HIGHER EDUCATION SCHOLARSHIP ASSESSMENT

PHOTO: USAID/Indonesia PRESTASI

HIGHER EDUCATION SCHOLARSHIP ASSESSMENT

Final Report

USAID Contract No. AID-497-C-16-00006

Indonesia Monitoring & Evaluation Support Project

February 2020

CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

AMINEF	American Indonesian Exchange Foundation
Bappenas	*Badan Perencanaan Pembangunan Nasional* (National Development Planning Agency)
BKD	*Badan Kepegawaian Daerah* (Regional Personnel Agency)
BKKBN	*Badan Kependudukan dan Keluarga Berencana Nasional* (National Population and Family Planning Agency)
BMKG	*Badan Meteorologi, Klimatologi dan Geofisika* (Meteorology, Climatology and Geophysics Council)
BPS	*Badan Pusat Statistik* (Statistics Indonesia)
BPSDM	*Badan Pengembangan Sumber Daya Manusia* (Human Resources Development Agency)
CDCS	Country Development Cooperation Strategy
CSO	Civil Society Organization
FETA	Financial Education and Training Agency
GoI	Government of Indonesia
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
GRE	Graduate Record Examination
IIEF	Indonesian International Education Foundation
LPDP	*Lembaga Penjamin Dana Pendidikan* (Indonesia Endowment for Education)
LPP	*Lembaga Pengembangan Pendidikan* (Education Development Agency)
M&E	Monitoring and Evaluation
MCI	Ministry of Communication and Informatics
MOEC	Ministry of Education and Culture
MOF	Ministry of Finance
MORA	Ministry of Religious Affairs
MRTHE	Ministry of Research, Technology and Higher Education
PGI	*Persekutuan Gereja-Gereja di Indonesia* (Council of Churches in Indonesia)
Prestasi	Program to Extend Scholarships and Training to Achieve Sustainable Impacts
RPJMN	*Rencana Pembangunan Jangka Menengah Nasional* (Midterm National Development Plan)
STEM	Science, Technology, Engineering and Mathematics
YKSE	*Yayasan Karya Salemba Empat* (Karya Salemba Empat Foundation)
YTA	*Yayasan Toyota Astra* (Toyota Astra Foundation)

EXECUTIVE SUMMARY

The scholarship landscape assessment was implemented to fulfill two purposes: (a) map the scholarship programs funded by national and provincial governments in Indonesia and (b) identify challenges and recommend technical assistance needed regarding scholarship programs in Indonesia.

The scope of work includes the following four questions:

1. Who are the current main players in managing graduate scholarship programs?
2. What factors drive the Government of Indonesia (GoI) and other scholarship providers in providing scholarship programs?
3. What are some of the aspects that require most support in managing scholarship programs?
4. How effective is the monitoring and evaluation (M&E) system of the scholarship providers? (How effectively do they measure the impact of the scholarship program?)

The assessment primarily utilized a qualitative methodology. Identification of the main players of graduate scholarship programs for the first assessment question occurred through categorization of scholarship information and descriptive statistics from a review of scholarship providers' documents and websites, as well as through an online survey. To address the last three assessment questions, interviews with key informants took place in September and October 2019, followed by thematic analysis of the qualitative data from the interviews.

This assessment contains several limitations. First, the inability to conduct face-to-face interviews with informants from provincial scholarship providers may have hindered full comprehension of the information conveyed. Second, the use of an e-survey to the private scholarship providers yielded little information. Third, scholarship providers did not disclose complete information about the scholarships, particularly information regarding finance. Finally, the restive Papua and West Papua provinces could not be contacted due to the security turbulence that occurred in September 2019.

PRINCIPAL CONCLUSIONS AND RECOMMENDATIONS

ASSESSMENT QUESTION 1: THE MAIN SCHOLARSHIP PROVIDERS

Conclusion: National government institutions provide most graduate scholarships in Indonesia. The Indonesia Endowment for Education (*Lembaga Penjamin Dana Pendidikan,* or LPDP) has by far the largest budget and supports more scholarships than do other providers. Provincial governments also have substantial funding to support overseas studies but are smaller than national providers; only one of them included the United States as a study destination. Private providers generally lack overseas study options.

Recommendation: USAID could focus on providing technical assistance to the national scholarship providers as they have the funding and resources to work on improving their scholarship management. Provincial governments identified as main providers in this assessment also have funding to enable overseas studies. Private providers may not be the best option for support as they focus on domestic partial undergraduate scholarships.

ASSESSMENT QUESTION 2: DRIVING FACTORS

Multiple factors drive most scholarship providers, with the most common being human resource development. Government mandates are also an important driver among government institutions. Other salient driving factors, including support of provincial high achievers[1] and disaster response, are present but more often a concern of provincial governments and private providers' agendas than a national concern.

Recommendation: USAID could consider two factors in working with the targeted providers:

1. Factors driving the provision of scholarships.

It is logical to focus on assisting scholarship providers that are driven by the more permanent agenda of developing human resources. However, other factors, such as government mandates, also influence this driver. In this case, as exemplified by provincial providers, the longevity of the scholarship programs might be uncertain; it may depend on the agenda of the ruling government and thus can change with election cycles. Support for politically driven scholarship funds may be warranted, but USAID would have to readjust technical assistance as agendas and programs change.

2. Organizational nature of the targeted scholarship providers.

Some provincial providers were established specifically for administering scholarships and might be temporary agencies. Risk mitigation is always necessary in designing technical assistance programs, but special attention is warranted when working with ad hoc provincial scholarship agencies.

ASSESSMENT QUESTION 3: NEEDS FOR ASSISTANCE

Conclusion: Scholarship providers identified a variety of assistance needs, but the most frequently mentioned was building collaboration with international educational institutions. Numerous providers also mentioned the need for co-funding with international governments and universities, demonstrating a preference for value-for-money overseas study destinations by negotiating lower costs to fund a larger number of scholarships. Scholarship providers also had a variety of individual needs in scholarship management, which could not be generalized across providers[2].

The experience of USAID's Prestasi Scholarship Program can be considered a "best practice" example in scholarship management and USAID should consider lessons from this program as future programs are developed. Prestasi has developed specific and effective scholarship support systems, including for the application process and pre-departure orientation, as well as for monitoring scholars and scholarship effectiveness and building linkages with American universities.

Recommendation: USAID could consider providing the following technical assistance:

1. Help facilitate special agreements between scholarship providers and U.S. universities.

---

[1] Provincial high achievers refer to citizens of a province who have academic and non-academic achievements, e.g., athletes and artists.
[2] These individual needs include better financial reporting, improvement of research output, negotiating with regional parliaments

2. Create a hub for learning and disseminating best practices in scholarship management between both the Indonesian scholarship providers and international organizations and universities.

3. Create a marketplace forum where scholarship providers and other co-funding collaborators meet physically or virtually.

4. Increase interest in studying in the U.S. by addressing problems in Indonesian scholarship candidates' reluctance to sit for graduate admissions tests such as the GMAT and GRE. USAID can work with other U.S.-sponsored agencies such as EducationUSA and the American Indonesian Exchange Foundation (AMINEF) to educate the public about the American graduate education system and the strategies to succeed in standardized academic and admissions tests.

5. Share best practices in scholarship management based on lessons learned from the Prestasi Scholarship Program.

ASSESSMENT QUESTION 4: MONITORING AND EVALUATION

Conclusion: Existing M&E systems are underdeveloped and not suitable to measure the variety of anticipated scholarship impacts. Conversely, anticipated scholarship impacts are poorly defined and difficult to measure. Most provincial and private scholarship providers have a poor conceptualization of M&E and how to build and effectively use such systems.

Recommendation: Assistance in this area could begin with an assessment of M&E knowledge among the targeted providers. For scholarship providers with clear M&E planning and objectives, USAID can help formulate realistic impact objectives, design systems to measure the objectives and train the staff in M&E. Providers without an M&E system, or those that have a poor understanding of M&E needs related to measuring scholarship impact, will require help building basic capacity, including systems.

1. INTRODUCTION

While Indonesia allocates 20 percent of its annual budget to education, participation in higher education, particularly for graduate programs, continues to be low in comparison to its closest neighbors, such as Malaysia, Thailand and Singapore. The quality of its higher education is comparatively low (Sutrisno, 2019). Nevertheless, the Government of Indonesia (GoI) places a high priority on developing human resources in the next Midterm National Development Plan (*Rencana Pembangunan Jangka Menengah Nasional*, or RPJMN, 2020-2024). A main agenda of the RPJMN is increasing the quality and competitiveness of Indonesian human resources, and the higher education sector is expected to play a greater role in achieving this through improvement in innovation and technology creation. The RPJMN calls for an increased participation rate in the higher education sector to fast-track the nation's progress in creating a high-quality and productive workforce (RPJMN Technocratic Plan 2020-2024). The provision of scholarships, particularly at the graduate level, is one way to achieve this agenda. The GoI and the private sector have been supporting the growth of scholarships for graduate education.

Since the 2012 launch of the flagship graduate scholarship program, the Indonesia Endowment for Education (*Lembaga Penjamin Dana Pendidikan* or LPDP), the GoI has used it to help more than 20,000 scholarship recipients finance their education domestically and internationally.[3] In

---

[3] LPDP, 2019.

addition, the GoI provides graduate scholarships for its civil servants through the national budget. Individual ministries, such as the Ministry of Finance and Bappenas, manage these scholarships. Some subnational governments also provide scholarships for their citizens and civil servants. Provinces with special autonomous status, such as Aceh and Papua, receive additional financial support from the central government and use some of these funds for scholarships. Considering the wide array of government-funded scholarships, Indonesia already invests substantially in graduate scholarships. Moreover, various Indonesian private organizations and companies provide graduate scholarships for their staff members. As part of the corporate social responsibility of these companies and organizations, the public can also access the scholarship funds.

Despite the abundance of Indonesian scholarships, a comprehensive mapping of the various domestic graduate scholarship programs has never been undertaken. An assessment of the management quality of these providers is also absent. If these scholarships are not run professionally, Indonesia will miss the opportunity to increase the quality of its human resources and to broaden support to those who deserve and need the scholarships the most.

USAID understands the need to help Indonesia develop its human resources through advanced training for its citizens. This is in line with USAID's Country Development Cooperation Strategy (CDCS), which views the GOI as USAID's partner in providing technical assistance and capacity building to address Indonesia's development challenges. Considering the various providers of graduate scholarships already operating in Indonesia, USAID has an opportunity to provide technical assistance to the GoI to better manage the country's existing scholarship programs to further improve the quality of Indonesia's human resources. To inform the planned technical assistance, this assessment provides information and analysis on the number of Indonesian scholarship programs, the factors driving the provision of graduate scholarships, the support that scholarship providers need and the providers' M&E systems.

2. ASSESSMENT QUESTIONS

This assessment answers the following questions:

1. Who are the current main players in managing graduate scholarship programs?
2. What factors drive GoI and other scholarship providers in providing scholarship programs?
3. What are some of the aspects that require the most support in managing scholarship programs?
4. How effective is the M&E system of the scholarship providers? (How effectively do they measure the impact of the scholarship program?)

The next section, Methodology, discusses how these questions are answered.

3. METHODOLOGY

This assessment includes two key outputs: 1) a database of graduate scholarship programs in Indonesia and 2) an analysis of the drivers, needs and the Monitoring and Evaluation (M&E) systems of the main scholarship programs.

The assessment team mainly used qualitative data to answer the research questions by drawing data from a review of documents and scholarship provider websites, online surveys and interviews with key informants (see Annex 1, Key Informants). The team used thematic analysis

to examine research questions that required a deeper probe into the qualitative data. Identification of the main players in the scholarship programs occurred through straightforward classification of information and descriptive statistics. A fuller description of the methodology is in Annex 2.

3.1 ASSESSMENT STAGES

This assessment contained two main stages of data collection and analysis, as Figure 1 shows.

FIGURE 1. TWO STAGES OF DATA COLLECTION AND ANALYSIS
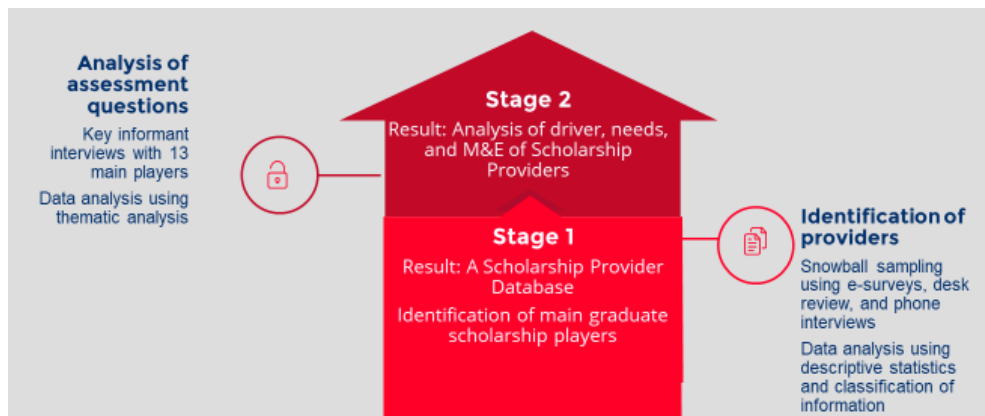
The first stage identified scholarship providers using a data collection process that included desk review, online surveys and phone interviews, which constituted the basis for developing the database. The assessment team used the database to identify the main graduate scholarship providers.

In the second stage, key informants from each main scholarship provider participated in interviews to gauge their need for support in managing the scholarship program, their driving factors for offering scholarships and the M&E system they use. This answered the last three assessment questions and enabled the assessment team to compile recommendations for USAID's consideration.

3.2 POPULATION AND SAMPLING

The population of this assessment consists of: 1) all ministries and government agencies at the national level; 2) all subnational governments; and 3) all companies (both state-owned enterprises and purely private companies) and civil society organizations (CSOs) that offer graduate scholarships.

The assessment team identified the main providers of graduate scholarships in Indonesia using criteria that included: 1) the size of the scholarship funds; 2) those that provided scholarships for graduate study in the U.S.; and 3) the strategic importance of the funds to Indonesia's areas of priority development, as determined by alignment with the GoI's National Midterm Development Plan (RPJMN).

The assessment team interviewed key staff from selected scholarship providers in the second stage of the assessment. The results of these interviews constituted the basis for analyzing the assessment questions and developing recommendations for USAID's future assistance.

3.3 LIMITATIONS

The focus on provincial-level scholarship providers required in-depth interviews with these providers' key informants. However, given the budget constraints, it was possible to conduct only phone interviews, the quality of which may not have been as good as face-to-face interviews. Face-to-face interviews often entails the building of good rapport. Reading facial expressions may also yield valuable information on a negative or positive response towards a question or information query. Phone interviews eliminate such rapport and subtle nuances.

In addition, the use of online surveys had limitations as many organizations did not complete the surveys. The team received e-survey responses from two of 46 private organizations invited to participate. During the data collection period from August to October 2019, the security situation in Papua and West Papua provinces deteriorated, making it difficult to contact those provincial governments. The assessment team was not able to conduct interviews with officials who manage the provincial scholarship programs in Papua and West Papua provinces within the allocated timeline.

Another limitation was incomplete information that scholarship providers made available. Information concerning budgets and scholarship financing was sensitive and the assessment team could not obtain complete information for some providers at the national level.

4. THE MAIN PROVIDERS OF SCHOLARSHIPS IN INDONESIA

Assessment Question: Who are the current main players in managing graduate scholarship programs?

Key Findings: National government institutions are the main providers of graduate scholarships in Indonesia. LPDP has by far the largest budget and administers more scholarships than other national and provincial providers. Even though provincial governments have substantial funding to support overseas study, these funds are much smaller than the national funds. Also, only one provincial government included the U.S. as a study destination. Private and CSO providers generally offer domestic scholarships and lack overseas study options.

To identify the main scholarship providers, the assessment team developed a database of Indonesian scholarships and collected information through internet searches and an online survey, but not all scholarship funds provided the same level of details. In total, the assessment team identified 136 scholarship providers that award scholarships to a total of 183 graduate and undergraduate programs. Scholarship administrators are national, subnational and private/CSO providers,[4] as well as international organizations. The database contains two parts: a graduate database and a supplementary database. The graduate database, consisting of scholarship programs offered by national, subnational and private/CSOs, is used to answer the first assessment question. The supplementary database contains information on undergraduate scholarship programs, foreign government scholarship programs and scholarship programs offered by municipalities and regencies. The supplementary database in Annex 3 provides a fuller picture of scholarship programs in Indonesia.

Section 4.1 provides an overview of graduate scholarship programs, followed by a closer examination into each provider type—national, provincial and private/CSO. The discussion focuses on the number of scholarship providers, type of scholarship programs, study destination,

---

[4] Private providers, as stated in the population and sampling subsection, include private companies, state-owned enterprises and civil society organizations.

support services and budget. Information on the total number of scholarship recipients and budget amount is limited due to incomplete information made available by the scholarship providers.

4.1 OVERVIEW OF GRADUATE DATABASE

The assessment identified 31 providers offering 46 graduate scholarship programs. An excerpt of the graduate database is in Annex 4. Scholarship provider websites did not present the same level of details, and financial information (budget and cost per person) was the most difficult to obtain, followed by alumni engagement. Hence, the graduate database reflects this missing information (marked as 'N/A' in the applicable cells). Table 1 summarizes the database into three categories: national, provincial and private providers. Given the focus of the database on graduate programs, the assessment team broke this list down further to show the number of providers providing scholarships overseas and specifically in the U.S. as a study destination.

TABLE 1. GRADUATE SCHOLARSHIP DATABASE

Category	National	Provincial	Private	Total
Scholarship providers	11	9	11	31
Programs (providers may offer multiple programs)	24	11	11	46
Providers that offer overseas scholarships	8	4	3	15
Providers that offer scholarships in the U.S. *(subset of above row)*	5	1	2	8

Table 1 shows that 11 national providers offer 24 programs; nine provincial providers offer 11 programs; and 11 private providers each offer one program. Of these providers, 15 offer overseas study options. Most are national providers (n=8), followed by provincial (n= 4) and private (n=3) providers. From these 15 providers, eight listed the U.S. as a study destination. The national providers (n=5) offer the majority of scholarships to the U.S.

The scholarship funds that offer graduate study to the US include:

- National funds: LPDP, Ministry of Finance (MOF), Ministry of Research, Technology and Higher Education (MRTHE), Ministry of Education and Culture (MOEC) and Ministry of Religious Affairs (MORA).
- Subnational: Government of Papua.
- Private/CSO providers: PT Telekomunikasi Indonesia (Telkom) and PT Aneka Tambang.

Of the 31 providers, 16 providers fund full graduate scholarships covering tuition fees and a living allowance. Most national providers (n=9) offer full scholarships, while only three provincial providers do. Partial graduate scholarships (normally either a living allowance or tuition fees) are commonly offered by provincial providers. These programs vary in the collegiate degrees they support, ranging from masters to doctorate to specialist.

Most providers offer no support services (foreign language[5] preparation, soft skills development, placement at host universities, pre-departure orientation and an alumni network). Those offering

---

[5] e.g. English, Arabic, German.

support services include five national, four provincial and four private/CSO providers. The most common support service is language preparation, which nine providers offer.

Only 17 of 31 scholarship providers provided information about funding and budgets. Due to incomplete data on scholarship budgets and the number of scholarship recipients, the assessment team decided to further conduct interviews and analysis of the providers' annual reports; however, some interviewees provided incomplete information or would not disclose any information. Table 2 contains some estimated data (marked with asterisks). Data that could not be retrieved are marked as not available (N/A). The assessment team gathered the available data to determine an estimate of the total scholarship budget. Data from provincial and private/CSO providers reflect no clear demarcation of scholarship budget solely intended for graduate education among providers that serve both undergraduate and graduate levels. All budget numbers also include scholarships intended for domestic and international studies for providers offering both study options.

TABLE 2. SCHOLARSHIP PROVIDERS AND BUDGETS

No	Provider	Type	Budget (USD)*	Recipient Number	Programs
1.	LPDP	National	184,943,731 (in 2017)	Up to 6,000	Master, Doctoral
2.	MRTHE	National	70,420,882 (in 2017)	1,150	Master, Doctoral
3.	Bappenas*	National	17,783,051	450	Master, Doctoral
4.	MORA	National	6,970,956	533	Doctoral
5.	MOF*	National	5,334,915	60	Master, Doctoral
6.	BKKBN	National	N/A	13	Master, Doctoral
7.	Aceh*	Provincial	4,836,990	530	Master, Specialist
8.	West Java	Provincial	3,556,610	1,312	Bachelor, Master, Doctoral
9.	South Sulawesi	Provincial	1,813,871	N/A	Bachelor, Master
10.	North Kalimantan	Provincial	924,719	4,000	Diploma, Bachelor, Master, Doctoral, Specialist
11.	South East Sulawesi	Provincial	382,407	N/A	Vocational school, Diploma, Bachelor, Master, Doctoral
12.	West Nusa Tenggara	Provincial	N/A	939	Bachelor, Master, Doctoral
13.	West Sumatra	Provincial	N/A	3	Master
14.	Aneka Tambang	Private	782,454	N/A	Bachelor, Master, Doctoral
15.	Yayasan Toyota Astra*	Private	284,529	373	Bachelor, Master
16.	Garuda Indonesia	Private	142,264	N/A	Bachelor, Master
17.	PGI*	Private	11,381	20	Bachelor, Master

*Conversion rate: USD $1 = IDR 14,058, as of November 15, 2019.

Table 2 shows that the largest scholarship provider in terms of budget and number of scholarship recipients is LPDP. In terms of budget allocation, Table 2 notes that LPDP had funds from 4,000 up to 6,000 scholarships per year and allocates approximately USD 183,943,731. Budget-wise, the smallest provider is PGI (*Persekutuan Gereja-Gereja di Indonesia/*Council of Churches in

Indonesia) with a scholarship budget of just USD 11,381 for 20 scholarship recipients. West Sumatra had the smallest number of scholarship recipients, but the budget is unknown.

Table 2 also shows that the national providers have larger budgets, and fund more scholars, than do the provincial and private providers. North Kalimantan has funded numerous scholarship recipients, but the budget was relatively small because it provided only partial scholarships to stretch its funding and cover more recipients. In total, the scholarship budget was around USD $298 million, and the number of scholarship recipients was 15,383. From this data, it can be assumed that national providers have more funding to support scholarship recipients.

The database did not reveal any information concerning the effectiveness of budget utilization. Case 1 summarizes the findings.

CASE 1. UNDERSPENT SCHOLARSHIP BUDGETS

The team asked the main 13 scholarship providers about underspent budgets. Three respondents provided various answers. LPDP has the largest budget underspending, funding only half of its maximum intake. About 2,000 to 3,000 scholarships were disbursed out of LPDP's annual quota of 4,000 to 6,000. Bappenas used about 95 percent of its scholarship budget and MORA used about 90 percent of its budget. Considering that LPDP is the biggest scholarship provider, the amount of underspending by Indonesian scholarship funds is substantial.

The causes of underspending varied. MORA had difficulty finding scholarship recipients who fulfilled the academic and language requirements, while LPDP was trying to have a stricter selection process. With the reported underspent funds, these national providers would be able, if willing, to afford improvements to the quality of their scholarship management. Nevertheless, not all providers reported budget underspending. Provincial providers (Aceh, North Kalimantan and West Nusa Tenggara) all mentioned needing more scholarship funding, as the demand for scholarships remains high in those areas.

The policies for the underspent scholarship budget differ for every provider. LPDP, as an endowment fund, can reinvest unused budget, while Bappenas has the flexibility of carrying over unspent budget to the next year. The provinces of West Nusa Tenggara and North Kalimantan recruited scholarship recipients a year before, so they propose a budget that fits the number of scholarship recipients, thus avoiding underspent budgets.

4.2 NATIONAL SCHOLARSHIP PROVIDERS

Of the 11 national scholarship providers, seven are ministries and four are government agencies. Five of the 24 available scholarship programs are classified as internal programs—that is, offered only to the civil servants working for the respective ministries or agencies. The ministries/agencies offering the internal programs are the National Population and Planning Board (BKKBN), Statistics Indonesia (BPS), Meteorology, Climatology, and Geophysical Agency (BMKG), Ministry of Finance and Ministry of Education and Culture (MOEC). The MOEC also has an additional program -- the Unggulan Scholarship Program – which is open to the public for domestic institutions. Except for one domestic program offered by the Ministry of Communication and Informatics (MCI), all other national programs are fully funded scholarships that pay both a living allowance and tuition fees.

Table 3 classifies the national graduate scholarship providers based on their ability to support scholarship recipients to study overseas, including in the U.S. Unfortunately, data on the number of scholarship recipients supported for international study from all national providers is not available.

TABLE 3. INTERNATIONAL STUDY OPTIONS AMONG NATIONAL PROVIDERS

No	Name	International	Domestic	U.S.
1.	LPDP	✓	✓	✓
2.	MOF	✓	✓	✓
3.	MRTHE	✓	✓	✓
4.	MOEC	✓	✓	✓
5.	MORA	✓	✓	✓
6.	MOH	✗	✓	✗
7.	MOCI[6]	✓	✗	✗
8.	Bappenas	✓	✓	✗
9.	BPS	✗	✓	✗
10.	BKKBN	✓	✓	✗
11.	BMKG	✗	✓	✗

Table 3 shows that most national scholarship providers allowed recipients the option to study abroad (*n*=8). However, only five scholarship providers offer the option to study in the United States: LPDP, MOF, MRTHE, MOEC and MORA.

The range of destination countries that recipients could select in each scholarship program was too big to include in Table 3.[7] For example, MRTHE included 32 countries for its overseas scholarship program. The Ministry of Health, BPS and BMKG offered only domestic graduate scholarships, and their scholarship programs are open only to their own staff members. Providers with opportunities open to the public generally offer international study opportunities.

Support services are provided by only five scholarship providers, summarized in Table 4.

TABLE 4. SUPPORT SERVICES BY NATIONAL PROVIDERS

No.	Name	Support Services Offered
1.	LPDP	Pre-departure briefing (e.g., leadership, character building/soft skills, cross-culture, alumni network)
2.	MOF	Language course; pre-departure training (academic)
3.	MRTHE	Pre-departure program (workshops on academic life overseas and human resources rules); three-day workshop on how to write a research proposal; invite overseas partners to present their programs; provide English-language training at Multimedia Nusantara University, Muhammadiyah University of Jakarta (UNM), State University of Jakarta (UNJ) and Bandung Institute of Technology (ITB); provide free International English Language Testing System (IELTS); help finding a research supervisor (in Taiwan, Kansas State (US), Australia, the United Kingdom, Japan and Ireland, alternately).

---

[6] Ministry of Communication and Information Technology

[7] To illustrate, LPDP's top nine destination countries were the UK, U.S., Germany, Sweden, France, the Netherlands, Russia, Japan and Australia. MRTHE destination countries were: Australia, Austria, the Netherlands, UK, Ireland, Japan, Canada, Lithuania, France, New Zealand, U.S., Argentina, Belgium, Brazil, Chile, China, Czech Republic, Denmark, Estonia, the Philippines, Finland, Hong Kong, Hungary, India, Italy, Germany, South Korea, Malaysia, Egypt, Norway, Russia and Saudi Arabia.

4.	MORA	Pre-departure training; language training; established alumni communication forum; homecoming conference for alumni
5.	Bappenas	Language training; Test of English as a Foreign Language (TOEFL) and TPA (academic aptitude test); consultation for placement in universities (especially for overseas study)

Among national government institutions, LPDP, MOF MRTHE, MORA and Bappenas provide support services to the scholarship recipients and or applicants (see Annex V for detail). MRTHE offers more comprehensive support than others do, including pre-departure orientation, language training, research writing skills and help finding a research supervisor. LPDP provides a five-day pre-departure orientation. MORA and LPDP also established an alumni communication forum.

4.3 SUBNATIONAL SCHOLARSHIP PROVIDERS

Figure 2 presents the distribution of nine provincial governments offering 11 graduate scholarship programs throughout Indonesia. All but one of these programs are open to the public.[8] Internal scholarships for civil servants are normally administered by the Regional Civil Service Agency (*Badan Kepegawaian Daerah*/BKD).

FIGURE 2. PROVINCIAL GRADUATE SCHOLARSHIP PROVIDERS

Figure 2 also shows that only four of subnational providers offer options to study overseas: Papua, North Kalimantan, West Nusa Tenggara (in Indonesian, *Nusa Tenggara Barat* or NTB) and Aceh.

Four provinces provided support services: Aceh, West Java, West Nusa Tenggara and Papua; see Table 5. All provided language training, but only Aceh and NTB cover the cost of IELTS/IBT testing. Only Papua and NTB offer pre-departure orientation/pre-study.

---

[8] The West Sumatra Scholarship was available only to civil servants.

TABLE 5. SUPPORT SERVICES AT THE SUBNATIONAL LEVEL

No.	Name	Support Services Offered
1.	Aceh	Language training; free IBT/IELTS tests for scholarship awardees
2.	West Java	Provide English-language training for LPDP scholarships; conduct leadership/character education training with universities
3.	West Nusa Tenggara	Language training; pre-departure training on cross-cultural issues and stress management; free TOEFL IBT after the training helps with visa processing and communication with overseas campuses
4.	Papua	Character building, language training, academic training, pre-study academic guidance

Among these providers, four provided budget information: Aceh, West Java, South East Sulawesi and South Sulawesi. West Nusa Tenggara (or NTB: Nusa Tenggara Barat) provided information only on the number of scholars. The Aceh government has the largest scholarship budget, followed by West Java, South Sulawesi and Southeast Sulawesi (see Table 1). However, the budget is not solely for graduate programs; it also covers undergraduate and medical specialist studies.

The provincial governments have more limited funding as compared to the national government. The only provincial government that can fully fund scholarships for studies in the U.S. is Papua, while the other identified provincial government funds must enter co-funding arrangements with foreign governments or universities to finance overseas scholarships or provide partial scholarships.

4.4 PRIVATE/CSO PROVIDERS

The private/CSOs category contains 11 providers, consisting of eight companies and three CSOs, as Table 1 shows. All offer scholarships for public citizens, except PP IPNU (*Pimpinan Pusat Ikatan Pelajar Nahdatul Ulama)*, which limits scholarships for their cadres only. Two private companies, PT Vale Indonesia and PT Indah Kiat Pulp and Paper, provide scholarships for specific tribes (Luwu Timur and Sakai tribes, respectively).

Only three providers in this category offer scholarships for studying abroad. Two are state-owned companies (PT Telkom Tbk and PT Aneka Tambang Tbk) and both listed the U.S. as a study destination. Another is PT XL Axiata. PT Aneka Tambang Tbk provides scholarships for lecturers from North Moluccas to study at Montana State University. No information could be found about the U.S. universities of PT Telkom Tbk's scholarship program.

Table 6 lists the identified support services from the 11 private/CSO providers.

TABLE 6. SUPPORT SERVICES BY PRIVATE/CSO PROVIDERS

No.	Name	Support Services Offered
1.	PT Garuda Indonesia	Language preparation; academic preparation; placement
2.	PT Telkom Tbk	Counseling
3.	PT Dexa	Career prospect

Table 6 shows that information on support services from private/CSOs providers is limited. PT Garuda Indonesia offers more services than the other two scholarship providers, while the other

two limit their support to counseling for study options and career prospects. The team did not obtain support services information from providers that offer overseas study.

Only four out of 11 private/CSO providers provided scholarship budget information (see Table 2). PT Aneka Tambang's budget is the largest at USD $782,454. This is not surprising, as the company offers overseas study. The other three funds' budgets are USD $284,529 (Yayasan Toyota Astra), $142,264 (Garuda Indonesia) and $11,381 (PGI).

Contacting private scholarship providers was difficult, likely due to their disinterest in providing scholarship management information to the public as they are mainly accountable to their shareholders and owners.

To gain more information about scholarship providers, the assessment team approached two major universities in Jakarta. One, the University of Indonesia (UI), was available for an interview and provided data on scholarship providers. The interview provided interesting insights concerning the various types and sizes of scholarship providers (Case 2, below).

CASE 2. SCHOLARSHIPS AT UNIVERSITY OF INDONESIA

The UI data contained 127 scholarship providers that partner with the university, classified as: national government agencies, subnational governments (provinces, municipalities and regencies), private companies, CSOs (both domestic and international), endowment funds, student associations, alumni associations and private individuals. The types of scholarship providers were much more diversified than the three categories that this assessment focuses on.

Nevertheless, the characteristics of UI's scholarship providers in terms of the preference to provide undergraduate and graduate scholarships were similar to the characteristics of providers in the graduate database created as part of this assessment. For example, private companies tend to provide undergraduate scholarships, whereas national government agencies are more likely to offer graduate scholarships. Most scholarships at UI are partial, supporting either tuition fees or living allowance but not both. The range of financial entitlement received by scholarship recipients varies greatly, with the smallest of USD $43 as living allowance per student from Yayasan Karya Salemba Empat to USD $7,469 tuition fee per student from Balai Kesehatan Penerbangan. In total, UI manages around USD $7.1 million in scholarship funding. One UI staff member stated in an interview that "there are now more scholarships than students who need them."

The abundance of scholarship funding at UI might not be the norm for Indonesian universities, but may be comparable to other leading Indonesian universities, such as UGM and ITB.

4.5 INDONESIA'S MAIN SCHOLARSHIP PROVIDERS

To meet the focus of this assessment, the graduate database was further limited to collecting information on 10 main graduate scholarship providers at the national and subnational levels in Indonesia, as per criteria mentioned in Annex 2. Due to limited information and limited options to study overseas, the private/CSO providers were not considered as main scholarship providers. This is also in line with USAID's advice to focus on national and subnational providers to answer assessment questions 2 through 4. Nevertheless, it was deemed necessary to interview private providers to gain a more nuanced and comprehensive examination of the graduate scholarship landscape in Indonesia.

TABLE 7. THE MAIN PROVIDERS OF GRADUATE SCHOLARSHIPS

No	Name	Category	Reason for Identifying as a 'Main Provider'
1.	LPDP	National	- Option to study in the U.S. - Large number of scholarships (up to 6,000)
2.	MOF	National	- Option to study in the U.S. - Strategic importance as a key ministry regulating Indonesian fiscal policy
3.	MRTHE	National	- Option to study in the U.S. - Older scholarship provider, established in 2007
4.	Bappenas	National	- Strategic importance as the ministry that plans national development (including directing scholarship development) - Potential for future collaboration (has worked with Japan and Australia)
5.	MORA	National	- Option to study in the U.S. - Large scholarship provider (has funded 533 scholarships in 24 countries) - Potential for future collaboration (has worked with Australia, France, UK, the Netherlands and Egypt)
6.	Aceh	Subnational	- Option to study abroad - Potential for future collaboration (has worked with Germany and Australia) - Older scholarship provider, established in 2006
7.	West Nusa Tenggara	Subnational	- Provided study abroad scholarships only - Newer scholarship provider, established in 2018 - Potential for future collaboration (has worked with Poland, Malaysia, China and Taiwan)
8.	North Kalimantan	Subnational	- Option to study abroad
9.	Papua	Subnational	- Option to study in the U.S., ranging from bachelor to doctorate level
10.	West Java	Subnational	- Newer scholarship provider - Substantial funding (USD 3.5 million)

Table 7 shows the reasons for identifying an agency or ministry as a main scholarship provider. For instance, besides offering a study option to the U.S., MORA is open to collaboration with international universities and governments. Further, MORA supports numerous scholarship recipients at the doctoral level. Together, these 10 providers cover a range of characteristics, not limited to those providing the most funding. Including scholarship providers that cover a range of characteristics helps provide a fuller view on what is available and what is valuable in assessing the complex scholarship landscape in Indonesia. Also, while Papua Province was identified as a main scholarship provider, the assessment team was not able to communicate with its scholarship manager given the security situation at that time. The assessment team later decided to substitute Papua with East Kalimantan for the interview in the second stage of the assessment.

Three private/CSO providers, Tanoto Foundation, Yayasan Toyota Astra (YTA) and Yayasan Karya Salemba Empat (YKSE),[9] were also interviewed. Tanoto Foundation and YTA intermittently offer graduate scholarships, and YKSE does not offer graduate scholarships, but has a wide scope of operations, ranging from Aceh to Papua, and manages funding from Corporate Social Responsibility (CSR) funds from various international companies and organizations.

Interviews with all 10 main providers and the additional three private/CSO providers formed the basis of analysis to address the three remaining assessment questions, discussed in subsequent sections of this report.

5. DRIVING FACTORS

ASSESSMENT QUESTION: What factors drive GoI and other scholarship providers in providing scholarship programs?

KEY FINDINGS: The most common driving factor in scholarship provision is developing human resources. Government mandates are also important drivers among government institutions. Other salient driving factors are supporting provincial high achievers and disaster response, which are less common. These drivers related to the motivation of select provincial governments and private scholarship providers' agendas, rather than being a common national priority.

Most scholarship providers are driven by more than one factor in providing graduate scholarships. The most common factor is developing human resources. Another factor is a government mandate. As exemplified by provincial scholarship providers, the longevity of the scholarship programs is uncertain due to changing political priorities over time, which depends on the agenda of the ruling government. Other salient driving factors, such as poverty alleviation, supporting provincial high achievers and disaster response, appear to be less of a factor in creating scholarship programs, but are present in select provinces. These factors are associated with provincial governments and private providers' agendas, rather than being a national priority.

Table 8 contains a general description of driving factors among providers, followed by a brief explanation of the type of provider organizations and elaboration of each driving factor. As the table shows, 10 of 13 scholarship providers mentioned developing human resources as a driving factor. Other noticeable drivers are government mandates (*n*=4), response to disasters (*n*=3) and supporting high achievers (*n*=3).

TABLE 8. SCHOLARSHIP PROVIDER TYPE AND DRIVING FACTORS

No	Provider / Program Name	Provider Type	Driving Factors
1.	LPDP/ Regular Scholarship	National Agency (Lembaga)	(a) Developing human resources (b) Government mandate
2.	MOF/FETA	Ministry	(a) Developing human resources
3.	MRTHE/BPPLN*	Ministry	(a) Developing human resources
4.	Bappenas/ Pusbindiklatren	Ministry	(a) Government mandate
5.	MORA/ 5000 Doktor	Ministry	(a) Developing human resources (b) Government mandate

---

[9] PT Aneka, Garuda Indonesia and Telkom did not provide any responses.

No	Provider / Program Name	Provider Type	Driving Factors
6.	Aceh/ BPSDM Aceh	Provincial Agency (Badan)	(a) Developing human resources (b) Natural/social disaster (c) Support high achievers
7.	West Nusa Tenggara/ LPP NTB	Ad hoc Provincial Agency (Lembaga)	(a) Developing human resources
8.	North Kalimantan/ Kaltara Cerdas	Provincial Agency (Dewan)	(a) Developing human resources
9.	East Kalimantan/ Kaltim Tuntas	Ad-hoc Provincial Agency (Badan)	(a) Government mandate (b) Support high achievers
10.	West Java/ Jabar Future Leader	Provincial Department (Dinas)	(a) Developing human resources (b) Support high achievers
11.	Tanoto Foundation	Corporate Foundation	(a) Developing human resources
12.	Yayasan Karya Salemba Empat	CSO	(a) Natural/social disaster
13.	Yayasan Toyota Astra	Corporate Foundation	(a) Developing human resources (b) Natural/social disaster

* MRTHE merged back into the Ministry of Education and Culture in late October 2019, after the assessment's data collection and interview process had ended.

Most national scholarship providers are driven by the need to develop human resources and by Indonesian government mandates. For Bappenas, however, their mandate is the only factor. Among provincial providers, factors beyond human resource development include poverty alleviation and supporting high achievers (although supporting high achievers was mentioned only by provincial providers). Two of the three providers that cited disasters as a factor are private, while three out of four providers at the national level are driven by government mandate. The next section examines each of these factors.

Four ministries administer scholarship programs. At the provincial level, only one department (*dinas*) manages scholarships, while the other four providers are agencies (*badan* or *lembaga*). The private providers interviewed in this assessment are all foundations (*yayasan*) that were mainly established to provide scholarships. Two foundations were established by private companies and received funding from their parent companies.

5.1 DEVELOPING HUMAN RESOURCES

While most scholarship providers cited human resources development as a driving factor for providing scholarships, they interpreted human resources in different ways. Some interpret it as generally increasing staff skills, while others are interested in filling in expected vacancies in particular professions, such as development planners. Others have a rather general and high-level concept of human resource development, which is increasing human capacity and regional competitiveness. For government institutions, this may be influenced by the type or nature of organization, although this is unclear under the central government's guidance.

MOF provides scholarships only for civil servants working in the ministry to increase skills in the monetary and financial areas. MRTHE and MORA opened scholarship opportunities to increase skills of lecturers (from both state and private universities). Scholarships provided by Bappenas

are open to civil servants working as planners in various ministries, agencies and subnational governments throughout Indonesia. Yayasan Toyota Astra also offers scholarships to improve the research skills of Indonesian lecturers. MRTHE stated that its scholarships are meant to produce new PhDs who can replace retiring lectures. Lecturers are required to hold at least a master's degree.

For other providers, human resources development is interpreted in a more general way, such as increasing competitiveness. This is particularly true for provincial governments of Aceh, West Nusa Tenggara, North Kalimantan and West Java and LPDP. These scholarship providers tend to have descriptions on human resource development. For example, West Java's government stated that its Future Leaders Scholarship aims to "produce West Javanese human resources that are independent, productive and caring, and able to take part in breaking the poverty cycle and in empowering the community." LPDP also intends for its scholarship to increase the nation's competitiveness. They argue that scholarships can increase skills in professions that are required to build the nation. Referring to the LPDP priority study, this includes study in Science, Technology, Engineering and Mathematics (STEM), and in the marine and energy fields. Three provincial governments stated that scholarships should bring beneficial results to the development of their regions.

However, in practice, West Nusa Tenggara and Aceh do not demand that scholarship recipients return to the provinces that award them. The interviewee at LPP (*Lembaga Pengembangan Pendidikan*, or Education Development Agency) NTB explained what was expected of the scholarship recipients:

> *"… to be NTB diaspora anywhere, to build relations with whomever and as many as possible. The scholarship does not specifically demand (scholarship recipients) to return upon graduation … If they have a job offer in the country where they study, that is great. If they return to Jakarta, that is also not a problem. However, our conviction is that not all of them will do that. Probably around 20 percent will find work outside (the province). The rest will return to the region."*

The NTB Government opened opportunities for its citizens to form a diaspora of well-educated alumni that could contribute to the province's development without a requirement to reside in NTB. A similar view could also be found in Aceh. In these cases, the benefits of the scholarship programs would primarily rest with the individuals receiving the scholarships, rather than the provinces awarding them. Such regulations indicate a loose definition of human resources development among provincial providers. Nevertheless, a case in North Kalimantan shows that at some point, scholarships might not necessarily be associated with regional development. This province requires the scholars to return to the region, yet some scholars have found difficulty securing a job upon their return.

Differing conceptions of human resources development might relate to unclear guidance and policies. Along the theme of developing human resources, the provision of scholarships was expected to help increase the quality of Indonesian human resources. This is in line with the 2020-2024 RPJMN, which states: *"The development of Indonesia in 2020-2024 aims to build high quality and competitive human resources, that is human resources that are healthy and educated, adaptive, innovative, skillful, and strong in character."*[10] Nevertheless, levels of clarity differed in the providers' definitions of developing human resources. For example, MOF had a written human capital development plan for each of its units, enacted through a ministerial decree. LPDP waited for Bappenas' direction for human resources development needs. In the absence of Bappenas'

---

[10] *Rancangan Teknokratik* RPJMN 2020-2024, p. 88.

direction, LPDP approached a line of ministries to gauge their needs and based on those consultations determined the relevant study areas for the scholarship program. West Nusa Tenggara, which is a somewhat newly established scholarship provider, is still developing its policies on human resources development, and many of its written policies were not in place yet at the time of the assessment.

The type of organization managing each scholarship might also influence the differences. Those with a more straightforward conception of human resources development are technical ministries. For example, MRTHE and MORA offer scholarships to the public requiring a particular academic or professional background.

5.2 GOVERNMENT MANDATE

Provision of graduate scholarships is a government mandate for four providers—Bappenas, MORA, LPDP and the East Kalimantan provincial government. The main mandate is human resources development as based on areas of focus of the RPJMN. Laws and government policies[11] also mandate the ministries and agencies to administer scholarships that normally are intended for civil servants or certain professions. However, each ministry and agency differs in its interpretations of the mandate. Bappenas and MORA, for example, have clear scholarship targets in line with their mandate. Bappenas is in charge of upskilling civil servants working as planners in national and regional government agencies through graduate education. MORA is tasked to increase the number of lecturers in Islamic universities and institutions who have PhD qualifications. LPDP is unique among the national providers in this assessment as it is the only agency set up primarily to administer scholarships. The various scholarship programs offered by LPDP target not only civil servants, but also the public.

Among provincial providers, East Kalimantan mentioned fulfilling the governor's political promise as a driving factor. LPP NTB also discussed fulfilling the governor's campaign promises, not as a driving factor, but as an anticipated impact of the scholarship program. Both LPP NTB and the East Kalimantan Scholarship Management Agency (*Badan Pengelola Beasiswa Kaltim Tuntas*) were established by their respective governors to administer the scholarship programs. The longevity of these scholarship programs beyond each governor's term in the office could not be ascertained. Interestingly, both include overseas study opportunities for citizens of these two provinces, not just civil servants. The political drivers of these funds make their longevity uncertain.

5.3 DISASTER RESPONSE

Natural and social disaster can also be a reason for establishing scholarship funds. This is the case for Aceh, Yayasan Toyota Astra (YTA) and Yayasan Karya Salemba Empat (YKSE). An example of natural disaster as a driving factor in scholarship provision was in Aceh, which lost a lot of its infrastructure and its human resources in the devastation of the 2004 tsunami. The aftermath of the tsunami saw numerous international graduate scholarship programs targeting Acehnese to help rebuild the province. After the foreign donors left Aceh in 2009/2010, the provincial government deemed it necessary to continue providing scholarships for Acehnese using the special autonomy funding for graduate and undergraduate studies in Indonesia and beyond. As Indonesia is perennially prone to various natural disasters, YKSE often opened new

---

[11] Law No. 14/2005 on Teachers and Lecturers; Presidential regulation No.38/2006 on Functional Position of Planners.

scholarship opportunities in areas recently hit by disasters, which was also in line with its agenda to provide scholarships for disadvantaged students.

An example of scholarships established after a social disaster was YTA. The 1974 anti-Japanese riots in Jakarta caused automaker Toyota to consider how it could contribute to the development of Indonesia, beyond automotive trade. Toyota established a foundation to provide scholarships, initially targeting Indonesian secondary school students. Subsequently, the scholarships were also extended to undergraduate students and even lecturers pursuing graduate studies. These historical and geographical contexts shaped how the providers understood their mission and assessed the range of programs offered. The YTA and Aceh examples also demonstrated that over time the disaster response driving factor would evolve into a more general human resources development agenda— which is the dominant driving factor.

5.4 SUPPORT FOR HIGH ACHIEVERS

The last driving factor is support for high achievers. This driving factor could be viewed as a subset of the first factor, developing human resources. However, this factor specifically targets high achievers in the provinces (mentioned by Aceh, West Nusa Tenggara and West Java). Conceptualizations of high achievers vary among provincial scholarship providers. For Aceh and West Nusa Tenggara, high achievers are people with distinguished academic achievements, whereas for West Java, high achievers also include athletes and artists.

BPSDM (*Badan Pengembangan Sumber Daya Manusia*, or Human Resource Development Agency) Aceh realized that Acehnese high achievers were not able to compete academically at the national level. Years of conflict and the destruction caused by the 2004 tsunami meant many Acehnese did not receive a high-quality education. As a result, many bright Acehnese could not win scholarships that the national providers or international organizations offered. Considering this, BPSDM Aceh continued to provide overseas scholarships in support of Acehnese high achievers.

In addition to the key themes mentioned above, two scholarship providers mentioned support for more general societal benefits, as outlined in the case box below (Case 3).

CASE 3: OVERSEAS SCHOLARSHIPS TO HARNESS OPENNESS AND INCLUSIVENESS

MORA and West Nusa Tenggara both offer overseas scholarships. While these two providers were driven by human resources development agenda, they also indicated a desire to support skills development to foster openness and inclusiveness. Both provided overseas scholarships to broaden the horizon of the scholarship recipients, so they could influence the society to be more inclusive upon their return to Indonesia.

West Nusa Tenggara provided study options in Poland, China and Taiwan to open the mindset of the scholarship recipients and internationalize their academic experience. MORA provided scholarships for lecturers in Islamic universities and institutions to study in areas other than the Middle East, which has traditionally been associated with Islamic studies. MORA opened opportunities to study in Europe, North America (including the U.S.) and Australia—a manifestation of the open mindset and inclusiveness agenda. The study areas covered by MORA were not confined to theology or philosophy but also included fields of study such as science, technology, engineering and mathematics.

---

6. TECHNICAL ASSISTANCE NEEDS

ASSESSMENT QUESTION: What are some of the aspects that require most support in managing scholarship programs?

KEY FINDINGS: Scholarship providers identified a variety of needs for technical assistance. The most frequently mentioned was building collaboration with international partners. The need for co-funding with international governments and universities demonstrated the scholarship providers' preference for value-for-money overseas study destinations. Each scholarship program mentioned specific needs in scholarship management, which could not be generalized across all providers. In addition, the Prestasi Scholarship Program generated many lessons on best practices and scholarship support systems development, which places USAID in an ideal position to offer such services to Indonesian scholarship providers, including building linkages with American universities.

The Question 3 findings show a wide range of needs for technical assistance. A survey of the themes and an examination of each scholarship provider's needs demonstrated that each provider has specific needs for assistance. This chapter begins with a general survey of the salient themes on needs for assistance, followed by closer examination of the themes grouped into five sections.

The theme that scholarship providers mentioned most was building collaboration with international partners (n=7).[12] However, in addition, seven other major themes on assistance needs were identifed, as Figure 3 shows.

FIGURE 3. AREAS REQUIRING ASSISTANCE

---
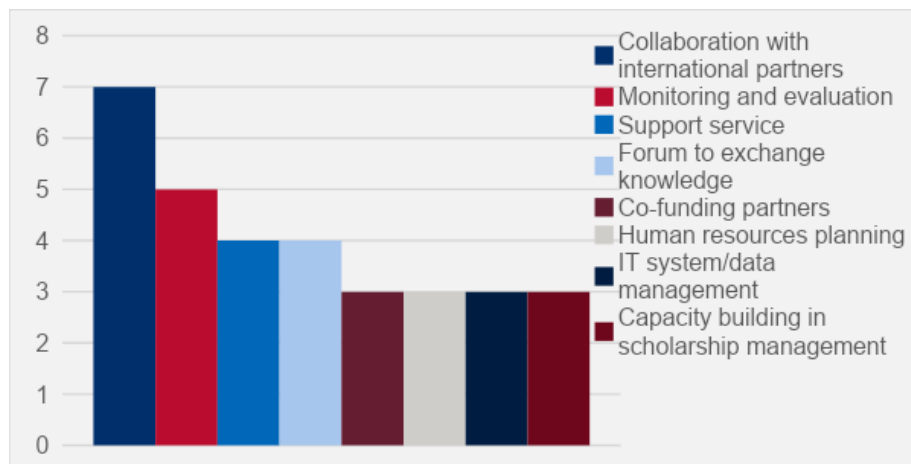
[12] USAID informed the assessment team that future assistance should not include scholarship funding support. During the interviews, the team asked interviewees to exclude financial needs when describing the type of assistance needed.

TABLE 9. DISTRIBUTION OF SCHOLARSHIP PROVIDERS' ASSISTANCE NEEDS

No	Needs	Providers	Distribution
1.	Collaboration with international partners	LPDP, MOF, East Kalimantan, Aceh, Tanoto, MORA, North Kalimantan (*n*=7)	Evenly distributed
2.	Monitoring and evaluation	Bappenas, Aceh, Tanoto, West Nusa Tenggara, MORA (*n*=5)	Evenly distributed
3.	Support services	Bappenas, LPDP, KSE, MORA (*n*=4)	National providers
4.	Forum to exchange knowledge	Bappenas, MOF, Tanoto, North Kalimantan (*n*=4)	Evenly distributed
5.	Co-funding partners	East Kalimantan, Aceh, MRTHE (*n*=3)	Provincial providers
6.	HR planning	Bappenas, North Kalimantan, YTA (*n*=3)	Evenly distributed
7.	IT/ data management	East Kalimantan, West Java, MORA (*n*=3)	Provincial providers
8.	Capacity building in scholarship management	Bappenas, West Nusa Tenggara, MORA (*n*=3)	National providers

Figure 3 shows that the main area of assistance identified is in collaborating with international partners. As seen in Table 9, provincial providers mainly mentioned two themes: co-funding partners and information technology/data management. National providers mainly mentioned two other themes: capacity building in scholarship management and support services. The rest of the themes are evenly distributed among the three types of providers.

The needs for assistance varied among the providers, as no theme represented responses from solely one type of provider. For example, while provincial providers were dominant in mentioning co-funding needs (two of three providers), a national provider (MRTHE) also mentioned the need for co-funding. Respondents that mentioned the need for capacity building in scholarship management included a provincial provider and two national providers. Four providers identified "assistance to organize a forum to exchange knowledge between Indonesian scholarship providers," but the director of LPDP opposed it, saying that creating such forum was not the domain of USAID in its future technical assistance. The following five sections further discuss the needs for assistance in each theme.

6.1 INTERNATIONAL PARTNERSHIPS AND CO-FUNDING

Seven scholarship providers indicated a desire for assistance in building partnerships with foreign governments and international universities, particularly American universities (see Table 9). The need to build international partnerships incorporates various aspects of collaboration with international universities, organizations and foreign governments, such as negotiation with foreign universities to enroll scholarship recipients, finding information to better understand the U.S. graduate education system and understanding the reputation and ranking of U.S. universities.

The reasons these providers require assistance for building international partnerships can vary. Several scholarship providers believed that USAID could play a role in facilitating communication with U.S. universities so they could better understand the various qualities, specialties and requirements of American universities and send scholarship recipients to the appropriate

universities. Scholarship providers who mentioned that this would be helpful included MORA, LPDP and MOF.

Both LPDP and MOF said they need information on the ranking of American universities so they could choose the best and most appropriate universities as study destinations and establish partnerships with those universities. MORA expressed not wanting to limit its partnerships to just top ranked universities; one interviewee there said:

> *"We do not have a list of the top 200 best [global] universities like LPDP. Why is that? First, such ranking is frankly not relevant with our needs. We need to know other universities in the US not listed in that ranking. Also, those rankings exclude some universities. For example, for Islamic Studies, Al Azhar University in Cairo is one of the best and the oldest in that field, but it does not appear in the ranking system. So only in some contexts do we refer to the ranking."*

MORA's priority study areas differ from those of LPDP and MOF. MORA also realizes that lecturers in the Indonesian Islamic universities they target have lower English proficiency than some U.S. universities may require. MORA needs assistance to build partnerships with universities that can accommodate their study areas and the level of proficiency of their candidates, which might not be the global top-ranked universities. In this regard, the challenge is not necessarily to understand the top universities, but rather to identify the U.S. universities that offer the best fit with a candidate's academic interests and abilities, which can be quite challenging given the large number of U.S. universities.

The need to enter into co-funding arrangements with international donors can be viewed as a subset of the need to build relationships with international partners. The three providers mentioning this need (East Kalimantan, MORA and MRTHE) offer options for overseas studies. MORA and MRTHE even financed doctorate studies in the United States. All three scholarship providers have some co-funding collaboration with international partners. These co-funding agreements include the provincial government of East Kalimantan's agreement for dual-degree master's scholarships with Australia Awards—the Australian Government's Scholarship Program. The provincial government paid for the first year of the master's program at *Universitas Mulawarman* and the Australia Awards program paid for the second year of the master's program at the University of Adelaide. This collaboration enables scholarship recipients to acquire an Indonesian master's degree and an Australian master's degree in a single field.

MORA has partnerships with several universities in Australia, Canada, Europe and the Middle East, which may additionally include some co-funding elements and in-kind contributions from the universities. MRTHE also has co-funding agreements with several European countries.[13] With Fulbright Indonesia/AMINEF, MRTHE entered a partnership in which MRTHE paid for the tuition fee, transportation, living allowance, book allowance and health insurance. AMINEF paid most of the selection and orientation costs. Approximately 78 percent of the total cost of this collaborative scholarship program was borne by MRTHE, while AMINEF contributed about 22 percent.[14]

Beyond those three providers, West Nusa Tenggara, Aceh, MOF and Bappenas also have international co-funding partnerships. Aceh and NTB have agreements with European universities in which the universities or their country's government paid the tuition fee, while the two

---

[13] MRTHE destination countries include Australia, Austria, the Netherlands, UK, Ireland, Japan, Canada, Lithuania, France, New Zealand, U.S., Argentina, Belgium, Brazil, Chile, China, Czech Republic, Denmark, Estonia, the Philippines, Finland, Hong Kong, Hungary, India, Italy, Germany, South Korea, Malaysia, Egypt, Norway, Russia and Saudi Arabia.

[14] Ditjen SDID, 2017.

Indonesian providers paid the scholarship recipients' living allowance. MOF and Bappenas also have agreements for dual-degree master's degree scholarships with Australia Awards, similar to the scholarship in East Kalimantan. Meanwhile, LPDP recently launched a co-funding scholarship program and would like to enter into co-funding agreements with American universities to support doctoral students whose term of study exceeds the four-year LPDP scholarship entitlement. There are two reasons that explains this co-funding trend among the Indonesian scholarship providers. First, the GoI is actively encouraging co-financing of development projects. In other sectors, the government pushed for private-public partnerships to build infrastructure, for example. Second, the providers that offer co-funding partnerships search for study destinations that can offer the best value for their investment. They want to partner with foreign governments or universities willing to share the burden of financing education so that scholarship funds can support a larger number of scholars. It apparently does not matter if the bulk of the financing comes from the Indonesian side, as long as some degree of co-funding is provided, as illustrated by MRTHE-AMINEF.

Based on these co-funding examples, USAID can play an important role as a communication facilitator with American universities and organizations willing to co-share funding with Indonesian scholarship providers. Co-funding can take the form of additional English-language support, training to write research proposals or free admissions or preparation for standardized tests (e.g., IBT, GRE and GMAT) to increase the interest of scholarship candidates to study in the U.S. and to satisfy the co-funding requirement among Indonesian scholarship providers. In return for this small investment, the universities and organizations could cover funding for a larger number of graduate students.

6.2 MONITORING AND EVALUATION AND IT SUPPORT

Five scholarship providers mentioned Monitoring and Evaluation (M&E) of the scholarship programs as an area requiring assistance (see Figure 3 and Table 9). Providers mentioned a range of assistance needs relating to M&E, which reflected the different levels of M&E capacity among the three categories of scholarship providers. For instance, Bappenas discussed the need to receive assistance in calculating return on investment as a part of its M&E, while West Nusa Tenggara is still developing an M&E system for its scholarship program and is interested in assistance to help build the system. Closely related to these M&E needs is the need for better Information Technology (IT) systems and data management, which was mentioned by scholarship providers from West Java, MORA and East Kalimantan. Better data management based on IT is seen as necessary to keep up with the increasing number of Indonesian scholarship recipients that study overseas and domestically. M&E is the focus of the fourth assessment question and additional details will follow.

6.3 KNOWLEDGE EXCHANGE AND CAPACITY BUILDING

The need to organize a forum to exchange knowledge between scholarship providers and the need to have capacity-building assistance for scholarship management are interrelated. Four providers mentioned organizing a forum through which Indonesian scholarship providers could share best practices, benchmark their scholarship management systems and exchange useful knowledge. USAID could play a role as a facilitator of communication among Indonesian scholarship providers. Some national providers already have more advanced systems and approaches, which would be valuable lessons for the newer and regional providers.

A second need was to obtain capacity-building input from international organizations experienced in scholarship management, such as USAID. This would complement and increase the existing

knowledge of domestic providers. USAID is well suited to this role based on its Prestasi experience, which generated numerous lessons and best practices that would be of value to Indonesian scholarship providers. Case 4 details Prestasi best practices that would be valuable for Indonesian providers.

6.4 SUPPORT SERVICES

Another area that required assistance was the development of support services for scholarship candidates and awardees. Figure 3 shows four providers requiring such assistance. Table 10 lists the types of support services they require.

TABLE 10. NEED FOR SUPPORT SERVICES

No	Name of Provider	Support Services Required
1.	LPDP	- Bridging program to enter American universities*
2.	Bappenas	- Pre-departure training focusing on cross-cultural understanding - Course selection - Re-entry strategy for returning scholarship recipients
3.	MORA	- Language training
4.	Yayasan Karya Salemba Empat	- Soft-skills development programs (e.g., entrepreneurship) for scholarship recipients

* The bridging program refers to transition programs that could consist of mentoring and coursework for students to be accepted into American doctoral programs, as most Indonesian scholarship recipients aiming for these PhD programs did not attend American universities beforehand, thus requiring assistance to understand and succeed in the American educational system.

Table 10 shows that the type of support services the scholarship providers require vary from one to another. Each provider needs customized assistance to fully develop their support services. The need for support services includes training to improve foreign language proficiency, e.g., English and Arabic, as well as pre-departure training for scholarship recipients to equip them with cultural sensitivities while studying in another country. The need to receive assistance in developing soft-skills programs relates to YKSE's mission to support alumni who could be leaders and productively contrite to the country's development.[15] YKSE believes that assistance from an external party could further improve its existing soft-skills development programs. To better understand the need for assistance in support services, Case 4 compares the support services of the Indonesian providers with those of Prestasi.

---

[15] See also the previous section on soft skills improvement as a form of human resources development driving factor

CASE 4: ASSISTANCE FOR SUPPORT SERVICES

Ten out of 13 Indonesian scholarship providers interviewed for this assessment already provide support services for their scholarship candidates and recipients. Only North Kalimantan, East Kalimantan and YTA do not provide any support services. The Indonesian providers offer services that the assessment team classified into three main categories: language preparation (seven providers), pre-departure training (five providers) and soft skills development (three providers).

Prestasi offered end-to-end support services for the scholarship recipients, starting from outreach to alumni reintegration, including academic preparation (e.g., statistics training) and soft-skills development (e.g., leadership training).

Of all the Indonesian scholarship providers that have been interviewed for this assessment, none offer such a complete list of support services. Compared to support services offered by Prestasi, the main services that Indonesian providers lack are selection of appropriate study programs at international universities and re-entry strategies for returning scholarship recipients. Most Indonesian providers did not play any role in the selection of study programs and offered little or no assistance for re-entry, i.e., assisting scholarship recipients to reintegrate in their workplace upon completing their scholarship overseas. Appropriately, Bappenas identified these two services as areas requiring further assistance (see Table 10). Through Prestasi, USAID has experience in placing scholarship candidates at the right universities and organizing re-entry and follow-up activities for their scholars—these are useful lessons for the Indonesian scholarship providers. Annex 4 provides a more complete comparison of Prestasi and MRTHE.

6.5 HUMAN RESOURCES PLANNING

Three providers (i.e., Bappenas, North Kalimantan, and YTA) identified the need for assistance in human resources planning (see Table 9). The focus of this need mainly relates to developing blueprints of skill gaps in government agencies, the private sector and provinces to ensure that scholarship recipients can secure employment upon completing their studies and utilize their skills effectively. Developing human resources was the most prevalent driving factor in providing scholarships. Nevertheless, those three providers required assistance in improving their human resources planning (see Section 5: Driving Factors). As the ministry tasked with planning national development, Bappenas understood there was a need to assist government agencies (e.g., Bappeda and other ministries) in planning scholarships to develop their human resources, "…*very few agencies, both at the national and subnational levels, have a human resources development plan. … There is no vision to develop human resources.*" The assistance in human resources planning for the government sector was anticipated from external parties willing to cooperate with Bappenas. North Kalimantan had a serious issue in human resources planning as many of its returning scholarship alumni were unable to find jobs in the province. This wouldn't be an issue if the provincial government conducted an analysis of human resources needs in the province to determine the study areas for future scholars. In this area, USAID may be able to employ human resources specialists to help the scholarship providers' human resources planning.

CASE 5: GRE AND GMAT: PROBLEM AND SOLUTION

While technical assistance for management might no longer be a need, national providers such as LPDP, MOF and MRTHE mentioned the GRE/GMAT tests as an area where USAID could play a role. For instance, MRTHE's representative said, *"If there was a partner offering technical assistance, we would say we required funding [from the partner]. Technically speaking, we have stood the test of time since 2009. We have developed and tested various overseas scholarship schemes and achieved some improvements. From a management perspective, we feel that we have a settled program."*

Many Indonesian scholars see GRE/GMAT as a hurdle that deters them from choosing to study in the U.S. Familiarity with the GRE/GMAT tests is low, and many other countries require only proof of English proficiency to enter their top universities. MOF recommended lobbying to eliminate GRE/GMAT. LPDP suggested providing preparatory courses to understand the features of GRE/GMAT and practice tests prior to taking the exams. This was seen as a "lure" to increase the number of scholarship recipients choosing American universities.

USAID could consider packaging GRE/GMAT preparation as a part of its technical assistance. In this regard, the experience of Fulbright Indonesia/AMINEF partnering with MRTHE may be instructive. MRTHE entrusted AMINEF to administer the scholarships for lecturers going to the United States to undertake their PhDs, as mentioned briefly. AMINEF organized complimentary iBT and GRE/GMAT tests for scholarship recipients and provided additional training if the recipients did not meet the required score. Indonesian scholarship providers most likely are willing to form a partnership with American organizations and universities to overcome the GRE/GMAT hurdle.

7. MONITORING AND EVALUATION

ASSESSMENT QUESTION: How effective is the M&E system of the scholarship providers (How effectively do they measure the impact of the scholarship program?)

KEY FINDINGS: Existing M&E systems are underdeveloped and insufficient to measure the variety of anticipated scholarship impacts. Most provincial and private scholarship providers have a poor conceptualization of M&E and how such systems can be built and effectively used. A fundamental issue for several scholarship providers is that desired scholarship impacts are poorly defined and thus must be clarified as a prerequisite to building effective M&E systems.

The key findings on monitoring and evaluation indicate that scholarship providers generally have inadequate M&E systems to effectively measure the impact of scholarship programs. The assessment team derived these findings from comparing anticipated impact of the scholarships and the M&E systems in use mentioned by the scholarship providers themselves (additional details are provided in section 7.2). The assessment revealed that many scholarship programs do a poor job of defining the objectives and impact they hope to achieve, which makes designing an M&E system problematic (or impossible). Moreover, many scholarship providers do not have established M&E systems, and have a poor understanding of the role of M&E. This section begins with a clarification of the concepts being examined in Question 4 and a general survey of the major M&E themes identified from the interview data, followed by an analysis of the mismatch between existing M&E approaches and the scholarship impact the providers anticipate. Figure 4 summarizes common themes from the interview data regarding impact and M&E.

FIGURE 4. IMPACT AND M&E SYSTEM AMONG PROVIDERS

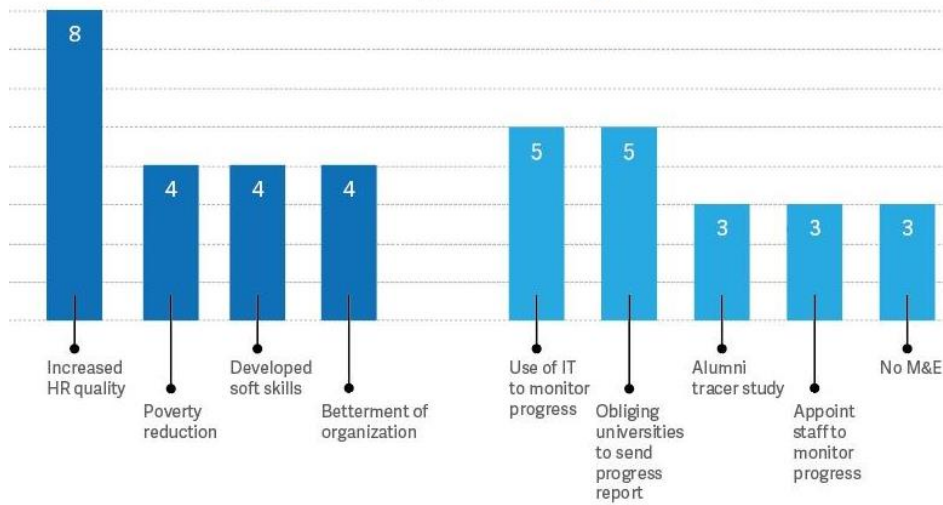Anticipated **Impacts** and Applied **M&E System** among Providers

Figure 4 shows that the common themes on the anticipated impact of scholarships are to increase human resources quality (n=8), poverty reduction (n=4), development of soft skills (n=4) and improved performance of the organizations sending scholars to study abroad (n=3). The first three anticipated impacts conformed to the key drivers for offering scholarships, as Table 8 noted. For example, the most prominent driving factor was to develop human resources, also the most mentioned anticipated impact (increased human resource quality). The only anticipated impact not related to the driving factors was performance improvement of the organizations sending scholars for study abroad. This could be an indirect impact of improvement in human resources quality. The three providers mentioning this impact (Bappenas, MORA and MRTHE) provide scholarships for universities and regional governments that send their lecturers and planners to study overseas. They expressed the hope that, upon the lecturers' and planners' return, the application of the skills and knowledge they gained from their academic programs will improve their institutions' performance.

Five providers gave equal mention to two M&E themes: using IT to monitor progress and requiring universities to send progress reports. Three providers noted three other M&E themes: an alumni tracer study, appointing staff to monitor progress and having no M&E system. Of the themes mentioned, only the tracer study fits as an M&E approach. The other three (using IT, obliging universities to send reports and appointing staff to do monitoring) are techniques to monitor progress and collect data. When these providers spoke about monitoring progress, their attention was on the scholarship recipients achieving the required minimum grade point average (GPA) to maintain their scholarships. In addition, three scholarship providers stated that they either do not have an M&E system or their system is limited.

7.1 PROVIDERS WITH DEFICIENT M&E INFORMATION

Figure 4 shows that three providers (East Kalimantan, West Java and West Nusa Tenggara) noted very poor or non-existent M&E systems. One provider (LPDP) did not respond about the impact of the scholarship, citing that its program is still relatively new and that it is too early to discuss the impact. Of these four providers, only one explicitly expressed a desire to receive technical assistance to support the development of an M&E system. Table 11 summarizes the views of these four providers regarding anticipated scholarship impacts and their existing M&E capacity.

TABLE 11. SCHOLARSHIP PROVIDERS WITHOUT M&E SYSTEMS OR DATA ON PROGRAM IMPACTS

No	Provider	Impacts	Existing M&E	Assistance Needed
1.	LPDP	- Too early to talk about and measure impacts - Impacts will be assessable in five years	- Online scholarship application and monitoring - Appoint local coordinators among scholarship recipients - Coordinate with Indonesian education and cultural attachés	M&E assistance not mentioned
2.	West Java	- Increased opportunity to participate in higher education - Reduced dropout rates from secondary to tertiary education - Scholarship implemented in a transparent and accountable manner	- Will build an evaluation system - Current system is deficient	- Welcomes all types of assistance - M&E assistance not specifically mentioned
3.	West Nusa Tenggara	The governor's campaign promise to support 1,000 overseas scholarships was fulfilled	No M&E (system under development)	Requires assistance to develop M&E
4.	East Kalimantan	- Address human resources needs based on job market/ demand - Increase the number of qualified vocational teachers in productive sectors	No established M&E system	M&E assistance not mentioned

Table 11 shows that the three scholarship providers with no M&E system or a deficient one are all provincial funds, and all are relatively new. The West Java scholarship program was newly launched this year under the management of the provincial Department of Education. The East Kalimantan program was rebranded in 2019 and placed under a new agency. The West Nusa Tenggara provider has been providing scholarships for one year and is still developing its M&E system. Therefore, these providers have conducted minimal M&E planning and may have had an inadequate comprehension about what M&E should look like for a scholarship program. For the providers that do not have an M&E system, or that have a poor understanding of how to measure scholarship impact, providing support in this area may be challenging, but possibly quite useful.

LPDP was the only organization listed in Table 11 that did not provide information regarding the impact of its scholarships. Instead, representatives for LPDP explained that it was too early to discuss and analyze the impact of their scholarship programs. An examination of LPDP's 2017 annual report also yielded no information on the impact of the LPDP scholarship programs. LPDP has a strategic plan to monitor scholarship recipients, employ new staff including IT personnel, as well as create an online system where scholars report their academic progress and a network of coordinators and attachés to physically monitor the students. However, based on the interview data and the 2017 annual report, LPDP does not have a system to evaluate the effectiveness of its large scholarship endowment fund.

While not all scholarship funds provided complete information on M&E systems and impact, they likely could benefit from having M&E systems that measure the effectiveness of their scholarship programs. Considering their deficient information, the four providers in Table 11 were excluded from further analysis on this fourth assessment question.

7.2 MISMATCH BETWEEN ANTICIPATED IMPACT AND M&E

To examine how M&E could measure impact more deeply and effectively, data from the nine providers that provided complete information were compared. Table 12 below presents a juxtaposition of these two sets of data.

TABLE 12. COMPARISON OF ANTICIPATED IMPACT AND EXISTING M&E PRACTICES

No	Provider	Anticipated Impacts	Existing M&E
1.	Bappenas	- Better quality and professionalism of civil servants - Improved performance of regional planning agencies (Bappeda) - Economic development of Indonesia, as seen in GDP growth	- Online application and monitoring system - Tracer study for alumni
2.	MOF	- Leaders or decision-makers are scholarship alumni	- Appoint staff members to monitor scholarship recipients
3.	Aceh	- A direct impact on the reduction of the number of poor people and break down the cycle of poverty - Increased trust and nationalism after the prolonged conflict in Aceh - High-quality human resources to build Aceh	- Tracer study for alumni - Contacting universities and scholarship recipients to send academic transcripts
4.	Tanoto Foundation	- Scholarship alumni are responsible leaders who uphold the foundation's values	- Universities give academic report to the foundation directly
5.	Yayasan Karya Salemba Empat	- Alumni have a range of soft skills/ positive characteristics (leadership, entrepreneurship, nationalism, caring attitude)	- Use IT for online reporting of scholarship recipients' progress
6.	MORA	- Improvement in the quality of lecturers - Alumni can increase the quality of Islamic universities to be world class universities	- Develop an IT application for monitoring the scholarship recipients
7.	Yayasan Toyota Astra	- Improvement in human resources quality - Poor students are prevented from dropping out	- Universities send direct progress report to YTA
8.	North Kalimantan	-Improvement in human resources quality -(Poor) North Kalimantan citizens receive assistance from the government	- Ask for study progress report from the scholarship recipients

No	Provider	Anticipated Impacts	Existing M&E
9.	MRTHE	- Compliance with the requirements of Teachers and Lecturers Law (increase the number of lecturers with PhD qualification) -Alumni improve the quality of universities	-Use online monitoring system

Table 12 shows that most providers cannot effectively measure the anticipated program impact using their current M&E systems. Bappenas is the only provider that seems to have an adequate M&E system to measure anticipated impact. One of its anticipated impacts was the increase in skills and job performance of the civil servants who received scholarships from Bappenas. To measure this, Bappenas utilized a tracer study, collecting information about the scholarship alumni's reintegration into their organizations, patterns of promotions after two years of return, performance measurement and peer review from the alumni's colleagues. However, Bappenas is looking to develop a more ideal M&E system and welcomes technical assistance for improvement.

Table 12 also shows examples of M&E systems that cannot measure the anticipated impact. While Bappenas has a good system for evaluating the impact of increased professionalism and quality of human resources through a tracer study, interviewees expressed an ambitious goal of measuring how the investment in scholarships contributes to higher economic productivity/gross domestic product and is working with the World Bank to produce reliable measurement techniques. Another example of the lack of appropriate M&E to measure scholarship impact was the MORA program, which wants its scholarship alumni to contribute to improving the quality of Islamic universities. At the time of its interview, MORA had only an IT application to monitor the academic progress of its scholarship recipients. Its M&E system was unable to measure how the alumni improved the university's quality. Indeed, all nine providers in Table 12 had some mismatch between the M&E systems they have developed and the scholarship impact that they desired.

Additionally, the impacts the providers identified warrant better clarification and realism. The anticipated impacts of poverty reduction and leadership formation, while ambitious, are somewhat abstract and cannot be meaningfully evaluated without oversimplifying the process. For example, Aceh would like to see a reduction in the number of poor people and a breakdown of the cycle of poverty through scholarship provision. This anticipated impact perhaps was based on simple logic: When students receive scholarships, they can finish their studies and then secure a job. Job security means they will not be poor anymore. However, poverty is a complex issue, influenced by many societal, economic, cultural and political factors. Making a direct connection between the scholarship investment and a reduction in poverty level would be nearly impossible, let alone evaluating how the scholarship could break down the cycle of poverty, which would take decades of data collection and analysis to finalize. In these instances, the providers need to first define a more manageable and measurable impact. Without this, an M&E system that can capture and analyze useful data cannot be developed.

While noting the mismatch between the M&E system and the anticipated impacts, some scholarship providers are considering plans to improve the quality of their M&E systems. These include national scholarship providers such as Bappenas, MRTHE and MORA. For instance, MRTHE would like to develop an evaluation that can analyze how alumni improve Indonesian universities upon their return from overseas studies. Bappenas is keen to calculate the return of training investment on its scholarship program. With providers that have a clear plan and

conceptualization, USAID could provide specific technical assistance in developing their M&E based on their existing planning.

To summarize, most scholarship providers have limited M&E systems. Supporting the development of more robust M&E systems for provincial and private sector scholarship providers will be a challenge considering the low existing capacity. National providers, despite their deficiencies, have the resources and planning to improve their M&E systems.

8. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the assessment team's conclusions and recommendations for potential USAID future technical assistance. The conclusions and recommendations are based on the key findings from each assessment question. This section begins with a recap of the key findings as the conclusion of the assessment, followed by several recommendations for future technical assistance.

8.1 CONCLUSIONS

1. Providers of graduate scholarships are mainly national and subnational government agencies. The private sector mainly offers undergraduate scholarships. LPDP has by far the largest scholarship budget and funds the most scholarships of all providers. Provincial governments have substantial funding to support overseas study, but less than the national providers do and only one included the U.S. as a study destination. Private providers generally lack overseas study options.

2. The most common factor for providing scholarships is improvement of human resources capacity. Government mandates are also an important driver among government institutions. Other stated driving factors, such as supporting provincial high achievers and disaster response, have a lesser role to play. These factors are associated with provincial governments' and private providers' agendas rather than being a national-level factor.

3. Scholarship providers identified a variety of technical assistance needs that would benefit their programs. The most mentioned was building collaboration with international partners, focused on developing relationships with U.S. universities, and developing a better understanding of the U.S. university system to enable better application and placement decisions. Numerous funds also mentioned the need for co-funding with international governments and universities, indicating the scholarship providers' concern for stretching their budgets to increase the number of overseas scholarships they can fund. Each scholarship provider has specific needs in scholarship management, which could not be generalized across funds.

4. Prestasi developed specific and effective scholarship support systems, including for the application process, pre-departure orientation and monitoring scholars and scholarship effectiveness. The experience may be instructive in terms of how to build linkages with American universities.

5. Existing M&E systems are underdeveloped and not suitable to measure the variety of anticipated scholarship impacts. Anticipated impacts are often poorly defined and difficult to measure. Moreover, most provincial and private providers have a poor understanding of M&E and do not have clear ideas about the most useful type of M&E system needed to manage their programs.

8.2 RECOMMENDATIONS

TARGET PROVIDERS

Based on our findings, we recommend USAID focus on providing technical assistance to national scholarship providers as they provide the most scholarships and have the funding and resources to work on improving their scholarship management systems. Provincial governments identified in this assessment as main scholarship providers also have funding to enable overseas studies. Only the Papuan provincial government currently sends students to study in the U.S., but other provincial scholarship providers could possibly be persuaded to choose the U.S. as a study destination. To facilitate this process, it will require involving provincial providers in technical assistance activities and helping them form partnerships with the right American universities and organizations. Private scholarship providers may not be the best option for USAID to provide technical assistance, as they concentrate on domestic and partially funded undergraduate scholarships. If USAID wants to engage these funds, it will be necessary to explore if they are open to considering the U.S. as a study destination, possibly for full-degree programs, but also for short courses and exchange programs that may fit better with their budgets and goals.

UNDERSTANDING CONTEXT

USAID should consider two important factors in working with the targeted providers:

1. *Driving factors*

   It is recommended that USAID focus on assisting providers driven by a more permanent agenda: developing human resources. However, other factors can influence this driver, such as government mandates to operate a scholarship fund. In this case, as exemplified by provincial providers, the longevity of the scholarship programs may be uncertain if the funds are tied to specific political agendas, which may be short-term. If USAID supports such funds it should be prepared to readjust technical assistance in line with potentially changing agendas.

2. *Organizational nature of the targeted providers*

   Scholarship providers have formed to fulfill certain political promises and can be temporary agencies, which are often dependent on departments (dinas), such as the Education Office and Regional Planning Office, and the provincial parliament for their budgets. Special consideration should be given to any support provided to ad hoc provincial scholarship agencies, as their existence may be temporary.

TECHNICAL ASSISTANCE

1. *Support development of special agreements between scholarship providers and U.S. universities.*

   USAID can play the role of facilitator in building partnerships between Indonesian scholarship funds and American universities. Potential scholarship providers can finance studies in the U.S. but may be unable to form partnerships with American universities due to lack of exposure to U.S. universities, difficulties in meeting a suitable partner, and an inability to negotiate favorable partnership terms. For example, MRTHE has partnership agreements with 36 international universities in 10 countries, but none are with U.S. universities. Partnerships may take many forms, including tuition fee discounts, streamlined entry into doctoral programs, dual-degree graduate programs and identification of research supervisors.

2. *Provide planning assistance to scholarship funds to develop strategies for effective scholarship use.*

One topic for this learning and disseminating purpose is human resources planning, as identified in the findings.

3. *Create a marketplace forum where scholarship providers and other co-funding collaborators meet physically or virtually.*

This idea supports the finding that the providers require assistance to meet with co-funding partners. By creating a marketplace forum, USAID could facilitate connections between providers and American universities, philanthropies and civil society organizations that have an interest in sharing scholarship costs in ways that enable support for an increased number of scholarships. Co-funding for scholarships may also originate from other organizations and companies in Indonesia, considering the large number of scholarship benefactors identified by the University of Indonesia and in the supplementary database.

4. *Increase interest in studying in the U.S.*

MOF and LPDP mentioned that many potential scholars see GMAT and GRE testing as an impediment to obtaining overseas scholarships and that these exams are a disincentive for scholars to choose U.S. universities. The GRE and GMAT admission tests are perceived as difficult and costly. The public understanding of the American PhD system is also reportedly low. A popular view is that American doctoral programs take too long and are too difficult to complete. These issues reveal a need to educate the public about graduate programs in the U.S. and the standardized admission tests. The U.S. Government already has EducationUSA, American Corners and the Fulbright Program in Indonesia (AMINEF), which can disseminate accurate information about GRE and GMAT and the American doctoral programs. In this area, USAID could work with the network of EducationUSA offices throughout Indonesia to offer free GRE and GMAT practice tests and courses on test-taking strategies. In working with these other U.S.-sponsored agencies, USAID can multiply the effect of its technical assistance program to raise the profile of the United States as a graduate study destination.

5. P*rovide Scholarship management guidance.*

Experience from USAID's Prestasi Scholarship Program can serve as a best practice example in scholarship management and USAID should consider it moving forward.

MONITORING AND EVALUATION

For scholarship providers with a clear plan and objectives, USAID can help formulate realistic impact objectives, design systems to measure the objectives and train staff in M&E. Some scholarship providers already have plans to improve the quality of their M&E systems. For example, MRTHE already plans to develop an evaluation system that can analyze how the alumni make improvements in Indonesian universities upon their return from overseas studies. Bappenas is interested to develop a system to calculate the investment returns from its scholarship program and hopes to collaborate with international organizations such as the World Bank and USAID in developing the system. However, providers that do not have an M&E system, or who have a poor understanding about M&E and scholarship impact, require help building their basic capacity, including systems. It is crucial to assess the level of M&E knowledge among the targeted providers so that technical assistance can be designed to address the varied and specific needs of individual institutions.

REFERENCES

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.

Direktorat Jenderal Sumber Dana Iptek Dikti (Ditjen SDID). (2017). *Kemristekdikti dan AMINEF perbarui kesepakatan Beasiswa Fulbright Ristekdikti.* Retrieved from http://sumberdaya. ristekdikti.go.id/index.php/2017/05/30/kemristekdikti-dan-aminef-perbarui-kesepakatan-beasiswa-fulbright-ristekdikti/ on November 1, 2019.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies.* Oxford: Oxford University Press.

Lembaga Pengelola Dana Pendidikan (LPDP). (2018). *Annual Report 2017.* Retrieved from https://www.lpdp.kemenkeu.go.id/ on October 30, 2019.

Lembaga Pengelola Dana Pendidikan (LPDP). (2019). *Sebaran penerima layanan.* Retrieved from https://www.lpdp.kemenkeu.go.id/ on July 23, 2019.

Sutrisno, A. (2019). *Internationalisation for quality improvement: An Indonesian perspective.* Internationalisation of Higher Education: Developments in the European Higher Education Area and Worldwide, 2, 53-65.

ANNEX I: KEY INFORMANTS

The following key informants were interviewed in the second stage of the assessment.

TABLE 13. ANALYTICAL FRAMEWORK

Name	Position	Organization
Dr Guspika	Head of Pusbindiklatren	Bappenas
Dr Wignyo Adiyoso	Head of Planning and Development, Pusbindiklatren	Bappenas
Mr Ali Muharam	Head of Degree Program, Pusbindiklatren	Bappenas
Dr Anies Said Basalamah	Head of PPSDM	Ministry of Finance
Mr Ganti Lis Aryadi	Head of Scholarship Section, PPSDM	Ministry of Finance
Ms Anis Apriliawati	Head of Overseas Education Section	Ministry of Research, Technology, and Higher Education
Dr Yeni Ratna Yuningsih	Manager of Project Management Unit 5,000 Doktor	Ministry of Religious Affairs
Dr Yuli Yasin	Coordinator of Area II, PMU	Ministry of Religious Affairs
Dr Arif Zamhari	Coordinator of Area II, PMU	Ministry of Religious Affairs
Mr Rionald Silaban	President Director	LPDP
Ms Ratna Prabandari	Head of Scholarship Service Division	LPDP
Dr Mahyuzar	Immediate Past Head	BPSDM Provinsi NAD
Mr Reza Syah	Head of Subsection, Non-civil servant resources development	BPSDM Provinsi NAD
Mr Aryoko AF Rumaropen	Head	Biro Otonomi Khusus Papua
Mr Irwan Rahadi	Director	Lembaga Pengembangan Pendidikan NTB
Ms Aryanti Savitri	Head of Scholarship and Leadership Development	Tanoto Foundation
Mr Hendra Sudrajat	Head of Education Monitoring Section	Dinas Pendidikan Jawa Barat
Mr Mintarjo Darmali	Chair	Yayasan Toyota Astra
Mr Herwansyah	Chair	Dewan Pendidikan Kalimantan Utara
Mr Iman Hidayat	Head	Badan Pengelola Beasiswa Kaltim Tuntas
Ms Dewi Sartika	Head	Dinas Pendidikan Jawa Barat
Mr Hengky Poerwowidagdo	Director	Yayasan Karya Salemba Empat
Mr Christian Somali	Treasurer	Yayasan Karya Salemba Empat

ANNEX II: METHODOLOGICAL OVERVIEW[16]

There are two key outputs of this assessment: a database of graduate scholarship programs in Indonesia, and an analysis of the drivers, needs, and M&E of the main scholarship programs. The below analytical framework was used to address the assessment questions and produce the key outputs.

TABLE 14. ANALYTICAL FRAMEWORK

Assessment Questions	Type of Data and Data Sources	Data Collection Method	Analysis Method
Who are the current main players in managing graduate scholarship programs?	Quantitative and Qualitative data Websites and documents from key scholarship providers and key informants from the scholarship providers	Desk review, phone interview, and on-line survey	Descriptive Statistics Classification of information
What factors drive GoI and other scholarship providers in providing scholarship programs?	Qualitative data Key informants from scholarship providers	Interview	Thematic analysis
What are some of the aspects that require most support in managing scholarship programs?	Qualitative data Key informants from scholarship providers	Interview	Thematic analysis
How effective is the M&E system of the scholarship providers?	Qualitative data Key informants from scholarship providers	Interview	Thematic analysis

As can be seen from the above framework, to answer the research questions, the data were chiefly qualitative in nature, whereas quantitative data were only used to answer the first research question. These data were derived from desk review of documents and websites of the scholarship providers, online surveys, and interviews with key informants (see Annex 1). Thematic analysis was used to examine the research questions that require deeper probing into the qualitative data. More specific information on the stages, sampling, data analysis techniques, database features, and timeline of the assessment is presented in the subsequent subsections.

Stages of Assessment

This assessment consisted of two main stages of data collection and analysis, in line with the two goals of the assessment: to provide a database of domestic graduate scholarship providers and to produce an analysis on these providers. In the first stage, after the identification of the scholarship providers through snowball sampling using desk review, online surveys and phone interviews, the collected data were used as the basis for developing the database. Based on this database, the Team identified the main providers from each category: central government, sub-national governments, and the private sector, using a set of criteria explained in the next section on population and sampling. These main providers were further investigated in the second stage.

---

[16] The complete assessment methodology is available in the following document: Scholarship Landscape Assessment, Design and Work Plan, August 7, 2019 – USAID Monitoring and Evaluation Support Project

In the second stage, key informants from each main provider were interviewed to gauge their need for support in managing the scholarship program, the driving factors for offering scholarships, and the M&E system employed. This was done to answer the last three assessment questions and compile recommendations for USAID's consideration.

Population and Sampling

The population of this assessment consists of: (1) all ministries and national government agencies; (2) all subnational governments; (3) all companies (both state owned enterprises and purely private companies) and civil society organizations (CSOs), if they offer graduate scholarships.

Due to the large size of the population and limited available information about graduate scholarship providers, the appropriate sampling method was snowball sampling (Dörnyei, 2007). This sampling began with identifying a few scholarship providers who were then asked to identify other providers. By doing this, the Team was not trapped in lengthy, ineffective effort of calling and emailing all the government and private organizations. Furthermore, during each interview with the main scholarship providers, key informants were asked if they knew of other graduate scholarship programs. E-surveys were then sent to providers identified through the snowball technique. Inevitably, during the initial search, the Team also found information on undergraduate scholarship providers and foreign providers active in Indonesia. This information was recorded as a supplementary database, but it did not form the basis for analysis on the graduate scholarship providers.

Various organizations offered what they called 'scholarship' but may have been more aptly described as financial assistance or grants. Therefore, it was necessary to establish some boundaries on what is meant by 'scholarship' in this assessment. The scholarship programs should fulfill the following criteria:

a. Offered by an organization based on some type of academic merit

b. The scholarship providers have a management team administering the scholarship program.

c. The scholarship is publicly accessible, or when the scholarship is limited to certain professions (e.g. civil servants), its call for application is made available publicly or known by the Team.

d. Scholarship recipients are selected prior to the enrolment at the universities, as far as practicable.

Initial identification of scholarship providers was done through desk review of known providers' websites and browsing some websites compiling information on scholarships for Indonesians, e.g., http://beasiswa-id.net/. For the national providers, the Team searched for scholarship information from ministries and national agencies listed in the GoI official website (www.indonesia.go.id), with particular attention given to LPDP. Although it was not listed in the website, it was known as a major scholarship provider. As USAID emphasized provincial governments in this assessment, the Team also examined the websites of all the provincial governments and called the relevant provincial offices. The more challenging sampling involved those from the private providers as they did not disseminate the information to the public. To focus the search, the Team concentrated on state-owned enterprises listed in the stock exchange and companies with the biggest capitalization in the Indonesian Stock Exchange (LQ 45 companies). Web searches also identified many CSOs, such as foundations (yayasan) and religious associations, offering scholarships. These companies and CSOs were classified together as

private providers. Also, two leading Indonesian universities were approached.[17] They administered educational programs funded by private sector providers and by extension knew these providers.

After the providers were listed in the graduate scholarship database in the first stage of this assessment, the Team identified the main providers. The below criteria were used to select the main provider:

1. Possibility to study abroad (particularly the US): Providers offering study abroad options most likely have better funding and capacity in communicating with international partners.

2. Number of scholarships: Very small providers may not need to improve their management as there is little accountability required, and they may not be staffed by permanent administrators.

3. Strategic importance: How the providers are positioned in the Indonesian government's National Mid-Term Development Plan (RPJMN) and their ability to contribute in the development of the country can have strategic importance for future technical assistance provided by USAID.

4. Combination of newer and older providers: Incorporating both newer and older providers generate more varied and balanced views.

5. Potential for collaboration with the US: Providers ideally should be open to participate in future USAID projects and have real needs to increase their scholarship management.

The above criteria were used liberally on the graduate scholarship database as some information regarding strategic importance and potential for future collaboration were not known until an in-depth interview was done. While it was envisaged that five main graduate scholarship providers from the national and sub-national levels, as well as the private sector could participate in the interviews (a total of 15 providers), only 13 were able to do so given the lack of response from private providers and the subsequent direction from USAID to focus on national and provincial scholarship providers.

Key officers from these 13 main providers were interviewed in the second stage of the assessment. The key officers were chiefly defined as the top leader of the scholarship provider, i.e., the director or manager. The result of the interviews in this second stage was used as the basis of addressing the assessment questions and developing recommendations for USAID's future assistance. Throughout this process, USAID was informed and consulted.

Data Analysis

The assessment data were chiefly qualitative in nature, which were analyzed using thematic analysis. In accordance with the assessment questions, there were four principal data: (1) data on scholarship providers and their details; (2) data on driving factors in providing scholarships; (3) data on M&E of the scholarships; (4) data on the support needed to manage the scholarships.

The first data concerning the scholarship providers, as previously stated, formed the basis for compiling the database. The data mostly consisted of descriptive information about the scholarship programs, generated through desk review on websites and documents, online surveys, and phone interviews. As the information was straightforward in nature, it was collated based on predetermined classification, such as the contact details of the scholarship providers, entitlements of the recipients, and study areas.

---

[17] The two universities were University of Indonesia and Binus University.

The rest of the data (numbers two to four above) were more analytical. Generated through in-depth interviews with key informants from 13 main providers, the data were analyzed following Braun and Clarke's (2006) thematic analysis model. The data were firstly summarized and then color-coded based on emerging themes. These themes were categorized together and linked to the assessment questions. The findings of the thematic analysis were used for addressing the assessment questions.

Limitations

While every attempt was taken to ensure a comprehensive survey of all the graduate scholarship providers in Indonesia, it is necessary to acknowledge some limitations due to the short period of assessment, resource constraints, and information unavailability. The focus on provincial level scholarship providers required in-depth interviews with key informants in these organizations. However, given the budget constraint, it was not possible to have face-to-face interviews with them. These were replaced with phone interviews, but the quality of the interviews may not have been as good as face-to-face interviews. Indonesians in general emphasize direct contact to build mutual trust. In addition, the use of online surveys had limitations as many organizations did not complete the surveys. The Team received two e-survey responses out of the 46 invited private organizations. During the data collection in August to October 2019, the security situation in Papua and West Papua deteriorated, causing difficulties to contact the governments there. The Team was not able to conduct interviews with managers of the provincial scholarship programs.

Another limitation was caused by the incomplete information made available by the scholarship providers. Information about budget and financial mechanism was sensitive for some providers at the national level. Moreover, limited available public information and literature on scholarships funded by Indonesian providers may have hindered extrapolation of information to supplement the incomplete information made available by the providers. Acknowledging these limitations, the assessment reported here, however, strived to produce an analysis that can capture the realistic problems faced by participating Indonesian scholarship providers through careful examination of the data they made available and online scholarship documents.

ANNEX III: SUPPLEMENTARY DATABASE

The supplementary database contained information about scholarships offered by foreign governments, undergraduate scholarship programs, and scholarships from municipalities and regencies. However, in this report, the focus is on the domestic providers, thus all the information on foreign government scholarships is excluded. A couple of noteworthy findings from the supplementary database can assist in understanding the wider context of scholarship provision in Indonesia such as international study option, size of scholarship funding, and number of scholarship recipients.

The assessment identified 105 domestic scholarship providers offering 137 scholarship programs in the supplementary database. A summary of Indonesian scholarship programs and providers in the supplementary database is presented in Table 15.

TABLE 15. SUPPLEMENTARY SCHOLARSHIP DATABASE

| Scholarship	National	Subnational	Private	Total
Providers	6	34	65	105
Programs	6	50	81	137

The larger number of scholarship programs was because a scholarship provider could offer several programs. For example, the Aceh Provincial Government offered separate scholarship programs for the poor and for high achievers in arts and sports. Given there are always new developments in the scholarship landscape in Indonesia, not least due to the change of Cabinet in October 2019, the data contained in the database may not be exhaustive. An analysis on the supplementary database revealed that undergraduate scholarships were most likely offered by private providers (n=65) and least likely offered by central government providers (n=6).

Concerning opportunities to study internationally, there were 11 providers offering scholarships to study abroad, representing all three provider types. MORA is the only national provider offering undergraduate international study option. Six provinces offered undergraduate overseas scholarships to study abroad[18], whereas two regencies (Tabalong and Soppeng) provided opportunities to study overseas. Of the private providers, BNI and PT H.M. Sampoerna, Tbk had overseas scholarships, and only the latter included an option to study in the US. Clearly, there was potential among these providers to finance international studies.

In the database, there are ten providers that made data available on the number of scholarship recipients. The information is presented in Figure 5.

---

[18] These are: Aceh, Bengkulu, Lampung, Bangka Belitung, Riau Islands, and East Kalimantan.

FIGURE 5. NUMBER OF SCHOLARSHIP RECIPIENTS IN THE SUPPLEMENTARY DATABASE
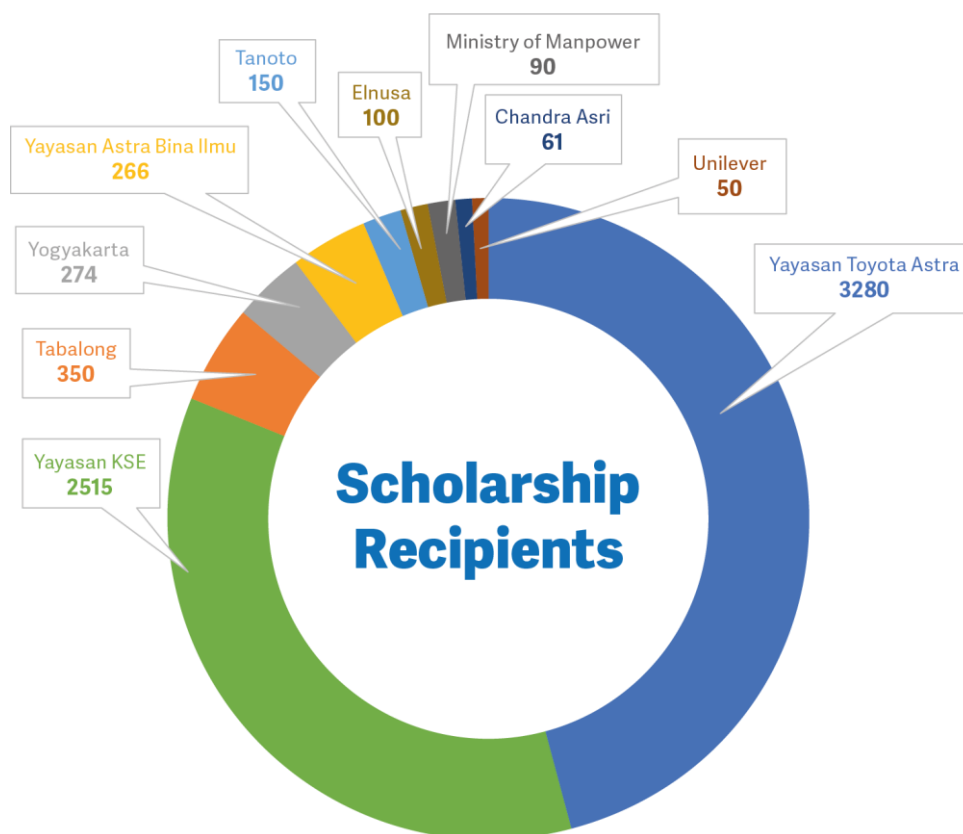
As depicted in Figure 5, the total number of recipients was 7,136. The largest provider in terms of number was Yayasan Toyota Astra with 3,280 supported students in 2018. The smallest provider was Unilever, providing scholarships to 50 students.

The available information on scholarship annual budget in the supplementary database came from 22 providers mainly from the private sector. This is summarized in Table 16. All data in the Table are in US Dollars. The Table is organized based on the type of provider, starting with provincial providers.

TABLE 16. SCHOLARSHIP ANNUAL BUDGET IN THE SUPPLEMENTARY DATABASE

No	Provider	Type	Budget (idr)	Programs
1.	Aceh	Province	4,836,990	Undergraduate & Graduate
2.	Riau	Province	640,190	Undergraduate
3.	Lampung	Province	125,193	Not specified
4.	East Kalimantan	Province	6,401,898	Undergraduate & School
5.	Riau Islands	Province	213,397	Not specified
6.	Yogyakarta	Province	58,471	Undergraduate
7.	Simeulue	Regency	142,264	Undergraduate & Graduate
8.	Nagan Raya	Regency	156,491	Undergraduate & Graduate
9.	Rejang Lebong	Regency	56,906	Undergraduate

10.	Soppeng	Regency	85,359	Undergraduate & Graduate
11.	Gresik	Regency	18,423	Undergraduate & School
12.	Tabalong	Regency	24,896	Undergraduate
13.	Penajam Paser Utara	Regency	106,698	Undergraduate & School
14.	YKSE	Private/CSO	2,133,966	Undergraduate
15.	BNI	Private/CSO	106,698	Undergraduate
16.	Yayasan Toyota Astra	Private/CSO	284,529	Undergraduate & School
17.	Lotte	Private/CSO	26,100	Undergraduate
18.	Yayasan Astra Bina Ilmu	Private/CSO	2,589,212	Undergraduate
19.	Lippo	Private/CSO	106,698	Undergraduate
20.	BRI	Private/CSO	853,586	Undergraduate
21.	Riau Andalan	Private/CSO	49,793	Not specified
22.	Tanoto	Private/CSO	3,900,000	Undergraduate

*Conversion rate: USD $1 = IDR 14,058 on November 15, 2019

Table 15 shows that East Kalimantan had the largest scholarship budget (6.4 million USD) while Gresik had the smallest (18 thousand USD). In total, the annual scholarship budget in the supplementary database was 22.9 million USD. While the total number of scholarship recipients and the annual scholarship budget in the supplementary database, albeit incomplete, looked large, there were a couple of precautions needed when reading the data. First, some of the scholarship programs here offered school and university-level scholarships. Nevertheless, the providers did not specify the number of scholarships for each educational level. Therefore, the number of 7,136 scholarship recipients from the 10 providers when broken down to university-level scholarships would be far smaller. Second, the scholarship annual budget was derived from the latest available data, which in some providers came from 2018 data and in others from 2017 data. The amount was totaled together from these different years for an estimate. The scholarship providers also did not specify how much money was allocated for university-level scholarships only. As in the number of recipients, the actual budget of the 22 providers dedicated for university-level scholarships would be smaller than 319.9 billion. From the providers listed in Figure 5 and Table 16, Aceh, East Kalimantan, Lampung, Riau Islands, Tabalong, Soppeng, and BNI had scholarships for overseas study, but they did not specify how many students were funded for overseas study and the budget allocated for that purpose. It would have been ideal to follow up with phone interviews with these providers. However, as the providers listed in the supplementary database were not the focus, no further investigation was undertaken.

ANNEX IV: GRADUATE DATABASE EXCERPT[19]

TABLE 17. PRESTASI AND MRHTE SUPPORT SERVICE

No	Type	Funder	Program	Entitlement	Level	Destination	US option	Targeted group	Recipient	Budget (in IDR)	Support service
1	National/ Jakarta	MOF, MOEC, MORA, MRTHE (LPDP)	6	Full and Partial	Master, Doctoral, medical, professional, medical	Abroad and Domestic	Yes	Public, lecturer, civil servant, Olympic winner, teachers, citizens of designated affirmative	4000 - 6000 scholars	2017 expenditure was 2.6 trillion	pre-departure briefing (PK); language preparation and test (for designated affirmative)
2	National/ Jakarta	MOF	1	Full	Master, Doctoral	Abroad, Domestic	Yes	Civil servants in Ministry of Finance	60 scholars p.a (2018), increased to 120 (2019)	4000-6000 USD p.a (per person)	language course; pre-departure training
3	National/ Jakarta	MRTHE	5	Full	Doctoral	Abroad, Domestic	Yes	Permanent lecturer, fresh graduate, civil servant in research agencies.	Around 1250 per annum (2019), but incomplete data.	990 billion (2017)	pre-departure, talent scouting: education fair; English language training; bridging program*)
4	National/ Jakarta	MOEC	3	Full	Bachelor, Master, Doctoral	2 Domestic, 1 abroad and domestic	No	Outstanding citizen, civil servants	N/A	N/A	N/A
5	National/ Jakarta	MORA	2	Full	Doctoral	1 Abroad & Domestic, 1 domestic	Yes	Lecturers from Islamic universities	533 (up to October 2019)	98 billion	talent scouting; pre-departure training; language training; alumni forum.
6	National/ Jakarta	BAPPENAS	1	Full	Master, Doctoral	Abroad, Domestic	No	Civil servants responsible for development planning from all of Indonesia	300 domestic, 150 overseas	250 billion	language training; academic aptitude test; placement consultation
7	National/ Jakarta	MIC	2	Full	Master	1 Abroad, 1 domestic	No	Public, civil servant	N/A	N/A	placement in university

---

[19] The actual database has been sent to USAID. It contains more complete information than what is listed in this excerpt.

8	National/ Jakarta	BKKBN	1	Full	Master, Doctoral	Abroad, Domestic	No	Civil servant	2018: 11 for Master, 2 Doctoral	No budget for 2019	N/A
9	National/ Jakarta	MOH	1	Full	Bachelor, Profession	Domestic	No	Civil servant	N/A	N/A	N/A
10	National/ Jakarta	Statistics Indonesia	1	Full	Master, Doctoral	Domestic	No	Civil servant	N/A	N/A	N/A
11	National/ Jakarta	BMKG	1	Full	Master, Doctoral	Domestic	No	Civil servant	N/A	N/A	N/A
12	Subnational / Aceh	Government of Aceh Province	2	Full	Master, Medical student	1 Abroad, 1 domestic	No	Outstanding student, public	530	68 billion **)	language training
13	Subnational / Jambi	Education Department	2	Partial	Master, Medical student	All domestic	No	Public	N/A	N/A	N/A
14	Subnational / West Java	Education Department	1	Partial	Bachelor, Master, Doctoral	Domestic	No	Marginal, outstanding	1312 awardees	50 billion	English training; leadership/character training
15	Subnational / West Nusa Tenggara- NTB	Educational Development Institute (LPP)	1	Full	Bachelor, Master, Doctoral	Abroad	No	NTB activist	239 degree program, 700 short courses	N/A	language training, cross-cultural and stress management; visa and communication with overseas universities
16	Subnational / North Kalimantan	Educational Council	1	Partial	School, Diploma, Bachelor, Master, Doctoral, Medical and Professional Education	Domestic, Abroad	No	Citizen/public, outstanding teachers	around 4000 awardees	13 billion	N/A
17	Subnational / South Sulawesi	Education Department	1	Partial	Bachelor, Master	Domestic	No	N/A	N/A	N/A	N/A
18	Subnational / Southeast Sulawesi	Government of Southeast Sulawesi Province	1	Partial	High schools, Bachelor, Master, Doctoral	Domestic	No	Marginal/ disabled	N/A	1 billion (high schools); 5.376 billion (degree program)	N/A
19	Subnational /	Government of West Sumatera	1	Partial	Master	Domestic	No	Civil servants	3 per year	N/A	N/A

	West Sumatera										
20	Subnational / Papua	Special Autonomy Bureau	1	Full	Bachelor, Master, Doctoral	Abroad, Domestic	Yes	Native Papuans	N/A	N/A	character building, language training, academic training and guidance
	Subnational / West Sumatra	BPSDM West Sumatra	1	Partia	Master	Domestic	No	Civil servants	3 awardees per year	N/A	N/A
21	Private/ Jakarta	Aneka Tambang Tbk	5	No information	Diploma, Bachelor, Master, Doctoral	Abroad and Domestic	Yes	outstanding students; lecturers; frontier, outermost and underdeveloped region	N/A	11 billion	N/A
22	Private/ Jakarta	Garuda Indonesia	1	Partial	Bachelor, Master	Domestic	No	Employees	N/A	2 billion	language preparation; academic placement
23	Private/ Jakarta	Telkom	1	Full	Master, Doctoral	Abroad, Domestic	Yes	N/A	N/A	N/A	counselling
24	Private/ Jakarta	Astra International	1	Partial	Bachelor, Master	Domestic	No	Student; Researcher for Master	373 (4 research grants and 369 regular)	In total 4 billion IDR	(a) none for university students, but runs training for vocational school students
25	Private/ Jakarta	Vale Indonesia	1	Full	Diploma, Undergraduate, Postgraduate	Domestic	No	Residents of Luwu Timur; marginalized people	N/A	N/A	N/A
26	Private/ Jakarta	Indah Kiat Pulp & Paper	1	N/A	Undergraduate and Postgraduate	Domestic	No	Sakai tribe	N/A	N/A	N/A
27	Private/ Jakarta	XL Axiata	1	N/A	Master	Abroad	No	Public	N/A	N/A	N/A
28	Private/ Jakarta	Dexa Group	1	Full	Master	Domestic	No	N/A	N/A	N/A	career prospect orientation
29	Foundation/ Jakarta	NU CARE-LAZISNU	1	N/A	Diploma, Bachelor, Master	Domestic	No	N/A	N/A	N/A	N/A

| 30 | Foundation/ Jakarta | PP IPNU***) | 1 | Full | Undergraduate/Master | Domestic | No | Kader NU | N/A | N/A | N/A |
| 31 | Foundation/ Jakarta | Indonesian Churches-(PGI) | 1 | Partial | Bachelor, Master | Domestic | No | Marginal; frontier, outermost and underdeveloped region | 20 recipients | 6 million p.a. for bachelor
8 million p.a. for master | N/A |

*) Bridging program: support scholars to find a supervisor for research
**) Funding allocation from Aceh Government is declining, from 72 billion IDR last year to 68 billion IDR this year
***) In partnership with Ministry of Education

ANNEX V: PRESTASI AND MRTHE SUPPORT SERVICES

Support services for scholarship recipients help them to succeed in graduate studies. Ideally, scholarship providers should offer complete services starting from promotional activities to alumni re-entry. USAID's Prestasi offered complete support services, whereas only MRTHE among the other Indonesian scholarship providers provided relatively comprehensive services. The following Table 18 compares Prestasi five- stage support services and those of MRTHE.

TABLE 18. PRESTASI AND MRHTE SUPPORT SERVICES

Prestasi Support Services	MRTHE Support Services
I. Outreach, recruitment and selection of candidates II. Placement, including - Pre-Academic Training, including English for Academic Purposes, Data Analysis and Statistics, and Leadership Training - University placement - Pre-departure orientation III. Monitoring and support, including - Academic Enrollment Training Report - Scholar and Participant Questionnaire - A personal action plan created prior to the start of training, and updated and reviewed once training has been completed IV. Re-entry: Post training support and follow-up activities - Re-entry workshop (3-6 months after return) - Follow-up visits at workplace - Post-training workshops in communication, advocacy and monitoring and evaluation V. Continued engagement through the Alpha-I alumni foundation	(a) a 3-day workshop on how to write a research proposal; (b) involve overseas partners in promotional activities; (c) English language training at UNM, UNJ and ITB; (d) free IELTS test (2 times); (e) bridging program (maximum of 2 months) at international partner universities to help find the right research supervisor (alternately held in Taiwan, US [Kansas State University], Australia, UK, Japan, or Ireland); (f) pre-departure program consisting of workshops on academic life overseas and manpower regulations for lecturers.

Comparing the support services offered by Prestasi and MRTHE in Table 16, MRTHE lacked services to returning alumni. Prestasi, on the other hand, prepared alumni to reintegrate with their workplace through workshops and visits. It even maintained engagement through an alumni association.

MRTHE was an exception among Indonesian providers in this assessment in that it offered a bridging program to find the right research supervisors, albeit at predetermined universities, whereas most Indonesian providers had no role in the selection of study programs. In contrast, Prestasi provided individual assistance and counselling for scholarship recipients in selecting the appropriate US university.

This comparison shows Prestasi had services that could be seen as best practices in supporting scholarship recipients. Ideally, Indonesian scholarship providers should make available all of the support services. However, due to limited budget and existing capacity, not all of the Prestasi services could be offered. Chapter 3 has identified two areas where Prestasi support services could be applied to meet the needs of Indonesian scholarship providers.