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PERFORMANCE EVALUATION OF THE USAID/INDONESIA PROGRAM TO EXTEND SCHOLARSHIPS TO ACHIEVE SUSTAINABLE IMPACTS (PRESTASI) 2 & 3

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PERFORMANCE EVALUATION OF THE USAID/INDONESIA PROGRAM TO EXTEND SCHOLARSHIPS TO ACHIEVE SUSTAINABLE IMPACTS (PRESTASI) 2 & 3

FINAL REPORT

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

ALPHA-I	Alumni Association of Scholarship Programs-Indonesia (Asosiasi Alumni Program Beasiswa Amerika Indonesia)
AMINEF	American Indonesian Exchange Foundation
AOR	Agreement Officer's Representative
BAPPENAS	Badan Perencanaan Pembangunan Nasional (Ministry of National Development Planning)
CEPA	Communicative English Proficiency Assessment
COR	Contracting Officer's Representative
DO	Development Objective
EQ	Evaluation Question
GOI	Government of Indonesia
GRE	Graduate Record Examination
IDIQ	Indefinite-Delivery, Indefinite-Quantity
IIE	Institute of International Education
IIEF	Indonesian International Education Foundation
IPB	Institut Pertanian Bogor
KII	Key Informant Interview
LPDP	Lembaga Pangelola Dana Pendidikan (Institute of Management Education Fund)
LTT	Long-Term Training
M&E	Monitoring and Evaluation
MESP	Monitoring & Evaluation Support Project
MOU	Memorandum of Understanding
PPL	USAID's Policy, Planning and Learning
PRESTASI	Program to Extend Scholarship and Training to Achieve Sustainable Impact
SEADI	Support for Economic Analysis and Development in Indonesia (project)
SOW	Statement of Work
STT	Short-Term Training
TA	Technical Assistance
TOEFL	Test of English as a Foreign Language
USAID	United States Agency for International Development
WSU	Washington State University

EXECUTIVE SUMMARY

USAID/Indonesia's Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI) provides U.S. training to Indonesians in the form of long-term degree programs as well as short-term training courses. The program has operated continuously since 2011 through three separate activities: PRESTASI 1, 2 and 3. The implementation period for PRESTASI 2 is 2012-2017, and PRESTASI 3 began in 2014 and will continue through 2019. PRESTASI 2 is implemented by the Indonesian International Education Foundation (IIEF), an Indonesian non-profit organization, with the Institute of International Education (IIE), a US-based non-profit organization, as its subcontractor. PRESTASI 3 is implemented by the same organizations, but with the roles reversed.

This evaluation covers PRESTASI 2 and 3 and spans the period of performance from August 2012 to January 2017. The main purpose of this evaluation is to inform USAID's design of the anticipated PRESTASI 4 program; however, findings may also inform mid-course improvements for PRESTASI 3. The primary audience for this evaluation is USAID/Indonesia. The evaluation results will also be used by PRESTASI implementing partners for program process improvement.

The following eight evaluation questions (EQs) are included in the Statement of Work (SOW):

1. **Effectiveness of participant outreach, recruitment, and placement.** How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining training program applicants in targeted sectors?
2. **Impact on participants' careers and workplaces.** What have been the measurable impacts on the careers of returning degree holders under PRESTASI 2 as a result of their participation in training programs and post-training support (e.g., alumni groups, re-entry workshops, etc.)? What have been the measurable impacts on the functioning of returning participants' workplaces, as a result of the education and skills participants gained during their training?
3. **Ph.D. scholar transfer management.** What can USAID learn from the experiences during PRESTASI 2 and PRESTASI 3 to make Ph.D. scholars (project) transfer management support between PRESTASI 3 and PRESTASI 4 more successful?
4. **Co-funding mechanism.** Has the co-funding initiative under PRESTASI 3 resulted in the desired outcomes?
5. **Support to local institutions.** Based on initial approaches implemented to date, what is the potential value of PRESTASI 3's technical assistance and partnering with Indonesian scholarship providers?
6. **Demand for Ph.D.s in targeted sectors.** What is the relevant supply and demand for Ph.D.s across targeted sectors in Indonesia, per issue-specific USAID funding earmarks?
7. **Effectiveness of short-term training processes and programs.** How effective have the programs and processes for short-term participant training been under PRESTASI 2 and PRESTASI 3 in terms of participants' learning and improved competencies in the workplace?
8. **Comparison of PRESTASI design with other participant training programs.** What are the similarities and differences with PRESTASI among other long-term training programs implemented in Indonesia, including the Fulbright Program, LPDP¹ Training Program managed by the Ministry of Finance, and Australia Awards Training Program?

¹ Lembaga Pengelola Dana Pendidikan (Institute of Management Education Fund).

The evaluation used a mixed-methods methodology that combined quantitative and qualitative data analysis. Information sources consisted of document reviews, online surveys for scholars and employers, key informant interviews and phone interviews. The online survey sample included all current and former PRESTASI 2 and 3 scholars: 114 long-term training (LTT) scholars and 123 short-term training (STT) participants. Additionally, an online survey was sent to 23 employers. A total of 61 key informant interviews and phone interviews were completed, with 26 LTT scholars, 19 STT participants, 4 USAID staff, 5 employers, and 7 implementing partner staff.

This evaluation has several limitations. First, it is not possible to fully determine the measure of change at the intermediate outcome level of applied skills and knowledge by training participants nor the long-term outcome level of change in institutions as a result of scholars' contributions due to the small number of individuals trained from any sponsoring organization. Organizational performance may be affected by a multitude of other factors in addition to skills development, including budgets, personnel levels, and the availability and use of technology. Thus, this evaluation is only able to capture indicative measures of outcomes that are largely based on perceptions. Secondly, the evaluation is not able to fully evaluate EQ5 (technical assistance for training providers) as this is a new initiative and implementation has not fully begun. Also, this evaluation does not address EQ6 – demand for Ph.D.s in targeted sectors – as this question is being addressed in a separate report.

PRINCIPAL CONCLUSIONS AND RECOMMENDATIONS

EQ1: Effectiveness of Participant Outreach, Recruitment, and Placement

EQ1 Conclusions

Outreach and recruitment. The outreach of both PRESTASI programs 2 and 3 is effective in terms of generating a high number of qualified applicants, as demonstrated by the ratio of one to at least fifteen (1:15+) applicants or more for each applicant selected as final awardee. The most effective outreach media are the internet and social media, followed by information and recommendations from supervisors and friends/colleagues, regardless of the employment sector. Candidates indicated they had clear information on the selection and recruitment process and had a positive view of the process.

The program did not quite meet its objective of selecting 50% of candidates from disadvantaged provinces. In terms of geographic targeting, approximately 40% of scholars are from outside the Java and Bali regions, which indicates that most PRESTASI scholars are from economically advantaged areas, as opposed to being from USAID targeted disadvantaged provinces.

Whether a closed or open process was used, PRESTASI recruitment and selection processes have been effective, and earn high satisfaction ratings from the scholars as they viewed the selection process as clear and fair. The recruitment process could be more efficient if PRESTASI were to advertise the sectors for which scholarships are available, as many otherwise qualified candidates end up being disqualified because their field of study and backgrounds do not align with the funding available from USAID technical support offices.

Effective placement (including pre-academic training). The placement process and associated pre-academic training activities are considered highly effective and receive high ratings from scholars. This includes high marks for all pre-academic training and administrative preparation, including university placement support.

The most positive responses given to pre-academic training services were for English language training. While satisfaction ratings for other pre-academic training components were also positive, they rated less highly than English language training, and there were a lot of comments that indicated these other pre-academic training components may not be critical to academic success, or

that they need to be modified to be effective. An example is statistics training, which is not matched to participants skill levels and thus may either be too easy or too difficult for participants, and some scholars stated that the training was on SPSS software but their schools used STATA software.

EQ1 Recommendations

- Ongoing and future PRESTASI programs should channel outreach efforts primarily through the internet and through alumni and institutions, as those are the most effective channels.
- Both open and closed recruitment and selection are effective and can be used by USAID Mission technical offices if they match USAID recruitment program goals.
- USAID technical offices should specify program objectives to enable PRESTASI to better target candidate **selection** from USAID priority areas, or from key partners at national and sub-national levels. This approach will help PRESTASI to meet its objective of recruiting an acceptable number of candidates from underserved provinces.
- Future PRESTASI programs should consider which training components (apart from English language training) are the most beneficial and whether they are necessary to prepare students for the U.S. academic experience, as it was not obvious that all pre-academic training elements were critical to scholars' preparation for studying in the U.S.

EQ2: Impact on Participants' Careers and Workplaces

EQ2 Conclusions

PRESTASI has had a high degree of success in enabling scholars to gain skills and knowledge, and the scholars have been able to apply these skills and knowledge in their workplace, and to further their careers.

All PRESTASI scholars report that their training has had a positive impact on their careers. In terms of career advancement, the findings indicate a strong positive impact as 64% of returned scholars have been given higher technical responsibilities, increased leadership responsibilities, and increased managerial responsibilities. A total of 44% of returned scholars have been promoted since their return to their workplace, and 75% of those receiving promotions were given these within a year of returning.

PRESTASI has been successful in enabling scholars to use their skills to make professional contributions to their workplaces. All returned scholars (100%) participating in this evaluation across all technical fields stated that they gained knowledge and skills from their studies and have applied or utilized these to varying degrees in their workplace. The top five hard skills applied by returned scholars that were most useful in their workplaces are technical knowledge and skills, critical thinking, English language, research and writing, and strategic planning knowledge. The most applied and useful soft skills gained by scholars in their workplace are teamwork, negotiation, self-reliance knowledge, time management, and public speaking skills.

PRESTASI 2 post-training support has been viewed by returned scholars as a strong program benefit. Post-training activities are a unique feature of PRESTASI 2 and are viewed as very useful or somewhat useful by 79% of returned scholars, particularly for sharing and reflecting upon learning, and for adapting to their return in the workplace. This benefit, however, is not enjoyed by all returned scholars as activity funds are limited, particularly for re-entry and re-integration workshops conducted after 3 to 6 months of scholars' return (19 respondents participated in post training out of 26 returned scholars who responded to the online survey).

EQ2 Recommendation

- As post-training support was considered highly effective by scholars, and as a considerable number of returned scholars faced challenges in integrating back into their workplaces, it is recommended that some level of post-training support be provided as part of future programs.

EQ3: Ph.D. Scholar Transfer Management

EQ3 Conclusions

The Ph.D. management process has been managed smoothly without any disruption affecting students. All students were aware of and satisfied with the process and appreciated PRESTASI 3's supportive role in monitoring their study progress and in helping to manage their visa requirements so they could maintain their academic eligibility.

EQ3 Recommendation

- USAID Program CORs and implementing partners should continue the practice of scholars managed by project transfer to PRESTASI as needs arise. It is suggested that implementing partners could provide guidelines for the transfer management process, including a list of required documents for scholars, to better inform scholars about the process (or this could be coordinated through PRESTASI).

EQ4: Co-funding Mechanism

EQ4 Conclusions

The cost-share component did not quite achieve its desired outcomes, i.e., (1) to increase ownership from the institution/employer; and (2) to increase the number of scholarship grantees through budget savings from co-funding.

The contribution of direct program cost-share to overall program costs, excluding the candidate's salary component, has been marginal – approximately 1-2% in comparison to the *direct costs* of sending a scholar to study in the U.S. – and has fallen short of the desired 10% contribution. The cost-share funds collected to support scholars have not had any impact on expanding the number of scholars the PRESTASI program is able to support.

PRESTASI 3 cost-share calculations for open recruitment include the salary component provided by the Government of Indonesia (GOI) to GOI-employed scholars that cover basic expenses and allowances during the period of study. These funds are intended to be used for living costs and family costs, for example to pay housing rent in Jakarta or to support other family-related costs for members of the family who remain in Jakarta while the scholars are studying in the U.S. This is an indirect cost as it does not cover scholar expenses for pre-academic and study expenses. When these costs are included, PRESTASI 3 cost-share contributions are much higher.

However, to analyze the real cost-share contributions to covering the direct costs of supporting scholars, these allowances were excluded, and only the cost-share contributions to direct costs were included, such as costs for pre-training, travel, and tuition.

The following table illustrates the difference in cost-share calculations.
PRETASI 3 Cost Share Calculations

	Cost-share reporting, including government-paid salary	Cost-share reporting, excluding government-paid salary (only direct costs of funding a scholar)
Total funds	\$ 345,613	\$46,115
Average per scholar who received funds	Cohort 2: \$ 7.402 Cohort 3: \$10.332	Cohort 2 = \$4,445 Cohort 3 = \$2,417
Percent of actual program costs covered	Cohort 2: 6.2% Cohort 3: 4.5 %	Cohort 2 > 2% Cohort 3 > 1%

In addition, scholars frequently have difficulty getting employers to provide the funds, and sometimes end up covering these costs themselves, which is not the program's intent. The reasons scholars have difficulty getting employers to provide cost-share funds include: no agreement between USAID or PRESTASI and the sponsoring institution to cover such funds, so each agreement must be negotiated individually by the scholars; institutions sometimes do not have budgets to cover such costs, particularly non-governmental institutions; and the budget planning cycles may not always align with the point in time when funds are needed (e.g., to cover pre-academic training).

The evaluation did not find any evidence that provision of cost-share funding increases sponsoring institutions' support or ownership of the program.

EQ4 Recommendations

- The PRESTASI cost-share requirement should be dropped, as it does not meet its objectives and can cause difficulties for scholars. As currently structured, the program benefits do not justify the difficulties involved.
- Should USAID wish to continue the cost-share component, changes to its operation should be instituted. The evaluation did find that there is a willingness by government institutions to contribute to the program's costs.
- The first step in the process of reforming how cost-share is managed (should it be continued) may be for PRESTASI to develop Memorandums of Understanding (MOUs) with selected institutions for their participation in PRESTASI, including for the cost-sharing requirement. However, this may require more advanced planning by USAID than is usually done, or than may be possible. For government institutions, this could allow the institutions to prepare scholarship budget allocations in advance so the funds are available when needed. This would probably be feasible for working with government institutions, but would probably not be feasible for non-government institutions because individual non-governmental institutions sponsor a small number of scholars and may not have the funds available.
- The cost-share component could be part of an expanded partnership with local government scholarship institutions. There are two potential advantages to such partnerships: 1) provincial government scholarship funds are well positioned to help PRESTASI recruit scholars in disadvantaged provinces; and 2) these institutions have funds to support scholars, which could potentially be used to cover a significant portion of scholar costs and increase the number of scholars who can participate in PRESTASI.

EQ5: Support to Local Institutions

EQ5 Conclusions

PRESTASI technical assistance to local training providers is at an initial stage as it began in late 2016. Although there is little experience to analyze, this activity has received positive reviews from local training providers. Target local institutions are appreciative of the support and would like it to be continued, and accelerated. Further, local provider partners indicated a potential interest in entering into a funding and management partnership with PRESTASI (see recommendations under Co-funding Mechanism).

EQ5 Recommendation

- The local institution support component should be continued, and perhaps given increased attention, considering that relatively little has been done to date. Given PRESTASI's overall goals and interest in cost-sharing, it is recommended that USAID consider the feasibility of establishing a cost-share partnership with GOI provincial scholarship funds in select priority provinces. Such a partnership could include a role for local institutions to support candidate recruitment, and a cost-sharing component could be included (as these programs have funding to support overseas scholarships).

EQ6: Demand for PhDs in Targeted Sectors

EQ6 Conclusions

The current number of PhD graduates in Indonesia totals less than 5% of the public and private sector workforce. In the public sector, 90% of PhD holders are lecturers in higher education institutions² (HEIs), and the remaining 10% work in management roles in central and local governments. Among PhDs working in HEIs, only approximately 10% of PhD lecturers work at private HEIs, even though private HEIs make up 91% of all HEIs in the country.

In terms of geographical distribution, current PhDs are unevenly distributed, with more working in the western part of Indonesia and far fewer in the eastern and central regions such as the provinces of Papua, Maluku, West Sulawesi, North Kalimantan, and Central Kalimantan.

The fields with the largest proportion of PhD graduates are not aligned with the current and future needs of the Indonesian government and the private sector. Most future demand for PhDs will come from the higher education sector, which accounts for 47% of all PhDs nationwide. Overall demand for new PhDs from the public and private sectors will grow at 10% and 2.5% per year, respectively, with demand from HEIs growing at 15% annually. Demand from the private sector will remain low for at least the next 5-10 years.

In relation to USAID-targeted sectors, the primary demand is for PhD graduates in health, environment, engineering and technology, and other fields related to science, technology, engineering, and math (STEM). For example, STEM fields include agriculture, marine science, and renewable energy, which are all priorities for HEIs, GOI, research agencies, and the private sector. Democracy, governance, and economic growth remain priorities for central and local governments.

EQ6 Recommendations

The following are recommendations for any potential future PhD support program from USAID:

² Universities, polytechnics, academies.

- Priority fields for a PhD support program (conventional or non-conventional) should align with the priority sectors expressed by stakeholders (i.e., future employers) from the public and private sectors.
- PhD support efforts should target regions with the fewest number of PhDs, primarily in eastern and central provinces such as Papua, Maluku, West Sulawesi, North Kalimantan, and Central Kalimantan.
- Private HEIs should be given more opportunity to send faculty to the PhD support program, as they currently have less than 10% of PhD graduate lecturers despite accounting for more than 90% of HEIs in Indonesia.

Future USAID PhD support activities should include both conventional PhD support as well as more applied, hands-on support, through internships, apprenticeships, fellowships, and/or post-doctoral programs.

EQ7: Effectiveness of Short-term Training Processes and Programs

EQ7 Conclusions

The STT component is well-managed, meets its objectives, and is highly effective at helping participants gain new knowledge and skills. No problems in the program's management were noted or identified.

EQ7 Recommendation

- The evaluation team has no critical recommendations to improve the program or its management. The application of knowledge gained from STT could possibly be further strengthened if PRESTASI would develop a mechanism to help participants formally share their knowledge and develop a network of colleagues engaged in similar work.

EQ8: Comparison of PRESTASI Design with Other Participant Training Programs

Among the training providers reviewed, the Australia Awards Program has almost the similar components to PRESTASI: outreach, selection, pre-academic training, placement support, and post-training. However, Australia Awards does not have a cost-share component. Both programs offer short-term training and master's degree programs, although Australia Awards also funds Ph.D. studies.

Overall, all participant training programs reviewed by the team have similar activity components, with each designed based on funder objectives. Currently PRESTASI 2 and 3 offer a more complete set of activity components compared to the other programs reviewed.

As this question requests comparative data on other similar scholarship programs – as opposed to reviewing PRESTASI's performance – no conclusions or recommendations are provided.

I. BACKGROUND

This evaluation looks at selected aspects of the performance, management, and results of USAID/Indonesia's Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI). The evaluation covers both PRESTASI 2 and 3, spanning the period of performance from August 2012 to June 2017.

In accordance with USAID's Policy, Planning and Learning (PPL) Evaluation Policy Guide and Automated Directives System (ADS) 201, the evaluation's findings will be used to enhance the design and implementation activities that will continue to address PRESTASI objectives. USAID tasked the Indonesia Monitoring & Evaluation Support Project (MESP) with conducting this evaluation.

In 2011, USAID/Indonesia funded the first of three PRESTASI activities. Each of these activities has provided academic training to Indonesians in the form of long-term degree programs as well as short-term training courses. In addition, PRESTASI 2 has provided post-study support in Indonesia for returning participants. PRESTASI 2 ran from 2012-2017, overlapping with PRESTASI 3, which began in 2014 and will continue to 2019.

PRESTASI 2 was implemented by the Indonesian International Education Foundation (IIEF), an Indonesian organization, and the Institute for International Education (IIE), a U.S.-based organization, as its subcontractor. PRESTASI 3 is implemented by the same organizations, but with roles reversed; IIE as lead and IIEF as subcontractor. PRESTASI 3 is a Task Order under the Global FORECAST IDIQ,³ which is managed by USAID/Washington.

II. EVALUATION PURPOSE

The purpose of this evaluation of PRESTASI 2 and 3 is to inform and optimize USAID's design and implementation of the anticipated PRESTASI 4 Program. Findings from this evaluation will also help inform mid-course improvements for PRESTASI 3. PRESTASI is a long-term, evolving activity implemented over a series of activity awards. USAID intends to continue this activity, and the Mission is eager to apply the learning from past and current PRESTASI implementation.

The primary audience for this evaluation is USAID/Indonesia, as the findings will be used primarily to inform future design and current improvements to the ongoing PRESTASI activities. IIE and IIEF are also primary stakeholders as they continue to implement program activities.

Secondary audiences include personnel from the Government of Indonesia (GOI) Ministry of Research, Technology, and Higher Education, as well as other Ministries and private sector entities that sponsor individuals to participate in PRESTASI. Secondary audiences also include relevant donors or stakeholders involved in similar participant or degree training programs in Indonesia, as identified by USAID.

III. EVALUATION QUESTIONS

USAID identified the following research questions for this evaluation of PRESTASI 2 and 3:

- I. **Effectiveness of participant outreach, recruitment, and placement.** How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining training program applicants in targeted sectors? Specifically:

³ Indefinite-Delivery, Indefinite-Quantity.

- a. What aspects of recruitment and placement have been effective, and what aspects less effective?
 - b. What approaches would be more effective to secure qualified, committed participants in targeted sectors?
2. **Impact on participants' careers and workplaces.** What have been the measurable impacts on the careers of returning degree holders under PRESTASI 2 as a result of their participation in training programs and post-training support (e.g., alumni groups, re-entry workshops, etc.)? What have been the measurable impacts on the functioning of returning participants' workplaces, as a result of the education and skills participants gained during their training?
3. **Ph.D. scholar transfer management.** What can USAID learn from the experiences during PRESTASI 2 and PRESTASI 3 to make Ph.D. scholars (project) transfer management support between PRESTASI 3 and PRESTASI 4 more successful?
4. **Co-funding mechanism.** Has the co-funding initiative under PRESTASI 3 resulted in the desired outcomes? Specifically:
 - a. What have been the positive and negative experiences with co-funding?
 - b. How could the co-funding mechanism be more effective?
5. **Support to local institutions.** Based on initial approaches implemented to date, what is the potential value of PRESTASI 3's technical assistance and partnering with Indonesian scholarship providers?
6. **Demand for Ph.D.s in targeted sectors.** What is the relevant supply and demand for Ph.D.s across targeted sectors in Indonesia, per issue-specific USAID funding earmarks?
7. **Effectiveness of short-term training processes and programs.** How effective have the programs and processes for short-term participant training been under PRESTASI 2 and PRESTASI 3 in terms of participants' learning and improved competencies in the workplace?
8. **Comparison of PRESTASI design with other participant training programs.** What are the similarities and differences with PRESTASI among other long-term training programs implemented in Indonesia, including the Fulbright Program, LPDP Training Program managed by the Ministry of Finance, and the Australia Awards Training Program?

Note: Evaluation Question 6 – demand for Ph.D.s. in targeted sectors – was conducted as a stand-alone research effort. The full report is included as Annex VIII.

IV. THEORY OF CHANGE AND PROGRAM STRUCTURE

PRESTASI 2 sought to help individuals, organizations, and institutions acquire the knowledge, skills, and capacity to support achievement of USAID's development objectives in Indonesia and support the country's ongoing economic growth. The goal of PRESTASI 3 is to equip individuals and entities with leadership skills to achieve key sectoral development objectives. More generally, the training is expected to provide future leaders with the ability to improve equity, accountability and transparency in the delivery of public services and the deployment of private sector resources.

USAID/Indonesia designed PRESTASI 3 to expand the scale of its participant training activities beyond those envisioned under PRESTASI 2. The Mission expects the new program to build on the early success and widespread brand recognition of PRESTASI 2. PRESTASI 3 emphasizes the achievement of key sectoral development objectives in the training of Government of Indonesia (GOI) officials.

There are a few key differences between PRESTASI 2 and 3, including:

- PRESTASI 2 provides post-academic support for scholars, which include re-integration workshops involving scholars and employers, whereas PRESTASI 3 does not provide such support;
- PRESTASI 3 encourages partial co-financing of participants by their employers such as travel costs, visa fees and pre-academic training fees; and
- Alpha-I⁴, an alumni association that received a grant under PRESTASI 2, receives support of \$1,000 for each returned PRESTASI 3 scholar to provide services to engage its members in professional assignments and consulting opportunities. Alpha-I was initially established and funded by USAID/Indonesia PRESTASI.

Detailed Result Frameworks charts for PRESTASI 2 and 3 are presented in Annex B.

PROGRAM ACTIVITY

Activities undertaken by PRESTASI include: outreach and recruitment; candidate selection; placement (language and pre-academic training, university placement); post-training support; and follow up activities that include short-term training and study tours.

The stages of IIE/IEF's program support are as follows:

- I. Outreach, recruitment and selection of candidates
- II. Placement, including
 - Pre-Academic Training, including English for Academic Purposes, Data Analysis and Statistics, and Leadership Training
 - University placement
 - Pre-departure orientation
- III. Monitoring and support, including
 - Academic Enrollment Training Report
 - Scholar and Participant Questionnaire
 - A personal action plan created prior to the start of training, and updated and reviewed once training has been completed
- IV. Re-entry: Post training support and follow-up activities (for PRESTASI 2 only)
 - Re-entry workshop (3-6 months after return)
 - Follow-up visits at workplace
 - Post-training workshops in communication, advocacy and monitoring and evaluation
- V. Continued engagement through the Alpha-I alumni foundation

Implementation variances. The key differences between PRESTASI 2 and 3, indicated in the table below, have sometimes varied among cohorts within PRESTASI 3.

⁴ Alumni Association of Scholarship Programs-Indonesia (Asosiasi Alumni Program Beasiswa Amerika Indonesia).

Table 1: Variances between PRESTASI 2 and 3

Program	Outreach Process		Sponsoring Institution Cost Contribution (co-funding)	Support Provided to Alumni Association (Alpha-I)	Post-Training Support (re-entry +)
	Nationally Open	Targeted to Specific Institutions			
Long-term Training					
PRESTASI 2	Yes	No	No	Yes – grant support	Yes
PRESTASI 3, Cohort 1	Yes	No	No	\$1,000 contribution per returned scholar	No
PRESTASI 3, Cohort 2	Yes	No	Yes		
PRESTASI 3, Cohort 3	Yes	Yes	Yes		
Short-term Training					
STT	Yes	No	Yes	N/A	No

Outreach process: Open recruitment refers to a public announcement process whereby anyone in Indonesia meeting the program’s basic requirements can apply. Closed recruitment targets individuals from specific institutions that are USAID partners – most often government agencies. PRESTASI 2 advertised the program nationally and accepted applications from all regions and individuals (open recruitment). PRESTASI 3 also used an open recruitment process but, in addition, under cohort 3 targeted recruitment to specific institutions (closed recruitment), such as government ministries.

Cost contribution: Under two of the three PRESTASI 3 cohorts, sponsor institutions for long-term scholars were asked to contribute to the cost of the program. These costs generally covered expenses such as airfares to and from the U.S., pre-service language training in Indonesia, and required testing and application fees. For the majority of scholars, cost contributions were not required from sponsor institutions.

For short-term training only the actual course costs were covered by PRESTASI. Participants, or their institution, were expected to cover transport and other related costs, such as visas.

Alumni foundation: PRESTASI 2 included a grant component that provided funds for Alpha-I’s establishment and operations. PRESTASI 3 does not include a grant fund, but it does make a \$1,000 contribution to Alpha-I for each returned scholar.

Post training support: PRESTASI 2 provides post-training support to scholars through facilitated workshops between scholars and employers, and provision of training in the areas of advocacy, strategic planning and leadership.

The programming differences between PRESTASI 2 and 3 offer the opportunity to compare advantages and disadvantages of differing implementation approaches for cost contributions by sponsoring organizations, outreach approaches, and the benefits of post-academic training support.

V. EVALUATION METHODOLOGY

This section presents a summary of the mixed methods evaluation methodology used by the MESP team. A detailed evaluation design was submitted to USAID and approved by the COR in mid-February 2017.

The evaluation involved use of the following methods: document review; key informant interviews (KIIs); and an online survey of PRESTASI participants and employers.

- **Document review.** This included review of annual program documents, annual reports and the prior PRESTASI 2 mid-term evaluation (May 2015).
- **Key informant interviews.** KII respondents fall into two groups:
 - National-level stakeholders from PRESTASI 1 and 2, including the Ministry of Higher Education, USAID, the PRESTASI alumni association (Alpha-I), and employers where scholars work.
 - Selected respondents to the evaluation survey, whose answers merited follow-up. These interviews have been conducted by phone. A total 70 respondents were queried for follow-up, and 61 interviews were conducted.
- **Online survey.** The evaluation team administered three web-based surveys targeting: 1) PRESTASI 2 and 3 long-term scholars, including returned scholars and scholars currently studying in the U.S.; 2) PRESTASI 2 and 3 short-term training participants; and 3) employers of PRESTASI 2 and 3 scholars. All PRESTASI participants were offered the opportunity to complete surveys. The number of responses were as follows: long-term scholars - 94 out of a total of 114; short-term training participants – 69 out of a total of 123, and; 3) employers – 9 responses out of a total of 15 institutions invited to participate.

Details of data collection methods and data sources for each evaluation question are presented in Annex C: Getting to Answers Matrix.

A. EVALUATION TEAM

The evaluation team was composed of the following individuals:

MESP Core Evaluation Team

- Team Leader, MESP M&E Advisor, Khairan Indriani
- Evaluation Specialist, MESP M&E Advisor, Retno Handini
- Higher Education/Workforce Development Specialist, Biemo Soemardi (for EQ6)
- Research and Data Analyst, Ricky Andriansyah
- Three enumerators to conduct phone interview

MSI Home-Office Team, including US-based data collection

- Evaluation Specialist and MESP Technical Director, David Callihan
- Evaluation Specialist, Dan Killian
- Enumerator to conduct phone interviews

B. EVALUATION LIMITATIONS

This evaluation has several limitations:

- I. This evaluation will not be able to fully demonstrate the measure of change at the intermediate outcome level of applied skills and knowledge by training participants, or the

long-term outcome level of change of institutional change affected by participants (EQ 2) as there was no baseline study conducted prior the program (a rigorous longitudinal impact/attribution evaluation approach is not possible). Thus, this evaluation is only able to capture indicative measure of outcomes that will be largely based on participants' perception of and satisfaction with the programmatic inputs they have experienced and the limited opportunity to realize longer-term outcomes.

2. In addition, it is expected that program outcomes at the organizational level will be limited due to the small number of individuals trained from any one sponsoring organization. Also, organizational performance may be affected by a multitude of other factors, such as budgets, personnel levels and the availability and use of technology.
3. The evaluation will not be able to fully evaluate or generate lessons for Evaluation Question 5 (technical assistance for training providers) as this is a new initiative and implementation has not fully begun.
4. Phone interviews are an efficient data collection method to overcome/reach geographically dispersed PRESTASI participants in Indonesia and in USA. However, interviews via telephone preclude observation of expressions of emotion and feelings through body language and also limit the interviewer's capacity to sense the genuineness of responses.

VI. EVALUATION QUESTIONS: FINDINGS

This section provides respondent profiles and data collected from online surveys and interviews (in-person and by phone). Findings are presented to answer each of the evaluation's seven evaluation questions addressed in this report.

EVALUATION QUESTION 1: EFFECTIVENESS OF OUTREACH, RECRUITMENT AND PLACEMENT

Effectiveness of participant outreach, recruitment, and placement. How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining training program applicants in targeted sectors? Specifically:

- a. What aspects of recruitment and placement have been effective, and what aspects less effective?
- b. What approaches would be more effective to secure qualified, committed participants in targeted sectors?

To answer this question, data were collected from online surveys and interviews/phone interviews of Long Term Training Participants (LTT) from PRESTASI 2 and PRESTASI 3. The online survey was sent to all 114 LTT respondents and received 94 responses (an 82% response rate). The responses are comprised of 44 (47%) LTT respondents from PRESTASI 2 and 50 (53%) LTT respondents from PRESTASI 3, with a slightly higher response rate among women (male=46% and female=54%). Most LTT scholars were government sector employees (54%), followed by members of academic institutions (22.3%), staff of private not-for-profit employers (16.0%), private for-profit company staff, (4.3%) and "other" (3.2%).

The table below provides details of LTT online survey respondent by PRESTASI Program category, gender, and technical field.

Table 2: PRESTASI LTT Participant Survey Respondents by Category

Category of P2* and P3**			Technical Field					
			Democratic Governance	Economic Growth	Educational	Environment	Health	Other
P2	Gender	Male	3	1	4	4	7	
		Female	1	4	1	6	13	
	Total P2		4	5	5	10	20	
P3	Gender	Male	1	2	2	14	5	0
		Female	1	2	4	11	5	3
	Total P3		2	4	6	25	10	3

*P2 = PRESTASI 2, ** P3=PRESTASI 3

LTT survey respondents were enrolled in the following fields of study: environment (37.2%), health (37.2%), education (11.7%), economic growth (9.6%), and democratic governance (6.4%). Respondents from both PRESTASI Programs 2 and 3 have a similar distribution in terms of academic study fields, as described above.

PRESTASI 2 and PRESTASI 3 have some differences in their outreach approaches. PRESTASI 2 uses open outreach through public presentation events series, including to academic institutions and governments, newspaper advertisements with general information, information on websites, and flyers. PRESTASI 3 uses social media (e.g., Facebook, Twitter, websites) for outreach, but also uses a targeted outreach approach directed toward specific USAID government partners and academic institutions. PRESTASI 3 uses a combination of open and closed outreach and recruitment approaches. Currently, approximately 20% of those recruited into the PRESTASI 3 program have been reached through a closed recruitment process.

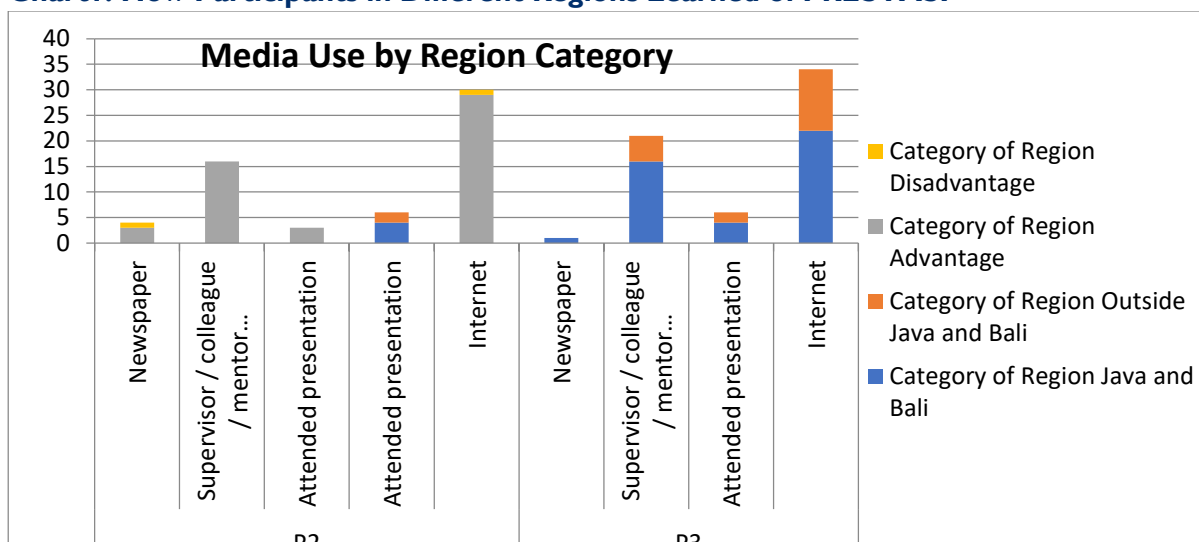
LTT respondents mainly learned about the PRESTASI Program from the internet (49%), from their supervisors/colleagues/mentors (28%), and through letters, flyers and newsletter announcements (8%), as detailed in the table below.

Table 3: How PRESTASI LTT Scholars Learned of the Program

Newspaper	Internet	Attended a Presentation	From Supervisors, Colleagues or Mentors	Friends	Letter in office, brochure/flyer, newsletter
3.8%	48.9%	6.9%	28.2%	3.8%	8.4%

The analysis of how scholars in different regions learned of the program showed that applicants from outside Java and Bali, or from disadvantaged areas, learned of PRESTASI from the internet, their supervisor's or friend's recommendation, and from newspaper advertisements. Similarly, those who were from Java and Bali, or from advantaged areas, learned about PRESTASI mainly from the internet and from their supervisor, as detailed in the figure below.

Chart I: How Participants in Different Regions Learned of PRESTASI



In terms of the institutions where scholars are employed, applicants from government institutions learned about PRESTASI from the Internet (50-70%) and recommendations from their supervisors (30-40%). Similarly, applicants from private sector (private not for profit and for profit) learned about the program mostly from internet (60-70%) and from their supervisors (30%). This same trend is similar with findings reported in PRESTASI Mid-term Evaluation.

Effectiveness of Selection/Recruitment Process PRESTASI 2 and PRESTASI 3 Program

The recruitment and selection process begins when applicants submit their applications and continues until they are notified and selected as approved scholarship candidates. The selection process involves several phases: administration selection, interview selection, and final selection by the PRESTASI selection committee. It took an average of three months after being accepted as a candidate before applicants were interviewed by independent reviewers; most of the interviews were conducted by USAID technical specialists to determine the candidate's suitability for the program. To understand applicant's decision to apply to the PRESTASI Program, they were asked if they applied to several scholarship programs and, if so, to state the reason they selected the PRESTASI Program.

Most PRESTASI LTT scholars (58%) said that they did not apply to other scholarship programs, whereas 32% (33 individuals) also applied to other programs including Australia Awards (18%), Fulbright (5%) and the GOI's Indonesia Endowment Fund for Education (LPDP) (4%). Interestingly, there were 12 applicants accepted by Australia Awards and Fulbright who chose the PRESTASI Program. The most common reason for selecting PRESTASI was because applicants preferred to study in the U.S. (39%), and because PRESTASI provided better pre-academic training (22%). Other reasons included being notified earlier by PRESTASI than by other programs (22%). Survey respondents felt that the PRESTASI selection process was clear and transparent and that a TOEFL⁵ score requirement of 450 provided a higher motivation and opportunity for applicants from outside Java and Bali. One of scholar indicated that the entry requirement for PRESTASI was slightly lower than for other similar programs and that this encouraged candidates who were at the margin, and who may not have been successful in applying for other programs.

Open versus closed recruitment. Open recruitment refers to a public announcement process whereby anyone in Indonesia meeting the program's basic requirements can apply. Closed

⁵ Test of English as a Foreign Language.

recruitment targets individuals from specific institutions that are USAID partners – most often government agencies.⁶

USAID Technical Offices decide the outreach and selection priorities based on their

(DO) and funding resources in determining to use an open versus closed recruitment process and in selecting the final list of candidates. For PRESTASI, USAID technical offices interested in a merit-based selection, with an equal chance for all potential applicants from all employment sectors (government, academia, the private sector, and civil society organizations [CSOs]), decided to use an open recruitment process.

However, even under an open process, priority provinces were still given higher consideration when other qualifications were considered roughly equal, or were given preference depending on other judgments by the USAID funding office.

A closed recruitment process is usually implemented for selection of candidates from key government partners committed to having skills and educational needs in relevant USAID program areas. Final approval of candidates is made by a selection committee of two USAID technical officers and one outside stakeholder, in consultation with IIE/F PRESTASI managers. As part of the final selection process, candidates are asked a series of questions to assess their qualities in the areas of technical skills, leadership, and motivation and commitment. The selection committee assesses and ranks candidates based on their background and skills, and provides additional points if candidates are from one of USAID's targeted 14 provinces. To assess the pattern of effective outreach and recruitment, the table below presents the number of participants from each PRESTASI phase.

Table 4: Participant Numbers for the Outreach and Selection Phases

Participant Number During Outreach and Selection Phases	PRESTASI 3 (2015-2016)				PRESTASI 2 (2012-2017)			
	Cohort 1	Cohort 2	Cohort 3	Total P-3	Taking over from P1	Cohort 1	Cohort 2	Total P-2
Number of applicants from outreach activities	287	377	294	958	1,305	840	689	2,834
Number of applicants passed administration selection	169	93	99	361	501	417	400	1,318
Number of applicants passed into interview selection process	48	47	43	138	184	225	83	492
Candidate number passed interview selection	24	20	24	68	95	53	29	177
Final candidate awardee of PRESTASI Program	21	16	21	58	35	31	22	88

PRESTASI 3 and PRESTASI 2 had an overall applicant acceptance rate of 3-6%. From this data, it is evident that PRESTASI outreach and selection processes are quite competitive. Two phases of selection process – administrative selection and passing the interview selection – have a passing rate of 12-17%. One of most common reasons for candidates not proceeding beyond this phase is that

⁶ Criteria include having a Bachelor's degree, at least two years of work experience, and no more than 40 years of age, in addition to working in the sector for which scholarship funds are available.

the applicant's field of study is not a priority area as earmarked by USAID and the candidate could not demonstrate a strong problem solving/critical thinking ability as required for technical and leadership success.

In terms of the categories of targeted areas, approximately 40% of scholars are from outside the Java and Bali regions while the remaining are from Java and Bali. This indicates that most PRESTASI participants are from advantaged areas (outside of USAID's priority provinces).

A critical winnowing down phase occurs during the administrative selection and interview selection process, in which the number of candidates decreases by 50%. The most common reason for candidates to be disqualified at this stage is because the applicant's field of study is not a priority area as earmarked by USAID, or the candidates are not able to demonstrate strong problem solving or critical thinking abilities considered necessary for technical and leadership success.

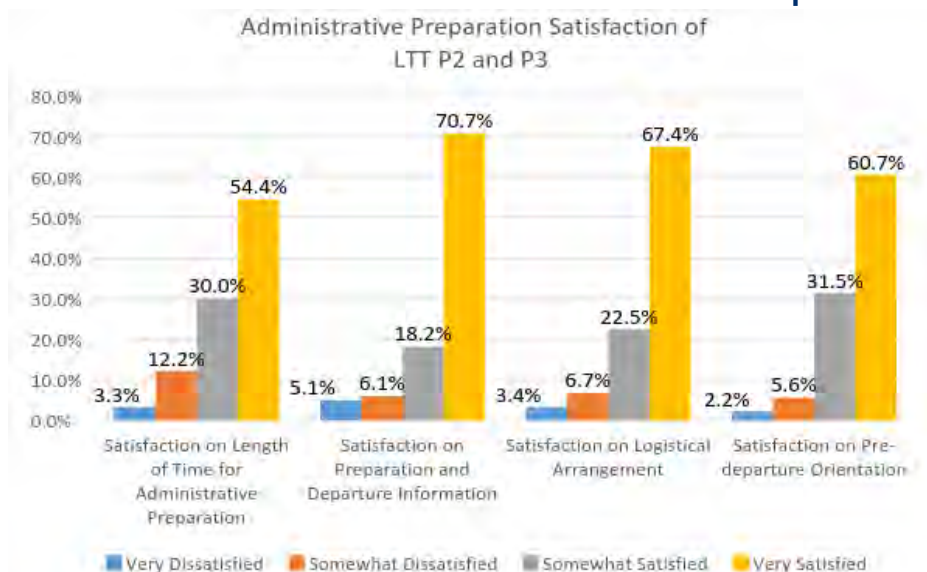
When comparing types of recruitment, both open and closed outreach and recruitment have advantages and disadvantages in terms of serving USAID's objectives. Open recruitment potentially draws the country's best applicants and provides equal opportunities for candidates from all areas of the country. Closed recruitment can help USAID meet its targets for selecting candidates from disadvantaged regions (if selection is not skewed toward Jakarta-based ministries) and can be used to bolster skills needed to directly support USAID sector initiatives. Closed recruitment also offers the potential advantage of offering advanced planning for partnership work with GOI counterpart ministries in a way that can coordinate opportunities with government needs and planning schedules.

Effectiveness of Placement Process of PRESTASI 2 and PRESTASI 3 Programs

The placement process includes four pre-academic training areas (English, statistics, leadership, and Graduate Record Examination [GRE] – the latter of which was only provided by PRESTASI 3) and support for the university application process. Additionally, respondents' educational experience is reviewed as part of the placement component. The placement length of time varies from one candidate to another, depending on their level of English language capacity and successful university application (generally from 3 to 9 months). To assess the effectiveness of placement process, LTT respondents were asked to rate various elements of training and university application support using four or five point Likert scales.

LTT respondents gave mainly positive responses on aspects of administrative departure preparation (e.g., medical examination, visa, travel arrangement) including on the length of time, departure information, logistical arrangements, and departure orientation. Of 94 LTT respondents, an average of 80% indicated they were either very satisfied or somewhat satisfied with the pre-departure support provided, as indicated in the figure below.

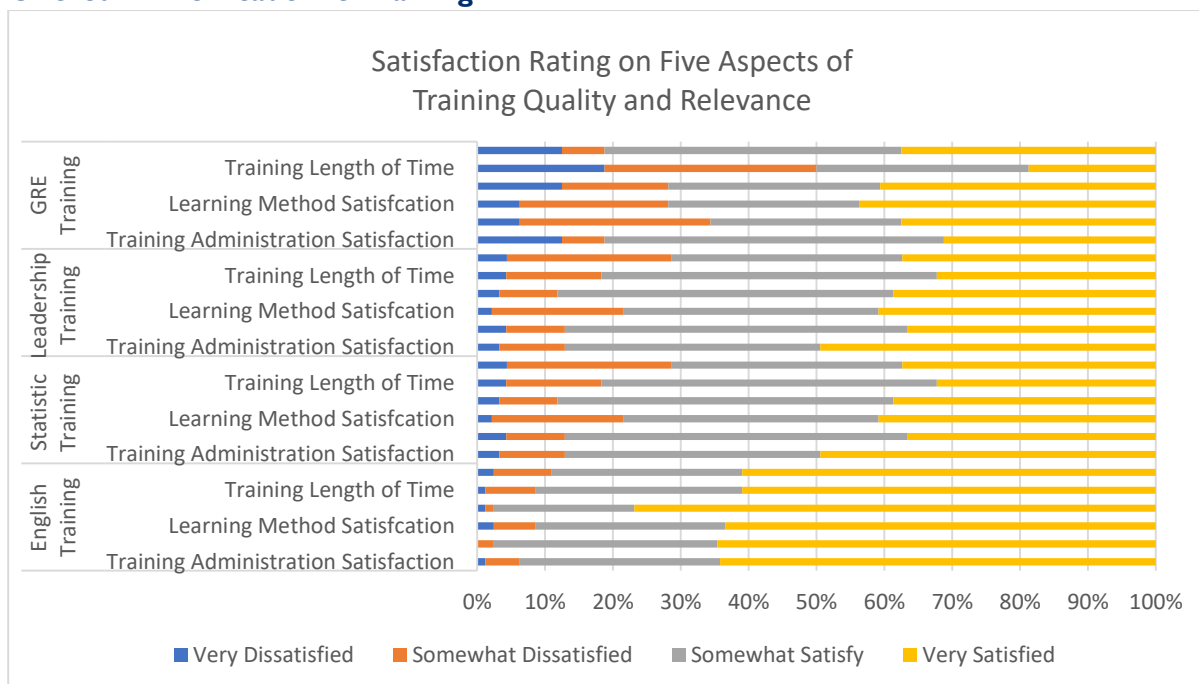
Chart 2: LTT Scholar Satisfaction with PRESTASI Pre-departure Support



Overall, 85% of LTT respondents rated the administration preparation as excellent, good, or acceptable.

Regarding the various trainings offered during the pre-academic support phase, overall these were viewed as either very useful or somewhat useful. The most positive responses were for the English language training, and the least positive response were for statistics, GRE, and leadership training (see chart in annex F). This can be explained by looking closely at aspects of the training such as training administration, training materials, training methods, facilitator support during the training, length of time of the training, and training applicability, which have consistent satisfaction ratings as shown in Figure 3 below.

Chart 3: LTT Scholar Satisfaction on Five Aspects of Training Quality and Relevance Offered in Pre Academic Training



More than 90% of scholars were satisfied with the English language training. However, 10-30% of scholars were dissatisfied with the statistics and leadership trainings, and 18-50% of scholars were

dissatisfied with the GRE training. The highest dissatisfaction ratings were for the statistics training, particularly regarding the learning method (22%) used, its applicability (29%), and length of training (18%). Similarly, relatively high dissatisfaction ratings were given for the following aspects of GRE training; length of time (50%), training materials (34%), training facilitator support (28%), learning method (28%), and training applicability (19%). Aspects of dissatisfaction were somewhat high for leadership training applicability (29%), its learning methods (22%), and length of training (18%).

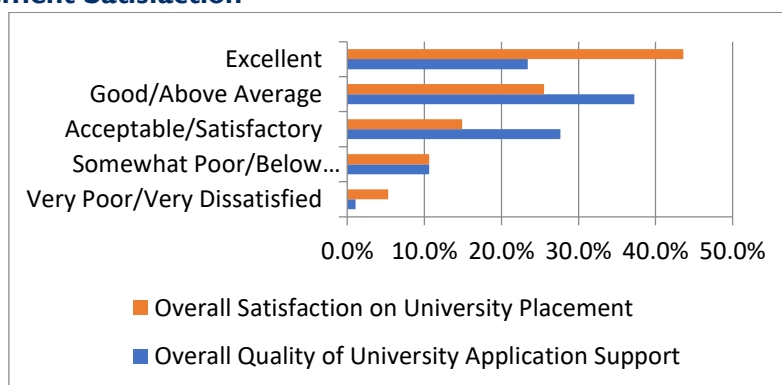
However, despite some reservations about specific aspects of their orientation, scholars rated the overall quality of pre-academic training as high, with 94% of scholars rating the quality as excellent, good, or acceptable.

These responses are consistent with interview results in which scholars generally found pre-academic training helpful, particularly English language training, but other training topics not as much. Regarding statistics training, dissatisfied scholars reported that the topics were covered in too generic or cursory a manner; the course level of difficulty did not take into account varying levels of scholars' skills and pre-existing knowledge; or the time was sometimes too short to cover the material in depth. Candidates who were already advanced in statistics learned nothing new, whereas those who never learned statistics found it too difficult. Other comments regarding statistics included that the software used in the course was SPSS but most U.S. university programs used STRATA or R.

For leadership training, dissatisfied scholars found value in conversing and interacting with native English speakers but dismissed the structured material as a missed opportunity to link the materials and training method with the PRESTASI program's future expectations after scholars returned home.

Other than pre-academic training, LTT respondents were asked about university application support using a five-point Likert scale. High positive responses were received in which 88% rated the overall quality of university support as excellent, good, or acceptable, and 84% of respondents were either satisfied or very satisfied with the support they received.

Chart 4: Placement Satisfaction

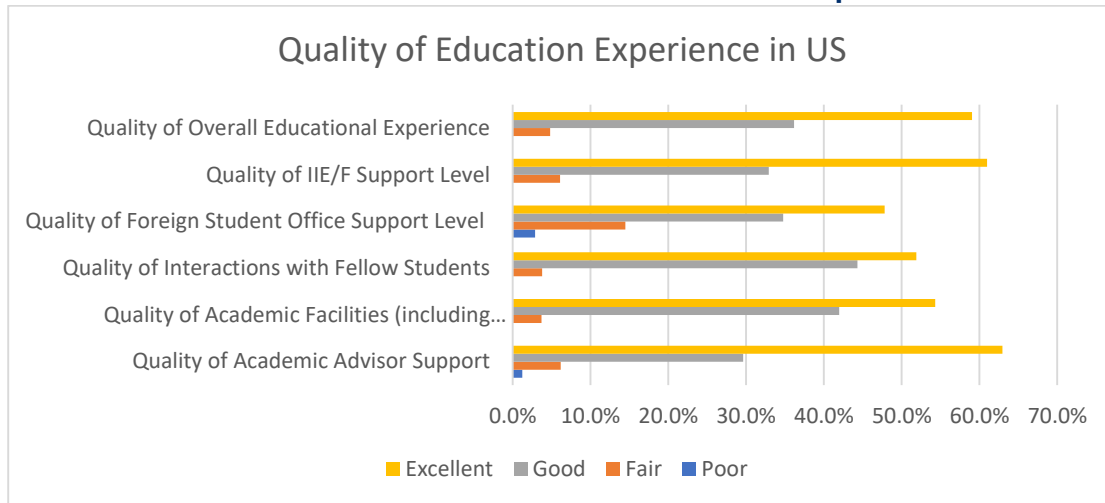


Most respondents (84%) requested a specific university for their studies, but were required to select up to four alternatives. The rate of actual placements matching scholars' first-choice requests was quite high (61%). The most helpful types of application support provided by IIE/F were judged to be mentoring on the application process and the tutorial on how to complete application documents. One improvement suggestion from respondents during phone interviews was to ensure that the preparation and time of application were aligned with U.S. universities' deadlines, especially the university of their choice. Candidates also wished for more regular updates regarding their application progress and information about alternate scenarios if needed.

Regarding the educational experience in the U.S., LTT respondents of PRESTASI 2 and PRESTASI 3 gave strong positive responses. LTT respondents rated all five aspects of the quality of their

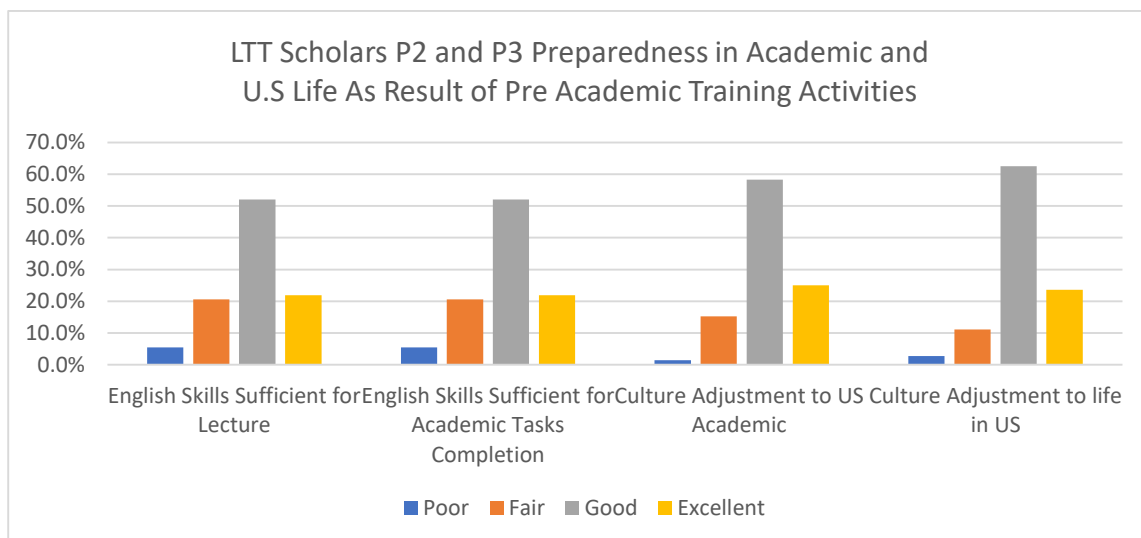
educational experience in the U.S. highly; an average of 93% rated these aspects as either excellent or good, as presented in Figure 5 below.

Chart 5: LTT Scholars' Satisfaction with U.S. Educational Experience



Also, 84 respondents (81%) said they either strongly agree or agree that they were prepared for required academic and activities in the U.S. Specifically, 79% of LTT respondents rated their preparedness as excellent and good in aspects such as sufficiency of English language ability to understand lectures and complete academic tasks, and adjustment to U.S. academic and cultural life. Figure 6 below provides details on the scholars' responses on these topics.

Chart 6: LTT Scholars' Preparedness for the U.S. Academic Experience



Based on participant responses, the English language ability of scholars is not a significant barrier to studying in the U.S., as was discussed in the prior Mid-term Evaluation of PRESTASI 2 (2015). This represents an improvement in the program's management and execution. Overall, 77% of LTT respondents viewed their educational experience as scholars as either excellent or good. There was not a significant difference found in responses when disaggregated between PRESTASI 2 and 3, or by region of origin. Overall findings from outreach, recruitment, and placement are strongly positive and are consistent with the main results reported in the Mid-term Evaluation of PRESTASI 2.

EVALUATION QUESTION 2: IMPACT ON PARTICIPANTS CAREERS AND WORKPLACES

Impact on participants' careers and workplaces. What have been the measurable impacts on the careers of returning degree holders under PRESTASI 2 as a result of their participation in training programs and post-training support (e.g., alumni groups, re-entry workshops, etc.)? What have been the measurable impacts on the functioning of returning participants' workplaces, as a result of the education and skills participants gained during their training?

This section examines two aspects of scholars' ability to apply the knowledge and skills they have gained through their education experience: 1) the effect on their careers, and 2) the experience of the scholars in applying the newly gained knowledge and skills within their workplace. The Kirkpatrick training effectiveness evaluation model is used to address this evaluation question. The same conceptual framework for measuring training results has also been used for the tracer study of PRESTASI I, 2015. The Kirkpatrick training effectiveness model has four levels.⁷

The effectiveness of training on scholars' careers and workplaces was measured primarily through an online survey of scholars and employers that examined new knowledge and skills gained, the effect the education has had on scholars' career advancement, the scholars' ability to apply the skills within their workplace, and the contribution this had had on the organizations where the scholars are employed. Survey data was supplemented with qualitative data from LTT phone interviews, which has been used to glean insights and to better understand the data collected from the surveys.

Survey data was collected from 26 LTT returned scholars (25 returned scholars from PRESTASI 2 and 1 returned scholar from PRESTASI 3) and from 23 phone interviews. Additionally, nine employers completed the online survey, and follow-up interviews were held with three employers.

The profile of returned scholars surveyed is as follows:

- Most returned scholars surveyed (13 scholars/50%) are currently working in government institutions. Other institutions of employment include academic institutions (7 scholars/27%), non-profit organizations (4 scholars/15%), and one scholar is employed in the private sector. This employment sector breakdown is generally consistent with that of the overall PRESTASI LTT population.
- 64% of returned scholars surveyed are permanent employees and 36% are temporary or contractual employees.
- 80% of returned scholars work for the same organization that they worked for before beginning their PRESTASI academic experience. The 20% of returned scholars who have changed their employer since completing their degrees stated that a lack of career advancement opportunity was the most common reason to switch employers (75%), followed by 25% who switched due to receiving an offer of higher responsibility or pay.

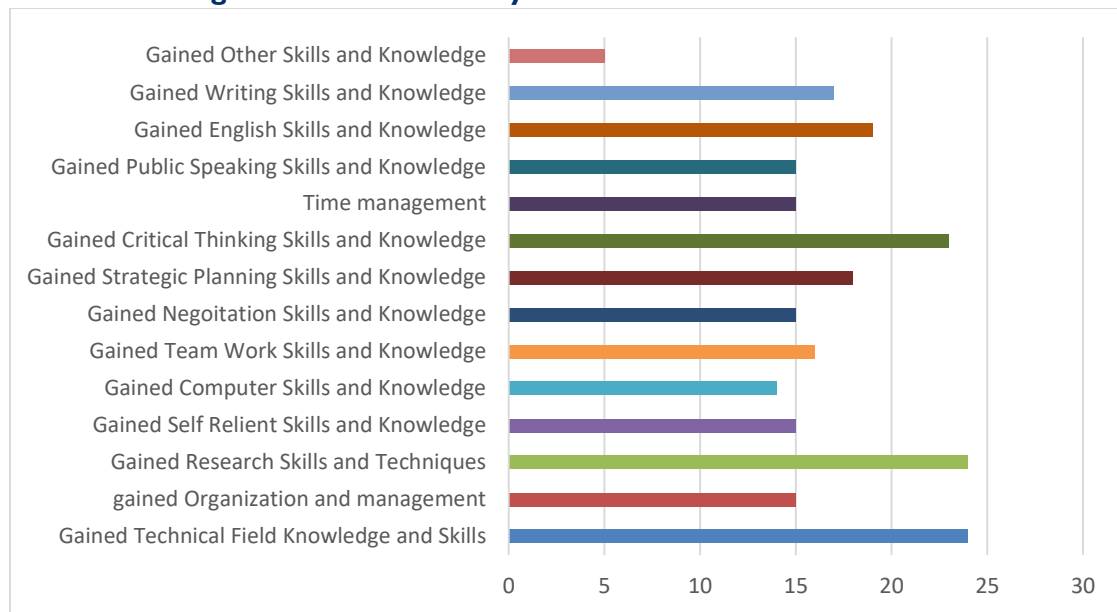
New Skills Gained by Returned Scholars

All returned scholars gained new knowledge and skills, including soft skills. Beside technical skills in their fields, other hard knowledge and skills gained by scholars were in writing, English language, critical thinking, strategic planning, computer literacy, research techniques, and organizational

⁷ Level 1 - Reaction evaluates how participants respond to the training. Level 2 - Learning measures if they actually learned the material. Level 3 - Behavior considers if they are using what they learned on the job, and Level 4 - Results evaluates if the training positively impacted the organization (The Kirkpatrick Model retrieved from <http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel> and Thomas Guskey and Donovan and Townsen (July, 2008) in Review and Analysis of Training Impact Evaluation Methods and Proposed Measures to Support a United Nation System Fellowships Evaluation Framework, Michael A. Zinovieff with the support of Arie Rotem, Geneva.

management. Soft skills gained by scholars were in public speaking, time management, negotiation, teamwork, and self-reliance. Figure 7 below provides a comparison of the most and least frequently cited hard and soft knowledge and skills gained by returned scholars.

Table 7: Knowledge and Skills Gained by Scholars



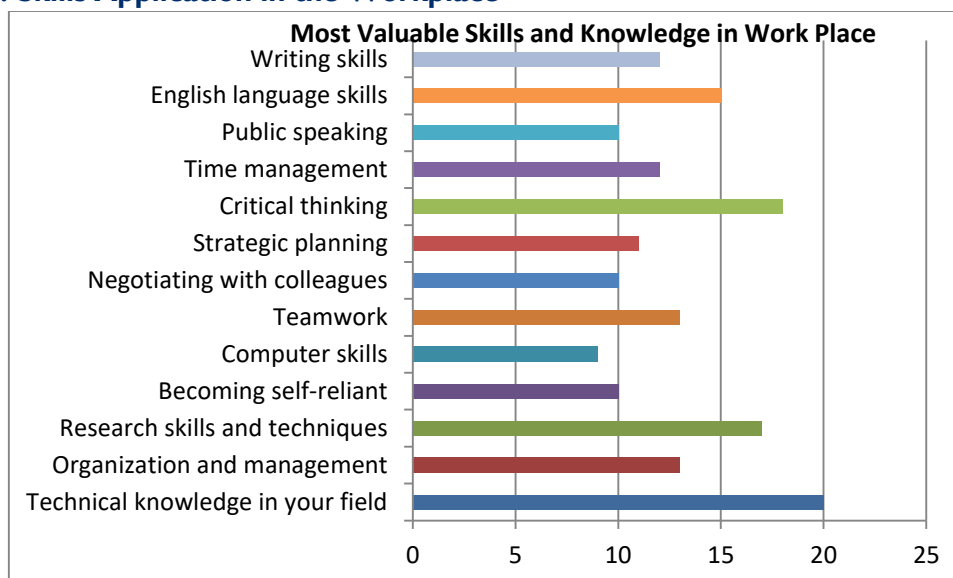
The five hard knowledge and skills most frequently gained by scholars who have returned from the U.S. are technical knowledge and skills in their field; research techniques and skills; critical thinking knowledge and skills; English language knowledge and skills; and writing knowledge and skills. Meanwhile, the five highest soft knowledge and skills gained by returned scholars are negotiation skills, self-reliance knowledge and skills, teamwork skills, public speaking knowledge and skills, and time management skills. This finding strengthens what was reported in Mid-term Evaluation of PRESTASI 2 in which participating scholars reported that critical thinking, English language ability, becoming self-reliant, research skills, and technical skills in their fields were the highest types of skills and knowledge gained.

Applied Knowledge and Skills and Career Advancement in the Workplace

All returned scholars (100%) who participated in the online survey indicated that they have been able to apply their new knowledge and skills in their work, including both hard and soft skills. The application of hard skills included technical knowledge and skills, English language knowledge and skills, critical thinking knowledge and skills, strategic planning knowledge and skills, computer knowledge and skills, research techniques and skills, and organizational management knowledge and skills. The application of soft skills included knowledge and skills in public speaking, time management, negotiation, teamwork, and self-reliance.

These findings are consistent with, and even somewhat more positive, than the findings from the PRESTASI 2 mid-term evaluation in which scholars reported that critical thinking, English language, self-reliance, and research and technical skills in their field were the most beneficial to their work, and most widely applied.

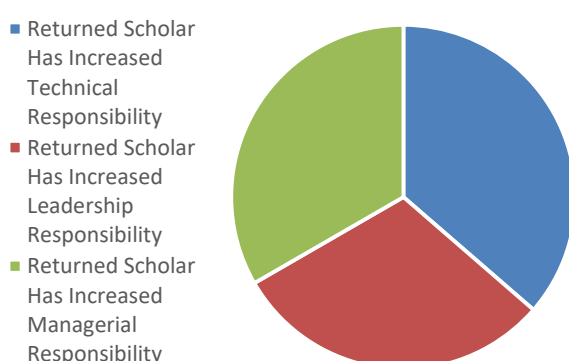
Chart 8: Skills Application in the Workplace



The top five most useful skills and knowledge scholars have used in their work, whether hard or soft, are technical knowledge and skills in their field of work, critical thinking, research techniques and skills, English language skills, and teamwork skills. The rank order of all the most useful hard and soft skills as rated by returned scholars are described in Figure 8 above. This was confirmed by findings from phone interviews in which returned scholars said they used their increased technical skills – in sectors such as health, water and sanitation, democracy and governance – in their workplaces. Additionally, returned scholars indicated that they felt they were more disciplined and organized, more confident, and better at workplace communication.

In terms of increased responsibilities and or career advancement, 64% of returned scholars have had their work responsibilities changed, reporting higher technical responsibilities, increased leadership responsibilities, and increased managerial responsibilities. Work responsibility change has been even in all three areas (technical, leadership, management), as shown Figure 9 below.

Chart 9: Increased Work Responsibility



A total of 44% of returned scholars have been promoted since their return in workplace and 75% of those promoted were promoted within a year of completing their programs. An additional 25% received a workplace promotion between one and two years after returning to their jobs. This is consistent with findings of the Mid-term Evaluation PRESTASI 2 in which most returned scholars had received a promotion between three and twelve months after completing their degrees and returning to their workplace. These changes in work responsibilities occurred equally for those from advantaged and disadvantaged areas. All returned scholars (100%) also said that their academic

program has strengthened their job performance and leadership skills. Again, this is similar to findings reported in the Mid-term Evaluation of PRESTASI 2.

Most returned scholars (80%) are still working in the same organization where they worked before beginning their training. The 20% of returned scholars who changed employment stated that the absence of career advancement opportunities in their previous institution was the most common reason (75%), followed by offers of higher job responsibility as the second reason (25%). More than 50% of scholars from both PRESTASI 2 and 3 are employed in government and academic institutions, and most have permanent employment status.

Survey results from nine employers and phone interviews with them mirrored and validated these findings. All employers verified that the returned scholars have shown increased knowledge and skills and demonstrated the application of increased technical skills to their work. This includes the areas of critical thinking, English language and writing, research, and soft skills such as negotiation skills, time management, teamwork, and public speaking. In terms of expectations of returned scholars, all employers stated that there was a specific or notional plan to utilize returned scholars in their organization, i.e., they have/will be given additional management responsibilities and work to develop new services or products for their organizations. Among participating employers, 90% stated that increased responsibilities have been given to returned scholars in the areas of technical responsibilities, leadership, and management.

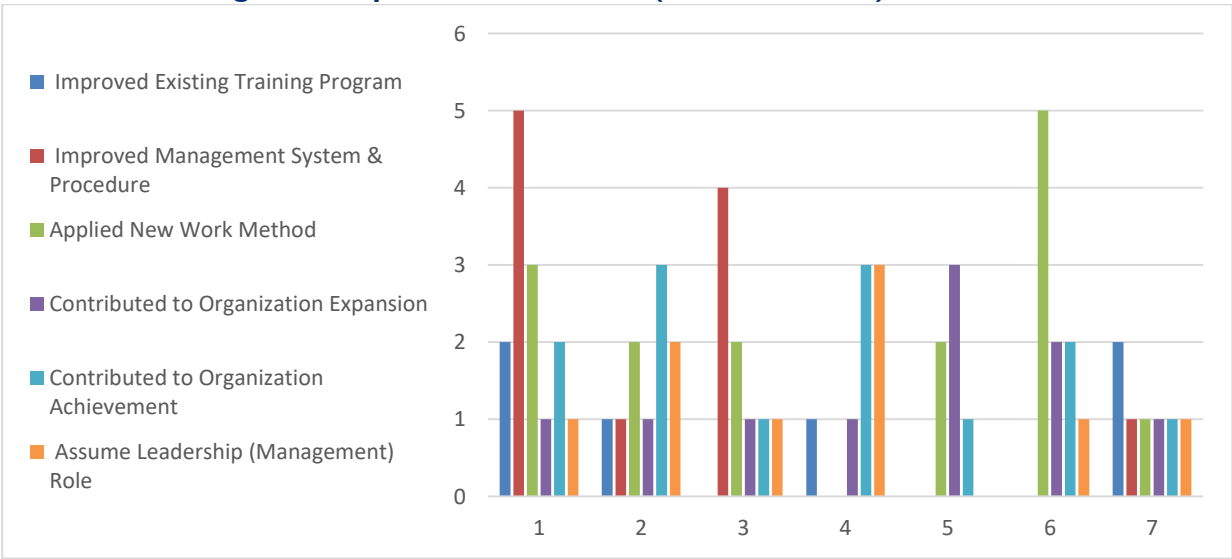
“Since his return, [scholar] has been improved greatly in his communication and leadership, more confident. He is now assigned as Head of Cooperation and Partnership. Due to his work, we have increased partner numbers working with our Institution.”

- Academic Director of a college university in Aceh

Contribution in the Workplace by Returned Scholars

Of the 26 participating returned scholars included in this evaluation, 19 (76%) said they have made contributions in their workplaces. Specific contributions were ranked in order of 1 to 7 to reflect level of the most to least significant contributions, as detailed by the figure below.

Chart 10: Ranking of Workplace Contributions (Rank Order 1-7)



The highest-ranked important contribution was improved management systems and procedures introduced to the workplace, and the second was the application of new work methods. These were followed by improvements to existing training programs and contributions to organizational

achievement. Almost the same trend was found in the 2015 Mid-term Evaluation PRESTASI 2, in which the most common contribution made was the application of new work methods (95%) and improvements to existing training programs (76%). Follow-up phone interviews validated the online survey findings; returned scholars stated they have made professional contributions. Many stated that they have been given increased responsibilities and received promotions since their return. They also confirmed that they have been able to develop and apply new management systems and new work methods.

“Since completing my study in Penn State, I have been appointed as Head of International Affairs and Head of Language Department Development. Currently, I am designing new modules of English Language Training for all departments in this university using more competency/task-based approach so that all students [who] graduate from this university are equipped with ready-to-work skills.”

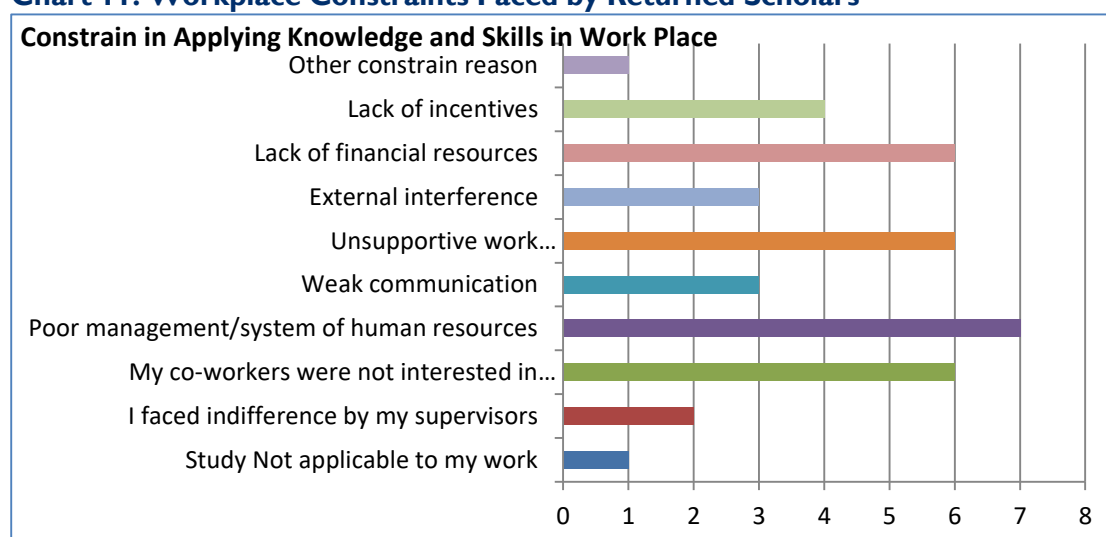
- Returned scholar PRESTASI 2, Muhammadiyah University, South Kalimantan

“I am now Head of Medical Quality Development. One of my contributions is the decreasing of readmission rate in my workplace. I have been developing new protocols and services of medical tests and records utilization. I was applying principles of advocacy, authority, and persuasive means from my study to help achievement of my organization.”

- Returned scholar, PRESTASI 2, Head of Quality Development Department of RSUD (District Government Hospital) Syamsuddin, Sukabumi

A total of 84% of returned scholars also shared their knowledge and skills within their organization and their supervisors have been either generally supportive (60%) or very supportive (40%) of them following their completion of studies (almost the same proportion was reported in the 2015 Mid-term Evaluation of PRESTASI 2). When asked about any constraints they experienced in applying their new knowledge and skills in the workplace, 56% (14) of returned scholars said they faced no constraints or difficulties. The remaining 44% (11) stated that they have been facing constraints in applying their knowledge and skills in their workplaces. The figure below summarizes the constraints faced by returned scholars.

Chart 11: Workplace Constraints Faced by Returned Scholars



Five common constraints often faced are poor management/human resource systems, unsupportive work environment or organizational culture (e.g., non-performance-based and less open work culture), low interest from co-workers in accepting new work methods, lack of financial resources, and a lack of incentives.

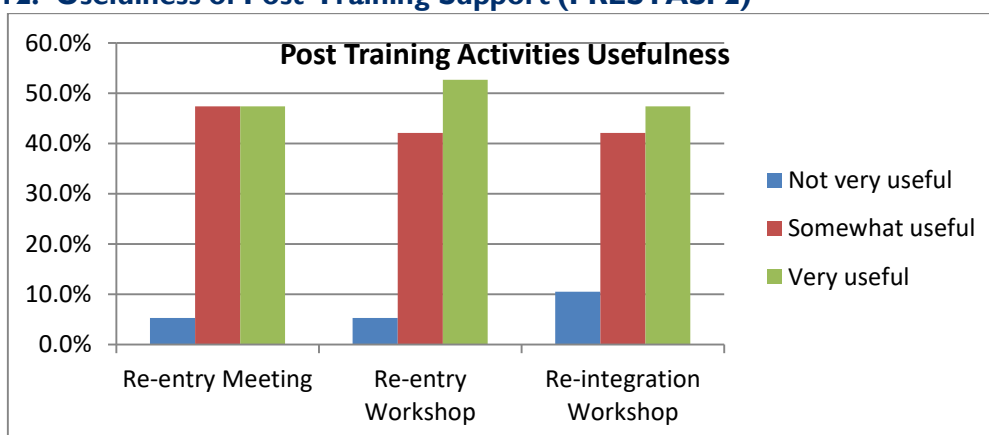
All returned scholars indicated that their academic experience had a very positive (60%) or positive (40%) impact on their career.

Value of Post-Training Activities for Returned Scholars, and Overall Program Experience

PRESTASI 2 provided post-training activities after scholars returned to Indonesia, but PRESTASI 3 does not. This support includes a re-entry meeting in which every returned scholar would stop by Jakarta to give a one-day presentation to IIE/IIEF and the USAID COR on their study results and action plan. Secondly, there is re-entry workshop conducted three months after the scholars returned. Lastly, PRESTASI 2 provides a re-integration workshop in which scholars and their supervisors together review the scholar's progress, and any issues regarding application of their new knowledge and contributions to the workplace.

Based on survey results from returned PRESTASI 2 scholars, 79% (19 respondents) stated they have participated in post-training activities while the remaining 21% (5 respondents) said they had not. Those who participated in post-training activities were asked to rate the usefulness of each post-training activity as shown in the figure below.

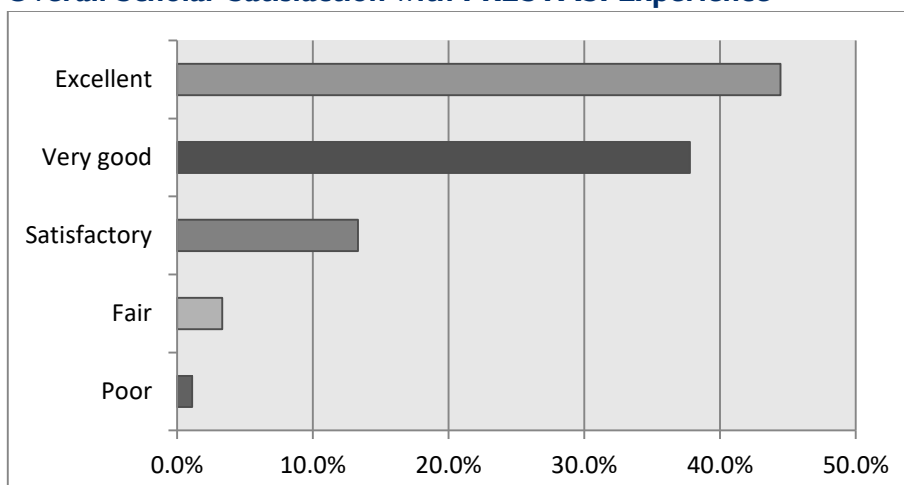
Chart 12: Usefulness of Post-Training Support (PRESTASI 2)



An average of 89% of returned scholars rated all post-training activities positively – either as very useful or somewhat useful.

In addition, 96% of all scholars from PRESTASI 2 and PRESTASI 3 rated their overall experiences in the PRESTASI Program as either excellent (44%), very good (38%), or satisfactory (13%), as shown in Figure 13 below.

Chart 13: Overall Scholar Satisfaction with PRESTASI Experience



As for women scholars, most of them (90%) had no specific difficulties or issues during their academic study period in U.S. They indicated that their participation in the program has affected their supervisor's view of their work, with most of them reporting that they have received positive feedback from their supervisors. Finally, 94% of PRESTASI 2 and 3 scholars said they would recommend the program to their colleagues.

EVALUATION QUESTION 3: PH.D. SCHOLAR MANAGEMENT

Ph.D. scholar transfer management. What can USAID learn from the experiences during PRESTASI 2 and PRESTASI 3 to make Ph.D. scholars (project) transfer management support between PRESTASI 3 and PRESTASI 4 more successful?

USAID transferred 13 Ph.D. students from other USAID projects to PRESTASI 3 in mid-2016. The role of PRESTASI 3 is to administer and monitor the Ph.D. scholars, but not to manage the costs of their programs as these costs have been covered by the initial projects that funded the scholars. These Ph.D. students have been studying for several years and are expected to complete their programs in 2017. This section reviews the management of the transfer process.

The table below summarizes the USAID projects that managed Ph.D. scholars before transferring them to PRESTASI 3.

Table 5: USAID Projects that Transferred Ph.D. Students to PRESTASI

USAID Projects	Partnership Program with Universities for Ph.D. study	Number of Ph.D. Students and Study Locations
Smart Strategic Coalition for Sustainable Agricultural and Economic Development in Indonesia. The project was initiated by USAID's Education Office for Environment Office to support US and Indonesia university partnerships to strengthen agricultural development in Indonesia.	A partnership program among two universities and one national research center: Washington State University (WSU), <i>Institut Pertanian Bogor</i> (IPB), and the Research Center for Biotechnology of the Indonesian Institute of Sciences (LIPI).	There are five Ph.D. students under this partnership: three students at Bogor Agricultural University, Indonesia and two at WSU. Locations are the USAID project site, LIPI, and IPB. They are expected to complete their studies around December 2017.
Promoting Sustainable Forest Management and Biodiversity through Research and Education Partnerships (Ph.D. study in the U.S.)	This is a partnership program between the State University of New Jersey (Rutgers) and Universitas Nasional.	One student is studying at State University of New Jersey (Rutgers) and is expected to graduate in December 2017, or earlier.
Support for Economic Analysis and Development in Indonesia (SEADI) (Ph.D. study in the U.S.)	Partnership program with several universities in U.S., including University of Pittsburgh, North Carolina State University, the University of South Carolina, and Western Michigan University.	Four students are currently active in the program. One student has completed their studies and has returned to Indonesia.
Kalimantan Wetlands and Climate Change Study (KWACS) (Ph.D. study in the U.S.)	This is a partnership program among four universities: Oregon State University (OSU), University of Tanjungpura, University of Mulawarman and Indiana University.	Three Ph.D. students are currently studying at OSU and are expected to complete their program in 2017. OSU covers all scholar funding.

Seven Ph.D. scholars provided responses (4 female, 3 male). Three of them were employed in the public sector, another three were from academic institutions, and the remaining work for non-profit organizations. All seven scholar respondents were aware of the management transfer and its purpose. All of them appreciated the smooth management of their transfers to PRESTASI and stated that they noticed no difference in their program and that the transfer did not cause any difficulties, which enabled them to continue their studies as usual without disruption or concern.

The seven Ph.D. scholars were informed about the transfer to PRESTASI through email correspondence and PRESTASI 3 has engaged in continuous communication with their academic supervisors or university management partners. PRESTASI 3 staff stated that since they already have strong experience in managing long-term scholars they did not encounter any difficulties with the transfer process, including in monitoring and support for the scholars' academic and administrative needs. USAID's process to transfer the scholars from one project to another while complying with the management and administrative requirements can take up to three months.

All Ph.D. scholar respondents were satisfied with the transfer management and noted an appreciation of the academic monitoring and support provided under PRESTASI 3 management, as well as appreciation for PRESTASI's active communication.

"USAID PRESTASI supported me very well, and always contacts me to ask about my progress. I think this is good for all students as it can make students more engaged (about their study progress)."

- Female Ph.D. scholar, education field

"I am very grateful to the USAID and IIE team in the USA and Indonesia who had helped us to ensure our stay in the USA and worked very well with the university."

- Female scholar, environment field

When asked about suggested improvements, scholars gave minor suggestions such as to provide a systematic guidance document that includes a list of documents to complete to get the student prepared. Secondly, they suggested having explanations about transfer management in person with new management and former managers together to avoid any concerns about the process.

EVALUATION QUESTION 4: CO-FUNDING MECHANISM

Co-funding mechanism. Has the co-funding initiative under PRESTASI 3 resulted in the desired outcomes? Specifically:

- a. What have been the positive and negative experiences with co-funding?
- b. How could the co-funding mechanism be more effective?

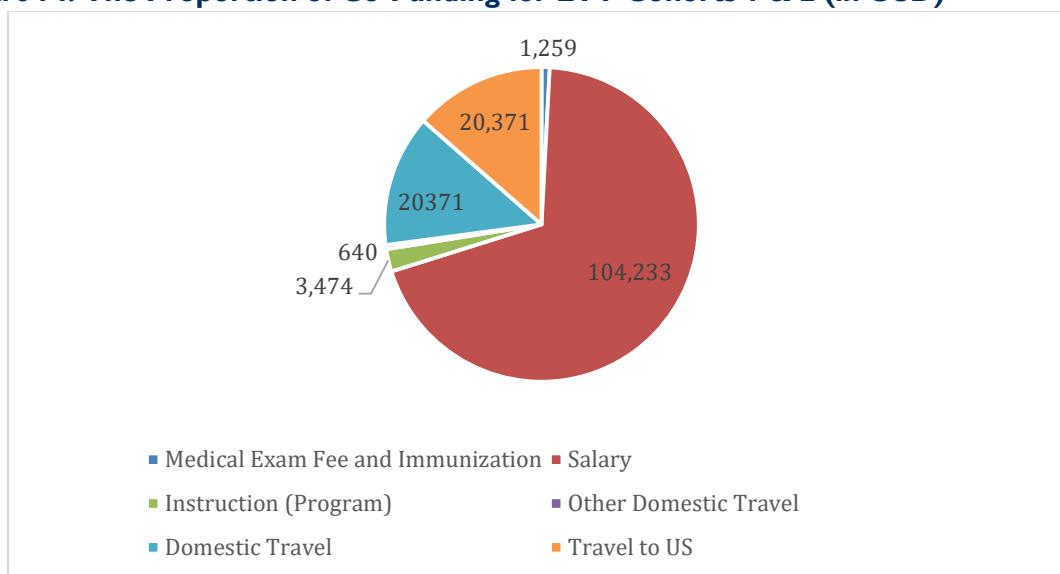
The co-funding (or cost-share) mechanism was initiated in PRESTASI 3. The purpose of the co-funding mechanism is to achieve two outcomes: (1) to increase ownership by the institution/employer; and (2) to increase the number of scholarship grantees through budget savings from co-funding. PRESTASI 3 introduced a mandatory cost-share contribution for cohort 2 participants by sending Employer Acknowledgement Forms to participants. The form, which requires an employer's signature and stamp, confirms two things: (1) the employer's agreement for the employee to participate in the PRESTASI program activities, and (2) the employer's agreement to provide direct funding, or the means to cover, the expenses incurred in Indonesia (see Annex G: Employer Cost-Share Application Form).

PRESTASI considers Indonesia cost-share expenses to include testing fees, pre-departure training fees, university application fees and travel costs to and from the U.S. Cost-share funds to cover these items are provided directly to the vendor (e.g., the training institute or airline) and are not collected by PRESTASI. The cost-share requirements apply to both open and closed recruitments. Starting with cohort 2 of PRESTASI 3, the program encourages candidates who applied through open mechanism for their employers to contribute to funding items mentioned above (costs incurred during preparation, university admission fees, and costs of flights to and from the U.S.) valued at up to \$ 2,000-5,000. There is a note, however, that cost share contributions will not affect the selection process. As for closed recruitment, the USAID technical office communicated with five targeted/selected ministries during the cohort 3 process, and the particular amount of cost share was agreed to by both parties, and was explained (the cost share) in writing by employers in the application form. The amount of cost share used in the closed recruitment process could be three times as much as the cost share used in open recruitment, or up to \$12,000.

When calculating cost-share contributions, PRESTASI includes ministry basic salaries, although these are not a direct program cost (i.e., these are not expenses that would otherwise be incurred by PRESTASI in funding a scholar's costs of studying in the U.S.). The ministry basic salary is something that is often provided to government employees during their study period. It provides a base salary to the scholar and can be used, for example, to cover living costs for family members who remain in Indonesia while the scholar is abroad.

As indicated in the figure below, 69% of PRESTASI 3 cost-share funds are from the employer's salary support to scholars, and this amount represents by far the largest contribution to total cost share.

Chart 14: The Proportion of Co-Funding for LTT Cohorts 1 & 2 (in USD)

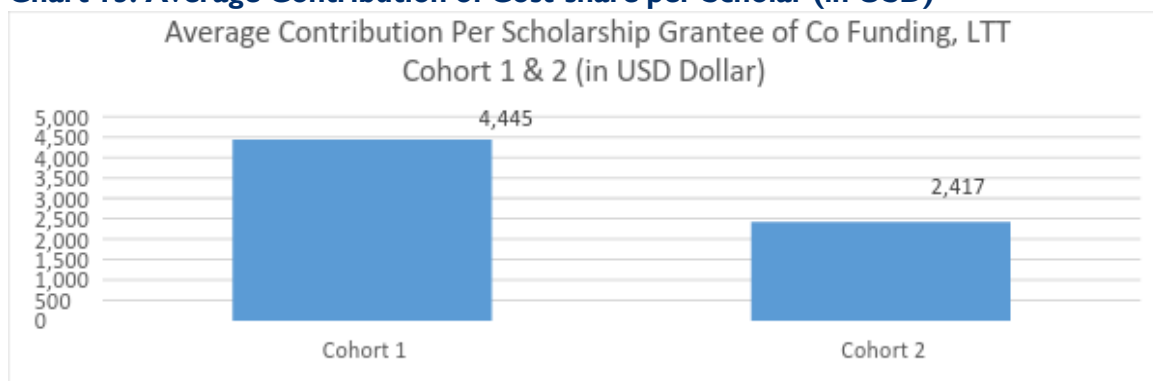


Source: PRESTASI 3 data

For the purpose of this evaluation, only direct program cost contributions are included to enable analysis of the real co-funding (cost share) percentage contributed by employers against the total cost of PRESTASI Program and salary component is excluded.

Total direct cost-share funds (not counting employer salary contributions) contributed to date total approximately \$46,115. The average contribution of cost-share per participant is 6% for cohort 1 and 3% for cohort 2 (assuming a cost of USD\$ 70,000 for a master's degree). Considering the direct cost-share contributions to PRESTASI costs, actual cost-share contributions to PRESTASI 3 are somewhat less than 2% of total costs, and for cohort 3 somewhat less than 1%. The program had a target to collect 10% in cost-share funding.

Chart 15: Average Contribution of Cost-share per Scholar (in USD)



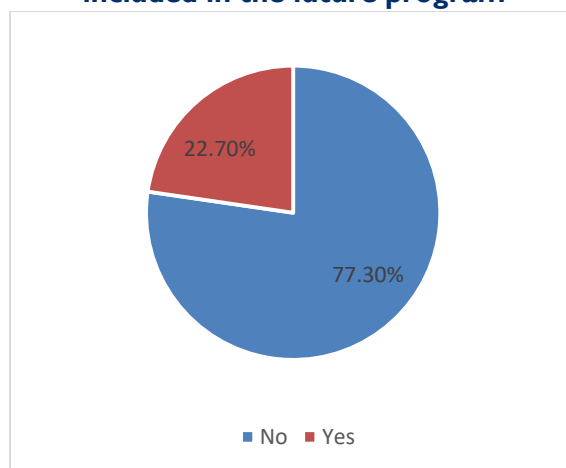
Source: PRESTASI 3 LTT Data

Qualitative Data

From the online survey, it was found that 77% of respondents do not recommend that co-funding be included in a future PRESTASI program, whereas 23% recommend it be continued.

From phone interviews with employers and participants, it was found that the existing co-share requirement has created challenges for both groups of scholars and employers. A frequent criticism of the cost-share requirement is that it does not ensure that the actual cost-share is provided by employers, as was intended. For example, a number of participants indicated that attaining the funds from the employer was problematic, or not possible. In many cases, it appears the scholars from open recruitment provided the funds to cover the cost-share requirements themselves (i.e., using their own funds).

Chart 16. Percentage of Respondents who recommend co-funding mechanism to be included in the future program



Employers noted that there was no mechanism allowing them to be informed of the scholar's progress after employers paid cost-share contributions. As with the intention of closed recruitment, the intention of cost share – to increase employer commitment/ownership – is understandable. However, although it is intended for the benefit of the employer organization, employers wanted assurance that the number of scholars to be sent to U.S. was secured. The benefit agreement should consider the mutual interest of both parties. Furthermore, employers from academic and government institutions need to be better informed and have a long-term plan or agreement for the scheme, as they have to allocate cost-share funds during budget planning cycles at the end or beginning of the year. In this regard, the USAID technical office responded that securing a certain amount of funds for such a scheme would be challenging as allocation of funds in USAID depend on different priorities and are approved annually.

Additional comments from scholars on the cost-share component:

- “My employer signed the application form as a formality procedure only. At the end of day, they did not finance any components or provide funding. The applicants should finance by themselves for these items cost. Having employers responsible for these costs increases uncertainty.”
- “My employer signed the application, but I financed the costs mentioned in [the] application form.”
- “It is hard to find a sponsor for my study; I am not a civil servant.”
- “I am a civil servant and I faced challenges because it is a long administrative process to get money from my institution. It is not easy for my institution to [approve and] release funds. The government regulations caused complications with the application process.”
- “With the tight deadline of the recruitment process, finding a sponsor is quite challenging.”

- “My employer agreed to be my sponsor, but I cannot get money from my work unit immediately, especially as a civil servant. We cannot get money with the short notice. We should have a budget allocation beforehand.”
- “I suggest that the USAID should directly contact the institution and build the agreement about the co-funding so the candidates do not act as the mediator. This will be easier for candidates and increase responsibility and ownership from employer.”

Additional comment from employer on the cost-share component:

- “I provided some funds for the candidates. This funding came from research working group, not from my institution, however. Until now, I do not know the status of [the] scholarship grantee, he never reported to me regarding his study.”

EVALUATION QUESTION 5: SUPPORT TO LOCAL INSTITUTIONS

Support to local institutions. Based on initial approaches implemented to date, what is the potential value of PRESTASI 3’s technical assistance and partnering with Indonesian scholarship providers?

With Indonesia prioritizing development of more qualified human resources, national and provincial governments are setting aside more funds for domestic and international scholarship programs, including establishing scholarship management divisions in existing government agencies.

With little formal training for staff, local training providers have to find their own ways to manage and to be accountable for scholarship management and funding. They must conduct recruitment and placement management through various processes – mostly overseas – while complying with government bureaucratic systems in finance and administration in each country. Consequently, local training providers have a significant need for better management systems and increased capacity to execute the following actions related to their scholarship programs:

- Recruit, prepare, and place the scholars in universities (this includes application support management, such as matching scholars with suitable universities and study programs).
- Manage funds.
- Manage scholar databases and monitor scholar study results.
- Support or provide post-training management and, management of alumni associations.

On the other hand, local training providers currently are only able to send a few scholars to the U.S. despite the availability of funds and the desire to send more scholars to the U.S. as they have little knowledge/experience of the U.S. higher education system and regulations. Technical assistance (TA) offered by PRESTASI 3 is strategically valuable; local training providers can access expertise from IIE to increase their scholarship management in general, and the TA also indirectly assists local providers to be able to send more funded scholars to the U.S. as their study destination. In addition, the suggestion from local training providers to extend the TA into a funding cooperative indicates potential interest among local partners to increase the number of scholars being sent to the U.S., which is one of the objectives set of this activity.

PRESTASI 3 recently initiated an activity to provide TA to Indonesian scholarship programs, which is one of the program’s objectives. The purpose of this activity is to improve the technical capacity of GOI scholarship organizations to manage scholarship programs, including in the areas of recruitment and placement, and to increase the number of scholars supported by the GOI to study for advanced degrees in the U.S. Specifically, the TA supports two main areas: (1) training of managers and staff in the knowledge and skills required to assist applicants to apply to U.S. universities, and (2) helping program managers and staff to identify placements for applicants.

In early 2016, PRESTASI 3 conducted outreach activities for nine government and private non-governmental organizations in Java, Kalimantan, Papua and Sumatra to assess training provider needs. They found that government training providers have adequate funding and have established scholarships management divisions but that non-government training providers have limited funds and staffs.

In 2016, two local government training providers from Aceh and Papua Provinces requested TA support from PRESTASI 3. The support for these two providers is still at an initial phase and only one activity for the Aceh Province training provider has been carried out (in early 2017). Consequently, it is not possible to assess the activity's success in building capacity. Therefore, this evaluation is limited to examining the need for and potential value of the support.

Information was collected by interviewing key management personnel from local training providers in Aceh and Papua provinces regarding their views on the value of PRESTASI 3's TA. The main findings include:

- Local training providers from Aceh and Papua provinces gave positive responses about the need for the capacity building support and had a positive view of the activity.
- In particular, local training programs are interested in improving their management systems and personnel capacity to recruit, prepare, and place scholars. This includes supporting the scholars' university admission process, providing application support, matching scholars with appropriate universities, managing funds, monitoring study results, and providing post-training and alumni support.
- Local providers are also expressed a desire to send an increased number of scholars to U.S. universities.
"We fund scholars every year and send them to 21 countries. A small number of scholars are sent to the U.S. but we want to send more. We have worked jointly with the German and Australian Governments, but not with U.S. Government."
 - Vice Director of Aceh Government training provider
- Current TA is supported through an existing cooperative agreement between the U.S. Embassy and the provincial government. The local providers have positive views of USAID since their governments have prior experience working with USAID.
- TA is provided through a series of scholarship management workshops and through mentoring for local training providers. This activity is regarded positively by those who have participated. Aceh training providers have had five staff trained in scholarship recruitment, and data and training administration management. Trained staff have been using their new knowledge to better manage scholar data and enhance training administration.
- Local training providers want more systematic TA and would like to see the training increased
- There was a suggestion that a cost-sharing partnership be created between PRESTASI and local training providers to use the local training institutes to help select and support candidates. In turn, PRESTASI would provide some cost-sharing funding for scholars' studies in the U.S. – to support the development needs of local government institutions.

EVALUATION QUESTION 6: DEMAND FOR DOCTORATE DEGREES IN INDONESIA

This question was researched through a separate stand-alone research effort. The full report is included as Annex VIII. Conclusions and recommendations for this questions are included in this report in Conclusions and Recommendations section as well as in Annex VIII.

EVALUATION QUESTION 7: EFFECTIVENESS OF SHORT-TERM TRAINING⁸

Effectiveness of short-term training processes and programs. How effective have the programs and processes for short-term participant training been under PRESTASI 2 and PRESTASI 3 in terms of participants' learning and improved competencies in the workplace?

Both PRESTASI 2 and 3 fund short-term participant training (STT). Training is generally technically focused and typically lasts a week or two, although lengthier courses are sometimes approved. STT may include conferences, visits, seminars, and programs tailored to the needs of particular groups. STT has taken place primarily in the United States, but also in Indonesia, the Philippines and other countries. The STT program is conducted through a closed recruitment process, and the USAID technical office already has planned and identified the targeted organizational partners and STT program needs.

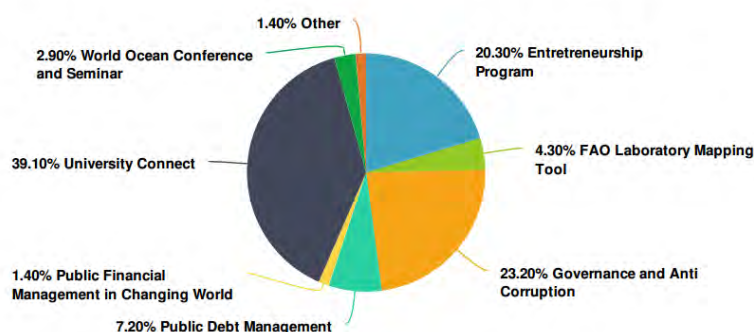
A profile of the STT is as follows:

Table 6: Profile of Short-term Participant Training

	Participants	Country of Study		Participant Target ⁹
		U.S.	Other	
PRESTASI 2	51 ¹⁰	44	7 ¹¹	100+
PRESTASI 3	68 ¹²	48	20 ¹³	120

The fields of study for STT participants are presented in the figure that follows.

Chart 17: PRESTASI STT Fields of Study



The most common fields of study among those surveyed (based on 69 survey responses) were University Connect,¹⁴ governance and anti-corruption, and entrepreneurship. Of the 69 respondents, a majority studied in the U.S. (82.6%), followed by Indonesia (14.5%), the Philippines

⁸ Note: Evaluation Question 6 in the original SOW – demand for Ph.D.s – is being answered through a separate evaluation process, and will be presented in a stand-alone report.

⁹ PRESTASI 2 budgeted \$2,000,000 of the program's \$19,726,291 for STT; PRESTASI 3 did not have a contractual budget estimate.

¹⁰ As per June 2016 IIEF Progress Report.

¹¹ All to the Philippines.

¹² As per the June 2016 IIE Progress Report.

¹³ One to Peru and other 19 to the Philippines.

¹⁴ University Connect is an online cross-cultural education program that can be integrated into curriculum to foster critical thinking, cross-cultural communication, and media literacy.

(1.5%), and Thailand (1.5%). The most common sectors of USAID funding were for education (56.5%), democracy and governance (21.7%), and economic growth (7.2%).

A. Findings: Program Effectiveness

This section contains information on the effectiveness of PRESTASI STT. The information comes mainly from participant survey responses and follow-up phone interviews with 19 STT participants, but also includes and considers information from interviews with USAID AORs/CORs.

i. Program Preparation and Ability to Learn

PRESTASI 2 and 3 are managed to ensure that participants are appropriately matched with training opportunities and that their English language skills are sufficient for understanding and participation. Candidates are nominated by USAID technical offices, and IIE/IIEF and USAID coordinate to ensure appropriate placement – either for requested opportunities, or to identify opportunities that meet an identified need.

IIE/IIEF provides English language tests for all candidates who are planning to attend training in the U.S. or a third-country by using the Communicative English Proficiency Assessment (CEPA). If the candidates do not pass the CEPA test there is an option to provide interpreters for the course.

The table below indicates the degree to which participants felt they had adequate English language skills to understand and participate in STT opportunities.

Table 7: Adequacy of English Language Skills for STT

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
My English language skills were adequate to understand the lectures	6%	2%	24%	68%
My English language skills were adequate to participate in discussions	3%	3%	25%	65%

As can be seen in the above table, over 90% of STT participants somewhat agreed or strongly agreed that they possessed adequate English language skills to understand and participate in classroom lectures and discussion.

In terms of the program's management, interviews with 4 USAID AORs/CORs did not identify any concerns or problems related to the selection or placement of STT participants.

ii. Participant Satisfaction and Knowledge Gained

Table 8 below presents survey data related to STT participants' satisfaction with the courses they took.

Table 8: STT Participant Satisfaction and Knowledge

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I was satisfied with the quality of the teaching/lecturers	6%	3%	9%	82%
I was satisfied with the content of the course	3%	3%	7%	84%

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I was satisfied with the administrative aspects of the course (for example, facilities and program management)	1%	1%	4%	88%
The course has been useful for my career	1%	1%	14%	78%
I gained new knowledge from the course	1%	1%	7%	86%
I gained new skills from the course	1%	1%	22%	71%

Ninety seven percent of participants rated their overall satisfaction with their STT experience as excellent or very good; 70% rated their satisfaction as excellent.

As can be seen from the table above, satisfaction ratings by STT participants for the quality of the courses they took, the quality of the lectures and teachers, and their ability to gain new knowledge and skills were extremely high; for all categories, over 90% of participants responded they were either satisfied or very satisfied, with the majority of the responses being very satisfied.

The comments below are illustrative of participants' satisfaction with their training courses:

"The course [was] not only in the classroom, but [we] also visited real practicing sites. I gained lots of new understanding and skills after participating in the course; we visited classes, observed how teacher/lecturer interacted with students, and how they mentored them when facing learning problems. That was what I applied in my work. We created lecturer's guidelines in class inspired from the course."

- STT participant from academic institution, female

"[There are] lots of new things I learned from the short course such as mapping tools implementation for standardized laboratory. I am a Master Trainer functioning as laboratory assessor in the country. So I gained new skills and tools to work to assess [the] quality of [the] laboratory."

- STT participant from government agency, female

iii. Application of Knowledge and Skills to the Workplace

Regarding the evaluation questions about participants' ability to apply their knowledge and skills to the workplace, the following responses were received:

- Eighty-eight percent of respondents indicated they have been able to apply their new knowledge and skills to their employment. The most common applications of knowledge included: 1) applying new methodologies in carrying out work, and; 2) improving existing work programs.

"We are in the process of developing a new data revolution approach for governance and anti-corruption work. We are working with local governments to conduct baseline data digitally for planning and budgeting at the village level. This initiative will create powerful tools for monitoring government programs."

- STT participant, male

"I use the anti-corruption approach in education infrastructure monitoring in a program we are implementing."

- STT participant, male

"I have learned many skills and gained more knowledge from the training. I have applied the skills and the knowledge in my workplace. For example, I have incorporated/applied a reflective learning strategy in my teaching course and in a child study project to connect theory and practice. I have also added more reflective practice in my teaching, and my colleague and I have developed a model of learning based on service learning."

- STT participant, female

"I am designing a new bachelor's degree entrepreneurship curricula for use in all departments."

- STT participant, male

"I am applying financial procedures policy to avoid fraud as well as to control project finances."

- STT participant, male

- All respondents (69 of 69) indicated they have been able to share their new knowledge and skills with their colleagues.

When asked about challenges to applying their new gained knowledge and skills, respondents mostly noted a lack of time and assignment of tasks from their organization. Peer sharing platforms are useful for participants to maintain their learning and to continue applying practices within their work context.

EVALUATION QUESTION 8: COMPARISON OF PRESTASI WITH OTHER PROGRAMS

Comparison of PRESTASI design with other participant training programs. What are the similarities and differences with PRESTASI among other long-term training programs implemented in Indonesia, including the Fulbright Program, LPDP Training Program managed by the Ministry of Finance, and Australia Awards Training Program?

To answer this question, the evaluation team interviewed staff of the Fulbright/American Indonesian Exchange Foundation (AMINEF) and conducted desk research on other scholarship programs (LPDP and Australian Awards). The differences and similarities between PRESTASI and other scholarship programs can be found in Table 9 below.

Table 9: PRESTASI Program Design Compared with Selected Scholarship Programs

Program	PRESTASI	Fulbright/ AMINEF	LPDP	Australian Awards
Development Goals	Yes	No	Yes	Yes
Training Program Offered				
Short-term Training	Yes (closed, targeted recruitment)	No	No	Yes (open recruitment)
Master's Degree	Yes	Yes	Yes	Yes
Ph.D. Degree	No	Yes	Yes	Yes

Program	PRESTASI	Fulbright/ AMINEF	LPDP	Australian Awards
Program Activity Component				
Outreach	Internet or social media, newspapers, open presentations and visits to targeted government/academic institutions, letters and posters/flyers	Websites, open presentations and visits to targeted government/ academic institutions, and flyers/brochures	Websites, letters, flyers/posters	Website/internet, open presentations and visits to targeted government/ academic institutions, and brochures
Selection/ Recruitment	Open recruitment using administration and interview panel selection	Open recruitment using administration and interview panel selection	Open recruitment using online administration selection, selection of on-the-spot writing, leadership assessment, and interview panel	Open recruitment using administration and interview panel selection
Pre-Academic Training	Yes (pre-departure orientation, English, statistics training, leadership training, GRE training provided by PRESTASI 3)	Yes (Up to 3 weeks of pre-departure orientation)	No	Yes (Pre-departure orientation, and English training)
Placement Support	Yes	Yes	No	Yes
Post Academic Training	Yes	No	No	Yes
Co-funding/ Cost share	Yes, initiated under PRESTASI 3 for both open and closed recruitment for cost component incurred in Indonesia during preparation training and admission	Only under specific programs and partners (e.g., with Ministry of Higher Education)	No (Training program clearly explains that admission fees & tests, and study preparation are candidate's responsibility and not covered)	No

The above table shows that all four major training programs offer long-term programs; master's degrees and Ph.D. degrees, except for PRESTASI which only supports master's degrees. STT is only offered by PRESTASI and the Australian program. All training providers, except Fulbright, include development goals to guide their selection of candidates. All training programs cover the cost of university tuition, living allowance, health insurance, and scholar travel (although travel is a cost-share expense under some PRESTASI 3 programs).

All scholar programs base selection on qualities that include good or outstanding academic records, critical thinking, and leadership qualities.

All four programs offer long term master's and Ph.D. training, except for PRESTASI which only supports master's degrees. All four training providers have an outreach and selection/recruitment process, while support of pre-academic training and placement varies. Selection process are somewhat similar and all training providers are looking for similar qualities. All training program providers have specific technical fields, but only the Australia Awards program has specific targeted

regions for candidates. Only PRESTASI uses a closed recruitment for master's degree and STT. All other training providers have open recruitment processes, indicating that there is greater emphasis on open, merit-based selection rather than a focus on priority regions.

A co-funding component is only found in the Fulbright Program, but only for specific study programs in cooperation with the Ministry of Research, Technology and Higher Education. This co-funding is somewhat different with cost share requirements initiated under PRESTASI 3. Co-funding of joint Ph.D. scholar programs by Fulbright and the Ministry of Research, Technology and Higher Education is based on equal funding by the two party, with Fulbright funding the costs incurred during academic preparation and at least the first year of the scholar's education, while the Ministry of Research, Technology and Higher Education provides funds for the second and third years of study. Under PRESTASI, the co-funding/cost-share term refers to cost contributions paid by employers or scholars during pre-academic training and for travel to the U.S., while PRESTASI covers university tuition and living allowances of scholars in the U.S.

Among the training providers reviewed, the Australia Awards Program has almost the same components as PRESTASI: outreach, selection, pre-academic training, placement support, and post training, though it does not have a cost-share component. Both programs offer STT and master's degree programs, although Australia Award also funds Ph.D. studies.

Overall, all training programs have similar program activity components and are designed based on funder objectives. The current PRESTASI 2 and 3 programs offer a more complete set of program activity components compared to the other programs reviewed.

VII. EVALUATION QUESTIONS: CONCLUSIONS & RECOMMENDATIONS

This section presents conclusions and recommendations for each of the evaluation questions included in this report. The conclusions are based on the findings and analysis presented in earlier sections.

EQ1: EFFECTIVENESS OF OUTREACH, RECRUITMENT AND PLACEMENT

Conclusions

Outreach and recruitment. The outreach efforts of both PRESTASI Program 2 and 3 are effective in terms of generating a high number of qualified applicants, as demonstrated by the ratio of one to at least fifteen applicants or more for each applicant selected as a final awardee. In general, regardless of region, the most effective outreach channel is the internet and social media, followed by information and recommendations from supervisors and friends/colleagues. In general regardless of the employment sector.

Candidates indicated they had clear information on the selection and recruitment process and had a positive view of the process. The U.S. is a preferred study location for most applicants, and PRESTASI's pre-academic support and efforts to reach out to applicants outside of Java and Bali are reasons why respondents choose the PRESTASI Program.

The program did not quite meet its objective of selecting 50% of candidates from disadvantaged provinces. In terms of geographic targeting, approximately 40% of scholars are from outside the Java and Bali regions, which indicates that most PRESTASI scholars are from economically advantaged areas, as opposed to being from USAID-targeted disadvantaged provinces. This includes scholars selected through a closed recruitment process, as many of these scholars are from national ministries in Jakarta.

Both closed and open processes used PRESTASI for recruitment and selection have been effective, and earn high satisfaction ratings from the scholars who viewed the selection process as very clear and fair, and perceived the length of time for the process to be completed as reasonable.

The recruitment process could be more efficient if PRESTASI were to advertise the technical sectors for which scholarships are available, as many candidates end up being disqualified because their backgrounds do not align with the requirements for the funding available from the USAID technical offices – something that could be determined in advance for candidates applying.

Effective placement. Placement processes and activities are viewed as highly positive by LTT respondents for all pre-academic training and administrative preparation, including university placement support. Satisfaction with the U.S. educational experience was also high, as more than 70% of respondents who rated their satisfaction with these services said they were satisfied or somewhat satisfied, or rated the services as good to excellent.

The most positive responses related to pre-academic training services was for English language training, with the majority of less positive responses given for statistics, GRE, and leadership training. Looking more closely, apart from English training, other trainings were offered as refresher or introductory courses, although the leadership training was also designed to help candidates form support networks. These trainings were not designed to be personalized or as rigorous as the English training. Not surprisingly, there was a higher level of dissatisfaction expressed for these trainings, especially in terms of training materials, learning methods, applicability, and training course length.

Pre-academic training is one of the attractive features of PRESTASI and was cited by many scholars as a reason for applying to the program (together with a preference to study in the U.S.). For many applicants, including those from underserved areas, the pre-academic training contributes positively to scholastic preparedness.

The university placement support element is another positive feature of PRESTASI, with 60% of candidates able to attend schools that matched their preferred choice.

Recommendations

- Though outreach using various channels is effective, future PRESTASI activities should focus on using the most effective media, which is through the internet and outreach through alumni and institutions.
- USAID technical offices should specify program objectives to enable PRESTASI to better target candidate selection from USAID priority areas or from key partners at the national and subnational levels. This will help PRESTASI to meet its objective of recruiting an acceptable minimum proportion of candidates from underserved provinces.
- Future PRESTASI activities should consider which training components (apart from English language training) are the most beneficial and whether other trainings are necessary to prepare the students for the U.S. academic experience, as it was not obvious that all pre-academic training elements are critical to scholars' preparation for studying in the U.S. More specifically:
 - ❖ English language training should continue to be offered as part of pre-academic training as it is seen as highly valuable for preparing scholars for their academic study in the U.S.
 - ❖ The need for leadership training should be revisited to determine if it is essential for scholar success in their academic programs. If leadership training is to be continued as an offering during the placement phase, current materials and learning methods

should be reviewed to ensure they make a valuable contribution to scholars' academic preparation.

- ❖ Statistics training does not appear to be essential academic preparation for PRESTASI scholars, at least as it is currently offered. If statistics training is to be continued as an offering, candidates should be placed into courses that match their existing knowledge and prior experience, and STATA should be the software used for the training. PRESTASI 3 has recently used STATA for statistics training of Cohort 3 (Sept. 2016 – Mar 2017).

EQ2: IMPACT ON PARTICIPANTS CAREERS AND WORKPLACES

Conclusions

The evaluation concludes that PRESTASI has had a high degree of success in enabling scholars to gain skills and knowledge, and that the scholars have been able to apply these skills and knowledge in their workplace, and to further their careers.

All returned scholars indicated that their study has had a very positive (60%) or positive (40%) impact on their career and 96% of all scholars rated their overall experience in the PRESTASI Program as either excellent (44%), very good (38%), or satisfactory (13%).

In addition, all returned scholars indicated that their academic experience has had a very positive (60%) or positive (40%) impact on their careers. More than half of returned scholars surveyed have experienced professional advancement following completion of their studies – through increased technical responsibility, increased leadership or increased managerial responsibilities.

All PRESTASI scholars report that their training has had a positive impact on their careers.

In terms of career advancement, the findings indicate a strong positive impact as 64% of returned scholars have been given higher technical responsibilities, increased leadership responsibilities, and increased managerial responsibilities. Approximately 44% of returned scholars have been promoted since their return to their workplace, and 75% of those receiving promotions were given these within a year of returning (25% received promotions within one to two years of completing their degrees). The changes in workplace responsibilities occurred both for those from advantaged and from disadvantaged areas. This mirrors findings from the PRETASI 2 mid-term evaluation in which most returned scholars had received a promotion between three and twelve months after returning to their workplace.

PRESTASI has been successful in enabling scholars to use their skills to make professional contributions to their workplace.

It was found that across all technical fields, all returned scholars participating in this evaluation stated that they gained knowledge and skills from their studies and have applied or utilized their new knowledge/skills in their workplace, to varying degrees. Returned scholars said that the top five hard skills most useful in their workplace are technical knowledge and skills, critical thinking, English language, research and writing, and strategic planning knowledge. The most applied and useful soft skills gained by scholars and applied in their workplace are teamwork, negotiation, self-reliance knowledge, time management, and public speaking skills. Approximately 84% of returned scholars said they shared their knowledge and skills within their organization. Additionally, the returned scholars reported behavior changes that included being more disciplined and organized, more self-confident, and better at communication. This indicates a broader application of increased knowledge and skills beyond just technical skills, all of which have been of benefit to scholars in their field of work.

Despite the evidence of scholars' ability to apply their new skills in the workplace, many (44%) also stated they faced constraints that limited their opportunities to apply what they had learned. The five common constraints most often faced by returned scholars are poor management and human resource systems, unsupportive work environment or organizational culture, low interest among co-workers in accepting new work methods, a lack of financial resources, and a lack of incentives.

Supervisors of returned scholars have been either generally supportive (60%) or very supportive (40%) toward them after study completion. In terms of women scholars, 100% indicated that their degree training had a positive impact on how their employers viewed their role within their organization. Furthermore, although the data are limited, all employers participating in the online survey and interviews reiterated and validated the above findings by confirming that the returned scholars have demonstrated increased knowledge and skills and applied these to their work. Skills that employers cited included technical skills, critical thinking, English speaking and writing ability, and research skills, as well as soft skills such as negotiation, time management, teamwork, and public speaking. Employers participating in this evaluation have developed plans to utilize returned scholars in their organization; they will be given additional management responsibilities or asked to develop new services or products.

PRESTASI 3 post-training support has been viewed by returned scholars as a strong program benefit.

Post-training activities are a unique feature of PRESTASI 2 and are viewed as very useful or somewhat useful by 79% (19) of returned scholars, particularly for sharing and reflecting upon learning, and for adapting to their return to the workplace. This benefit, however, is not enjoyed by all returned scholars as activity funds are limited.

Recommendation

- As post-training support was considered highly effective by scholars, and as a considerable number of returned scholars faced challenges in integrating back into their workplaces, it is recommended that some level of post-training support be provided as part of future programs. Leadership training could be one element of this support, as well as continuing the reintegration workshops that help scholars and employers plan opportunities for scholars to apply their skills. ALPHA-I alumni members could possibly play a role in providing support to returned scholars by sharing their experiences in workplace reintegration.

EQ3: PH.D. SCHOLAR MANAGEMENT

Conclusions

Ph.D. transfers have been well managed and occurred without problems or disruptions. All Ph.D. scholars were satisfied with the transfer management executed by PRESTASI 3, and several scholars mentioned that IIE has been particularly supportive in monitoring their study progress and supporting visa needs. One minor suggestion was that there could be increased information made available at the beginning of the process by the original Implementing Partners to help scholars better understand the process and to help any concerns they may have due to the management change, including implications for scholars.

Recommendation

- USAID CORs and implementing partners should continue the practice of project transfer management to PRESTASI as needs arise. It is suggested that Implementing Partners could provide guidelines for the transfer management process, including a list of required documents for scholars and more communication to better inform scholars about the process (alternatively, this could be coordinated through PRESTASI).

EQ4: CO-FUNDING MECHANISM

Conclusions

The evaluation team found that the cost-share component has not achieved its desired outcomes. The contribution of cost share to overall program costs has been marginal – 1-2% compared to the *direct costs* of sending a scholar to study in the U.S. – and has fallen well short of the desired 10% contribution. The cost-share funds collected to support scholars have not had any impact on expanding the number of scholars the PRESTASI Program is able to support – total direct cost-share funds provided to date total about \$41,000, or just over 50% of the cost of supporting one scholar.

In addition, scholars frequently have difficulty getting employers to provide these funds and sometimes end up covering the costs themselves, which is not the program's intent. There are several reasons the scholars have difficulty getting employers to provide cost-share funds. These include: no agreement between USAID or PRESTASI and the sponsoring institution to cover such funds, so each agreement must be negotiated individually by the scholars; the institutions sometimes do not have budgets to cover such costs, especially non-governmental institutions, and; the budget planning cycles may not always align with the point in time when funds need to be provided – especially as many of the local cost-share activities occur early in the PRESTASI pre-academic training period.

The evaluation did not find any evidence that provision of cost-share funding increases sponsoring institution's support or ownership of the program.

Recommendations

- The most direct and practical recommendation is that the PRESTASI cost-share requirement be dropped, as it does not meet its objectives and can cause difficulties for the scholars in terms of generating the required funds, i.e., the benefits are not justified by the difficulties caused. In some cases, and perhaps frequently, scholars provide the cost-share funds themselves, particularly when an open recruitment process is used.
- Should PRESTASI wish to continue the cost-share component, changes to its implementation should be enacted. Based on interviews, and to some degree practice, the evaluation found there is a willingness by government institutions to contribute to the program's costs.
- The first step in the process of reforming how cost-share is managed (should it be continued) may be for PRESTASI to develop MOUs with selected institutions for their participation in PRESTASI, including for the cost-sharing requirement. For this to be efficient, it is suggested that PRESTASI negotiate the cost-share with individual institutions, and then provide the institutions an opportunity to nominate scholars through a closed recruitment process. This approach would probably be feasible for working with government institutions, but would probably not be feasible for non-governmental institutions because some of them sponsor a small number of scholars and may not have the funds available. For government institutions, this could increase institutional commitment and would allow the institutions to prepare scholarship budget allocations in advance so the funds are available when needed.
- The targeted institutions for the co-funding mechanism could be integrated into other initiatives of the PRESTASI Program, such as the partnership with local scholarship providers (see the EQ 5 discussion on support to local institutions). For example, PRESTASI could develop agreements with local government scholarship institutions for the process of selecting scholars (from targeted provinces) and include a cost-sharing requirement as part of the partnership. An advantage of such an arrangement is that provincial government scholarship funds are well positioned to help PRESTASI recruit scholars in disadvantaged provinces.

- The co-funding mechanism could be paired with a requirement and mechanism for employers to monitor the performance of scholars, such as sharing the work plan with the employer. This process will improve employer ownership/program commitment.
- If the goal is to leverage local funding to be able to increase the number of scholars that can be supported, the amount of cost-sharing required should be increased – and should focus on covering direct program costs. Another consideration for increasing cost-share funding, is to partner with provincial government scholarship programs to split the costs of supporting a scholar (see recommendations below under EQ5 – Support to Local Institutions).

EQ5: SUPPORT TO LOCAL INSTITUTIONS

Conclusions

PRESTASI technical assistance to local training providers is at initial stage (only initiated in late 2016). Although there is little experience to analyze, this activity has received positive reviews from local training providers. Target local institutions are appreciative of the support, would like it to be continued, and would like to see the provision of assistance accelerated.

Recommendation

- The support to local institutions component should be continued, and perhaps given increased attention considering that relatively little has been done to date. Given PRESTASI's overall goals and interest in cost-sharing, it is recommended that USAID look into the feasibility of establishing a cost-share partnership with GOI provincial scholarship funds in select priority provinces. Such a partnership could include a role for local institutions to support candidate recruitment, and a significant cost-sharing component could be included (as these programs have funding to support overseas scholarships). Unlike PRESTASI's current cost-share program, these arrangements could potentially generate enough funding to meaningfully increase the number of scholars that could be supported by PRESTASI.

EQ6: PH.D. SUPPLY AND DEMAND IN USAID TARGETED SECTORS

Conclusions

Current PhD totals, distribution, and fields of study. The current number of PhD graduates in Indonesia totals less than 5% of the public and private sector workforce. In the public sector, 90% of PhD holders are lecturers in higher education institutions¹⁵ (HEIs), and the remaining 10% work in management roles in central and local governments. Among PhDs working in HEIs, only approximately 10% of PhD lecturers work at private HEIs, even though private HEIs make up 91% of all HEIs in the country.

In terms of geographical distribution, current PhDs are unevenly distributed, with more working in the western part of Indonesia and far fewer in the eastern and central regions such as the provinces of Papua, Maluku, West Sulawesi, North Kalimantan, and Central Kalimantan.

The fields with the largest proportion of PhD graduates are not aligned with the current and future needs of the Indonesian government and the private sector.

Ph.D. demand, priority fields, and future needs. Most PhD holders (approx. 60%) are working in research or in HEIs (in both the public and private sectors), with the remaining employed in

¹⁵ Universities, polytechnics, academies.

management positions. Stakeholders indicated that currently there is greater demand for individuals with master's degrees and vocational qualifications than for those with PhD degrees.

Regardless, the GOI is planning to have more PhD graduates. Most future demand for PhDs will come from the higher education sector, which accounts for 47% of all PhDs nationwide. Overall demand for new PhDs from the public and private sectors will grow at 10% and 2.5% per year, respectively, with demand from HEIs growing at 15% annually. Demand from the private sector will remain low for at least the next 5-10 years.

In relation to USAID-targeted sectors, the primary demand is for PhD graduates in health, environment, engineering and technology, and other fields related to science, technology, engineering, and math (STEM). For example, STEM fields include agriculture, marine science, and renewable energy, which are all priorities for HEIs, GOI, research agencies, and the private sector. Democracy, governance, and economic growth remain priorities for central and local governments.

Potential employers of PhDs in the public and private sectors view the technical qualifications of PhD graduates positively, but are less positive about their non-academic skills, such as leadership, communication, and managerial skills. Consequently, public and private sector stakeholders emphasized the need for PhD program support that provides scholars with practical, hands-on opportunities to apply the skills they learn in their fields during their study or post-study period in more developed countries such as the US.

PhD program support options. Based on the stated needs of informants for this study, in addition to conventional PhD programs, USAID could offer PhD support in the form of internship, apprenticeship, fellowship, and post-doctoral programs, as well as applied workshops or trainings in scholars' fields of study, in order to build their technical and non-academic skills. Such support could be organized in cooperation with public and private sector stakeholders. Alternate program support options such as these would cost significantly less than conventional PhD program support, which can run to \$200,000/scholar, and thus would enable USAID to support a larger number of scholars.

Recommendations

The following are recommendations for any potential future PhD support program from USAID:

- Priority fields for a PhD support program (conventional or non-conventional) should align with the priority sectors expressed by stakeholders (i.e., future employers) from the public and private sectors.
- PhD support efforts should target regions with the fewest number of PhDs, primarily in eastern and central provinces such as Papua, Maluku, West Sulawesi, North Kalimantan, and Central Kalimantan.
- Private HEIs should be given more opportunity to send faculty to the PhD support program, as they currently have less than 10% of PhD graduate lecturers despite accounting for more than 90% of HEIs in Indonesia.
- Future USAID PhD support activities should include both conventional PhD support as well as more applied, hands-on support, through internships, apprenticeships, fellowships, and/or post-doctoral programs.

EQ7: EFFECTIVENESS OF SHORT-TERM TRAINING¹⁶

Conclusions

The STT component is well managed, meets its objectives, and is highly effective at helping participants gain new knowledge and skills. No problems in the program's management were noted or identified.

Participant selection and management. There were no significant issues mentioned by USAID regarding participant selection or the management of the STT component. The participants themselves indicated by large margins that their English language skills were adequate to understand and participate in training discussions.

Participant satisfaction and knowledge gained. The STT program has been highly successful at helping participants gain new knowledge and skills, and has been of benefit to the participants' careers.

Application of knowledge and skills to the workplace. The STT component has been highly effective at providing students skills that they have been able to apply to their jobs. One hundred percent of participants indicated they have been able to share their new knowledge with colleagues.

Recommendation

- The evaluation team has no critical recommendations to improve the program or its management. The application of knowledge gained from STT could possibly be further strengthened if PRESTASI developed a mechanism to help participants formally share their knowledge and develop a network of colleagues engaged in similar work.

EQ8: COMPARISON OF PRESTASI WITH SIMILAR PROGRAMS

As this question requests comparative data on other similar scholarship programs – as opposed to reviewing PRESTASI performance – no conclusions or recommendations are provided.

¹⁶ Note: Evaluation Question Six in the original SOW – demand for Ph.D.s – is being answered through a separate evaluation process, and will be presented in a stand-alone report.

ANNEX I: EVALUATION STATEMENT OF WORK

Evaluation of the USAID Program to Extend Scholarships to Achieve Sustainable Impacts (PRESTASI) Activities

Statement of Work

I. Introduction

USAID/Indonesia plans to conduct a targeted performance evaluation of USAID's Program to Extend Scholarships to Achieve Sustainable Impacts (PRESTASI). The evaluation will encompass both PRESTASI 2 and 3, spanning the period of performance from August 2012 to the present (January 2017).

In accordance with USAID's PPL Evaluation Policy Guide and ADS 201, the evaluation's findings will be used to enhance the design and implementation activities that will continue to address PRESTASI objectives.

USAID has tasked the Monitoring & Evaluation Support Project (MESP) with conducting this evaluation.

2. Activity Description

The series of USAID/Indonesia's PRESTASI activities, operating continuously since 2011, provides U.S. participant training programs to Indonesians in the form of long-term degree programs as well as short-term training courses. In addition, PRESTASI 2 and 3 have provided post-study support in Indonesia for returning participants.

PRESTASI 2 ran from 2012-2017, overlapping with PRESTASI 3, which began in 2014 and will continue to 2019. Table 1 below presents details of these two award activities.

Table 1: PRESTASI 2 & 3 Award Details

Title of Project	Details
Contract #s	PRESTASI 2 – Contract No. AID-497-C-12-00004 PRESTASI 3 – Contract No. AID-OAA-I-12-00009
CORs	Raya Soendjoto, Hanif Saleh
Contract Dates	PRESTASI 2 – August 8, 2012 to August 8, 2017 PRESTASI 3 – September 5, 2014 to September 4, 2019
Implementing Partners	Institute of International Education (IIE), Indonesian International Education Foundation (IIEF)
Budgets	PRESTASI 2 – \$19,986,101 PRESTASI 3 – \$26,685,123

PRESTASI 2 sought to help individuals, organizations, and institutions acquire the knowledge, skills, and capacity to support achievement of USAID's development objectives in Indonesia and the country's ongoing economic growth.

The goal of PRESTASI 3 is to equip individuals and entities with leadership skills to achieve key sectoral development objectives. More generally, the training is expected to provide future leaders

with the ability to improve equity, accountability and transparency in the delivery of public services and the deployment of private sector resources.

USAID/Indonesia has designed PRESTASI 3 to expand the scale of its participant training activities beyond those envisioned under PRESTASI 2. The Mission expects the new program to build on the early success and widespread brand recognition of PRESTASI 2. PRESTASI 3 emphasizes the achievement of key sectoral development objectives in its training of Government of Indonesia (GOI) officials.

In addition, PRESTASI 3 has greater emphasis on encouraging partial co-funding of participants by their employers or through an Indonesian scholarship fund. In addition, responsibility for ongoing training of returnees will rest with Alpha-I, an alumni association created under the PRESTASI 2 and continuing under PRESTASI 3. Alpha-I is initially funded by USAID/Indonesia resources.

Activities undertaken by the PRESTASI Program include: Reaching out activities; selection process, Placement (*Language and Pre-Academic Training, University Placement*), Post-Training Program Support and Follow up Activities, Short Term Training such as Study Tours, Conferences, Workshops and Roundtables, and Monitoring existing students, student placement, and after post training student activities.

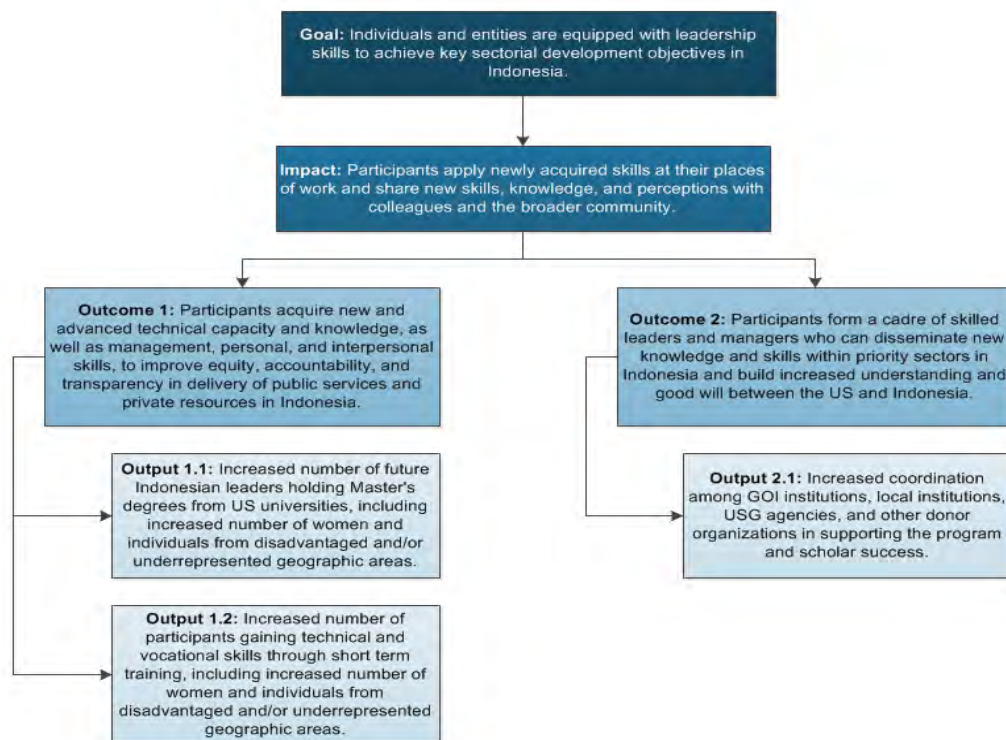
PRESTASI 2 was implemented by IIEF, an Indonesian organization, with IIE, a US-based organization as its subcontractor. PRESTASI 3 is implemented by the same organizations, but with roles reversed: IIE as lead, IIEF as subcontractor. PRESTASI 3 is a Task Order under the Global FORECAST IDIQ, which is managed from USAID/Washington.

3. Background and Development Hypothesis

PRESTASI 2 and PRESTASI 3 have similar objectives and expected outcomes, though PRESTASI 3 specifically targets participants from underdeveloped regions of Indonesia including the 14 focus regions of the CDCS. The table below details objectives and expected outcomes for the two activities.

PRESTASI 2	PRESTASI 3
Overall Objective: To develop individuals and entities that are better equipped to provide leadership in the public and private sectors.	Overall Objective: To improve the performance and leadership skills of Indonesian professionals, which in turn will help to promote Indonesian development and the achievement of Development Objectives under USAID's 2009-2014 CDCS.
Specific Objectives: 1. Implement and support policies important to Indonesia's development. 2. Exercise equity, accountability and transparency in managing public and private sector resources. 3. Provide better delivery of public services. 4. Participate more effectively in and contribute more broadly to the country's economic and social development. 5. Support achievement of key objectives in several of USAID's priority sectors.	Specific Objectives: 1. Equip individuals and entities with leadership skills to achieve sectoral development objectives. 2. Provide training and technical services required to strengthen and expand the base of skilled, high-performing professionals and institutions in Indonesia's public and private sectors. 3. Increase the public sector's capacity to improve access to, and the quality of, public services, particularly those targeting the poor.
Desired Outcomes • Creation of a cadre of skilled leaders and managers who can share new knowledge and skills within	Desired Outcomes • An expanded cadre of skilled leaders and managers who can disseminate new

PRESTASI 2	PRESTASI 3
priority sectors and therefore advance key development objectives. • Development of new advanced management skills, technical capacity, and knowledge within targeted public/private institutions and Government of Indonesia (GOI) ministries to enable more efficient, transparent, and accountable practices across sectors, and greater support for economic growth. • Creation of a group of returned participants committed to: (1) applying newly acquired skills at their places of employment; and (2) sharing new skills, knowledge and best practices with colleagues, thereby maximizing the impact of training and creating a climate of growth, wider access to information and an on-going learning environment in their institutions, as well as the broader community. • Increased coordination of efforts among GOI, local institutions, USG agencies and other donor organizations through the establishment of participant networking teams to mutually enhance capabilities, participate in community service activities, reinforce leadership potential and promote positive trends throughout the country. • More efficient, transparent and accountable practices in managing resources across sectors leading to better service delivery. • Increased goodwill and cultural understanding engendered through academic study in the United States. • Increased number of Indonesian future leaders holding advanced degrees from US and Indonesian higher education institutions (HEIs). • Increased number of women and individuals from disadvantaged and/or under represented geographic areas participating in the program.	knowledge and skills within priority sectors and therefore advance key development objectives. • Development of new and advanced management skills, technical capacity, and knowledge within targeted public/private institutions and GOI ministries, which will encourage more efficient, transparent, and accountable practices across assisted sectors, thereby encouraging greater economic growth. • Development of leaders who will: apply newly acquired skills at their places of work; and share new skills, knowledge and perceptions with colleagues and the broader community, thereby maximizing the impact of training. • Increased coordination among GOI institutions, local institutions, USG agencies, and other donor organizations. • Development of more efficient, transparent, and accountable practices in managing resources, leading to better service delivery. • Increased level of goodwill and cultural understanding between Indonesia and the US. • Increased number of future Indonesian leaders holding advanced degrees from US universities. • Increased number of women and individuals from disadvantaged and/or underrepresented geographic areas (i.e., outside of Java and Bali) participating in the program.



There are some slight focus and program differences between PRESTASI 2 and 3. PRESTASI 2 worked primarily with Master's students, but included some Ph.D. candidates. Because Ph.D.'s often take longer to complete than the duration of a single USAID activity such as PRESTASI 2, USAID must support Ph.D. participants across multiple awards. This support is called "bridging support," and USAID plans to continue this bridging support in PRESTASI 3.

PRESTASI 3 has experimented with co-funding of participants by their host organizations (government or nongovernment). The idea is to increase commitment of host institutions to use students effectively after they return with their degrees. Starting in PRESTASI 2 and continuing under PRESTASI 3, IIE and IIEF have provided post-degree training support to participants in the form of job re-entry guarantees, alumni groups, re-entry workshops, and other interventions.

4. Existing Information Sources

USAID/Indonesia has provided MESP with the following documents related to PRESTASI 2 & 3:

- AMEPs and indicator data tables for PRESTASI 2 & 3
- Contracts and program-related amendments for PRESTASI 2 & 3
- Annual Work Plans for PRESTASI 2 & 3
- Midterm Evaluation Report for PRESTASI 2
- Annual and Quarterly Progress Reports for PRESTASI 2 & 3
- Co-funding Report for PRESTASI 3, 2015
- Final Report for PRESTASI 1, 2012
- Final Report of USAID Graduate Tracer Study, 2015

The above, non-exhaustive list highlights the more important sources of performance information that have been shared thus far. To conduct this evaluation, MESP will request that IIE and IIEF

provide the databases of participants from PRESTASI 2 and PRESTASI 3, including details of their training programs as well as their current contact information.

5. Evaluation Purpose, Intended Use and Audience

Evaluation Purpose and Intended Use

The purpose of this targeted evaluation of PRESTASI 2 and 3 is to inform and optimize USAID's design and implementation of the anticipated PRESTASI 4 Program. Findings from this evaluation will also help inform mid-course improvements for PRESTASI 3. PRESTASI is a long-term, evolving activity implemented over a series of activity awards. USAID intends to continue this activity, and the Mission is eager to apply the learning from past and current PRESTASI implementation.

Evaluation Audiences

The primary audience for this evaluation is USAID/Indonesia, as the findings will be used primarily to inform future design and current improvements of the ongoing PRESTASI activities.

Secondary audiences include personnel from the GOI Ministry of Research, Technology, and Higher Education as well as other Ministries and private sector entities that sponsor individuals to participate in PRESTASI. These stakeholders will be in ensuring and/or providing commitments from participants' sponsoring organizations. Secondary audiences also include relevant donors or stakeholders involved in similar participant or degree training programs in Indonesia, as identified by USAID.

Evaluation Questions

USAID has identified the following targeted research questions for this evaluation of PRESTASI 2 & 3:

- I. **Effectiveness of participant outreach, recruitment, and placement.** How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining training participants in targeted sectors? Specifically:
 - a. What aspects of recruitment and placement have been effective, and what aspects less effective?
 - b. What approaches would be more effective to secure qualified, committed participants in targeted sectors?

Impact on participants' careers and workplaces. What have been the measurable impacts on the careers of returning degree holders under PRESTASI 2 as a result of their participation in training programs and post-training support (e.g., alumni groups, re-entry workshops, etc.)? What have been the measurable impacts on the functioning of returning participants' workplaces, as a result of the education and skills participants gained during their training?

Ph.D. scholar transfer management. What can USAID learn from the experiences during PRESTASI 2 and PRESTASI 3 to make Ph.D. scholars (project) transfer management support between PRESTASI 3 and PRESTASI 4 more successful?

Co-funding mechanism. Has the co-funding initiative under PRESTASI 3 resulted in the desired outcomes? Specifically:

- c. What have been the positive and negative experiences with co-funding?
- d. How could the co-funding mechanism be more effective?

Support to local institutions. Based on initial approaches implemented to date, what is the potential value of PRESTASI 3's technical assistance and partnering with Indonesian scholarship providers?

Demand for Ph.D.'s in targeted sectors. What is the relevant supply and demand for Ph.D.'s across targeted sectors in Indonesia, per issue-specific USAID funding earmarks?

Effectiveness of short-term training processes and programs. How effective have the programs and processes for short-term participant training been under PRESTASI 2 and PRESTASI 3 in terms of participants' learning and improved competencies in the workplace?

Comparison of PRESTASI design with other participant training programs. What are the similarities and differences with PRESTASI among other long-term training programs implemented in Indonesia, including the Fulbright Program, LPDP Training Program managed by the Ministry of Finance, and Australia Awards Training Program?

6. Gender Considerations

The PRESTASI activities have paid particular attention to balance gender representation and representation from underdeveloped regions. Data collection for this evaluation should take into account gender differences, as well as the split between rural and urban participants or other factors that will contribute to answering the research questions. Table 2 provides illustrative research areas for gender disaggregation.

Table 2: Illustrative Gender Differential Data

Evaluation Question	Gender Disaggregation: Possible information on Gender-Specific Differential Effects (Results and Benefits/ Access and Participation)
How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining training participants in targeted sectors?	Gender disaggregated data on PRESTASI participation Gender disaggregated perception data from individuals regarding their experiences with program component of outreach, recruitment, and placement
What have been the measurable impacts on the careers of returning degree holders under PRESTASI 2 as a result of their participation in training programs and post-training support (e.g., alumni groups, re-entry workshops, etc.)? What have been the measurable impacts on the functioning of returning participants' workplaces, as a result of the education and skills participants gained during their training?	Gender disaggregated data on PRESTASI participation. Gender disaggregated data on employment and income for returning participants. Gender disaggregated perception data from individuals regarding their experiences with post training activities. Gender disaggregated perception data from individuals for program impacts, access and results.
What can USAID learn from the experiences during PRESTASI 2 and PRESTASI 3 to make Ph.D. scholars (project) transfer management support between PRESTASI 3 and PRESTASI 4 more successful?	Gender disaggregated data on PRESTASI participation. Gender disaggregated perception data from individuals regarding their experiences on different aspects of PRESTASI (PhD bridging components) and personnel recommendations for future programing features for this kind of activity and their valuation of PRESTASI.
Has the co-funding initiative under PRESTASI 3 resulted in the desired outcomes?	Gender disaggregated data on PRESTASI participation and access and use of co-funding. Gender disaggregated data on selected outcomes (TBD).
Based on initial approaches implemented to date, what is the potential value of PRESTASI	N/A

Evaluation Question	Gender Disaggregation: Possible information on Gender-Specific Differential Effects (Results and Benefits/ Access and Participation)
3's technical assistance and partnering with Indonesian scholarship providers?	
What is the relevant supply and demand for Ph.D.'s across targeted sectors in Indonesia, per issue-specific USAID funding earmarks?	Gender disaggregated data on demand and support type for Ph.D. by sector.
How effective have the programs and processes for short-term participant training been under PRESTASI 2 and PRESTASI 3 in terms of participants' learning and improved competencies in the workplace?	Gender disaggregated data on PRESTASI participation.
What are the similarities and differences with PRESTASI among other long-term training programs implemented in Indonesia, including the Fulbright Program, LPDP Training Program managed by the Ministry of Finance, and Australia Awards Training Program?	N/A

7. Evaluation Methods

In its Evaluation Design Proposal, the evaluation team will propose detailed evaluation methods suitable for addressing the above research questions. MESP anticipates that theory-based evaluation approaches applying mixed methods will likely be appropriate, in light of the research questions and the anticipated availability of data. A combination of quantitative and qualitative methods should be used in this evaluation, including:

- Document review
- Key informant interviews (KIs), both face-to-face and via phone
- Group discussions
- Online survey of PRESTASI participants and employers, including both closed-ended and a small number of open-ended questions

A 'Getting to Answer' Matrix describing likely methods for data collection and data analysis for each of the research questions is provided in Annex A of this SOW.

Data Collection Methods

USAID anticipates the following data collection methods will provide the basis for the evaluation. Other methods may be proposed in the evaluation design document.

Document Review

The team will review documents regarding PRESTASI 2 & 3 implementation, as detailed in Section 4 of this SOW, above. All evaluation team members will review documents, and each team member will produce synthesis reviews that record key information relevant to answering the research questions.

Online Survey

The evaluation team will administer an email survey of a directed sampling of PRESTASI participants prior to conducting KIs. The team will follow up via phone with respondents who do not reply to the email. MESP will select the survey sample based on the PRESTASI participant databases provided by IIE/IIEF. MESP anticipates using Survey Monkey or a similar application that provides automated tallies of responses.

Survey respondents will be chosen using purposive sampling method with selection criteria as follow:

- a. Representative sampling of participants from PRESTASI-supported training programs: master's degree, Ph.D., and short-term courses.
- b. Sampling of participants who have completed their program as well as those currently studying in the US.
- c. Participants from rural and urban areas, as well as those from targeted underdeveloped regions of Indonesia.
- d. Government and nongovernment participants.
- e. Balance of male and female participants.

Key Informant Interviews

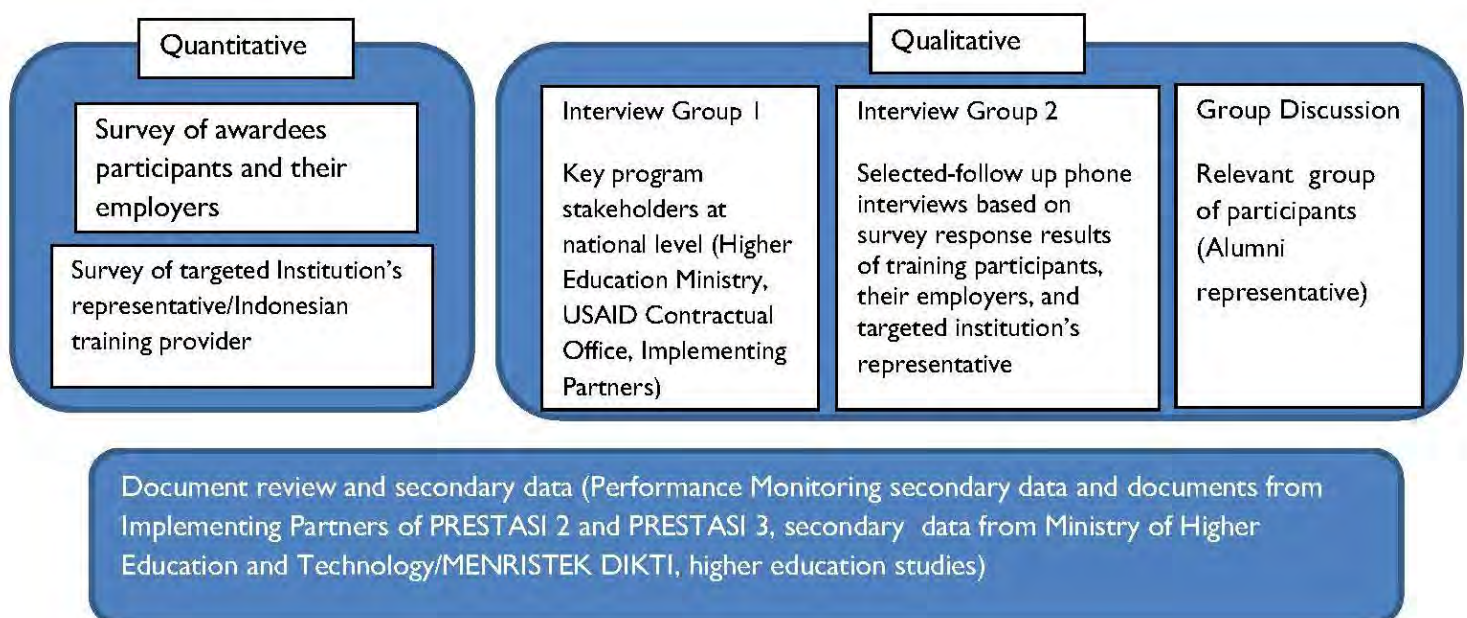
KIIs respondents will fall into two groups:

1. Key national level stakeholders from PRESTASI IPs, Kementerian Ristek Dikti, USAID, alumni association, and other national-level stakeholders identified by USAID.
2. Selected respondents to the evaluation survey, whose answers merit follow-up. These interviews may be done by phone for convenience.

Group Discussions

The evaluation team will conduct group discussions with selected respondents to allow for a free-flowing examination of stakeholder perceptions of PRESTASI components and research question topics.

The diagram on the following page illustrates the planned evaluation methodology:



Data Analysis Methods

The Getting to Answer Matrix in this document provides a preliminary description of data analysis methods and covers both quantitative and qualitative methods, such as descriptive statistics and qualitative content analysis. Final data analysis methods will be determined in the evaluation team's

Evaluation Design Proposal, following the TPM with USAID. Time and cost considerations will be important in this selection process.

Scheduling and Logistics

Logistics Support

MESP will provide logistic and administration support for the evaluation team, including travel and accommodation arrangements, meeting spaces, interpreters as needed, et al. USAID and the PRESTASI IPs will provide introductions to key GOI and other activity stakeholders. IPs will provide background documents, introductions, and the participant databases referenced above.

Scheduling

The Gantt chart below provides a summary of the estimated timeframe for evaluation activities and deliverables. A final schedule, including specific delivery dates, will be proposed in the team's Evaluation Design Proposal.

The planned period of performance for the design and implementation of this evaluation is approximately 6 months, and assumes USAID approval of the final SOW in January 2017.

Table 2: Illustrative Performance Evaluation Timeline (2016-2017)

Task/ Deliverable	2016		2017				
	Nov	Dec	Jan	Feb	Mar	Apr	May
Evaluation preparation; in-country team debrief and document review							
Evaluation Design proposal & USAID feedback							
Final Evaluation Design							
Key informant interviews of national-level stakeholders							
Survey (online)							
Follow-up phone interviews							
Data entry							
Data analysis & report writing							
Submission of draft Evaluation Report							
Evaluation Report feedback from USAID							
Final Evaluation Report submission							
Submission of report and data into USAID DEC							

8. Deliverables

A final list of deliverables, including due dates, will be included in the Evaluation Design Proposal. Expected deliverables and their estimated due dates are presented in the table below.

Deliverable	Estimated Due Date
1. Team briefing and document review	First weeks
2. Evaluation Design Proposal Draft, including description of the research methodology, includes a “Getting to Answers” matrix that describes evaluation data sources and data analysis methods for each question, limitations of the methodology, details of sampling strategy as relevant, drafts of data collection instruments draft survey	Week 2 to Week 3
3. USAID Feedback for Draft of Evaluation Design	Week 4
4. Final Approved Evaluation Design incorporating USAID comments	Week 5
5. Draft Evaluation Report based on USAID’s standard evaluation report outline.	Week 16 after data collection, data entry, and data analysis/writing
6. Oral presentation(s) of key findings, conclusions and recommendations from Draft Evaluation Report for USAID and invitees. Separate out-briefing with implementing partner, both at end of week 9 to 10.	Week 17
7. 2 Page evaluation summary brief in English and Indonesian by end of week 10.	Week 17
8. Final Evaluation Report	Week 17
9. Raw data and analysis	Week 18
10. Final evaluation report to be uploaded to Development Experience Clearinghouse and final Data Set of survey data submitted to USAID for submission to Development Data Library by [date TBD]	After final evaluation is submitted (Week 18)

All documents and reports will be provided electronically to USAID no later than the dates indicated in the approved Design Proposal. All qualitative and quantitative data will be provided in electronic format to USAID in a format consistent with Automated Directives System (ADS) 579 requirements. All debriefs will include a formal presentation with slides delivered both electronically and in hard copy for all attendees.

9. Reporting and Dissemination

Reporting

The format of the Final Study Report should follow, as applicable, USAID guidelines set forth in the USAID Evaluation Report Template (<http://usaidlearninglab.org/library/evaluation-report-template>) and the How-To Note on Preparing Evaluation Reports (<http://usaidlearninglab.org/library/how-note-preparing-evaluation-reports>). Study team members will be provided with USAID’s mandatory statement of the evaluation standards they are expected to meet, shown in the text box below.

Prior to the submission of the Design Proposal, the evaluation team will discuss with USAID whether its preliminary dissemination plan for this study indicates other deliverables that should be prepared, such as translation of evaluation materials into other languages and additional presentations or workshops. Such additions as agreed with USAID will then be included in the Design Proposal. It is expected that a summary of the evaluation report will be translated into Indonesian [to be confirmed w/ USAID].

USAID EVALUATION POLICY, APPENDIX I

CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the technical officer.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists, and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes and impact on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical, and specific, with defined responsibility for the action.

Dissemination

The MESP team will present primary findings and the draft and final evaluation reports to the USAID CORs for PRESTASI. Additional briefings to other stakeholders, such as GOI agencies or other interested parties, will be outlined in the dissemination section of the evaluation design proposal.

10. Team Composition

The Evaluation Design Proposal will include proposed roles and selected experts to conduct this evaluation, including CVs for team members. Evaluation team members will be provided with MESP's conflict of interest statement, that they will sign before conducting field research.

Considering the scale and location of work required to answer USAID's research questions, MESP planning to use its internal Indonesian M&E specialists to conduct the evaluation, including two senior M&E experts and one junior-to-mid-level data and logistics officer. The team will be led by an international evaluation specialist from MSI as well as home-office assistance to administer the online survey and follow up with PRESTASI participants currently in the US. Below we present details of our proposed evaluation team members:

International team leader. Coordinate, lead, and provide quality assurance for evaluation activities. Oversee the evaluation schedule, design, data collection and analysis, development of findings and recommendations, report writing, and dissemination to USAID and relevant Indonesian stakeholders.

MESP M&E specialists (2). Help create the evaluation design, methodology, and instruments. Conduct data collection and analysis. Contribute to report writing and help implement dissemination.

The MESP office and MSI Washington offices will provide logistics and other administrative support.

11. USAID Participation

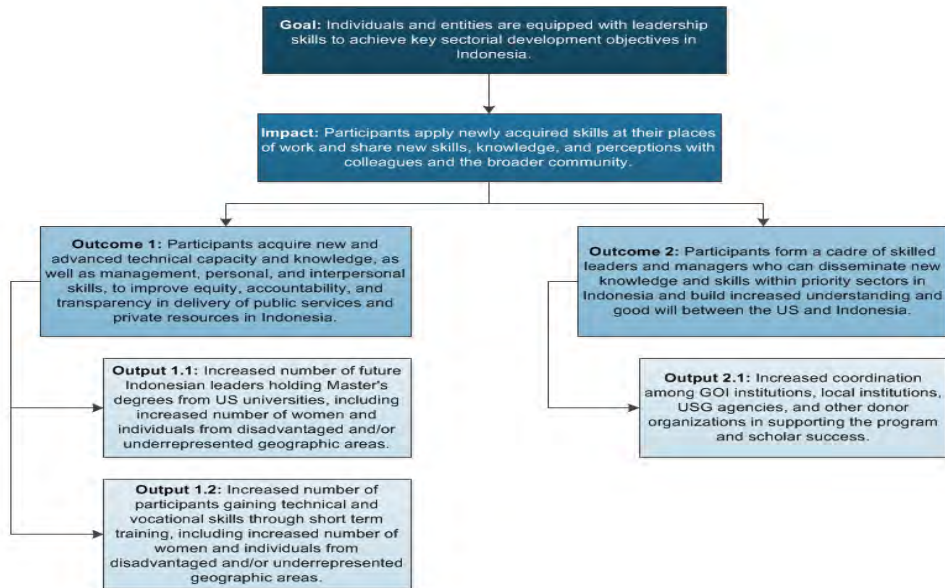
Regular communication between the evaluation team and USAID will be essential to the successful execution of evaluation activities. The evaluation team will keep USAID apprised of changes and developments that necessitate/require any significant decision-making or modification of the approved Evaluation Design proposal. USAID will also identify key stakeholders and facilitating meetings and discussion with implementing partners, national counterparts and the retrieve of relevant program document and data.

Any possible USAID participation in the data collection phase of the evaluation will be determined prior to the start of fieldwork.

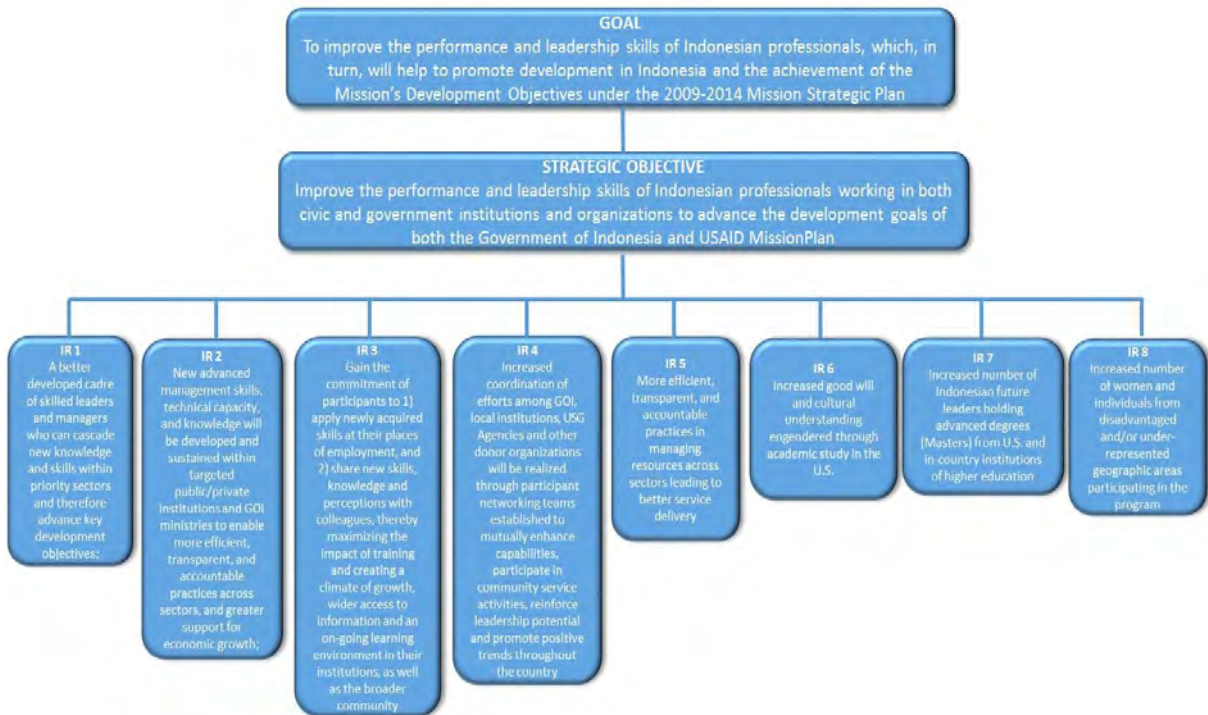
12. Budget

A detailed budget will be submitted to USAID for review following approval of this evaluation SOW. A final detailed budget will be included in the Evaluation Design.

ANNEX II: PROGRAM THEORY OF CHANGE



Prestasi 3 Program Result Framework



Prestasi 2 Program Result Framework

ANNEX III: ANALYTICAL FRAMEWORK: GETTING TO ANSWER MATRIX FOR KEY EVALUATION QUESTIONS

Variable	Respondent group /Data source	Data Collection Method	Data Analysis Plan Method
EQ#1: Effectiveness of participant outreach, recruitment, and placement. How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining training participants in targeted sectors?			
1. Outreach. A. Qualitative views/satisfaction of applicant pool as per USAID CORs, target institutions and selection committee members B. Applicant numbers as per program and open outreach vs targeted outreach	A. USAID CORs, target institutions and selection committee members B. IIE/F records	A. Key Informant Interviews B. Desk study/ secondary data	Descriptive statistics Content analysis/Explanation building Comparative analysis Cost Benefit Analysis Data triangulation Continuous Quality improvement analysis tools
2. Recruitment A. Applicant satisfaction response of program recruitment (effective and relevance, how and why) B. Effectiveness of selection criteria (including analysis of selection criteria P2 vs P3, and open recruitment vs targeted approach)	A. Applicant online survey PRESTASI 2 and PRESTASI 3 B. USAID CORs, selection committee, sponsor institutions for targeted recruitment	A. Survey B. Key Informant Interviews (telephone)	
3. Placement A. Number of scholars placed (including percent of applicants and acceptance rates) B. Satisfaction rate of scholars with placement process (clarity, efficiency, communication), including: a) pre-academic training; b) application support (e.g., testing, applications) from IIE and IIE/F	A. IIE participant records B. Scholars online survey of PRESTASI 2 and PRESTASI 3 C. Phone interview/KII of IIE officers in Washington office	A. Desk review B. Survey and select Key Informant Interviews/telephone	
EQ#2: Impact on participants' careers and workplaces. What have been the measurable impacts on the careers of returning degree holders under PRESTASI 2 as a result of their participation in training programs and post-training support (e.g., alumni groups, re-entry workshops, etc.)? What have been the measurable impacts on the functioning of returning participants' workplaces, as a result of the education and skills participants gained during their training?			
A. New knowledge and skills gained by returned scholars and employer assessment on new knowledge and skills gained by participant/improved work competencies B. Relevance of LTT program with work place needs and roles (LTT program relevance with work place needs and participant roles/career plan) C. Application of new knowledge and skills in professional work (Type of applied skill both hard and soft skills, products and services produced, frequency of application, leadership quality) and Employer assessment on	A - D. Scholars online survey and employers online survey (only for PRESTASI 2 - all eligible population/ N) with selected follow up phone interviews of scholars and their employers E. Scholars online survey /employers online survey as contribution and achievement of objectives with slected follow up phone interviews of scholars and their employers Participant monitoring progress report and action plan, materials and report/data of	A. Online survey B. Phone Interview C. Key Informant Interview/group discussion	Descriptive statistics- Comparative analysis of descriptive statistics Content analysis/ Explanation building Most Significant Change Triangulation

Variable	Respondent group /Data source	Data Collection Method	Data Analysis Plan Method
applied new knowledge and skills of returned LTT participants D. Perceived work environment by participants and employer in term of its system and barrier (Work/growth opportunity, resources, clear career path, supportive work environment, merit based career) E. Work performance (Roles in work place, organization work milestone achieved) by participant and employer F. Satisfaction and benefit analysis of post-academic training support, including cost versus benefit G. Alumni Association (Alpha-I) – support role?	post training activities (monitoring data) from program implementing partners and program description documents F. Scholars online survey and program cost data from IIE/FG. Key Informant Interviews of participants and Alumni association representative (ALPHA-I)		
EQ#3: Ph.D. scholar transfer management. What can USAID learn from the experiences during PRESTASI 2 and PRESTASI 3 to make Ph.D. scholars (project) transfer management support between PRESTASI 3 and PRESTASI 4 more successful?			
Effective Project transfer management (Exploration of project transfer management, process practices and potential process improvement) Note: 13 transfers of scholars into P3	USAID COR/Contractual Officer/Technical Officer IIE/F representative including the IIE officers in Washington office PhD transferred participants and former key personnel of implementing partners PhD transfer document and data from implementing partners	A. Key Informant Interview B. Phone interview	- Descriptive statistics - Content analysis - Explanation building - Continuous Quality improvement analysis tools
EQ#4: Co-funding mechanism. Has the co-funding initiative under PRESTASI 3 resulted in the desired outcomes? Specifically: What have been the positive and negative experiences with co-funding? b. How could the co-funding mechanism be more effective?			
A. Review of financing contribution and source B. Review of management process with sponsor institutions and IIE/F recruitment process (Employer response on advantages/disadvantages of Co-funding requirements) C. Scholar/applicant process	A. IE/F records of Co-funding report and notes (monitoring data/documents) from implementing partner B. Sponsor organization, and organizations targeted but not yet participating in co-financing program C. Scholars: LTT Participant PRESTASI 3 (all population/ N)	A. Desk study B. Process documentation and online survey C. Online Survey, with phone interview as required	- Descriptive statistics - Comparative analysis of descriptive statistics - Content analysis - Explanation building
EQ#5: Support to local institutions. Based on initial approaches implemented to date, what is the potential value of PRESTASI 3's technical assistance and partnering with Indonesian scholarship providers?			
Response on initiative of technical assistance to provider and exploration on what, why and how value of the initiative	Indonesian training providers	A. Online survey B. Phone interview	- Descriptive statistics

Variable	Respondent group /Data source	Data Collection Method	Data Analysis Plan Method
Note: assistance provided to only one institution to date (Governor's scholarship fund/Aceh). Other assistance is planned, e.g., Papua	Technical assistance reports/notes and data (monitoring documents/data) from implementing partner		- Content analysis and - Explanation building
EQ#6: Demand for Ph.D.'s in targeted sectors. What is the relevant supply and demand for Ph.D.'s across targeted sectors in Indonesia, per issue-specific USAID funding earmarks?			
A. Exploration of future priority plan/needs on human resource qualification (PhD) in govt/univ/private	Ministry and University respondents	A. Key informant interview	- Descriptive statistics - Comparative analysis of descriptive statistic
B. Exploration on current program and support provided for PhD supply/demand, challenge and support type needs	Secondary data from ministry of higher education Secondary data and reports from IIE	B. Document review and secondary data analysis	- Stakeholder analysis - Content analysis
EQ#7: Effectiveness of short-term training processes and programs. How effective have the programs and processes for short-term participant training been under PRESTASI 2 and PRESTASI 3 in terms of participants' learning and improved competencies in the workplace?			
A. Applicant satisfaction response of program process during training (effective and relevance, how and why)	Eligible Short Term Training Program participants PRESTASI 2 and PRESTASI 3	A. Online survey	- Descriptive statistics
B. New knowledge and skills gained by returned scholars and employer assessment on new knowledge and skills gained by participant/improved work competencies	Employer of Short Term Training Program participants PRESTASI 2 and PRESTASI 3	B. Phone interview	-Content analysis/ Explanation building
C. Relevance of STT program with work place needs and roles (STT program relevance with work place needs and participant roles/career plan)	Document/reports (monitoring documents/data) from implementing partner)		- Triangulation
D. Application of new knowledge and skills in professional work (Type of applied skill, products and services produced, frequency of application) and Employer assessment on applied new knowledge and skills of returned STT participants			
EQ#8: Comparison of PRESTASI design with other participant training programs. What are the similarities and differences with PRESTASI among other long-term training programs implemented in Indonesia, including the Fulbright Program, LPDP Training Program managed by the Ministry of Finance, and Australia Awards Training Program?			
Training program process implemented by selected training providers (Fulbright, LPDP by Finance Minsitry, and Australia Award)	Key personnel of selected training program providers (Fulbright, LPDP by Finance Minsitry, and Australia Award)	Key Informant Interviews	- Content Analysis - Comparative
	Program documentation and reports	Program Document Reviews	Descriptive

ANNEX IV: DATA COLLECTION INSTRUMENTS

Online Survey: "Long-term Training Program - USAID Prestasi"

1) Name*

2) Gender*

- ☐ Male
- ☐ Female

3) Province of origin*

- ☐ DKI Jakarta
- ☐ West Java
- ☐ Central Java
- ☐ DI Yogyakarta
- ☐ East Java
- ☐ Nanggroe Aceh Darussalam
- ☐ North Sumatera
- ☐ West Sumatera
- ☐ Riau
- ☐ Jambi
- ☐ South Sumatera
- ☐ Lampung
- ☐ West Kalimantan
- ☐ Central Kalimantan
- ☐ South Kalimantan
- ☐ East Kalimantan
- ☐ South Sulawesi
- ☐ Central Sulawesi
- ☐ South Sulawesi
- ☐ Southeast Sulawesi
- ☐ Maluku
- ☐ Bali
- ☐ West Nusa Tenggara
- ☐ East Nusa Tenggara
- ☐ Papua
- ☐ Bengkulu
- ☐ North Maluku
- ☐ Banten
- ☐ Bangka Belitung
- ☐ Gorontalo
- ☐ Riau Islands
- ☐ West Papua
- ☐ West Sulawesi
- ☐ North Kalimantan

4) Technical field you were selected under USAID Prestasi program*

- ☐ Democratic Governance
- ☐ Economic Growth
- ☐ Education
- ☐ Environment
- ☐ Health
- ☐ Other - Write In (Required): _____ *

5) Did you get scholarship from USAID Prestasi?*

- ☐ Yes
- ☐ No

6) Where did you study for your Prestasi scholarship?

- ☐ USA
- ☐ Indonesia

7) At what state/province and university did you study for your Prestasi scholarship?*

State/Province: _____

University name: _____

8) What was your program of study?*

- ☐ My program study is not in the list
- ☐ Master's Degree Program in Democratic Governance on Public Affairs
- ☐ Master's Degree Program in Democratic Governance on Public Policy
- ☐ Master's Degree Program in Democratic Governance on Political Science
- ☐ Master's Degree Program in Democratic Governance on Public Administration with focus on Public Accountability or Administration of Justice
- ☐ Master's Programs with an emphasis on Economics, Finance, Management, Accounting, Insurance, and Fiscal Policy
- ☐ Master's Programs with an emphasis on Agribusiness, Agricultural Economics, and Agricultural Biotechnology Policy
- ☐ Master's Program with an emphasis on Public Policy
- ☐ Master's Degree Program in Education in the focus areas Education Technology
- ☐ Master's Degree Program in Education in the focus areas Math and Science Education
- ☐ Master's Degree Program with concentration on Biodiversity Conservation and Natural Resources Management
- ☐ Master's Degree Program with concentration on Sustainable Forest Management, Agro-forestry, and Community Forestry
- ☐ Master's Degree Program with concentration on Marine and Coastal Zone Management
- ☐ Master's Degree Program with concentration on Environmental Economics
- ☐ Master's Degree Program with concentration on Environmental Science and Policy
- ☐ Master's Degree Program with concentration on Law Enforcement and Investigation - Environmental Crimes
- ☐ Master's Degree in Public Health with an emphasis on Principles of Public Health and Epidemiology, including methods of prevention and eradication of infectious disease
- ☐ Master's Degree in Public Health with an emphasis on Maternal Child Health and Reproductive Health

9) If your program of study is not listed above, what was your program of study?*

Questions 10-13 apply to your employment BEFORE participating in Prestasi

10) Type of the institution that employed you and was nominating you for USAID Prestasi scholarship*

- ☐ Government
- ☐ Academic institution
- ☐ Private (for-profit)
- ☐ Private (not-for-profit)
- ☐ Other - Write In (Required): _____ *

11) Name of the institution that employed you and was nominating you for USAID Prestasi scholarship:*

12) Your job position prior to applying USAID Prestasi Program*

13) Location of employment (province)*

- ☐ DKI Jakarta
- ☐ West Java
- ☐ Central Java
- ☐ DI Yogyakarta
- ☐ East Java

- ☐ Nanggroe Darussalam
- ☐ North Sumatera
- ☐ West Sumatera
- ☐ Riau
- ☐ Jambi
- ☐ South Sumatera
- ☐ Lampung
- ☐ West Kalimantan
- ☐ Central Kalimantan
- ☐ South Kalimantan
- ☐ East Kalimantan
- ☐ South Sulawesi
- ☐ Central Sulawesi
- ☐ South Sulawesi
- ☐ Southeast Sulawesi
- ☐ Maluku
- ☐ Bali
- ☐ West Nusa Tenggara
- ☐ East Nusa Tenggara
- ☐ Papua
- ☐ Bengkulu
- ☐ North Maluku
- ☐ Banten
- ☐ Bangka Belitung
- ☐ Gorontalo
- ☐ Riau Islands
- ☐ West Papua
- ☐ West Sulawesi
- ☐ North Kalimantan

Participant outreach, recruitment, and placement

*I 4) How did you hear about Prestasi? (you can check more than one)**

- ☐ Newspaper
- ☐ Radio
- ☐ Television
- ☐ Internet
- ☐ Attended presentation
- ☐ Supervisor / colleague / mentor recommended me
- ☐ Other - Write In: _____ *

**I 5) When did you apply (application submission) for USAID Prestasi Program?
(mm/yyyy)***

**I 6) When were you notified that you were accepted into USAID Prestasi Program?
(mm/yyyy)***

*I 7) At the time you applied to USAID Prestasi Program, did you apply to other scholarship programs?**

- ☐ Yes
- ☐ No

18) Please indicate which programs you applied to, and whether you were accepted or not into the program:*

	Yes, I applied and accepted	Yes, I applied but not accepted	No, I did not apply
Fulbright Aminef Scholarship Program	()	()	()
LPDP Scholarship (Finance Ministry)	()	()	()
Australia award training/scholarship program	()	()	()
Nuffic/NESO	()	()	()

19) Why did you enroll in USAID Prestasi Program as opposed to any available alternatives? Check all that apply.*

- ☐ Prestasi provided a higher level of financial support
☐ I preferred to study in the US, as opposed to in another country
☐ Prestasi provided a better level of pre-academic training
☐ Prestasi was more prestigious/better regarded
☐ Other - Write In: _____*

20) When did you begin your master degree program under USAID Prestasi Program? (mm/yyyy)*

21) What date did you finish your academic program? (mm/yyyy)*

22) How satisfied were you with the administrative preparation? By administrative preparation, we mean medical examinations, visa applications, travel arrangements, and other requirements before departure*

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
The length of time to be notified of acceptance	()	()	()	()	()

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
Preparation and departure information	()	()	()	()	()
Logistical arrangements	()	()	()	()	()
Pre-departure orientation	()	()	()	()	()

23) Based on your experience, please rate the overall quality of the administrative preparation for departure.*

- () Very Poor
 () Somewhat poor / Below average
 () Acceptable / Satisfactory
 () Good / Above average
 () Excellent
 () Don't know/not applicable

24) Do you have any feedback about how USAID Prestasi Program could improve the administrative preparation for departure?

25) How useful were the following Pre-academic Training to your master degree study preparation?*

	Not at all useful	A little bit useful	Somewhat useful	Very useful	Don't know / Not applicable
English for Academic Purposes	()	()	()	()	()
Statistics	()	()	()	()	()
Leadership	()	()	()	()	()
GRE Preparation	()	()	()	()	()

26) How satisfied were you with quality aspects of English language course implementation process during your Pre-academic Training?*

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
Training Administration (e.g. facilities and program management)	()	()	()	()	()
Training materials	()	()	()	()	()
Learning methods during training	()	()	()	()	()
Facilitator support	()	()	()	()	()
Training length of time	()	()	()	()	()
Applicability to participant needs	()	()	()	()	()

27) How satisfied were you with quality aspects of Statistic course implementation process during your Pre-academic Training?*

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
Training Administration (e.g. facilities and program management)	()	()	()	()	()
Training materials	()	()	()	()	()

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
Learning methods during training	()	()	()	()	()
Facilitator support	()	()	()	()	()
Training length of time	()	()	()	()	()
Applicability to participant needs	()	()	()	()	()

28) How satisfied were you with quality aspects of Leadership Training implementation process during your Pre-academic Training?*

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
Training Administration (e.g. facilities and program management)	()	()	()	()	()
Training materials	()	()	()	()	()
Learning methods during training	()	()	()	()	()
Facilitator support	()	()	()	()	()
Training length of time	()	()	()	()	()

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
Applicability to participant needs	()	()	()	()	()

29) How satisfied were you with quality aspects of GRE Training implementation process during your Pre-academic Training?*

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know / Not applicable
Training Administration (e.g. facilities and program management)	()	()	()	()	()
Training materials	()	()	()	()	()
Learning methods during training	()	()	()	()	()
Facilitator support	()	()	()	()	()
Training length of time	()	()	()	()	()
Applicability to participant needs	()	()	()	()	()

30) Based on your experience, please rate the overall quality of the Pre-academic Training*

- () Very Poor
- () Somewhat poor / Below average
- () Acceptable / Satisfactory
- () Good / Above average
- () Excellent

31) Do you have any feedback for how Prestasi could improve its Pre-academic Training? *

32) Based on your experience, please rate the overall quality of your university application support process*

- ☐ Very Poor
☐ Somewhat poor / Below average
☐ Acceptable / Satisfactory
☐ Good / Above average
☐ Excellent

33) Based on your experiences, what was the most helpful support process provided to complete your university application?*

34) Based on your experiences, what was the less helpful support process provided to complete your university application?*

35) Did you request a specific university and/or program of study for your scholarship?*

- ☐ Yes
☐ No

36) Was your actual placement different from what you requested?*

- ☐ Yes
☐ No

37) Overall, please rate your satisfaction with your placement at a university and program of study*

- ☐ Very dissatisfied
☐ Somewhat dissatisfied
☐ Satisfied
☐ Somewhat satisfied
☐ Very satisfied

Educational experience

38) Please rate the quality of the following:*

	Poor	Fair	Good	Excellent	Don't know / Not applicable
Support from academic advisors	☐	☐	☐	☐	☐

	Poor	Fair	Good	Excellent	Don't know / Not applicable
Academic support facilities (including accomodation)	()	()	()	()	()
Interactions with fellow students	()	()	()	()	()
Level of support from foreign student office	()	()	()	()	()
Level of support from IIE/IEF	()	()	()	()	()
Quality of overall educational experience	()	()	()	()	()

39) *I was prepared for my academic required activities and needs**

- () Strongly agree
 () Agree
 () Somewhat disagree
 () Disagree
 () Strongly disagree

40) *Please rate your preparedness (as a result of your participation in Pre-academic Training) for the following aspects:*

*

	Poor	Fair	Good	Excellent	Don't know / Not applicable
English skills were sufficient to understand lectures	()	()	()	()	()
English skills were sufficient to complete academic tasks (including to participate in class discussions)	()	()	()	()	()

	Poor	Fair	Good	Excellent	Don't know / Not applicable
Cultural adjustment to US academic experience	()	()	()	()	()
Cultural adjustment to life in the U.S.	()	()	()	()	()

41) How could USAID Prestasi Program have prepared you better for your academic experience, including academics, social and cultural adjustment?*

42) Based on your experience, please rate your overall experience as a Prestasi scholarship student. *

- () Very poor
 () Somewhat poor / Below average
 () Acceptable / Satisfactory
 () Good / Above average
 () Excellent

Impact on participants' careers after completing study

43) Are you a returned USAID Prestasi Program scholar? *

- () Yes
 () No

44) Respondent current employment sector*

- () Government
 () Academic institution
 () Private (for-profit)
 () Private (not-for-profit)
 () Other - Write In (Required): _____ *

45) Your current employment status*

- () Permanent employee
 () Temporary employee (working under certain contractual time)
 () Self-employed

46) Name of institution that currently employs you*

47) Prestasi evaluation would like to conduct phone interview & online survey with your employer, do you agree if we contact your supervisor to obtain their opinion on USAID Prestasi program? *

- () Yes
 () No

48) Please inform us your supervisor's contact detail*

Name of your supervisor: _____

Phone number: _____

E-mail: _____

49) Your current job position held:*

50) Location of current employment*

- ☐ DKI Jakarta
- ☐ West Java
- ☐ Central Java
- ☐ DI Yogyakarta
- ☐ East Java
- ☐ Nanggroe Aceh Darussalam
- ☐ North Sumatera
- ☐ West Sumatera
- ☐ Riau
- ☐ Jambi
- ☐ South Sumatera
- ☐ Lampung
- ☐ West Kalimantan
- ☐ Central Kalimantan
- ☐ South Kalimantan
- ☐ East Kalimantan
- ☐ South Sulawesi
- ☐ Central Sulawesi
- ☐ South Sulawesi
- ☐ Southeast Sulawesi
- ☐ Maluku
- ☐ Bali
- ☐ West Nusa Tenggara
- ☐ East Nusa Tenggara
- ☐ Papua
- ☐ Bengkulu
- ☐ North Maluku
- ☐ Banten
- ☐ Bangka Belitung
- ☐ Gorontalo
- ☐ Riau Islands
- ☐ West Papua
- ☐ West Sulawesi
- ☐ North Kalimantan

51) After completing your academic program, did you continue to work at the same organization that you worked at before starting your study?*

- ☐ Yes
- ☐ No

52) If no, indicate why you changed jobs. Please check all that apply*

- ☐ I received an offer at another organization for a higher level of responsibility
- ☐ I received an offer at another organization for a higher salary
- ☐ I was not able to apply my new skills at my existing organization
- ☐ I did not have opportunities for advancement at my existing organization
- ☐ Personal reasons, e.g., relocation, change of professional interest
- ☐ Other - Write In: _____ *

53) What new knowledge and/or skills did you acquire during your program of study? You may choose all that apply*

- ☐ Technical knowledge in your field
- ☐ Organization and management
- ☐ Research skills and techniques
- ☐ Becoming self-reliant

- ☐ Computer skills
- ☐ Teamwork
- ☐ Negotiating with colleagues
- ☐ Strategic planning
- ☐ Critical thinking
- ☐ Time management
- ☐ Public speaking
- ☐ English language skills
- ☐ Writing skills
- ☐ Other - Write In: _____ *

*54) Have you been able to apply your new knowledge and skills in your job?**

- ☐ Yes
- ☐ No

*55) If yes, which knowledge and skills are the most valuable? (check all that applies)**

- ☐ Technical knowledge in your field
- ☐ Organization and management
- ☐ Research skills and techniques
- ☐ Becoming self-reliant
- ☐ Computer skills
- ☐ Teamwork
- ☐ Negotiating with colleagues
- ☐ Strategic planning
- ☐ Critical thinking
- ☐ Time management
- ☐ Public speaking
- ☐ English language skills
- ☐ Writing skills
- ☐ Other - Write In (Required): _____ *

*56) Have your work responsibilities changed since you received your degree?**

- ☐ Yes
- ☐ No

*57) If yes, in what way has your responsibilities increased? Check all that apply:**

- ☐ I have been given increased technical responsibilities
- ☐ I have been given increased leadership responsibilities
- ☐ I have been given increased managerial responsibilities
- ☐ Other - Write In: _____ *

*58) Did you receive a promotion since you received your degree?**

- ☐ Yes
- ☐ No

*59) If yes, after how long did you get promotion upon return to your work?**

- ☐ Less than one year
- ☐ Between one and two years
- ☐ More than two years

*60) Do you think your program of study has strengthened your job performance?**

- ☐ Yes
- ☐ No

*61) Do you think your leadership skills have improved as a result of your program of study?**

- ☐ Yes
- ☐ No

*62) Have you made any contributions (such as sharing knowledge & skills, applying new methods, organization achievements & expansion, or assumed leadership) to your institution?**

- ☐ Yes

() No

63) What specific contributions have you made to your workplace as a result of your study? You may choose minimum two responses. Of your responses, please rank them numerically by importance, with #1 being the most important contribution*

- _____ I improved existing training programs
- _____ I improved management systems and/or procedures
- _____ I applied new methodologies in carrying out my work
- _____ I contributed to my organization's expansion
- _____ I contributed to my organization's achievement
- _____ I mentored my colleagues
- _____ I assumed a leadership(management) role in employer organization
- _____ I have not made any specific contributions

64) Did you experience any difficulties or constraints in applying your knowledge and/or skills in your workplace after returning from your academic program?*

() Yes
() No

65) If yes, what difficulties did you face? You may select more than one response. *

- [] My study was not applicable to my work
- [] I faced indifference by my supervisors
- [] My co-workers were not interested in accepting new methods
- [] Poor management/system of human resources
- [] Weak communication
- [] Unsupportive work environment/Organization culture (e.g. non performance based and less open work culture)
- [] External interference
- [] Lack of financial resources
- [] Lack of incentives
- [] Other - Write In: _____ *

66) Have you been able to share your new skills and knowledge with others in your organization?*

() Yes
() No

67) How interested and supportive has your employer been since you completed your degree?*

- () Very supportive
- () Generally supportive
- () Not supportive

68) What impact has your USAID PRESTASI Program educational experience had on your career?*

- () Very positive
- () Positive
- () No real impact
- () Negative
- () Other - Write In: _____ *

69) What recommendations do you have for ways to improve the impact of your educational experience on your work and career?*

Effectiveness of Post-Academic Training

70) Have you participated in any IIE/F sponsored or ALPHA-I activities (workshops, meetings), post-academic training?*

- ☐ Yes
☐ No

71) If yes, indicate which activities you participated in and how useful they were: *

	Very useful	Somewhat useful	Not very useful	Not at all useful
[Re-entry meeting sponsored by IIE/F P2]	☐	☐	☐	☐
[Re-Entry workshop sponsored by IIE/F P]	☐	☐	☐	☐
[Re-integration workshop sponsored by IIE/F P2]	☐	☐	☐	☐

72) Do you have a comment on the usefulness of these activities:*

73) Are there any other activities for alumni you would like to see offered?*

74) Did issues arise during the program and during your study that affected you as a woman that might not have arisen for male participants? *

- ☐ Yes
☐ No

75) If yes, briefly describe this issue:

76) Has your participation in the program affected how your employer's views your role in your organization?*

- ☐ Yes
☐ No

77) If yes, has this been mainly positive, or mainly negative? *

- ☐ Mainly positive
☐ Mainly negative

78) If you would like, use this space to explain your answer:

Co-funding Mechanism

*79) Did you have cost-sharing mechanism (employee's partial funding) to fund your scholarship?**

- ☐ Yes
☐ No

80) How has this requirement affected the nomination and selection of scholars?*

81) Please explain any advantages or disadvantages of including a cost-share requirement*

*82) Do you recommend the co-funding requirement be included in future programs? **

- ☐ Yes
☐ No

83) If yes, please explain/describe why and how it can be improved?*

84) If no, please explain/describe why?*

Overall Views

*85) In general, please rate your overall experience as a USAID PRESTASI Program scholar. **

- ☐ Excellent
☐ Very good
☐ Satisfactory
☐ Fair
☐ Poor

*86) Would you recommend USAID Prestasi Program to your colleagues?**

- ☐ Yes
☐ No

87) Please identify aspects of your educational experience that are/were the most enjoyable, memorable, or useful

88) Do you have any recommendations for improving USAID Prestasi Program?*

*89) We would like to conduct a limited number of short telephone interviews with select Prestasi participants to gain additional insights about your experience. Are you willing to be contacted for a short phone interview?**

- ☐ Yes
- ☐ No

90) Can you please provide contact number where we can reach you to conduct an interview?*

Online Survey: "Short-term Training Program - USAID Prestasi"

1. Name *

2. Gender*

☐ Male

☐ Female

3. Name/Title of short-term training/short course training*

Civics Education Entrepreneurship Program FAO Laboratory Mapping Tool
Governance and Anti Corruption
High Level Septage Management Exposure
Insurance National Association of Insurance Commissioners (NAIC) Marine Biotechnology
Public Debt Management
Public Financial Management in Changing World Septage Management Workshop for
RFI Sustainable Fisheries Management
University Connect
World Ocean Conference and Seminar Other

4. Institution where you are currently employed *

5. Position/Job Title *

6. Country where you studied *

Indonesia **Philippines**

Thailand USA

Chile

The Netherlands

7. Institution where you studied *

8. Starting date of the training course *

Use format mm/yyyy

01/2016

9. End date of the training course?*

Use format mm/yyyy

01/2016

10. Technical field you were selected under USAID Prestasi Program *

- ☐ Democratic Governance
- ☐ Economic Growth
- ☐ Education
- ☐ Environment
- ☐ Health
- ☐ Other - Write In (Required)*

Online Survey: PRESTASI Scholar Short Term Training (STT) Online Survey Satisfaction

11. Was the language of instruction of your short course English?*

☐ Yes

☐ No

12. To what degree do you agree with the following statements:*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know/not applicable
My English language skills were adequate to understand the lectures	☐	☐	☐	☐	☐

13. Please rate the quality of the following aspects of your course *

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know/not applicable
I was satisfied with the quality of the teaching/lecturers	☐	☐	☐	☐	☐
I was satisfied with the administrative aspects of the course (for example, facilities and program management)	☐	☐	☐	☐	☐
I gained new knowledge from the course	☐	☐	☐	☐	☐

14. Please rate your overall satisfaction with your short term training experience.*

- ☐ Excellent
- ☐ Very good
- ☐ Satisfactory
- ☐ Fair
- ☐ Poor

15. Have you been able to apply your new knowledge and skills in your employment/profession? *

- ☐ Yes
- ☐ No

16. What specific contributions have you made to your workplace as a result of your study? You may choose minimum two responses. Of your responses, please rank them numerically by importance, with #1 being the most important contribution.*

	1	2	3	4	5
I improved existing programs (incl. training program)	☐	☐	☐	☐	☐
I applied new methodologies in carrying out my work	☒	☒	☒	☒	☒
I mentored my colleagues	☐	☐	☐	☐	☐

17. Can you provide an example of how you applied an aspect of the training to your workplace?*

18. Did you experience any difficulties or constraints in applying your knowledge and/or skills in your workplace after returning from your short-term studies? *

☐ Yes

☐ No

19. Please describe difficulties or constraints in applying your knowledge & skills in your workplace after returning from your short-term training/course? *

20. Have you been able to share your new skills and knowledge with your colleagues in your workplace? *

☐ Yes

☐ No

21. Do you have any recommendations for improving USAID Prestasi Program? *

22. We would like to conduct a limited number of short telephone interviews with select Prestasi participants to gain additional insights about your experience. Are you will to be contacted for a short phone interview? *

☐ Yes

☐ No

23. Can you please provide contact number where we can reach you to conduct an interview? *

Online Survey: Kinerja Peserta Lulusan Program Beasiswa USAID Prestasi di Tempat Kerja

1. Nama anda: *

2. Nama organisasi/institusi tempat anda bekerja: *

3. Jenis Organisasi: *

- ☐ Lembaga Pemerintah
- ☐ Institusi Akademik
- ☐ Lembaga swasta berorientasi profit
- ☐ Lembaga non pemerintahan yang berorientasi non profit
- ☐ Lainnya, sebutkan*

4. Lokasi institusi/organisasi tempat anda bekerja *

DKI Jakarta

Jawa Barat

Jawa Tengah

DI Yogyakarta

Jawa Timur

Nanggroe Aceh

Darussalam Sumatera Utara

Sumatera Barat

Riau

Jambi

Sumatera Selatan Lampung

Kalimantan Barat

Kalimantan Tengah

Kalimantan Selatan

Kalimantan Timur

Sulawesi Selatan

Sulawesi Tengah

Sulawesi Selatan

Sulawesi Tenggara

Maluku

Bali

Nusa Tenggara Barat

Nusa Tenggara

Timur

Papua

Bengkulu

Maluku Utara

Banten

Bangka Belitung

Gorontalo

Kepulauan Riau

Papua Barat

Sulawesi Barat

Kalimantan Utara

5. Hubungan anda dengan penerima beasiswa USAID Prestasi (pilih yang sesuai dan boleh lebih dari satu pilihan) *

- ☐ Penyelia Langsung
- ☐ Direktur/posisi pemimpin dalam organisasi
- ☐ Rekan kerja
- ☐ Lainnya, sebutkan *

6. Nama lengkap penerima beasiswa: *

7. Bidang/program studi penerima beasiswa:

8. Kapan penerima beasiswa kembali bekerja setelah menyelesaikan studinya? *

9. Apakah organisasi/institusi tempat anda bekerja memiliki rencana untuk menempatkan atau memanfaatkan ilmu dan keahlian yang didapatkan oleh penerima beasiswa dari hasil studinya? *

- ☐ Ya
- ☐ Tidak

10. Jika ya, mohon dijelaskan proses/mekanisme perencanaan tersebut*

A large, empty, rounded rectangular box with a thin black border, intended for the user to provide a detailed explanation of the planning process or mechanism.

Dampak Program USAID Prestasi kepada Kinerja Penerima Beasiswa dan Organisasinya

11. Apakah yang bersangkutan telah mampu mengaplikasikan ilmu pengetahuan dan keahlian baru yang diperoleh dari hasil studinya dalam pekerjaan mereka? *

- ☐ Ya
- ☐ Tidak

12. Keahlian apa yang paling berharga? *

- ☐ Pengetahuan teknis di bidang tertentu
- ☐ Organisasi dan manajemen
- ☐ Pengetahuan teknis dan keahlian dalam penelitian Lebih mandiri
- ☐ Keahlian komputer
- ☐ Kemampuan bekerja dalam tim
- ☐ Kemampuan bernegosiasi dengan rekan kerja
- ☐ Perencanaan strategis
- ☐ Pemikiran kritis
- ☐ Manajemen waktu
- ☐ Kemampuan berbicara di hadapan publik
- ☐ Kemampuan berbahasa Inggris
- ☐ Kemampuan menulis
- ☐ Lainnya, sebutkan
- ☐

13. Apakah Bapak/Ibu memiliki pengalaman bekerja dengan penerima beasiswa Program USAID Prestasi sebelum yang bersangkutan berpartisipasi dalam program USAID Prestasi? *

- ☐ Ya
- ☐ Tidak

14. Menurut pengamatan Bapak/Ibu, apakah penerima beasiswa mendapatkan kemampuan baru dari hasil studinya?
(Diperbolehkan memilih lebih dari satu jawaban)

- ☐ Pengetahuan teknis di bidang tertentu
- ☐ Organisasi dan manajemen
- ☐ Pengetahuan teknis dan keahlian dalam penelitian Lebih mandiri
- ☐ Keahlian komputer
- ☐ Kemampuan bekerja dalam tim
- ☐ Kemampuan bernegosiasi dengan rekan kerja
- ☐ Perencanaan strategis
- ☐ Pemikiran kritis
- ☐ Manajemen waktu
- ☐ Kemampuan berbicara di hadapan publik
- ☐ Kemampuan berbahasa Inggris
- ☐ Kemampuan menulis
- ☐ Lainnya, sebutkan
- ☐

15. Apakah tanggung jawab kerja yang diberikan kepada penerima beasiswa meningkat sejak mereka menyelesaikan program akademik USAID Prestasi? *

- ☐ Ya
- ☐ Tidak

16. Peningkatan tanggung jawab kerja seperti apakah yang diberikan kepada penerima beasiswa tersebut? (Anda dapat memilih lebih dari satu yang sesuai) *

- ☐ Penerima beasiswa diberikan peningkatan tanggung jawab dalam hal teknis
- ☐ Penerima beasiswa diberikan peningkatan tanggung jawab dalam hal kepemimpinan
- ☐ Penerima beasiswa diberikan peningkatan tanggung jawab dalam hal manajerial)
- ☐ Penerima beasiswa telah dipromosikan
- ☐ Lainnya, sebutkan *

17. Apakah menurut Bapak/Ibu kemampuan kepemimpinan penerima beasiswa telah mengalami perbaikan/peningkatan sebagai hasil dari mereka belajar? *

- ☐ Ya
- ☐ Tidak

18. Apakah menurut Bapak/Ibu program studi yang diikuti oleh penerima beasiswa dapat meningkatkan kinerja penerima beasiswa? *

- ☐ Ya
- ☐ Tidak

19. Tolong jelaskan dan berikan contoh *

20. Apakah penerima beasiswa memberikan kontribusi kepada institusi/organisasi tempat anda bekerja? *

- ☐ Ya
- ☐ Tidak

21. Kontribusi apa yang diberikan oleh penerima beasiswa kepada tempat kerja setelah menyelesaikan belajarnya dibawah Prestasi? Bapak/Ibu boleh menjawab lebih dari satu jawaban dan minimal 2 jawaban. Mohon indikasikan mana yang paling berkontribusi lebih banyak dengan 1 merupakan yang paling signifikan.

	1	2	3	4	5	6	7	8
Kepemimpinan	☐	☐	☐	☐	☐	☐	☐	☐
Perbaikan sistem manajemen dan/atau prosedur	☒	☒	☒	☒	☒	☒	☒	☒
Kontribusi terhadap perkembangan organisasi	☐	☐	☐	☐	☐	☐	☐	☐
Memberikan bimbingan pada rekan kerja	☒	☒	☒	☒	☒	☒	☒	☒

22. Apakah penerima beasiswa telah mampu membagi keahlian dan pengetahuan baru mereka dengan yang lainnya dalam organisasi? *

- ☐ Ya
- ☐ Tidak

23. Apa dampak dari keahlian baru yang dimiliki oleh penerima beasiswa dari hasil studinya terhadap kinerja organisasi atau unit tempatnya bekerja? *

- ☐ Sangat positif
- ☐ Positif
- ☐ Tidak ada dampaknya
- ☐ Negatif
- ☐ Lainnya, sebutkan *

24. Apakah Bapak/Ibu memiliki rekomendasi untuk memperbaiki dampak dari Prestasi program dalam organisasi Bapak/Ibu? *

Efektivitas Kegiatan Pelatihan Pasca Studi

25. Apakah Bapak/Ibu pernah berpartisipasi pada program yang disponsori oleh IIE/F atau kegiatan ALPHA-I seperti lokakarya & pertemuan? *

- ☐ Ya
- ☐ Tidak

26. Apakah anda mengikutinya bersama dengan penerima beasiswa? *

- ☐ Ya
- ☐ Tidak

27. Kegiatan mana yang Bapak/Ibu ikuti dan bagaimana kegunaannya: *

	Menghadiri dan sangat berguna	Menghadiri dan berguna	Menghadiri tetapi tidak Terlalu berguna	Menghadiri Tetapi sangat Tidak berguna	Tidak menghadiri
Pertemuan re-entry yang diselenggarakan oleh IIE/F	☐	☐	☐	☐	☐

Lokakarya re-integrasi yang diselenggarakan oleh IIE/F



28. Mohon untuk memberikan penjelasan mengenai jawaban Bapak/Ibu mengenai kegunaan dari kegiatan-kegiatan diatas:*



Pandangan Secara Umum mengenai Program USAID Prestasi

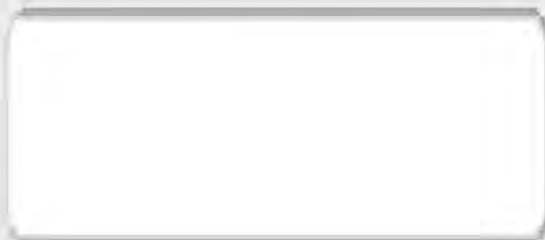
29. Pada umumnya, mohon berikan rangking kepuasan secara umum terhadap keahlian yang diperoleh pegawai sebagai hasil mengikuti program USAID Prestasi. *

- ☐ Sangat memuaskan
- ☐ Memuaskan
- ☐ Cukup memuaskan
- ☐ Biasa saja
- ☐ Tidak memuaskan

30. Apakah Bapak/Ibu merekomendasikan kepada pegawai lain untuk ikut dalam Program USAID Prestasi? *

- ☐ Ya
- ☐ Tidak

31. Apakah Bapak/Ibu dapat memberikan rekomendasi untuk memperbaiki/meningkatkan kualitas Program USAID Prestasi? *



32. Kami ingin melakukan wawancara melalui telephone dengan atasan/penyelia dari peserta Program USAID Prestasi untuk memperoleh tambahan informasi mengenai program dan perbaikan program. Apakah Bapak/Ibu bersedia untuk diwawancara melalui telephone? *

☐ Ya

☐ Tidak

33. Mohon kiranya Bapak/Ibu memberikan nomor telephone yang dapat dihubungi? *



Responden Code No.

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USAID PRESTASI EVALUATION 2017

(LTT Phone Interview Recruitment And Placement)

Introduction and Permission Request

Greeting,

My name is _____ from USAID MESP

We would like to reiterate again that Monitoring and Evaluation Support Program (MESP) USAID is conducting this (phone) interview for USAID Indonesia to evaluate PRESTASI 2 and PRESTASI 3 Program. This evaluation will assess the effectiveness and respondent experiences for several PRESTASI Program components as follow:

1. the effectiveness of implemented PRESTASI program during recruitment, placement, and training process, applicable for both applicants and scholars of PRESTASI 2 and PRESTASI 3
2. result of completed training on scholar's career and in work place, applicable for returned scholars of PRESTASI 2 only
3. scholar experience with co-funding mechanism, applicable for PRESTASI 3 scholar only.

Hence, we are asking your availability of phone interview for approximately 15-30 minutes. You are selected using purposive sampling and your participation will be very helpful to improve PRESTASI Program in future. None of your response is wrong or right and we will keep the data confidential.

Thank you very much for your participation

Are you willing to participate in PRESTASI Evaluation phone interview?

Yes → Continue

No :→ Stop

(Phone) Interview Guide:

1. Please read and understand the purpose and intention of each question to interview your respondent
2. This phone interview instrument is for selected candidate and scholars PRESTASI 2 and 3 provided by MESP.
3. Contact you respondent to introduce your self and set phone interview schedule using email or phone number at least 2 days before you conduct the phone interview.
4. Fill in the respondent code number based on PRESTASI participant list provided and fill out section C of respondent general information if you already have the information.
5. Open the phone interview by once again introduce yourself, inform the purpose of the interview and how data will be used, inform the confidential policy for respondent, and confirm respondent availability to participate in the interview. Inform the respondent approximate time needed for phone interview and ask permission if conversation will be recorded.
6. Note all response from respondent.
7. Maintain focus of conversation according to interview topic, probe, and do verification as necessary.
8. You can ask question not in order as long as all questions are being asked.
9. Close theif you have all the information needed, say thank you, and ask respondent permission to contact him/her again if you need more information/verify information.
10. Use only one instrument for each respondent.
11. After interview is done, record all respondent response into qualitative data entry template provided by MESP.

A. INTERVIEW RESULT CONTROL SHEET	
Date of Phone Interview	: / / (Date/Month/Year)
Phone Interview Time	: Start : : (Hour: Minute)
	: Complete: : (Hour : Minute)
	: Duration : (Minute))
ENUMERATOR	

A. DATA ENTRY CONTROL SHEET	
Data Entry by	: _____
Interview Sheet Completeness	: ☐ Complete ☐ Not Complete
Checking Date	: / / (Date/Month/Year)
Data entry Start on	: / / (Hour/Minute)
Data Entry complete on	: / / (Hour/Minute)
DATA ENTRY	
(_____)	

B. General Information	
1. Respondent Name	: _____
2. Gender	: 1. ☐ Male 2. ☐ Female
	: 2. ☐ Government
3. Your work sector	: 3. ☐ Private
	: 4. ☐ Non profit

NO	QUESTION	ANSWER
	D. USAID PRESTASI RECRUITMENT	
1.	How do you know PRESTASI selection criteria? (this question explore how and when candidate know selection PRESTASI criteria, which criteria was difficult and why) --Probing questions guides-- a. What was the challenge/which of criteria difficult to meet? b. Why it (criteria) is difficult to meet?	
2.	Why do you think PRESTASI recruitment transparent and fair? (this question to explore perceived best practices viewed by candidate/scholars of ransparent and fair recruitment process)	
	E. USAID PRESTASI PLACEMENT	
3.	How have pre academic training been useful for candidate/scholars PRESTASI 2 and PRESTASI 3? --Probing questions guides— a. How language training was useful and how did you use it? b. How GRE training was useful and how did you use it? c. How leadership training was useful and how did you use it? d. How statistic training was useful and how did you use it?	
4.	Which training was most useful (in order from the highest useful to the lowest useful) and which training should be maintain as minimum mandatory training? --Probing questions guides— Why those training should be maintaned as minimum mandatory training?	
5.	How and why was application support been helpful/useful to you (this question to explore perceived best practices viewed by candidate/scholars of application support provided by IIE/F)	



Responden Code No.

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USAID PRESTASI EVALUATION 2017

(LTT Phone Interview of Scholar Result In Career And Work Place)

Introduction and Permission Request

Greeting,

My name is _____ from USAID MESP

We would like to reiterate again that Monitoring and Evaluation Support Program (MESP) USAID is conducting this (phone) interview for USAID Indonesia to evaluate PRESTASI 2 and PRESTASI 3 Program. This evaluation will assess the effectiveness and respondent experiences for several PRESTASI Program components as follow:

1. the effectiveness of implemented PRESTASI program during recruitment, placement, and training process, applicable for both applicants and scholars of PRESTASI 2 and PRESTASI 3
2. result of completed training on scholar's career and in work place, applicable for returned scholars of PRESTASI 2 only
3. scholar experience with co-funding mechanism, applicable for PRESTASI 3 scholar only.

Hence, we are asking your availability of phone interview for approximately 20-30 minutes. You are selected using purposive sampling and your participation will be very helpful to improve PRESTASI Program in future. None of your response is wrong or right and we will keep the data confidential.

Thank you very much for your participation

Are you returned scholar of PRESTASI 2 ?

Yes → Continue No :→ Stop

Are you willing to participate in PRESTASI Evaluation phone interview?

Yes → Continue No :→ Stop

(Phone) Interview Guide:

1. Please read and understand the purpose and intention of each question to interview your respondent
2. This phone interview instrument is for returned scholars PRESTASI 2.
3. Contact you respondent to introduce your self and set phone interview schedule using email or phone number at least 2 days before you conduct the phone interview.
4. Fill in the respondent code number based on PRESTASI participant list provided and fill out section C of respondent general information if you already have the information.
5. Open the phone interview by once again introduce yourself, inform the purpose of the interview and how data will be used, inform the confidential policy for respondent, and confirm respondent availability to participate in the interview. Inform the respondent approximate time needed for phone interview and ask permission if conversation will be recorded.
6. Note all response from respondent.
7. Maintain focus of conversation according to interview topic, probe, and do verification as necessary.
8. You can ask question not in order as long as all questions are being asked.
9. Close theif you have all the information needed, say thank you, and ask respondent permission to contact him/her again if you need more information/verify information.
10. Use only one instrument for each respondent.
11. After interview is done, record all respondent response into qualitative data entry template provided by MESP.

A. INTERVIEW RESULT CONTROL SHEET	
Date of Phone Interview	: / / (Date/Month/Year)
Phone Interview Time	: Start : : (Hour: Minute) Complete : : (Hour : Minute) Duration : (Minute)
ENUMERATOR	

B. DATA ENTRY CONTROL SHEET	
Data Entry by	: _____
Interview Sheet Completeness	: ☐ Complete ☐ Not Complete
Checking Date	: / / (Date/Month/Year)
Data entry Start on	: / (Hour/Minute)
Data Entry complete on	: / (Hour/Minute)
DATA ENTRY ()	

c. General Information	
4. Respondent Name	: _____
5. Gender	: 1. ☐ Male 2. ☐ Female
	2. ☐ Government
6. Your work sector	: 3. ☐ Private
	4. ☐ Non profit

NO	QUESTION	ANSWER
	D. Change of (New) Knowledge, Skills, and Work Attitude/ Soft Skills Gained by Returned Scholar PRESTASI 2	
1.	Did you gain new knowledge and skills after completing your training?	1. Yes 2. No, Why? _____
2.	What are example of new knowledge and skills you gained after training completion? –How have the training benefit you?	
3.	Did you gain new knowledge and skills after participating in re-entry workshop?	1. Yes 2. No, Why? _____

NO	QUESTION	ANSWER
	D. Change of (New) Knowledge, Skills, and Work Attitude/ Soft Skills Gained by Returned Scholar PRESTASI 2	
4.	What are example of new knowledge and skills you gained after participating in post training activities? - How have the post training benefit you?	
5.	How did you develop your action plan? Who involved in the process?	
6.	How have ALPHA-I support returned scholar?	
7.	What are other behavior change or (work) attitude change after completing training and post training activities?	

NO	QUESTION	ANSWER
	E. Application of Training Results Demonstrated in Work Place (Career advancement and Contribution to work place Organization)	
8.	How did you use and apply the new knowledge and skills both after training completion and post training activities- give both general and specific details --Probing questions guides-- - Application of hard knowledge and skills - Application of soft knowledge and skills (interpersonal skills) - Leadership quality	
9.	How are you progressing in your career since your return? --Probing questions guides-- - What is the change in your work roles and responsibilities? - What was you did differently in your work? - How is your career progress comparing to your latest action plan?	
10.	How have you contribute to your work place organization achivement? --Probing questions guides-- What is milestone achieved with your involvement?	

NO	QUESTION	ANSWER
	F. Perceived Work Environment by returned scholars (work growth opportunity, resource, clear career plan and pathway, supportive work environment, merit based career)	
11.	How is your work environment in term of: --Probing questions guides— a. career/professional growth opportunity, b. access to work resources/ facilities, c. support and relationship with employer and colleague, d. performance assessment system, and e. merit based career advancement)	
12.	What are the main challenges in career advancement and how are you managing them?	

-----THANK YOU FOR PARTICIPATING IN USAID PRESTASI EVALUATION 2017 -----



Responden Code No.

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USAID PRESTASI EVALUATION 2017

(Employer Phone Interview of Returned Scholar Result In Career And Work Place)

Introduction and Permission Request

Greeting,

My name is _____ from USAID MESP

We would like to reiterate again that Monitoring and Evaluation Support Program (MESP) USAID is conducting this (phone) interview for USAID Indonesia to evaluate PRESTASI 2 and PRESTASI 3 Program. This evaluation will assess the effectiveness and respondent experiences for several PRESTASI Program components as follow:

4. the effectiveness of implemented PRESTASI program during recruitment, placement, and training process, applicable for both applicants and scholars of PRESTASI 2 and PRESTASI 3
5. result of completed training on scholar's career and in work place, applicable for returned scholars of PRESTASI 2 only
6. scholar experience with co-funding mechanism, applicable for PRESTASI 3 scholar only.

Hence, we are asking your availability of phone interview for approximately 20-30 minutes. You are selected using purposive sampling and your participation will be very helpful to improve PRESTASI Program in future. None of your response is wrong or right and we will keep the data confidential.

Thank you very much for your participation

Are you willing to participate in PRESTASI Evaluation phone interview?

Yes → Continue

No :→ Stop

(Phone) Interview Guide:

1. Please read and understand the purpose and intention of each question to interview your respondent
2. This phone interview instrument is for employer of returned scholars PRESTASI
3. Contact you respondent to introduce your self and set phone interview schedule using email or phone number at least one week before and re-confirm at least one day before you conduct the phone interview.
4. Fill in the respondent code number based on PRESTASI participant list provided and fill out section C of respondent general information if you already have the information.
5. Open the phone interview by once again introduce yourself, inform the purpose of the interview and how data will be used, inform the confidential policy for respondent, and confirm respondent availability to participate in the interview. Inform the respondent approximate time needed for phone interview and ask permission if conversation will be recorded.
6. Note all response from respondent.
7. Maintain focus of conversation according to interview topic, probe, and do verification as necessary.
8. You can ask question not in order as long as all questions are being asked.
9. Close theif you have all the information needed, say thank you, and ask respondent permission to contact him/her again if you need more information/verify information.
10. Use only one instrument for each respondent.
11. After interview is done, record all respondent response into qualitative data entry template provided by MESP.

A. INTERVIEW RESULT CONTROL SHEET							
Date of Phone Interview	: / / (Date/Month/Year)						
Phone Interview Time	: <table border="1"> <tr> <td>Start</td> <td>: : (Hour: Minute)</td> </tr> <tr> <td>Complete</td> <td>: : (Hour : Minute)</td> </tr> <tr> <td>Duration</td> <td>: (Minute)</td> </tr> </table>	Start	: : (Hour: Minute)	Complete	: : (Hour : Minute)	Duration	: (Minute)
Start	: : (Hour: Minute)						
Complete	: : (Hour : Minute)						
Duration	: (Minute)						
ENUMERATOR							

B. DATA ENTRY CONTROL SHEET	
Data Entry by	: _____
Interview Sheet Completeness	: ☐ Complete ☐ Not Complete
Checking Date	: / / (Date/Month/Year)
Data entry Start on	: / (Hour/Minute)
Data Entry complete on	: / (Hour/Minute)
DATA ENTRY	
()	

This phone interview will assess employer views regarding returned scholar PRESTASI 2 with following identity:

Returned Scholar Name : _____
 Returned Scholar Respondent Code Number : _____
 Training Period : _____
 Field of Study Taken : _____

C. General Information

1. Respondent Name : _____
2. Gender : 1. ☐ Male 2. ☐ Female
3. Organization Name : _____
7. Respondent Position : _____
8. Your work sector : 1. ☐ Government
2. ☐ Private
3. ☐ Non profit
9. Were you participate in re-entry workshop? : 1. ☐ Yes 2. ☐ No

NO	QUESTION	ANSWER
	D. Change of (New) Knowledge, Skills, and Work Attitude/ Soft Skills Gained by Returned Scholar PRESTASI 2 and Applied Competencies	
13	Were you observed work competencies change after returned scholar completing the training?	3. Yes 4. No, Why? _____
14	What are example of changed/increased work competencies demonstrated by returned scholar? –How have the training benefit?	
15	How are other behaviors change or (work) attitudes change after scholar completing training and post training activities?	
16	What are organization work milestones have been achieved in which returned scholar was the key personnel?	
17	Did you observe any difference of work competencies, work attitudes, leadership quality or communication of returned scholar compared with other staffs?	1. Yes 2. No, Why? _____
	E. Perceived work environment for staffs by employer (work growth opportunity, resource, clear career plan and pathway, supportive work environment, merit based career)	
18	How do you describe your organization work environment in term of: --Probing questions guides— a. career/professional growth opportunity, b. access to work resources/ facilities, c. support and relationship with employer and colleague, d. performance assessment system, and e. merit based career advancement)	
19	How was employer organization intent to utilize the return scholar?	
20	What are the main challenges for returned scholar to adjust and contribute better/use all skills and knowledge for organization progress?	

-----THANK YOU FOR PARTICIPATING IN USAID PRESTASI EVALUATION 2017 -----



Responden Code No.

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USAID PRESTASI EVALUATION 2017

(Effectiveness Of Short Term Training Process And Result Phone Interview)

Introduction and Permission Request

Greeting,

My name is _____ from USAID MESP

We would like to inform again that Monitoring and Evaluation Support Program (MESP) USAID is conducting this interview for USAID Indonesia to evaluate PRESTASI 2 and PRESTASI 3 Program. This evaluation is following up questions from online survey of short term course that has been conducted previously. We will need further information about the effectiveness of short term training process and result.

Hence, we are asking your availability of interview for approximately 15-30 minutes. You are selected as respondent group of program stakeholder and your participation will be very helpful to improve PRESTASI Program in future. None of your response is wrong or right and we will keep the data confidential.

Thank you very much for your participation

Are you willing to participate in PRESTASI Evaluation interview?

Yes → Continue

No :→ Stop

(Phone) Interview Guide:

1. Please read and understand the purpose and intention of each question to interview your respondent
2. This interview instrument is for selected short term training participant PRESTASi 2 and PRESTASI
3. Contact you respondent to introduce your self and set interview schedule using email or phone number at least 2 days before you conduct the interview.
4. Fill in the respondent code number based on PRESTASI participant list provided and fill out section C of respondent general information if you already have the information.
5. Open the interview by once again introduce yourself, inform the purpose of the interview and how data will be used, inform the confidential policy for respondent, and confirm respondent availability to participate in the interview. Inform the respondent approximate time needed for interview and ask permission if conversation will be recorded.
6. Note all response from respondent.
7. Maintain focus of conversation according to interview topic, probe, and do verification as necessary.
8. You can ask question not in order as long as all questions are being asked.
9. Close theif you have all the information needed, say thank you, and ask respondent permission to contact him/her again if you need more information/verify information.
10. Use only one instrument for each respondent.
11. After interview is done, record all respondent response into qualitative data entry template provided by MESP.

A. INTERVIEW RESULT CONTROL SHEET	
Date of Interview	: / / (Date/Month/Year)
Interview Time	Start : : (Hour: Minute)
	Complete : : (Hour : Minute)
	Duration : (Minute)
INTERVIEWER :	

B. DATA ENTRY CONTROL SHEET	
Data Entry by	: _____
Interview Sheet Completeness	: ☐ Complete ☐ Not Complete
Checking Date	: / / (Date/Month/Year)
Data entry Start on	: / (Hour/Minute)
Data Entry complete on	: / (Hour/Minute)
DATA ENTRY	
()	

C. General Information	
10. Respondent Name	: _____
11. Gender	: 5. ☐ Male 2. ☐ Female
12. Position	: 6. ☐ Employer 2. ☐ Participant
13. Institution	: _____
14. Field Sector	1. ☐ Governance 4. ☐ Education
	2. ☐ Economic Growth 5. ☐ Health
	3. ☐ Environment 6. ☐ Other (mention)

NO	QUESTION	ANSWER
	A. Applicant satisfaction response of program process during training	
1.	Do you think short term training of Prestasi 2 and Prestasi 3 is useful? Why? Could you please provide concrete example that you experienced?	
2	What works and what it won't work in this training?	
3	How improvements can be done for short term training implementation from Prestasi 2 and Prestasi 3? Probing question Do you see the area of improvements that should be done regarding such as structure of training, syllabus, curriculum?	
	B. New knowledge and skills gained by returned scholars and employer assessment on new knowledge and skills gained by participant/improved work competencies	
4	What is the new knowledge and skills that you gained from Short Term Training?	
5	How the short-term training help you in the work place? Could you please provide concrete example to support your statement	

USAID PRESTASI EVALUATION 2017

(Interview with USAID)

Introduction and Permission Request

Greeting,

My name is _____ from USAID MESP

We would like to inform again that Monitoring and Evaluation Support Program (MESP) USAID is conducting this interview for USAID Indonesia to evaluate PRESTASI 2 and PRESTASI 3 Program. This evaluation will assess the effectiveness and respondent experiences for several PRESTASI Program components as follow:

7. the effectiveness of implemented PRESTASI program during recruitment, placement, and training process, applicable for both applicants and scholars of PRESTASI 2 and PRESTASI 3
8. result of completed training on scholar's career and in work place, applicable for returned scholars of PRESTASI 2 only
9. scholar experience with co-funding mechanism, applicable for PRESTASI 3 scholar only.

Hence, we are asking your availability of interview for approximately 15-30 minutes. You are selected as respondent group of program stakeholder and your participation will be very helpful to improve PRESTASI Program in future. None of your response is wrong or right and we will keep the data confidential.

Thank you very much for your participation

Are you willing to participate in PRESTASI Evaluation interview?

Yes → Continue No :→ Stop

A. General Information		
1.	Respondent Name	:
2.	Gender	:
	1. ☐ Male	2. ☐ Female
	3. ☐ Governance	6. ☐ Education
3.	DO Technical Office sector	:
	4. ☐ Economic Growth	7. ☐ Health
	5. ☐ Environment	

NO	QUESTION	ANSWER
	D. USAID PRESTASI OUTREACH AND SELECTION	
1.	How did USAID COR decide on targeted sector and geographycal area of USAID funding earmark for PRESTASI 2 and PRESTASI 3? (this question explore how and why USAID COR decided targeted sector and geographycal area of USAID funding earmark for PRESTASI 2 and PRESTASI 3) --Probing questions guides-- a. Why were those targeted sectors being prioritized? b. What have been the change and why it changed on targeted sector in PRESTASI 2 and PRESTASI 3? Will there be a change of sector in up coming PRESTASI program? Why?	

NO	QUESTION	ANSWER
	c. What were USAID COR result expectation and usage plan of scholars from this priority sector and geographycal priority ?	
2.	How was USAID COR involvement in outreach and selection in PRESTASI 2 and PRESTASI 3? --Probing questions guides-- a. What was USAID COR involvement in PRESTASI ? Why? b. How was USAID COR involvement in determining selection criteria and selection method?	

NO	QUESTION	ANSWER
3.	How do you think is the best approach to balance USAID needs on high applicants/candidate outreach and selection result from targeted sector and geographycal priority area againts principle of finding/selecting best applicants/candidate? --Probing questions guides— How much compromise USAID COR want to make and why to balance USAID needs on high applicants/candidate outreach and selection result from targeted sector and geographycal priority area againts principle of finding/selecting best applicants/candidate?	
4.	Learning from your experience, what do you think is the best practice during outreach and selection process/strategy of PRESTASI 2 and PRESTASI 3? --Probing questions guides— What is the best practice during outreach and selection process/strategy of PRESTASI 2 and why? What is the best practice during outreach and selection process/strategy of PRESTASI 3 and why?	
5.	How was co-funding initiated and Why?	
6.	What do you see as advantage and disadvantage of co-funding as requirements?	

Interview for Implementing Partners

[add profile information in interviewee, e.g., name, organization and such as per earlier questionnaires]

EQ 1: Effectiveness of participant outreach, recruitment, and placement. How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining training participants in targeted sectors.

A. Outreach:

Prestasi 2 and Prestasi 3 sometimes used different approaches to recruit applicants.....Do you have any thoughts on advantages or disadvantages or approaches, or difficulties with these approaches?.

[Note: open application means anyone can apply; closed means particular institutions were asked to nominate candidates]

B. Placement/pre-academic training:

The following types of pre-academic training have been provided:

- English language training:
- GE training:
- Leadership training:
- Statistics training:

Are some of these more or less critical? Can you comment on the importance of these and if you would recommend a different mix of pre-academic training services?

Do you have any suggestions for how future pre-academic training and preparation can be improved (including the need for additional training not currently offered)?

C. Post-academic Support

Prestasi 2, but not 3, provides post-academic support, e.g., re-entry workshops together with employers....how do you view this support, and what is its main value?

Prestasi 3 contributes a small amount of funding to ALPHA-I alumni association. What are your thoughts on this organization and its value?

Is there a better way to ensure such services (or are they even necessary to fund)?

Do you think Alpha-I will likely be sustainable?

EQ4: Co-funding mechanism. Has the co-funding initiative under PRESTASI 3 resulted in the desired outcomes? Specifically: a). What have been the positive and negative experiences with co-funding? b). How could the co-funding mechanism be more effective?

Do you have familiarity with the co-funding/cost-share requirements of PRESTASI 3? If yes, please explain (if no, skip the remainder of these questions).

Is this process effective?

☐ Yes

☐ No

Please explain (advantages and disadvantages). If yes, include a discussion of potential long-term benefits of the co-funding requirement.

Do you recommend the co-funding requirement be included in future programs?

☐ Yes

☐ No

If no, why?

If yes, why and how can it be improved?

Are there cost sharing models from other programs that you feel should be considered for future programs by USAID/Indonesia...or is this type of requirement more trouble than its worth (administrative costs compared to benefits)?

Overall

Do you have any suggestion to strengthen future scholarship programs?

ANNEX V: SOURCES OF INFORMATION

Summary KII Table

	P2	P3	Advantage Area	Disadvantage Area	Java, Bali and Outside Java, Bali	USAID's Focus Province	Non-USAID's Focus Province	Online Survey (Respondents)	Phone Interview (Respondents)
IIE	-	-	-	-	-	-	-	-	4
Fulbright	-	-	-	-	-	-	-	-	3
Technical Assistant Partner	-	-	-	-	-	-	-	-	2
Co-Funding	-	-	-	-	-	-	-	-	4
LTT	44	50	43	1	50	50	44	94	26
STT	39	30	36	3	30	30	30	69	19
Employer	-	-	-	-	-	-	-	9	3
TOTAL	83	80	79	4	80	80	74	172	61

LISTS OF KEY INFORMANT INTERVIEWS

PRESTASI PROGRAMME EVALUATION

No	Name	Occupation	Institution
1	Randall Martin	Chief of Party	Institute of International Education (IIE)
2	Mira Sambada	Chief of Party	Institute of International Education Foundation (IIEF)
3	Yos Sudarso	Deputy Chief of party	Institute of International Education (IIE)
4	Irena Hadiwijoyo	Outreach Recruitment Associate	Institute of International Education (IIE)
5	Debby Boris Gultom	Outreach Recruitment Associate	Institute of International Education (IIE)
6	Adeline Widyastuti	Senior Programme Officer	Fulbright
7	Nurise Widjaya	Program Officer	Fulbright
8	Alan H. Feinstein	Executive Director	Fulbright
9	Raya Soendjoto	USAID COR	USAID Education Office
10	Hanif Saleh	USAID COR	USAID Education Office
11	Eva Napitupulu,	USAID COR	USAID Environment Office
12	Ketty Kadarwati	USAID COR	USAID Democracy, Right and Governance
13	Yossa Nainggolan	Secretary of ALPHA-I	ALPHA-I
14	Susan Fickling	Director Participant Training Programs International Development and Operations	Institute of International Education (IIE)
15	Dina Ayonda	Biro Pengembangan Sumber Daya Manusia (BPSDM) Provinsi Papua	Biro Pengembangan Sumber Daya Manusia (BPSDM) Provinsi Papua
16	Tsurroya	Wakil Direktorat Lembaga Peningkatan Sumber Daya Manusia Provinsi Aceh	Lembaga Peningkatan Sumber Daya Manusia Provinsi Aceh
17	Noer Kasanah	Principal Investigator	Departemen Perikanan Fakultas Pertanian UGM Yogyakarta
18	Ir. Misto, M.P	Head of Forestry Research Institute of Makassar	Ministry of Forestry Republic of Indonesia
19	Prof.dr. Hasbullah Thabrany, MPH	Head of Center for Health Economics and Policy Studies (CHEPS) UI	Center for Health Economics and Policy Studies (CHEPS) UI
20	Wahyu Kusuma Romadhoni	Head of Human Resources Division	Secretary of Fiscal Policy Agency, Ministry of Fund

LTT ONLINE SURVEY AND PHONE INTERVIEW LIST
PRESTASI PROGRAMME EVALUATION

No	Name	Region Area	P2/P3	Phone Interview (Yes/No)
1	Adam Bahtiar	Java and Bali	P3	No
2	Aditia Trisno Nugroho	Outside Java and Bali	P3	Yes
3	Anissa Rahmawati	Java and Bali	P3	No
4	Arie Arizandi Kurnianto	Advantage	P2	Yes
5	As Ari Wahyu Utomo	Advantage	P2	No
6	Avri Pribadi	Outside Java and Bali	P3	No
7	Bakhtiyar Salam	Advantage	P2	Yes
8	Berliana Situmeang	Advantage	P2	No
9	Bina Swasta Sitepu	Outside Java and Bali	P3	No
10	Bonifasius Yoseph Lody Maturbongs	Outside Java and Bali	P3	No
11	Choerul Umam	advantage	P2	Yes
12	Cyrillus Raja Bhoja	advantage	P2	No
13	Dany Kusuma Rochimi	Java and Bali	P3	No
14	Dewi Ariani	advantage	P2	No
15	Dewi Setyaningrum	Java and Bali	P3	No
16	Dian Mangiring	Java and Bali	P3	No
17	Diani Indah Rachmitasari	advantage	P2	Yes
18	Dimas Aditya Philipinanto	Java and Bali	P3	No
19	Dimas Firdaus Samudra	Java and Bali	P3	No
20	Dina Rafidyah	advantage	P2	Yes
21	Dwi Margawati	Java and Bali	P3	No
22	Egi Prayogi	Java and Bali	P3	No
23	Endyka Erye Frety	advantage	P2	Yes
24	Felix Wisnu Handoyo	Java and Bali	P3	No
25	Fitri Lapau	advantage	P2	Yes
26	Fitri Zuliana	Outside Java and Bali	P3	No
27	Frans Judea Samosir	advantage	P2	Yes
28	Ganesha Tri Chandrasa	Java and Bali	P3	No
29	Gina Yolanda Sari	Java and Bali	P3	No
30	Hariatni Novitasari	advantage	P2	No
31	Hasiholan Tiroi Simorangkir	disadvantage	P2	Yes
32	Hermudananto Hermudananto	advantage	P2	No
33	Heva Hayuqo Yumi	Outside Java and Bali	P3	No
34	Hussein Heykal	Java and Bali	P3	No
35	Ika Rusinta Widiarsari	Outside Java and Bali	P3	No
36	Inchi Kurniaty Kusri	advantage	P2	No
37	Indah Sukmawati Manti Putri	advantage	P2	No
38	Indri Oktaria Sukmaputri	advantage	P2	No
39	Inraini Fitria Syah	advantage	P2	No

No	Name	Region Area	P2/P3	Phone Interview (Yes/No)
40	Ira Ryski Wahyuni	advantage	P2	Yes
41	Irma Adyatni	Outside Java and Bali	P3	No
42	Irma Nurliawati	Java and Bali	P3	No
43	Jasmine Ramadhani Zulkarnain	Outside Java and Bali	P3	No
44	Jatu Fajarika Nugrohorukmi	Java and Bali	P3	No
45	Jonathan Hasian Haposan	Java and Bali	P3	Yes
46	Kadek Ridoi Rahayu	advantage	P2	Yes
47	Kamaluddin Kasim	Java and Bali	P3	No
48	Kezia Elisabeth Salosso	advantage	P2	No
49	Lili Nur Indah Sari	Java and Bali	P3	No
50	Luluk Shoviana	Java and Bali	P3	Yes
51	Lydia Apriliani	Java and Bali	P3	No
52	Maria Helena Yeni Pareira	advantage	P2	Yes
53	Merina Sofiati	Java and Bali	P3	Yes
54	Moch Syifa	Java and Bali	P3	No
55	Mochamad Aji Purbayu	Java and Bali	P3	No
56	Muhammad Lukman Baihaqi Alfakihuddin	Java and Bali	P3	No
57	Muhammad Nasar	advantage	P2	No
58	Muhammad Arif Rahman	Outside Java and Bali	P3	No
59	Nurbaya	advantage	P2	Yes
60	Nurhuda Adi Prasetyo	advantage	P2	No
61	Nurwasya	advantage	P2	No
62	Onny Nurrahman Marwayana	Java and Bali	P3	No
63	Paulus R. T. Paramma	advantage	P2	Yes
64	Pujiyanto	Java and Bali	P3	No
65	Qurratul Aini	advantage	P2	Yes
66	Rallya Telussa	advantage	P2	Yes
67	Rika Novayanti	Java and Bali	P3	No
68	Rilly Richard Mamahit	Outside Java and Bali	P3	Yes
69	Risalia Reni Arisanti	advantage	P2	No
70	Risyaf Fahreza	Java and Bali	P3	No
71	Rizki Baihaqi	Java and Bali	P3	No
72	Rudi Hermawan	advantage	P2	Yes
73	Samuel Nursamsu	Java and Bali	P3	No
74	Selviana Seni Ndoen	Outside Java and Bali	P3	No
75	Septy Juwita Agustin	Java and Bali	P3	No
76	Silvera Marolita Erari	advantage	P2	No
77	Silvia Anastasia Landa	advantage	P2	No
78	Sri Noor Cholidah	Java and Bali	P3	No
79	Suci Maulina	Outside Java and Bali	P3	No
80	Suhendi Ery Saputro	Java and Bali	P3	No
81	Suparlan Lingga	advantage	P2	No
82	Tiara Rahadian Putri	Java and Bali	P3	No

No	Name	Region Area	P2/P3	Phone Interview (Yes/No)
83	Treace Merry	Outside Java and Bali	P3	No
84	Vivi Selviana	Java and Bali	P3	No
85	Wendi Wijawardi	advantage	P2	No
86	Wiesye Violent Pelupessy	advantage	P2	No
87	Wisnu Trianggono	advantage	P2	Yes
88	Wiwik Mulyani	advantage	P2	No
89	Yamin	advantage	P2	No
90	Yoseph Leonardo Samodra	advantage	P2	Yes
91	Yossy Utario	advantage	P2	Yes
92	Zulkifli	advantage	P2	No
93	Azrina	Outside Java and Bali	P3	Yes
94	Nurzanty Khadijah	advantage	P2	No

STT ONLINE SURVEY AND PHONE INTERVIEW LIST
PRESTASI PROGRAMME EVALUATION

No	Name	Province	Region Area	P2/P3	Phone Interview (yes/No)
1	Ade Irawan	DKI Jakarta	Advantage	P2	Yes
2	Aditya Rahman	Banten	Java and Bali	P3	Yes
3	Agung Hastomo	DI Yogyakarta	Java and Bali	P3	No
4	Agus Prasetyo Kurniawan	East Java	Java and Bali	P3	No
5	Anis Karuniawati	DKI Jakarta	Advantage	P2	No
6	Anita	Banten	Java and Bali	P3	No
7	Awidya Mahadewi	DKI Jakarta	Advantage	P2	No
8	Bambang Isdianto Isbani	East Java	Java and Bali	P3	No
9	Budi Santoso	DKI Jakarta	Advantage	P2	No
10	Cut Khairunnisak	Nanggroe Aceh Darussalam	Outside Java and Bali	P3	No
11	Defrys R. Tulle, S. Pt., MP (M)	East Nusa Tenggara	Advantage	P2	No
12	Dian Ekawati	West Java	Java and Bali	P3	No
13	Dio Ashar Wicaksana	West Java	Advantage	P2	Yes
14	Djarot Hartono	DKI Jakarta	Advantage	P2	No
15	Djuawairah Ahmad	South Sulawesi	Outside Java and Bali	P3	Yes
16	Effy Mulyasari Kartasurya	West Java	Java and Bali	P3	Yes
17	Eko Pribadi	West Java	Advantage	P2	No
18	Elvi Mailani	North Sumatera	Outside Java and Bali	P3	No
19	Endeyani V. Muhammad, S.Pt., M.Si (F)	East Nusa Tenggara	Advantage	P2	No
20	Evi Amalia Salman	Banten	Java and Bali	P3	Yes
21	Evi Fatimatur Rusydiyah	East Java	Java and Bali	P3	No
22	Fibri Rakhmawati	North Sumatera	Outside Java and Bali	P3	Yes
23	Fitri Hilmiyati	Banten	Java and Bali	P3	Yes
24	Hariatni Novitasari	East Java	Advantage	P2	No
25	Hasnul Arifin Melayu	Nanggroe Aceh Darussalam	Advantage	P2	No
26	Hendri Syukri	East Nusa Tenggara	Advantage	P2	No
27	Hendrik Rosdinar	DKI Jakarta	Advantage	P2	No
28	Hifdzil Alim	DI Yogyakarta	Advantage	P2	No
29	Ika Rahmawaty	East Java	Java and Bali	P3	No
30	Imam Rusli Asjhari	DKI Jakarta	Advantage	P2	No
31	Imelda Husdiani Husnan	DKI Jakarta	Advantage	P2	Yes
32	Juariah Aman Sukandar	West Java	Java and Bali	P3	No

No	Name	Province	Region Area	P2/P3	Phone Interview (yes/No)
33	Julius Ary Mullet, S.E., MBA., MTDev., Ph.D. (M)	Papua	Advantage	P2	No
34	Kairuddin	North Sumatera	Outside Java and Bali	P3	No
35	Kania Mayang Lestari	DKI Jakarta	Advantage	P2	No
36	Laili Khairnur	West Kalimantan	Advantage	P2	No
37	Madjid Bati	South Sulawesi	Advantage	P2	No
38	Mardianto	North Sumatera	Outside Java and Bali	P3	No
39	Maunah Setyawati	East Java	Java and Bali	P3	No
40	Mawardi	Nanggroe Aceh Darussalam	Outside Java and Bali	P3	No
41	Mohamad Adnan Baiduri, S. Pi., M. Si (M)	South Sulawesi	Disadvantage	P2	No
42	Mohammad Mursyid (M)	West Java	Disadvantage	P2	Yes
43	Monica Tanuhandaru	DKI Jakarta	Advantage	P2	No
44	Muhamad Iksan	DKI Jakarta	Advantage	P2	No
45	Muhammad Yani, S.Si, M.Si (M)	Nanggroe Aceh Darussalam	Disadvantage	P2	No
46	Nandi	West Java	Java and Bali	P3	No
47	Neneng Heryati	DKI Jakarta	Java and Bali	P3	No
48	Nurhayati, S.Si., MT (F)	South Sulawesi	Advantage	P2	No
49	Qudwatin Nisak Muhammad Isa	Nanggroe Aceh Darussalam	Outside Java and Bali	P3	Yes
50	Ricardo F Tapilato	West Papua	Outside Java and Bali	P3	Yes
51	Rivan Prahasya	DKI Jakarta	Advantage	P2	Yes
52	Roswaldi, M. Kom (M)	West Sumatera	Advantage	P2	No
53	Sad Dian Utomo	DKI Jakarta	Advantage	P2	No
54	Sandi Yudha Barri Zaqy, S.T. (M)	Nanggroe Aceh Darussalam	Advantage	P2	Yes
55	Silvia Handayani	North Sumatera	Outside Java and Bali	P3	No
56	Siti Fatimah	West Java	Advantage	P2	No
57	Sitti Nurjannah Yunus	South Sulawesi	Outside Java and Bali	P3	Yes
58	Supriadi	DKI Jakarta	Advantage	P2	No
59	Syafiuddin Zainan Thaib	DKI Jakarta	Java and Bali	P3	No
60	Tri Hartono M. Chem. Eng (M)	South Sulawesi	Advantage	P2	Yes
61	Umi Muawanah	DKI Jakarta	Java and Bali	P3	No
62	Unik Ambarwati Moestadjab	DI Yogyakarta	Java and Bali	P3	No
63	Vina Salviana Darvina S, M. Si (F)	East Java	Advantage	P2	Yes

No	Name	Province	Region Area	P2/P3	Phone Interview (yes/No)
64	Vona Yolanda Genita	DKI Jakarta	Advantage	P2	No
65	Wawan Hernawan	DKI Jakarta	Advantage	P2	No
66	Widya Karmila Sari	South Sulawesi	Outside Java and Bali	P3	Yes
67	Yasir Arafat, ST (M)	West Kalimantan	Advantage	P2	No
68	Zainal Hanafi (M)	Nanggroe Aceh Darussalam	Advantage	P2	No
69	Zulfikar, SE.,MPA (M)	West Kalimantan	Advantage	P2	Yes

EMPLOYER ONLINE SURVEY AND INTERVIEW LIST
PRESTASI PROGRAMME EVALUATION

No	Name of Employer	Organization/ Institution	Type of Working Intitution	Name of Scholar	Phone Interview (Yes/No)
1	Aria Aditya Setiawan	Universitas Sains dan Teknologi Jayapura Fakultas Ekonomi, Sastra, dan Sosial Politik (Fessospol)	Academic Institution	Paulus R.T. Paramma	Yes
2	Dr drh. Maxs U.E. Sanam, M.Sc	Faculty of Veterinary Medicine University of Nusa Cendana	Academic Institution	Drh. Putri Pandarangga MS	No
3	M. Darisman	Local Initiative for Occupational Health and Safety Network Indonesia	NGO	Wiranta Yudha Ginting	No
4	Mulyo Sugiarto	Sekolah Menengah Kejuruan (SMK) Negeri 7 Pontianak	Academic Intitution	Esty Haryani	Yes
5	Ni Wayan Sukanadi	SMAN 1 Mengwi	Academic Institution	I Kadek Purnawan	No
6	Nicolays Jambang	BPTP Papua Barat - Badan Litbang Pertanian, Kementerian Pertanian	Government of Indonesia	Fransiska Renita Anon Basundari	No
7	Ruslan Ependi	Badan Pemeriksa Keuangan RI	Government of Indonesia	Fajar Rochadi	No
8	Yanti Ivana Suryanto	Faculty of Medicine UKDW	Academic Institution	Yoseph Leonardo Samodra	No
9	Zainal Hanafi	Politeknik Aceh	Academic Institution	Said Iskandar Zulkanain	Yes

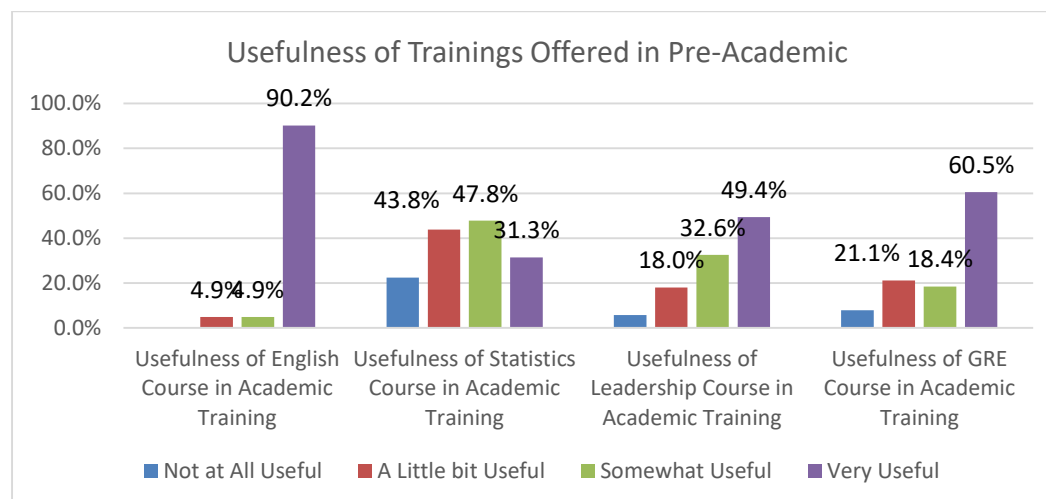
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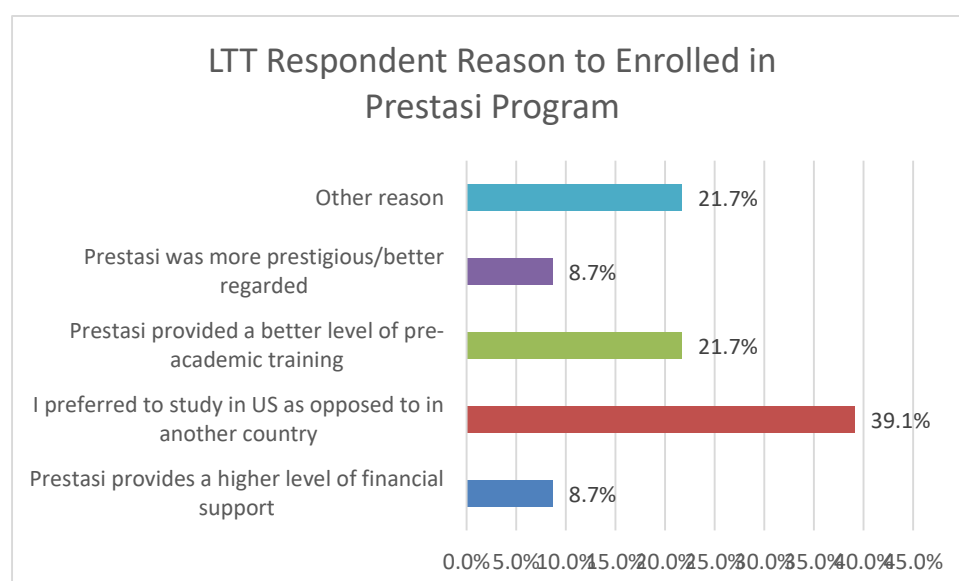
1. IIEF, Annex 3 US Scholar Updates, January-March 2016
2. PRESTASI, Annex 1: In Country Scholar Monitoring Report Period January-March 2016
3. PRESTASI, Annex 2: Campus Visit Report Period January-March 2016, March 2016
4. USAID Scholarship Prestasi II Program, Periodic Progress Report, January-March 2016
5. USAID, Mid-term Evaluation of the Program To Extend Scholarships and Training to Achieve 6. Sustainable Impacts, May 2015
7. USAID, Final Report USAID Indonesia Graduate Training Tracer Study: 1995-2013, May 2015
8. USAID Scholarship Prestasi II Program, Performance Management Plan Worksheet
9. USAID Prestasi 3 Scholarship Program, Annual Work Plan, Year 2 covering the period September 2015- August 2016, March 30, 2016
10. USAID Prestasi 3 Scholarship Program, Progress Report covering the period April-June 2015, July 30, 2015
11. USAID Prestasi 3 Scholarship Program, Progress Report covering the period July-September 2015, October 30, 2015
12. USAID Prestasi 3 Scholarship Program, Progress Report covering the period January-March 2016, April 29, 2016
13. USAID Prestasi 3 Scholarship Program, Progress Report covering the period April-June 2016, July 29, 2016
14. USAID Prestasi 3 Scholarship Program, Performance Monitoring Plan (PMP), March 30, 2016
15. USAID Scholarship Prestasi Program, Performance Monitoring Plan, Third Draft, March 5, 2015
16. USAID Prestasi 3 Scholarship Program, Co Funding Report covering the period January-August 2015, September 10, 2015
17. USAID Prestasi Scholarship Program, Technical Assistance Activity Report
18. USAID Prestasi 3, Status of the Performance Indicators Period
19. USAID Prestasi Scholarship Program, PhD Scholar Transfer to Prestasi 3
20. USAID Prestasi Scholarship Program, Evaluation Form of Pre-Academic Training
21. USAID Prestasi 3 Scholarship Program, Outreach Report Compilation
22. USAID Prestasi 3 Scholarship Program, Outreach and Recruitment Activities
23. USAID Performance Indicator Reference Sheet, 2015

ANNEX VI: DATA AND CHARTS

Evaluation Question 1: Effectiveness of Long Term Program participant outreach, recruitment, and placement. How effective have the approaches implemented under PRESTASI 2 and 3 been in recruiting, placing, and retaining long term training program applicants in targeted sectors?



LTT respondents participated in online survey rated English Training usefulness as the highest among other trainings offered and statistical training has highest response rate of least useful.



Various reason of LTT respondents to enroll in Prestasi Program. The highest reason is due to candidates preference to study in US, followed by attractiveness of strong Pre-Academic Training Program offered and other reasons such as length of time of selection result notification (received quicker selection result notification from Prestasi Program)

ANNEX VII: PRESTASI PROGRAM APPLICATION FORMS OF EMPLOYER COST SHARE

Employer acknowledgement of employee application for USAID PRESTASI Scholarship

Complete name of institution where the applicant is employed	
Complete name of applicant	
Title of applicant's position	
Level of applicant's position in the organizational structure (Eselon dan Golongan)	

To the employer: Please note that your signature on this form confirms your knowledge and agreement:

1. To release the applicant from work duties in order to attend Pre-Academic Training. If the applicant is approved by PRESTASI to proceed to the next step, the applicant will be required to attend Pre-Academic Training in Jakarta for a maximum of 6 months. This training is full time and compulsory. Failure of the applicant to pass the Pre-Academic Training may cause termination of the scholarship award.
2. To release the applicant from work duties after Pre-Academic Training to study in U.S.
3. To process the official passport and exit permit required for the applicant's international travel.
4. To cover the cost of all domestic travel: home province-Jakarta (if needed).
5. To cover the cost of all international travel (estimated at US \$4,000).
6. To cover the cost of a medical test (estimated at US \$100) at Bintaro Hospital in Jakarta.
7. To cover the cost of immunizations (estimated at US \$80).
8. To cover the cost of any additional TOEFL iBT (estimated at \$190 per test), if needed.
9. To cover the cost of any additional GRE test, (estimated at \$195 per test), if needed.
10. To cover the cost of any university application fees after the fourth free application.

Authorized Signature of Employer I, the undersigned, agree to be bound to the commitments described above.		
Full Name		Signature & Stamp
Position		
Email		
Mobile		
Date		

ANNEX VII: SUPPLEMENTARY EVALUATION REPORT: PH.D. SUPPLY AND DEMAND IN TARGETED SECTORS IN INDONESIA

Contracted under AID-497-C-16-00006

Indonesia Monitoring & Evaluation Support Project

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACRONYMS

ADB	Asian Development Bank
AUN-SEED-Net	ASEAN University Networks/Southeast Asia Engineering Education Development Network
AUSAID	Australian Agency for International Development
BAPPEDA	Badan Perencanaan Pembangunan Daerah (Local Development Planning Agency)
BAPPENAS	Badan Perencanaan Pembangunan Nasional (Ministry of National Development Planning)
BELMAWA	Direktorat Jenderal Pembelajaran dan Kemahasiswaan (Directorate General of Learning and Student Affairs)
BMKG	Badan Meteorologi, Klimatologi and Geofisika (Meteorological, Climatological and Geophysical Agency)
BPSDM	Badan Pengembangan Sumberdaya Manusia (Human Resource Development Agency)
DAAD	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
GOI	Government of Indonesia
HCDP	Human Capital Development Plan
HEIs	Higher Education Institutions
IDB	Islamic Development Bank
IIE	Institute of International Education
IIEF	Indonesian International Education Foundation
JICA	Japan International Cooperation Agency
KII	Key Informant Interview
LPDP	Lembaga Pengelola Dana Pendidikan (Institute of Management Education Fund)
MRTHE	Ministry of Research Technology and Higher Education
MPWPH	Ministry of Public Works and Public Housing
OECD	Organization for Economic Co-operation and Development
PRESTASI	Program to Extend Scholarships and Training to Achieve Sustainable Impacts
R&D	Research and Development
STEM	Science, Technology, Engineering and Math
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

This study is part of the performance evaluation of USAID's Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI). The report covers one specific question (#6) from that Evaluation Statement of Work (SOW): "What is the relevant supply and demand for PhDs across targeted universities and sectors in Indonesia?"

The information in this report comes from a combination of document review, analysis of secondary data, interviews, and survey questionnaires. The evaluation team assessed current PhD graduate totals, the geographical distribution of those graduates, and the fields with the highest and lowest numbers of PhD graduates in the public and private sectors in Indonesia, including the higher education (university) sector. The study also looked at the projected demand and priority sectors for PhD holders generally, and in specific sectors targeted by USAID and other stakeholders (e.g., democracy & governance, economic growth, education, environment, and health) over the next 5-10 years. Finally, the study compares the core components of various PhD program support options from the Government of Indonesia (GOI) and international donors.

EQ6: PH.D. SUPPLY AND DEMAND IN USAID TARGETED SECTORS

Conclusions

Current PhD totals, distribution, and fields of study. The current number of PhD graduates in Indonesia totals less than 5% of the public and private sector workforce. In the public sector, 90% of PhD holders are lecturers in higher education institutions¹⁷ (HEIs), and the remaining 10% work in management roles in central and local governments. Among PhDs working in HEIs, only approximately 10% of PhD lecturers work at private HEIs, even though private HEIs make up 91% of all HEIs in the country.

In terms of geographical distribution, current PhDs are unevenly distributed, with more working in the western part of Indonesia and far fewer in the eastern and central regions such as the provinces of Papua, Maluku, West Sulawesi, North Kalimantan, and Central Kalimantan.

The fields with the largest proportion of PhD graduates are not aligned with the current and future needs of the Indonesian government and the private sector.

Ph.D. demand, priority fields, and future needs. Most PhD holders (approx. 60%) are working in research or in HEIs (in both the public and private sectors), with the remaining employed in management positions. Stakeholders indicated that currently there is greater demand for individuals with master's degrees and vocational qualifications than for those with PhD degrees.

Regardless, the GOI is planning to have more PhD graduates. Most future demand for PhDs will come from the higher education sector, which accounts for 47% of all PhDs nationwide. Overall demand for new PhDs from the public and private sectors will grow at 10% and 2.5% per year, respectively, with demand from HEIs growing at 15% annually. Demand from the private sector will remain low for at least the next 5-10 years.

In relation to USAID-targeted sectors, the primary demand is for PhD graduates in health, environment, engineering and technology, and other fields related to science, technology, engineering, and math (STEM). For example, STEM fields include agriculture, marine science, and renewable energy, which are all priorities for HEIs, GOI, research agencies, and the private sector. Democracy, governance, and economic growth remain priorities for central and local governments.

¹⁷ Universities, polytechnics, academies.

Potential employers of PhDs in the public and private sectors view the technical qualifications of PhD graduates positively, but are less positive about their non-academic skills, such as leadership, communication, and managerial skills. Consequently, public and private sector stakeholders emphasized the need for PhD program support that provides scholars with practical, hands-on opportunities to apply the skills they learn in their fields during their study or post-study period in more developed countries such as the US.

PhD program support options. Based on the stated needs of informants for this study, in addition to conventional PhD programs, USAID could offer PhD support in the form of internship, apprenticeship, fellowship, and post-doctoral programs, as well as applied workshops or trainings in scholars' fields of study, in order to build their technical and non-academic skills. Such support could be organized in cooperation with public and private sector stakeholders. Alternate program support options such as these would cost significantly less than conventional PhD program support, which can run to \$200,000/scholar, and thus would enable USAID to support a larger number of scholars.

Recommendations

The following are recommendations for any potential future PhD support program from USAID:

- Priority fields for a PhD support program (conventional or non-conventional) should align with the priority sectors expressed by stakeholders (i.e., future employers) from the public and private sectors.
- PhD support efforts should target regions with the fewest number of PhDs, primarily in eastern and central provinces such as Papua, Maluku, West Sulawesi, North Kalimantan, and Central Kalimantan.
- Private HEIs should be given more opportunity to send faculty to the PhD support program, as they currently have less than 10% of PhD graduate lecturers despite accounting for more than 90% of HEIs in Indonesia.
- Future USAID PhD support activities should include both conventional PhD support as well as more applied, hands-on support, through internships, apprenticeships, fellowships, and/or post-doctoral programs.

I. BACKGROUND

This report is part of the performance evaluation of the USAID/Indonesia Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI), which covers both PRESTASI 2 and 3, spanning a period of performance from August 2012 to January 2017. The full evaluation addresses eight questions regarding PRESTASI 2 & 3 components and results. However, one evaluation question extends beyond PRESTASI implementation to address the supply and demand for PhDs in USAID's targeted sectors in Indonesia. This supplementary report responds to that evaluation question (#6) on PhD supply and demand.

One way to measure the well-being of a country's population is through the Human Development Index, a social measurement instrument that considers education. In 2016, Indonesia ranked 113 out of 188 countries, and also ranked 113th in education, with a 31% enrollment rate among the tertiary school-aged population (UNDP, 2016).¹⁸

The 2015 Organization for Economic Co-operation and Development (OECD) Science, Technology and Industry Scoreboard (STI) Scoreboard¹⁹ provides evidence of the correlation between the number of PhDs in a country and its economic prosperity. OECD statistics shows that on average, 35% of PhD graduates are employed in education, while the majority work in non-education sectors such as health, public administration, manufacturing, agriculture, mining, and other service industries. The *Paris Innovation Review*²⁰ in 2009 reported that private enterprises in OECD member countries carried out 70% of all research, and employed 65% of all research scientists and engineers, compared to 25% of research carried out by those who work for higher education and academic research institutes. According to the OECD findings, improving knowledge and skills through investment in higher education positively affects innovation, which in turn contributes to a country's economic prosperity.

A 2010 article in the *The Economist*²¹ magazine raised the question of whether the supply of PhDs has exceeded the demand. It went on to argue that, at least in the US, academic positions are becoming rare, and many universities tend to employ PhDs as researchers and lecturers as opposed to tenured professors. But if academic positions were becoming so scarce, why was the number of PhD graduates still high? *The Wall Street Journal* published an article in its June 16, 2016, edition entitled "Job-Seeking Ph.D. Holders Look to Life Outside School" (Douglas Belkin, 2016), that describes how new doctorate holders were grappling with dwindling employment prospects in the academic community, and thus were looking beyond the academic sector to find relevant work.

The above questions are relevant for developing countries like Indonesia, as they seek to improve their position in an increasingly competitive world.

II. EVALUATION PURPOSE

The purpose of the evaluation of PRESTASI 2 & 3 is to inform and optimize USAID's design and implementation of the anticipated PRESTASI 4 program. Findings from this evaluation will also help inform mid-course improvements for PRESTASI 3. PRESTASI is a long-term, evolving activity implemented over a series of awards. USAID intends to continue this activity, and the Mission is eager to apply the learning from past and current PRESTASI implementation.

¹⁸ UNDP, Human Development Report 2016.

¹⁹ OECD Science, Technology and Industry Scoreboard, 2015.

²⁰ *Paris Innovation Review*, 29 January 2014.

²¹ *The Economist*, 6 December 2010.

This component of the overall evaluation examines the supply and demand for PhDs in Indonesia (EQ #6). This study considers various sectors that employ doctoral degree holders, and provides recommendations on how to improve the design of PhD program scholarships under PRESTASI to best suit the needs of Indonesia.

The primary audience for this evaluation is USAID/Indonesia, in its efforts to design future programs and improve ongoing PRESTASI implementation. The Institute for International Education (IIE) and Indonesian International Education Foundation (IIEF) are also important audiences, as they continue to implement PRESTASI 3.

Secondary audiences include personnel from the GOI Ministry of Research, Technology, and Higher Education (MRTHE), as well as other public and private sector entities that sponsor individuals to participate in PRESTASI. Secondary audiences also include donors and stakeholders involved in similar participant or degree training programs in Indonesia.

III. EVALUATION QUESTIONS

USAID has identified eight questions for the evaluation of PRESTASI 2 & 3. This supplementary report addresses only question #6: “What is the relevant supply and demand for PhDs across targeted sectors in Indonesia, per issue-specific USAID funding earmarks?”

IV. Data Collection Methodology

The evaluation team used the following methods: document and secondary data review; key informant interviews (KIIs); and a survey questionnaire sent to key public sector stakeholders.

DOCUMENT REVIEW

Documents reviewed by the evaluation team came from MRTHE and the Ministry of National Development Planning (Bappenas). Both institutions offer relatively comprehensive data that can be used to illustrate the current PhD profile in Indonesia, as well as projected demand for PhD programs.

KEY INFORMANT INTERVIEWS

The team conducted a dozen interviews with decision makers in government agencies and private sector representatives.

SURVEY QUESTIONNAIRE

Survey questionnaires were administered via email. Participants were individuals responsible for human resources planning and development, and were selected to represent different sectors and institutions, including:

Public sector: GOI ministries, Local Government Planning Agencies (Bappeda), local ministry branches (e.g., Provincial Health Offices/Dinas Kesehatan Propinsi), and public research agencies (BMKG/Meteorology, Climatology, and Geophysics Agency; Eiykman Institute; Center for Palm Oil Research), state-owned companies (e.g., BioFarma, Kimia Farma).

Private sector: Private companies and non-governmental organizations and research institutes (e.g., Astra Argo Lestari, Center for International Forestry Research).

DATA ANALYSIS

The evaluation team employed descriptive statistics and content analysis. Descriptive statistics was used to analyze secondary data derived from the document review, whereas content analysis was used to process data and information compiled from interviews. Since most PhD holders are working in the higher education sector, data and information gathered from MRTHE had a significant impact on the analysis.

DATA LIMITATIONS

The comprehensiveness and consistency of data across agencies in Indonesia remains a problem. However, such inaccuracy and inconsistency can be considered acceptable to enable a general overview of the PhD profile in Indonesia. On the other hand, statistically speaking, the quality of primary data used for this report is weaker than the secondary data, since only a very limited number of questionnaires were collected. As a result, the evaluation team used data from the questionnaires only for adding illustration and examples.

In the absence of group discussions, direct interviews with sources become an acceptable way to explore and get an in-depth understanding of the issues being addressed. Again, because the number of interviews was limited and could not cover a wide range of stakeholders, the information gathered from these interviews was treated independently and used for anecdotal illustration.

EVALUATION TEAM

The evaluation team for this report on EQ #6 comprised the following individuals:

- Team Leader, MESP M&E Advisor Khairan Indriani.
- Evaluation Specialist, MESP M&E Advisor Retno Handini.
- Higher Education/Workforce Development Specialist, Biemo Soemardi
- Research Analyst, Ismiati Faranash

The MSI Home Office provided support in reviewing and editing this report to ensure quality.

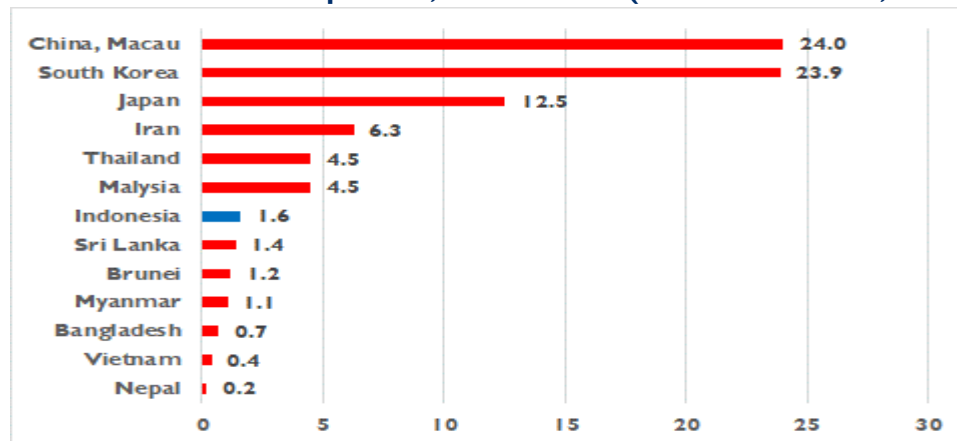
VI. Findings and Discussion

This section provides the main findings and analysis of the supply and demand for PhDs in the public and private sectors in Indonesia, including sectors aligned with USAID/Indonesia's development objectives: 1) democracy & governance; 2) economic growth; 3) education (including workforce development); 4) environment (including forestry and climate change); and 5) health. The study also looked at other fields of study relevant to USAID's target sectors. In addition, an overview of PhD totals in Indonesia and compared to other countries provides context to understand the number and distribution of Indonesia's PhD holders.

PH.D. SUPPLY

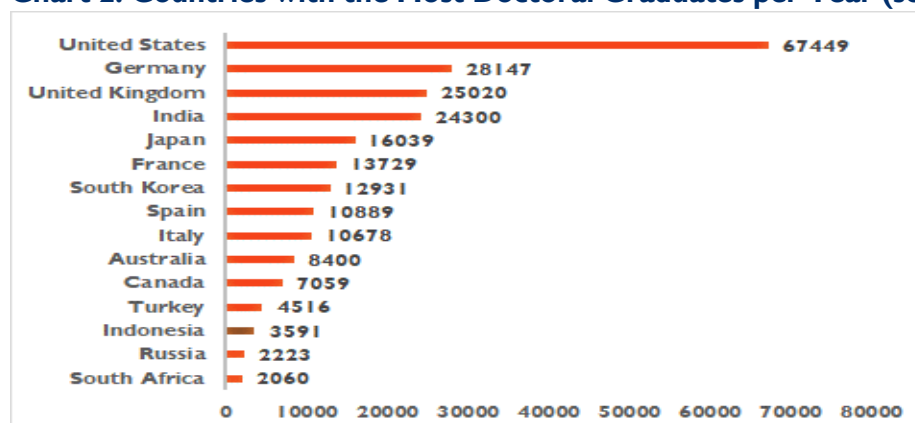
The number of doctorate holders in Indonesia is low compared to other countries in Asia region. A UNESCO report in 2011 shows the PhD ratio in Indonesia as just 1.6 per 100,000 population – well below the 4.5 ratio in Malaysia and Thailand (see Chart 1 below).

Chart 1: Ratio of PhDs per 100,000 residents (source: UNESCO, 2011)



To address this low ratio, the GOI has made an effort to increase the number of PhD graduates. In 2014, MRTHE made a rough estimate that the number of PhDs in Indonesia was only about 75,000, of which around 35,000 were working in the higher education sector. According to an OECD report from 2014, Indonesia awards 3,500 doctorate degrees per year. Chart 2 below presents a comparison of annual PhD award totals from selected countries.

Chart 2: Countries with the Most Doctoral Graduates per Year (source: OECD, 2014)



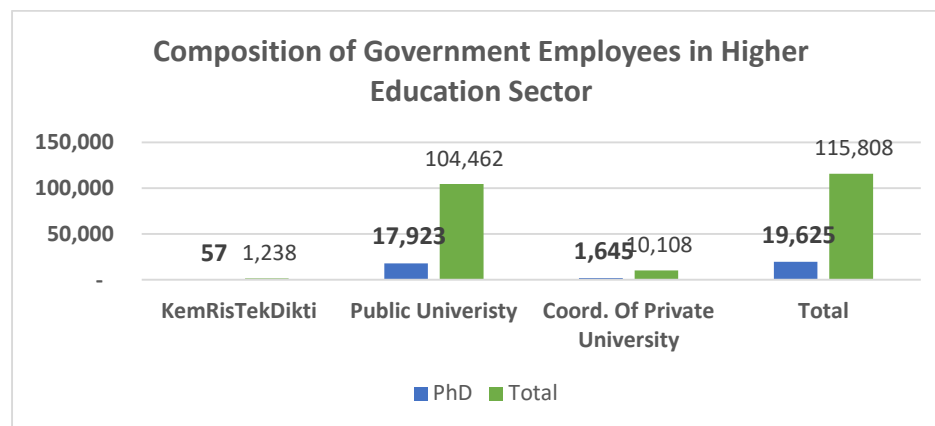
Current PhD Holder Numbers, Distribution, and Fields of Study in Indonesia's Public Sector (Including Education Sector)

There are comprehensive data sets or statistics on the number of PhDs in Indonesia's public sector. Data reviewed by the evaluation team came mostly (>90%) from Bappenas and MRTHE and covered the period until 2016. Bappenas data detail post-undergraduate education achieved by government employees, but their data only capture degrees awarded by Indonesian state universities. They do not include PhDs awarded to government officials by private or overseas universities. MRTHE data are more complete in terms of identifying degrees awarded, but only cover officials working in Indonesia's higher education sector.

Per the Bappenas data, government employees totaled 4,538,154 in 2016, and 63% of those were graduates from tertiary education institutions. The number of government employees with master's degrees (again, from state universities only) was 280,545 (6.2%), and those with PhDs from state

universities totaled 14,625 (0.3%) of all government employees.²² According to MRTHE data, there are 19,625 government employees with PhDs from any university working in Indonesia's higher education sector.²³ Public higher education employees with PhDs work predominantly for public HEIs, while only 8.67% (1,645) are assigned to work in private HEIs, as shown in Chart 3 below.

Chart 3: Composition of Government Employees in Higher Education Sector
(Source: BAPPENAS, internal record, 2016)



More recent data (2017) from MRTHE show that the number of lecturers in Indonesian HEIs totals 270,760 persons working in 4,503 HEIs (371 public and 4,132 private). In all, 33,270 (12.29%) of those lecturers have PhDs, as they teach more than 5.4 million students working toward various degrees.

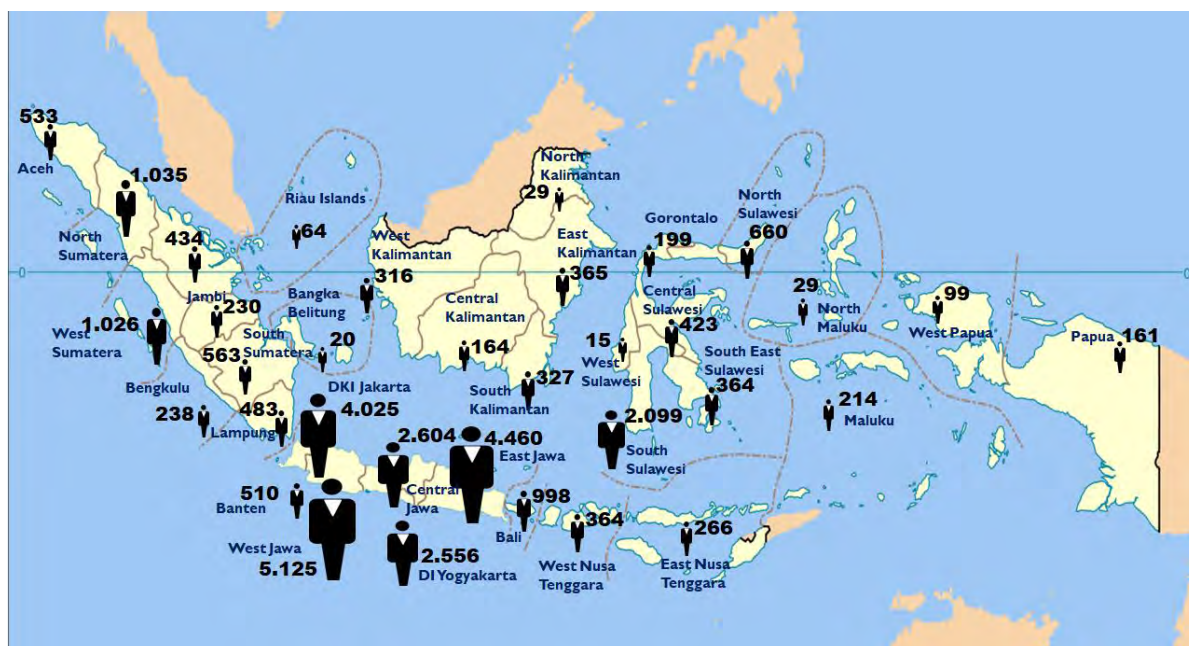
Distribution of PhD Holders in the Education Sector (HEIs) Across Indonesia

The distribution of PhDs working in higher education is concentrated in large cities, mainly on the island of Java, where the largest populations and the top HEIs are found. As shown in Chart 4, more than 70% of PhDs in higher education are concentrated in Java, Bali, and Sumatra. Outside Java and Sumatra, the highest concentration of PhDs is in South Sulawesi. Places with the fewest PhD holders are Maluku, Papua, West Sulawesi, North Kalimantan, and Central Kalimantan.

Chart 4: Geographical Distribution of PhDs in Indonesian Higher Education Institutions

²² Bappenas data records on GOI civil servants, 2016.

²³ Ministry of Research, Technology and Higher Education, 2016.



Fields of PhD Graduates in the Education Sector

Data from MRTHE show the educational qualifications of lecturers in 10 major fields across HEIs. (See Table 1 below.) While the percentage of all lecturers with PhDs is 8.7%, there is considerable variation across fields of teaching. The subjects with the highest proportions of PhDs are religion (21.7%), mathematics and basic science (17.9%), and arts and social sciences (10% each). The lowest proportions of PhDs are teaching in the fields of health (4.1%), engineering (6.5%), and agriculture (6.7%).

Table 1: Educational Qualifications of HEI Lecturers, by Subject Taught, MRTHE, 2016

Qualifications	Religion	Economics	Humanities	Health	Mathematics & Basic Science	Education	Agriculture	Art	Social Sciences	Engineering	Average
	(%)										
Bachelor's	18.4	14.8	20.0	17.0	11.7	12.1	15.4	16.4	16.3	19.8	16.1
Master's	35.6	58.7	53.0	38.5	53.9	58.1	51.4	59.5	54.2	54.3	52.9
Doctoral	21.7	8.1	9.8	4.1	17.9	9.1	6.7	10.0	10.0	6.5	8.7
Sp-1	0.0	0.0	0.1	5.4	0.2	0.0	0.0	0.1	0.1	0.0	0.9
Sp-2	0.0	0.0	0.0	0.9	0.1	0.0	0.1	0.0	0.0	0.1	0.2
Professor	2.0	1.4	2.7	1.5	4.5	2.3	0.9	2.5	2.5	1.2	2.1
Profession	0.0	0.0	0.0	1.0	0.2	0.0	0.0	0.0	0.0	0.0	0.2
Others	21.7	16.9	14.5	31.6	11.5	18.4	11.1	16.5	16.9	18.2	19.0
Total (persons)	506	37,951	5,361	37,019	9,322	39,372	18,544	3,564	32,804	51,969	Total 236,412

The GOI says it wants more graduates with doctoral degrees in priority areas identified by sector ministries. In an interview with the evaluation team, the Director of Students and Learning at MRTHE confirmed that PhDs holders are lacking in priority development areas such as STEM and teaching and learning methods. Some sectors/fields of study targeted by USAID PRESTASI are relevant to the GOI's expressed needs, including health, economics, and education.

Number of PhD Holders and Distribution in Non-Education Sectors

In the private and industrial sectors, PhDs work primarily in research and development (R&D). The number PhDs working in the private sector cannot be determined accurately. However, most estimates put the total at less than 5% of all Indonesian PhDs, stemming from local industry's lack of interest and investment in R&D. In some sectors – particularly, mining, agriculture/plantations, and health/pharmaceuticals – R&D is growing along with the industries. In areas where exploration and exploitation of natural resources takes place, the number of R&D facilities and PhD researchers tends to be higher. In the plantation industries such as palm oil and cocoa production in Sumatra, Kalimantan, and Sulawesi, as well as nickel mining facilities in Soroako, South Sulawesi, and gold mining in Mimika, Papua (Freeport), companies have high-quality research facilities and highly qualified researchers. Those facilities do not function only to support extraction operations, but are also actively engaged in research on environmental sustainability issues related to the resources being removed.

PH.D. DEMAND

Demand for PhD Graduates and Priority Fields in Indonesia

As part of nationwide public administration reform initiatives, all government institutions are required to establish and implement Human Capital Development Plans (HCDPs). These Plans served as the main secondary data sources for this evaluation to help identify future demand for PhDs. Other secondary data came from MRTHE, Bappenas, and other ministries such as the Coordinating Ministry for Human Development and Cultural Affairs, and Ministry of Energy and Mineral Resources. Additionally, the team interviewed 12 key informants from GOI and private sector.

Most of the demand for PhDs still resides in the higher education sector, which employs more than 47% of PhD graduates in Indonesia. Demand from the higher education sector is expected grow at the rate of 15% annually, whereas overall demand from the public and private sectors for new PhDs is expected to grow at 10% and 2.5% per year, respectively. Demand from the private sector is expected to remain low for at least the next 5-10 years. Yet, as industry and private growth expand further domestically and globally, demand for PhDs to work in R&D will eventually grow as well.

It is hoped that 7,300 new PhD holders will be created by 2021 in all sectors for higher education, central and local governments, and the private sector. Table 2 below provides detailed projections of the demand for PhDs in each of these sectors.

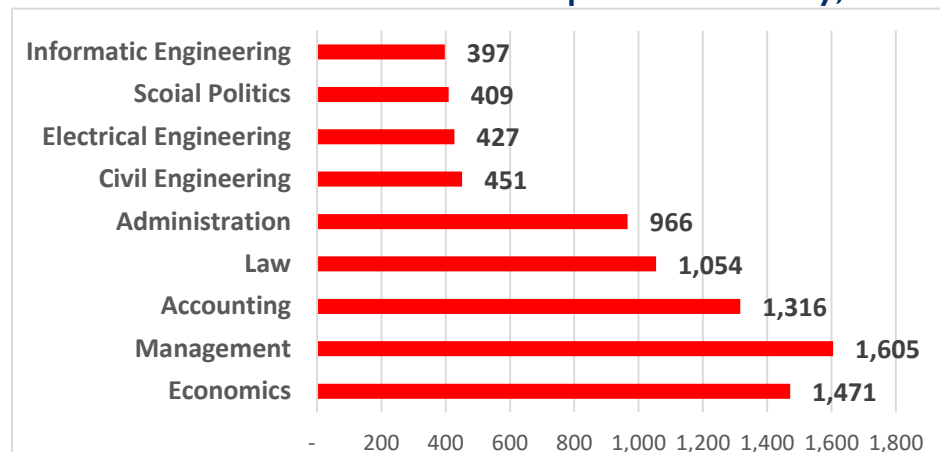
Table 2: Projected Demand for PhDs in Indonesia

Sector	2017			2018	2019	2020	2021	
	Portion (%)	Population (person)	Growth (%)				Growth	Total
Higher Education	47%	33,720	15%	5,000	5,000	5,000	5,000	53,720
Central Government	39%	27,500	7.5%	2,000	2,000	2,000	2,000	35,500
Local Government	5%	3,575	2.5%	100	100	100	100	3,975
Private Sector	10%	6,705	3.0%	200	200	200	200	7,505
Total	100%	71,500	10%	7,300	7,300	7,300	7,300	100,700

It is projected that most PhD holders (70%) will complete their studies within Indonesia. The capacity for domestic production of PhDs is estimated at around 3,000 PhDs per year, roughly enough to cater to domestic demands from the higher education sector. The remaining 30% of PhD graduates are expected to come from individuals studying overseas.

Furthermore, the MRTHE and Bappenas have projected the number of PhDs desired in each field of study, for both overseas and domestic PhD programs. The 10 field of studies with the highest number of expected PhD graduates, which account for around 22% of all projected PhDs, are dominated by the social sciences and engineering.

Chart 6: Overall Demand for PhDs in Top 10 Fields of Study, 2016



The chart above represents an overall projection of demand for PhDs by the GOI. For sectors targeted by USAID, the evaluation team performed a separate analysis, asking stakeholders from various sectors about demand in their fields. The results are presented below.

PhD Demand in USAID Target Sectors

Drawing from interviews, questionnaires, and secondary data, the table below presents a summary of how the priority fields (sectors) targeted by USAID (along with engineering and technology), align with the needs of various stakeholders from the higher education sector, central and local government agencies, public research agencies, and the private sector. The priority fields fall into three categories: primary priority field (P), secondary priority (S), and tertiary priority (T).

Table 3. Projected Demand for PhDs in USAID's Targeted Sectors

USAID's Target Sector	Relevant Field of Study	Targeted Beneficiaries				
		Higher Edu. Sector	Public Sector			Private Sector
			Central Govn't	Local Govn't	R&D Agency	
Health	medical, public health, nursing, pharmacy, micro-biology, molecular-biology, bio-chemistry	P	S	T	P	P
Environment	biology, micro-biology, molecular-biology, forestry, agriculture, geophysics, atmospheric sciences, fishery, oceanic sciences, soil and earth sciences, marine sciences	P	S	P	P	P
Economic Growth	economics, development economics, demographics, statistics	S	S	P	P	-
Democracy and Governance	public administration, public policy, law, social sciences	S	P	P	S	-
Education	education policy, education administration	P	S	S	T	-
Engineering and Technology	all engineering and technology disciplines	P	S	T	P	P

Health, engineering and technology, and the environment are primary sector priorities for higher education organizations, the government and its research agencies, and the private sector. Democracy and governance and economic growth are primary priority sectors for the central and local governments mostly.

Though engineering and technology is not one of the five USAID targeted areas, it is the main priority sector for most public and private stakeholders in Indonesia. It is expected that production and manufacturing will continue to play major roles in Indonesia's growth, and that engineering and technology PhDs working in the private sector will play a key role in advancing industry R&D capacity, especially in downstream production areas. For these reasons, MRTHE has continued to prioritize STEM as a key field for higher education.

Placement of PhD Graduates in the Public and Private Sectors and Desired Qualities

In central and local government agencies, aside from MRTHE, the number of employees with PhDs is low compared to those with other degrees. This disparity is due to the very few job positions that require a PhD. Most GOI positions can be filled by individuals with master's degrees, and most PhDs work for R&D units or in the education sector. There are also some officials in high-level management positions with PhDs. Those positions do not require PhD-level training; however, individuals with doctoral degrees receive more rank credits and thus qualify more frequently for the higher echelon slots of public service.

For this study, the team sent a simple questionnaire to government planning agencies, research institutions, ministry offices, and some private firms. The table below provides a summary of the responses.

Table 4: Summary of Responses to EQ #6 Questionnaire

Survey Item	All	Government		Higher Education	Private
		Local	Central		
Current State of PhD Employment					
% of employee with tertiary education	64.21	34.39	75.05	80.5	N/A
% of employee with doctoral degree	5.41	1.01	5.46	14.0	N/A
Position of PhD holder in Management/Administration	Yes	Yes	Yes	Yes	N/A
Position of PhD holder in Research	Yes	Yes	Yes	Yes	N/A
Position of PhD holder in Education	No	No	No	Yes	N/A
Position of PhD holder in others position	No	No	No	No	N/A
Source of Funding for PhD Program (Scholarship)	National/ Overseas	National	National/ Overseas	National/ Overseas	N/A
% of funding	65% National, 35% Overseas	National	40% National, 60% Overseas	90% Inst Own Funding	N/A
Future PhD Development Plan					
5 -15 Years HRD Plan	No	Yes/No	Yes/No	Yes	N/A
Supported Document - Policy	Yes	Yes	Yes	Yes	N/A
Number of PhD in Next 5 years	30	N/A	40	20	N/A
Number of PhD in Next 10 - 15 years	63	N/A	80	45	N/A
Expected Position for PhD Holders	Mgt/Research /Education	N/A	Managerial	Education	N/A
USAID's Priority Sector for PhDs	mix	Econ. Growth Governance Environment	Econ. Growth Governance	Health Governance Education	N/A
Level of Quality of Employee with PhD Degree					
Leadership	Less Satisfactory	Less Satisfactory	Neutral	Satisfactory	N/A
Managerial Capability	Less Satisfactory	Less Satisfactory	Neutral	Satisfactory	N/A
Communication Capability	Neutral	Less Satisfactory	Neutral	Satisfactory	N/A
Engineering and Technical Capability	Neutral	Satisfactory	Satisfactory	Satisfactory	N/A
Research and Development Capability	Neutral	Less Satisfactory	Satisfactory	Satisfactory	N/A
Availability of Support for Employee with PhD Degree					
Role and Function in Organization	Yes	Yes	Yes	Yes	N/A
Position and Promotion	Yes	Yes	Yes	Yes	N/A
Work Facilities	Yes	Yes	Yes	Yes	N/A
Relevancy Between Skill/Expertise and Work/Position	Yes	Yes	Yes	Yes	N/A

As illustrated in the table, except for local governments, all agencies or organizations in each group have relatively similar characteristics in terms of the number and types of employees with PhD degrees (very small numbers). Most central government agencies and organizations and most HEIs have long experience managing and placing staff with doctorate degrees, while district governments have little need for PhDs, and thus have far less placement experience.

Respondents viewed staff with PhDs positively in terms of their technical skills and knowledge, but had less positive views of their non-academic skills in areas such as leadership, communication, and management.

Public sector stakeholders want PhDs who possess not only strong technical or research capabilities, but also leadership, communication, and entrepreneurial qualities that will enable them to drive initiatives from management positions. In the private sector, PhD graduates are expected to possess entrepreneurial drive, excellent communication skills, and the ability to serve as spokesperson or liaison between industry and government or consumer stakeholders.

PhD Program Support Comparisons and Possible Scenarios for USAID Activity

Looking at the various types of sponsorship and funding programs for doctoral degrees, overseas scholarships seem to be in decline. Loans and grants for improving the quality of higher education have traditionally been funded by multilateral institutions such as the World Bank, Asian

Development Bank (ADB), Islamic Development Bank (IDB), or other overseas providers of loans (e.g., Japan International Cooperation Agency/JICA, Saudi Fund). These loans typically provide funding for investment in infrastructure and facilities, as well as for staff development, including domestic and overseas scholarships for master's and PhD degrees. Over the last decade, the number of such overseas scholarship loans and grants, especially for the higher education sector, has been declining and/or shifting from staff development to investment and procurement of infrastructure and facilities.

Programs that specifically and exclusively provide overseas scholarships are also offered by bilateral donor agencies and organizations, such as USAID, Australia's Department of Foreign Affairs and Trade (DFAT), German Academic Exchange Service (DAAD), Mon-Busho, Erasmus Mundus, Fulbright, British Council – Chevening, JICA-AUN/SEED-Net, and many others.

On the Indonesia side, scholarship support using primarily GOI funding has been expanding. MRTHE has increased the number of scholarships for advanced degrees, including for overseas degrees, using the national budget (APBN). Similarly, although on a much smaller scale, various government institutions have set aside funding for their staff to pursue advanced degrees, including PhDs. The most popular domestic scholarship program is from Lembaga Pengelola Dana Pendidikan (LPDP), or Educational Fund Management Institute, which provides funding for advanced degrees in Indonesian universities and overseas institutions. Unlike other APBN-funded programs, this pseudo-government scholarship is more flexible, and thus more attractive to potential applicants. In addition to LPDP, Indonesian scholarships include: Tanoto, Djarum, Astra Ist, Sampoerna, BCA Finance scholarships, and others.

For most programs described above, scholarships are given to individuals based on open invitation, and are not limited to higher education, but can be used for other sectors as well. Scholarship awards are based on selection criteria, with or without obligation, and typically cover return airfare, tuition and board fees, living allowance, insurance, and other expenses such as books and seminars, depending individual program arrangements.

When asked what aspects of a scholarship support program would be most useful, public and private sector stakeholders responded that they wanted USAID's scholarship program to provide an additional, different type of support that allows scholars opportunities for practical, hands-on experience in applying their academic training in a developed country context (e.g., in the US) through internships, apprenticeships, fellowships, post-doctoral programs, and/or applied workshops and training in their fields of study. Respondents noted that current PhD graduates lack applied skills related to program implementation, as well as leadership, entrepreneurship, and communication skills.

Industry respondents said they hope the USAID PhD program will be equipped with complementary program(s) that would enable PhD candidates to learn more and get hands-on experience in their fields. Similarly, GOI officials are keen to enhance the quality of PhD holders by broadening and deepening their practical understanding of matters related to public policy and public administration.

Thus, there is clearly demand in Indonesia for USAID to offer options beyond the conventional PhD support program. For example, USAID could collaborate with public and private sector stakeholders to arrange industrial or government interships, post-doctoral fellowships, applied workshops in government or industrial practices, or sandwich PhD programs through which scholars do their studies in Indonesia and have more practical experiences in overseas institutions.

In response to this expressed demand, we present several Ph.D. program support alternatives, including estimated costs, in the table below.

Table 5: PhD Program Support Scenarios for Possible USAID Implementation

No	Program	Description	Targeted Beneficiary	Duration	Coverage	Estimated Cost (USD)
1	PhD Scholarship	Full-time scholarship support to enrolled at US' PhD programs	Higher Education Central Govn't Officials Government R&D Private / industry	3 year (+1 year)	Air transportation (return) Tuition fee (3 years) Living allowances (3 years) Insurance Research expenses	195,600
2	Industrial Internship	3 months apprenticeship in industry	Higher Education Central Govn't Officials Local Govn't Officials Government R&D Private / industry	3 months	Air transportation (return) Bench fee (3 months) Living allowances (3 months) Insurance	17,800
3	Governance Internship	3 months apprenticeship in state or federal government offices	Higher Education Central Govn't Officials Local Govn't Officials	3 months	Air transportation (return) Bench fee (3 months) Living allowances (3 months) Insurance	17,800
4	R&D Internship	3 months apprenticeship in industry or government R&D facilities/agencies	Higher Education Government R&D Private / industry	3 months	Air transportation (return) Bench fee (3 months) Living allowances (3 months) Insurance	17,800
5	Workshop in industrial practices / governance	1 month intensive workshop on how to practices in industrial or government environment	Higher Education Central Govn't Officials Local Govn't Officials Government R&D Private / industry	1 month	Air transportation (return) Bench fee (3 months) Living allowances (3 months) Insurance	12,100

Per the information and estimates above, conventional PhD programs costs almost \$200,000 per scholar, while other PhD program support options, aimed more at providing applied field experiences, could cost less than 10% of that amount per supported scholar.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Current Supply, Distribution, and Fields of Study of PhD Graduates in Indonesia. The proportion of PhD graduates in the public and private sectors in Indonesia is low compared to other nations in the region and globally. In the public sector, 2%-3% of staff (33,270 out of 4,538,154) have PhDs, with most doctoral graduates (90%) assigned to HEIs and the remaining assigned to structural management roles in central and local government agencies. PhD graduates working in public HEIs account for 90% of all lecturers with PhDs, although the number of private HEIs is far greater (92%) than the number of public HEIs. Though no definite data are available, PhD graduates in the private sector represent less than 5% of the total.

PhDs are unevenly spread across the regions of Indonesia, with the largest numbers in the western part of the country: Java, Bali, Sumatra. The country's eastern provinces have far fewer PhDs.

Fields of study with the highest percentage of PhD graduates are not yet fully aligned with the current and future needs of the Indonesian government and the private sector.

PhD Demand, Priority Fields and Qualities Needed in the Future. Most PhD graduates (approximately 60%) are working in research or in HEIs in both the public and private sectors, with

the remaining employed in management positions. Stakeholders indicated that master's degrees and vocational qualifications are currently more in demand than PhD qualifications.

However, the GOI is planning to have greater numbers of more qualified PhD graduates. Most of the demand still resides in the higher education sector, which employs more than 47% of all PhD graduates in Indonesia. Demand from the higher education sector will grow at the rate of 15% annually, whereas demand from the public and private sector for new PhDs will grow at 10% and 2.5% per year, respectively. Demand from the private sector will remain low for at least the next five to 10 years.

Based on GOI projections, 7,300 new PhD graduates are needed by 2021 for all sectors, including higher education, the central government, local governments, and the private sector. Most PhD students (70%) will study within the country while the remaining 40%-30% are expected to study overseas.

In terms of priority fields, the priority is different for each ministry or private firm. However, top priority fields in relation to USAID-targeted sectors are mainly the health sectors, environment, engineering and technology, and STEM-related fields including agriculture, the maritime sector, and renewable energy. These are the primary priority sectors for higher education, government, research agencies, and the private sector. Democracy and governance and economic growth are primary priorities field sector mostly for governments at the central and local levels.

Stakeholders in the public and private sector viewed PhD graduates' technical qualifications positively, but are less positive about non-academic qualities such as their leadership, communication, and management skills. Thus, both public and private sector stakeholders emphasize the need to build these qualities through different types of PhD program support that allow scholars to have practical, hands-on experience in applying their skills in a developed country such as the U.S. (e.g., through internships, fellowships, post-doctoral programs, and applied workshops and training in their fields). Stakeholders view current PhD graduates as lacking in actual or applied skills related to implementation in their fields, as well as in non-academic qualities such as leadership, entrepreneurship, and communication skills.

PhD Program Support Scenario or Options. Based on suggestions and the needs of various stakeholders in the public and private sectors, beside the conventional PhD support program, USAID could offer other types of PhD support in cooperation with public and private sector stakeholders. This could include industrial and government internship programs, post-doctoral and other types of fellowships, applied workshops in government and industrial field practises, or sandwich PhD programs in which the scholar could study in Indonesia but gain more practical course experience in overseas institutions. These alternate program support options cost less more than 50% of the conventional PhD program support (which is almost \$200,000/scholar), and thus will enable USAID to fund more scholars.

RECOMMENDATIONS

The following are recommendations for future PhD support program and implementation scenarios should USAID be interested:

- Priority fields for a PhD support program (conventional or non-conventional) should align with the priority sectors expressed by stakeholders (i.e., future employers) from the public and private sectors. For example, the most common high priority sectors for public and private sectors are health, environment, engineering and technology, and STEM-related fields including agriculture, marine science, and renewable energy.
- PhD support efforts should target regions with the fewest number of PhDs, primarily in eastern and central provinces.

- Private HEIs should be given more opportunity to send faculty to the PhD support program, as they currently have less than 10% of PhD graduate lecturers despite accounting for more than 90% of HEIs in Indonesia.
- Future USAID PhD support activities should include both conventional PhD support as well as more applied, hands-on support, through internships, apprenticeships, fellowships, and/or post-doctoral programs. USAID should collaborate with GOI agencies such as MRTHE, Bappenas and Bappeada, Ministry of Energy and Mineral Resources, and appropriate private institutions.