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USAID INDONESIA GRADUATE TRAINING TRACER STUDY: 1995-2013

Final Report

May 2015

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USAID Indonesia Graduate Training Tracer Study: 1995-2013

Nancy Lloyd Pfahl, Team Leader

William Dant, Tracer Study Expert

Dwatmadji, Senior Researcher

Muhammad Basri Wello, Senior Researcher

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

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Any errors in the report are the sole responsibility of the evaluation team.

About the Authors

Dr. Nancy Lloyd Pfahl is principal of Pfahl Consulting LLC in Alexandria, VA. She has more than 30 years' experience in U.S. and international higher education. During her career, she has focused on curriculum, program, and project design, implementation and evaluation; individual and group learning; organizational capacity building; and qualitative research, particularly narrative inquiry. She previously was an evaluator in Indonesia, Nigeria, and India. In the higher education sector, she has led hundreds of development teams and has managed and supervised professional staffs, most recently as Chief Development Officer at the College of Du Page, Glen Ellyn, IL. Dr. Pfahl holds an Ed.D. in Organization Leadership and Management and an M.A. in Adult Learning from Columbia University and an M.Ed. in the Teaching of English and a B.A. in English from Cornell University.

Dr. William P. Dant is principal of WPD Global Solutions, LLC in Washington, DC. He has more than 30 years' experience in international education and exchange program design, implementation and evaluation, including management of Fulbright Academic Exchange programs for the Department of State and national leadership of the Hubert H. Humphrey Fellowships for the Institute of International Education. He also was a principal investigator for the USAID higher education scholarship tracer study produced for the USAID Latin America-Caribbean Office in 2013. Dant holds a Ph.D. in International Education Policy from the University of Maryland, an M.A. in Teaching from the SIT Graduate Institute, and a B.S. from Georgetown University.

Dr. Dwatmadji is a lecturer in agriculture at the University of Bengkulu, Indonesia. Since 2004, he has played a key role in nurturing, reviewing, negotiating, monitoring, and evaluating most of the Competitive-Based Funding programs developed by the Directorate General of Higher Education Office, Ministry of Education and Culture of Indonesia (DIKTI). He also conducted the evaluation of 12 USAID-funded university partnership programs between Indonesian and U.S. universities, and in 2012, served as team leader for a tracer study for his own university. Dwatmadji holds a Ph.D. and M.S. from James Cook University, Australia, and a B.S. from the University of Gadjah Mada, Indonesia.

Prof. Dr. Muhammad Basri Wello is a professor of English Education at the Faculty of Languages and Literature of Universitas Negeri Makassar (UNM), Indonesia. He has more than 40 years' experience in teaching and research. For the last three years, he has taught educational research courses for postgraduate students in the UNM graduate program and has been involved in qualitative research projects over the last seven years. Dr. Wello was Vice-Rector for Student Affairs and International Cooperation of UNM from 2000 to 2008 and earlier was Vice-Dean for Student Affairs at the UNM Faculty of Languages and Arts. He also served as Coordinator of Private Higher Education Institutions (KOPERTIS) for Regional IX of Sulawesi from 2008 to 2012. Wello holds a Ph.D. in Applied Linguistics from Hasanuddin University, Indonesia, an M.A. from the University of Kansas in the U.S., and a B.A. from the Institute of Teacher Training of Makassar, Indonesia.

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Acronyms

AED	The Academy for Educational Development (USAID partner for HICD)
ALPHA-I	Alumni Association of Scholarship Programs-Indonesia (Asosiasi Alumni Program Beasiswa Amerika Indonesia)
AMINEF	American Indonesian Education Foundation (Fulbright Program administration in Indonesia)
AusAid	Australia Awards Scholarships
BAPPENAS	State Ministry of National Development Planning (Badan Perencanaan Pembangunan Nasional)
C4J	Changes for Justice (USAID program)
CDCS	Country Development Coordination Strategy
DIKTI	Directorate for Human Resources, Directorate General of Higher Education (Direktorat Pendidik Dan Tenaga Kependidikan, Ditjen Pendidikan Tinggi Kemendikbud)
DBE2	Decentralized Basic Education Program (USAID program)
ELIPS	Economic Law, Institutional and Professional Strengthening (USAID program)
E2J	Equipping and Educating Tomorrow's Justice Reformers (USAID program)
GOI	Government of Indonesia
HICD	Human and Institutional Capacity Development (USAID program)
IDI	In-depth interview
IDR	Indonesian Rupiah (currency)
IIE	The Institute of International Education (USAID partner for PRESTASI 3)
IIEF	The Indonesian International Education Foundation (USAID partner for PRESTASI 1 & 2)
ITAP	Indonesia Trade Assistance Project, a USAID program to earn a master's degree in international trade policy at the University of Indonesia
LPDP	Indonesia Endowment Fund for Education (Lembaga Pengelola Dana Pendidikan)
PT	Participant training
PRESTASI	Program to Extend Scholarships and Training to Achieve Sustainable Impact (USAID programs: PRESTASI 1, 2, 3)
RA	Research Assistantship Program (USAID Program)
TOEFL	Test of English as a Foreign Language
TST	Tracer Study Team
UGM	Universitas Gadjah Mada (Gadjah Mada University): in-country host campus for USAID scholarships in agriculture and health
UI	Universitas Indonesia (University of Indonesia): in-country host campus for USAID scholarships in international economics and trade
USAID	United States Agency for International Development

Glossary

Cohort training	USAID supported several groups of professional individuals over the study period. Typically these individuals came from the same organization of employment and shared a vision of the capacity needed to address the institution's broader goals.
Cohorts 1 and 2	Sub-groups of the study population: Cohort 1 included those USAID alumni who completed their studies between 1995 and 2006; Cohort 2 completed their studies between 2007 and 2013.
Dialogue	A discussion or exchange of ideas and opinions between two or more people for the purpose of learning from each other.
Impact	The direct effect of the graduate study programs on the scholarship recipients, their careers, the organizations where they work, and on policy development and adoption.
In-depth interviews	In-person field interviews to address the reactions, learning, knowledge and skill transfer, and results of Participant Training on alumni, their careers, the organizations where they are employed, and the development and enactment of policy.
Myriad	Myriad Research Company of Jakarta hired by JBS International to conduct quantitative data collection in conjunction with the qualitative data collection process.
Mental models	Assumptions, images, and thought processes held by individuals to explain system functions in the real world.
$p \leq .01$ or $p \leq .05$	A p value is the statistical probability that a given event will occur by chance alone in comparison with the known distribution of possible findings and the kinds of data, the technique of analysis, and the number of observations conducted during data collection. The p values in this report, noted as decimals: $p \leq .01$, mean that the likelihood that the phenomena tested occurred by chance is one percent or less; $p \leq .05$ means that the likelihood of chance is five percent or less. The lower the p value, the less likely is the chance that the finding occurred randomly and the more significant is the finding.
Participant Training (PT)	A USAID-funded learning activity conducted full-time or intermittently with formally-designated instructors, learning objectives, and outcomes, taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge or skills. While other terms have been used

occasionally for some individual capacity building efforts, this report uses “Participant Training” to describe all qualified training efforts.

Personal mastery	An individual commitment to engage in continuous learning for self-improvement.
Purposive sample	A meaningful selection of individuals across an identified target population to ensure maximum variation and exhibition of a wide range of attributes, behaviors, experiences, incidents, qualities, and situations to gain greater insight into the population under study.
Self-efficacy	The extent or strength of one's belief in one's own ability to complete tasks and reach goals.
Shared vision	An image shared among like individuals to create a common identity and provide focus and motivation for group learning.
Snowballing technique	A chain-referral process for locating research subjects through peer contacts, used with hard-to-locate populations.
Systems thinking	The process of understanding how components regarded as a system influence one another within the whole.
Team	Two or more individuals with different roles and responsibilities who interact socially and interdependently within an organizational system to perform tasks and accomplish common goals.
Team or group learning	An accumulation of individual learning as collective intelligence in a team or work group collaborating within an organizational system to perform tasks and accomplish common goals.
Top-two box (T2B)	Refers to the top two categories of a rating scale. Tables in this document with the label T2B report the mean of the top two reply options, e.g. “Strongly agree” and “Agree.”
Tracer study	A longitudinal study of past students or trainees to evaluate the impact of a similar educational experience on their lives, careers, organizations and all others they interact with.
T-test	Assesses the statistical difference of the means of two groups. A T-test analysis is appropriate in this study to compare the mean opinions or outcome ratings of participants trained in Indonesia with those trained in the US.

EXECUTIVE SUMMARY

Introduction

Alumni of USAID's Participant Training (PT) programs have benefited personally and professionally from the United States Government's support for graduate study in the United States and Indonesia. They are among the more than 3,500 Indonesians who have taken part in USAID's PT programs, a top priority of the Comprehensive Partnership between the Presidents of the United States and Indonesia since 1951. This partnership document stresses the importance of "fostering exchanges and mutual understanding between two of the world's most diverse nations." At present, many scholarship recipients, including those who are the focus of this study, hold positions in the government, business, industry, and academia where they are making a development impact. In fact, more than 40% of those holding ministry positions in the Indonesian government have been trained in the United States.

About this Report

This study is the first effort to undertake a longitudinal tracer study across different USAID Indonesia PT programs, providing meta-data on the similarities, differences, outcomes and impacts of all such graduate training through USAID Indonesia's PT investments. Conducted by JBS International from January through May 2015, the study's goal was to generate findings and recommendations to inform future scholarship investments. This report discusses not only development impact and results coming from these former scholars but also the challenges of executing a long-term tracer study.

Tracer Study Context:

In addition to scholarships awarded to individuals as part of Agency development priorities, in recent years USAID Indonesia has also supported cohort training programs. This study considered this recent approach to train Indonesian professionals as part of interest groups both inside Indonesia and in the U.S., allowing for the different outcomes and impacts of each of these training models.

Programmatic Context:

During the time period under consideration in this study, 1995 to 2013, some 14 individual USAID programs included long-term PT leading to the award of 390 graduate degrees. Some ten different implementing partners carried out these PT scholarships.

Study Design and Evaluation Questions

The *intended outcomes* of this tracer study were:

1. To update and integrate USAID's records of scholarship graduates;
2. To obtain and assess empirical evidence about the personal, professional, organizational and policy impacts of USAID's long-term PT programs for Indonesian scholars; and
3. To compile the evidence and make recommendations for USAID's future scholarship program decision-making.

Addressing the first outcome, to create updated and integrated records of scholarship graduates, was a natural byproduct of conducting the tracer study itself.

To achieve the second and third outcomes, this study followed four *key research questions*:

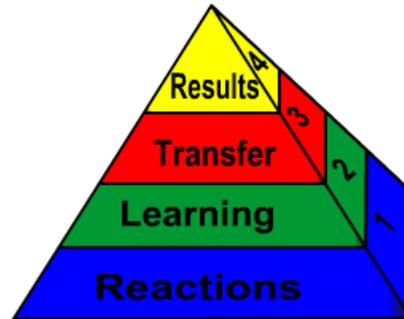
- a. *What are graduates of USAID-funded graduate education in the United States and Indonesia doing?*
- b. *What are reported results of their training?*
- c. *Have there been any institutional changes?*
- d. *Has their work influenced policy development and adoption?*

Conceptual Framework

Kirkpatrick's four-step evaluation approach (1994) provided the conceptual framework for assessing training effectiveness and organizational and policy impact in this study.

Kirkpatrick's Four-Step Evaluation Model looks at four components to understand impact:

1. Reactions: Measures how participants have reacted to the training;
2. Learning: Measures what participants have learned from the training;
3. Behavior: Measures whether what was learned is being applied on the job; and
4. Results: Measures whether the application of training is achieving results.



This approach allowed for staged consideration of the trainees' perceptions, learning, actions, and impact whereas past process evaluations, occurring during a program's implementation and shortly thereafter, focused primarily on the first or first two steps: reactions and learning.

To explore these four levels, the Tracer Study Team (TST) first located, contacted, and briefly interviewed study participants via 20- to 30-minute telephone interviews for quantitative measurement, verification, and updating of alumni records. Later, the TST conducted face-to-face, in-depth field interviews (IDIs) to understand better how participants have reacted to their graduate studies either in the U.S. or in Indonesia and how and why their learning has unfolded to bring about professional and personal changes in knowledge, skills, attitudes, values, and behavior; in organizational processes and systems; and in policy development.

Quantitative Research Questions

In gathering the quantitative data for this study, presented in a later section of this report, the TST targeted the following research questions:

1. *What is the distribution of alumni over time across the two graduate cohorts?*
2. *What are the demographic characteristics, educational attainment, employment and income, and household structure of alumni within each graduate cohort?*
3. *How have participants' characteristics changed over time across graduate cohorts?*
4. *How do PT graduates differ from non-PT Indonesian graduates?*

Qualitative Research Questions

The four levels of the conceptual framework: reaction, learning, transfer, and results, drove the progression of the in-depth interviews. Through open-ended interviews, qualitative data collection targeted the in-depth exploration of the recipients' career pathways, specific examples of knowledge and skills gained, and personal and professional attitudes, beliefs and

behavior changes as a result of the scholarship experience. Alumni also provided recommendations for future scholarship programming.

Study Population and Sampling Approach

From the records provided across all long-term USAID Indonesia PT programs, the research team confirmed that 489 individuals were participant trainees between 1995 and 2013; of these graduates, usable contact information was found for 315 individuals. Despite the challenges of locating many alumni with limited contact information, the team attempted to reach all of these individuals. Ultimately, 215 of these 315 alumni agreed to participate in the quantitative telephone interview resulting in a response rate of 68%. From this group of respondents, 75 purposively-selected alumni agreed to participate in the in-depth interviews, comprising 35% of all those interviewed by telephone.

Demographic Profile of Participants

During a period in the late 1990s to early 2000s, USAID Indonesia did not provide new PT scholarships, suggesting a natural break in the respondent sample into two distinct cohorts: Cohort 1 completed their studies between 1995 and 2006 and included 30 alumni (14%); Cohort 2 included 185 alumni (86%) who completed their studies between 2007 and 2013.

When distributed geographically, the majority (63%) of the respondents currently live in West Indonesia (Sumatra and Java, outside DKI Jakarta). An additional 34% of the remaining individuals are based in DKI Jakarta while three percent represented East Indonesia (Sulawesi, Papua, and Timor). This distribution mirrors the overall population of alumni fairly consistently with the exception of East Indonesia; contacting alumni from that area proved to be the most challenging.

The study population varied somewhat based on country of study. While the long-term scholarship awards went to nearly equal numbers of men and women (52% male and 48% female), significantly more males stayed in Indonesia to pursue their studies under USAID sponsorship. Age at the time of study was consistently between 30 and 39 for Indonesia-based trainees, whereas 45% of the US-based trainees were under 30 or over 39 years of age.

The graduates of USAID programs included a variety of ethnic groups. The majority of all graduates were ethnic Javanese, although Minangnese, Bataknese and Balinese ethnic groups also had relatively high representation. Other ethnicities were recorded in smaller percentages.

Methodology

The study was conducted using a mixed-methods evaluation approach that systematically integrated both quantitative and qualitative methodologies and data at all stages of the evaluation. This approach was undertaken in three phases.

Phase 1: Desk Study

Using materials from USAID, implementing partners, and other documentation available online, the initial desk study was conducted in collaboration with PT Myriad Research of Jakarta, JBS International's Indonesian research partner. The study team also met with Mission participant training and technical office staffs and other Indonesian and foreign donor institutions providing scholarships. The survey instruments underwent initial field-testing at this time to assess their effectiveness and allow for revisions prior to implementing data collection.

Phase 2: Quantitative Data Collection and Analysis

JBS and the sub-contractor, PT Myriad Research, implemented this phase through telephone interviews, ensuring that participating respondents' demographic and socio-economic information was collected as thoroughly as possible.

Phase 3: In-depth Individual Interviews and Analysis

The JBS evaluation team followed up on the initial telephone interviews with a selection of 75 survey participants, seeking, as much as possible, representation by region, gender, cohort, and field of study, US- or Indonesia-based training location, and field/sector of current professional activity. These in-person meetings took place in Jakarta and in seven other cities. The discussions focused on personal reactions to the program, professional status and interactions, institutional changes associated with the graduates' work, and graduates' assessment of the value of PT programs to themselves, to other PT graduates, to their institutions and organizations, and to Indonesia.

Quantitative Findings

Overall Outcomes of the PT Programs

Overall, respondents trained both in Indonesia and in the U.S. rated the outcomes of their studies positively across the six key attributes measured:

1. The scholarship program met their expectations.
2. The scholarship program supported their career development.
3. The program changed their mindsets in viewing the world around them.
4. The program developed their leadership skills.
5. The program provided them with technical skills needed in their professional roles.
6. The program improved their communication skills.

The quantitative survey results and findings from the telephone interviews provided (1) a demographic profile of the study participants and (2) an understanding of the impact derived from the above outcomes of the PT program on their careers, economic status, contributions to the community, and self-development.

- **Impact on the recipients' careers:** The programs created positive impacts on the careers of almost all the recipients, as evidenced by their advancement in employment status, job positions, leadership at work, and perceptions of their career paths.
- **Impact on their economic status:** The scholarship programs also positively affected recipients' economic status and income levels as observed from their indication of satisfaction with their economic status and increased home and vehicle ownership.
- **Impact on their contribution to their communities:** USAID scholarship programs have positively impacted recipients' contributions to their communities. Respondents reported their changed perspectives on the importance of contributing to their communities upon completing their program. Leadership in such activities was markedly higher among those respondents who had studied in the U.S. and were often attributed to off-campus exposure to and involvement in such activities in the United States.

- **Impact on their future personal development:** The USAID scholarship recipients reported that they viewed their future self-development differently; they changed their perception of their continuing education, their willingness to share knowledge and collaborate with colleagues more openly, and the way they viewed the importance of conducting and publishing research. After the program, more graduates from the U.S. (71%) were found to have published their research compared to Indonesia graduates (54%). However, from before to after the program, U.S. graduates gained a 14% increase, from 57% before the program, whereas Indonesian graduates gained a 30% increase; from 24% before the program to 54% post-program.

Qualitative Findings

The 75 in-depth interviews of alumni took place face-to-face across Indonesia. The analysis and findings from the data reflect a synthesis of the quantitative findings and the more detailed, reflective comments and insights of the interviewees.

Overall, these interviews confirmed the quantitative findings and provided insights into the realities, challenges, and accomplishments of these alumni as outlined in the full report and highlighted in the 12 participant profiles reflecting the lived experiences of a dozen alumni (Appendix 3). The graduates' stories of experience demonstrate how they questioned current practices and challenged others, shared and integrated different perspectives in their teamwork, and framed and reframed life goals and objectives as the context of their work changed.

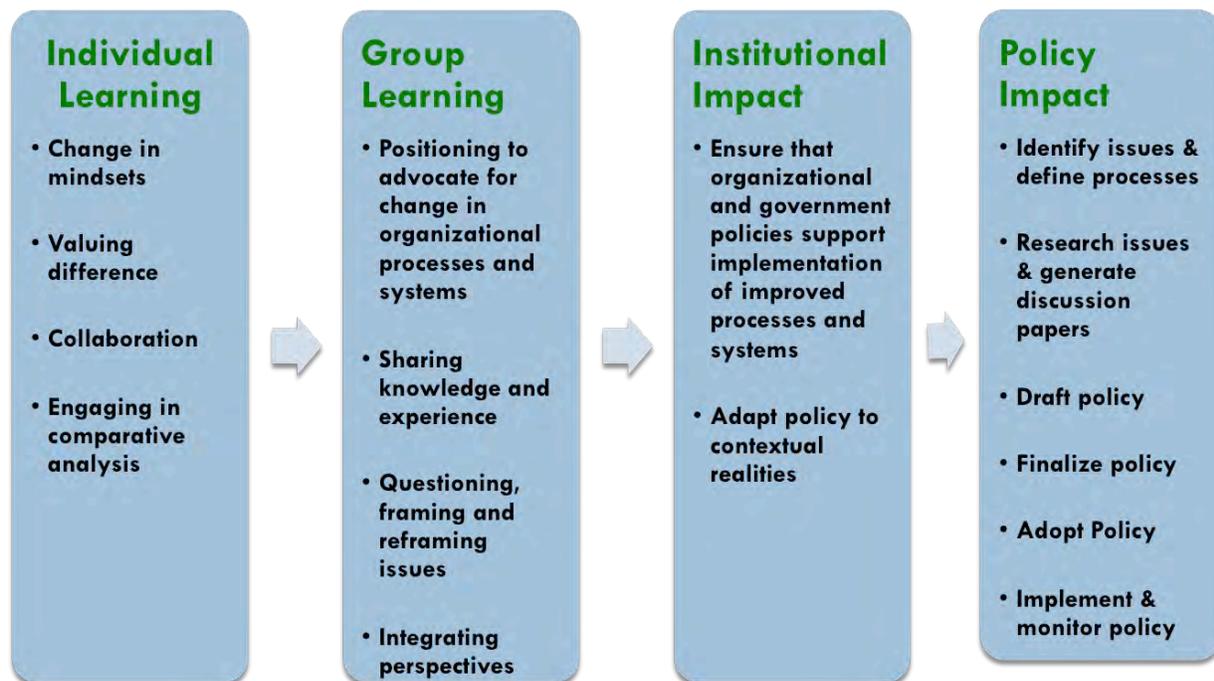
In summary, the recipients of master's and doctoral degrees succeeded in:

- **Implementing more collaborative, decentralized management systems** that have increased efficiency and have fostered participatory learning by bringing colleagues together as co-learners, working as a team without regard to differences in position;
- **Improving organizational systems**, including project design, research and its application, planning and management, and restructuring that leads to improved capacity to deliver programs; and
- **Improving coordination and information-sharing** among different departments and agencies, such as interministerial discussions to agree on priorities, timeframes and indicators.

Individual learning and group learning are the platform for organizational change. Prominent aspects of participants' learning include changes in mindset, valuing difference, and engaging in comparative analysis. As a result of collaboration, group learning is just as prominent. The Team found that virtually all of the alumni are working as team members or leading teams.

Figure 1 illustrates the composite impact of the scholarship program on the alumni as learners, on the organizations where they work, and on the policy environment. Many alumni reported that they are now engaged at all levels of the policy development process illustrated in this figure.

Figure 1 Developmental Continuum: Individual and Group Learning to Organizational and Policy Impact



Alumni are working in the following six identified national government policy areas where comparative policy analysis is critical to their work:

- IT regulation and cyber law;
- Public health policy: tobacco control, tuberculosis medication control and financial models for national healthcare insurance;
- Environmental policy: water resources and protection of biodiversity;
- Traffic safety policy;
- International trade policy: imports and exports, commodity price stabilization; and
- National education reform policy.

In addition to working at the national policy level, other alumni reported participation in policy changes at three other levels of governance:

- Provincial level: adopting standard operating procedures for animal disease control and intervention and developing recommendations for monitoring and evaluation of policy implementation;
- Local government level: supporting small businesses and tourism; and
- Organizational level: adopting school curriculum policies.

More than a quarter of the graduates engaging in policy-related work emphasized the need for evidence-based policy development; two others emphasized the need for fairness to all

stakeholders impacted by the policy being developed. Another graduate described the challenging nature of fair policy development in this way: "The Ministry of Agriculture should not only think about farmers and the Ministry of Trade should not only think about the customers. They should think about the whole picture at the same time: farmers and customers."

The above findings emphasize two realities:

- Policy impact is a long-term scholarship outcome in human capacity-building of high-potential professionals in a hierarchical system of government. However, to develop the best policies requires collaboration across departments and ministries.
- Great potential exists for those engaged in policy development processes at the front end of the development cycle: contributing to identifying and researching policy issues, drafting policy papers, and later to finalizing, adopting, and implementing policies as their careers mature as they move from middle management to higher level positions with increased responsibilities.

Limitations of the Study

Although the creation of an updated and integrated record of scholarship graduates was a natural by-product of conducting the tracer study itself, that process demanded a much larger part of the study's allotted time and resources than anticipated. Much of the expected data were missing from the records provided resulting in significantly more time spent in securing up-to-date contact information to allow the actual field work to begin. The many complexities uncovered included overlapping, sometimes contradictory data as well as missing participant information that needed to be discovered, completed, or verified.

Unfortunately, many of the targeted alumni of Cohort I (1995 to 2006) simply could not be located due to obsolete data. Outreach to telephone numbers or email addresses that had not been updated since some scholars had completed their programs resulted in many non-responses, particularly in East Indonesia. This constraint was somewhat overcome by using the 'snowballing' technique while doing interviews in the field; however, in several cases the individual finally contacted was no longer within range of the IDI team as data collection progressed across the targeted provinces of Indonesia. Identification of a large enough sample of scholarship recipients from East Indonesia precluded the drawing of any conclusions by the Team about alumni located in that region.

Although USAID Indonesia is replacing its traditional long-term PT programs with more targeted "science, technology and innovation" programs in fewer provinces, this study could not look at the impact of these changes since the recruitment phase of such targeted audiences had just begun during the study period through the new PRESTASI-3 program. However, during their examination of past impacts, the Team did consider the PRESTASI-3 program's initial strategy of cohort training, which provided an opportunity to anticipate or predict the cause and effect of such a new approach.

In the end, these limitations did produce a change in sampling strategy from a representative to a purposive approach. Representative sampling was not possible, in part because of the small number of Cohort I participants who could be contacted, and also because of the extent to which the Team had to rely on participant availability. Nonetheless, the findings of the study have credibility. The size of the sample for quantitative data collection (215 of 315 or 68%)

indicates statistical validity for a tracer study. In addition, the size of the qualitative data sample (75 of 215 or 35%) contributes to its trustworthiness, an approximation toward the truth about the way the world of the participants really is.

Recommendations

I. Continue USAID long-term Participant Training.

The effectiveness of the graduate study investment was confirmed consistently not only by the alumni of all programs themselves but also by supervisors or colleagues who commented on participants' performance, attitudes, and competencies acquired through the PT experience.

Short-term program impact reported by the graduates includes:

- Improved knowledge and skills in their fields of study, often broadened and deepened through embracing the contributions to their learning of collaboration, diversity, difference, and research;
- Expanded capacity for comparative analysis;
- Enhanced credibility in their work settings;
- Stronger cultural and political ties with the host country (for alumni trained in the U.S.); and
- Increased self-confidence and self-efficacy, an impact that very rarely occurs with short-term courses or workshops.

Returning alumni also reported opportunities for and their commitment to “making a difference” in communities and networks beyond their usual professional circles. Those able to pursue outside activities demonstrated their engagement through their innovations and initiative and through the creative, impactful, and respected benefits that accrued to personal, community, and national beneficiaries.

2. Consider the value of structuring cohorts for future participant training.

This strategy would be particularly valuable for a group of people who work in the same organization. Group learning holds the potential to catalyze organizational impact by harnessing the collective intelligence of a learning group such as a cohort of scholarship recipients.

3. Consider inclusion of families for US-based scholarships.

The most consistently reported recommendation from US-trained alumni was for the revision of the current USAID Indonesia policy against accompanying dependents on study-abroad tours by allowing trainees to apply for J-2 visas for immediate family members.¹ This program policy adjustment would put USAID PT programs in line with the policies of other U.S. government-funded scholarships for graduate study or mid-career training (Fulbright and Humphrey Fellowships) as well as with those of three additional major graduate scholarship programs for Indonesians: the Directorate for Human Resources, Directorate General of Higher Education (DIKTI); Indonesia Endowment Fund for Education (LPDP); and AusAid.

4. Reinforce post-program professional support.

¹ USAID ADS Chapter 252.3.4: Accompanying Dependents: Appendix 6.

Alumni interviewed who were already connected and supported through the USAID-funded Alumni Association of Scholarship Programs-Indonesia (ALPHA-I, typically composed of recent alumni of the HICD and PRESTASI scholarship programs) were appreciative, professionally stimulated, and highly supportive of the association's initiatives, meetings, and resources. Alumni of other USAID programs however rarely mentioned any engagement with ALPHA-I or even acknowledged the existence of the group. The Association's outreach and support to all USAID PT alumni is strongly recommended. Among the most frequent suggestions from alumni were:

- Continue professional membership support after the scholarship is completed through grants for membership in professional associations;
- Offer short-term courses in critical skill areas following graduate study; and
- Ensure ALPHA-I out-reach to all PT graduates and keep alumni records up-to-date.

5. Internships and work attachment experiences overseas are recommended for future Indonesia-trained scholarship programs.

Those who studied in the U.S. through USAID scholarships emphasized multiple benefits to their careers by having experienced a different culture and mindset. Some of the alumni who had studied in Indonesia and were working in international trade actively sought work-related opportunities to travel to other countries; but the number of such opportunities has been limited.

6. Provide a comprehensive series of workshops to build the alumni identity, starting before the training program begins.

The ALPHA-I alumni association and regional conferences have the potential to enable continued contact with participants. To build such long-term identity as an alumnus, the lifelong alumni concept should be integrated not only into "welcome back" re-entry events but also into recruitment presentations, during pre-departure events, and during training seminars and other offerings designed to meet their work-related needs. Even the recruitment of younger participants, reported in the PRESTASI I final report² to be predominantly in the 21-30 age range as compared to the 31 to 40 age range of the 2007 to 2009 group, "...is a positive indication of the long-term impacts that PRESTASI-2 scholars will be able to contribute to Indonesian institutions, as the younger scholars have longer careers ahead of them."

7. Give the USAID Participant Training graduate scholarships a global brand.

Just as with other high-prestige scholarship programs of renown (Fulbright, Rhodes, and Commonwealth, among others), USAID should consider the long-term graduate scholarships as an investment in a *global network of excellence in development*. This study has confirmed that these scholarships do yield immediate results in participants' technical competencies, raise their credibility with supervisors and peers, and produce a more rounded, critically aware individual whose vision and creativity clearly have expanded to value and explore difference.

Long-term, however, the same investment offers an opportunity for enlightened leadership, policy reform, and stronger ties with the U.S. if the investing agency continues to support and

² Indonesian International Education Foundation (2012). *Prestasi Final Report*. Jakarta: IIEF

sustain the alumni relationship through connection, recognition, updating of skills and networks, and promotion of opportunity on a regular basis. Such benefits go far beyond the initial outcomes of a given USAID project that supports the scholarships; as such, the graduate scholarship experience should be recognized as long-lasting and have a common brand across USAID. Such a brand should be broader than a program name; it is an umbrella identity that will include all USAID scholarship programs—past and present.

8. Stress accountability with employers on use of scholars' training post-PT.

While happily only a handful of interviewed alumni reported having no or limited use for their graduate training in their current employment, that several alumni did report this reality suggests that a process of engagement with employers should be in place to justify the need for the individual's training in their current or future career track. Additionally, the alumni recommended that employers should be engaged to ensure that the training received is put to good use.

The Team's exploration of the just-launched PRESTASI 3 scholarship program reflects the intention of the new program to pursue this type of engagement with employers prior to award of a scholarship. Pending the impact and outcome, the Team recommends that this approach be considered a standard practice for future training awards.

9. Consider meeting with other providers of scholarships for collaborative learning.

Although the organizations interviewed acknowledged the reality that all of the Indonesian participant training programs compete for the best students in the country, many also emphasized the potential benefit of collaboration to learn from each other's experience.

Suggestions for Future Programming

1. Initiate and standardize data collection and updating.

Thanks to the updated and integrated alumni data base produced through this study, future tracer studies should be easier and less costly. This cost savings will remain true over time if the regular and continuous updating of participant contact information is integrated into the routine procedures of current and future scholarship programs and of ALPHA-I.

2. Tracer studies are most effective when they are performed on a regular basis, ideally every three to five years.

The Tracer Study Team observed this effectiveness for graduate study scholarship programs through studies published by AusAid and the World Bank where routine follow up via tracer studies of graduated trainees took place every three to five years respectively. While the investment and effort required to undertake this first tracer study of USAID-Indonesia-funded graduates were considerable given the lack of previous studies and the two-decade window of time to be covered, future costs should not be as high once the systems and contact information should be readily available if USAID adopts this recommendation.

3. Consider following up on Cohort I of the current study and add those findings to this study.

Tracer studies involving older graduates for the first time are the most challenging since contact information is difficult to obtain if not regularly updated. This reality was the case with this tracer study. Consideration of a “Part 2” study with older graduates may be useful. Such a follow-up study should be structured so that local staffs can locate these graduates in advance of any specialist short-term technical inputs to interview these alumni and expand the knowledge collected about them in this study. The Study Team’s experience suggests that with more lead time, USAID would probably locate other participants from the Cohort I alumni already identified by this study.

4. Integrate alumni awareness into the program and the network of alumni upfront, during, and at the conclusion of their studies.

The importance of a graduate study experience in a professional’s life should not be underestimated. At this point in one’s self-development and career, the impact of the study experience should be anticipated in advance of its taking place. The introduction to potential applicants and newly awarded recipients to the concept of a life-long identity with the scholarship program and commensurate benefits, opportunities, and networks should be a seed planted well before trainees embark on the academic, journey and nourished continuously upon their return to work.

TRACER STUDY REPORT

I Introduction

The Comprehensive Partnership between the Presidents of the United States and Indonesia stresses the importance of "fostering exchanges and mutual understanding between two of the world's most diverse nations."³ It identifies the creation of education partnerships as a top priority. In support of this objective, USAID Indonesia's programs include scholarships for graduate study in the United States and in Indonesia. Through Participant Training (PT)⁴ programs, USAID Indonesia has provided higher education scholarships and short-term training programs since 1951. Since inception, the PT program has supported Indonesians to pursue higher education opportunities thus contributing to human resource development in Indonesia.

The overall goal of the Comprehensive Partnership is to improve the quality of the Indonesian basic and higher education sectors so that education services will be more relevant to the country's economic and social growth and returning scholars are positioned to contribute to that growth. These scholars are tomorrow's leaders and are among the best investments in Indonesia's future.

Background

A long history of collaboration exists between the United States and Indonesian tertiary institutions. The collaboration has occurred at many levels, including support for scholarships, exchange programs and research. Previous experiences clearly demonstrate the many advantages of collaboration between the countries. Since the 1950s, more than 3,500 Indonesians have received scholarships to U.S. and Indonesian universities through USAID; moreover, tens of thousands of Indonesians have attended short-term training. At present, many of these scholarship recipients hold high positions in government, business, industry and academia. More than 40% of those holding ministry positions in the Indonesian government have been trained in the United States, second only to Canada.

Evaluation Context

USAID Indonesia's investment in PT has been substantial for many years and evaluations of such programs have been produced since the 1950s. In the wake of the first decade of exchanges, the importance of continuing this type of training was emphasized in a 1963 report from Yale University to President Kennedy, recommending PT as "the number-one capacity-building modality for USAID-Indonesia."⁵

³ Cited in USAID, (2013) *Investing in Indonesia: Country Development Cooperation Strategy 2014-2018*. Jakarta: USAID, p 10.

⁴ USAID Indonesia's programs supporting student exchange and education and training have not always been referred to as "Participant Training." For the purposes of this report, however, this term will be used to refer to all such programs.

⁵ Yale University *Perspective and Proposals for United States Economic Aid: A Report to the President of the United States* (1963). New Haven: Yale University Southeast Asia Studies, Accessed 04/20/2015 at http://pdf.usaid.gov/pdf_docs/pnabi915.pdf.

JBS International undertook this Tracer Study in collaboration with an Indonesian partner, PT Myriad Research of Jakarta, from January through May 2015.⁶ Previous evaluations of the training programs have focused largely on quantitative data, e.g., the number of participants trained and their demographic particulars; while qualitative results were often limited to determination of the quality of program designs, implementation, and management. These previous evaluations have tended to center on inputs or process such as the effectiveness of orientation programs prior to departure, the participant recruitment process or logistical efficiencies. This practice was in line with evaluation approaches used by USAID missions worldwide at the time. According to a meta-analysis of Agency evaluations between 2009 and 2012, 97% of all USAID evaluations were performance-oriented while only three percent focused on impact.⁷

An evaluation of Indonesian PT programs up to 1994 stated:

The purpose-level indicator for training only addresses a pre-condition to impact (returning to an important position), and does not address whether any development impact occurs as a result of returning to an important position. Generally, it is difficult to establish indicators that are meaningful in determining whether an institution, sector or country is impacted as a result of a training intervention. It is equally difficult to quantify or objectively measure training impact.⁸

Between 2009 and 2011, USAID issued *Managing for Results, USAID Forward*, and a new evaluation policy that called for more and better evaluations of outcomes and impacts for all programs. This approach is reflected in USAID Indonesia's PRESTASI 1 and 2 programs, which emphasize far more than previous programs follow-up with participants after their return from study.

To date, PT evaluations of impact generally have been conducted within a relatively short period of time after a program ends or after participants graduate and return to their workplace. This approach has been due to the logistical difficulties of conducting longitudinal studies requiring multiple follow-up points for a large number of individuals over a long period of time. This first effort to produce a retrospective longitudinal impact evaluation across different PT programs is the subject of this report. The outcomes covered here include not only development impact and results but also the challenges of executing a long-term tracer study.

Tracer Study Context

The context of this tracer study is an environment marked by diversity and great variance of socio-economic and political conditions across regions and populations and over time. Since the early years of the PT programs, the Indonesia Mission's programs increasingly have reflected this diversity. A final evaluation of PT projects prior to 1995 found that participants at the time were largely male with 97 percent from the same GOI ministries and only three percent from

⁶ USAID Tracer Study Scope of Work, Appendix 2

⁷ Hageboeck, M., M. Frumkin, and S. Monschein (2013) *Meta-evaluation of Quality and Coverage of USAID Evaluations, 2009-2013*. Washington, D.C.: Management Systems International: USAID

⁸ Buchori, M. et. al. (1994) *Final Evaluation of the General Participant Training Project II*. Washington D.C.: Creative Associates, 6

the private sector.⁹ Since then, the data gathered by this study confirm that graduates have been recruited from more varied backgrounds, returned to more diverse professions, and represent more diverse socio-economic populations. This report provides an update on the past two decades of scholars and a cumulative summary of such personal and professional demographics.

This increased diversity also presented the Tracer Study Team with a range of decisions about the most useful variables by which to disaggregate the study for the greatest benefit. As reported below, the TST broke data down by individual and institutional variables that revealed the impacts of PT programs from a variety of vantage points.

In recent years, USAID Indonesia has supported some intact cohort programs in international trade, veterinary science, and school leadership, drawing on individuals who already worked together and collaborated on common projects or outcomes. The first two relied solely on in-country resources; groups of participants from the Ministries of Trade and Agriculture were provided with special master's-level training in two Indonesian universities. The latter was built around an existing partnership between an Indonesian university and a U.S. university and took place in the United States. This study also examined this relatively recent approach in Indonesia's PT programming in comparison to groups of Indonesian professionals sent individually to the U.S. for similar training, allowing the Team to discuss the pros and cons of each training model.

Programmatic Context

The TST gained valuable insights into the programs and the overall academic, programming and professional contexts relevant to the study from stakeholders at the Alumni Association of Scholarship Programs-Indonesia (ALPHA-I), the American-Indonesian Education Foundation (AMINEF), AusAid, the Directorate for Human Resources-Directorate General of Higher Education (DIKTI), The Institute of International Education (IIE), the Indonesian International Education Foundation (IIEF), the Indonesian Trade Assistance Project (ITAP), the Indonesia Endowment Fund for Education (LPDP), the Universitas Gadjah Mada (UGM) and the Universitas Indonesia (UI). A number of these organizations, including AusAid, Fulbright, and LPDP, are centrally managed by long-term, full-time scholarship-specialist staffs. This management approach differs from that taken by USAID Indonesia-funded PT which imbeds PT scholarships and their management into discrete program awards managed by a variety of implementing partners. In some cases, such scholarships are just one component of a broader development initiative.

The above reality has resulted in a disparity across USAID's PT alumni in terms of their program identity, familiarity with broader networks created by USAID's training investments, and the potential for alumni collaboration across past PT programs. This difference is considered in the findings and recommendations of the report.

According to the 2014-2018 Country Development Coordination Strategy (CDCS), USAID/Indonesia is replacing traditional programs in "areas such as basic education, agriculture, economic policy, parliament, political parties and elections... with new areas such as science, technology, and innovation." This change includes a major shift in geographic focus as well,

⁹ *Ibid* Buchori (1994)

reducing the number of targeted provinces to fewer than half of those in previous years and limiting them to “where USAID resources are expected to achieve the greatest measurable impact in key sectors that will shape Indonesia’s overall stability and prosperity. ... The Mission will increasingly promote gender equality and the empowerment of women and girls across the portfolio.”¹⁰

II About This Study

Study Design and Evaluation Questions

The *intended outcomes* of this tracer study are as follows:

1. To update and integrate USAID’s records of scholarship graduates;
2. To obtain and assess empirical evidence about the personal, professional, organizational, and policy impacts of USAID's long-term PT programs for Indonesian scholars; and
3. To compile the evidence and make recommendations for USAID's future scholarship program decision-making.

The creation of updated and integrated records of scholarship graduates was a natural by-product of conducting the tracer study itself.

To achieve the second and third outcomes above, this study used four *key research questions*:

- a. *What are graduates of USAID-funded graduate education in the United States and Indonesia doing?*
- b. *What are reported results of their training?*
- c. *Have there been any institutional changes?*
- d. *Has their work influenced policy development and adoption?*

Conceptual Framework

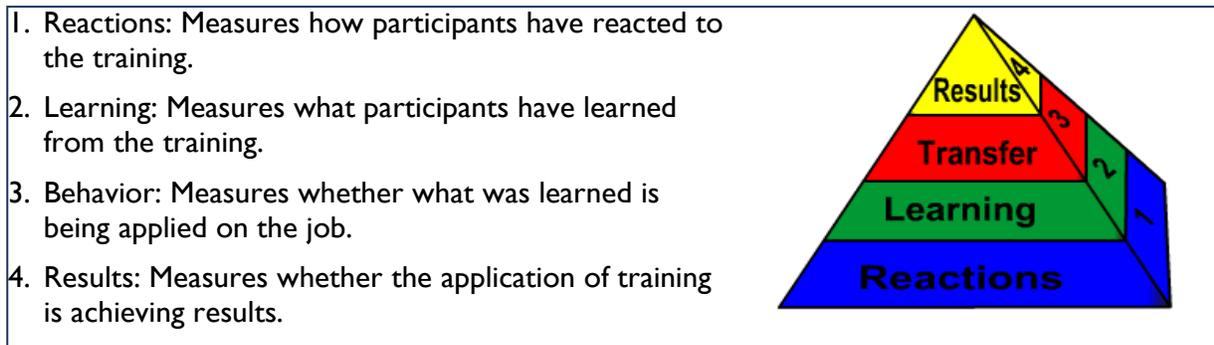
Kirkpatrick’s¹¹ four-step evaluation approach provided the conceptual framework for assessing training effectiveness and organizational and policy impact in this study. This approach allowed for step-wise consideration of the trainees’ perceptions, learning, actions, and impact. Process evaluations, generally occurring during a program’s implementation and shortly thereafter, most often focus on the first or first two steps, reactions and learning, which are often the only measurable parts occurring during or shortly after the training period. Applying the full framework (Figure 2) to this study enabled the TST to evaluate each of the four levels of impact and change.

To explore these four levels, the Tracer Study Team first contacted and briefly interviewed study participants via a 20- to 30-minute telephone interview for quantitative measurement and verification of existing alumni records. Later the TST conducted face-to-face, in-depth field interviews (IDIs) in order to understand more fully the reactions of participants to their graduate study experience, abroad or at home, and how their learning has unfolded to bring about personal and professional changes in knowledge, skills, attitudes, values and behavior; in organizational processes and systems; and in policy development and enactment.

¹⁰ Ibid USAID, (2013) *Investing in Indonesia: Country Development Cooperation Strategy 2014-2018*. Jakarta: USAID P10-11.

¹¹ Kirkpatrick, D.L. (1994) *Evaluating training programs: The four levels*. San Francisco, CA: Berrett-Koehler

Figure 2 Kirkpatrick's Four-step Evaluation Model



Drawing on the adult learning and organizational learning literature, the Team's analysis of data looked at the extent to which people learn from difference so as to change their "personal mastery" and "mental models."¹² Reacting with commitment to the process of learning continuously can lead individuals to what Peter Senge has called "personal mastery." As a result of such learning, some of the alumni changed their thinking about how things worked in the real world, revised their former mental models or mindsets, and changed the way they worked. Building on this change model, the TST explored behavioral changes in recipients. Did they become more collaborative in sharing knowledge and working in teams? Such changes affect a person's core learning capacity to understand complexity and to use what Senge calls "systems thinking" or the process of understanding how things regarded as a system, influence one another within a whole. Did they engage more intentionally in reflective dialogue and conversation with others leading to reflection on what is happening, or to questioning prevailing mental models and to reframing them?

When individuals can trust others and engage with them in dialogue that taps the collective intelligence, a group of people who work and learn together can aspire to achieve a mutual understanding of a "shared vision" for the organization where they work.¹³ Creating a shared organizational vision contributes to a common identity that provides focus and motivation for learning together and for producing improved results.

Concrete indicators of collaborative thinking and learning among the alumni included:

- Framing and reframing;
- Integrating perspectives;
- Questioning;
- Evaluating and re-evaluating; and
- Telling stories of experience and reframing them based upon the experience of others.

Collaborative ways that the alumni acted together included:

- Crossing boundaries and experimenting;
- Collaborating;
- Narrative inquiry into the meaning of experiences in the workplace;

¹² Senge, P.M. (1990, revised 2006) *The Fifth Discipline: The Art & Practice of the Learning Organization*, New York: Doubleday

¹³ *Ibid* Senge (2006)

- Developmental evaluation of what is happening so as to revise strategies and processes to move forward;
- Storytelling; and
- Partnering.

All of these factors were considered as the Team spoke with participants and later reflected on what they reported. The greater the extent to which these indicators were present, the more likely the participants coordinate their individual tasks and contribute to the achievement of common goals toward which they work in collaboration with others to achieve in the workplace.¹⁴

Quantitative Research Questions

In gathering the quantitative data for this study, the TST targeted the following specific research questions:

1. What is the distribution of graduates/alumni over time across the two graduate cohorts?
2. What are the demographic characteristics, educational attainment, employment and income, and household structure of graduates/alumni within each graduate cohort?
3. How have participants' characteristics changed over time across graduate cohorts?
4. How do PT graduates differ from non-PT Indonesian graduates?

Qualitative Research Questions

The four levels of Kirkpatrick's conceptual framework guided the qualitative data collection, explained in detail in a later section of this report. Through open-ended interviews, the IDIs targeted in-depth exploration of the recipients' career pathways; specific examples of personal changes in terms of knowledge, skills, attitudes and behavior; and professional changes in the way they worked as a result of their scholarship experiences. The participants also made recommendations for future scholarship programming based on their experiences.

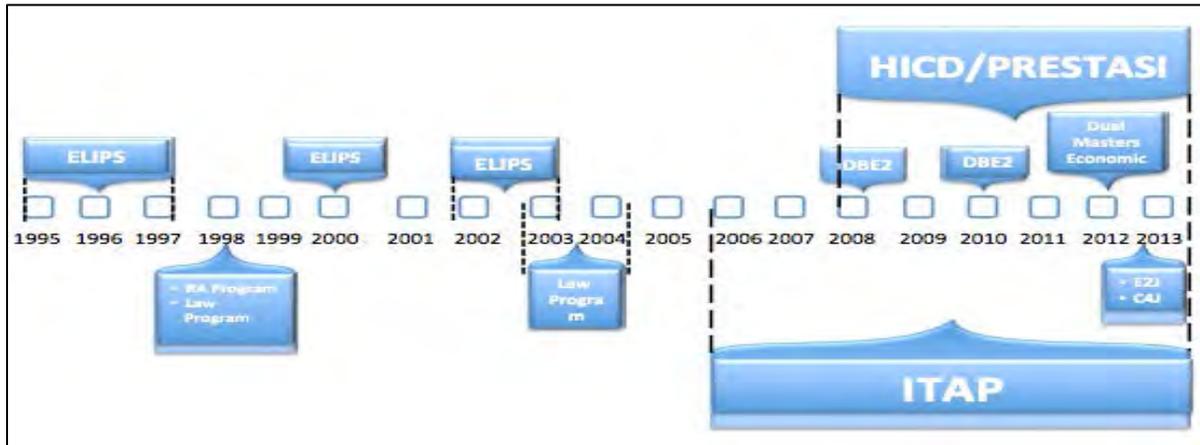
Study population

The time period of this tracer study was from 1995 to 2013¹⁵ during which the Mission implemented 14 different long-term PT programs, illustrated in Figure 3. During this period, some participants began their studies under one USAID program but finished under another; e.g., 162 scholars were transferred from HICD to PRESTASI I in 2011. At one point, five PT programs were underway at the same time and scholars may have participated in any one of them. This reality made organization of the study by program or by commencement year unwieldy. Therefore, the TST chose *the number of years since graduation* as a central stratification variable. Using this stratification did not ignore the relationship between graduates and PT programs' recruitment strategies, selection criteria, and scholarship priorities; rather it allowed the TST to keep track of the program from which each participant had graduated.

¹⁴ Kassel, E., V.J. Marsick, and K. Dechant (1997) 'Teams as learners: A Research-based model of team learning.' *Journal of Applied Science*, Vol. 33 and Pfahl, N. (2003) *Raising the Bar for Higher Education: Using Narrative Processes to Advance Learning and Change*, Unpublished Dissertation. New York: Columbia University

¹⁵ The study's initial years of focus covered to 2012, but the range was extended to 2013 in order to capture more data from the later cohort of participants.

Figure 3 Long-term USAID PT Programs during the Relevant Study Period



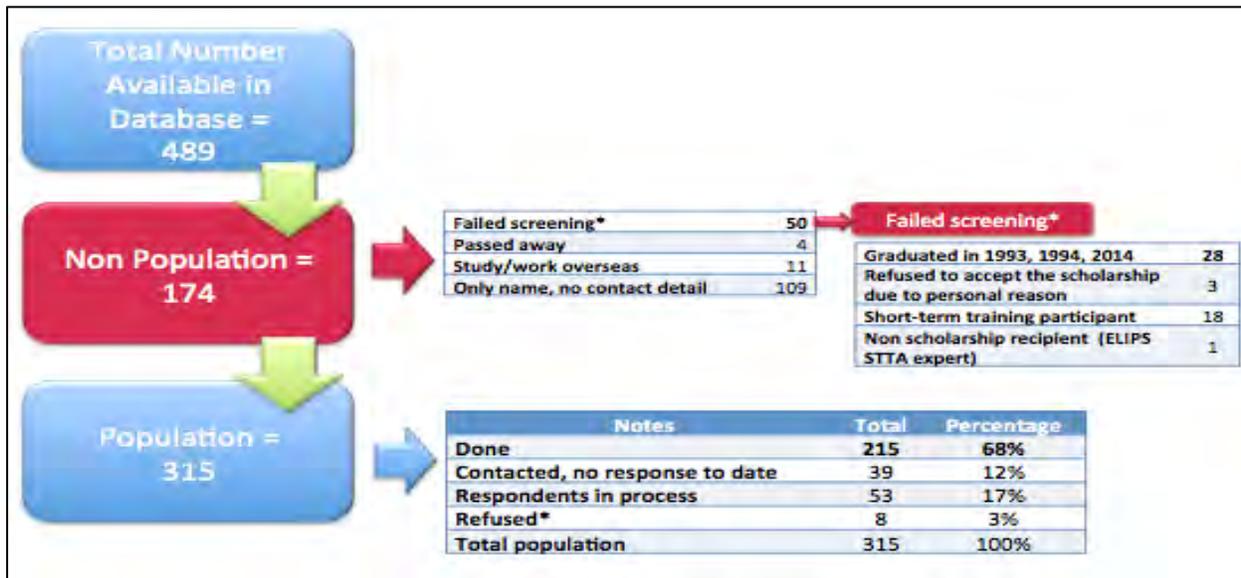
For the purposes of distinguishing possible differences between immediate, intermediate, and long-term impacts made by these alumni, the study sample was divided into two cohorts: 1) those completing their program between 1995 and 2006 and 2) those completing their program between 2007 and 2013. In reality, USAID participant training underwent a ten-year hiatus between 1997 and 2007 because of policy changes. During that decade, only a handful of alumni completed their programs, leading to a clear distinction between the two cohorts in relation to their years spent in post-degree work, their time on the job, and their potential for making organizational and policy impacts.

Sampling Approach

The Study Team initially sought to select a representative sample of graduates in the two cohorts to reflect the population of graduates during the 18-year timeframe. Based on initial records provided, the expected universe of 650 alumni from the targeted period was to be made up of 600 graduates from U.S. universities and 50 graduates from Indonesian universities across all years. After PT Myriad researchers had scrubbed the data bases, eliminating duplicate entries and other limiting factors, the actual universe of long-term scholarship recipients for the targeted time period, 1995 to 2013, was 489 (Figure 4).

Of the 489 individuals in the final database, 174 were found to be ineligible for this study for a variety of reasons: they were deceased, living overseas, not actually long-term PT recipients during the study period, or lacked viable contact information. These circumstances resulted in a final study sample of 315 recipients who had received scholarships for PT in all long-term USAID Indonesia programs. Of that population, PT Myriad researchers interviewed 215 (68%) by telephone, a percentage within the expected range for reliable data.

Figure 4 Identification of the Study Population



One hundred eighteen alumni graduated from universities in the U.S. and 97 from Indonesian universities. These participants in the study included 30 in the range between 1995 and 2006 (Cohort 1) and 185 between 2007 and 2013 (Cohort 2). The response rate was highest among recent graduates of the long-term scholarships (Cohort 2); this finding can be attributed to the higher reliability of available contact information.

The quantitative survey was conducted by telephone with every identified candidate who was willing to cooperate with the study. Some refusals were due to lack of time, doubts about the survey's being sanctioned by USAID even though USAID had provided a letter of authorization, or unwillingness to be interviewed by telephone. Thanks to the training given to interviewers on refusal conversion, the ultimate refusal rate of six percent was low.

The above reality, coupled with the difficulty of making contact with many potential respondents, required simplification of the representative sampling approach. The TST attempted to communicate all long-term graduates with viable contact information. This exhaustive outreach included not only a search of existing databases but also heavy reliance on the snowballing technique, i.e. tracking down individuals through team members' and respondents' own personal, professional, and informal networks. Doorstep contact was attempted for 109 individuals whose contact information was limited to office locations but minus telephone or email information. Time constraints for the project's completion hampered the latter approach which is extremely time-consuming.

Mixed-methods Approach

The study was conducted using a mixed-methods evaluation approach that systematically integrated both quantitative and qualitative methodologies and data at all stages of the evaluation. This approach was undertaken in three phases outlined in the project's work plan calendar, located in Appendix 4.

Phase 1: Desk Study

Using materials from USAID, implementing partners and other documentation available online, the Team conducted the initial desk study. The Team sought graduate demographic and academic information, including participant year of graduation, sex, field of study and location of the educational institution of graduation. With the information ultimately gathered, the planned cohort stratification was simplified and relied primarily on respondent availability.

Once in Indonesia, the Study Team met with Mission participant training and technical office staffs as well as other Indonesian and donor institutions providing higher education scholarships. Stakeholders at ALPHA-I, AMINEF, AusAid, DIKTI, IIE, IIEF, ITAP, LPDP, UGM and UI provided valuable insights into their programs and the overall academic, programming, and professional contexts relevant to the study.

The final telephone and face-to-face survey instruments for alumni, supervisors and organizations, located in Appendix 5, all underwent initial field-testing to assess their effectiveness and to allow for revisions prior to data collection in the field.

Phase 2: Quantitative Data Collection via Telephone Interviews, and Analysis

On examination of the updated contact information and geographic distribution of alumni in the sample, the Team determined that the proposed quantitative data collection by online survey was not the best option to meet the targeted response rate. Therefore, in consultation with USAID Indonesia, the JBS Team and PT Myriad changed the approach of this phase to a live telephone interview, ensuring that participating respondents' information was collected without the need for additional turnaround time associated with online surveys.

The above shift in strategy resulted in the JBS Team working closely with the PT Myriad team to transform the drafted online survey into an equivalent telephone interview script. In addition, the JBS Team developed and delivered a two-day, interactive training course in phone interviewing and refusal conversion techniques to PT Myriad staff responsible for Phase 2. This training included monitored practice interviews with real subjects, feedback to trainees, and verification of consistency in interviewing technique by all phone interviewers. The additional research time required to verify, correct, update, and integrate the various participant lists provided at the outset required field data collection to be deferred by ten days.

Phase 3: In-depth Individual Interviews and Analysis

The JBS Study Team followed up on the initial telephone interviews with a selection of survey participants. Of the 215 telephone interviewees, the TST conducted 75 IDIs (35%). Based on analysis of initial data results and potential areas of interest related to the research questions, a purposive sample of survey respondents was selected for follow-up interviews, seeking as much as possible representation by region, gender, cohort, field of training, U.S. or Indonesia-based training location, and field/sector of current professional activity. Ultimately, however, participation in these interviews remained dependent on alumni availability and location at the time of the field interview phase. These in-person meetings took place in the Jakarta capital region and in seven other cities (Table 1).

The discussions with these alumni focused on personal reactions to the program and learning, professional status, institutional changes associated with their learning, and their assessment of the value of PT programs to themselves, to other PT graduates, to their institutions and

organizations, and to Indonesia. Interview protocols and discussions with participants traced information and career pathways over time.¹⁶

Table I Location and Number of In-depth Interviews Completed

Location	Activity	Result
Aceh	Interviews completed	5
Bandung	Interviews completed	2
DKI Jakarta	Interviews completed	43
Jayapura ¹⁷	Interviews completed	0
Makassar	Interviews completed	3
Manokwari	Interviews completed	3
Padang	Interviews completed	4
Surabaya	Interviews completed	5
Yogyakarta	Interviews completed	10
Total	IDIs completed	75

Limitations of the Study

Although the creation of an updated and integrated record of scholarship graduates was a natural by-product of the Tracer Study, the process demanded a much larger part of the study's allotted time and resources than anticipated. Much of the expected data were missing from the records provided resulting in significantly more time spent securing up-to-date contact information before the actual field work could begin. The many complexities uncovered included overlapping and sometimes contradictory data as well as missing participant information that needed to be discovered, completed, or verified.

Unfortunately, many of the targeted alumni of Cohort I (1995 to 2006) simply could not be located due to outdated information. Outreach by telephone or email addresses that had not been updated since program completion resulted in many non-responses, particularly in East Indonesia. As previously described, the TST overcame this constraint somewhat by using the snowballing technique while doing interviews in the field; however, in several cases individuals finally contacted were no longer in range of the IDI team as data collection progressed across the targeted provinces of Indonesia. The identification of a large enough sample of scholarship recipients from East Indonesia was a limitation of the study which precluded drawing conclusions about alumni located in that region.

Although USAID Indonesia is replacing traditional PT programs with more targeted "science, technology and innovation" programs in fewer provinces, this study could not look at the impact of these changes. The recruitment phase of such targeted audiences had just gotten underway during the study period through the new PRESTASI-3 program; the Team was able to consider the PRESTASI-3's initial strategy of cohort training which provided an opportunity to anticipate or predict the cause and effect of such a new approach.

In the end, these limitations did produce a change in sampling strategy from a representative to a purposive approach. Representative sampling was not possible in part because of the small

¹⁶ The interview instrument is located in Appendix 5.

¹⁷ Alumni in Jayapura willing to be interviewed cancelled their appointment too late to be rescheduled.

number of Cohort I participants who could be contacted and the availability of participants to be interviewed. Nonetheless, the findings of the study have credibility; the size of the sample for quantitative data collection (215 of 315 or 68%) confirms statistical confidence for a tracer study.¹⁸ In addition, the size of the qualitative data sample (75 of 215 or 35%) contributes to its trustworthiness, an approximation toward the truth about the way the world of the participants really is.

III Quantitative Findings

The quantitative findings from the telephone interviews provide a demographic snapshot of the 315 qualified participants based upon their program of study, field of study, programmatic cohort, gender, age, marital status, ethnicity, professional field, and community service. The previous section on the sampling approach provided statistical information about the study population after integrating databases. The following section provides further demographic information about the alumni. The development impact that USAID Indonesia graduate scholarship programs have had on recipients can be grouped into four categories: a) impact on the recipients' careers, b) impact on economic status, c) impact on contribution to the community, and d) impact on future personal development. Overall outcomes of the telephone interviews indicate that almost all of the 215 respondents expressed a positive assessment of their long-term training programs. The following sections of the report discuss further details of the impact of the PT programs.

Demographic Profile

USAID Indonesia was committed to empowering individuals through a variety of graduate scholarship programs during the study's nearly two decades. Among the 14 USAID programs that took place during the relevant tracer study period and contained a long-term PT component are the Economic Law and Improved Procurement System (ELIPS) program, the Research Assistantship Program (RA Program), the USAID Indonesia Trade Assistant Project (ITAP), the Human and Institution Capacity Development (HICD) program, the Program to Extend Scholarships and Training to Achieve Sustainable Impact (PRESTASI), and the USAID Changes for Justice (C4J) program.

As noted in the previous section on the sampling approach, PT Myriad recorded 489 scholarship recipients for USAID programs in the database. Respondents who were qualified to take part in this study were categorized on the basis of several criteria including the program cohort, residence location, gender, age, marital status, ethnicity, and professional field.

From this number, 30 (14%) came from Cohort 1 while 185 (86%) belonged to Cohort 2. When distributed geographically, a majority of the respondents (63%) were based in West Indonesia at the time of the study. Another 34% of the rest resided in the DKI Jakarta region, while three percent currently live in East Indonesia. This distribution mirrors the overall alumni population fairly consistently with the exception of East Indonesia; contacting alumni from that area proved the most challenging.

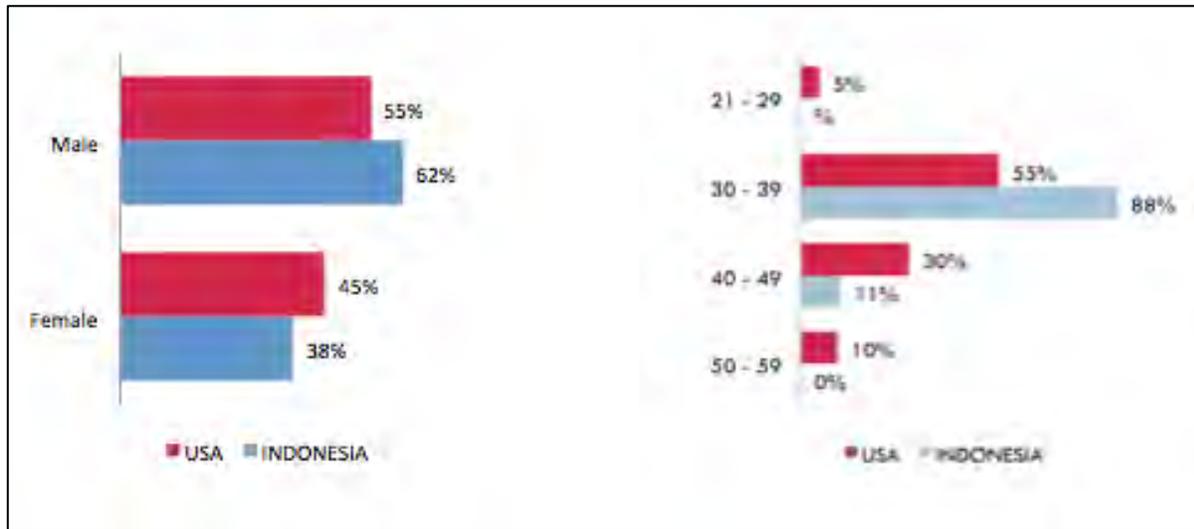
Slightly more than half of the graduates interviewed were male. In addition, significantly more males than females (62%) made up the Indonesia-based training group. These numbers correspond closely to the overall profile of the individuals in the study's universe.

¹⁸ Schomburg (2003) suggests that a tracer study project should strive for a response rate of at least 50%.

The largest age group of the respondents was between 30 and 39 years of age at the time of their training. This age group was comprised of 55% of the U.S. graduates and 88% of the Indonesia graduates; approximately one-third of the U.S. graduates were between 40 and 49 years old.

The study population varied somewhat by sex based on country of study even though the long-term scholarship awards went to nearly equal numbers of men and women overall (52% male, 48% female). The two sub-groups, Indonesia-trained and US-trained, were not balanced by sex. More males stayed in Indonesia to study whereas more women were trained in the U.S. than in Indonesia. Since the Indonesia-trained alumni were mostly in agriculture and trade, the representation by sex may simply mirror male dominance in those professional sectors. The age at time of study was more consistently between 30 and 39 for Indonesia-based trainees whereas 45% of the US-based trainees were under 30 or over 39 years of age (Figure 5).

Figure 5 Comparison of U.S. and Indonesian Graduates by Age and Sex



At the time of the study, the majority of the respondents were married: 83% of the U.S. graduates and 90% of the Indonesia graduates. In addition, the number of children they had increased after the program. Before the program, more than half of both groups had children; this figure expanded to two-thirds for the U.S. graduates and almost three-quarters for the Indonesia graduates after the program.

The graduates interviewed included a variety of ethnic groups. The majority of respondents, 47% of the Indonesia-based graduates and 53% of the US-based graduates, were ethnic Javanese. Nonetheless, Minangnese, Bataknese, and Balinese ethnic groups also had relatively high representation. Other ethnicities were recorded but in smaller percentages.¹⁹

a) Impact on Recipients' Careers

¹⁹ Appendix 7: Additional Data Tables: Figure B.1

Overall, the study found that the programs positively impacted the careers of the recipients. These impacts could be observed in the advancement of recipients' employment status, job position, perception of career, and leadership at work after participation in the PT program.

Nearly all of the respondents from both the Indonesia and the US-based groups were employed before they were accepted into the programs. In fact, only one percent of the respondents from the latter group were unemployed at acceptance time. Most of the graduates who applied for the USAID program received scholarships during the first one-to-five years at their place of employment. Approximately one third of them had worked for six to ten years. In addition, 11% of the US-trained graduates had been working for more than ten years (Table 2).

Table 2 Length of Employment before Program Acceptance

Length of Work before Program	INDONESIA	USA	T-test
1 - 5 years	68%	57%	1.67
6 - 10 years	28%	31%	0.48
11 - 15 years	4%	7%	0.97
16 - 20 years	0%	4%	2.22*
Not yet working	0%	1%	1.09

* $p < 0.05$

The respondents' current employment status clearly indicates a significant improvement in their career tracks (Table 3). Almost 100% of the respondents from both groups had obtained permanent employment by the time of the study. Only two percent of the Indonesia-based graduates and six percent of the US-based graduates were temporary employed.

Table 3 Employment Status of Respondents by Country of Training

Employment Status	INDONESIA	USA	T-test
Permanent Employee	98%	94%	1.54
Temporary Employee	2%	6%	1.54
Self-employed	-	-	-

When comparing employment status before and after the program, significant changes were observed among U.S. graduates who had gained permanent employment upon return. An increase of 11% occurred in the status of permanent employment before and after the program among those who graduated in the U.S. (Table 4). A slight decrease could be observed among those who graduated in Indonesia, as two percent of the respondents were temporarily employed by the time of the study in contrast to their situation before the program.

Nevertheless, no significant change was found in place of employment across sectors among the graduates before and after the program. In fact, Table 5 illustrates that the number for any of the groups across all relevant work sectors barely altered before and after the program. Fully 99% of Indonesia graduates who worked in the public sector before the program remained in that sector afterwards. In contrast, fewer than half of the U.S. graduates worked in the non-

academic public sector both before (40%) and after the program (39%). Another half of the U.S. graduates worked in the higher education sector either at a public or a private institution; this condition remained the same after the program. Therefore, the Team determined that the program did not affect the recipients' preferences of location of employment.

Table 4 Employment Sector before and after Program Participation

Employer's Name	GRADUATED IN INDONESIA			GRADUATED IN USA		
	Before Program	After Program	T-test	Before Program	After Program	T-test
Public	99%	99%	0.00	40%	39%	0.16
Private	1%	1%	0.00	11%	13%	0.47
Higher Education: Public	-	-	-	34%	33%	0.16
Higher Education: Private	-	-	-	14%	15%	0.22
Not yet working	-	-	-	1%	-	1.09

However, although the work sector remained unchanged, significant changes were evident in terms of job titles or positions as observed in Table 5. First, 66% of the Indonesia graduates were initially in staff positions before the program and only four percent held a middle-management position. Moreover, none held top-management positions. This situation changed significantly following their program completion; six percent of the respondents retained staff positions while 29% were promoted to middle-management positions and six percent held top-management positions. A significant improvement could also be seen in those taking on supervisory positions, an increase from a mere six percent prior to the program to 30% following program completion. In sum, more than half of the graduates from Indonesia (65%) currently hold managerial positions.

Table 5 Job Titles and Positions before and after the Program

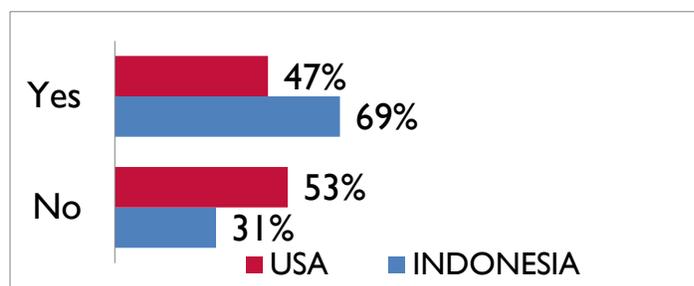
Employer's Name	GRADUATED IN INDONESIA			GRADUATED IN USA		
	Before Program	After Program	T-test	Before Program	After Program	T-test
Top Management	-	6%	2.49*	5%	10%	1.46
Middle – Management	4%	29%	4.98*	11%	24%	2.67*
Supervisor	6%	30%	4.58*	1%	2%	0.63
Doctor	1%	-	0.99	1%	-	1.09
Judge	22%	22%	0.00	-	1%	1.09
Lecturer	-	1%	0.99	44%	41%	0.47
Staff	66%	12%	9.26*	35%	23%	2.05*
Not yet working	-	-	-	1%	-	1.09

* $p < 0.05$

On the other hand, a large number of those who graduated in the U.S. were university lecturers (41%) who remained in their positions after completion of the scholarship program. Although not as drastic as the increase observed among the Indonesia graduates, a slight increase in the top- and middle-management positions could also be observed among the U.S. graduates (Table 5). Only five percent of the U.S. graduates initially were in top management but after the program 10% of them held such positions. At the middle-management level, the results more than doubled; 11% of the U.S. graduates originally held such positions but 24% of them are currently in these positions.

Recipients' leadership at work also advanced. As seen in Figure 6, a significant number of respondents claimed to directly supervise other employees. At the time of the study, 69% of those who graduated in Indonesia stated that they directly supervised other employees compared to 47% of those who graduated in the U.S. While a slight decrease was seen among the U.S. graduates, the number of Indonesia graduates who supervised other employees actually doubled from before the program. This finding is in accordance with the fact that many of the Indonesian graduates held middle and top-management positions.

Figure 6 Supervision of Employees



Finally, the Team observed that the programs had also influenced graduates in terms of their view of their careers over time. Table 6 shows that respondents who graduated in Indonesia and those who graduated in the U.S. experienced the same change in perception.

Table 6 Impact on Participants' View of Their Careers

Attribute	GRADUATED IN INDONESIA		GRADUATED IN USA		T-test
	T2B ²⁰	Mean Score	T2B	Mean Score	
My postgraduate experience changed the way I view my career.	97%	4.39	97%	4.41	0.18

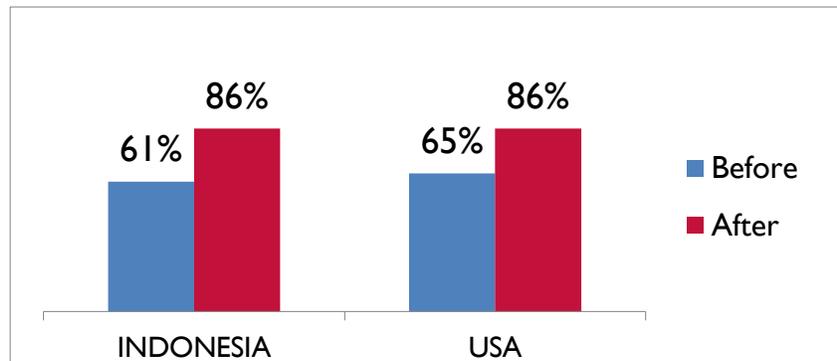
* $p < 0.05$

Based on the four components above, the TST concluded that the graduate scholarship programs provided by USAID Indonesia had positive impacts on the careers of the recipients whether they graduated in Indonesia or in the U.S.

b) Impact on Recipients' Economic Status

In line with the improvement recipients gained in their careers, the scholarship programs also positively affected recipients' economic status as reflected in ratings of their satisfaction in terms of improvements in economic status, home, and vehicle ownership. As Figure 7 illustrates, most respondents claimed they felt more economically secure as a result of their post-scholarship employment.

Figure 7 Participants' Economic Satisfaction before and after Program Participation



Before the program, 61% of the Indonesia graduates and 65% of the U.S. graduates felt satisfied with their economic situation. This number increased significantly; after the program 86% of respondents from both groups claimed that they were satisfied with their improved economic status. This finding links to their advancement into higher-level positions after returning from the scholarship program.

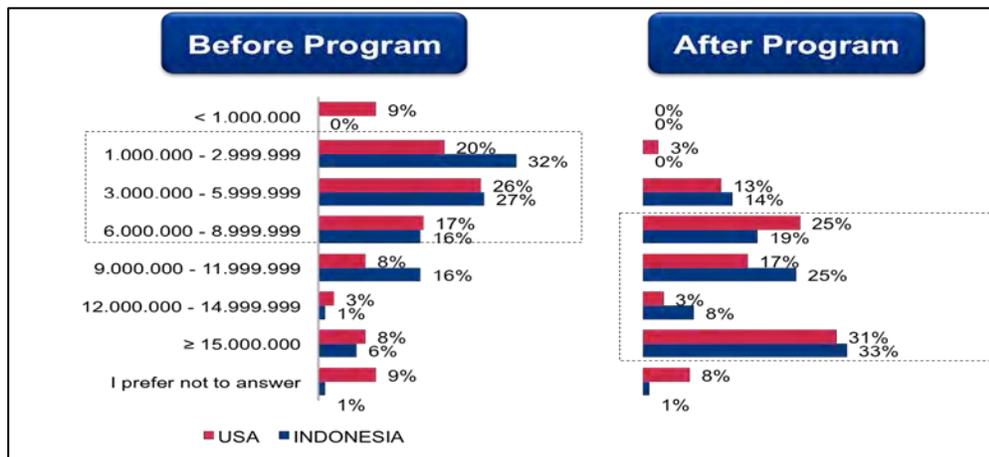
The improvement of the recipients' economic status also could be observed from two other data points: their monthly incomes and home and vehicle ownership. Related to the first point, the graduates had clearly achieved higher monthly household incomes after the program.

²⁰ T2B refers to the “top-two box,” a combined score of responses to “strongly agreed” and “somewhat agreed.”

Figure 8 shows that approximately a third of the respondents from both the Indonesia and the US-based groups had monthly incomes lower than three million Indonesian Rupiah (IDR; equal to \$228 USD²¹). However, after the program, a third of the respondents managed to obtain a higher rate of income, as much as and above 15 million IDR (\$1,138 USD). Only a small number of respondents (three percent of the US-trained graduates) had incomes below three million IDR at the time of this study.

As further illustrated in Figure 8, before the program the largest group of respondents had monthly salaries ranging from one to nine million IDR (\$76 USD to \$683 USD). Their income changed significantly; after the program the largest group of respondents were earning between six and more than 15 million IDR (\$455 and \$1,138 USD). Slightly more than a third of the respondents claimed to have obtained monthly incomes higher than 15 million IDR (\$1,138 USD).

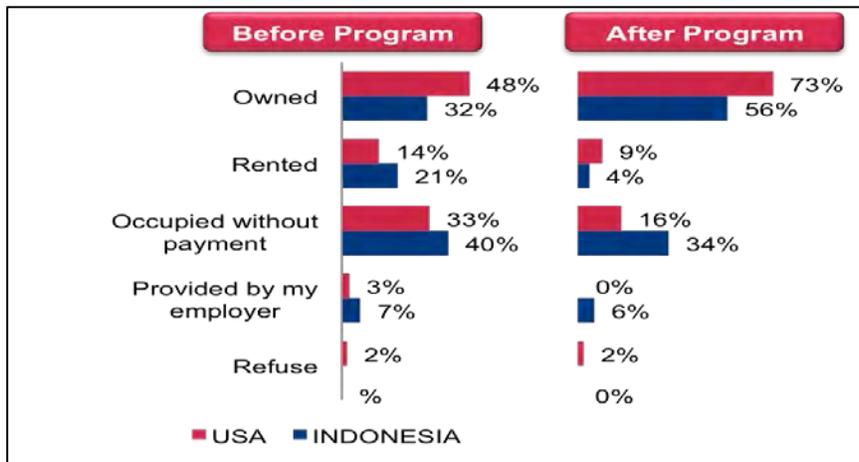
Figure 8 Monthly Household Incomes before and after the Program



Parallel to this improvement, respondents' reported home ownership showed an increase from before to after the program. Before the program, 48% of the US-trained graduates owned their own homes; of the balance, 14% rented their homes and 33% lived in someone else's home, usually a family member's. After the program, US-trained participants' home ownership jumped to 73%. Likewise, only 32% of the Indonesia-trained graduates owned their own homes before the program; 21% lived in a rental accommodation while 40% in someone else's home. After participating in the program, home ownership for alumni trained in Indonesia increased to 56% (Figure 9).

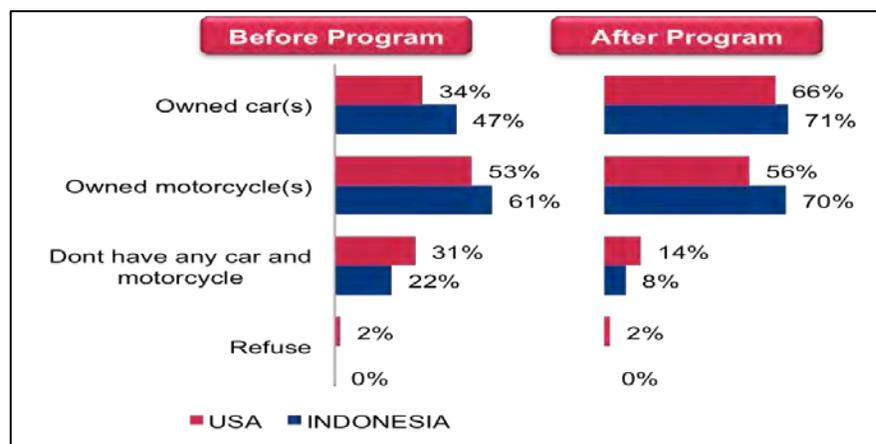
²¹ The U.S. dollar values cited reflect the exchange rate at the time this report was drafted.

Figure 9 Participant Home Ownership before and after the Program



Meanwhile, 66% of the US-trained graduates and 71% of the Indonesia-trained graduates owned a vehicle after the program. Both groups reflected more than a 20% increase in vehicle ownership from before the program (Figure 10). Looking at the three aspects just discussed, participation in scholarship programs has clearly improved the recipients' economic status.

Figure 10 Participant Vehicle Ownership before and after the Program



Percentage totals may exceed 100% as some respondents owned more than one type of vehicle.

c) Impact of Recipients' Contributions to the Community

In addition to their career and economic status, the USAID scholarship programs have had a positive impact on recipients' contributions to their communities. Respondents reported that the PT experience had changed their perspectives on the importance of contributing to their community upon completing their program (Table 7). The leadership roles they held in the activities in which they participated reflect this change in perception. Respondents also indicated a significant level of involvement in different roles in various types of social communities.

Table 7 Importance of Community Participation before and after the Program

Attribute	GRADUATED IN INDONESIA					GRADUATED IN USA				
	Before (T2B) (n=34)	Mean Score	After (T2B) (n=40)	Mean Score	T-test	Before (T2B) (n=63)	Mean Score	After (T2B) (n=94)	Mean Score	T-test
How important is community participation to you?	64%	3.88	76%	4.08	2.40*	76%	4.02	86%	4.32	2.86*

* $p < 0.05$

In general, both groups placed increased importance on community participation after the PT experience (Table 7). Before the program, 64% of the Indonesia-based graduates said they thought that community participation was important. This number increased to 76% after the program. US-based graduates showed a parallel increase: before the program, 76% considered community participation to be important; after the program, 86% of them thought so. While a large number of the respondents had already thought that community participation was important, participation in the PT program increased this perception.

Table 8 Perceptions of Contributions to the Community

Attribute	GRADUATED IN INDONESIA			GRADUATED IN USA		
	Before Program (n=34)	After Program (n=40)	T-test	Before Program (n=63)	After Program (n=94)	T-test
	Yes	Yes		Yes	Yes	
Agree to have made an important contribution to the community or communities where I participate (T2B)	59%	83%	3.59*	78%	85%	2.69*
Holding any leadership roles in the communities where participate (Yes)	29%	43%	0.90	44%	57%	1.63

* $p < 0.05$

Furthermore, the majority of respondents agreed that they have made important contributions to communities outside their work place since the scholarship program. A significant change in their perceptions can be observed before and after the program. For the Indonesia-trained graduates, the increase was even higher. Originally 59% considered their contributions positively, but after the program 83% of these respondents claimed so. A slight increase also was observed among the US-based graduates. The number of these respondents who held leadership positions in the community activities in which they participated supports this

perception (Table 8). Forty-three percent of the Indonesia-trained graduates had leadership roles after the program, compared to 29% before the program.

Table 9 Community Roles before and after the Program

Role in Communities	GRADUATED IN INDONESIA			GRADUATED IN USA		
	Before Program	After Program	T-test	Before Program	After Program	T-test
Chairman	10%	6%	0.36	7%	24%	2.25*
Secretary	-	12%	1.52	14%	7%	0.94
Treasurer	10%	12%	0.16	-	6%	1.86
Head of Section	40%	18%	1.22	36%	15%	2.04*
Practitioner	40%	53%	0.66	43%	48%	0.43

* $p < 0.05$

Table 9 shows different roles that the graduates have had in their communities. Overall, most graduates make contributions as practitioners. Before the program, as many as 40% of the Indonesia graduates and 43% of the U.S. graduates had played such roles. After the program, a slight increase in activity is evident in both groups: 53% of the Indonesia graduates and 48% of the U.S. graduates said they had become engaged as practitioners. Other roles cited, such as Head of Section and Treasurer, saw declines, but that probably correlates with the fact that more graduates held positions of chairman and secretary after their programs. Almost a fourth of the U.S. graduates had acceded to chairman positions by the time of the study.

Table 10 Involvement in Social Communities before and after the Program

Social Community	GRADUATED IN INDONESIA			GRADUATED IN USA		
	Before Program	After Program	T-test	Before Program	After Program	T-test
Professional Associations	11%	14%	0.64	16%	31%	2.76*
Alumni organization	-	3%	1.74	3%	19%	4.06*
Faith Communities	10%	9%	0.24	11%	12%	0.24
Neighborhood	8%	10%	0.49	11%	8%	0.79
Social organization	2%	3%	0.45	3%	10%	2.20*
None	65%	59%	0.87	47%	20%	4.59*

* $p < 0.05$ Percentages may not total 100% due to rounding.

In general, the scholarship program experience had a positive effect on respondents in regard to their contribution to the community. Respondents from both groups claimed that they

perceived such a contribution to be important. They also stated that they held leadership roles in the community activities. Significantly more US-trained than Indonesia-trained graduates were active in some sort of social community outside work after returning from their programs (Table 10).

In addition, the scholarship programs also affected respondents' view of their contributions to bring about change in their workplaces (Table 11). An increase could be seen across all respondent groups, indicating that they had become more cognizant of the contribution of their work to organizational change. While this increase can be seen across all graduates, the most significant increase happened among those who graduated in the U.S. and those who came from East Indonesia. Initially 67% valued the contribution of their work and themselves positively; after the program, however, this number rose to 100%.²²

Table 11 Perception of Contributions to Others at Work

Attribute	GRADUATED IN INDONESIA					GRADUATED IN USA				
	Before Program		After Program		T-test	Before Program		After Program		T-test
	T2B	Mean Score	T2B	Mean Score		T2B	Mean Score	T2B	Mean Score	
I believe that I am making a significant contribution to (the organization where I work) because my work has contributed to bringing about changes	82%	4.15	95%	4.36	5.90*	89%	4.14	99%	4.42	6.36*

* $p < 0.05$

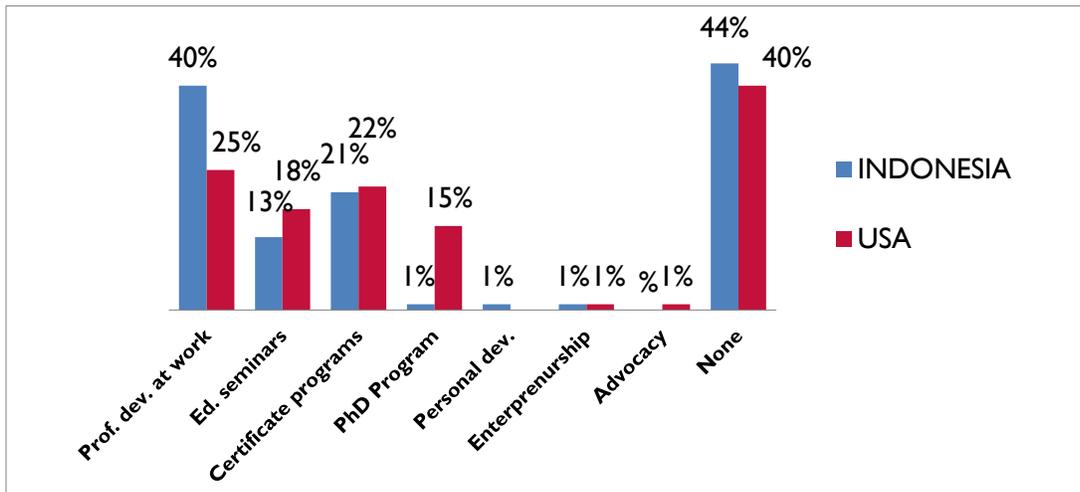
d) Impact on Recipients' Self-Development

Lastly, recipients said that the scholarship programs had impacted the view they had of their future self-development. Completing the scholarship program affected the way PT graduates looked at their continuing education, their increased willingness to share knowledge or to collaborate with their colleagues, and the way they viewed the importance of conducting and publishing research.

²² See also Appendix 7: Additional Data Tables: Table A.2.

For those who pursued informal and formal education after graduating from the program, professional development at work, certificate programs and education seminars were the types of education most of the graduates undertook. US-trained graduates, however, more frequently sought out external learning opportunities whereas Indonesia-trained graduates preferred training offered inside their institutions (Figure 11).

Figure 11 Educational Pursuits after Graduate Study



Moreover, as can be seen in Table 12, recipients considered the experience that they gained through their graduate study program to be motivational to their continued pursuit of further education of both an informal and formal nature. The percentages were high for both groups of graduates although US-trained graduates expressed statistically significant stronger motivation levels. Fully 90% of the U.S. graduates acknowledged the importance of developing themselves further compared to 86% of the Indonesia-trained graduates.

As an important note, however, a disparity exists between those who graduated from the U.S. versus those trained in Indonesia and also between those who now work in the public sector versus those employed in the private sector. Among Indonesia-trained graduates, without exception those working in the private sector reported eagerness to pursue further education compared to 87% of graduates working in the public sector. In contrast, 94% of US-trained graduates working in the public sector were more inclined to pursue further formal or informal education but only 73% of those in the private sector shared the same motivation.²³

²³ See Appendix 7: Table A.1 for supporting data.

Table 12 Motivational Effects of Scholarship Experience to Pursue Further Education

Attribute	GRADUATED IN INDONESIA		GRADUATED IN USA		
	T2B	Mean Score	T2B	Mean Score	T-test
How important is your USAID experience to motivating you to pursue further informal or formal education?	86%	4.26	90%	4.47	2.06*

* $p < 0.05$

Furthermore, since they completed their graduate programs, respondents from both groups increasingly appreciated the importance of research in several ways. First, their perception of the importance of research at their workplace increased. Table 13 indicates that after the program as many as 80% of the Indonesia-trained graduates and 93% of the US-trained graduates considered research an important part of their responsibilities at their workplace. This increase among respondents is statistically significant and other findings also support the improvement.

Table 13 Importance Attributed to Research before and after the Program

Attribute	GRADUATED IN INDONESIA					GRADUATED IN USA				
	Before Program		After Program		T-test	Before Program		After Program		T-test
	T2B	Mean Score	T2B	Mean Score		T2B	Mean Score	T2B	Mean Score	
Research is an important part of what I do at work.	64%	3.62	80%	4.02	5.22*	84%	4.15	93%	4.53	5.08*

* $p < 0.05$

The above findings are also supported by the number of respondents who had published their research findings (Table 14). After the program, more graduates from the U.S. (71%) were found to have published their research compared to Indonesia graduates (54%). However, from before to after the program, U.S. graduates had gained a 14% increase from 57% before the program whereas Indonesian graduates moved up by 30 percentage points from 24% before the program to 54% post-program.

Table 14 Participants Publishing Research before and after the Program

Attribute	GRADUATED IN INDONESIA			GRADUATED IN USA		
	Before Program (n=63)	After Program (n=78)	T-test	Before Program (n=100)	After Program (n=109)	T-test
	Yes	Yes		Yes	Yes	
Respondents who publish their research findings	24%	54 %	5.79*	57%	71%	2.81*

* $p < 0.05$

Table 15 Frequency of Publication before and after the Program

Attribute	GRADUATED IN INDONESIA					GRADUATED IN USA				
	Before Program (n=15)		After Program (n=42)		T-test	Before Program (n=57)		After Program (n=77)		T-test
	T2B	Mean Score	T2B	Mean Score		T2B	Mean Score	T2B	Mean Score	
How often have you published your research?	20%	2.73	28%	3.02	4.16*	47%	3.39	70%	3.74	4.02*

* $p < 0.05$

In terms of the frequency of publishing their research, graduates from the U.S. showed a higher frequency than did Indonesia graduates. Table 15 reflects this increase; among the U.S. graduates, from 47% to 70% the increase was much higher than among the Indonesia graduates, which moved from 20% to 28%.

Looking at these components overall gives evidence to the impacts not only of short-term positive changes but also sustainable ones brought about through participation in USAID scholarship programs. Even long after they had completed their graduate programs, the recipients were still passionate about developing themselves further. Moreover, they were also willing to help their colleagues do so. In addition, they saw that research was an important part of their work and they engaged in research and published more after graduation.

Overall Outcomes of the Program

Overall, respondents graduating both in Indonesia and in the U.S. rated the outcomes of their studies positively across the six key attributes measured. Those attributes were:

1. The scholarship program met their expectations.
2. The scholarship program supported their career development.

3. The program changed their mindsets in viewing the world around them.
4. The program developed their leadership skills.
5. The program provided them with technical skills needed in their professional roles.
6. The program improved their communication skills.

Table 16 illustrates additional positive outcomes according to scholarship recipients.

Table 16 Overall Outcomes of USAID Scholarship Programs

Attribute	GRADUATED IN INDONESIA		GRADUATED IN USA		T-Test
	T2B	Mean Score	T2B	Mean Score	
The scholarship program met your expectations	93%	4.27	92%	4.31	0.45
The study program that you have taken supports your career improvement	93%	4.33	95%	4.52	1.96*
The scholarship program has changed your mindset in viewing the world around you	99%	4.42	96%	4.54	1.56
The scholarship program has developed your leadership skills	94%	4.26	94%	4.34	0.81
The scholarship program provides you with technical skills needed in your professional roles	88%	4.25	90%	4.37	1.19
Your communication skills have improved as a result of your postgraduates study	97%	4.40	96%	4.49	1.10

* $p < 0.05$

Almost all of the 215 respondents expressed a positive assessment of their program with 99% of the respondents who graduated in Indonesia agreeing that the programs they participated in changed their mindset about the world around them.

Across both groups, almost all respondents agreed that the PT program had improved their communication skills. Indonesia-trained respondents rated the acquisition of technical skills lowest among the six overall outcomes. Nevertheless, both groups generally agreed that the programs provided them with technical skills they needed in their work. Appendix 7 contains additional tables that identify the patterns for further study of alumni who graduated in Indonesia versus the USA graduates and the contribution of their studies to their work.

IV Qualitative Findings

The results of the in-depth interviews (IDIs) that took place across Indonesia were categorized into four areas of development impact: a) professional, b) personal, c) organizational and d) policy. Their data analysis and findings reflect a synthesis of the quantitative findings presented in the previous section with the more detailed and reflective comments and insights provided by the 75 alumni from interviews the Team.

a) Professional Impact

Study Question #1: What are graduates of USAID-funded graduate education in the United States and Indonesia doing?

Consistent with the quantitative findings, the qualitative findings related to what the USAID-funded graduates are doing to demonstrate that USAID PT had a positive impact on their careers. With few exceptions, all of the USAID-funded scholarship recipients said they are applying their learning from their graduate studies to their current jobs. Almost all of them are working in government agencies to advance national planning, to increase international trade, to improve healthcare for both people and animals, or to contribute to policy development and enactment; in both higher and secondary education to improve the quality of teaching and learning; and in a few cases, to serve as advocates for civil society or to work in the private sector.

The following discussion of their experiences is organized according to Kirkpatrick's four-step evaluation model: Reactions, Learning, Transfer, and Results.

Reactions

During IDIs, US-trained and Indonesian-trained graduates differed in how they described their motivation for graduate study. Almost two-thirds of US-educated graduates noted that they wanted to study in the U.S. for self-development, believing that this study would provide them new skills and improve their knowledge both in their fields of study and for their professions. Their primary motivations include self-interest and a desire to fulfill their dream to study in the U.S. Some noted that they thought that studying in the United States would expose them to new horizons, different perspectives, and the experience of studying and living in an unfamiliar culture whereas others noted that they had wanted to study in the U.S. because they believed that they would gain a better education. Very few stated that they had wanted to study in the U.S. because they wanted to improve their careers to become more competitive at work or to gain a promotion.

The motivations of graduates trained in Indonesia, however, focused to a greater extent on improving their competence and knowledge in the fields related to their jobs and professional responsibilities as well as on promotion of career development and advancement. In other words, their concerns were more related to professional and career improvement than to broader objectives. Two-thirds of Indonesia-trained graduates wanted to pursue graduate study for those reasons while the remaining third noted that they needed to improve knowledge relevant to their job performance in order to become more capable at work. These findings may explain, in part, the statistical evidence that more Indonesia-trained graduates hold middle management (Indonesia: 29 % versus U.S.: 24 %) and supervisory positions (Indonesia: 30% versus U.S.: 2%).

A review of the reactions clearly indicates that the Indonesia graduates put more emphasis on technical knowledge and career improvement while most U.S. graduates were drawn to personal development and knowledge improvement.

Learning

Regardless of where the alumni studied, they expressed appreciation for the scholarship opportunity and the learning that has broadened their horizons, developed valuable workplace skills, and helped them understand and value difference as a factor of learning.

A majority of the in-depth interviewees who studied in the U.S. thought that they learned as much from being in a different culture and experiencing daily life as from their classroom studies. The information they received from returned alumni, convincing them that study in a U.S. university would make them different in many ways, turned out to be the case. They experienced changes in attitudes, motivations, mindsets, soft skills, self-confidence, and ability to share thoughts and ideas more freely and openly with others.

The evidence shows that half of the US-trained graduates now hold leadership roles in community activities where they are engaged. On the other hand, fewer Indonesia-educated scholars have engaged in community service perhaps because they were not directly exposed to service learning and volunteerism, both of which are vital elements of U.S. culture and community service, through their studies as were the US-trained scholars. U.S. graduates were sometimes engaged up to as much as six months' in community service activities in addition to their academic studies. These values were part of the whole learning experience during their study in the U.S. When they returned to Indonesia, they often transferred these values to their homes, children, workplaces, and communities.

The quantitative data supports this finding: for community service and leadership, a clear contrast exists between US-trained and Indonesia-trained graduates. Almost all of the U.S. graduates (80%) said they are actively participating in various community leadership roles. Some of the U.S. graduates (31%) are involved in professional associations while others are active in alumni organizations (19%); the remaining are for the most part active in faith-based (12%), social (8%), and neighborhood (10%) organizations. As for Indonesia-trained graduates, 59% are not involved in any kind of organization activities; across the other respondents who said that they had such involvements, 14% are engaged in professional organizations, 9% in faith-based communities, 10% in neighborhood activities, 3% in alumni organizations, and 3% in social organizations.

In contrast to US-trained alumni, the Indonesia-trained graduates were exposed primarily to academic activities on campus during their studies. They were collectively selected and nominated by their offices or organizations according to particular criteria in addition to the particular graduate study program's admission requirements. Those selected candidates were in many cases already well-positioned or partially-qualified for promotion. Second, not all of the Indonesia-trained graduates reported that they were completely on leave while studying. Some of them were actively performing their job responsibilities or continuing to hold their positions during their study.

Therefore, when Indonesia-trained alumni graduated, they usually did not have a transitional period to get back to work, a period that all US-trained graduates experienced when they returned to work. They

often were posted in sections or functions different from those they had occupied before leaving for the U.S.

Behavior

As substantiated by the quantitative findings, US-trained graduates more frequently seek external learning opportunities and are motivated to take initiative. They felt that studying in other countries, for example, would provide them with more opportunities to improve their knowledge and English-speaking skills and to benefit from direct experiences with their classmates and the society of the host country. New work activities that typically appear to be undertaken by returned US-trained graduates involve assuming more responsibilities in their offices, engaging in program development and planning, authoring books, conducting research and publishing articles in international journals. Some of them have attended and presented papers at international seminars. Other typical activities for U.S. graduates include taking initiative to establish institutions beyond their work organizations to become more active in community service at the local, provincial, national or international level.

Indonesia-trained graduates, on the other hand, prefer training opportunities internal to their institutions in order to secure their current job or occupation whereas US-trained graduates more frequently seek external learning opportunities.

Results

Looking closely at the reactions listed above, clearly the motivations for pursuing a master's program were quite different for US-trained and Indonesia-trained respondents. Whereas most U.S. graduates sought training for personal development and knowledge gain, Indonesia graduates put more emphasis on knowledge and career improvement. Very few of those trained in the U.S. said that they took the master's degree for their career improvement or to be more competitive at work. Some alumni in both groups feel that studying in other countries provides them more opportunities to improve their knowledge and English skills and to have direct experiences in different cultures.

All USAID-funded graduates reported similar new activities upon returning to work: assuming greater responsibility, getting involved in planning and program development, writing books, conducting research, and publishing articles in international journals. As noted above, respondents trained in both countries also gained appreciation for the importance of research, a fact substantiated by the quantitative data. Another typical activity for U.S. graduates has been initiating establishment of institutions outside their institutions in order to be more active in community services at every level. Many of the U.S. graduates also attended conferences around the world both as participants and presenters; many of them also have been speakers at national and international conferences in Indonesia.

In contrast to US-trained participants, none of the Indonesia-trained graduates interviewed had attended overseas conferences as a speaker or a participant and only a few individuals reported participation in national and international conferences in Indonesia. The priority for those trained in Indonesia focused on improvement of their competence and knowledge in the field related to their jobs and professional responsibilities and for career development.

The professional impact of the USAID-funded scholarships cannot be underestimated. The USAID scholarship program has changed recipients' professional lives, leading to more significant contributions,

as reflected in their impact on the organizations where they work and on policy development and evaluation, discussed in detail in the Policy Impact section of this report.

b) Individual Impact

Study Question #2: What are their reported results of the training?

In retrospect and with few exceptions, interviewed PT alumni outlined various benefits and results, both academic and technical, coming to them personally from their USAID-supported training. They gained a wide range of academic and professional skills as well as soft skills and other elements relevant to their professional and personal competence.

As a result of their participation in USAID programs, alumni increased their knowledge, especially of prevailing international standards and procedures, including procurement, statistical analysis, and use of log frames and financial management. They enhanced their technical competencies through a) workshops in financial management, monitoring and evaluation systems, and data collection and analysis, b) drafting proposals and terms of reference, and c) working alongside more experienced experts and international consultants.

When they returned to work, a key to their success was their increased awareness of alternative working styles. These included reaching group consensus, listening to the views of other stakeholders, understanding the value of “soft” investments to improve quality, and working collaboratively in teams. Their evaluations and comments are organized below according to the study’s conceptual framework: Reactions, Learning, Behavior and Results.

Reactions

Most trainees were very eager to acquire new knowledge related to relevant fields of study that included education, law, public policy/government, economics, auditing, evaluation, politics, public health, epidemiology, chemistry, e-learning and linguistics. Most participants who had studied in the U.S. felt that professors and lecturers, found to be open and friendly, encouraged students’ questions, provided time for consultation, offered input to assignments, were available for consultation during working hours, and conscientiously guided them. Participants also felt that they had to work harder, had many academic assignments, and always had to read a lot of books and journals in campus libraries. Most US-trained participants also greatly appreciated the facilities and access to research materials on their campuses. At the same time, participants really valued the way the universities assisted them by providing English language facilitators; campus tours of the library, laboratory, and classrooms; and access to other university facilities.

Learning

Most participants increased their soft skills, including writing, public speaking, as well as research skills such as sampling, data collection, data analysis, and statistics. They also learned to use updated statistical and other software; most participants improved their writing skills. Having many assignments for academic papers almost every week, the participants became accustomed to finishing their assignments on time, using many references, books and scientific journals; and in doing so became accustomed to writing more rigorous, evidence-based academic papers. Input from their professors also facilitated the improvement of the respondents’ writing skills in English.

The collaborative style of U.S. academic life was a contrast to the Indonesian university lecture method. Respondents reported exposure to interactive teaching methods, team assignments with classmates, networking, critical techniques for comparing theory and facts, greater

appreciation for the importance of working together, greater respect for each other's differences, and ability to plan everything. They also said that they became better-disciplined when working, accustomed to tight schedules with identified targets and organized work plans, and more intentional in their work. They appreciated the universities' excellent libraries, well-organized information and filing systems, use of textbooks for teaching, and faculty assigned to teach specific subjects and courses based on their specific competencies. Other participants noted that they learned about work ethics, time management, teamwork, and recognition and acknowledgement of other viewpoints.

Both US-trained and Indonesia-trained participants learned not only knowledge content, but also changes in mindset, attitudes, and approaches toward work to achieve success; changes in mindset, however, were more prominent among US-trained alumni.

Behavior

Behavior changes were most often reported among US-trained alumni. Nearly all such participants changed their ways of thinking after studying in the U.S. These changes included making decisions based on evidence, understanding differences, respecting others, thinking critically, collaborating, and being open-minded.

Most participants mentioned that they now have better interaction with colleagues, friends and employers. Since returning from their U.S. scholarship experience, some participants feel that they are more positive, responsive and respectful in assessing situations in the field, and more open to others' inputs and suggestions. Some participants also said that they are more tolerant, have more self-confidence, are more willing and open to accepting difference, more self-expressive, and less prejudicial of others.

Results

Most of the participants also said their ways of thinking had become more positive. They learned to appreciate process rather than result and allowed for more comprehensive problem analysis, decision-making, critical thinking skills, time management and scheduling skills, and prioritization of their work. They became more output-oriented, more disciplined, and gained self-confidence. They implemented best practices, became more culturally-aware of other people, more patient and empathetic, and gained appreciation and respect for minorities. They also became more motivated to help other people in the community as documented in the quantitative data as well.

Most of the participants also improved soft skills related to their jobs, including improvement in writing and communication skills, ability to find or look for information and references, and improved negotiation skills. Improved English writing skills were noted as very important for the participants who work in the higher education sector as they must regularly publish the results of their research.

Most participants, both Indonesia-trained and US-trained, mentioned that they have gained trust and respect from their Indonesian colleagues and employers since returning and have been given more responsibilities and recognition from their employers. Some participants who work in the education sector have integrated their learning from U.S. academic life into their work places, including teaching methods, assessment methods, teaching schedules, on-time scheduling, curriculum content, research methodology, preparation of course syllabi, and

support to students through more encouragement and opportunities to ask questions and discuss ideas and opinions.

As a result of their participation in the USAID programs, all alumni increased their knowledge, and in some cases, their understanding of prevailing international standards and procedures including procurement, statistical analysis, use of log frames, and financial management.

Key to graduates' success when they returned to work was their increased awareness of alternative working styles, for example, reaching group consensus, listening to different views of stakeholders, and understanding the value of "soft" investments to improve quality, and working collaboratively in teams.

c) Organizational Impact

Study Question #3. Have institutional changes occurred?

Both US-trained and Indonesia-trained alumni of the graduate scholarship program contribute to continuous organizational change. Of the 75 graduates who participated in the IDIs, 37 (50%) described the institutional changes they have effected on return to work.

Reactions

Whether trained in the U.S. or in Indonesia, alumni described how they work collaboratively, relying and drawing upon personal changes related to their study experiences and enabling them to effect organizational change. Reactions reported by graduates included:

- "Opening up my mind to how important it is to understand different opinions";
- "Gaining public speaking skills to be able to advocate for change";
- Building greater "self-confidence to express ideas and thoughts more openly and freely";
- Improving "research skills and project proposal writing skills";
- Developing comparative analysis skills "to identify and improve what needs to change by applying and adapting the best practices [of others]"; and
- Improving management skills, including "how to make better schedules and distribute responsibilities to other colleagues."

One alumnus who had studied in the U.S. summed up his personal experience this way: "It changed my mindset to be more flexible in dealing with co-workers, to know the values and beliefs that [I want] to stand up for, and to get more people involved in decision-making." When working together in this way to learn from difference, alumni not only have continued to increase their "personal mastery," but they also have changed their "mental models" of how things work.²⁴

Learning

As a result of their changed mindsets, graduates who have successfully contributed to organizational change have been able to draw upon and apply the knowledge and skills acquired during graduate study to solve real workplace problems. These have brought about significant change leading to institutional impact. Changes in how they work have included, for example, rotating the role of team leader among all team members; sharing knowledge and skills through collaborative group learning with peers to learn from each other in areas where individuals "did not know too much;" applying their learning to solving emergent workplace problems together;

²⁴ Senge (2006) *The Fifth Discipline: The Art & Practice of the Learning Organization*, New York: Doubleday.

and focusing to a greater degree on governance issues related to policy development to gain a better understanding of the implications of a policy for all stakeholders.

Other changes include:

- Increased coordination across ministries;
- Development of more in-depth export training for continuous improvement in the process, increasing success for small and medium-size export enterprises;
- Initiation of a new unit within a ministry "to replace bureaucracy and implement collaboration";
- Increased use of research to advance evidence-based policy development;
- Development of new tools for calculating and standardizing medical service fees;
- Development of better latrine systems for less-populated islands off the coast of East Java;
- Increased involvement in professional associations through, for example, website development; and
- Design of a new pilot family education program, contributing to a new national policy on tobacco control and the banning of cigarettes.

Behavior

Determination of success of alumni to effect change was most often related to one or more of the following three factors:

- Extent to which the alumni have transitioned successfully from a highly-structured graduate study experience to a less-structured workplace;
- Placement of the alumni in work: in a more horizontal structure versus a top-down, more authoritarian structure; and
- Roles played by alumni on return to their respective work organizations.

In stark contrast to the institutional impact of half of the interviewed alumni, four IDI participants (five percent of all those interviewed) identified workplace impediments to effecting change that they wanted to implement and described related frustrations. When their office function changed, two graduates reported being placed in sections that did not relate to their background so their jobs "were no longer challenging." Another alumna described how she "would like to have more impact and take more initiative," but sometimes her supervisor "holds me back," allowing her "to make only a small impact." In the fourth case, a graduate said that although he could apply his knowledge and skills to do about 80% of what he wanted to impact, "I still cannot [achieve] the other 20% due to organizational conditions and rules."

In contrast to those graduates whose work is contributing to constructive change, one alumnus observed: "Many people enjoy the comfort zone because they don't understand their organization's goals and because [they] lack understanding in management. They do not play a role model for others." On the other hand, most of the alumni working in areas of need where they are making an impact expressed the hope that USAID would continue to fund scholarships to address significant development issues related to public health (a critical issue for Indonesia according to the interviewees engaged in that sector), to trade development (an important means of job creation according to the interviewees), and to economic policy, the education needed to work most effectively in the country's national development planning ministry, BAPPENAS.

Results

Institutional impact of the graduates is reduced without a cohort of self-defined change agents who are able to create what Zitter and Hovee²⁵ call "hybrid learning environments" that closely connect formal learning from graduate study to workplace experience, thereby emphasizing the social, collective and contextual nature of learning in a community of practice.²⁶ The sub-title of Zitter's and Hovee's working paper, "Merging learning and work processes to facilitate knowledge integration and transitions," expands on this point. In this tracer study case, hybrid-learning environments bridge graduate study and the realities of the workplace by holistically integrating the theory of graduate study with workplace practices to solve real world problems.

Adopting this kind of proactive, integrative perspective has motivated and engaged some graduates to identify long-term national needs and frame personal visions of the roles they anticipate playing to achieve bold, audacious goals. These include becoming an expert in maritime coastal law in order to lead Indonesia to prominence as a maritime economy; contributing to the goal of provision of universal healthcare, envisioned by one alumna as developing a 'pay per month per member' (PMPM) model, and by another group of alumnae as improving community health services related to diseases including tuberculosis and malaria; improving lawmaking processes by expanding public participation to meet societal needs; establishing model elementary- and secondary-level schools to demonstrate best practices for improved basic schooling; developing cyber law; and applying broader insight and interpretation to environmental issues and policy.

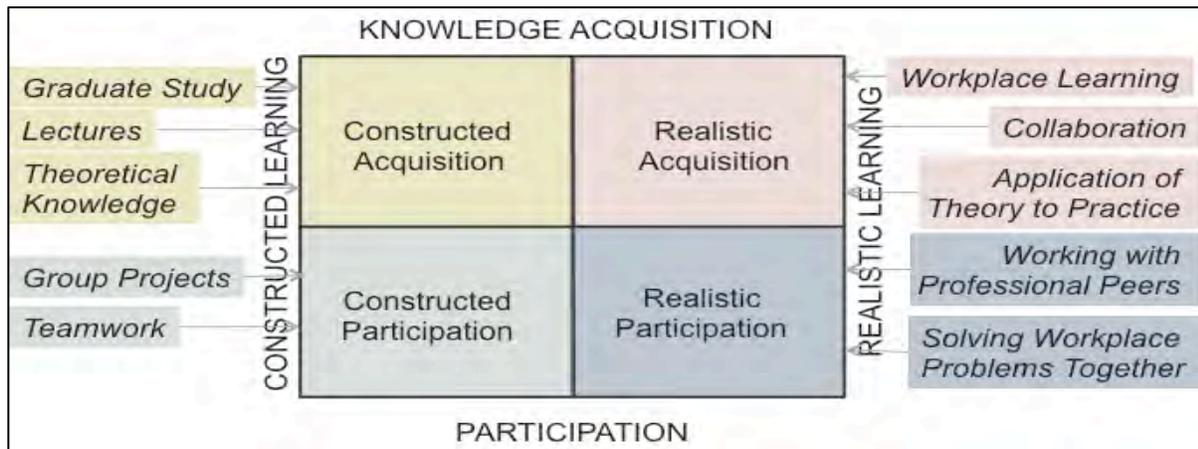
Based upon the work of Zitter and Hovee, Figure 12 illustrates the accomplishments of 50% of participants interviewed face-to-face. They have created hybrid-learning environments conducive to change for themselves and their peers as they work in communities of practice. The figure's vertical axis represents knowledge acquisition-participation and the horizontal axis is constructed-realistic learning. These two axes create four quadrants that define hybrid-learning environments and identify exemplary alumni activities related to each quadrant.

In knowledge acquisition, knowledge is a commodity to be acquired by individuals, in this case both through graduate study and in the workplace. In participation, learners interact as members of a professional community in a hybrid-learning environment, both constructed and realistic learning merge. In the lower left quadrant, learners collaborate through group projects and teamwork in the classroom whereas in the lower right quadrant they are immersed in real problems in their workplace or practice environments. The two left quadrants represent formal learning constructed in formal educational settings, and the two right quadrants represent workplace learning in real settings.

²⁵ Zitter, I. and A. Hovee (2012) *Hybrid Learning Environments: Merging Learning and Work Processes to Facilitate Knowledge Integration and Transitions*. OECD Education Working Papers, OECD Publishing, 4

²⁶ Lave, J. and E. Wenger (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press

Figure 12 Model for Hybrid Learning Environments: Integration and Merging of Learning and Work



In addition to encouraging the self-development of alumni and others, collaborative group learning has also served as a catalyst for institutional change, illustrated by the preceding examples. By being more collaborative in sharing knowledge and working together as teammates, the graduates affected their core learning capacity to understand complexity and to use what Senge calls "systems thinking" toward institutional change. A benefit of group learning for the alumni has been to develop a stronger voice for changes in organizational processes and systems. Their collaborative mindset undergirds the capacity of 50% of the alumni to create and work in a hybrid-learning environment where they have been able to create institutional impact.

Besides their own self-development, this study also found that both groups of the respondents showed strong willingness to cooperate and collaborate with their colleagues. While this number was relatively high even before the program, it increased significantly after the program. Among Indonesia-based graduates, 88% stated that they were willing to share what they had learned with their peers. The number was even higher for the US-based graduates: 95% said they were willing to do so (Table 17).

In line with such willingness was action; all of the Indonesia-based graduates stated that they collaborated with their colleagues. This figure was likely high because the majority of them were trained in cohort programs in which people who already were colleagues were trained together. Nonetheless, almost all of the US-based graduates also said they worked hand-in-hand with their colleagues. Such increases in the willingness to share knowledge and to collaborate would also incite further self-development of the recipients' colleagues and hence, the impacts of the scholarship programs would not be limited to only the recipients themselves.

The graduates' stories of experience in Appendix 3 demonstrate how they questioned current practices and challenged others, shared and integrated different perspectives in their teamwork, and framed and reframed their goals and objectives as the context of their work changed. In summary they succeeded in:

- Implementing more collaborative, decentralized management systems that have increased efficiency and fostered participatory learning by bringing colleagues together as co-learners working as a team of equals, regardless of position;

- Improving organizational systems, including project design, research and application, planning and management, and restructuring that leads to improved capacity to deliver programs; and
- Improving coordination and information-sharing among different departments and agencies, such as inter-ministerial discussions to agree on priorities, timeframes and indicators.

These benefits have accrued to both US-trained and Indonesia-trained graduates.

Table 17 Sharing and Collaboration with Colleagues Before and After the Program

Attribute	GRADUATED IN INDONESIA					GRADUATED IN USA				
	Before Program		After Program		T-test	Before Program		After Program		T-test
	T2B	Mean Score	T2B	Mean Score		T2B	Mean Score	T2B	Mean Score	
I share what I have learned with my colleagues regardless of their position.	69%	3.72	88%	4.23	6.74*	71%	3.75	95%	4.43	8.32*
In my work I collaborate with my colleagues.	98%	4.26	100%	4.46	4.46*	89%	4.13	97%	4.44	4.49*

* $p < 0.05$

d) Policy Impact

Study Question #4: Has the graduates' work influenced policy development and adoption?

Seven of the 75 alumni (9%) participating in IDIs identified their motivation to return to graduate studies as policy-related; almost half of the participating graduates (30 of 75, 40%) discussed policy-related aspects of their work. Based upon years of employment since receiving their degrees, Cohort 1 alumni have worked as long as 30 years while Cohort 2 alumni have worked as little as eight years. The data collected in this study indicate that the total length of career is more relevant to participants' engagement in policy development and enactment than the TST originally thought would be the case. Location of study, however, was not significant for participants who were engaged in various aspects of policy development, since virtually half of those reporting involvement in policy development studied in the U.S. and the other half in Indonesia.

As the careers of alumni mature, however, so does their engagement in higher-level roles in the policy development process. Alumni in earlier stages of their careers are engaged in the initial stages of policy development, including identifying issues as they emerge in their daily work, identifying the processes to initiate policy discussion, researching issues, and drafting policy

papers to present findings to higher-level management. As alumni have advanced in their careers to more responsible positions, they engage in policy drafting, finalization, and adoption processes at the national level.

Preparation for policy work in the view of one graduate "must emphasize the competencies needed for policy development." One out of every five alumni stressed the importance of the following competencies:

- The importance of field data analysis and other research to support evidence-based policy development;
- The need for and benefits of comparative policy analysis often tied to international networks of contacts and to contacts through professional associations and international conferences from which their informal learning transferred to their work;
- Planning and formulating effective policy using tools such as statistical analysis; and
- Working collaboratively within and across work groups, and across ministries in some cases, emphasizing the importance of collaboration for effective policy analysis, development and adoption.

Half of the alumni interviewed reported that they now are engaged at all levels of the policy development process. A number of those interviewees stated that they are working at the national government policy level where comparative policy analysis is critical to their work in six policy areas:

- IT regulation and cyber law;
- Public health policy: tobacco control, tuberculosis medication control and financial models for national healthcare insurance;
- Environmental policy: water resources and protection of biodiversity;
- Traffic safety policy;
- International trade policy: imports and exports, commodity price stabilization; and
- National education reform policy.

In addition to working at the national level, other alumni reported policy involvement at three other levels of governance:

- Provincial level: adopting standard operating procedures for animal disease control and intervention, and developing recommendations for monitoring and evaluation of policy implementation;
- Local government level: supporting small businesses and tourism; and
- Organizational level: adopting school curriculum policies.

More than a quarter of the graduates engaged in policy-related work emphasized the need for evidence-based policy development and two others emphasized the need for fairness to all stakeholders impacted by the policy being developed. One graduate emphasized the challenging nature of fair policy development in this way: "The Ministry of Agriculture should not only think about farmers, and the Ministry of Trade should not only think about the customers. They should think about the whole picture at the same time: farmers and customers."

In collaboration with four other countries, one alumnus is developing a think-tank model for developing countries for the purpose of creating "an evidence base to inform policy development." Another interviewee noted that sometimes very small changes in policy could produce a major impact. For example, if a policy is well designed, it can have a major impact on small business. In one case, stopping importation of batiks from China has created many jobs for batik producers in many parts of Indonesia.

The above findings emphasize two realities:

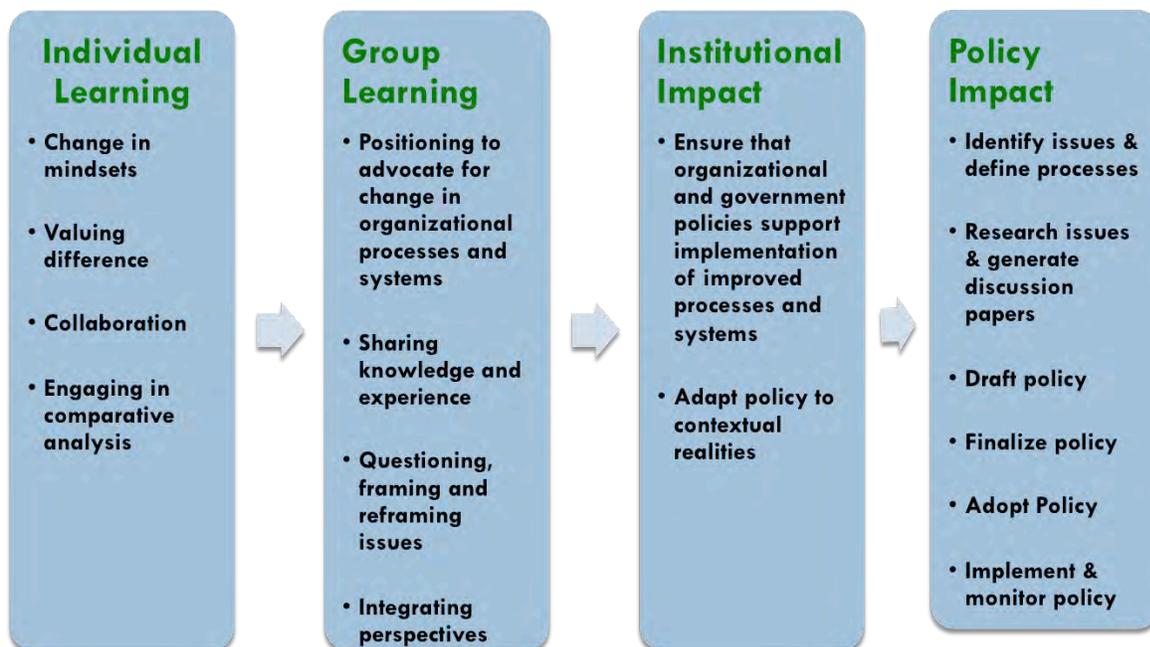
- Policy impact is a long-term outcome of human capacity-building of high-potential professionals in a hierarchical system of government; however, to develop the best policies requires collaboration across departments and ministries.
- Great potential exists for those engaged in policy development processes at the front end of the development cycle to contribute to drafting, finalizing, adopting and implementing policies as their careers mature and they move from middle management to higher-level positions with increased responsibilities.

e) Comprehensive Impact

The development impact of USAID participant training relies upon individual and group learning to create organizational and policy change.

Figure 13 illustrates the composite impact of the scholarship programs on the alumni as individual and group learners, on the organizations where they work, and on the policy environment. Individual learning and group learning are the platform for organizational change. Prominent aspects of their learning include changes in mindset, valuing difference, and engaging in comparative analysis. As a result of collaboration, group learning is just as prominent. The TST found that virtually all of the alumni are working on or leading teams.

Figure 13 Developmental Continuum: Individual and Group Learning to Organizational and Policy Impact



One benefit of group learning is positioning group members to advocate for change in organizational processes and systems to make them more efficient and effective. When a group of professionals integrates their perspectives, the whole is greater than any one of the parts. Group learning holds the potential to catalyze organizational and policy impact by contributing to organizational and government policies that support the implementation of improved processes and systems. Thus, groups are positioned with a stronger voice than any one person's to make recommendations for adapting practices and policies to changing contextual realities.

V. Conclusions, Recommendations and Suggestions for Future Programming

Conclusions

The findings of this study suggest that investment in long-term graduate study has had several immediate and intermediate outcomes:

- Short-term, increased knowledge and skills;
- An expanded awareness of a greater range of skills that contribute to the “big picture” of professional competency. These move from technical competency to more integrated insight into and appreciation for the many moving parts and interrelationships among development, society and the diverse elements needed for effective impact and leadership in any field;
- Increased understanding of the benefits of collaboration and group learning;
- Increased understanding of the value and need for research to inform evidence-based decision-making;
- Stronger cultural and political ties with the host country (for U.S.-trained alumni); and
- Greater recognition of the need for continuous learning throughout one's career and life.

Longer-term, the abilities of graduates to apply their skills and insight and access the networks acquired through the long-term overseas experience result in frequent impact on the organizations where they work and on national, regional, and local policy interpretation, development and implementation.

The latter finding, however, can only be confirmed for USAID graduate study alumni from Cohort I who have been in their career tracks for two or more decades and have moved up in career experience and seniority. Those alumni studied in the United States and consistently attributed much learning and insight into the cultural context and non-academic experiences they had in tandem with their academic pursuits. Whether similar impact can be imputed long-term to Indonesia-trained alumni remains to be seen as the alumni of those programs all date from fewer than ten years since their degree completion.

Recommendations

1. Continue USAID long-term participant training.

The effectiveness of the graduate study investment was confirmed consistently not only by the alumni of all programs themselves but also by the supervisors or colleagues encountered by the Tracer Study Team. Those individuals helped the TST understand their USAID-trained colleagues' performance, attitudes and acquired competencies through the PT experience. Short-term program impact, as reported above, is revealed in several ways:

- Improved knowledge and skills in the field of study that often is broadened and deepened through graduate study, an impact that very rarely occurs with short-term courses or workshops. Many alumni expressed appreciation for the contributions of collaboration, diversity, difference, and research to their learning and capacity for comparative analysis.
- Enhanced credibility, reported consistently by graduates (as did some of their colleagues and supervisors) in work settings, along with increased self-confidence and self-efficacy.
- Opportunities for the returning alumni to develop a commitment to and potential for “making a difference” in communities and networks that go beyond their usual professional circles, demonstrated as creative, impactful and respected benefits to personal, community and national beneficiaries of such innovations and initiatives.

2. Consider the value of structuring cohorts for future participant training, particularly for groups of people who work in the same organizations.

As already noted in the discussion of Question 3 on organizational impact, group learning holds the potential to catalyze organizational impact by harnessing the collective intelligence of a learning group. The participants who have experienced their education with peers in the same program have continued to be supportive of each other on the job and personally as reported, for example, by most participants at the Ministry of Trade, by the Sanata Dharma University/ Loyola University education cohort, and by the University of Washington Law School colleagues.

3. Consider inclusion of families for US-based scholarship study.

The most consistently reported recommendation from US-trained alumni was that the USAID Indonesia policy against accompanying dependents should be revised, allowing trainees to apply for J-2 visas for immediate family members to accompany them on over-seas study tours.

This program policy adjustment would put USAID PT programs in line with the policies for other U.S. government-funded scholarships for graduate study or mid-career training (Fulbright and Humphrey Fellowships), as well as with the three other major graduate scholarship offerings for Indonesians: the Directorate for Human Resources, Directorate General of Higher Education (DIKTI), Indonesia Endowment Fund for Education (LPDP), and AusAid. Some recipients reported that they thought in some cases applicants had not applied for an award or had refused one when offered it on the basis of this current policy.

While the burden still would remain on the scholarship recipient to cover costs and provide proof of sufficient available funds to cover family members' U.S. stay (estimated at 50% of the

trainee's monthly stipend pro-rated for the proposed length of stay), the current ADS policy stipulates: *Each Mission must establish a policy governing all aspects of dependent certification, including criteria for the approval of dependents. Missions may permit EVs to bring family members to the U.S., either for an EV's full duration of stay or for short visits, only if the EV has sufficient personal financial resources to cover related expenses.*²⁷

4. Reinforce post-program professional support through ALPHA-I.

In general, the alumni in this study already connected and supported through the ALPHA-I alumni association (typically recent alumni of the HICD and PRESTASI scholarship programs) were appreciative, professionally stimulated, and highly supportive of the association's initiatives, meetings and resources. However, alumni of other USAID programs rarely mentioned any engagement with ALPHA-I or even knew that it existed although the organization was founded four years before this study. While ALPHA-I is still in a developmental phase, outreach to and support of all USAID PT alumni is strongly recommended by the Team on the basis of consistent alumni reports.

To expand professional support, three of the most frequent suggestions from alumni are:

- a) Continue professional membership support after completion of the scholarship through grants for membership in professional associations.*

Time and again, the alumni interviewed pointed out the richness of their programs' support for their professional interests and networks. Often they cited USAID's support for attendance at professional conferences, provision of special speakers or seminars (in the Indonesia-based programs), and memberships to professional or academic associations related to their fields of practice as valued benefits of the scholarship. However, such support generally ended as soon as the scholarship ended; alumni frequently mentioned the extension of such support as a benefit that would be highly appreciated.

While the costs in U.S. dollars may be a very modest investment for USAID, the equivalent expense to returning alumni in IDR was cited by many as a roadblock to their continued membership and activity in international professional networks that could contribute to new learning and increased capacity for comparative analysis related to their work. As noted in the section on policy impact, building international networks of peers working in related areas can contribute, for example, to building capacity for comparative policy analysis.

- b) Offer short-term courses for alumni in critical skill areas.*

This suggestion came from numerous participants during their IDIs. Courses which complement and strengthen their graduate study can reinforce effectiveness and provide a substantive opportunity to bring alumni together regardless of their prior cohort or scholarship program, thus reinforcing the network and impact of the alumni overall. Among the short course training that alumni requested were management skills, leading effective teams and attendance at

²⁷ See Appendix 6 ADS 252.3.4, "Visa Compliance for Exchange Visitors".

regional workshops across ASEAN countries allowing professionals in similar fields to compare and collaborate across countries.

c) *Expand the reach of ALPHA-I to all PT graduates and keeps alumni records up-to-date.*

The funding and staffing provided for ALPHA-I are far beyond the average of that given to other alumni programs encountered by the Team at other posts. USAID Indonesia has an excellent opportunity to serve as a model worldwide for investment in alumni tracking, support, and mobilization towards a broad range of country development priorities. Through this tracer study, ALPHA-I now can benefit from an accurate, well-researched alumni database through which to begin more comprehensive outreach.

5. Internships and work attachment experiences overseas are recommended for future Indonesia-trained scholarship programs.

Those who studied in the U.S. through their USAID scholarship emphasized the multiple benefits to their careers through experiencing a different culture and mindset. Some of the alumni who had studied in Indonesia and were working in international trade actively sought work-related opportunities to travel to other countries but the number of such opportunities are limited. Such experiences, for example, could provide a better understanding of U.S. markets related to Indonesian commodities and products being analyzed for export potential.

6. Provide a comprehensive series of workshops to build alumni identity, initiated before the training program begins.

The ALPHA-I alumni association and regional conferences have the potential to enable continued contact with participants. To build such long-term identity as an alumnus, the lifelong alumni concept should be integrated not only into “welcome back” re-entry events, but also into recruitment presentations, during pre-departure events, and during training seminars and other offerings designed to meet their work-related needs. Even the recruitment of younger participants predominantly in the 21-30 age range as compared to the 31 to 40 age range of the 2007 to 2009 group as reported in the PRESTASI I final report²⁸, “...is a positive indication of the long-term impacts that PRESTASI-2 scholars will be able to contribute to Indonesian institutions, as the younger scholars have longer careers ahead of them.”

7. Give the USAID Participant Training graduate scholarships a global brand.

Just as with other high-prestige scholarship programs of renown (Fulbright, Rhodes, and Commonwealth, among others) USAID should consider the long-term graduate scholarships as an investment in a *global network of excellence in development*. Program names are not a global brand. Such a brand is broader than a program name; it is an umbrella identity that will include all USAID scholarship programs worldwide, past and present.

This study has confirmed that these scholarships do yield immediate results in participants’ technical competencies, raise their credibility with supervisors and peers, and produce a more rounded and critically aware individual whose vision and creativity clearly have expanded to value and explore difference.

²⁸ Indonesian International Education Foundation (2012). *Prestasi Final Report*. Jakarta: IIEF

Long-term, however, the same investment offers an opportunity for enlightened leadership, policy reform and stronger ties with the U.S. if the investing agency continues to support and sustain the alumni relationship through connection, recognition, updating of skills and networks, and promotion of opportunity on a regular basis. Such benefits go far beyond the initial outcomes of a given USAID project that awards scholarships, and as such, the graduate scholarship experience should be recognized as a long-lasting and common brand across USAID.

8. Stress accountability with employers on use of scholars' post-PT training.

Happily only a handful of interviewed alumni stated that they had limited use of their graduate training in their current job assignment or role. The several alumni did report this reality suggests that a process of engagement with employers should be in place to justify the need for the individual's training in their current or future career track and to ensure that that the training received will be put to good use.

The Team's exploration of the just-launched PRESTASI 3 scholarship program indicates that this new program is already planning to pursue this type of engagement with employers prior to making a scholarship award. Pending the impact and outcome, the Team recommends that this approach be considered as a standard practice for all future training awards.

9. Consider meeting with other providers of scholarships for collaborative learning.

Although the organizations interviewed acknowledged the reality that all of the Indonesian participant training programs are competitors for the best students in the country, many also emphasized the potential benefit of collaboration to learn from each other's experience.

Suggestions for Future Programming

1. Initiate and standardize data collection and updating.

Building on the integrated alumni data base created by this study, future tracer studies should be easier and less costly, especially if the regular and continuous updating of participant contact information is integrated into the routine procedures of current and future scholarship programs and of ALPHA-I. Reliable coordination of such data between implementing partners and ALPHA-I should be included in scholarship program scopes of work.

2. Tracer studies are most effective when they are performed on a regular basis, ideally every three to five years.

The Tracer Study Team observed this effectiveness through published studies of graduate study scholarship programs by AusAid and the World Bank. These organizations continuously track and follow up with their graduated trainees through tracer studies every three to five years, respectively. While the investment and effort required to undertake this first tracer study for USAID-funded graduates were considerable given the lack of previous studies and the two-decade window of time to be covered in this study, future costs should not be as high since the systems and contact information should be available if USAID adopts this recommendation.

While large numbers of graduates typically are contacted later on a random sampling basis, contacting the same recipients on a regular, purposive basis over time would be a useful exercise in order to understand their career pathways and long-term impacts of the training investment. From the perspective of the AusAid representative interviewed for this study, the benefit of this approach is a more cost-effective alternative to traditional longitudinal studies of PT alumni that are more costly.

3. Consider following up on Cohort 1 of the current study and add those findings to this study.

Schomburg²⁹ correctly predicted that studies involving older graduates for the first time are the most challenging, since contact information is hard to obtain if not regularly updated. This reality was the case with this tracer study, and in fact the response rate with Cohort 1 (1995-2006) was much lower than with Cohort 2 (2007-2013). Consideration of a “Part 2” study with Cohort 1 may be useful, structuring such a follow-up so that local staff can locate these graduates in advance of any specialist short-term technical inputs to interview these alumni and expand the knowledge collected about them in this study. The Team’s experience suggests that with more time, locating most other participants from the Cohort 1 alumni outside of those already identified by this study would probably occur.

4. Integrate alumni awareness into the program and its network of alumni up-front, during and at the conclusion of their studies.

The importance of a graduate study experience in a professional’s life should not be underestimated. At this point in one’s self-development and career, the impact of the study experience should be anticipated in advance of its taking place. The introduction to potential applicants and newly awarded recipients to the concept of a life-long identity with the scholarship program, the benefits, opportunities and networks should be a seed planted well before the trainees embark on the academic journey, and nourished continuously upon their return to work.

To build such long-term identity as alumni, the lifelong concept should be integrated into recruitment presentations, during pre-departure events, during “welcome back” re-entry events, and during training seminars and other offerings designed to meet their work-related needs.

²⁹ Schomburg, H. (2003) *Handbook for Graduate Tracer Studies*. Center for Research on Higher Education and Work, Kassel, Germany: University of Kassel.

APPENDICES

Appendix 1: References and Bibliography

Appendix 2: Project Scope of Work

Appendix 3: 'Who's Who' Participant Profiles

Appendix 4: Work Plan Calendar

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Appendix 6: ADS Chapter 252.3.4

Appendix 7: Additional Data Tables

Appendix I: References and Bibliography

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Appendix 2: Project Scope of Work

USAID/Indonesia Tracer Study of USAID/Indonesia

SECTION C – DESCRIPTION/SPECIFICATIONS/STATEMENT OF WORK

I. Background

Training has long been a key component of the U.S. government's development program in Indonesia. USAID/Indonesia has implemented the Participant Training program, higher education scholarships and short-term training programs for over 60 years. Since its inception in 1951, the Participant Training program has supported Indonesians pursuing higher education opportunities, thus contributing to human resource development in Indonesia. In its sixty years of existence, more than 325,000 Indonesians have participated in long- and short-term USAID-funded training.

In 1997 the Participant Training program was closed due to the new direction of USAID. However, in 1998 training was started again under the management of the USAID/Indonesia Economic Growth Office, supporting approximately 190 students to obtain master's and Ph.D. degrees in the U.S. and in Indonesia through various projects, such as the Economic Law and Improved Procurement System (ELIPS), the Regional Economic Capacity for Decentralization under a Cooperative Agreement with the Georgia State University (GSU), and a master's program in International Trade Policy and International Law through the Indonesia Trade Assistance Project (ITAP).

In 2005 USAID/Indonesia recognized the need to invest in long-term degree study, predominantly at U.S. universities, and therefore designed the first umbrella participant training project, the Human and Institution Capacity Development (HICD) Project. With this project USAID/Indonesia sought to improve the performance and leadership skills of Indonesian professionals, which was expected to promote development in Indonesia. The content and structure of HICD was based on broad consultations with the Mission's technical officers, USAID/Washington staff, lessons learned from past programs and best practices from training projects implemented by other USAID missions. HICD was designed to support all USAID/Indonesia Assistance Objectives.

The HICD Project was started in 2007 and fully implemented in 2011. The project trained a new generation of Indonesian public and private sector leaders in economics, health, environment, management, and leadership. Training included advanced degree programs and short term training such as conferences and study tours. Training took place in the United States, Indonesia, and third countries.

The HICD program ended in 2011. It was replaced by the PRESTASI I (Program to Extend Scholarships and Training to Achieve Sustainable Impact) which ran during 2011 and 2012. PRESTASI I was followed by PRESTASI II which began in 2012 and is slated to run until 2017. The Mission also currently sponsors a number of other advanced degree training programs including the ITAP, SEADI and Dual Master's Degree in Applied Economics supported by the Economic Growth Office, the C4J and E2J programs sponsored by the Office of Democracy and Governance, and the US-Indonesia University Partnership Program, which includes scholarships.

The support of Indonesian students in American universities has been and continues to be a powerful tool in building support for the U.S. values, promoting greater understanding between both countries, and developing leadership skills. A significant number of Indonesians who were educated in the U.S. currently hold prominent positions in Indonesia. They include ministers,

director generals, ambassadors and leaders of firms and institutions. The tradition of using educational exchange programs to foster mutual understanding between the people of Indonesia and U.S. continues to be a high priority of the U.S. Government. Supporting and providing range of education training opportunities for the Indonesians was further elevated by a long-term commitment of partnership by Presidents Obama and Yudhoyono in 2010. As part of the Comprehensive Partnership, the two presidents agreed that education would be the top priority. President Obama specifically called for new initiatives to double the number of educational exchanges between Indonesia and the United States by 2015. In response, there has been an increase in U.S. government-funded scholarships for study abroad and research in Indonesia. USAID/Indonesia continues to support the tradition of participant training and human capacity development by providing opportunities for academic degrees. The principle aim and goal of the USAID scholarship program is to help Indonesia meet their needs for skilled manpower in order to meet their most important development needs. Specifically, through the PRESTASI program, USAID provides training to strengthen and expand the base of skilled, high-performing professionals and institutions in Indonesia's public and private sector.

Key focus areas include but are not limited to Basic and Higher Education, HIV/AIDS, Infectious Diseases, Maternal and Child Health, Sustainable Management of Forests and Marine Ecosystems, Clean Energy, Climate Change Adaptation, Science and Technology, Economics, Entrepreneurship, and Democracy and Governance. Participant Training programs seek to identify highly qualified individuals with leadership potential and demonstrated commitment to the development of their community and country through achievement, conscientiousness, and forward, innovative thinking in their respective areas of expertise. The USAID program scholars contribute to the integral development of Indonesia by returning to Indonesia and applying the knowledge and skills acquired through their studies.

II. Purpose of Study

The USAID/Indonesia intends to conduct a Tracer Study on the Mission's participant training programs with a particular focus on long-term degree programs. The purpose of the study will be to trace and assess the merit and value of USAID's investment in higher education scholarship in Indonesia. Specifically, it is expected that the study findings will: a) determine how participants are applying newly acquired skills, knowledge and insights in their work place; b) inform future training program decisions within the Mission, and more broadly in other parts of the Agency; c) strengthen Mission capacity to conduct future evaluations of training; and d) potentially, strengthen on-going alliances between the Mission implementers and other stakeholders.

The audience of the Tracer Study report will be the USAID/Indonesia Mission, specifically the Education Office, the PRESTASI implementing partner, the Indonesia Endowment Fund Agency (LPDP), the American Indonesian Exchange Foundation (AMINEF), the Coordinating Ministry for People's Welfare of Indonesia (KEMENKOKESRA) and the Directorate of Higher Education of Indonesia (DIKTI). Upon request, USAID will share the report with other interested GOI ministries.

As the final cohort under the current PRESTASI II begins its studies in 2015 and with start-up of the new PRESTASI 3 project, it is critical that USAID examine the results of its long-term investment. The Mission intends to conduct this tracer study on the beneficiaries of long-term or degree programs. It will cover the period from year from 1995 until 2012. The objectives of the study are to:

- Assess the achievements and impact of a representative sample of graduates across various disciplines and areas of study.
- Assess how other factors such as area of origin, ethnicity, quality of prior academic training, degree of support by employers may affect learning outcomes.

- Identify the impact of U.S. education -- if these have enhanced their professionalism, technical capacity, leadership ability and benefited their careers.
- Identify the impact on the institutions, ministries, universities, NGOs, private and public sectors where the graduates work.
- Compile and analyze the opinions of graduates on the relevance, quality and utility of their respective education in their work.
- Compile and analyze, if possible, the current economic condition of the individual who have earned the advance degrees in the U.S. and compare those data with data from graduates who have earned advanced degrees in Indonesia.
- Make recommendations on how participant training programs should be different in future based on findings above.

This will be USAID/Indonesia's first tracer study. Because of data limitations the study will employ a mixed-methods approach. The Mission therefore encourages the offeror to propose a variety of approaches in developing this tracer study. It is expected to consist of a combination of surveys; site visits and focus group interviews and meetings with participants, employers, implementers and if feasible, other stakeholders; consultation with Mission and Embassy staff and a review of Mission documents. As a result, the offeror's proposal should include an analytical framework that describes the mix of methodologies the offeror expects to use.

III. Methodology

The contractor will propose the study methodology or mix of methodologies. The contractor will examine both quantitative and qualitative approaches. Because of the variety of methodological options and data limitations, the design of the methodology should be closely coordinated with USAID in order to ensure that the design represents an optimal research approach. USAID expects at a minimum the evaluation team will:

1. Trace alumni in terms of the impact of the training on their social, economic, career development and community involvement;
2. Conduct a desk study/review of existing relevant data/documentation;
3. Interview relevant USAID staff (USAID/Indonesia participant training staff and technical offices), scholarship beneficiaries, and other Indonesian and donor institutions providing scholarships;
4. Conduct a field trip visit and interview a representative sample of graduates and employers.
5. In designing the methodology and in preparing the expected outputs of the study, consideration should be given to role of gender.

An attempt should be made to disaggregate the results by gender as well as other relevant demographic and geographic factors.

IV. Composition of the Evaluation Team

Offertory must provide CVs for two key positions outlined in this RFP: the Tracer Study Team Leader and two Tracer Study Experts.

Tracer Study Team Leader: The Team Leader should possess graduate-level degree (Ph.D. or master's degree, or Indonesian equivalent, S3 or S2) in education, social sciences, or a related relevant field. The Team Leader should also have a minimum of five years of working experience with graduate scholarship program evaluations, ten years of working experience with graduate scholarship activities, knowledgeable of USAID scholarship policies as described ADS 252 and 253, and prior experience work in Indonesia.

Tracer Study Experts: The two tracer study experts should possess graduate-level degree (Ph.D. or master's degree, or Indonesian equivalent, S3 or S2) in education, social sciences, or a related relevant field. The two tracer study experts should have a minimum of seven years of planning and conducting tracer studies. Each must also have a solid track record in undertaking national level surveys, specific skills in evaluation methodology and planning, and managing teams in primary data collection. Experience working in Indonesia is preferred. In addition, the tracer study experts should have specific skills in gender analysis and be knowledgeable about ADS 252 and 253.

Beyond those two key positions the Offer or is encouraged to propose any kind of personnel structure deemed appropriate to conduct the work outlined in this SOW. The team leader and two tracer study experts must be approved by USAID/Indonesia. The tracer study team will work under the overall direction of the Team Leader. All team members should have experience in conducting evaluations in developing countries and have excellent analytic ability and writing skills to be able to contribute to day-to-day problem solving, technical questions, etc.

The full composition of the tracer study team and the roles of the Tracer Study Team Leader, the Tracer Study Experts and other team members should be defined and delineated in the Technical Proposal. The contractor is responsible for identifying, contracting, and obtaining the services of the professional services/support staff of the Tracer Study Team members. USAID/Indonesia can suggest contacts for identifying local team members.

V. List of Documents for the TST to Review

The TST shall familiarize itself with USAID and project documents. The following is a list of documents for the period of 1995 -2013 that will be forwarded to the TST for review prior their arrival in Indonesia.

- Final reports of: PRESTASI (Program to Extend Scholarship and Training to Achieve Sustainable Impact); SEADI (Support for Economic Analysis Development in Indonesia); and ITAP (Indonesia Trade Assistance Project);
- The current list of alumni;
- Scope of Work of the PRESTASI program including Amendments to the Scope of Work;
- The Agency's recent "USAID Evaluation Policy" report; and
- Copies of ADS 203, ADS 252 and ADS 253.

USAID Indonesia Participant Training Tracer Study 1995-2013: Participant Profiles.

Produced by JBS International
USAID Contract
AID-497-M-15-00005 Indonesia
Tracer Study

May 2015

Forward

From January to May 2015, USAID Indonesia commissioned a retrospective Tracer Study of the several hundred participant trainees who received USAID scholarships to pursue graduate studies at a broad array of universities in the U.S. and in Indonesia. These scholarships were part of several different USAID development projects over the 18 years of the study period (1995-2013). They sought to develop the professional capacity of Indonesian participants in a broad range of sectors: law, health, higher education, agriculture, the environment and trade, among others.

JBS International, USAID's partner for this study, published a Tracer Study Report providing the details, data, findings, and recommendations that the study yielded. This selection of profiles accompanies that study, providing brief overviews of several participants' own perspectives and voices on their participation in the program, their past and present work, their career pathways and the impact they have made on the organizations where they work and in policy development and enactment since finishing their scholarships.

Making an Impact on the Environment Through Minds as well as Technology

After ten years of service in the Indonesian public sector, “Kumala” pursued a dual master’s in Public Affairs and Biodiversity at Indiana University in the U.S. Midwest through USAID’s Human and Institutional Capacity Development (HICD) Program. She completed her degree in 2011. Earlier she had earned a BS in Forestry Management in an Indonesian university, entering the Ministry of Forestry for the first two years of her career before her subsequent eight years in the Ministry of the Environment. There she worked her way up to unit head for biodiversity before departing for her graduate studies. After two years back home, she was asked to head up the Ministry’s subdivision of environmental protection and management planning, her current position.

“I would estimate the quality of my academic preparation in Indonesia as very high,” Kumala told us. But through her U.S.-based graduate study, she gained far broader skills and insights than just academics. On a campus of nearly 50,000 students from around the world, she enjoyed the multi-cultural blend of classmates “I was one of only four Indonesians in my program, so that challenged my thinking and perspectives on the world and its management of biodiversity.” She took the opportunity the University offered her to do a double major in public policy along with biodiversity. This combination of fields has equipped her to manage broader issues and to master the required steps for developing new policy that her Ministry’s leaders call on her to formulate.

“I also find adapting to the different people I work with easier, based on my experience at IU. There we had to respect each other, collaborate with each other, and now I apply that to my work back here.” Kumala also gained a better understanding of individuals’ characteristics and to treat them on that basis “which I use now in my leadership of my own staff... I try to model open-mindedness, a quality that I learned through my U.S. experience.”

The academic climate at her U.S. university stressed academic ethics and did not tolerate plagiarism, “... an experience that inspired me to know how valuable our own ideas are. We need to respect other people’s products.” Since research and writing are among her regular responsibilities, this value is important to her in her work.

She further has advocated for the recognition and application of Indonesian traditional knowledge to national economic growth, an issue she has advocated for through an opinion editorial she recently authored for a major Indonesian daily newspaper.

Kumala also has assumed leadership for environmental issues in the USAID graduate trainee alumni association, ALPHA-I. Her team of environmental alumni has successfully launched several environmental awareness programs with secondary school students in the Jakarta area.

Taking Impact from the Virology Laboratory To Health Policy Improvement Across Indonesia and Southeast Asia

“Ni Nengah” is a clinically-trained physician. She completed her medical degree in Surabaya and practiced medicine on an island in East Indonesia for five years before joining the Health Research and Development Agency of the Ministry of Health in Jakarta. There she first undertook responsibilities in bench research for high-risk communicable diseases and after working several years, she was encouraged by her director to seek graduate study in virology, hopefully overseas.

Her biggest challenge in gaining an overseas scholarship was English language proficiency so when she learned her level was not sufficient to qualify, she spent a year taking English courses and preparing for the proficiency test. On her second try, she was successful, earning a scholarship from USAID through the Human and Institutional Capacity Development Program (HICD) for a M.S. in Virology from the University of Nevada.

Ni Nengah praised the coursework and additional laboratory skills she gained through the scholarship but found the capacities she gained beyond the coursework equally valuable to her future career. “Don’t worry about making a mistake! You will do fine!” was a frequent comment Ms. Nengah heard from one of her U.S. professors. She said this interest and encouragement from an instructor was a new experience for her, one that empowered her to take bolder initiatives, be confident and speak up more readily in courses and general interactions. This experience in open, expected, and frequent interaction with faculty and other students alike significantly boosted her English language skills, both in conversation and in writing.

Upon her return to Indonesia, she was soon promoted to Head of Laboratory Section, organizing and coordinating a team of 20 staff focusing on HIV and stem cell research. Because of her confident English skills and comfort with cultural differences that she gained through her U.S. study, she is frequently called on to host and lead collaborations with visiting foreign delegations and overseas research partners across Southeast Asia.

Cohort Training in Educational Leadership Far Exceeds Originally-Intended Impact

From a private university in Yogyakarta, “Agustinus” and “Dessy” were part of a cohort of graduate trainees including ten secondary school faculty members in the university’s network, funded by USAID to pursue graduate study at Loyola University. In partnership, the private Indonesian university and Loyola had jointly developed and presented a program in instructional leadership to USAID. The intention of the study program was to train the 12 individuals for their individual instructional roles and also to develop a team to upgrade the leadership capacity of all school leaders and senior teachers in the university’s secondary school network of some 15 schools.

Once the concept and proposal were approved by USAID, key Indonesian participants spent an initial two months in the U.S. with the university partner developing a tailored curriculum and capacity-building outcomes one year prior to the 12-person delegation’s departure to the U.S. in 2008-2009. “This program was developed in a very democratic way,” said Mr. Agus, “because we were directly involved and had a voice in what we needed to learn. The project ended with a program in leadership training for our schools back in Indonesia. It was directly aligned with our country’s need.” The delegation’s study was organized through USAID’s Human and Institutional Capacity Development Program (HICD).

Upon their return to Indonesia, the team soon went to work organizing and implementing school leadership workshops for participants across the university’s secondary school network as was planned. After a few years, the team’s training capacity and experience allowed them to initiate related projects far beyond the initially intended outcome.

The team’s first initiative was to reach out to another private university, an Islamic institution, with which mutual efforts resulted in development of new and improved religious school curricula. These efforts led to further collaborations and the university soon began to reach out to public secondary schools that sought to upgrade school leadership in their districts as well. A similar effort emerged in Yogyakarta between the private Jesuit high school and the local public schools, led by the principal and a faculty member who had participated in the program.

The USAID-trained team now regularly designs and delivers such school leadership workshops across Indonesia. USAID investment in educational leadership capacity in just a dozen schools now yields national impact in secondary schools in both religious and public systems.

Other participant trainees who went individually to the U.S. sometimes mention that they thought their considerable growth in insight and capacity was due partially to the experience of studying “solo” as a single Indonesian scholar among other students from the U.S. and other countries. However, when Agustinus was asked about this, he replied, “Our team’s collaboration and so much time spent together working on a well-developed project with clear outcomes that we all understood from the beginning allowed us to work very successfully on this plan.”

From Chemist to International Trade Economist

An undergraduate studying at the University of Indonesia, "Nina" trained as a chemist. Upon graduation she went to work at the Ministry of Trade. Schooled in the natural sciences where she used specific methodologies and equipment, she found that she could apply her skills in critical thinking and applied mathematics to understand the economics of domestic and international trade.

When she became aware of the ITAP scholarship opportunity through the Ministry of Trade, she applied and began her studies in 2007. Her interest in becoming more skilled in applying her background to the analysis of economic data and development of economic models motivated her application. During the program, she learned as much as possible to contribute to her work that required higher-level research skills. On a daily basis, learning from her USAID experience has informed all that she does to monitor and analyze commodity price fluctuations and stabilize them. As one of ten commodity specialists for the country, her mandate from the government is to monitor the commodity of chickens and eggs. "It is a very strategic role." Her research focuses on issues that the government needs to understand for commodity price legislation. The question she asks is, "What policies need to be developed to stabilize the prices?"

About her work at the Ministry of Trade, Ms. Nina reports, "I am learning continuously here. The Ministry provides learning on personality development, English language, teamwork, soft skills, and computer software such as Excel and PowerPoint." She also has benefited from short-term training and comparative analysis outside the country in Australia, the Netherlands, and Japan. In the research community where she works, she enjoys bi-weekly Friday meetings where members "present and defend ideas after [attending] training for mutual learning." She has published her research in the Ministry of Trade's scientific journal, books, leaflets, and in newspapers. She feels privileged to have been invited to participate in the monthly Sloan Foundation discussions where members, most of whom hold doctorates, learn from each other "to respond to the issues being researched and to propose and make policy recommendations."

Nina's interests and vision for Indonesia extend beyond trade issues: She is a person who recognizes her country's needs and works to address them through education for community service, a new field. During the coming year she will develop a model for small farmers to connect to the global market. She has found that imported eggs now sold in Indonesia as "fresh" are not as fresh as the eggs from small farmers could be once local eggs are processed in the new egg processing facility being built in East Java. The Indonesian Egg Association, which is building the egg processing facility, has invited her to become an advisor on "how to facilitate and bridge the small farmer to a small farmer cooperative". She anticipates that once the farmers are trained, the processed eggs will be of higher quality. A related challenge is to educate consumers that the processed eggs are fresher and of higher quality than imported eggs.

Motivated by her USAID postgraduate master's experience, her dream is to become a top economic researcher, a goal that she believes will require receiving a doctoral scholarship for more advanced training in economics. Her vision is to set up a foundation that "will focus on the men who work with garbage because their health is at risk and very few people pay attention to their welfare and sanitation. Local governments need to take on that responsibility."

"Position is not important for me. I want to make a difference for TB patients"

Although "Lucy" enjoyed her work at the National Tuberculosis Control Program, particularly interacting with patients in the field, she wanted to do more and believed that she could. Receiving a scholarship to study in the U.S. for her master's degree in public health changed not only her view of the U.S. but also the way she looks at Indonesia. "It was the best situation to compare different cultures and apply the strengths in some areas where you can identify and improve what's in need of change."

Before traveling for her scholarship, she viewed the USA as "very straight." She was surprised to experience a "very friendly school. The teachers encouraged learning and when I did not understand, the faculty helped a lot." After having experienced Indonesian higher education where lectures were the norm and learning the sole responsibility of the student, she appreciated the "strong links to the community in public health." These differences prompted her to ask, "Why is Indonesia like this?" and to think about changes that could be beneficial.

After she finished her degree, she reported, "I knew that I would come back to the TB program. I love the TB program and want to improve it." She explained that Indonesia is "fourth in TB burden worldwide." In her present leadership role to introduce a new World Health Organization (WHO) TB drug program to Indonesia, she has set up studies in three hospitals with collaborative research teams. She relies on collaboration and teamwork to deal with the issues related to drug-resistant tuberculosis. As a member of the international technical assistance team, she collaborates with other organizations and with the Indonesia National Agency of Drug and Food Control. In weekly or bi-weekly meetings, she and the team sit together to evaluate targets and goals that they have agreed upon; if they have not achieved them, they brainstorm to identify the barriers and how to overcome them.

"I learned the need for research in the post graduate program." Since returning home, she has emphasized the need to make decisions based on research. For that reason Ms. Lucy is optimistic that the new drug program will succeed. She feels the results will impact policy requiring mandatory reporting of infection and strict control of the issuance of the drug in order to avoid developing drug resistance to the new medication, a consequence of drug distribution to patients without required monitoring by health professionals.

An Advocate for NGOs

“Ismail” completed his undergraduate degree in Social Economy from Indonesia’s Institute of Agriculture Technology (IPB) in 1991. Then in 2002, he began his studies to earn a master's degree in Public Policy and Planning from the University of Indonesia. Because he later considered his master's program in Indonesia to be outdated, he wanted to refresh and update his knowledge in public policy. After seeing the USAID advertisement for graduate scholarships in the KOMPAS newspaper in 2010, he applied and began studies under a USAID scholarship (HICD/PRESTASI) to study for a second master's in Public Policy and Administration at the University of Missouri from which he graduated in 2012.

Mr. Ismail's main goal for studying Public Policy and Administration in the U.S. was to reinforce and refresh his knowledge of the field by experiencing and understanding more about the practice of public policy in the U.S. government system. Through his study, Mr. Ismail also sought to acquire a different perspective from which to build a network of professionals from other countries. The program he experienced was "extremely good in terms of the supporting facilities, including student housing, intensive use of IT in teaching and learning processes, and in communication with other students and faculty. The library and other resources were very conducive for students to be more focused in their studies.”

Since 1997, Ismail has dedicated his life to civil society and transparency through various advocacy engagements for improving and strengthening the capacity of local, regional, and national NGOs. He considers his greatest achievement to be a meeting with the NGOs in Timor Leste for financial and capacity-building support, providing them with new donors and knowledge. He is a Campaign and Advocacy Coordinator for Oxford Committee for Famine Relief (OXFAM) and works for his own NGO, Perkumpulan Prakarsa Riset dan Capacity Building, an association for research initiatives and for capacity building.

In 2001, with World Bank support, he helped the Indonesian National Planning Board (BAPPENAS) develop a biodiversity strategy and action plan for Indonesia. In 2003, he worked for OXFAM to develop a poverty-reduction and strategy document for Indonesian society and international NGOs. He has been organizing training for local and national NGOs in financial management strategies as part of his major advocacy activities.

Ismail is an active participant in national and international conferences. In 2013 alone, he provided capacity-building assistance to organizations in four Southeast Asian countries. He represented OXFAM Indonesia at a conference in Australia and later this year (2015), he will attend a learning advocacy conference in Istanbul, where he will present a paper on civil society in Indonesia. He also will attend a United Nations conference to ensure that the OXFAM document, “Post 2015 Sustainable Development Goals” includes the voices of the disadvantaged from various countries in the final draft before its ratification during the conference. A prolific researcher and writer, Ismail has published two books on lessons learned from his research in the Philippines, Vietnam, Indonesia, Pakistan, and Bangladesh as well as a study on the interaction between NGOs and the national economy.

A Pediatrician and a Lecturer

“Anita” completed her undergraduate degree in medicine from University of Indonesia (UI) in 1991 and became a pediatrician in 2007. After reading an announcement about USAID graduate scholarships, she applied and began studies for a master's degree in the Public Health Program at the University of Nebraska at Omaha under the USAID program, HICD/PRESTASI. She specialized in Maternal and Child Health and graduated in 2012.

Her primary motivation to study in the U.S. was to expand her knowledge about developmental pediatric clinics. She considered U.S. universities the best places to study as they have the most extensive resources and long-standing experience in the field. She described the program she experienced as "extremely good in terms of their resources and research in the field from which I would acquire valuable knowledge, skills and different experiences."

Currently Anita is a secretary of Public Health Services and a secretary for continuing medical education for the University of Indonesia (UI). Since 2007, Anita has dedicated her life to being a medical doctor and pediatrician and a lecturer at the Medical Faculty of UI. She considers her scholarship to study in the U.S. as her greatest achievement.

Anita is an active participant in national training seminars and international conferences. In 2013 she participated in a short course at UI on becoming a role model on campus. During the same year she also took a short course on immunization in Jakarta. In 2014 she attended a World Health Organization (WHO) meeting on regional adolescent health in India and a conference on Adverse Effect Following Immunization (AEFI) WHO in Bhutan in 2015.

As a lecturer, she has led and conducted research activities. Since 2012 Anita has participated in several community public health studies. In 2014 she initiated Phase I of a research study on influenza vaccine for which she will initiate Phase II of the study in June 2015.

Ripple Effects: Next Generational Impact

Although the Team did not question interviewees about the influence of their USAID experience on their interaction with their own children, several USAID graduate scholarship alumni talked about how their graduate programs in the U.S. had changed the way they interact with their off-spring.

"Tina," an ITAP alumna and mother of two girls and a boy, talked enthusiastically about the change she witnessed in her family after her master's study as she attempted to transfer to them some of the confidence and public speaking skills she had gained from her program. She reported: "My actions became more organized to give to them some of the knowledge I learned. I became faster and more direct in dealing with them. I know that I want them to be able to make their own choices, so I give them good and bad options to make my case and I let them choose." One test of the choices came when she was sick. She was very happy when one daughter chose to massage her legs; the other brought her drinks, and her son was there to hold her hand. She felt that they were on the path to becoming responsible for their own actions and confident in their choices since they could have been elsewhere with friends.

To encourage her children's creativity and comfort at school in speaking to an audience, Tina devised a system for "family presentations. I give my children magazines and ask them to cut out the pictures they like. Then they make collages of the pictures and plan how to give a presentation to the whole family, telling us about the meaning of their collages, about their stories." She also encourages them to follow their interests and write in journals since journaling in ITAP was difficult for her; once she became more skilled, this practice helped to improve her writing skills. She affirmed "I gained this knowledge from the ITAP" program.

Some of the participants who had studied in the U.S. remarked about the difference in reading habits between people in the U.S. and in Indonesia. Outside of academia, they reported that in Indonesia few people have the habit of reading books the way they saw people in the U.S. do where both "academic people and common people" are readers who respect differences. Believing that family life plays a big role in the development of a child and realizing that they want their children to become readers, "Riva" and her husband, who both studied in the U.S. in the C4J program for medical school, believe that books should be everywhere. They have instituted regular trips to the bookstore and have encouraged each of their children to build a personal library.

A medical doctor and father of three boys who had studied health policy at Georgia State University concurred, adding that Indonesians "want pictures." He and his wife read to their children and have the children read to them. They, too, have encouraged the children to love reading and value books. He emphasized the importance of going back to books time and again as he does with all of his books from the program that continue to be relevant to his work in health policy development.

The ripple effects of the USAID postgraduate program cannot be underestimated or even captured fully in a limited research study.

Improving the Epidemiology Approach for Better Management of Animal Hospitals in West Sumatera

“Indah” is a veterinarian who graduated in 1994 from the Faculty of Veterinary Medicine, Bogor Agricultural University (IPB), in West Java. She worked as a government employee in the Provincial Office of Animal Husbandry and Animal Health in Padang, West Sumatera, first as a temporary assistant to her supervisor and after several years, as an official government employee. Her responsibilities are to manage and coordinate all Sub-District Public Veterinary Hospitals (PUSKESWAN: Pusat Kesehatan Hewan) throughout the West Sumatera Province. The main purpose of her role is to prevent disease outbreaks by identifying the epidemiology of any cases rather than treating sick animals. She applied and received a Human and Institutional Capacity Development Program (HICD) USAID scholarship for an M.S. in Epidemiology from the Faculty of Medicine, University of Gadjah Mada, Yogyakarta.

Her biggest challenge in her master’s study was that she had to learn human diseases, a new area of study for her since her background was in animal diseases. She also had difficulty leaving her family. When she realized that most of her classmates were medical doctors treating humans, she felt somewhat inferior. These challenges reinforced her motivation to perform the best she could in her studies, and in the end, she succeeded. She was the top graduate of her class in 2012. This accomplishment boosted her self-confidence when dealing with her colleagues.

Ms. Indah had praise for the M.S. program, for she experienced and learned that the management of public hospitals was handled more effectively compared to veterinary hospitals. She realized veterinary hospitals were poorly managed and needed further improvement in Indonesia as adequate and reliable data did not support management of most veterinary hospitals. Her next step after her master's study was to transfer her knowledge and skills to her staff. The use of better sampling methods to collect all possible data found in the field and analysis of the data were new skills for them. She expects that every veterinary hospital in West Sumatera should have standardized data collection and management processes for controlling animal diseases.

She also learned that all government offices and officers who work with animal and human diseases should work hand-in-hand when combating zoonosis diseases, those that can be transmitted from animal to human or *vice versa*. Her USAID-supported graduate study not only strengthened her knowledge and skills, but also gained the trust of her colleagues and officials in other organizations for better coordination among them.

“Never in my life had I dreamed that I would have the chance to go abroad for graduate study”

“I come from a very modest background,” said “Ponco,” the youngest child of a large family. “None of my siblings went beyond secondary school, so when I got a scholarship for undergraduate studies in Indonesia, this already was a dream come true.”

Ponco went on to complete his studies in Teaching English as a Foreign Language and soon began a career as an English language instructor at the university level. Through his university’s existing partnership with a U.S. university, he managed to earn a scholarship for a Master’s in English Language at that prestigious institution. He returned to Indonesia and continued to rise in his career as a lecturer, becoming a respected and distinguished member of the faculty.

Through the Human and Institutional Capacity Development Program (HICD), USAID then awarded another colleague and Ponco scholarships to attend a special cohort program in instructional leadership in the U.S. along with 12 secondary school teachers. This allowed him to earn a Ph.D. in this field through his study in the U.S.

His stay on the U.S. campus was limited to the length of time allowed to the entire trainee group which completed their master’s studies more quickly than he could finish his doctoral program. So he returned to Indonesia to pick up his lecturing duties while working at the same time on the completion and defense of his doctoral dissertation.

“My motivation to pursue further study was self-development rather than a promotion or more money,” Mr. Ponco told us. He gained several key insights beyond the content and theory offered by the academic program. “My U.S. faculty praised and encouraged me; something I had never experienced before. This encouragement greatly empowered me and I now apply that same approach to my own students at the university to positive result. This approach has allowed me to connect more effectively with my students.”

Furthermore, he explained, "completing my Ph.D. from a distance back in Indonesia resulted in my getting little regular direction from my faculty advisor back in the U.S. which paralyzed me for a while. I then developed self-reliance and accountability, not usual skills in traditional Javanese culture, and realized that completing my degree was my own responsibility and no one else's."

Since completing his Ph.D. studies, Dr. Ponco now is responsible for academic quality assurance across the whole university and he is leading the development of an improved system for institutional accreditation on a private basis, a new concept in Indonesian higher education. Additionally, in a partnership with an Islamic private university, he is heading a collaborative effort to help local governments’ compliance with Indonesia’s new educational standards.

Boosting the Impact of Animal Disease Database for Vet hospitals in Yogyakarta Province

In 2005 “Estu” began working as a functional government employee in one of the sub-district veterinary hospitals there. After passing both the TOEFL and Academic Potential tests, he was awarded a Human and Institutional Capacity Development Program (HICD) scholarship from USAID to pursue an M.S. in Epidemiology. In 2012, he graduated from the Faculty of Veterinary Medicine, University of Gadjah Mada (UGM), Yogyakarta. At present, he is responsible for the management of the animal hospitals and agricultural extension support to farmers for prevention, identification, and curing animal diseases in one sub-district in Yogyakarta.

His biggest challenge in getting the HICD scholarship was to prepare a research plan for his study related to zoonosis diseases, diseases that can be transmitted from animals to humans, or *vice versa*. Estu praised this valuable opportunity to update his knowledge and ability to conduct more sophisticated research. He learned how to use more complicated laboratory equipment to detect diseases. He also learned new data collection and sampling techniques and conduction of sampling methods in the field. From his study, he gained greater understanding of disease management, not only dealing with treatment alone but also involving comprehensive approaches supported by additional data: climate data, sound sampling techniques, and data on field conditions.

As he felt more capable and gained the trust of his colleagues from 11 other sub-district veterinary hospitals, he has become involved in coordinating and managing a forum discussion among veterinary hospital officers in his district. He instituted more regular meetings among the members and tried to make a bigger impact on the community, not only for treating sick animals but also to improve the welfare of the animal owner.

Estu has shared his knowledge and skills with other veterinary hospital officers on development of a broader view of animal diseases, including the impact of diseases on the community, the etiology of diseases, and identification of suitable data and collection to support analysis.

Since his graduation he has written two yearly reports; something that he had never done before. Using all of his recorded data in the yearly report document, he now is able to estimate and identify the occurrence of specific diseases and develop prevention methods.

An ELIPS 2004 Alumnus: Contributor to Indonesian Telematics and Cyber Law

“Rahmat” has been a permanent lecturer at the University of Indonesia since 2008. Prior to that appointment and before his graduate studies, he had served as a lawyer's assistant and then worked three years as a legal expert for Indosat, one of Indonesia's largest telecommunication networks and services providers.

When he finished his undergraduate degree in law, his professors encouraged him to apply for a USAID ELIPS scholarship to study comparative law at the University of Washington, from which he graduated in 2004. Rahmat found that his U.S.-based learning experience "changed [my] mindset and opened larger horizons and perspectives." He was impressed by "the fairness of the U.S. people," and through his UW program, acquired valuable knowledge and skills for conducting legal research, particularly on law information filing systems. He was very impressed by the openness and fairness practiced by the U.S. Government and learned much about the legal filing system, which he considered excellent. He also acquired valuable knowledge from the open legal research information system, accessible anytime and anywhere.

Rahmat's studies in the U.S. encouraged him to pursue his doctorate in telematics law from the University of Indonesia a few years later. Telematics refers to the use of wireless devices and “black box” technologies to transmit data in real time back to an organization. Typically, it is used in the context of automobiles whereby installed or after-factory boxes collect and transmit data on vehicle use, maintenance requirements or automotive servicing.

More recently he has become involved in drafting e-commerce law, cyber security laws, and codification laws. He has founded an organization for legal research and codification and is now a sitting member of several advisory boards for Indonesian telecommunications, media, and property rights arbitration. Today he is a well-known researcher and author of several books on telematics law. Dr. Rahmat has continued to learn through international and national workshops and seminars that he attends in the areas of cyber law, electronic authentication of public and electronic documents, and forensic computing. He is a pioneer in the development of the first telematics training program in Indonesia. He also drafted the Indonesian Information and Technology Laws, passed in 2008. He currently is engaged in drafting legal rules for e-commerce, coding, and cyber security.

A cyber notary in addition to founding a legal research and certification program, his community and professional service is extensive: he has founded the Cyber Law Community of Indonesia, serves on the Board of Trustees of Indonesian Telecommunication Society (MASTEL), contributes on-line articles for resolution dispute, and is a member of the law sections of PAPPRI, the Indonesia Association of Singers, Songwriters and Arrangers, and of Media and Arbitration of Intellectual Property Rights. Currently he focuses exclusively on writing, teaching, and research.

Appendix 4: Work Plan Calendar

Legend:  = completed  = in process  = to be done

N o.	Task/Activities	Parties concerned	Week No: Place	1	2	3	4	5	6	7	8	9	10	11
				Jan 26-30	Feb 2-6	Feb 9-13	Feb 16-20*	Feb 23-27	Mar 2-6	Mar 9-13	Mar 16-20*	Mar 23-27	Mar 30 - Apr 3*	Apr 6-10
1	Desk study and preparation, travel to Indonesia	Pfahl & Dant	US											
2	Draft Work Plan and tracer study instruments	Pfahl & Dant	US Indonesia											
3	Desk study and preparation, travel to Jakarta	Dwatmadji & Wello	Indonesia											
4	Arrive Jakarta	JBS Team	Jakarta											
5	Plan and set up work space	JBS Team	Jakarta											
6	Project planing meeting: JBS staff, Myriad PT staff	JBS Team	Jakarta											
7	Plan meetings with USAID	JBS Team	Jakarta											
8	Review and finalization of sample and sub-sample	JBS Team, Myriad	Jakarta											
9	Individual interview, PT and other partner organization meetings. Develop focus group schedule.	JBS Team, Myriad	Jakarta											
10	Arrange participant and supervisor Interviews and meetings	JBS Team, Myriad	Jakarta											
11	Prepare and assign field data collection	JBS Team, Myriad	Jakarta											
12	Pilot test and finalize survey instruments	JBS Team, Myriad	Jakarta											
13	Interview PT partners and scholarship org.s	JBS Team	Jakarta & Yogyakarta											
14	Train telephone interview staff	JBS Team, Myriad	Jakarta											
15	Coordinate data entry, reports, and deliverables	Myriad Team	Jakarta											
16	Arrange field travel	JBS Team	Jakarta											
17	Submit bi-weekly interim reports to	JBS Team	Jakarta											

	USAID													
18	Field data collection	JBS Team, Myriad	Jakarta											
19	Field data collection	Wello	Makassar											
20	Field data collection	Dwatmadji Wello	Aceh Padang											
21	Field data collection	Dant Dwatmadji	Bandung											
22	Field data collection	Dant, Pfahl Dwatmadji	Yogyakarta											
23	Field data collection	Dwatmadji	Surabaya											
24	Field data collection	Wello	Jayapura											
25	Data input	JBS & Myriad												
26	Data reports provided	Myriad Team												
27	Data reports reviewed	JBS Team												
28	Data analysis	JBS Team												
29	Draft Final report	JBS Team												
30	Develop PowerPoint presentation	JBS Team, Myriad												
31	Present USAID draft report and PowerPoint	JBS Team Myriad												
32	Return to US	Pfahl, Dant												
33	Finalize report after USAID feedback,	JBS Team Myriad	U.S. - Jakarta											
34	Submit Final Report to USAID Jakarta	JBS International	U.S. - Jakarta											

Appendix 5: Data Collection Instruments

I. Telephone Interview Guide

Selamat pagi/ siang. Nama saya _____ dari PT Myriad Research di Jakarta, yang membantu USAID dalam penelitian tentang dampak program beasiswa pascasarjana dari USAID. Interview ini bukan bertujuan untuk penjualan atau iklan; kami menghubungi Anda untuk menanyakan pengalaman pribadi Anda menjalani studi pascasarjana tersebut.

Good morning/afternoon. My name is _____ and I work for Myriad Research in Jakarta, which is assisting USAID (the U.S. Embassy) with a study on the impact of USAID's postgraduate scholarship programs. This is not a sales call or advertising; we are contacting you about your personal experience in postgraduate study.

Data USAID menunjukkan bahwa Anda menjadi penerima beasiswa pascasarjana USAID selama 17 tahun terakhir. JBS International dan Myriad Research melakukan studi untuk memahami pengaruh peserta program beasiswa USAID untuk orang Indonesia selama periode tersebut. Kami menghargai masukan Anda dalam membantu kami mengukur pengaruh dan potensi program USAID untuk Indonesia di masa depan. Kami ingin mengetahui pendapat Anda terhadap program studi Anda, apa yang Anda pelajari, bagaimana Anda menggunakannya dalam karir Anda untuk membuat perubahan di organisasi tempat Anda bekerja, serta dampaknya terhadap hasil pekerjaan Anda. Apakah anda bersedia kami wawancarai selama kurang lebih 30 menit berkaitan dengan hal tersebut?

Terima kasih atas kesediaan anda berbagi pengalaman Anda dengan kami.

USAID's records indicate that you have been a recipient of a USAID postgraduate scholarship during the past 17 years. Our organizations, JBS International and Myriad Research, are undertaking a study to understand the impact of USAID's participant training programs for Indonesians during that time period. We value your input to help us measure the program's impact and potential for future USAID programs in Indonesia. We want to understand your reaction to your studies, what you learned, how you have used it in your career to make a difference in the organizations where you have worked, and the results of your work. Could you give us your time to be interviewed? It will take around 30 minutes.

Thank you for agreeing to talk with us about your experience.

I. DEMOGRAPHICS

1. Mohon bantuannya memverifikasi data yang ada pada kami. Data kami menunjukkan informasi berikut, silakan dikonfirmasi atau diperbaikinya: **[Interviewer: Bacakan nama dan verifikasi ejaan yang benar]**

Please help us verify our records. Our records indicate the following information, please confirm or correct it: [Interviewer: Read the names, and verify correct spelling]

- a. Nama Keluarga/ Nama belakang: _____
Family/Last name
- b. Nama Pertama: _____
First name
- c. Nama Lainnya: _____
Other names

2. Jenis kelamin **[Interviewer: Observasi, tidak perlu bertanya kecuali kurang jelas suaranya]**

Gender [Interviewer: observe, no need to ask unless it is not clear from speaking]

1 Laki-laki
Male

2 Perempuan
Female

Interviewer: Sekarang saya akan menanyakan informasi lainnya

Interviewer: Now I would like to add in some other information:

3. Dapatkah Anda memberitahu kami berapa usia Anda?

Could you tell us about your age?

1 21-29

- 2 30-39
- 3 40-49
- 4 50-59
- 5 60 or older

4. Dapatkah Anda memberitahu kami status pernikahan Anda?

Could you tell us your current marital status?

- 1 Menikah
Married
- 2 Bercerai
Widowed
- 3 Berpisah
Seperated
- 4 Single, belum pernah menikah
Single, never married

5. Dapatkah Anda memberitahu kami suku bangsa Anda?

Could you tell us your ethnic group?

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> 1. Bali
<i>Balinese</i> <input type="checkbox"/> 2. Banten
<i>Bantenese</i> <input type="checkbox"/> 3. Banjar
<i>Banjarese</i> <input type="checkbox"/> 4. Batak
<i>Batak</i> <input type="checkbox"/> 5. Betawi
<i>Betawi</i> <input type="checkbox"/> 6. Bugis
<i>Bugis</i> <input type="checkbox"/> 7. Cirebon
<i>Cirebonese</i> <input type="checkbox"/> 8. Jawa
<i>Javanese</i> <input type="checkbox"/> 9. Malaysia
<i>Malay</i> <input type="checkbox"/> 10. Mandar
<i>Mandarnese</i> | <ul style="list-style-type: none"> <input type="checkbox"/> 11. Madura
<i>Madurese</i> <input type="checkbox"/> 12. Makassar
<i>Makassarese</i> <input type="checkbox"/> 13. Minangkabau
<i>Minangkabau</i> <input type="checkbox"/> 14. Minahasa
<i>Minahasan</i> <input type="checkbox"/> 15. Sasak
<i>Sasak</i> <input type="checkbox"/> 16. Sunda
<i>Sundanese</i> <input type="checkbox"/> 17. Toraja
<i>Toraja</i> <input type="checkbox"/> 18. Lainnya (sebutkan):
<i>Other (please specify)</i>
_____ <input type="checkbox"/> 19 . Saya lebih suka untuk tidak menjawab
<i>I prefer not to answer</i> |
|---|---|

6. Dapatkah Anda memberi tahu kami, berapa jumlah anak anda sebelum mengambil program pasca sarjana dan saat ini?

Could you tell us how many children do you have before you took your gradutes program and at present?

Sebelum mengambil program pascasarjana <i>Before taking postgraduate program</i>	Saat ini <i>Current</i>
_____	_____

7. Dapatkah Anda memberitahu kami pendapatan bulanan rumah tangga Anda (gabungan Anda dan pasangan)?

[Interviewer: bacakan “informasi yang akan anda berikan tidak akan muncul secara individual”]

Could you tell us your household combined monthly income? [Interviewer: read “your information will be treated anonymous”]

Sebelum mengambil program pascasarjana <i>Before taking postgraduate program</i>	Saat ini <i>Current</i>
_____	_____

--	--

8. Dapatkah Anda memberi tahu kami mengenai kepemilikan rumah Anda?
Could you tell us about your home ownership?

Sebelum mengambil program pascasarjana <i>Before taking postgraduate program</i>	Saat ini <i>Current</i>
1 <input type="checkbox"/> Rumah milik sendiri <i>Owned</i> 2 <input type="checkbox"/> Sewa <i>Rented</i> 3 <input type="checkbox"/> Menghuni tanpa membayar <i>Occupied without payment</i> 4 <input type="checkbox"/> Disediakan oleh perusahaan <i>Provided by my employer</i> 5 <input type="checkbox"/> Lainnya sebutkan <i>Others, please specify</i> _____	1 <input type="checkbox"/> Rumah milik sendiri <i>Owned</i> 2 <input type="checkbox"/> Sewa <i>Rented</i> 3 <input type="checkbox"/> Menghuni tanpa membayar <i>Occupied without payment</i> 4 <input type="checkbox"/> Disediakan oleh perusahaan <i>Provided by my employer</i> 5 <input type="checkbox"/> Lainnya sebutkan <i>Others, please specify</i> _____

9. Dapatkah Anda memberitahu kami mengenai kepemilikan kendaraan bermotor Anda?
[Interviewer: Diperbolehkan lebih dari satu jawaban]
Could you please tell us about your automotive ownership? [Interviewer: multiple answers are allowed]

Sebelum mengambil program pascasarjana <i>Before taking postgraduate program</i>	Saat ini <i>Current</i>
1 <input type="checkbox"/> Memiliki mobil <i>Owned car(s)</i> 2 <input type="checkbox"/> Memiliki sepeda motor <i>Owned motorcycle(s)</i> 3 <input type="checkbox"/> Tidak mempunyai mobil dan sepeda motor <i>Dont have any car and motorcycle</i>	1 <input type="checkbox"/> Memiliki mobil <i>Owned car(s)</i> 2 <input type="checkbox"/> Memiliki sepeda motor <i>Owned motorcycle(s)</i> 3 <input type="checkbox"/> Tidak mempunyai mobil dan sepeda motor <i>Dont have any car and motorcycle</i>

Interviewer: Sekarang saya akan menanyakan beberapa pertanyaan terkait dengan studi pascasarjana Anda
Interviewer: Now I would like to ask you some questions related to your postgraduate study:

II. POSTGRADUATE STUDY

10. Data kami menunjukkan bahwa Anda menyelesaikan program pasca sarjana di:
Our records indicate that you completed your postgraduate training in:

- 1 Indonesia
- 2 USA.

10.a. Apakah itu benar?
Is that correct?

- 1 Ya
Yes
- 2 Tidak
No

11. Tahun berapa Anda menyelesaikan program pasca sarjana yang disponsori USAID?

In what year did you complete your postgraduates study sponsored by USAID?

_____ ATAU
_____ OR

- Saya tidak menyelesaikan atau lulus dari studi saya yang disponsori USAID
I did not complete or graduate from my USAID training

[Interviewer: Jika responden tidak menyelesaikan atau lulus dari program pascasarjana yang disponsori oleh USAID]

[Interviewer: If respondent did not complete or graduate from their postgraduate study program sponsored by USAID]

12. Dapatkah Anda memberitahu kami alasan utama Anda tidak menyelesaikan studi anda?:

Can you tell us the principal reason you did not complete the training?:

- 1 Situasi pribadi di rumah
Personal situation at home
 - 2 Akademik tidak sesuai dengan minat
Academic work did not match interests
 - 3 Permintaan kembali dari atasan
Employer requested return
 - 4 Lainnya (jelaskan:
Other (please explain):
-

13. Apa gelar akademik atau sertifikat yang Anda terima dari studi yang disponsori USAID?

What academic degree or certificate did you receive through your USAID training?

- 1 Master
Masters Degree
- 2 Doktor
Doctoral Degree
- 3 Sertifikat
Certificate

13a. Di Universitas mana Anda mengambil program pascasarjana tersebut?

In what University did you take your postgraduates program?

14. Secara umum, dalam bidang apa program studi yang anda ambil dengan beasiswa USAID tersebut?

In what general field was your USAID training?

- | | |
|---|---|
| <input type="checkbox"/> 1. Pertanian
<i>Agriculture</i> | <input type="checkbox"/> 8. Perdagangan Internasional
<i>International Trade</i> |
| <input type="checkbox"/> 2. Bisnis/ Keuangan
<i>Business/Finance</i> | <input type="checkbox"/> 9. Hukum
<i>Law</i> |
| <input type="checkbox"/> 3. Komunikasi/ Jurnalistik
<i>Communications/Journalism</i> | <input type="checkbox"/> 10. Kesehatan/ Pengobatan <i>Health/Medicine</i> |
| <input type="checkbox"/> 4. Ekonomi
<i>Economics</i> | <input type="checkbox"/> 11. Psikologi
<i>Psychology</i> |
| <input type="checkbox"/> 5. Pendidikan
<i>Education</i> | <input type="checkbox"/> 12. Pelayanan Sosial
<i>Social Services</i> |
| <input type="checkbox"/> 6. Teknik
<i>Engineering</i> | <input type="checkbox"/> 13. Sosiologi
<i>Sociology</i> |
| <input type="checkbox"/> 7. Teknologi informasi
<i>Information Technology (I.T.)</i> | <input type="checkbox"/> 14. Lainnya (sebutkan):
<i>Other (please specify):</i>
_____ |

15. Apa pendidikan informal dan formal yang Anda tempuh setelah lulus dari program studi tersebut?
[Interviewer: Tandai semua yang sesuai dengan jawaban responden]
What Informal and formal education that you have pursued since graduation? [Interviewer: check all that apply]
- 1 Pengembangan profesi di tempat kerja
Professional development at work
 - 2 Seminar pendidikan
Education seminars
 - 3 Program sertifikat
Certificate programs
 - 4 Program pendidikan lain (sebutkan) _____
Other degree programs (please specify)
 - 5 Tidak ada
None

[Interviewer: Sekarang kami akan menanyakan pendapat Anda untuk beberapa pernyataan. Mohon berikan respon apakah Anda setuju atau tidak setuju, atau sangat penting atau sangat tidak penting.]
Interviewer : Now, we would like to ask your opinion on a few statements. Please indicate your response by saying whether you are agree or disagree, or whether it is important or not important.

16. Pengalaman studi pasca sarjana mengubah cara pandang saya terhadap karir saya.
My postgraduate experience changed the way I view my career.
- 1 Sangat setuju
Strongly agree
 - 2 Setuju
Agree
 - 3 Ragu-ragu
Undecided
 - 4 Tidak setuju
Disagree
 - 5 Sangat tidak setuju
Strongly Disagree

17. Seberapa penting pengalaman anda dalam memperoleh beasiswa USAID memotivasi Anda untuk mengejar pendidikan formal atau informal lanjutan?
How important is your USAID experience to motivating you to pursue further informal or formal education?
- 1 Sangat penting
Very important

- 2 Penting
Important
- 3 Cukup penting
Moderately important
- 4 Kurang penting
Of little importance
- 5 Tidak penting
Unimportant

[Interviewer: Sekarang kami akan menanyakan tentang pekerjaan dan pengalaman karir Anda sebelum mengambil program beasiswa dan saat ini]

Interviewer: Now, we would like to ask about your employment and career experiences before you took the scholarship program and at present.

III. EMPLOYMENT AND CAREER EXPERIENCE

18. Berapa lama Anda telah bekerja sebelum menerima beasiswa tersebut? _____
How many years did you work before receiving the scholarship? _____

Pertanyaan <i>Questions</i>	Sebelum mengambil program pascasarjana <i>Before taking postgraduate program</i>	Saat ini <i>Current</i>
19. Bagaimana status pekerjaan anda? Apakah pegawai ataukah bekerja sendiri? [Interviewer: Jika jawaban responden adalah Pegawai, tanyakan Q 19a]	<input type="checkbox"/> 1. Pegawai <i>Employee</i> <input type="checkbox"/> 2. Bekerja sendiri <i>Self-employed</i>	<input type="checkbox"/> 1. Pegawai <i>Employee</i> <input type="checkbox"/> 2. Bekerja sendiri <i>Self employed</i> <input type="checkbox"/> 3. Pensiun <i>Retired</i>
19a. Jika anda pegawai, mana yang paling menjelaskan status pekerjaan Anda tersebut? <i>Which of the following categories best describes your current employment status?</i>	<input type="checkbox"/> 1. Pegawai Tetap <i>Permanent</i> <input type="checkbox"/> 2. Pegawai Kontrak <i>Temporary</i>	<input type="checkbox"/> 1. Pegawai Tetap <i>Permanent</i> <input type="checkbox"/> 2. Pegawai Kontrak <i>Temporary</i>
20. Mohon beritahu kami tempat kerja Anda <i>Please tell us your employer's name:</i>	_____	_____
21. Apa jabatan Anda? <i>What is your job title:</i>	_____	_____
22. Berapa pegawai dalam unit organisasi tempat Anda bekerja tersebut? <i>How many employees were/are in the unit of the organization where you work?</i>	_____	_____
23. Di posisi Anda, apakah Anda secara langsung membawahi pegawai lain? <i>In your position, did/do you directly supervise any other employees?</i>	1 <input type="checkbox"/> Ya <i>Yes</i> 2 <input type="checkbox"/> Tidak <i>No</i>	1 <input type="checkbox"/> Ya <i>Yes</i> 2 <input type="checkbox"/> Tidak <i>No</i>

<p>24. Jika ya, berapa banyak pegawai yang Anda supervisi secara langsung? <i>If "yes", how many employees did/do you supervise?</i></p>	<p><input type="checkbox"/> 1. 1-5 <input type="checkbox"/> 2. 6-10 <input type="checkbox"/> 3. 11-25 <input type="checkbox"/> 4. 26-50 <input type="checkbox"/> 5. 50-99 <input type="checkbox"/> 6. More than 100</p>	<p><input type="checkbox"/> 1. 1-5 <input type="checkbox"/> 2. 6-10 <input type="checkbox"/> 3. 11-25 <input type="checkbox"/> 4. 26-50 <input type="checkbox"/> 5. 50-99 <input type="checkbox"/> 6. More than 100</p>
--	---	---

[INTERVIEWER: Sekarang kami akan membacakan beberapa pertanyaan dan mengusulkan beberapa pilihan jawaban]

Interviewer: Now I will read to you a series of statements and suggest some possible answers:

<p>Pertanyaan <i>Questions</i></p>	<p>Sebelum mengambil program pascasarjana <i>Before taking postgraduate program</i></p>	<p>Saat ini <i>Current</i></p>
<p>25. Saya berbagi apa yang sudah saya pelajari dengan rekan saya tanpa melihat jabatan mereka. <i>I share what I have learned with my colleagues regardless of their position.</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>
<p>26. Atasan saya memberi saya kesempatan untuk memimpin. <i>My employer has given me leadership opportunities.</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>
<p>27. Di tempat saya bekerja, saya bekerja sama dengan rekan-rekan saya. <i>In my work I collaborate with my colleagues.</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>

<p>28. Saya percaya bahwa pemimpin dapat muncul di setiap tingkatan organisasi. <i>I believe that leaders can emerge at every level of an organization.</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>29. Gelar pascasarjana saya berkontribusi pada kesuksesan di pekerjaan saya. <i>My degree contributes to my success at work.</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>30. Saya percaya bahwa saya memberikan kontribusi nyata untuk organisasi tempat saya bekerja karena pekerjaan saya berkontribusi untuk perubahan dalam efisiensi dan produktifitas. <i>I believe that I am making a significant contribution to (the organization where I work) because my work has contributed to bringing about changes in efficiency and/or productivity.</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>31. Penelitian adalah bagian penting dari pekerjaan saya. <i>Research is an important part of what I do at work.</i> [Interviewer: Jika jawaban terkode 1 dan 2, tanyakan Q32. Jika jawaban terkode 3-5, SKIP ke Q33] <i>[Interviewer: if reply is code 1 and 2, ask Q 32. If it is coded 3-5 then SKIP to Q33]</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>32. Apakah anda mempublikasikan hasil penelitian anda? [Interviewer: Jika jawaban terkode 1, tanyakan Q32a] <i>Do you publish your research findings?</i> <i>[Interviewer: if reply is code 1, ask Q 32a]</i></p>	<p>1 <input type="checkbox"/> Ya Yes</p> <p>2 <input type="checkbox"/> Tidak No</p>	<p>1 <input type="checkbox"/> Ya Yes</p> <p>2 <input type="checkbox"/> Tidak No</p>

<p>32a. Seberapa sering Anda mempublikasikan penelitian Anda? <i>How often have you published your research after you graduated from the program?</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>	<p>1 <input type="checkbox"/> Sangat sering <i>Very frequently</i> 2 <input type="checkbox"/> Sering <i>Frequently</i> 3 <input type="checkbox"/> Kadang-kadang <i>Occasionally</i> 4 <input type="checkbox"/> Jarang <i>Rarely</i> 5 <input type="checkbox"/> Tidak pernah <i>Never</i></p>
<p>33. Apakah Anda merasa terjamin secara ekonomi sebagai hasil dari pekerjaan Anda? <i>Do you feel economically secure as a result of your employment?</i> [Interviewer: Jika responden bertanya “Apa maksud Anda?”, katakana “Anda dan keluarga anda mempunyai sumber daya yang cukup untuk menikmati kehidupan yang nyaman.”] [Interviewer: if respondents asks “What does that mean?”, say “You and your family have sufficient resources to enjoy a comfortable life.”]</p>	<p>1 <input type="checkbox"/> Ya <i>Yes</i> 2 <input type="checkbox"/> Tidak <i>No</i></p>	<p>1 <input type="checkbox"/> Ya <i>Yes</i> 2 <input type="checkbox"/> Tidak <i>No</i></p>
<p>34. Seberapa penting kontribusi gelar pascasarjana Anda pada jaminan ekonomi Anda? <i>How important is the contribution of your degree to your economic security?</i></p>	<p>1 <input type="checkbox"/> Sangat penting <i>Very important</i> 2 <input type="checkbox"/> Penting <i>Important</i> 3 <input type="checkbox"/> Cukup penting <i>Moderately important</i> 4 <input type="checkbox"/> Kurang penting <i>Of little importance</i> 5 <input type="checkbox"/> Tidak penting <i>Unimportant</i></p>	<p>1 <input type="checkbox"/> Sangat penting <i>Very important</i> 2 <input type="checkbox"/> Penting <i>Important</i> 3 <input type="checkbox"/> Cukup penting <i>Moderately important</i> 4 <input type="checkbox"/> Kurang penting <i>Of little importance</i> 5 <input type="checkbox"/> Tidak penting <i>Unimportant</i></p>

Interviewer:

Sekarang mari kita bahas mengenai partisipasi anda dalam komunitas sosial

Now lets talk about your participation in community service

IV. COMMUNITY SERVICE

<p>Pertanyaan Questions</p>	<p>Sebelum mengambil program master <i>Before taking Postgrades</i></p>	<p>Saat ini <i>Current</i></p>
<p>35. Organisasi apa yang anda ikuti diluar kantor?</p> <p>Mohon sebutkan organisasi yang anda ikuti. Jawaban dapat lebih dari satu.</p> <p><i>In which communities do you participate outside of the workplace? Please tell me all that apply.</i></p>	<p>1. <input type="checkbox"/> Lingkungan <i>Neighborhood</i></p> <p>2. <input type="checkbox"/> Pemerintah Kabupaten atau Provinsi <i>Local or Provincial Government</i></p> <p>3. <input type="checkbox"/> Asosiasi Profesional <i>Professional Assocations</i></p> <p>4. <input type="checkbox"/> Komunitas Keagamaan <i>Faith Communities</i></p> <p>5. <input type="checkbox"/> Komite Sekolah <i>School community</i></p> <p>6. <input type="checkbox"/> Organisasi Sukarela lainnya, [mohon sebutkan] <i>Other Volunteer Organizations, [please specify]</i></p> <hr/> <p>7. <input type="checkbox"/> Tidak Ada [SKIP ke no 40] <i>None</i></p>	<p>1. <input type="checkbox"/> Lingkungan <i>Neighborhood</i></p> <p>2. <input type="checkbox"/> Pemerintah Kabupaten atau Provinsi <i>Local or Provincial Government</i></p> <p>3. <input type="checkbox"/> Asosiasi Profesional <i>Professional Assocations</i></p> <p>4. <input type="checkbox"/> Komunitas Keagamaan <i>Faith Communities</i></p> <p>5. <input type="checkbox"/> Komite Sekolah <i>School community</i></p> <p>6. <input type="checkbox"/> Organisasi Sukarela lainnya, [mohon sebutkan] <i>Other Volunteer Organizations, [please specify]</i></p> <hr/> <p>7. <input type="checkbox"/> Tidak Ada [SKIP ke no 40] <i>None</i></p>
<p>36. Seberapa penting bagi anda organisasi yang anda ikuti tersebut <i>How important is community participation to you?</i></p>	<p>1 <input type="checkbox"/> Sangat Penting <i>Very important</i></p> <p>2 <input type="checkbox"/> Penting <i>Important</i></p> <p>3 <input type="checkbox"/> Cukup Penting <i>Moderately important</i></p> <p>4 <input type="checkbox"/> Sedikit Penting <i>Of little importance</i></p> <p>5. <input type="checkbox"/> Tidak Penting <i>Unimportant</i></p>	<p>1 <input type="checkbox"/> Sangat Penting <i>Very important</i></p> <p>2 <input type="checkbox"/> Penting <i>Important</i></p> <p>3 <input type="checkbox"/> Cukup Penting <i>Moderately important</i></p> <p>4 <input type="checkbox"/> Sedikit Penting <i>Of little importance</i></p> <p>5 <input type="checkbox"/> Tidak Penting <i>Unimportant</i></p>

<p>[Interviewer: Dapatkah anda menyatakan tingkat kesetujuan anda terhadap pernyataan dibawah ini]</p> <p><i>[Interviewer: could you indicate your agreement or disagreement on the following statement?]</i></p> <p>37. Saya memberikan kontribusi yang cukup besar terhadap komunitas yang saya ikuti</p> <p><i>I have made an important contribution to the community or communities where I participate.</i></p>	<p>1 <input type="checkbox"/> Sangat setuju <i>Strongly agree</i></p> <p>2 <input type="checkbox"/> Setuju <i>Agree</i></p> <p>3 <input type="checkbox"/> Ragu-ragu <i>Undecided</i></p> <p>4 <input type="checkbox"/> Tidak Setuju <i>Disagree</i></p> <p>5 <input type="checkbox"/> Sangat Tidak Setuju <i>Strongly disagree</i></p>	<p>1 <input type="checkbox"/> Sangat setuju <i>Strongly agree</i></p> <p>2 <input type="checkbox"/> Setuju <i>Agree</i></p> <p>3 <input type="checkbox"/> Ragu-ragu <i>Undecided</i></p> <p>4 <input type="checkbox"/> Tidak Setuju <i>Disagree</i></p> <p>5 <input type="checkbox"/> Sangat Tidak Setuju <i>Strongly disagree</i></p>
<p>38. Diluar tempat kerja, apakah anda menjabat posisi penting dikomunitas yang anda ikuti?</p> <p><i>Outside the workplace, do you hold any leadership roles in the communities where you participate?</i></p>	<p>1 <input type="checkbox"/> Ya <i>Yes</i></p> <p>2 <input type="checkbox"/> Tidak <i>No</i></p>	<p>1 <input type="checkbox"/> Ya <i>Yes</i></p> <p>2 <input type="checkbox"/> Tidak <i>No</i></p>
<p>39. [Jika ya:] Dapatkah anda memberi tahu saya jabatan yang anda pegang? <i>[If Yes:] Can you please tell me what those roles are?:</i></p>	<p>_____</p>	<p>_____</p>

IV. THE PROGRAM OUTCOMES

Interviewer: Sekarang, kami ingin menanyakan pendapat anda mengenai hasil dari program pascasarjana yang anda ikuti. Mohon nyatakan apakah anda setuju atau tidak setuju dengan pernyataan yang ada dibawah ini:

Now, we would like to hear your opinion on the outcomes of scholarship program that you have taken. Please state your agreement or disagreement on the following statements:

<p style="text-align: center;">Pernyataan</p> <p style="text-align: center;"><i>Statement</i></p>	<p style="text-align: center;">Pendapat</p> <p style="text-align: center;"><i>Opinion</i></p>
<p>40. Program beasiswa yang diberikan sesuai dengan harapan anda.</p> <p><i>The scholarship program met your expectations.</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>41. Program studi yang anda ambil, mendukung perkembangan karir anda</p> <p><i>The study program that you have taken supports your career improvement</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>42. Program beasiswa mengubah pandangan anda terhadap lingkungan sekitar anda</p> <p><i>The scholarship program has changed your mindset in viewing the world around you</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>43. Program beasiswa meningkatkan kemampuan memimpin anda</p> <p><i>The scholarship program has developed your leadership skills</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>

<p>44. Program beasiswa memberikan kemampuan teknis yang dibutuhkan dalam pekerjaan anda</p> <p><i>The scholarship program provides you with technical skills needed in your professional roles</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>
<p>45. Kemampuan berkomunikasi anda meningkat seiring dengan selesainya program pascasarjana anda</p> <p><i>Your communication skills have improved as a result of your postgraduates study</i></p>	<p>1 <input type="checkbox"/> Sangat setuju Strongly agree</p> <p>2 <input type="checkbox"/> Setuju Agree</p> <p>3 <input type="checkbox"/> Ragu-ragu Undecided</p> <p>4 <input type="checkbox"/> Tidak setuju Disagree</p> <p>5 <input type="checkbox"/> Sangat tidak setuju Strongly disagree</p>

KONTAK INFORMASI
CONTACT INFORMATION

Interviewer:
Kami ingin melengkapi database USAID
We would like to complete the USAID database.

46. Mohon berikan informasi kontak anda sehingga kami bisa menghubungi anda untuk proyek ini:
Please give us your contact information that we may use to follow up with you on this project:

Nomor telepon (kantor) _____
Telephone number (office)

Nomor telepon (mobile) _____
Telephone number (mobile)

Alamat Email: _____
E-mail address:

47. Di kota mana saat ini anda tinggal? _____
In what town or city do you currently live?

[Jika bukan kota besar:] Kota anda dekat dengan kota besar apa? _____
[If not a major known city:] What is the closest major city?:

48. Di provinsi mana **saat ini anda tinggal?**
*In what province (provinsi) do you **currently live?***

<p>Jawa/<i>Java</i>:</p> <p><input type="checkbox"/> 1. Banten</p> <p><input type="checkbox"/> 2. DIY (Yogyakarta)</p> <p><input type="checkbox"/> 3. DKI Jakarta</p> <p><input type="checkbox"/> 4. Jawa Barat</p> <p><input type="checkbox"/> 5. Jawa Tengah</p> <p><input type="checkbox"/> 6. Jawa Timur</p> <p>Kalimantan/<i>Kalimantan</i></p> <p><input type="checkbox"/> 17. Kalimantan Barat</p> <p><input type="checkbox"/> 18. Kalimantan Selatan</p> <p><input type="checkbox"/> 19. Kalimantan Tengah</p> <p><input type="checkbox"/> 20. Kalimantan Timur</p> <p><input type="checkbox"/> 21. Kalimantan Utara</p> <p>Sulawesi/<i>Sulawesi</i>:</p> <p><input type="checkbox"/> 22. Gorontalo</p> <p><input type="checkbox"/> 23. Sulawesi Barat</p> <p><input type="checkbox"/> 24. Sulawesi Tengah</p> <p><input type="checkbox"/> 25. Sulawesi Tenggara</p> <p><input type="checkbox"/> 26. Sulawesi Utara</p> <p><input type="checkbox"/> 27. Sulawesi Selatan</p>	<p>Sumatera/<i>Sumatera</i>:</p> <p><input type="checkbox"/> 7. Bangka Belitung</p> <p><input type="checkbox"/> 8. Bengkulu</p> <p><input type="checkbox"/> 9. Jambi</p> <p><input type="checkbox"/> 10. Kepulauan Riau</p> <p><input type="checkbox"/> 11. Lampung</p> <p><input type="checkbox"/> 12. NAD (Aceh)</p> <p><input type="checkbox"/> 13. Riau</p> <p><input type="checkbox"/> 14. Sumatera Barat</p> <p><input type="checkbox"/> 15. Sumatera Selatan</p> <p><input type="checkbox"/> 16. Sumatera Utara</p> <p>Pulau lainnya/ <i>Other Islands</i>:</p> <p><input type="checkbox"/> 28. Bali</p> <p><input type="checkbox"/> 29. Maluku Utara</p> <p><input type="checkbox"/> 30. Maluku</p> <p><input type="checkbox"/> 31. Nusa Tenggara Barat</p> <p><input type="checkbox"/> 32. Nusa Tenggara Timur</p> <p><input type="checkbox"/> 33. Papua</p> <p><input type="checkbox"/> 34. Papua Barat</p> <p><input type="checkbox"/> Saya saat ini tinggal diluar Indonesia/ <i>I currently live outside Indonesia</i> Lokasi/ <i>Location</i>:</p>
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49. Apakah anda mengetahui teman atau sejawat lainnya yang juga mendapatkan beasiswa pascasarjana USAID?
Do you know any other colleagues or friends who also studied with USAID postgraduate education scholarships?

1 Ya

Yes

2 Tidak [**SKIP ke no 52**]

No

50. Jika ya, apakah anda bersedia memberikan informasi orang-orang yang pernah menerima beasiswa USAID?
If yes, are you willing to provide contact information?

1 Ya

Yes

2 Tidak [**SKIP ke no 52**]

No

51. Jika ya, apakah anda bersedia untuk memberikannya sekarang, atau nanti kami akan menghubungi anda kembali?

If yes, is it convenient for you to give me this information now, or may somebody call you back later to get it?

Terimakasih atas kesediaan anda dalam membantu USAID mengevaluasi program beasiswa dan rencana untuk program pendidikan tinggi di Indonesia
Thank you for your assistance in helping USAID evaluate the scholarship program and plan for future Indonesian higher education programs.

Interviewer: Hanya tanyakan jika responden bersedia diwawancara secara mendalam
Interviewer: ask the following questions only to those who are agree to be in-depth interviewed

52. Beberapa dari responden pada survey ini akan dihubungi kembali dalam waktu dekat. Hal ini akan bersifat pertemuan tatap muka dengan *senior researcher* untuk diskusi yang lebih mendalam mengenai program pascasarjana dan pengalaman anda bekerja saat ini. Peneliti kami akan datang ke kantor anda.
Some of the respondents in this survey will be contacted for follow-up in the coming weeks. That follow-up would involve a personal meeting with a senior researcher to discuss in more depth your postgraduate and current work experience. Our interviewer will come to your office.

Jika nantinya anda bersedia mengikuti diskusi ini, dapatkah anda menyatakan tempat dan waktu yang nyaman bagi anda?

If we chose to meet with you, can you indicate what place(s) or times might be the most convenient for you?

Waktu

Daytime:

1 Pagi

Morning

2 Siang

Afternoon

Tempat

Place:

1 Kantor

Office?

2 Tempat lainnya: _____

Other place

Malam

Evening

1 Kantor

Office

2 Rumah

Home

3 Tempat lainnya?; ?; _____

Other place

II. In-depth Interview Guide

Date	
Interviewer	
Participant ID	

Indonesian Tracer Study - Scholarship Recipient Field Interview Guide

Hello. My name is _____. I'm helping on a study of USAID Indonesian Participant Training recipients. As you know, opportunities to go to college here in your country and abroad have been increasing in recent years. As a participant in one of the USAID-sponsored programs, we would like to know the story of your experience with USAID participant training, and during your professional career since you graduated from the program.

During this interview I want to understand more about your postgraduate education experience; your employment and career; your continuing studies and research if you are engaged in research, and your community participation. In each of these areas we want to understand any leadership roles that you have taken as a result of what you learned during your studies. Finally, we are very interested in any recommendations that you may have for future USAID study programs.

Your story and recommendations are important to USAID for future scholarship programming in Indonesia. Everything you tell me will be reported anonymously—you will not be quoted by name nor will your place of employment be associated with any comments cited. The study report will not mention your name or the names of any places or situations that that you discuss with me. You can be guaranteed your anonymity.

Let me verify the information we have about your experience—to be sure it is correct, or to update it:

1. Name: _____
2. Where did you study? _____
3. What did you study? _____
4. When did you study? _____
5. Under which USAID program? _____

1. Postgraduate Education Experience

Let's first talk about your USAID postgraduate education experience. We are interested in understanding your perceptions and reactions to your study, how your study affected your knowledge, skills, attitudes and values, and interaction in the workplace when you returned, and the impact of your study on what you have been able to accomplish during your career so far. Let's start with what prompted you to apply to the program:

- 1.1 How did you learn about the program?
- 1.2 Motivation for application to USAID:
- 1.3 Preparation for postgraduate study
 - 1.31 Employed or unemployed?
 - 1.32 Supported by employer?
- 1.4 Previous education and preparation for postgraduate study
- 1.5 Quality of your postgraduate learning experience in/at _____ compared to previous preparation
 - 1.6 Learning:
 - 1.61 Knowledge and skills?
 - 1.62 Changes in attitudes and values?
 - 1.7 Examples of how you integrated new perspectives into your thinking
 - 1.8 Behavior: Changes in how you interact with others?
 - 1.9 Leadership roles assumed during study program in relationship with peers
 - 1.10 Results: How have you used/applied what you have learned?

- 1.11 How has your view of Indonesia changed as a result of your scholarship experience?
- 1.12 For U.S. recipients: How has your view of the U.S. changed as a result of your study experience?
- 1.13 Anything else about your postgraduate study that you want to talk about?

2. Employment

Let's move on to consider your current employment and how the scholarship program has impacted your career.

- 2.1 In what ways has scholarship study prepared you for current employment?
- 2.2 Most important contribution of your studies to your current job?
- 2.3 Current Job:
 - 2.31 Job title
 - 2.32 Role
 - 2.33 Responsibilities
- 2.4 Supervisory responsibilities? How many supervised? What do they do?
- 2.5 Management style: top down or collaboration with others?
- 2.6 In what ways do you collaborate? OR If not, what makes collaboration difficult in your workplace?
- 2.7 How did your program of study impact your management style?
- 2.8 How do you view the role of women in the workplace?
- 2.9 Impact on organizations where you have worked? How have you made a difference?
 - 2.10 Are you doing what you would have expected?
 - 2.11 Previous career history
 - 2.12 Greatest career achievement
 - 2.13 Leadership roles, if not discussed previously
 - 2.14 Would your path be different if you had studied in _____?
 - 2.15 How has your work influenced policy development and adoption?
 - 2.15a Organizational?
 - 2.152b Local government?
 - 2.153c Provincial government?
 - 2.154d National government?
 - 2.16 What else would you like to share about your work?

3. Continuing Education, Professional Development, and Research

As an international scholar, we are interested in understanding how you have continued your professional development, both formally and informally, and shared your learning with your peers.

- 3.1 As a result of your studies, how have you continued to learn in formal training programs in the workplace?
 - 3.2 Elsewhere?
 - 3.3. What is your motivation for further learning?
 - 3.4 How have you shared what you have learned with your peers?
 - 3.5 How have they shared their experience with you informally?
- 3.6 How has your career led you to become engaged in research? What are you investigating?
- 3.7 Leadership role in this area?
 - 3.71 Research, if applicable

3.72 Presentations:

3.72a Organizational Meetings

3.72b Regional Conferences

3.72c Provincial Conferences

3.72d International Conferences

3.8 Anything else you would like to share about your continuing professional development and learning?

4. Community Service

You are undoubtedly a member of, and perhaps a leader in a wide range of communities, in addition to your workplace community. They may include your neighborhood, professional associations, religious groups, alumni associations, your local governing district, and state, national, and international communities, especially since you are an international scholar. Can you tell us about your engagement in the communities that are important to you?

4.1 How has your scholarship experience impacted your level of community engagement?

4.2 Most important element of experience?

4.3 Examples of engagement in the communities they name

4.4 Roles they have played in those community organization(s)?

4.41 Mission and goals of organization(s)?

4.42 Their contribution to achieving them?

4.42a Policy development

4.42b Policy adoption

4.5 Leadership roles or positions

4.6 Motivation (or Lack of) for Community Interaction

4.6.1 With alumni?

4.6.2 With the international community?

4.7 Anything else that is important to you about your engagement in the communities where you live and work?

5. Recommendations

5.1 If you have recommended program to others or encouraged their application, how have you done so?

5.2 If not, why not?

5.2.1 Are you aware of the current USAID graduate scholarship program, PRESTASI III?

5.2.2 Are you aware of other scholarship programs?

5.3 What advice would you give to others seeking postgraduate education?

5.4 Do you have recommendations for USAID for future education and training programs?

6. Closing the Interview

6.1 Those are all the questions I have for you today—is there anything else you would like to tell me after this conversation?

6.1.2 If you have other comments or suggestions, please contact me again by email. You have my card.

6.3 Thank you very much for your time. Again, please be assured that we will not name you or your employer in our report

III. Supervisor or Peer Interview

Engagement questions:

1. What are the important elements that employees who go for training come back with?

2. Are there challenges for such employees when they come back—for them? For you? For others? Why?

Exploration Questions:

3. Who has particularly influenced you in the answers you gave above? Why?
4. What are the pros and cons of staff going out for advanced training?
5. When an employee comes back, what do you do? How does it change things?
6. Do you think there are other ways to improve your employees' skills than a graduate degree? If so, how?

Exit question:

7. Is there anything else you would like to say about graduate-level employee training?

Verification of alumnus interview

Before the meeting, review the alumnus interview and note the alumnus answers to the following questions.

Now ask the supervisor/peer the same questions without saying the answer of the alum:

- 1.61 What knowledge and skills did s/he come back with?
- 1.62 What change(s) in attitude or values have you observed?
- 1.63 How has s/he used/applied what s/he learned?
- 2.2 What is the most important contribution of his/her studies to the current job?
- 2.7 How did the program of study impact his/her management style?
- 2.14 Would her/his path be different if s/he had studied here/abroad?
- 3.1 As a result of the scholarship studies, how has s/he continued to learn in formal training programs in the workplace?

IV. Participant Training Organization Interview Guide

	NAME OF ORGANIZATION: NAME OF PROGRAM(S): ORGANIZATIONAL CONTACT(S):	
1.	History/Context of the Program	
2.	Candidate Recruitment	
a.	Targeted organizations/sectors	
b.	Fields of study	
c.	Methods of outreach and promotion	
3.	Candidate Selection	
a.	Profile	
b.	Selection criteria	
c.	Selection profile	
d.	Challenges/roadblocks to selection	
4.	English Language Training Program(s)	
5.	Recipient experience	
a.	In-country training program(s)	
b.	Successful completion	
c.	Non-completion: causes, outcomes, influence on future programming	
6.	Follow-up with scholars post-training	
a.	Re-entry training	
b.	Meetings/networks	
c.	Other Follow-up Activities	
7.	Lessons Learned	
8.	Project Challenges	
9.	Harmonization	
a.	Coordination with USAID and other scholarship donors	
b.	Coordination with other PT partners of USAID	
10.	Other observations	

Appendix 6: ADS Chapter 252.3.4: Visa Compliance for Exchange Visitors

USAID considers spouses of any age and children under the age of 21 traveling to the U.S. to accompany, join, or visit US-based USAID-sponsored EVs to be dependents.

In order to avoid unnecessary liabilities and to minimize the possibility of non-returnees, USAID strongly discourages dependent travel. USAID Mission Director or USAID/W Office Director (or designee) approval must be obtained using the AID Form 1380-5, Dependent Certification for all dependent travel regardless of the visa type being used by the dependent for travel.

Each Mission must establish a policy governing all aspects of dependent certification, including criteria for the approval of dependents. Missions may permit EVs to bring family members to the U.S. either for an EV's full duration of stay or for short visits, only if the EV has sufficient personal financial resources to cover related expenses.

Missions must consider whether: a) cultural or religious norms require an EV to be accompanied, joined, or visited in the U.S. by a dependent; b) the separation from family during the EV's duration of stay in the U.S. will pose a hardship likely to affect the EV's ability to fully engage in the sponsored activity; and c) if the EV is likely to be distracted from program goals by family obligations in his or her home country. EVs must complete, sign, and submit an AID Form 1380-5, Dependent Certification to the Mission Director or USAID/W Office Director for approval. The Approver (R3) must upload the approved Dependent Certification form to the EV's VCS record (see 252.3.5.3). The Sponsoring Unit must keep a hard (paper) copy of the form on file with other EV documents.

All dependents of USAID-sponsored EVs must obtain, use, and abide by the terms of the J-2 visa processed under a USAID program number unless the consular official issuing the visa makes a determination that another type of visa is appropriate for the travel. This provision applies to same-sex spousal-dependents in the same manner as opposite-sex spousal-dependents.

The same J visa application procedures that apply to EVs also apply to dependents (see 252.3.5).

Missions must conduct the same SRFI on EV dependents that they conduct on EVs (see 252.3.2). Missions must document the specific evidence they used to make the required Dependent SRFI. Sponsoring Units must keep security risk determination evidence on file with other EV documents. USAID has no financial obligation related to dependents, and support of dependents is the EV's sole responsibility.

Adequate financial expenditure estimates are based on the cost of living in the area where the USAID-sponsored activity is taking place. A general rule is that 50 percent of the monthly maintenance is required for each accompanying dependent in addition to the cost of a round-trip airline ticket. The USAID Mission (or USAID/W for centrally approved EVs) must consider the total number of dependents and the expected length of stay in the U.S. in determining total

expenditure estimates for entry on the AID Form 1380-5, Dependent Certification. The cost of travel is in addition to the 50 percent per EV cost of living calculation.

The EV is responsible for arranging, maintaining, and paying for each and every dependent's health insurance coverage and ensuring that the insurance remains in effect for the duration of the dependent's presence in the US

EVs may obtain information on dependent health insurance coverage in the U.S. from the Foreign Student Advisor at academic institutions or by writing to the National Association for Foreign Student Affairs. EVs must also make sure that dependents' airplane tickets do not expire and are kept updated with the issuing airline. Sponsoring Units are encouraged to provide a pre-departure orientation for dependents.

Appendix 7: Additional Data Tables

Table A.1. Motivation of USAID Experience on Further Education for Individuals in the Public and Private Sectors

ATTRIBUTE	GRADUATED IN INDONESIA				GRADUATED IN USA			
	Public Sector		Private Sector		Public Sector		Private Sector	
	T2B	Mean Score	T2B	Mean Score	T2B	Mean Score	T2B	Mean Score
How important is your USAID experience in motivating you to pursue further informal or formal education?	87%	4.25	100%	5.00	94%	4.52	73%	3.93

* $p < 0.05$

Table A.2 Perception of USA Graduates from East Indonesia of Contribution at Work

ATTRIBUTE	Graduated in USA			
	East Indonesia (n**=6)			
	Before		Current	
	T2B	Mean Score	T2B	Mean Score
I believe that I am making a significant contribution to (the organization where I work) because my work has contributed to bringing about changes	67%	4.17	100%	4.83

* $p < 0.05$

Figure B.I. Respondents' Ethnicity

