improve education has been a feature of this partnership, reflective of the policy commitments of both countries.

During the focus period of this Case Study (2006 to 2010), poor educational outcomes and low transition rates to junior secondary in some provinces was a key concern. Indonesia's 2001 and 2004 decentralisation reforms changed the country's political, administrative, and economic landscape. Responsibility for delivering services, including health and education, shifted to provincial and district levels of government. Teacher development was seen as critical to improving the quality of basic education service delivery.

In the Government of Indonesia's successive Medium Term Development Plans, a desire to improve equity in access and the quality of basic education was matched with funding, with education as the largest sectoral investment in the Indonesian budget. During 2005 to 2009, the Government of Indonesia achieved:

- universal primary education
- an upward trend in education quality standards
- improved teacher qualifications.

In 2010 to 2014, Indonesia strived for the provision of nine years of quality education for all boys and girls (AusAID, 2010).

To achieve its national goals, the Government of Indonesia ranked human resource development as a national priority. The Government's Basic Framework for Higher Education Development (2003 – 2010) recognised that, in order to succeed, the sector will require personnel with high levels of knowledge, skills and qualifications at all levels of society (Ministry of National Education, 2003).

Education was a flagship of Australia's overseas aid program from 2006 to 2010. (AusAID, 2010b). A key investment was the Australia Indonesia Basic Education Program (AIBEP). This AUD\$386m program implemented from 2006 to 2010, in partnership with the Government of Indonesia, aimed to improve equitable access to higher quality education. The Australian Government's Country Strategy 2008-13 identified 'investing in people' as one of four pillars, where Australia worked with Indonesia to deliver 'improved education quality, access and governance'. Programs focused on 'education policy, financing and planning, teacher quality and assurance systems, curriculum and materials, and the development of national standards (DFAT, 2008). Continued support to Islamic education was highlighted. It was acknowledged that support was needed to reform the tertiary education sector to improve access, quality, research and innovation.

Five priority regions were also identified in the 2008-13 Country Strategy based on low development indicators – Papua, West Papua, Nusa Tenggara Timur (NTT), Nusa Tenggara Barat (NTB) and Nanggroe Aceh Darussalam (Aceh). In particular, the Australian Government was committed to Aceh's post-tsunami recovery and long-term stability (DFAT, 2008).

#### **4.2.1. Australian Government scholarships: 2006 to 2010**

During the focus period of this Case Study, the scholarships program was designed to support all four pillars of the Australia Indonesia Partnership by targeting human resource gaps and future leaders across priority areas. During this period, around 1,500 scholarships were provided to Indonesians to study overseas. These were funded by a variety of donors, the private sector, and the Government of Indonesia. The Australia Awards and predecessor scholarships are the largest and longest-running of any scholarships program offered in Indonesia and the largest offered by the Australian Government in any of its development partner countries.

A 2010 review of Australia's scholarships program (Mollard, 2010), provides some informative statistics relevant to this Case Study:

- During the previous seven years, 51 per cent of scholarships provided had been awarded to 'basic social services' areas of study with 21 per cent awarded to 'education and Islamic education and research'.
- Overall, 45 per cent of alumni were from the university / tertiary sector as lecturers or researchers. The Government of Indonesia decree that all teachers (regardless of level) must have qualifications higher than those they are teaching created a high demand for doctoral scholarships. Alumni data at this time also showed there were cadres of Australian alumni within key universities.
- Only six per cent of Australian alumni were in policy related rather than operational positions.

By 2013, Australia had funded more than 4,500 Indonesians to complete post-graduate studies in Australian institutions during the previous decade, with about one-third of these returned as teaching and management staff of Indonesian universities (AusAID, 2013).

## 4.3 Alumni contributions

Alumni have made strong contributions to partner-country development priorities in the education sector. These include contributing to regional educational development, improving teaching and learning, and developing the capacity of colleagues.

### 4.3.1. Contributing to regional educational development

One of the unique findings of this Case Study is that alumni are contributing to the achievement of partner-country development goals in their hometowns. Of the eight alumni interviewed, six are contributing either directly or indirectly to improving education within their home provinces. The remaining two alumni are currently undertaking Doctorate degrees overseas. This finding informs understanding about whether alumni are inclined to return home and support regional development.

#### Improving regional teacher quality

Aceh is considered a priority region due to poor educational indicators. The 2004 Indian Ocean earthquake and tsunami devastated Aceh and its education system, with extensive damage to schools and around 1,500 teachers lost. As a result of their studies in Australia, two alumni were elevated into teacher trainer roles, covering the province of Aceh.

**Ms Eridafitri Muchtar** studied a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) at Flinders University from 2008 to 2009. Ms Muchtar was personally motivated to seek further training after the tsunami, to support efforts to increase the cohort of trained teachers and English language specialists. After completing her studies in Australia, she was invited to become a national level in-service teacher trainer for Aceh Province, specialising in English language instruction. She provided a detailed account of her desire to make a valuable contribution to education in Aceh, and progress from being a teacher to a teacher trainer:

There were a lot of my friends lost among my colleagues, teachers, but especially English teachers in the tragedy, and I was committed to replace the positions. There was an urgent need for people who have capability in English. At the same time, in 2004, we just finished designing the English textbooks, the local base content, but most of them were lost in the tsunami. So then after that, I promised myself that I should do something to bring back all of those qualities.

**Dr Fadliadi** completed an Australian Government funded Master of Education at Flinders University from 2007 to 2008. Subsequently, he completed a Doctorate at Flinders University focused on the challenges and needs of children affected by the tsunami. This scholarship was jointly funded by Flinders University and the Aceh Government. On returning to Indonesia, Dr Fadliadi was promoted to provide in-service teacher training for Aceh Province. This covered teachers employed by the Ministry of Religious Affairs (MoRA) spanning from kindergarten level to senior high school. His colleague described the extent of his reach and the value MoRA places on his educational achievements:

Fadliadi is the main person who has the power to teach all the teachers in the Aceh province, not only in the city. So that's how he applied his skills because he is the



man who has to teach all these teachers how to teach English. It's a very big responsibility.

Dr Fadliadi has also been requested by MoRA to train teachers on how to conduct research and write academic publications. This is particularly important, as research and publications are now required by teachers in Indonesia for certification and promotion. Dr Fadliadi is the only Doctorate qualified staff member in his office with in-depth experience in research and academic writing. This confirms his value and contribution to the organisation.

#### 4.3.2. Improving teaching and learning

As described above, improving the quality of education was a priority identified by the Government of Indonesia, with a particular emphasis on regional development. As noted in Mollard (2010), only six per cent of alumni were in policy-related roles. The alumni sample for this Case Study consistently represents this finding. While alumni occupied roles with broad remits including operationalising key policies, they were not responsible for drafting educational policies.

Nonetheless, alumni provided numerous examples of contributing to improved teaching and learning, including by applying their skills and knowledge to teacher training and implementing national-level curriculum reform. These are organised below thematically as implementing curriculum reform, improving pedagogy, and fostering inclusive education.

##### Implementing curriculum reform

**Mr Ferry Maulana Putra** is playing a vital role in the rollout of Indonesia's national curriculum. Indonesia's Kurikulum 2013 was designed to develop productive and innovative Indonesians by nurturing attitudes, skills and knowledge. Mr Ferry Putra completed a Master of Education at Monash University from 2009 to 2010. Upon his return, he moved from his role at the provincial level of the Institute for Education Quality Assurance, to the Ministry of Education and Culture in the Directorate of Development of Educational Personnel for Primary and Secondary Education. He is personally interested in supporting school leadership. Given the size of Indonesia's education system and the political nature of curriculum reform and implementation, his role is complex, as he described:

One of my tasks now is managing the implementation of Kurikulum 2013 for school principals and school supervisors. I'm one of three people [engaged to do this]. We have 78,891 schools around Indonesia to be trained this year. We cannot train all teachers at the time within one year. So we distribute funding for schools. That's what I'm doing now. So we distribute funding to core schools... my office is doing the 2,500 core schools, all levels. Also we have to provide the module for training the school principals and school supervisors in the implementation the curriculum 2013. We didn't have the module for the school principal. We've just finished that module to distribute to all those schools.

##### Improving pedagogy

Alumni provided examples of how they are improving pedagogical practices in their own classrooms to encourage independent learning. Ms Muchtar has drawn



upon her experience as a student in Australia to encourage her students to learn independently. This approach differs from traditional rote learning methods prevalent in Indonesia:

In my opinion, the lecturers [in Australia] taught skills in independent learning... You are to read on your own, not to wait only for what the lecturer gives in the classroom. So the way I learnt in Australia, I applied it with my students, in that I gave my students some references and then I allowed them to read the references, and then the next meeting we try again to discuss that. So at least they have some point of view, some more knowledge about it, not only from the textbook.

Similarly, **Mr Fuad Arif Fudiyartanto** was exposed to different teaching approaches in Australia, during his Master of Education at Flinders University, from 2007 to 2009. Mr Fudiyartanto is a Senior Lecturer in the English Department of Sunan Kalijaga State Islamic University. He has introduced group discussions and alternative forms of assessment to encourage students to express their ideas and demonstrate their understanding.

When I did my undergraduate [in Indonesia], we usually had multiple choice question tests... when I went to Flinders, it was really challenging to write a 2,000-word essay. Maybe because I'm not accustomed to reading a lot of articles. I believe that writing is a good way of assessment because you need to read first and understand what you read. Then expressing your ideas is another way of showing understanding of what you read and what you feel and I think it's a good idea... so I applied this in my class.

Positive experiences in school and university can have a long-lasting effect on a student's values and aspirations, and their motivation to continue their studies. Alumni provided strong examples of using their experience in the Australian education system to model and set the standards for student-centred and inclusive education environments.

Dr Fadliadi and Mr Fudiyartanto have both worked to model learner-centred classrooms and minimise the hierarchical distance between teacher and student. As a result, students are more open and motivated to learn. As Mr Fudiyartanto describes:

But I also observed classes, how the lecturers there organised the classroom, things like that. When I came back to the university, I tried to apply this... how to make the lecturers or the teachers more communicative and more approachable to the students and make the relationship between students and teachers closer. That's the main idea that I want to apply.

Dr Fadliadi has influenced how Acehnese teachers manage classes and interact with students, however some continue to show reluctance:

Students become more comfortable and then they're more open and I can see that they are more motivated in learning. And they listen to you. Some teachers are still reluctant to that change and they think that, "Yes, we are the boss in our class." But I think, "Yes, you are the boss in the class but you still have to treat students as equal as you can." But many of them think that, "Yes, that's a good idea in the class to treat them as a partner not as your subordinates".

**Ms Vinta Angela Tiarani** completed a Master of Education at Monash University from 2006 to 2007. This afforded her the pedagogical skills and qualifications she needed to teach pre-service primary teachers in science education at Universitas Negeri Yogyakarta, as part of the Primary Teacher Education Study Program. Prior to her study in Australia, Ms Tiarani had an undergraduate degree in biology. Upon her return she was given more independence as a lecturer and recruited to teach in the Science Education Study Program for Secondary Teachers. She is currently a Doctoral candidate at Ohio State University, researching elementary science learning.

#### **Fostering inclusive education**

**Ms Novita Ade Ferianty** is employed in a senior position in Universitas Gadjah Mada (UGM), one of Indonesia's oldest, largest, and most prestigious universities. After completing her Master of Education at Monash University from 2007 to 2008, she returned to her role in university administration, but was quickly promoted to the head of Human Resource Development and Marketing. She is now responsible for 240 staff in the university residences, which house approximately 1,000 students. In her role, she fosters an environment that promotes openness, tolerance, and diversity. Ms Ferianty draws upon her experiences as a religious minority in Australia to encourage students from different backgrounds to treat each other with respect. This is discussed in greater depth in Chapter 6.

#### **4.3.3. Developing the capacity of colleagues**

Alumni described how they have shared their knowledge with colleagues to help improve their English language proficiency and research capability, which are two important areas according to the key stakeholders interviewed.

##### **English language skills**

Dr Fadliadi's colleague noted his contribution to their organisation, including supporting his colleagues to improve their English language proficiency and research skills. **Ms Yenny Rahmawati**, who undertook a Master of Education at Monash University from 2009 to 2010, is the English language coordinator at Universitas Islam Negeri (UIN) Syarif Hidayatullah. She gained the confidence from studying in Australia to give seminars to colleagues from Teaching English as a Foreign Language Indonesia<sup>2</sup>.

##### **Research capability**

Ms Rahmawati actively applies for research grants and last year completed research in test development. Like Dr Fadliadi, Ms Rahmawati writes academic papers and shares her knowledge with colleagues to help them progress in their careers. Dr Ali Ghufon Mukti, the Director General of Resources for Science, Technology and Higher Education at the Ministry of Research, Technology, and Higher Education, concurred, that Australia Awards alumni return to Indonesia with high level research skills. He said that alumni contribute to his Ministry through their 'mastery of research methodology, analysing, writing, and presentations.'

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<sup>2</sup> An association for English teachers in Indonesia

## 4.4 Enabling factors

There were a number of factors or experiences that enabled alumni to develop the requisite skills, knowledge and networks to contribute to the achievement of partner-country development goals.

### 4.4.1. The value of transferrable skills gained on-award

While studying in Australia, alumni acquired transferrable skills such as leadership, written and verbal communication, problem solving and critical thinking. Alumni developed their confidence and ability to take initiative, which prepared them to return to environments where opportunities were not necessarily linear or progressive. English language competence clearly afforded alumni greater opportunities, such as promotion, and invitations to events to build networks with foreign schools and universities. Skills and examples are outlined below.

#### Leadership and management

Four alumni gained leadership and management skills in Australia which helped them to manage teams, work collaboratively with others, and build networks.

**Mr Yos Sudarso Usman Putra** studied a Master of Education at Flinders University from 2006 to 2007 specialising in leadership and management. He credits his success in managing a large team as the Deputy Chief of Party for USAID's PRESTASI scholarship program to his overseas study. He said "[in my] current position as a deputy, I have a large responsibility, so I can implement the knowledge [gained in Australia], especially related to leadership and management skills." In particular, Mr Usman Putra expressed interest in transformational leadership theory. He learned about this theory during his studies in Australia and sees it as relevant to his role.

#### Confidence

All alumni felt that study in Australia had built their confidence to accept – or refuse – opportunities, and to accept public speaking roles. Ms Rahmawati developed the self-confidence to give research presentations and seminars. Dr Fadliadi said that experience speaking at conferences in Australia eased his transition into the role of teacher trainer. Three alumni said they were more confident to refuse work allocations from supervisors when inappropriate or beyond their skill set or expertise area. They reported that this assertive workplace behaviour was uncommon in Indonesia.

#### Initiative

Alumni said they were more likely to take initiative in their workplaces, as a result of studying in Australia. In Australia, Ms Muchtar had to initiate discussions with classmates and lecturers and seek resources without assistance. This taught her to rely on herself and not 'depend on someone else for learning... to take the initiative'. She is now a highly respected teacher and teacher trainer in Aceh.

#### Critical thinking

Three alumni highlighted the importance of the analytical and critical thinking skills they gained on-award. Mr Ferry Putra is an active contributor to the Ministry of Education and Culture's bulletin, where he writes critically on education issues.

More broadly, alumni are applying their skills in this area to make evidence-based contributions to important national debates. As the Australia Awards Indonesia's Program Director, Mr Dan Hunt, describes:

But what we do see is our alumni voices being heard in the public sphere articulating educated evidence-based academic contributions to the debate. And that is what they've learned to do in Australia. They have learned to take an issue and analyse it, look at [it] all and come to an opinion and express that opinion. They might not end up supporting Australia's view but they're taking the emotion out the debate, they're taking the heat out of it, they're taking the nationalism out of it, and they're just saying, "Let's just look at the facts and discuss the issue and let's just have a conversation about it."

During the interviews with alumni, alumni generally placed greater emphasis on the value on transferable skills, rather than course content. However, the value of course content and its applicability to enabling alumni to make contributions to the education sector should not be understated.

#### English language skills

Three Case Study alumni identified both English language skills and teaching methodology as critical to enhancing the quality of their work as English language trainers post-award. Their improved English language proficiency upon return to Indonesia was recognised by colleagues.

#### 4.4.2. Alternative world views and perspectives through immersion in Australian society and institutions

When alumni live in Australia and are immersed within its society and institutions, their perspectives and world views are transformed.

Four alumni noted that study in Australia broadened their perspectives and brought new insights which they try to adapt to the Indonesian context and inject into discussions with colleagues and supervisors. Ms Ferianty provided a detailed account of how studying in Australia and living as a minority profoundly transformed her views on the importance of religious tolerance, diversity and inclusion. She now promotes these values in her role as a senior manager at UGM. She noted that she would not have had the experience of being a minority if she didn't study in Australia – 'the experience living there is the most important thing. It's changed me a lot.'

Ms Ferianty described how the culture of 'speaking up' in Australia has influenced how she approaches requests. Dr Fadliadi concurred, noting that in Australia 'he saw that students speak very openly to their lecturer' and that it was common for classmates to debate and disagree with the lecturer. To an extent, both have applied this within their professional contexts, noting that this approach to communication is uncommon in Indonesian universities and workplaces.

Immersion within the Australian education system was particularly valuable to alumni who were teachers in Indonesia. Alumni who are teachers not only learned content, they observed and reflected on how they were taught in Australia, and how they could apply this when they returned. These metacognitive outcomes are unique to education sector Case Studies, and Case Studies including academic staff. Related findings can be found in the Case

Studies for Fiji and Sri Lanka. Alumni were motivated to make changes to pedagogy, assessment, and teacher-student power distance relationships based on what they experienced as students in Australia.

#### **4.4.3. Australian graduates are recognised and respected in Indonesia, affording alumni acknowledgement and increased opportunities**

Now that the Government of Indonesia self-funds a large number of overseas scholarships, it could be expected that there is less prestige afforded to Australian degrees. However, this does not seem to be the case. All alumni described Australian degrees as internationally respected and recognised and important to their career progress. All alumni were successful in gaining promotions and given increased levels of responsibility. Ms Muchtar was promoted from teacher to teacher trainer post-award, and given additional responsibilities associated with syllabus design. Ms Rahmawati was promoted from assistant teacher to English Language Coordinator at UIN:

I went back to my department at the English Education Department. Before that, I was an assistant for teaching, but when I graduated and went back to my department, they gave me a full class to teach. I again also joined the research here because I'd got my Masters degree so they trust me more than before.

Four alumni noted that there were other Australian alumni in their workplaces. Ms Rahmawati is one of five staff members from the education faculty that have studied in Australia.

In addition to the respect afforded to the Australian degree, employer support was critical during the application stage and facilitated the application of skills and knowledge post-award. This signals the value employers placed on Australian degrees.

Two alumni described the value of employer permission to study abroad while their positions were retained. Ms Ferianty was the first non-teaching staff member given permission by her university to study abroad without having to resign, which has paved the way for other non-teaching staff to apply. Mr Fudiyartanto was grateful that his university counted time spent studying abroad as time served, which is important for promotion.

After returning to Indonesia, Mr Fudiyartanto was promoted to head of the English Department at Sunan Kalijaga State Islamic University, and supported to advocate for the establishment of a central English program. He attributes part of his success to having a supervisor who had a similar world view, due to overseas study experience:

Fortunately my supervisor at that time was a graduate from Canada, so he knows that kind of education, and I think what I proposed, he knows that one, and he approved my proposal. We have a special program for English, different from the formal core courses. He put some money in for that one. I can hire alumni.

## 4.5 Challenging factors

Many alumni have faced challenges when trying to apply their skills and knowledge to contribute to achieving partner-country development goals and progress their careers.

### 4.5.1. Resistance to change in the workplace

Alumni and key stakeholders described resistance to change in the workplace, which hindered the implementation of new ideas or initiatives post-award. As Mr Usman Putra notes:

The alumni, when they've got the knowledge, they really have a burning desire to implement all their knowledge. But again, it's the environment surrounding them or their supervisors which really affects whether the alumni can make a change or not, whether it's going to encourage or discourage them.

Alumni suggested several factors which contributed to a resistance to change. These included rules and norms in public sector bureaucracies, and the absence of supervisors and peers who have been education abroad.

A senior staff member at the Australian Embassy in Jakarta described how promotion systems vary from ministry to ministry. Accordingly, alumni faced barriers to career progression in public sector bureaucracies:

You've got champions in some places where people with talent will be selected and will have the opportunity to rise relatively quickly, but for the most part, the bureaucracy in Indonesia is very bureaucratic and based on longevity rather than merit.

Mr Usman Putra and Mr Ferry Putra concurred. For Mr Ferry Putra and his colleague – also an Australia Awards alumni – Indonesian workplace culture has limited his career progression as well as his ability to take initiative, noting 'we have to do the thing that has been specified by our supervisor'; trying something different cannot be done 'because this is the mandate'.

Mr Michael Bracher, the Australia Awards Indonesia On-Award Adviser notes that emotional intelligence is important for alumni when navigating difficult workplace cultures – 'it takes a fair degree of skill to be able to park the agenda a little bit and just chip away at it very slowly.'

However, three alumni working in the university sector, even though in public universities, have not faced this problem suggesting that university culture supports greater autonomy for alumni to apply their skills and knowledge. For example, Ms Tiarini notes 'as a teacher, as a lecturer, I feel that I have authority... to develop and create the curriculum for my students.'

All Case Study alumni had colleagues who had studied abroad. An earlier review of scholarships and training found that large numbers of graduates in a target organisation - in and of itself - are not a sufficient catalyst for organisational change in the Indonesian context. Nevertheless, sharing different insights and views with colleagues who have also studied abroad was highlighted by three alumni as valuable. Ms Rahmawati has five colleagues who have studied in Australia. She describes the benefits of having this informal network:

We always have the same ideas because we have the same backgrounds, with an English major in Australia, and having the same background as well, and in Australia makes it easier.

Accordingly, benefits of this support network might be subtler than catalytic organisational change. Alumni's workplace support networks appear to bolster perseverance in the face of organisational resistance.

#### **4.5.2. Employer pressure and expectations**

The flipside to the recognition and respect afforded to Australian degree holders is sometimes undue pressure is placed on alumni to work on tasks outside their areas of expertise. Two alumni shared their experiences. Dr Fadliadi described:

Because they think that having a PhD, especially from overseas, you are an expert. You have to know everything. That's where the discomfort comes from... and they expect you to be able to do this and that.

Ms Tiarini concurred:

Sometimes I felt that they expected too much of me and viewed me as someone that is so capable doing almost everything. That's good to some extent, but not in other extents.

This risk is important to continue monitoring, as alumni's ability to effectively contribute is in part dependent whether they work in areas and on tasks aligned to their skills and knowledge.

#### **4.5.3. Limited resources and supporting infrastructure**

Alumni's ability to apply their skills and knowledge and extend their professional networks can be hindered by the limited resources available to them. Ms Muchtar noted that she is not able to implement some of the approaches she learnt in Australia. For example, limited internet access places restrictions on the readings she can assign her students.

Budget constraints make it difficult for Ms Rahmawati and her colleagues at her university to attend overseas conferences. Accordingly, opportunities for academic staff to expand their knowledge, present research, and extend their professional networks, are limited. In response, faculty administrators often advise staff to attend conferences in Indonesia. Work in the knowledge sector shows Indonesia has relied heavily on others for its research and analysis requirements rather than Indonesian based institutions or experts. From 2000 to 2005, Indonesia's total number of publications was about one quarter of Thailand's output and one-tenth of Singapore's. Understanding and addressing these challenges are important when considering Indonesia's ambition to move toward a knowledge economy.



## 5. Economic and Public Diplomacy Outcomes

### Summary findings

Alumni provided numerous examples of cooperation and partnerships between Australia and Indonesia, which were developed as a result of skills or contacts forged in Australia. Links were established between universities, schools, academic staff, education bureaucracies, and professional learning organisations.

Examples included:

- using networking and communication skills to lead Australia-bound study programs and manage relationships with Australian institutions, education departments and schools
- joining Australian organisations, learning and teaching new skills, and acquiring new contacts
- forging valuable and long lasting connections with fellow Indonesian scholars which broadened professional networks
- remaining connected with Australian academic staff and supervisors
- facilitating Australian academic staff visits to Indonesia for workshops and conferences.

### Key enabling factors

Factors that enabled alumni to develop, maintain, or broaden networks and partnerships with Australia and Australians were:

- the Australia Awards in Indonesia On-Award Enrichment program, which is showing early signs of fostering strong interest and skills in bilateral cooperation
- institutions that link scholars with opportunities to network in Australia
- the Australian Embassy in Jakarta and its consulates, who are supporting bilateral cooperation with resources and personnel.

### Key challenging factors

Factors that challenged alumni in developing, maintaining, or broadening networks and partnerships with Australia and Australians were:

- lack of opportunities or connections for purposeful engagement, despite strong interest
- uncertainty around the network of alumni support organisations and services
- limited opportunity to connect with Australians while on-award



- the type of award, which can determine ability to forge professional connections
- the limited availability of work placements and internship opportunities for overseas students
- lack of focussed selection criterion concerning applicant's networking ability.

Evidence presented in this chapter suggest that **Australia Awards long-term Outcome 2 and Outcome 3 have been achieved**, however alumni described numerous opportunities and ideas for further cooperation and partnerships.

## 5.1 Introduction

This chapter describes how alumni have contributed to Australia Awards long-term Outcome 2 'cooperation between Australia and Indonesia', and to Australia Awards long-term Outcome 3 'establish effective, mutually advantageous partnerships between institutions and/or businesses in Indonesia and institutions and/or businesses in Australia'. Data were coded against these two long-term outcomes of the Australia Awards.

The M&E Framework describes activities under these outcomes as facilitating business or trade links, participating in international or regional bodies, or advocating for aspects of the relationship (for example, promoting study in Australia).

Australia Awards fellowships are specifically intended to support connections between governments, businesses, and non-governmental organisations (NGOs) in partner countries and Australia. This is due to their 'tailored approach to skills development' (DFAT, 2016) which may include opportunities to network, or undertake internships or work placements.

One of the implied on-award activities underpinning achievement of Australia Awards long-term Outcomes 2 and 3 is that scholars get the opportunity to make contact with Australian organisations while studying in Australia. This chapter explores this and other assumptions and describes the achievements of alumni in contributing to Australia Awards long-term Outcomes 2 and 3.

## 5.2 Background

Alumni interviewed demonstrated strong interest in bilateral collaboration. Many remained in contact with Australian academics and invited them to visit Indonesia and participate in workshops and conferences. Relationships with Indonesians and the Indonesian community and student organisations were strong and retained post return. Connection points with Australia were many and varied, and while in some cases alumni were not involved in establishing links, they were often recruited to maintain or manage relationships.

The context for alumni engagement to support bilateral cooperation in Indonesia is devolved and dispersed by region, institution, and type of study. All alumni interviewed had some involvement in Australian alumni activities or events. These included membership of groups organised via social media, institutions, or IKAMA

chapters (Ikatan Alumni Mahasiswa Australia). A number of alumni interviewed were members of the Flinders University alumni association chapters in their respective cities, including Mr Fudiyartanto, Dr Fadliadi, and Ms Muchtar. As Dr Fadliadi describes:

I am part of the South Australian Association here in Banda Aceh and also the Australian Alumni Association in Banda Aceh. We have groups for all alumni from the all the universities from Australia. One is specific for South Australia and one is for Australia in general.

There is no centrally run Australia Awards alumni association in Indonesia. IKAMA, and its various chapters, occupies this role.

This diffusion of organisations presents a challenge for the Australian Government, and perhaps Australian businesses, in broadcasting or locating opportunities and information concerning Australian alumni via a central conduit. The Australian Embassy in Jakarta and its consulates, who are supporting bilateral cooperation with resources and personnel, are actively trialling a range of strategies to improve alumni engagement. In December 2015, the Australian Embassy launched the Alumni Enhanced Engagement Strategy 2016-2020 to strengthen the role that Australian alumni play in supporting the Australia-Indonesia relationship. Several initiatives have been developed to improve alumni engagement.

Since 2016, more than 5,000 alumni have been added to the Global Alumni database. Australia Awards Indonesia's Senior Manager, Alumni and Communication, Ms Wahyu Kusumaningtias, and her team, play a vital role in staying informed about the many thousands of alumni and their progress and achievements since returning home.

Two key initiatives to improve alumni engagement are the Alumni Grants Scheme and the On-Award Enrichment program. The Alumni Grants Scheme aims to strengthen Australia-Indonesia links and encourage alumni to pursue change in their field, organisation or community. Since its introduction in 2017, 69 projects have received funding of up to USD \$15,000 per project. An internal review of the Alumni Enhanced Engagement Strategy (DFAT, 2017b) found about 40 per cent of grantees have leveraged their grants to establish or strengthen links with Australians. For example, one grant was used to transfer Australian methods for English-language teaching to 50 Indonesian teachers in Lombok.

The Australia Awards in Indonesia On-Award Enrichment program, which was formally established in 2016, facilitates professional and personal links between Indonesian Australia Awards scholars and Australians and Australian organisations.

Other initiatives include an improved communications platform via social media, professional development activities, and a renewed focus on alumni events. The internal review found the initiatives have been helpful in promoting cooperation between Australia and Indonesia.

## 5.3 Examples of bilateral collaboration and institutional links

### 5.3.1. Alumni are forging and managing bilateral partnerships and relationships

Mr Ferry Putra described one ongoing partnership, between the Government of Indonesia Ministry of Education and Culture (MoEC) and three Australian organisations; the Victorian Department of Education, the Victorian Institute of Teaching, and Williamstown North Primary School. Mr Ferry Putra led a delegation from Indonesia to visit these institutions as part of a study program. These connections are ongoing and utilised as Ministry training needs arise. These relationships were initiated by Mr Ferry Putra and his colleagues post return to Indonesia without assistance from the Australian Government.

**Ms Novita Ade Ferianty** described her institution, Universitas Gadjah Mada 's (UGM) partnership agreements with the University of Melbourne and University of Queensland, which were initiated by the relevant faculties. Ms Ferianty is regularly recruited to assist with relationship management and communication between the institutions. She uses her experience of Australia to understand and meet partners' and students' needs, noting:

when I studied at Monash, I got to know the academic administrator there. So when I communicate with UQ I can imagine her situation, her role...I can then communicate to my students who wish to go [to Australia] what it is like...the academic atmosphere.

These experiences of alumni reflect findings of the internal review of Indonesia's Alumni Strategy – that 61 per cent of long-term award alumni work for Indonesian organisations that have professional partnerships with Australian organisations, and that about half of all alumni are involved in maintaining these collaborations.

### 5.3.2. Networking fostered new skills that complemented academic learning

Professional networking enhanced Ms Muchtar's knowledge and skills in teaching English in Indonesia. She joined INTAN, the Indonesian Teachers' Association in South Australia, in her second year of her Master of Arts (TESOL). The INTAN comprised of Australian Languages Other Than English (LOTE) teachers who specialised in Indonesian language teaching and learning. Ms Muchtar stated that she gained benefits from this association as she was also a foreign language teacher in Indonesia as an English teacher, and 'the techniques and strategies are the same.' Ms Muchtar's membership of INTAN was mutually beneficial to both parties. Ms Muchtar had the opportunity to visit Australian schools and teach Indonesian, and the association benefited in that Ms Muchtar was able to share her knowledge and skills as an invited speaker to INTAN workshops. She said 'it was just like when we invited Australians or people from overseas to be a speaker in our workshops.'

This example affirms that connecting Australia Awards scholars with professional bodies has a range of benefits beyond those to the scholars alone; both parties might gain skills and knowledge, and the act appears symbolic and demonstrates that the relationship is of equal value to participants. Further, Ms Muchtar described one of the greatest benefits of the Australia Awards as access to

networking opportunities. These enabled her to develop her leadership, networking interpersonal, and intercultural communication skills.

#### **5.3.3. Alumni forged valuable and long lasting connections with other Indonesians on-award**

Dr Fadliadi stated that building networks and friendships were a substantive benefit of the Australia Awards as he made many new friends on-award; from Indonesia, other countries, and Australia. Dr Fadliadi has leveraged his Indonesian contacts made in Australia to positive effect as an instructor with MoRA. He described how he now has ‘friends across Indonesia, from Saban to Papua’ that he can draw upon. Dr Fadliadi credited his institution and in particular PPIA (Perhimpunan Pelajar Indonesia di Australia – The Indonesian Students’ Association) within Flinders for facilitating these new connections.

Mr Ferry Putra had a similar experience forging strong relationships with the Indonesian community in Melbourne via the Westall Mosque. He stated that through the Mosque he met many Indonesians, participated in many activities including family gatherings and day trips. Mr Ferry Putra described these relationships as long lasting and remaining intact today. Mr Usman Putra is similarly well connected with Indonesian alumni of Australian institutions. His manager, Mr Randall Martin of USAID observed that the bonds Australia Awards alumni have, through studying in the same city or university, are strong and useful in quickly establishing trust and rapport, particularly in regional contexts.

#### **5.3.4. Most alumni remain connected with Australian academic staff and supervisors**

Most alumni interviewed have maintained connections with academic staff from their Australian institution. Dr Fadliadi maintains contact with his supervisors and seeks their feedback prior to publishing papers he has written. He stated during his time at Flinders University, their feedback and support was vital for him to stay focused on and motivated and positive about his study goals. Mr Fudiyartanto also maintains a strong relationship with his supervisor and her family, which was fortified through a coursework project Mr Fudiyartanto completed at the end of his Master Degree.

#### **5.3.5. Australian academic staff visits to Indonesia for conferences and seminars were the most common form of bilateral cooperation**

Mr Fudiyartanto described inviting a number of Australian academics from three different Australian institutions to his university in Indonesia to share knowledge about education, and also Islamic values, which differ between the two countries. He facilitated these connections by approaching the Australia-based professional contacts he had and asking those people for recommendations for others to approach. Ms Tianini facilitated two conference-related visits to Indonesia for her supervisor. The first visit was to Ms Tianini’s university where her supervisor delivered a key note presentation and conducted a workshop with her colleagues and students. The second visit was for another international conference at a university in Surakarta.

Through her networks, Ms Muchtar discovered that one of her lecturers from Flinders University was in Indonesia presenting at another university, so she

invited her to come to Ms Muchtar's school and participate in an English teachers' professional learning workshop. Ms Yenny Rahmawati invited her lecturer from Monash University to visit her university to present on second language acquisition and is considering how to establish a Memorandum of Understanding between Monash University and her institution.

This level of traffic presents an opportunity and a challenge for the Governments of Australia and Indonesia. The Australia Awards alumni interviewed are clearly maintaining contact with professional networks forged in Australia, and seeking purposeful opportunities to reconnect. This was acknowledged by Mr Hunt, who confirmed that 'many, many guest lecturers are coming out from Australia' and this is often 'part of the universities' own alumni engagement activities'. Ms Fleur Davies concurred; she said 'when we can get Australian academics who are the best in their field to visit, I think there's some real opportunities.' However, the visits described above were clearly initiated by Australia Awards alumni themselves, and align with the long-term outcomes of the Australia Awards. Two things remained unclear – the extent to which Australian institutions are reciprocating invitations to attend conferences and visit Australia, and the level of resources being provided by either or both Governments to convert these academic exchanges into medium or longer term partnerships.

## 5.4 Enabling factors

A number of factors enabled alumni to foster links and collaborate with Australia and Australians.

### 5.4.1. The Australia Awards in Indonesia On-Award Enrichment program is fostering the intention for stronger bilateral collaboration

Mr Michael Bracher, interviewed as part of this Case Study, is the Manager of the Australia Awards in Indonesia On-Award Enrichment program. Mr Bracher described the program as designed to facilitate professional and personal links between Indonesian Australia Awards scholars and Australians and Australian organisations. It achieves this through a range of activities including community participation, work integrated learning, internships, speaker events, and visits to industry organisations. It also provides mentors, which are mostly sourced from the Australian Government, who are matched with scholars. Currently, around 50 per cent of mentor relationships are self-sustaining.

Mr Hunt described how the On-Award Enrichment program pushes students out of their 'campus bubble', where scholars' sole focus is on their study and interaction is limited to other Indonesians students, to offer them a broad networking experience. Further, they visit industry bodies and gain insight into the practical application of skills and knowledge. Around 700 scholars have participated in the program so far, which constitutes around half of the cohort.

Mr Bracher stated that it was too early to measure whether networks and links developed on-award are maintained post return, as the On-Award Enrichment program was only established in 2016. However, questionnaires administered to all Indonesian Australia Awards scholars revealed that those who participated in the On-Award Enrichment program expressed greater intention to maintain contact

with Australian networks than those who did not participate in this program. These initial results are clearly worth monitoring in the future to determine whether intention becomes action.

Mr Joko Tulodo, from the Australia Awards Program Coordination Committee, stated that the On-Award Enrichment program was creating opportunities for alumni and Australian institutions to foster new links and gain new perspectives. He cited an example of an ongoing link between Australia and the Ministry of Maritime and Fisheries.

#### **5.4.2. Universities can link scholars with networking and professional development opportunities, but scholars must have the requisite skills to participate**

As described above, Ms Muchtar joined the Indonesian Teachers Association which afforded her new skills, networks and experiences. She learned about the INTAN through Flinders University, who are connected to the INTAN and have a 40 year history of offering Indonesian studies. Her institution emailed all students about the INTAN and other associations and opportunities to meet and connect with others. This linking role played by Flinders University was ultimately valuable to Ms Muchtar, but alumni must also play a part in joining or engaging with these opportunities for any benefits to be accrued. Selection processes are therefore important; forging new networks requires individual motivation and interpersonal skills. The Australia Awards in Indonesia have clearly been successful in recruiting scholars with these characteristics.

#### **5.4.3. The Australian Embassy in Jakarta, its three consulates, and key alumni, play a crucial role to facilitate bilateral cooperation**

Australia Awards alumni are widely dispersed across Indonesia. The Australian diplomatic mission and three consulates in the region offer cyclical engagement activities focused on connecting alumni with Australian institutions. Mr Hunt reported that alumni engagement was high in Indonesia and that most alumni want to maintain links, rather than feel obliged to, as they see the value in doing so.

Ms Sitti Sahraeny, the General Secretary of IKAMA Sulawesi Selatan, Makassar described the support of the Consul General and Australian Consulate in Makassar as invaluable, in developing a program of activities, providing speakers and experts from Australia, and supporting teachers and students and providing equipment and resources to schools in South Sulawesi. IKAMA Makassar was described as one of the most active Australia Awards alumni associations. The Australian Embassy manages an active and well utilised LinkedIn group that shares information about events, opportunities and jobs with alumni. However, DFAT noted that investing in fostering people-to-people links and bilateral cooperation requires effort and funding, to both build the infrastructure and maintain the services and outcomes. To both extend and develop alumni resources DFAT draw upon alumni, including those based in the regions, as mediators, Australia Awards Ambassadors, and facilitators supporting circles of influence where needed.

## 5.5 Challenging factors

A number of factors challenged alumni in fostering links and collaborating with Australia and Australians.

### 5.5.1. Interest in bilateral cooperation is strong, but engagement must be purposeful and mutually beneficial

Almost all alumni expressed interest in cooperation with Australia. However, most expressed the need for a purpose to underpin ongoing connectivity. Ms Muchtar described her membership of INTAN as valuable during her time in Australia. However, she has not maintained it due to the membership fees, which are increasing each year. Ms Ferianty stated that few of the friendships developed on-award have been long lasting because there is no purpose to staying in touch. She stated that she gets regular emails from Australia Awards but not from Monash alumni. Mr Usman Putra concurred that there is little reason to stay in contact and that while he receives emails from Flinders University, most engagement activities are organised by the Australia Awards (in Jakarta).

A number of alumni expressed the desire for collaborative bilateral research and partnerships in education. Ms Rahmawati proposed that research grants for education would be valuable to her and that social science research is underfunded, compared with scientific research.<sup>3</sup> Ms Sahraeny agrees, that purposeful research collaboration should be encouraged between the two countries. She also believes that sister school partnerships could support educational development in Makassar. She said 'Australia is much more advanced in education and technology; by having more collaboration we Indonesians can learn more from Australia and Australians can learn something unique from Indonesia.' Mr Fudiyartanto is also seeking collaborative partnerships with an Australian education research centre. He said:

'The University I work for comes under the Ministry of Religious Affairs. They have a special budget for collaborative research. Some of my colleagues ask for my help with contacts in Australian universities. The idea of having collaborative research is to improve the quality, especially if we want to publish in an international journal we need a good reviewer, and also do more literature reviews [with Australia] where they have access to the libraries and resources. It's a big budget and it's renewed every year.'

Making time to foster partnerships, however is a challenge. Ms Sahraeny said that encouraging alumni participation in IKAMA Makassar is one of its biggest challenges. While most have the desire and interest, finding time is difficult due to alumni's busy schedules. Most members of IKAMA Makassar are scholarship alumni. They do not charge membership fees. They receive some support from the consulate, and provide their own resources where possible.

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<sup>3</sup> Dr Ali Ghufon Mukti, Director General of Resources for Science, Technology and Higher Education, Ministry of Research, Technology, and Higher Education, described an ongoing research collaboration between the University of Melbourne and Universitas Gadjah Mada, Yogyakarta, to introduce the Wolbachia bacteria into mosquitos in Indonesia to control the spread of dengue fever.



### **5.5.2. The network of Australian alumni associations in Indonesia is complex and fragmented**

Some alumni expressed uncertainty about the range of Australia Awards alumni associations and their services. Some described the need for new groups despite the presence of local chapters in their city of residence. This could indicate that alumni association services currently provided are not fully meeting alumni's needs, or that alumni are not informed about what is on offer.

Dr Fadliadi said a formal alumni association that provides professional assistance to alumni and disseminates information about job opportunities would be a valuable resource for new graduates. Ms Ferianty said that Australia Awards is the main source of contact from Australia, but that there is a need for a Monash University alumni chapter in Yogyakarta due to the numbers alone. Ms Tiarini suggested that groups formed around a problem or with a development focus would be beneficial. She said a 'gathering to share and exchange ideas about how to improve the education system in Indonesia, to solve problems or conflict, would be a good idea, given I work in education so there must be something I can do about it.'

Ms Rahmawati stated that a WhatsApp group, developed for staff at UIN (her university) to support staff and share information related to Australia was useful. She said that membership of the Alumni Reference Group was valuable in keeping informed about professors visiting Indonesia from Australia and providing a range of other information. However, Ms Rahmawati was unsure about what other services and organisations existed in Indonesia, regionally or centrally, to support alumni.

Mr Usman Putra described IKAMA Aceh as 'his' alumni association in his home town of Banda Aceh, but was uncertain about the support and services provided in Jakarta, where he now resides. He said 'since working in Jakarta, I do not receive the latest information about IKAMA.' He advised that USAID has established ALPHA-I, an independent organisation comprising USAID scholarship alumni with the expectation that it will run independently and sustainably in the future.

Mr Usman Putra held that ALPHA-I has a sectoral focus and plans to support the Indonesian Government as a think tank in the future. He believed that Australia Awards should consider something similar, particularly given the size and geographic spread of Australia Awards alumni.

As it was beyond the remit of this research to chart or audit Australian university alumni associations operating in Indonesia, researchers could not verify whether services described as valuable by alumni were actually provided and by whom.

### **5.5.3. Whilst networks with fellow Indonesians fostered in Australia have proved valuable for alumni, opportunities to connect with Australians were limited**

There are numerous, well established Indonesian community, religious, professional, and student networks operating in Australia, including PPIA, INTAN, and the various chapters of the Australian Indonesian Association (AIA). This is due to both the size of the Indonesian/student community and the duration and strength of the bilateral relationship, formalised in 1949. As described above, Mr



Ferry Putra joined the Westall Mosque Indonesian Muslim Community of Victoria and met many Indonesians via this community. Alumni reported being well supported by these groups either prior to departure and or during their time in Australia. It appears that these organisations fulfilled the necessity for social and community networks, which are vital to successfully adapt to a new country and culture. However, the trade-off was alumni had little experience connecting with Australian communities while studying in Australia.

The findings from campus life are consistent. Mr Fudiyartanto said that his classes comprised mostly students from Africa, the Middle East, China, Vietnam and Indonesia, so he 'didn't experience the atmosphere of having conversations with Australians at that time.' Ms Tiarini agreed, that there was a high proportion of international students compared with domestic students when she studied in Australia. She said that her ongoing contact is with Indonesians that she met in Australia. Mr Bracher concurred saying that data collected over many years consistently revealed that Indonesian studying in Australia most frequently connect with these groups in the following order: other Indonesian students, other international students, and lastly, Australians. He stated that this is not surprising as international scholars shared experiences of mobilising to Australia and managing issues such as stipends, housing, and childcare gives them topics to immediately connect on. The On-Award Enrichment program is seeking to redress this imbalance and provide support for Indonesian scholars who wish to connect with Australian businesses, organisations and people.

#### **5.5.4. Research degrees offered more relationship building opportunities than coursework degrees**

Two alumni described how research degrees are more likely to involve the opportunity to build longer lasting professional relationships with Australian academics. Ms Ferianty said that her Masters by course work included writing only short papers did not include the opportunity to formally make contact with supervisors. Ms Tiarini stated that her Masters degree in Australia largely involved upgrading her knowledge and skills as an educator rather than developing professional networks. She said that for the first two semesters she did not have a supervisor, only a coordinator who provided advice on course choices. In contrast, in the United States, where she is currently undertaking her Doctorate degree, Ms Tiarini described how all graduate students are allocated an advisor, which supports the development of a professional network.

Ms Tiarini said that research degrees in particular afford students closer relationships with supervisors and ability to access and develop professional networks. However this is dependent on the supervisor and their availability and interest in doing so.

#### **5.5.5. Availability of work placements and internships is limited to overseas students.**

Alumni who reported working in Australia described learning about Australian workplaces and to a limited extent, making and retaining contact with Australians. However, alumni interviewed as part of this Case Study worked in part time roles in the hospitality sector to earn money to supplement their stipend support themselves or their families, not to forge professional networks. To achieve the

latter objective, alumni said that an internship or work integrated learning opportunity would be useful. This suggestion has been posed by alumni interviewed in numerous Case Studies, including Mongolia and Nepal. Mr Bracher highlighted some of the challenges in realising this proposal. First, he said that institutions need to be aware of and support scholars to locate these opportunities. In many cases, they are not resourced or able to do so. Second, international students are competing with domestic students for internship opportunities. The value proposition for international students is not as high, given they will not be available for work opportunities after they complete their degree. Third, some workplaces will not accept international students for confidentiality and security reasons. Mr Bracher inferred that quality workplace internships could address many of the challenges to achieving the cooperation and partnerships-related long-term outcomes of the Australia Awards. However, first the culture of and processes around accepting international students for work integrated learning and internships had to change.

#### **5.5.6. Australia Awards selection processes do not identify applicants with the 'x' factor build and maintain bilateral links**

Australia Awards has been successful, in many instances, in selecting scholars who happen to have the drive and interpersonal skills to forge networks with Australians and Australian organisations. However, to systematically and consistently achieve this goal, it was suggested that screening for these qualities occur during selection processes. Mr Bracher said that this could occur through a preliminary application step that assists to identify which applicants will form significant links in Australia. Mr Bracher acknowledged that this is not necessarily easy, but indicated that if the Australia Awards in Indonesia program reviewed the successful cases of active collaboration they could find commonalities that could be built into selection criteria.

## 6. Views about Australia and Australian Expertise

### Summary findings

For alumni to foster positive views of Australia and Australian expertise, they must have a positive experience of life in Australia and complete good quality relevant education in Australia.

Alumni interviewed held overwhelmingly positive views of Australia, Australians and Australian expertise. In some cases alumni had held negative opinions of Australia prior to departure, which were overturned through welcoming and supportive interactions with Australian organisations and people.

Key examples of positive views of Australia and their contexts were:

- work experience on-award can foster appreciation of Australian values
- informed contribution to public debate about Australia and Indonesia
- appreciation for the supportive environment at Flinders University
- generous support for scholar's families, who in turn develop positive views about Australia
- high regard for Australian degrees and graduates, leading to further opportunities
- high regard for Australia Awards, as the 'scholarship of choice'.

In summary, the evidence provided demonstrates that the **Australia Awards long-term Outcome 4, that 'Alumni view Australia, Australians, and Australian expertise positively', has been achieved.**

### 6.1 Introduction

Alumni views of Australia, Australians and Australian expertise has been identified as an area of change sought through the Australia Awards (DFAT, 2016). The theory of change that underpins the Australia Awards is that undertaking an Australian scholarship will result in outputs that include:

- alumni and their families have a positive experience of life in Australia
- alumni complete good quality, relevant education, training, other professional development and research activities.

It is assumed that these factors will translate to the long-term outcome of alumni viewing Australia, Australians and Australian expertise positively. This outcome, in tandem with those on skills, networks, cooperation and partnerships, will contribute to the goal of the Australia Awards that partner countries progress their

development goals and have positive relationships with Australia that advance mutual interests (DFAT, 2016).

This chapter includes evidence of Indonesian Australia Awards alumni's views about Australians and Australian expertise based on their experiences in Australia and at Australian institutions and how these views have been enacted since returning to Indonesia.

## 6.2 Background

The Australia-Indonesia bilateral relationship is characterised by its complexity, duration, importance to both countries, and by our differences. A previous Minister once said 'No two neighbours anywhere in the world are as comprehensively unlike as Australia and Indonesia' (Springer, 2018). Despite this, a mainstay that has fostered mutual understanding and enduring friendships between Australians and Indonesians is the Australia Awards and its predecessor programs, which date back to the Colombo Plan of the 1950s. The Australia Awards in Indonesia estimated that there are around 12,000 Australian Government funded scholarship alumni in Indonesia.

Australia's role in the scholarships landscape has shifted over time. Where once Australia played a key role providing Indonesia with high quality specialist human resource training in Australia, we are currently one of many players. The Government of Indonesia now funds a much larger number of international scholarships than Australia. In this context, engagement with Australia Awards alumni has risen in importance. Bilateral cooperation, partnerships, and positive views of Australia and Australian expertise, are central to this revised focus. Australia Awards Indonesia Program Director Mr Hunt said:

the importance of the connection to Australia through these people who have studied there, who have this enduring link to Australia, who have positive views about Australia and who can be drawn upon as part of Australia's diplomatic mission here' now underpins the program rationale.

## 6.3 Examples of positive views and their contexts

### 6.3.1. Work experience on-award can foster appreciation of Australian values

Work experience on-award can extend scholar learning about Australia and Australians beyond the classroom, challenging perceptions and changing behaviour. Three alumni interviewed had the opportunity to undertake paid work on campus while studying in Australia. All three described the value of this experience in gaining insights into Australian workplace culture and connecting with Australians. Mr Hunt stated that Indonesian scholars struggle to network beyond their community of fellow Indonesian students for a number of reasons, including lack of time due to the study workload. Work environments were described as places where scholars met and interacted with Australians and learned about Australian culture.

In one case, insights gained from the Australian workplace were described as profound. Ms Ferianty, who worked at the Monash University Club while studying

in Australia, explained how during Ramadan her Australian colleagues encouraged her to rest during lunchbreaks and demonstrated empathy and understanding toward her beliefs and practices. She expressed how it felt to be a 'minority [in Australia] but we were treated very nicely...by our supervisors, our friends, they supported us, even though we were different.' These experiences prompted Ms Ferianty to ask:

Why don't we do this here [in Indonesia]?...I know how it feels to be a minority when people treat you nicely...and I can imagine being a minority [in Australia] and not being treated properly. I work with about 200 staff in this University residence...and we accommodate almost 1000 students who stay in the dormitory. I try and influence the students who stay there, most of them are Muslim, but we also have students who are Christian, Buddhist or Hindu who also stay there. I always say we have to respect each person, not based on the religious beliefs we have. We treat each other as human, as normal, the way we want to be treated, not on the basis of their religious beliefs or background.

Ms Ferianty described how students' lack of interaction outside their own religious group was a growing problem in the university, as was religious intolerance in Indonesia more broadly.<sup>4</sup> Ms Ferianty seeks to counter this by encouraging tolerance in all her interactions. This undoubtedly important work could be overlooked by the Australia Awards given its transversal, cross cutting nature. It is also difficult to measure and quantify. Ms Ferianty gained and applied her knowledge and skills unconventionally; outside the classroom and beyond the traditional human resources development model of the scholarships modality. However her contribution is no less important and broadly aligns with the Australia Awards long-term Outcomes 1 and 4.

Mr Bracher affirmed the value of exposure to Australian workplaces through work integrated learning, internships, or site visits. Mr Bracher said these experiences broaden alumni's world views: 'when they go back to their home organisation and they are faced with a particular issue they realise that there is more than one way of looking at things'; as a result they may decide to try different approaches in their home organisation.

### **6.3.2. Alumni are supporting the bilateral relationship through informed dialogue**

As described above, the Australia-Indonesia bilateral relationship is long and complex. While Australia Awards alumni do not weigh into debates in defence of either nation, they have been 'heard in the public sphere articulating evidence-based viewpoints' using skills they have learned in Australia, according to Mr Hunt as described in Chapter 4. Alumni's contributions can shape perspectives on important bilateral issues.

### **6.3.3. Flinders University welcomes and supports Indonesian students**

Flinders University has an established reputation and history of supporting Indonesian students. Half of the alumni interviewed studied at Flinders University.

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<sup>4</sup> Jakarta's Governor was sentenced to two years imprisonment for blasphemy in May 2017. The trial was considered to be a measure of religious pluralism in Indonesia and the conviction sparked major protests.

The institution was well known for supporting Indonesian students, a view communicated by Indonesian Australia Awards alumni and others. The recently retired liaison officer from the Flinders University International Student Service Unit, Ms Elaine Kane, was praised specifically by two alumni for assisting them during their time in Australia. Ms Muchtar described her as ‘really supportive, accommodating us quite well, and helping us to adjust to the learning environment’. Dr Fadliadi described the PPIA specific to Flinders University as ‘different’ and ‘better’ than other PPIA organisations. He said ‘before we arrived they had already given us so much information; what to do, how to prepare, everything. When we arrived, they took us to the homestays, supported us until we found permanent accommodation. Then they supported us to adjust to academic life, and everything. It really attracted me to choose Flinders.’

Some alumni had negative expectations for their time in Australia, which were unmet. Dr Fadliadi was concerned that ‘as a Muslim and an Asian, people might not like [him].’ However, he found the opposite: ‘they treat you very, very well. It changed my perspective – [Australians] are very nice people and didn’t treat me differently because I am a Muslim.’ In fact, Dr Fadliadi felt welcomed by Flinders University. He said ‘they had a specific prayer room for Muslim men, and a prayer room for Muslim women, with 24 hour access’ and ‘we had no problem at all practicing our religious beliefs...they supported us. Every year we did the Idul Fitri prayer in the Plaza and that was no problem at all, it was great.’ Dr Fadliadi suggested that this was a selling point for Flinders University to attract Muslim students from Indonesia, as they knew they would be well supported, not just academically, but also for their culture and religious beliefs.

#### **6.3.4. Support for families to travel with scholars to Australia**

As found in previous Case Studies, alumni praised the Australia Awards for supporting families to travel with scholars to Australia. This extended positive views to spouses and children, who learned English and attended Australian schools. In most cases it was their first time living in another country. One alumnus, Mr Fudiyartanto praised Australian values and way of life:

I experienced a good community life...the way Australians treat people from different backgrounds, you respect people, you respect life. I learned this and I am glad my children learned this also. When they see something different from what they saw in Australia, they ask ‘why did they do that?’ They start questioning – I value that.

Ms Tiarini agreed that the benefits to her and her family were two of the three greatest benefits of the Australia Awards. She said ‘my family, my children, they experienced new things, different things, they learned things that do not exist in our country.’

#### **6.3.5. Australian degrees are highly regarded**

As described in Chapter 4, Australia Awards alumni are held in high esteem and accumulate opportunities as a result of their participation in the initiative. Dr Mukti, Director General of Resources for Science, Technology and Higher Education, Ministry of Research, Technology, and Higher Education, said that the Ministry recruits alumni from Australia, and has benefited from having Australia Awards alumni work there. According to Dr Mukti, they have built the capacity of the



Ministry and progressed their careers. Alumni aspire to strengthen relationships with Australian institutions to improve the quality of research publications in English.

Ms Tiarini said that when there is a requirement to go to Jakarta or a government task involving communicating with international delegates, she is usually the first nominated to represent her university. She attributed this to her qualification from Australia, her high level English skills, and her broader knowledge. Ms Rahmawati concurred, that 'being an Australian alumni, people will respect you more' and that it becomes part of your identity: 'people will see me as an Australian alumna, not as Yenny.' She described how she has more opportunities and responsibility now, as her manager trusts her as a graduate of an Australian institution. Further, Ms Rahmawati attributed her promotion to English Language Coordinator to her degree from Australia. She said 'the Head of the Language Centre had many choices for the role...at least four or five' and that her manager chose her because she had graduated from Australia.

#### **6.3.6. Australia Awards remains the 'scholarship of choice'**

Ms Tiarini said that the Australia Awards is far more generous than other scholarship programs. She praised the valuable pre-departure program comprising six weeks of English for academic purposes, conducted in Bali for Indonesian scholars, compared with only three days provided by the Fulbright scholarship program. She said 'Australia prepared us better, nurtured us' prior to departure. Mr Usman Putra selected his degree as he was able to specialise in educational leadership and management, which aligned with his undergraduate degree and career aspirations. He described his courses as relevant and applicable; while he learned a range of leadership styles, his lecturers cautioned students to observe the situation and culture before applying any approaches. Mr Usman Putra has taken forward this respect for the importance of context throughout his career.

Mr Hunt affirmed that of the scholarship options available to Indonesians, Australia Awards is the most attractive as it is the 'complete package...the rigorous selection, pre-departure training, on-award enrichment...these things are not available in other programs.' Mr Fadhil Baadila, Deputy Program Director, Australia Awards Indonesia, concurred, saying that Australia Awards scholars 'get full access...to us, to Australian universities, to Australian schools and workplaces.' Mr Joko Tulodo, Head of Sub-Division, Technical Cooperation for Pacific and Europe, State Secretariat, said that alumni report that the Australia Awards is the best managed of the scholarships programs. He said that the selection process for successful Australia Awards scholars has proven to be rigorous and successful, which can be seen from the near perfect degree completion rates.

As stated above, alumni appreciated the support of Australia Awards liaison officers (Student Contact Officers) in each university. Mr Usman Putra said that the 'liaison officers were very, very helpful to me, as I had never travelled abroad before. When I experienced some issues, I went directly to the liaison officer and they provided me with great support.' Ms Laura Ralph of DFAT agreed, that Student Contact Officers provide valuable in-Australia support, and universities generally staff these positions very well with people experienced and providing high quality pastoral support.

## 7. Impact of Australia Awards on Addressing Equity Issues

### Summary Findings

The Australia Awards in Indonesia are proactively applying principles of social inclusion across the scholarships cycle and programs. The Australia Awards in Indonesia Social Inclusion Strategy (2017) aligns their approach with Indonesian national and bilateral policy and program priorities shared with Australia. This has resulted in a number of activities supporting access to the scholarships for women, people with disability, and people from the disadvantaged Geographic Focus Areas (GFAs).

The Australia Awards has achieved gender parity in scholarships awarded since 2014, and are supporting 10 awardees with disability this year. The English Language Training Assistance (ELTA) program to improve access for potential applicants from the GFAs has proven to be effective with a cost-neutral outcome.

However, the impact of the Australia Awards is limited in areas such as women's career progression post-award, and access to the scholarships for people with disability due to broader traditional cultural norms, and legal and structural barriers. The ability of the Australia Awards on addressing equity issues must therefore be contextualised within the Indonesian context.

### 7.1 Introduction

Chapter 7 describes the impact of the Australia Awards in addressing equity and disadvantage in Indonesia. It explores how interventions to 'address barriers to participation and provide on-award/post-award support where participation by women, people with disability and other disadvantaged members of society is low' (DFAT, 2016, p. 12).

This chapter begins by exploring the methods utilised by the Australian Embassy in Jakarta to support access to the Australia Awards for women, people with disability, and disadvantaged provincial populations. It then outlines the contributions made by alumni to promote social inclusion.

The Indonesia alumni sample group included four women and four men, which provided a balanced gender representation for this Case Study. Three of the alumni were also originally from one of the GFAs, Aceh. The opportunity to fully investigate the impact of the Australia Awards scholarships on people with disability was limited as no alumni in the Case Study sample identified as a person with disability. However, insights shared by the Australian Embassy and Australia Awards Indonesia have been considered in this report.



## 7.2 Background

Economic growth in Indonesia has not equally reached and benefited all Indonesians. Around 90 million Indonesians are poor or live just above the poverty line (DFAT, 2017). Levels of inequality have risen in Indonesia, at faster rates than in most of Indonesia's East Asian neighbours (World Bank, 2015). Inequality is multi-dimensional in Indonesia. Social exclusion is experienced by marginalised groups, women, people with disability and people from certain geographic areas.

The Global Strategy outlines five principles applied to the Australia Awards investment approach decisions, including Principle 2: equity of access. Equity of access is encouraged at the promotion, application, on-award and post-award stages by:

- maintaining equal numbers of Awards for women and men at the global level
- ensuring Australia Awards opportunities are promoted widely across government, civil society and private sectors
- designing appropriate interventions to address barriers to participation and provide on-award/post-award support where participation by women, people with disability and other disadvantaged members of society is low
- ensuring equitable access to on-award and alumni engagement opportunities.

The application of this commitment in Indonesia is detailed in the Australia Awards in Indonesia's Social Inclusion Strategy (2017).

### 7.2.1 Gender

Indonesia is ranked 84th out of 144 countries on the 2017 World Economic Forum's Global Gender Gap index. Disparities between men and women in Indonesia are an ongoing barrier to Indonesia's economic growth and development. Girls have higher education attainment levels than boys and women are more likely to enrol in tertiary education than men. Despite this, women are less likely to participate in the labour force and are paid considerably less than men. While there is near parity of women and men in professional and technical roles, there are very low representations of women politically and in senior-decision making positions. Only 28 per cent of firms in Indonesia have women that are senior managers. Gender inequality is persistent, underpinned by social norms and reinforced by institutions. There are no laws in Indonesia that mandate equal pay or for employers to demonstrate they have not discriminated against women in recruitment processes (World Economic Forum, 2017).

In homes and communities, Indonesian women continue to face traditional attitudes to gender roles. Despite more women entering the workforce, women are still expected to manage domestic and family work responsibilities. A patriarchal system prevails in most provinces, and gender roles in the household mean women have less control over resources. The 2016 Indonesian National Women's Life Experience Survey found that one in three women aged 15 to 64

years old has experienced physical and or sexual violence in their lifetime. More than 40 per cent of women reported experiencing restrictions or limitations on their freedom (Ministry of Women's Empowerment and Child Protection and United Nations Population Fund, 2016). Despite passing the Anti-Domestic Violence Law in 2004, there remains barriers to implementing the law.

### **7.2.2 Disability**

In Indonesia, people with disability experience significant institutional, physical and attitudinal barriers which limit their equal access to education, health and employment opportunities, and ability to participate fully in family and community life. People with disability are more likely to be poorer, less educated, unemployed and more isolated.

In 2011, Indonesia ratified the United Nations Convention on the Rights of Persons with Disabilities and in 2016, introduced the Disability Law to make it easier for people with disabilities to fully participate in society and access services. But budget cuts and administrative complexity have delayed the completion of the National Action Plan, which is critical for its implementation. Gaining a commitment from politicians and the public remains a challenge.

Data on disability in Indonesia is improving, with information from the Riskeddas (the National Health Survey) providing a comprehensive picture of the experience of people with disability in Indonesia (Adioetomo, Mont and Irwanto, 2014). Prevalence is estimated to be between 10 and 15 per cent. Disability is more common among older people, women and those living in rural areas.

People with disability are less likely to be employed and are overrepresented among the poorest. People with disabilities are 30 to 50 per cent more likely to be poor than people without disability.

People with disability are also less likely to go to school. A child who has a disability during school years is only 67 per cent as likely to complete their primary education as a child without disability. Few reach secondary and post-secondary levels. While the MoEC has made a commitment to providing inclusive education, there remains a gap between these commitments and resources made available. For children with disability who attend school, they are usually enrolled in the few special schools or fed into integrated schools. People with disability experience institutional and policy barriers which make it difficult to enrol in universities, even if they have met the requirements for admission (Australia Awards Indonesia, 2017).

### **7.2.3 Geography**

Disparities exist between provinces, between districts in provinces and between rural and urban areas. In eastern Indonesia, poverty rates remain significantly higher, and health and education indicators are poorer than the national average. Poverty incidence is highest in Papua, such that people in Papua are seven times more likely to be poor than those in Jakarta (DFAT, 2017).

Poverty limits the prospects of many children, leading to inequality of opportunity. Children living outside of Java or in rural underserved areas are less likely to participate in early childhood education, experience a quality education, and

make the transition to higher levels of education (World Bank, 2015). A persistent skills gap, coupled with other barriers to economic activity such as infrastructure, is further contributing to inequality. The Government of Indonesia recognises the need for more inclusive development. In its Medium-Term Development Plan 2015-2019, it refers to the need to address regional disparities and invest in growth in eastern Indonesia.

### 7.3 Impact of the Australia Awards on addressing equity issues

The Australia Awards in Indonesia demonstrates strong commitment to inclusive practices. The Australia Awards in Indonesia Social Inclusion Strategy 2017 affirms their commitment to supporting equal participation of women applicants, applicants with disability and applicants from designated GFAs. The purpose of the strategy is:

To ensure that all AAI participants have the same opportunities for fair and equitable contributions to and benefits from the program and that all participants are knowledgeable about and committed to promoting fair and equitable participation in their professional and personal lives (Australia Awards Indonesia, 2017).

The strategy aligns with Indonesian national and bilateral policy and program priorities shared with Australia. The Australia Awards in Indonesia recognise in this strategy the need to balance social inclusion and merit in the selection of scholars.

The Australia Awards in Indonesia consists of five programs: (1) long-term awards, (2) short-term awards, (3) on-award enrichment, (3) alumni relations, and (4) cross-program support. Social inclusion principles are embedded across these programs, with activities to support access and participation of individuals from target groups.

#### 7.3.1 Impact on gender equality and women's empowerment

In the scholarships cycle, and across the programs, the Australia Awards in Indonesia supports gender equality in the following ways:

**Short-term awards:** Mr Hunt said that the short-term awards are also part of the gender strategy supporting participation for women who are not able to leave their families for long-term study. In 2017, 55 per cent of short-term awards participants were women.

**Long-term awards:** Gender parity in all long-term awards intakes since 2014. Ms Davies, Minister Counsellor, Governance and Human Development, at the Australian Embassy said that the support provided for spouses to accompany scholars and work in Australia is an enabling factor for women to undertake long-term scholarships.

**Application and selection process:** The Australia Awards in Indonesia is attaining above the 50 per cent gender balance, but an analysis of applicants revealed that the target for equal numbers of scholarships awarded was a disadvantage for women. Of those applying, 60 per cent were women, and 40 per cent were men, leading to women competing in a larger pool than the men.

The Australia Awards in Indonesia are now examining the possibility of a target that is representative of the gender ratio, in line with maintaining the Australia Awards as a merit-based scholarship.

**Pre-departure:** Ms Ralph, First Secretary at the Australian Embassy also shared, that in preparing awardees for their mobilisation to Australia, targeted conversations around inclusive development are held. The objective is that all participants have at least an understanding and an awareness of social inclusion on their return to Indonesia.

**On-award:** Formal gender-specific workshops are held across Australia annually as part of the On-Award Enrichment program, Supporting Equality to Achieve Real Advancement (SETARA). The workshops explore concepts of social inclusion, focusing on gender equality. Mr Bracher shared that while registration for these workshops require encouragement, on average about 150 students participate a year.

**Post-award and alumni engagement:** Post-award activities supporting gender equality and women's empowerment have in the past included a workshop led by two junior professors from Flinders University on gender equality and women in leadership. The Australia Awards in Indonesia also supports the Circle of Influence group on Women and Leadership. In 2017, 21 of 50 grants awarded under the Alumni Grants Scheme promoted gender equality.

**Cross-program support:** The Australia Awards in Indonesia is actively reflective, with recent studies evaluating their support for social inclusion and gender equality. Mr Peter Bracegirdle, Innovation and Quality Advisor, shared the Australia Awards in Indonesia have undertaken thematic studies including a review of the Australian Government Gender Equality and Women's Empowerment strategy.

The review identified Australia Awards in Indonesia's contribution to the Australian Government's Gender Equality and Women's Empowerment Strategy. There is evidence to suggest the strongest contributions have been to enhancing women's voice in decision making, leadership and peacebuilding, and promoting women's economic empowerment (Australia Awards Indonesia).

As part of this review, a survey of alumni revealed women are more likely than men to pass on their knowledge to others indicating two outcomes, they are using their knowledge, and they are sharing it, thereby helping their organisations. Mr Bracegirdle articulated that alumnae outperform male alumni at every level of the scholarships cycle. More women attend promotional and outreach activities and submit applications; and women perform better in the ELTA program and on-award. However, it is in career progression that men begin to outperform women 'in accessing research grants, accessing further training, getting promoted, having more responsibilities, having more decision making authority relative to what they had before'. Mr Bracegirdle states that **unequal outcomes post-award are 'to me, very simply put, that's the issue'**.

Data shows there exists very low representation of women in senior-decision making positions and significant pay disparity in Indonesia. However, the alumni interviewed perceive the Australia Awards to positively impact career progression

for alumnae, and that women more broadly are treated equally in the workplace. The positive views of equal opportunity by alumni may be reflective of their current mid-career stage where gender disparity may not be apparent and limited access to information on pay and opportunities provided to colleagues. They also acknowledge however, that household and familial responsibilities affect women's career progression.

Mr Fudiyatanto shared that women will have more to overcome to be able to undertake a Doctorate degree, but they will be recognised for this achievement, 'you got the degree same as men, it means you are strong'. Ms Erika Purnawati, Head of Human Resources at UGM observed international scholarships to be beneficial for women and their career progression due to the high level of competition in the university workplace. Pointing to Ms Ferianty as an example of this, where following her Australian Government scholarship, Ms Ferianty was promoted to Head of Academic Affairs and the Human Resource Development and Marketing Manager at the university.

### 7.3.2 Impact on disability inclusion

Systemic issues limits the impact the Australia Awards in Indonesia can have on disability inclusion. In particular, issues relating to access to and participation in education at all levels. However, the Australia Awards in Indonesia are committed to promoting the scholarships to organisations that support people with disability to encourage applications.

Mr Joko Tulodo, Head of Sub-Division Technical Cooperation for Pacific and Europe in the State Secretariat, expressed appreciation for the Australia Awards focus on gender equality and disability as it reflects the ministry's concerns in these areas. In particular, for disability inclusion, Mr Tulodo perceived there are positive outcomes:

I think from yesteryear, the number of awardees with disability is increasing and they also play quite an important role in their field. They can share good practices and encourage others with disability to not be afraid to apply for the scholarships.

In the scholarships cycle, and across the programs, the Australia Awards in Indonesia supports disability inclusion in the following ways:

**Short-term awards:** The short-term awards are utilised to run social inclusion themed courses. In 2016, a disability-specific course was provided with 16 people with disability selected to participate.

**Long-term awards:** Access to long-term awards for people with disability is constrained due to systemic issues of access to all levels of education in Indonesia, which reduces the pool of potential applicants. As long-term awards are for Masters and Doctorate level, reduced access to undergraduate degrees limits the number of people with disability eligible to apply for the long-term awards.

**Application and selection process:** Mr Bracegirdle observed the number of applicants with disability eligible to undertake the Australia Awards is limited and near exhausted. He shared that 'we've given all the awards that we can give to people who are qualified that have disabilities, and we've moved into disabled

people's organisations as we're trying to increase our numbers'. To increase numbers, the Australia Awards in Indonesia has undertaken studies to examine the legal, structural and cultural barriers undermining access. Highlighting their commitment to disability inclusion, Ms Davies stated:

So we set out to try and find people who would otherwise probably not get those opportunities. Often they end up studying in areas related to disability themselves, and so then they're coming back and then passing on that knowledge into the education system, the disability system here.

The ELTA program, described below, also provides an opportunity to support people with disability through the application process. ELTA trainers are provided with training on how they can accommodate the different needs of people with disability, including learning basic sign language and conducting role play simulation. In 2016, nine people with disability were registered to participate in ELTA.

**Pre-departure:** As described above, during mobilisation targeted conversations around inclusive development are held to provide an opportunity for all awardees to understand and be aware of social inclusion principles and practices.

**On-award:** The Australia Awards in Indonesia works with a disability managing contractor in Australia, which Ms Ralph explains is to 'provide additional support for awardees to be able to participate on an equal basis'. As part of the On-Award Enrichment program, Mr Bracher shared that in 2017 a disability workshop was organised in Melbourne specifically for awardees with disability. This workshop, for around 22 awardees focused on 'personal empowerment and how to achieve things within their organisations'. Mr Bracher also articulated that a workshop for awardees who are fully able focused on inclusive workplace practices, could be explored.

**Post-award and alumni engagement:** Some activities are provided post-award. Ms Ralph shared that the Australian Embassy will be hosting a disability inclusive event in 2018. Events are typically developed in response to wider activities occurring at the Embassy, for example when the Commissioner for Disability was in Jakarta sideline workshops hosting broader Embassy networks and alumni were run. In 2017, three grants awarded under the Alumni Grants Scheme promoted focused explicitly on empowering people with disability.

### 7.3.3 Impact on geographic inclusion

The Governments of Australia and Indonesia identify the following provinces as GFAs for the development partnership program: Aceh, East Nusa Tenggara, West Nusa Tenggara, Papua, West Papua, Maluku, and North Maluku.

**Application and selection process:** Applicants from GFAs are within the targeted category for Australia Awards scholarships. The ELTA program is designed to help potential applicants from GFAs to overcome the major first hurdle of the language barrier to be eligible to study in Australia. As Mr Hunt explained, the Australia Awards in Indonesia promotes ELTA to target high-potential applicants to participate in the program. Ms Yuliwati Wiyaja, Program Officer at the Australian Embassy in Jakarta, shared that ELTA enables participation for applicants from the GFAs.

ELTA is application based. ELTA participants can be either those utilising the program to assist in applying for the Australia Awards, or for awardees who need to improve their IELTS scores with additional English language training. The training is also aimed at developing academic skills and effective self-learning techniques.

Mr Bracegirdle described the role of ELTA within the Australia Awards in Indonesia Social Inclusion strategy as part of its affirmative action that has been proven to be effective and cost neutral:

We're really proud of this. All the money that's spent on ELTA is recovered in savings in the pre-departure training...Otherwise, they would have taken nine months of training, and now they're only taking four and a half or something so that savings is equal to the cost of ELTA.

ELTA also provides inclusive classes, supporting applicants with disability to improve their English skills.

#### 7.4 Social equity impact of alumni

Alumni in this Case Study have through their work advocated for social inclusion, including disability, religious and rural. Alumni are also viewed as role models in their communities due to their Australia Awards scholarship and professional achievements, inspiring others to pursue further education.

Ms Muchtar, as an IELTS trainer for ELTA, has learned to teach an inclusive class, an opportunity she was interested in as it is an uncommon practice in formal education in Indonesia. Through training to teach for ELTA Ms Muchtar has learned how to implement classroom strategies to encourage all students to interact and support each other in their learning.

Ms Ferianty in her role as Human Resource Development and Marketing Manager at UGM tries to influence religious tolerance amongst the varied students who stay in the dormitory and to interact with others outside of their religious group.

Mr Putra in his previous role with Australia Awards Indonesia is proud of his contribution to promoting the Australia Awards to local governments of Aceh, West Papua, Papua, East Nusa Tenggara and West Nusa Tenggara. When communicating with local government, Mr Putra described his approach utilising cross-cultural communication skills:

I paid attention to the local wisdom and respected their culture. So we respect each other...they asked questions a lot, and I like that because it shows that they were interested in the scholarship program.

Mr Putra explained that not only was he proud of leading these communications, but was also proud of the potential impact this would have for those who could receive an Australia Awards scholarship to “be able to improve their economy and status as well”.

Mr Fadliadi shares his motivation to help and encourage children to achieve their dreams with his teachers during training programs, extending his view that all children have a right to quality education:



When I teach teachers in training, I always tell them, “Do not ever, ever treat your children in ways that can kill their dreams. You have to be able to not just teach a subject but motivate them...you are not just a teacher, but you are more, like a motivator for young people actually”. So I’m very lucky to be able to tell them. All the time I tell them.

In his additional role teaching at UIN, he similarly shares his passion for education with his students. Mr Fadliadi encourages them to study, to go abroad, “don’t worry if you are poor, you can still go abroad; you have to believe in yourself...but you have to work hard to achieve your dreams”.

Mr Fadliadi himself came from a disadvantaged background. When he graduated from senior high school, to be able to afford tertiary education and achieve his goals, he worked day and night to pay for his schooling, accommodation and food. His experiences and achievements have made him a role model for the children in his community. Mr Fadliadi shared:

That’s really, really become something that motivates other children...“Look, he can go to Australia.” So everyone then thinks, “Oh!”...There’s motivation for the young generation in my village, in my community. I have become someone to look up to.



## 8. Conclusion

Indonesia, education, and scholarships are important to Australia. Indonesia is currently the largest recipient of Australia Awards, with 807 scholars currently in Australia (DFAT, 2018a). Education was a flagship of the Australian aid program during the focus period for this Case Study. The Governments of Australia and Indonesia invested significantly into improving the quality of basic education services during this time. This context provided the rationale for an Indonesia education sector-focused Case Study.

Alumni interviewed for this Case Study were employed by USAID, MoEC, MoRA, four different universities, and a high performing secondary school. Together, their experiences embodied **education services delivery**. They described rolling out system-wide initiatives such as Kurikulum 2013, training large cohorts of teachers, and tertiary and secondary students. Alumni have improved the quality of teaching and learning in this context, while navigating systemic or cultural challenges. To innovate, they depended on champions above them or beside them who had also studied overseas.

Two Australia Awards alumni were interviewed from Banda Aceh, and both were motivated to **rebuild the education sector human resources capacity devastated after the 2004 Indian Ocean earthquake and tsunami**. Further, six of the eight alumni interviewed were **contributing to regional educational development** of their home towns.

Alumni described how they derived benefit from their scholarship and the **opportunities for advancement and additional responsibilities that ensued**. However, in some cases, alumni were overloaded or tasked inappropriately, as employers used their enhanced qualifications to justify additional or inappropriate work.

**Indonesia Case Study alumni want to connect with Australia**, most commonly for collaborative social research and school partnerships. Many remained in contact with Australian lecturers and had invited them, in one case repeatedly, to visit for workshops and conferences. One alumnus manages a bilateral partnership, and one alumna is regularly called upon for Australian stakeholder and delegate relationship management. Alumni engagement is central to the Australia Awards, however some alumni interviewed were unsure about what organisations and services are available to support them.

**The context for alumni's positive views of Australia is important in this Case Study**. Alumni were apprehensive about how their religious faith and ethnicity would be perceived, and were surprised and grateful that they were warmly welcomed to Australia. Flinders University in particular was praised for celebrating diversity. Associated families and employers of alumni benefitted and positive views were extended to these groups. Finally, it was reported that alumni are contributing thoughtfully to public debate about Australia and Indonesia. These findings are critical given the complexity of the Australia-Indonesia bilateral

relationship, and speak to the power of Australia Awards to bridge cultures and foster mutual understanding.

The Australia Awards in Indonesia approach to addressing equity issues is embodied in its **Social Inclusion Strategy**. Positive outcomes have been achieved regarding Australia Awards access and achievement for women, people with disability, and applicants from geographic focus areas. However, systemic and attitudinal barriers remain, preventing equal access to grants, training and career advancement. These prevent all groups from fully and equally maximising the benefits of receiving an Australia Awards scholarship.

## 9. Alumni Profiles

### Dr Fadliadi

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*When I train teachers, I always tell them, “Do not ever treat your children in ways that can destroy their dreams. You have to be able to not just teach a subject, but motivate them.” I always teach my teacher participants to motivate the students to go further, to go higher, and to achieve their dreams. So it’s really good to have the opportunity to teach teachers because teachers are directly influencing the classroom.*

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<b>Scholarship</b>	Australian Partnership Scholarship
<b>Years</b>	2007 – 2008
<b>Degree</b>	Master of Education (Leadership and Management)
<b>University</b>	Flinders University
<b>Current position</b>	Instructor, Training and Education Division, Ministry of Religious Affairs
<b>Brief biography</b>	Dr Fadliadi is currently an Instructor in the Training and Education Division, Ministry of Religious Affairs (MoRA) in Banda Aceh and occasionally teaches at Universitas Islam Negeri. He is responsible for providing in-service teacher training for all teachers in Aceh province under MoRA.

Originally from Aceh, Dr Fadliadi was motivated to pursue further study on the impact of the 2004 Indian Ocean earthquake and tsunami on his community. Dr Fadliadi applied for an Australian Partnership Scholarships and studied a Master of Education, Leadership and Management at Flinders University from 2007 to 2008.

While completing his Masters, Dr Fadliadi was invited to undertake a Doctorate degree by Flinders University, and he went on to explore the challenges and needs of children affected by the tsunami. His Doctorate was jointly funded by the Aceh Government and Flinders University. He graduated in 2015.

Post-award, Dr Fadliadi resumed work as a school teacher, and then in 2016, he became an Instructor at MoRA. He works with educators from kindergarten to senior high school, providing professional development to improve pedagogical practices. Dr Fadliadi hopes to be able to do further research including a longitudinal study on the children who participated in his Doctorate research tracing the long-term impact of the tsunami on their resilience as adults.

Location at the time of the field research: Banda Aceh, Indonesia  
Date of the interview: 05 March 2018

## Ms Eridafitri Muchtar

*In my personal capacity, there's quite an improvement in the way I handle the class and the way I transfer knowledge to the students, how I develop approaches to language learning... That's from the knowledge that I gained in Australia. In terms of my professional development, I have excelled since I came back from Australia... I was assigned as a teacher trainer, after they knew that I was a graduate of Australia, so I must have something different from other teachers, something better, by comparison.*



<b>Scholarship</b>	Australian Partnership Scholarship
<b>Years</b>	2008 – 2009
<b>Degree</b>	Master of Arts (TESOL)
<b>University</b>	Flinders University
<b>Current position</b>	National Teacher Trainer and Teacher, SMAN 9 Tunas Bangsa
<b>Brief biography</b>	<p>Ms Eridafitri Muchtar is a teacher, trainer and coordinator, specialising in English language instruction. She has been working at the SMAN 9 Tunas Bangsa upper-secondary school in Banda Aceh since 2015 and also acts as a professional national teacher trainer.</p> <p>Growing up in Banda Aceh Ms Muchtar was inspired to seek further training as a teacher after the 2004 Indian Ocean earthquake and tsunami, which devastated Aceh and its education system, with extensive damage to schools and around 1,500 teachers lost. Ms Muchtar was personally motivated to support the development of trained cohorts of teachers and English language specialists. She applied for an Australian Partnership Scholarship and studied a Master of Arts at Flinders University in 2008, and focused on Teaching English to Speakers of Other Languages (TESOL).</p> <p>After returning from her scholarship Ms Muchtar was invited to become a teacher trainer, and in 2012 she qualified to be a national trainer. Since 2015, she has been involved with a variety of professional development programs for English language teachers including the Australia Awards English Language Teaching Assistance program (ELTA) in Maluku, Papua, Papua Barat, East Nusa Tenggara, and West Nusa Tenggara.</p>

Location at the time of the field research: Banda Aceh,  
Indonesia  
Date of the interview: 05 March 2018

## Mr Ferry Maulana Putra

*The people who graduate from Australia have much more depth of understanding inside, not seeing something as black and white but from a different point of view...that's a benefit.*



<b>Scholarship</b>	Australian Development Scholarship
<b>Years</b>	2009 – 2010
<b>Degree</b>	Master of Education
<b>University</b>	Monash University
<b>Current position</b>	Staff, Directorate of Development of Educational Personnel for Primary and Secondary Education, Ministry of Education and Culture
<b>Brief biography</b>	<p>Mr Ferry Maulana Putra manages the provision of professional development training to principals and school supervisors, as part of an initiative to upskill Indonesian school leaders to implement the National Curriculum (Kurikulum 2013). He is currently employed by the Directorate of Development of Educational Personnel for Primary and Secondary Education at the Ministry of Education and Culture in Jakarta.</p> <p>With a keen interest in educational policy development and leadership, Mr Putra applied for an Australian Development Scholarship. He undertook a Master of Education, at Monash University from 2009 to 2010, where he made many friends and worked at the Monash Club.</p> <p>Returning to Indonesia, he moved to the Institute for Educational Quality Assurance in Jakarta, working to help schools to meet national education standards. His role included analysing school self-assessment data and providing recommendations regarding improvement strategies, particularly in professional development and teaching. He then moved to his current position, to implement national level programs.</p>

Location at the time of the field research: Jakarta, Indonesia  
Date of the interview: 27 February 2018

## Ms Novita Ade Ferianty

*I work with about 200 staff in this University residence...and we accommodate almost 1000 students who stay in the dormitory. I try and influence the students who stay there, most of them are Muslim, but we also have students who are Christian, Buddhist or Hindu. I always say we have to respect each person, not based on the religious beliefs we have.*



<b>Scholarship</b>	Australian Partnership Scholarship
<b>Years</b>	2007 – 2008
<b>Degree</b>	Master of Education
<b>University</b>	Monash University
<b>Current position</b>	Human Resource Development and Marketing Manager, Universitas Gadjah Mada
<b>Brief biography</b>	<p>Ms Novita Ade Ferianty is a Human Resources and Marketing Manager at the Universitas Gadjah Mada where she has worked for over 13 years in a variety of roles. She is responsible for promoting and managing the halls of residence and homestay accommodation on campus.</p> <p>Joining the Faculty of Economics and Business at the University of Gadjah Mada in 2005, Ms Ferianty provided administrative support to the undergraduate international student program. She was responsible for policy and faculty management, international relations, exchange programs, and partnerships with international universities. She applied for an Australian Partnership Scholarship and studied a Master of Education at Monash University from 2007 to 2008. Ms Ferianty was the first non-teaching staff member to be permitted to continue a Masters degree without leaving their university position.</p> <p>Returning to her role at the university in January 2009, she was assigned as Head of International Affairs in the Faculty of Economics and Business providing support to students wishing to study abroad. From 2015 to 2016, she worked on a university-wide curriculum review and decided she wanted to return to a management and student-facing role. Recently, she was promoted to Human Resources and Marketing Manager, where she leads 240 staff and oversees international and regional student residences at the Universitas Gadjah Mada.</p>

Location at the time of the field research: Yogyakarta, Indonesia  
Date of the interview: 02 March 2018

## Mr Fuad Arif Fudiyartanto

*I think the experience of having another type of education other than Indonesian is very rewarding. The topics that I took were mainly about theories, assessment, evaluation, research, things like that. But I also observed classes, how the lecturers organised the classroom, things like that. When I came back to the university, I tried to apply this... how to make the lecturers or the teachers more communicative and more approachable to the students and make the relationship between students and teachers closer. That's the main idea that I want to apply.*



<b>Scholarship</b>	Australian Partnership Scholarship
<b>Years</b>	2007 – 2009
<b>Degree</b>	Master of Education (Education Research, Evaluation and Assessment)
<b>University</b>	Flinders University
<b>Current position</b>	Senior Lecturer, English Department, Sunan Kalijaga State Islamic University; Doctoral Candidate, University of South Australia
<b>Brief biography</b>	<p>Mr Fuad Arif Fudiyartanto is a Senior Lecturer in the English Department, Sunan Kalijaga State Islamic University in Yogyakarta, and Doctoral Candidate at the University of South Australia.</p> <p>Awarded an Australian Partnership Scholarship, Mr Fudiyartanto studied a Master of Education at Flinders University in Adelaide from 2007 to 2009, specialising in education research, evaluation and assessment.</p> <p>Before undertaking his Masters, Mr Fudiyartanto was an English Teacher in the Faculty of Law at Sunan Kalijaga State Islamic University. On his return from Australia, he continued to provide specialised English language programs to students in the law faculty and helped create the first centralised English Department. In 2011, he moved to the Faculty of Literature and Culture where he became a Senior English Lecturer.</p> <p>In 2016, Mr Fudiyartanto received funding from the Ministry of Religious Affairs to undertake a Doctoral degree at the University of South Australia in assessment practices. He is currently living in Adelaide with his family.</p>

Location at the time of the field research: Yogyakarta, Indonesia  
Date of the interview: 02 March 2018



## Ms Yenny Rahmawati

*After returning from Australia, I got the self-confidence to show my abilities. When I was back in Indonesia, I wanted to show others that I can also give research presentations, I can give seminars to others, to teachers, and I think that's the skill I didn't have before. I apply my skills in my research, of course, and my teaching methodology, how to teach different people with different knowledge levels, for example, and how to teach different students.*



<b>Scholarship</b>	Australian Development Scholarship
<b>Years</b>	2009 – 2010
<b>Degree</b>	Master of Education
<b>University</b>	Monash University
<b>Current position</b>	English Language Coordinator, Universitas Islam Negeri (UIN) Syarif Hidayatullah
<b>Brief biography</b>	<p>Since 2015, Ms Yenny Rahmawati has worked as the Coordinator for the English Language Department at the UIN Syarif Hidayatullah in Jakarta, the largest state Islamic higher education institution in Indonesia. She is involved in developing English test instruments for the test centre, running English language seminars and workshops for university staff and students, as well as training teachers across Jakarta.</p> <p>Graduating from her undergraduate degree in 2005, Ms Rahmawati joined the English Language Department as a teaching assistant. She was offered an opportunity to join the teaching staff, but to progress, she was encouraged to pursue an overseas teaching qualification. In 2007, she applied for an Australian Development Scholarship and went on to study a Master of Education at Monash University from 2009 to 2010 in Melbourne, Australia.</p> <p>After completing her scholarship, Ms Rahmawati returned to a teaching role within her department and is now responsible for coordinating the English Language Department. She recently completed a research project to develop an English language ethics test for Islamic students, including securing intellectual property rights.</p>

Location at the time of the field research: Jakarta, Indonesia  
Date of the interview: 27 February 2018



## Mr Yos Sudarso Usman Putra

*In my previous job in the Australia Awards scholarships, one thing that I am really proud of is that I can help people from the eastern part of Indonesia...to improve their education, where the majority come from a poor family. Hopefully, by receiving the scholarship, they will be able to improve their economic status as well... I was selected to lead the communication with the local governments including in Aceh. When communicating with local people, I paid attention to the local wisdom and respected their culture. So, we respect each other.*



<b>Scholarship</b>	Australian Development Scholarship
<b>Years</b>	2006 – 2007
<b>Degree</b>	Master of Education (Leadership and Management)
<b>University</b>	Flinders University
<b>Current position</b>	Deputy Chief of Party, Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI), US Agency for International Development (USAID)
<b>Brief biography</b>	<p>Currently the Deputy Chief of Party at the Indonesia International Education Foundation (IIEF), Mr Usman Putra recruits Indonesian students to study in the United States as part of PRESTASI, a USAID scholarships program.</p> <p>Mr Usman Putra grew up in Aceh. With an undergraduate degree in management, he pursued a Master of Education, Leadership and Management at Flinders University from 2006 to 2007. Returning to Aceh in late 2007, Mr Usman Putra found the region still struggling to recover from the 2004 Indian Ocean earthquake and tsunami. From 2008 to 2010, he worked for a number of non-governmental organisations in Banda Aceh as an interpreter and translator.</p> <p>In 2011, he joined Australia Awards Indonesia and was responsible for program promotion and pre-academic training in the eastern Indonesian provinces of West Papua, Papua, East Nusa Tenggara and West Nusa Tenggara.</p> <p>Joining the PRESTASI team in 2014 as an outreach recruitment coordinator, Mr Usman Putra is now the Deputy Chief of Party and coordinates a team of outreach recruiters. He uses his extensive connections and skills to promote educational opportunities in the United States to potential USAID recipients.</p>

Location at the time of the field research: Jakarta, Indonesia  
Date of the interview: 26 February 2018

## Ms Vinta Angela Tiarini

*Accepting a scholarship from the Australian Government has three benefits to me: personal, family and university. I would say at a personal level... to upgrade my knowledge and experience, not only the academic experience... but also the cultural experience. The second part...my family, my children, they experienced new things, different things, they learned things that do not exist in our country. And lastly, my university itself. Since the very beginning as a junior lecturer, the rector of my university at that time always encouraged the junior lecturers, particularly those who are a bit proficient in the English language, to study abroad, to see different things, so we can open up our minds more and understand things better.*



<b>Scholarship</b>	Australian Partnership Scholarship
<b>Years</b>	2006 – 2007
<b>Degree</b>	Master of Education
<b>University</b>	Monash University
<b>Current position</b>	Lecturer, Elementary Teacher Education Study Program, Universitas Negeri Yogyakarta (UNY); Doctoral Candidate, Ohio State University
<b>Brief biography</b>	<p>Ms Vinta Angela Tiarini is a Lecturer at the Elementary Teacher Education Study Program for pre-service teachers at UNY. She is currently undertaking a Doctorate focusing on elementary science learning at Ohio State University in Columbus, United States.</p> <p>With a Master degree and background in biology, Ms Tiarini began working as a Biology Lecturer at UNY, providing pre-service training to primary science teachers. She wanted to gain qualifications in the field of education and received an Australian Partnership Scholarship to undertake a Master of Education at Monash University from 2006 to 2007, specialising in science education for primary school students.</p> <p>Returning to Indonesia, she joined the Faculty of Science and Maths and began providing pre-service teacher training for the Science Education Study Program for Secondary Teachers. As part of her role she was selected to be the Program Manager for the UNY's distance learning program - Pendidikan Jarak Jauh (PJJ), to provide in-service teachers with access and training towards a Bachelor degree.</p> <p>In 2014, Ms Tiarni was awarded a Fulbright Scholarship and began a Doctoral degree at Ohio State University. While completing her Doctorate, she is undertaking a graduate teaching associateship.</p>

Location at the time of the field research: Conducted via Skype  
Date of the interview: 06 March 2018

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# Annex 1: Case Study Propositions

Explanatory Case Studies require the development of propositions that are intricately linked to the original research questions. A proposition is a statement that helps direct attention to something that should be examined in a Case Study. The researcher has to make a speculation, on the basis of the literature and any other earlier evidence, as to what they expect the findings of the research to be. When a Case Study proposal includes specific propositions, it increases the likelihood that the researcher can limit the scope of study and complete the project. The researcher can have several propositions to guide the study, but each must have a distinct focus and purpose. The data collection and analysis can then be structured in order to support or refute the research propositions.

For the Facility, propositions were formed using the Global Strategy outcomes as the basis. Sub-propositions were formulated by speculating on the underlying assumption or enabling factors that realise the proposition. In alignment with the methodology, instruments will be designed to collect data that both support and refute the propositions.

- 1 Alumni use their skills knowledge and networks to contribute to achieving partner-country development goals<sup>5</sup>.
  - a alumni develop skills, knowledge and networks on-award that enable and are used to contribute to achieving partner-country development goals
  - b alumni understand, value and want to contribute to partner-country development goals.
- 2 Alumni are contributing to cooperation between Australia and partner countries
  - a alumni possess and are able to leverage their useful networks and relationships.
- 3 Effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries
  - a alumni possess and are able to leverage their useful networks and relationships
  - b partnerships that are developed are effective and mutually advantageous to participating countries.
- 4 Alumni view Australia and Australian expertise positively

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<sup>5</sup> This proposition differs from the Australia Awards Program Logic long-term Outcome 1 in order to link this proposition to the Goal of the Australia Awards Program. The use of the term 'partner-country development goals' instead of 'sustainable development' makes the proposition and ensuing questions more relevant and relatable to alumni.

- a alumni's views are underpinned by their experiences in Australia.
- 5 The benefits of receiving an Australia Awards or scholarship are experienced equally by all recipients.
  - a receiving an Australia Awards or scholarship positively addresses, rather than reinforces, imbalances that are associated with gender and disability.

# Annex 2: Key Participant Questions

## Alumni

*[Validation question]*

We understand you received an Australian Government Scholarship to study [level, field, years], is this correct?

Could you please confirm your current role and organisation?

1. Can you please tell us why you applied? What was your motivation?
  - a. Were there any barriers to accepting a scholarships and coming to Australia? [e.g. employer support, family responsibilities]
2. Can you tell me about your time in Australia experience as a student?
  - a Did you make any professional networks?
  - b Thinking about the networks that you might have developed during your scholarship, were there any that were long lasting; that resulted in working together or connecting other people?
3. After you returned, what was your job?
  - a What skills and knowledge gained during your time in Australia have been applicable in your work?
  - b What are some of the things that made it possible for you to apply your skills and knowledge after you returned home?
  - c What were some of the things that made it difficult to apply the skills and knowledge you gained after you returned home?
  - d What do you think is needed to assist alumni to use their skills and knowledge when they return home?
4. What do you believe are the greatest benefits of the Australian Government scholarship program?
5. Throughout your career, in what ways have you used Australian expertise in your work?
  - a Can you give an example of this, such as Australian-developed practices, equipment, ways of working, processes, theory/theorists, consultants, journals, models, etc.?
6. Are you currently or have been a member of an alumni association? (University/Australian Government scholarship recipient/ADS)
  - a What was the name of the association?
  - b What do you get out of it?
  - c What more could alumni associations do for alumni?

- d            If not (a member of an association) why not?
- 7. Can you describe an achievement that you are most proud of, in your work or community?
- 8. Compared with the males/females who have received a scholarship from (country x), how has your career progressed since returning home?
- 9. Have there been any barriers you have had to overcome to progress in your career?
- 10. Compared to peers similar to you but did not receive an opportunity to study overseas, do you believe there are any differences in how your careers have progressed?
- 11. (Supporting Interviewer) did you have any questions you would like to ask of (alumni X)?

### **Employers/colleagues – For interviews regarding an individual alumni**

*[Validation question]*

Could you please confirm your role and organisation?

- 1. Could you please tell us how long have you known [Alumni X] and in what capacity?
  - a            Did you know [Alumni X] before s/he received the scholarship?
  - b            Were you his/her manager?
- 2. To your knowledge, what new skills and knowledge did [Alumni X] use [in the workplace following their studies in Australia]?
  - a            Could you provide examples of how this was applied?
- 3. How did the organisation support X to use his/her new skills and knowledge after returning from Australia?
  - a            Did you have a role in supporting [alumni X] to reintegrate following their scholarship?
    - i            If so why? What did this involve?
    - ii          If not, why?
    - iii        Developing a reintegration/return to work plan?
  - b            Did X return to the same role following their scholarship?
  - c            Did they receive additional responsibilities after their scholarship?
- 4. In your view, how did studying in Australia impact [Alumni X's] career?
- 5. Have you or your organisation benefited from any networks or friendships between [country X] and Australia created by the [Alumni X] as a result of receiving an Australian Government scholarship?
  - a            Please explain further; who and what?
  - b            What about any other countries?



6. Are you aware of any other links [Alumni X] has created between people in [country X] and Australia as a result of receiving an Australian Government scholarship?
  - a Please explain further; who, what why?
  - b What about between people in [country X] and any other countries?
7. What more could be done to increase opportunities to create institutional links between Australia and your country?
8. How has having an Australian Government scholarship recipient in your organisation impacted how you view Australia and Australian expertise?
9. Do you draw on Australian expertise for your work?

**Employers/stakeholders – For interviews regarding alumni generally**

*[Validation question]*

Could you please confirm your role in (X organisation)?

1. How familiar are you with the Australia Awards?

*[If YES; a suggested probe if needed]*

- a Estimated, how many Australian scholarship recipients have worked for your [ministry/organisation/sector/field]?

*[If NO; probe further with]*

- b Do you know of anyone who has received an Australian Government scholarship in your [ministry/organisation/sector/field]?
2. Has your (ministry/organisation/sector/field) benefitted from any links or networks developed by Australian Government scholarship alumni?
  - a Do you have any examples?
  - b What have been the results of this?
3. Has having Australian Government scholarship recipients in your (ministry/organisation/sector/field) influenced the way you view Australia and Australian expertise?
4. Have Australian Government scholarship recipients established any links between your [ministry/organisation/sector/field] and organisations in Australia?
  - a If yes what has been the result of these links?
  - b Benefits to you?
  - c Benefits to your workplace?
  - d Benefits to your country?
  - e If no, why not?

5. Are you aware if alumni have presented any opportunities on return to link your workplace or any other organisation in your country with an organisation in another country?
  - a If yes what has been the result of these links?
  - b Benefits to you?
  - c Benefits to your workplace?
  - d Benefits to your country?
  - e If no, why not?
6. What more do you think could be done to support links with Australian organisations?
7. In your view, what has been the overall long-term impact of having Australian Government scholarship recipients in your [ministry/organisation/sector/field]?
  - a How has having a number of Australian Government scholarship recipients over a number of years influenced your department's ability to achieve its goals and /or objectives?
  - b With regards to skills and knowledge; i.e. changed practices, processes or systems?
8. What are some of the things that make it easy or difficult for women to progress in their careers in your country?
9. What are some of the things that make it easy or difficult for those with a disability to progress in their careers in your country?
10. Comparing Australian Government scholarship recipients to their peers who did not receive an opportunity to study overseas, do you believe there are any differences in how their careers have progressed?

## **DFAT**

[Validation question]

Could you please tell us about yourself and your role with the Australia Awards Program?

1. In your own words, what is the purpose of the Australia Awards Program?
  - a In your own words how does the Program achieve [points stated in the previous response]?
2. Based on your experience what would you say are the strengths of the Australia Awards Program?
3. How do you think alumni participation in the Australia Awards Program contributes to [Country X's] development goals?

- a What evidence have you seen of this either personally or professionally?
  - b How do you think the program lead to benefits for both Australia and [Country X]?
- 4. In your opinion, how do you think an alumni's participation in the Australia Awards Program contributes to a positive relationships between [Country X] and Australia?
  - a What factors/events have informed this opinion?
- 5. How do you think the Australia Awards contributes to gender equality and disability inclusiveness?
- 6. What other barriers do you think Australia Awards alumni have to overcome to progress in their careers in [Country X]?
- 7. What do you think are the barriers to achieving gender equality and disability inclusiveness?
  - a Do you feel [barriers stated in the previous response] have changed over time?
  - b In what way?
  - c Any other barriers?
- 8. If you had the power to change things about the Australia Awards what would you make different?
- 9. That covers the things I wanted to ask. Anything you would like to add?

### **Alumni Association**

[Validation question]

Could you please tell us about yourself and your role with the alumni association?

- 1. In your own words, what is the purpose of the alumni association?
  - a What sort of services does the association provide?
- 2. What is the most valuable contribution the association provides for alumni?
- 3. What are some of the challenges involved in running an alumni association for alumni who have studied in Australia?
- 4. What activities does the alumni association provide to support women to progress in their careers in your country?
  - a What have been the outcomes of the program/s?

5. What activities does the alumni association provide to support those with a disability to progress in their careers in your country?
  - a What have been the outcomes of the program/s?
6. In what ways does the alumni association enable alumni to form new professional and personal networks?
7. What activities does the alumni association provide to help alumni remain connected to each other through face-to-face activities and social media?
8. How does the alumni association support alumni to remain connected to Australia?
9. What role does the alumni association play in fostering cooperation between your country and Australia?
10. What do you think should be done to assist your alumni association to contribute to greater cooperation between Australia and [Country X]?
11. Is the alumni association partnered with any institutions and businesses in Australia?
  - a If yes, what has been the result of these links?
    - i Benefits to you/association?
    - ii Benefits to alumni?
  - b If no, why not?
12. What more could be done to increase opportunities to create institutional links between Australia and your country?
13. How does the alumni association promote Australia and Australian expertise?

## **Gender Equality and Disability Inclusiveness Experts**

### **Gender Equality**

1. How does gender impact career?
2. What barriers are there to achieving gender equality?
3. What could or should be done to improve gender equality?
4. Compared with males who receive a scholarship to study overseas, how do you feel women's careers progress? [for DFAT or those with knowledge of scholarships]

### **Disability Inclusion**

1. How does disability impact career?
2. What barriers are there to achieving disability inclusion?

3. What could or should be done to improve disability inclusion?
4. Compared with others who receive a scholarship to study overseas, how do you feel people with disability career's progress? [for DFAT or those with knowledge of scholarships]

## Annex 3: Indonesia Case Study Participants

Type	Date (2018)	Name	Position or Degree
Alumni	26/2	Yos Sudarso Usman Putra	Deputy Chief of Party, USAID PRESTASI Scholarship Program
	27/2	Ferry Maulana Putra	Staff, Directorate of Development of Educational Personnel for Primary and Secondary Education, Ministry of Education and Culture
	27/2	Yenny Rahmawati	English language coordinator, Universitas Islam Negeri (UIN) Syarif Hidayatullah
	2/3	Fuad Arif Fudiyartanto	Senior Lecturer, English Department, Sunan Kalijaga State Islamic University; PhD Candidate, University of South Australia
	2/3	Novita Ade Ferianty	Human Resource Development and Marketing Manager, Universitas Gadjah Mada
	5/3	Fadliadi	Instructor, Training and Education Division, Ministry of Religious Affairs
	5/3	Eridafitri Muchtar	Teacher, SMAN 9 Tunas Bangsa
	6/3	Vinta Angela Tiarini	Lecturer, Primary Teacher Education study program, Universitas Negeri Yogyakarta; PhD Candidate, Columbus University, Ohio
Alumni employers or colleagues	26/2	Mr Randall Martin	Chief of Party, USAID PRESTASI Scholarship Program
	27/2	Mr Apriyagung	Staff, Directorate of Development of Educational Personnel for Primary and Secondary Education, Ministry of Education and Culture
	27/2	Ms Siti Nurul Azkiyah	Director, Center for Language Development, of UIN Linguistic Department, Universitas Islam Negeri (UIN) Syarif Hidayatullah
	2/3	Ms Erika Purnawati	Head, Human Resources, Universitas Gadjah Mada
	5/3	Ms Asmahan Nur	Instructor, Training and Education Division, Ministry of Religious Affairs
	5/3	Mr Muhibbul Khibri	Principal, SMAN 9 Tunas Bangsa

Type	Date (2018)	Name	Position or Degree
<b>Australian Embassy, Indonesia</b>	26/2	Ms Laura Ralph Ms Merry Ginting Ms Yuliawati Wiyaja	First Secretary, Australian Embassy Jakarta Program Manager, Australian Embassy Jakarta Program Officer, Australian Embassy Jakarta
	26/2	Ms Fleur Davies	Minister Counsellor, Governance and Human Development, Australian Embassy Jakarta
<b>Other stakeholders</b>	26/2	Mr Daniel Hunt Mr Fadhil Baadila Ms Wahyu Kusumaningtias Mr Sugeng Prayudi	Program Director, Australia Awards Indonesia (AAI) Deputy Director, AAI Senior Manager, Alumni and Communication, AAI Senior Manager, Monitoring, Evaluation and Learning, AAI
	28/2	Mr Peter Bracegirdle	Innovation and Quality Adviser, AAI
	28/2	Mr Ali Ghufon Mukti	Director General of Resources for Science, Technology and Higher Education, Ministry of Research, Technology, and Higher Education; Graduate of University of Newcastle in 1995
	28/2	Ms Sitti Sahraeny	General Secretary IKAMA (Australian Alumni Association), Sulawesi Selatan, Makassar; Graduate of University of Newcastle in 2002; currently works as an English Lecturer at Universitas Hassanuddin Makassar
	5/3	Mr Joko Tulodo	Head of Sub-Division, Technical Cooperation for Pacific and Europe, State Secretariat





