USAID PRESTASI-3 Scholarship Program

Final Report

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CHAPTER 1. INTRODUCTION

The PRESTASI-3 (P-3) program was funded by the United States Agency for International Development (USAID) and contracted to the Institute of International Education (IIE), contract no. AID-497-14-00002. The program was designed to complement PRESTASI II and provide opportunities for academic degrees and technical training to Indonesian professionals. Through the development of the expertise of targeted staff members in key sectors, PRESTASI-3 continued the objective to help organizations and institutions acquire the knowledge, skills, and capacity to support Indonesia's on-going development and the achievement of the Mission's development objectives. This program was funded by four of USAID/Indonesia's Technical Offices: 1. Human Capacity and Partnerships (formerly Education), 2. Environment, 3. Health, and 4. Democracy Rights & Resilience (formerly Democracy Rights & Governance). The objective of PRESTASI-3 was to support the implementation of the Mission's programmatic strategy to improve, strengthen, and increase Indonesian health systems, management of natural resources, access to and quality of education, democratic governance, and employment opportunities.

PROGRAM OBJECTIVES AND MISSION

PRESTASI-3 implemented and managed programs in Indonesia, third countries and the United States working closely with the Office of Human Capacity & Partnerships and all Mission Technical Teams to do the following:

1. With the Development Objective Teams (DOTs, also known as *Technical Offices*), identify the sectors within their Indonesian partner organizations, and other recommended public and private organizations, where expertise is required for activities and programs to achieve Government of Indonesia (GOI) and USAID objectives.
2. Identify and select candidates who display both technical aptitude and leadership qualities as participants in long-term and short-term training, to be held in the United States, Indonesia, and in other countries.

The major expected outcomes from the implementation of PRESTASI-3 were to:
1. Create an expanded cadre of skilled leaders and managers who can disseminate new knowledge and skills within priority sectors and therefore advance key development objectives;
2. Develop new and advanced management skills, technical capacity, and knowledge within targeted public/private institutions and GOI ministries which will encourage more efficient, transparent, and accountable practices across the assisted sectors, thereby encouraging greater economic growth;
3. Produce leaders who will apply newly acquired skills at their places of work and share new skills, knowledge and perceptions with colleagues and the broader community, thereby maximizing the impact of training;
4. Increase coordination among GOI institutions, local institutions, USG Agencies and other donor organizations;
5. Encourage the development of more efficient, transparent, and accountable practices in managing resources, leading to better service delivery;
6. Increase the level of good will and cultural understanding between Indonesia and the United States, through study and training in the United States;

7. Increase the number of future Indonesian leaders holding advanced degrees (Masters) from U.S. universities;
8. Increase number of women and individuals from disadvantaged and/or under-represented geographic areas (particularly outside of Java and Bali) participating in the program.

SUMMARY OF ACCOMPLISHMENTS

- The PRESTASI-3 team successfully managed the recruitment, selection, pre-academic training, academic placement, monitoring, and re-entry support for 4 cohorts of scholars, with a total of 107 participants pursuing Masters and PhD degree in the US and Indonesia. The total includes 10 Masters and 13 PhD scholars who were transferred from PRESTASI-II to PRESTASI-3.
- PRESTASI-3 managed 42 short-term activities for 809 participants. The breakdown of the short-term trainings is: 25 In-country, 8 Third-country, and 9 US based.
- IIE developed two unique three-day leadership workshops for US-based scholars that helped improve their leadership, time management, decision making, and planning skills.
- PRESTASI team displayed the impact of the scholarship by creating multiple success stories and sharing them through the PRESTASI-3 website.
- PRESTASI-3 team developed a robust system of support to assist all scholars during their academic programs. For example, developing internship and mental health guides to address any challenges the scholars might face.
- The PRESTASI team supported scholars who needed extensions, dependent visas, had to be evacuated due to hurricanes, went through medical conditions including pregnancy, and collaborated with scholars and universities to successfully solve placement issues.
- PRESTASI-3 completed an assessment of local scholarship providers and identified eight potential beneficiaries for future USAID assistance. With this assistance, the PRESTASI team was able to improve the technical capacity of GOI scholarship organizations with recruitment, placement and management of scholarship programs.
- PRESTASI-3 collaborated closely with scholarship partner BPSDM Aceh and signed an MOU to explore potential assistance to develop successful scholarship programs.
- PRESTASI supported the Directorate for Higher Education Institutional Enhancement and identified an American specialist, to fulfil DIKTI's request for a keynote speaker at the 2018 annual meeting of managers of international offices in Indonesian universities.
- PRESTASI-3 provided technical assistance to the alumni association ALPHA I, and contributed to developing their management capacity and foster professional relationships with USAID as well as strengthen their network with alumni.

CHAPTER 2. PROGRAM DESCRIPTION (2014-2019)

Activities that supported the achievement of the PRESTASI 3 outcomes fall into four primary components: long term training, short-term training, technical assistance and post-training program support.

1.   Training Activities for Long Term participants

   1.1. Outreach Activities

PRESTASI's outreach activities were organized according to the directives provided in the Program Descriptions approved by the USAID technical offices that had funds available for scholarships. The field of studies reflected the following USAID technical areas: Education (currently called Human Capacity and Partnerships), Environment, Health, and Democracy Rights and Government (now Democratic, Resilience and Governance).

PRESTASI maintained both online and offline channels to distribute the scholarship application forms to applicants. PRESTASI promoted its program through participation in public events, site visits, direct contact with institutions and communities, alumni associations, NGOs, the private sector, social media platforms, PRESTASI's website, newspaper ads, and promotional materials. PRESTASI designed and scheduled outreach events to recruit participants whose academic fields matched those of USAID's funded earmarks for each cohort. PRESTASI would modify and adapt outreach efforts to reflect changes in earmarked areas and in the number of participants.

Before the recruitment and outreach process would begin, PRESTASI would develop a recruitment schedule organized according to the directions provided in the Program Description approved by the USAID technical officer that had funds available for scholarships. The PRESTASI team would then adapt the website and promotional materials to reflect the recruitment targets.

Table 1. Technical Office and Number of Awards for Cohort 1-2-3-4.

USAID Technical Office	Cohort-1		Cohort-2		Cohort-3		Cohort-4	
	Slot	Award	Slot	Award	Slot	Award	Slot	Award
Education	13	2	11	3	6	6	7	6
Marine	10	5	5	3	4	2	-	-
Forestry	10	5	5	3	4	3	-	-
Clean Energy	2	2	-	-	-	-	2	2
N Adaptation	2	2	-	-	-	-	2	2
Agriculture	2	2	-	3	-		-	-
Water & Sanitation	2	2	-	-	6	1	3	3
Health	-	-	-	-	7	7	6	5
Economic growth	2	1	1	5	-	-	-	-
Democratic, Rights & Governance	-	-	-	-	3	3	4	5
Total	43	**21**	22	**17**	30	**22**	24	**23**

1.2. Recruitment Process

The PRESTASI contract was projected to recruit 174 candidates. PRESTASI identified a total of 522 qualified applicants, from which the combined USAID technical offices selected 199 for interviews. Eventually, as funding for USAID scholarships was limited, USAID selected a total of 84 individuals for advanced degree training in United States.

In addition, July 2017 marked the completion of the PRESTASI-II scholarship program and USAID approved the administrative transfer of 10 scholars from PRESTASI II to PRESTASI-3. The transfer authorized PRESTASI-3 to cover the scholars' expenses.

PRESTASI-3 worked closely with each USAID Technical Office to respond to their needs. As a result, the co-funding requirement was added and a two-way approach for scholarship recruitment was developed and introduced with Cohort 3.

Before Cohort 1 recruitment, PRESTASI-3 worked closely with the Development Objective Team (DOT) to set up the goals for recruitment including two focus areas: Education and Environment. The targets of academic fields continued to increase with the recruitment of Cohorts 3 and 4. The outreach team used contacts recommended by the DOT, ALPHA-I as well as private sector and NGOs to assist with recruitment. The purpose of this outreach was not to necessarily recruit from these specific organizations but rather to use their networks to increase outreach.

For Cohorts 1 and 2, PRESTASI-3 accepted applications from individuals and group packages sent by ministry or other government entities with which PRESTASI established a relationship. The number of ministries submitting applications grew with every Cohort. However, for both Cohort 1 and 2, the PRESTASI website and promotional materials showed that all fields were available for open recruitment. Only when recruitment for Cohort 3 began, an exception was introduced showing closed recruitment for scholarships earmarked for Democracy Right and Governance. The Environment, Education and Health earmarks continued to be open recruitment and PRESTASI worked closely with USAID DOT to identify geographic areas and scope of recruitment. Applications from closed recruitment were coming from institutions that were targeted as partners by USAID. Once USAID confirmed funding for additional Cohort 4 recruitment, the type of recruitment continued to be split between open and closed. The number of closed recruitment earmarks also expanded to Higher Education and Health.

Below is an illustration of major differences between the open and closed recruitment approach:

Table-2: Two-way approach for PRESTASI recruitment

Item	Open Recruitment	Closed Recruitment
Type of applicants	Individuals from public, private and GOI sectors apply for scholarships through announcement posted on the PRESTASI website.	Individuals were selected by the USAID Technical offices targeted as partners. The application form was not posted on PRESTASI website.
Co-funding amount	Low: Since most applicants' employers have no funding availability included in their annual budget plan,	High: Targeted partners secured funding to cover PRESTASI co-funding requirement from their annual

Item	Open Recruitment	Closed Recruitment
	PRESTASI suggested that $5,000 of co-funding could be covered by an employer or any other source including applicant's individual funds	budget. PRESTASI requested $12,500 of co-funding for each applicant.
Scholarship quota	No quotas were required	Quotas were required to include their budget in targeted partners annual budget
Established communication with scholars' employer	PRESTASI had no initial communication with applicants' employer	PRESTASI continued the communications with targeted partners that already had an established relationship with USAID Technical Offices
Formal Agreements	Employer had to provide a consent form to release an individual from work to participate in the PRESTASI scholarship program for 2,6 years with a possibility to provide the co-funding	Employer had to provide a consent form to release an individual from work for 2,6 years and provided the co-funding as agreed by USAID and the employer
USAID CDCS Objectives	Individuals from various background and provinces in Indonesia including USAID CDCS areas	Individuals were not from USAID CDCS area but from Jakarta area where USAID technical offices targeted partners office
Outreach Efforts	Scope of target was very wide	Focus on targeted partners areas

1.3. Co-funding Requirement

Background

USAID added a co-funding requirement to the PRESTASI contract for scholarships. The USAID Mission recognized Indonesia as a country that began to move from a middle income to upper middle-income and believed that co-funding would strengthen partnerships between USAID and Indonesian institutions (GOI or Non GOI). The co-funding effort aimed to increase ownership of the scholarship from USAID to the employer and scholarship recipient; and to increase the number of scholarship beneficiaries through budget savings. PRESTASI was required to reach 10% of contributions from scholars' program cost with a co-funding agreement as the evidence.

Co-funding Efforts

Recognizing that co-funding is an important element of the contract, PRESTASI explored various mechanisms for securing co-funding for scholarships for Master's degrees. Since January 2015, the PRESTASI Outreach team held discussions with Government of Indonesia (GOI) organizations, at the national, provincial, and district levels with the goal of exploring co-funding of scholarships with PRESTASI. The team also reached out to NGOs, private-sector organizations, and to both local and foreign scholarship programs to find out best ways to move forward.

Co-funding mechanism for each cohort
Based on research and discussions with GOI institutions, PRESTASI developed the co-funding mechanism and co-funding items differently in each cohort.

Cohort-1: PRESTASI explored different options to obtain contributions from employers of Cohort-1 employees. Co-funding was not feasible from employers due to their budget cycle and to the fact that participants asked for contributions retroactively, after the scholarship was awarded. PRESTASI then identified alternative options for the co-funding. Since Civil Servants are eligible to receive a basic salary to support their family while they pursue an advanced degree abroad, the USAID COR approved to consider the civil servant salary as the co-funding contribution.

Cohort-2: PRESTASI-3 informed all candidates about the co-funding requirement immediately after their interviews. After a candidate was selected by USAID, he/she would receive the Letter of Award that was accompanied by an Employer Acknowledgement Form. Through that form, the employer confirmed that direct funding or the means to cover the expenses incurred in Indonesia such as domestic travel and fees connected with testing and medical check would be provided. In addition, PRESTASI continued to consider civil servants salaries as co-funding contribution.

Cohort-3: The co-funding discussion was led by USAID Technical Offices and targeted institutions. PRESTASI's role was limited to a liaison in further selection and administration regarding the co-funding items. For GOI applicants who continued to receive their salaries, PRESTASI considered their salary as co-funding contribution. In addition, their employers would contribute to cover at the least their pre-medical check exam and both domestic and international travel. For private and NGO candidates, when employers were not able to cover those expenses, the awardees themselves were required to cover some of the costs.

Cohort-4: Three USAID TOs (Education, Health and DRG) agreed to negotiate with the targeted institution and provided designated slots. The USAID DRG office in cohort-4 widened the target institutions to the non-profits. The co-funding amount varied to accommodate budget availability in non-profit organizations. The USAID Education office and Health office provided slots at the Ministry level. Unfortunately, the co-funding negotiation with the Ministry of Health did not work, as the Ministry was not able to allocate any budget for Master's degree programs or any long-term capacity development program for their employees.

Co-funding Results
PRESTASI's effort to achieve the co-funding target stipulated in the contract was key to developing a future partnership with Indonesian organizations. The co-funding was challenging to achieve especially for Cohort 1 since the requirement was not known ahead to participants. As a result, the participants could not plan their budget and discuss the co-funding with their employers. In addition, the co-funding model was new to both participants and their employers as all other available scholarships in Indonesia offered by foreign sponsors were full scholarships, with no financial contribution required.

PRESTASI's assessment of scholarship models available in Indonesia is included in **Appendix 1.**

As of July 2019, PRESTASI managed to achieve 6,9% of targeted co-funding. The table below illustrates the total co-funding per each cohort. It is an estimated number as the Field Office was closed and was not able to conduct an updated analysis past August 2019.

Table-3: Results of IIE and IIEF efforts of co-funding

Items	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Total in USD
Airfare domestic	0	2,154	5,475	2,530	10,158
Airfare international	0	30,659	55,660	50,272	136,591
Basic salary from employer	104,167	53,083	58,418	32,139	247,807
PAT coverage from employer	0	0	24,750	19,085	43,835
Medical exam fee covered by participant	0	1,023	4,356	4,093	9,472
Fees for additional tests iBT and GREs	3,235	2,487	13,985	4,356	24,063
Totals	**107,402**	**89,406**	**162,644**	**112,474**	**471,926***

*The total amount of $471,926 represents 6,9% of the Long-Term Training Cost.

1.4. Selection Process

PRESTASI's selection process evolved with every Cohort based on lessons learned and feedback from USAID and interview panelists. For the Cohorts 1-2-3 PRESTASI organized interview panels consisting of three voting members: one from the USAID PT Office, one from the relevant Technical office, and one independent interviewer, who was a USAID former employee working in a specific academic area. In addition, there was one non-voting USAID COR observer. For Cohort 4, the panel consisted of two USAID staff and an independent reviewer. In this case that reviewer selected by USAID was IIEF Chief of Operations who was a former Chief of Party of PRESTASI II.

The interview questions were standard for all applicants and covered the three categories of Leadership, Motivation/Technical Proficiency, and Cultural Adaptability.

With the first cohort, at the end of each interview, the COP would join the discussion with the panel members to take notes in order to prepare the final interview assessments for USAID. With the following cohorts, as most of the panelists had previously participated in PRESTASI interviews, the COP would not conduct the usual formal briefing session before the interviews, and instead conducted briefings each morning of the scheduled interviews for the interview panelists. The briefing offered instructions on how best to conduct each interview drawing from PRESTASI's experience with interviews for previous Cohorts.

PRESTASI developed an interview form that would allow the interviewers to incorporate objective and subjective aspects into their assessments of applicants. The form provided a structure and system for numerical assessments and allowed space for opinions and impressions. After each Cohort was selected, the outreach team would collect feedback and

analyze it to either change the order of questions to allow applicants to address the most difficult questions at the beginning of the interview. As a final part of the selection process, the finalist list was organized according to the panelist's decisions and submitted with the completed assessment to the COR who forwarded them to the USAID Technical officer for review and approval. PRESTASI-3 would then send award letters to approved applicants and they would be expected to return a signed acknowledgement of awards and an Employer Agreement Letter.

The below table illustrates selection results from each cohort. PRESTASI awarded 83 scholarships for master's degrees in the U.S. and one scholar to study in Indonesia.

Table-4: Selection results from Cohort-1 to Cohort-4

Cohort	Applications Received	Applications submitted for review by USAID Technical Offices	Invited to interview	Total Scholarships
Cohort-1	287	150	48	21
Cohort-2	377	97	47	17
Cohort-3	294	99	45	22
Cohort-4	273	176	59	23

Below is an illustration of all 107 scholars, US-based, and in-country, including PhD programs and those that were transferred from PRESTASI-II.

Table-5: List of all Long-Term participants

Degree	Cohort	Total	Number of scholars with degrees from Indonesian universities	Number of scholars with degrees from US universities
MA	PRESTASI-II transfers	10	8 in-country	2 in US
MA	PRESTASI-3 Cohorts 1-2-3-4	80	1 in-country	79 in US
MA	PRESTASI CIFOR	4	n/a	4 in US
PhD	Transfers from USAID programs	13	3 in-country	10 in US

PRESTASI-3 took over the monitoring and administration of PhD and PII transferred scholars to make sure that they completed their programs. A complete list of PhD and master's degree scholars transferred to PRESTASI 3 is in **Appendix 2.**

1.5. Pre-Academic Training (PAT): English for Academic Purposes (EAP), GRE, Statistics, and Leadership trainings

PAT training is a six-month English for Academic Purposes (EAP) course, a sixteen-hour Statistics course, and a 32-hour Leadership training. These trainings equipped scholars with the essential skills and knowledge before pursuing their study in the U.S. Within the EAP course, there were also Wednesday Speaker Series (WSS) session in which speakers from various backgrounds shared their experience, expertise, and knowledge with the scholars, and also some visits to locations or government offices to broaden knowledge and to further bind the relations between scholars. The scholars also did an online academic writing program that provided them the opportunity to become familiar with internet-based instruction while developing their discussion and writing skills.

Prior to starting the EAP course, LBI FIB-UI, the language institution, divided the scholars based on their English language proficiency. The institution used three placement test instruments, i.e. TOEFL ITP, locally administered Test of Written English (TWE), and Test of Spoken English (TSE), and the results were triangulated with the scholars' English proficiency score for the application to the scholarship. The main goals of the EAP course were to improve scholars' English proficiency and increase their iBT score.

PRESTASI identified a list of strong providers to implement the courses and developed an Evaluation questionnaire to be completed by participants to learn what can be improved for the following cohorts.

The length of the EAP course taken did not correlate directly with the increase of the IBT score of the scholars. However, the EAP course reduced the anxiety level of the scholars when taking the test. The WSS and online academic writing sessions in the EAP assisted the scholars with the familiarity of the use of technology in the teaching methods in the U.S.

As more universities used GRE as part of the admissions, the PRESTASI Training team added a GRE Preparation course into the PAT in Cohort 3 and 4 after learning from the Cohorts 1 and 2 about their high level of anxiety. Even though a GRE element was added to PTA, the results of the GRE scores remained on the same level. All cohorts did better in the Quantitative Reasoning part compared to other parts of the test.

As part of the PAT components to prepare scholars prior to their study in the U.S., PRESTASI Training team included a statistics course. Based on feedback from PRESTASI Cohort 1 and 2 alumni, PRESTASI changed the SPSS to STATA courses for Cohort 3 and 4. Scholars were divided into the introductory level and the intermediate level.

Leadership training equipped the scholars with skills as future leaders. The training assisted scholars to be aware of and sharpen their interpersonal skills in order to become effective leaders. PRESTASI, through leadership institutions, designed a training that covered pre, on-going, and post-study. The team collected feedback on the leadership training and continued to improve the quality to meet the scholars' expectations, however it was clear that participants did not find the topics relevant to their actual US experience. To address this issue, the Home Office team organized two series of Leadership Workshops in Washington, DC. All scholars confirmed that the knowledge and experience they gained through participating in that workshop was more effective and applicable in their academic and professional lives.

1.6. University Placement

The IIE Home Office managed the US university placement through its Placement Office. Adhering to USAID ADS Chapter 253: Participants Training and Exchanges for Capacity Development, the PRESTASI training and monitoring team guided and provided advice to scholars to search for potential universities. At the beginning of the EAP course, the scholars had to prepare a Study Objective and Personal Statement. LBI-FIB UI guided and assisted them in writing the two essential documents to apply to the universities. The IIE field office and home office reviewed the documents to ensure the contents were in line with the programs. Scholars completed the IIE Embark Application online and uploaded the required documents. The Placement team then developed a Submission Plan for each scholar that included a list of four recommended universities. The scholars had an opportunity to provide their feedback to the placement team and request any changes. Once the USAID PRESTASI Contracting Officer's Representative and Technical Office approved the plan, the placement officers submitted, monitored, and negotiated the placement offers with the universities. Before the officers registered the scholars in the universities, the scholars had to accept the Letter of Offer and USAID had to approve the program.

All scholars were accepted in the US universities, except for one scholar from Cohort-1 whose scores were lower than required. However, a PRESTASI-3 team was able to place this scholar at a university in Yogyakarta, Indonesia.
The PRESTASI Home Office (IIE Placement Team - IPT) succeeded in placing most of the scholars (85.88%) at the universities in the US, and the rest of the scholars (12.94%) were accepted through self-application (SA).
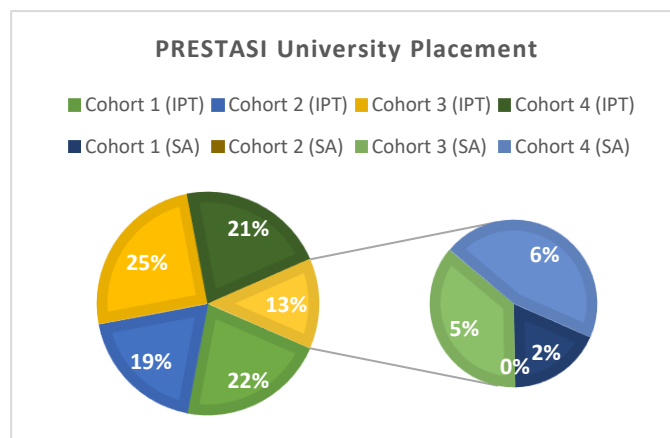

Note: IPT: IIE Placement Team, SA: Self Application

Self-application was an added option for scholars who wished to submit additional university applications on the top of the 4 applications that IIE Home Office Placement team was already submitting on behalf of them. There were 29.41% scholars who attempted self-application and 44% of these scholars were accepted through self-application.
The PRESTASI team identified the following reasons why scholars opted for self-application:
1) All other universities that the placement team submitted rejected them;
2) The scholar's institution recommended the universities where their institution had initial collaboration with the university;
3) Scholars wanted to study at particular university.
4) Scholars with lower scores wanted to increase their chances to get placed.

The main reason for universities rejecting PRESTASI scholars were low TOEFL, GRE and GMAT scores. Many scholars decided to continue study and prepare for another round of exams in order to increase their scores and possibility get accepted to their desired university. Even though not all scholars were successful, IIE was able to leverage its long-standing relationship with US universities and negotiated a total of 20 conditional acceptances.
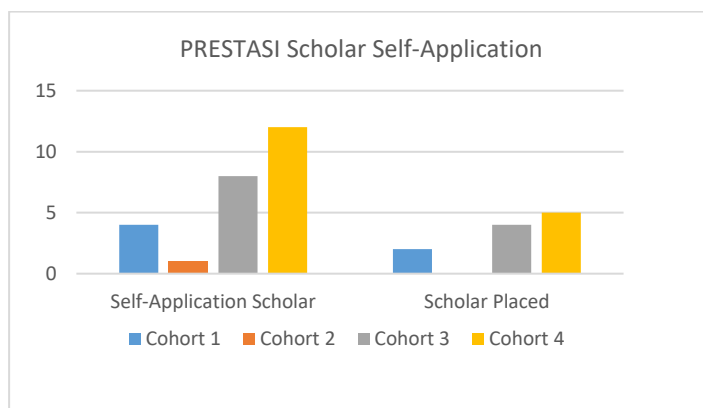
The detailed list of where each scholar was placed can be found in **Appendix 3.**

During the Placement process, the IIE Home Office negotiated reductions in tuition which contributed to significant cost-share from US universities for each cohort, either in a form of an additional scholarship applied to the scholar's tuition or waiver of the out-of-state tuition. The approximate cost-share from US universities was approximately 24%.
The team is proud to report that Prestasi scholars received 22 university fellowships/scholarships that were allocated to decrease tuition, and 23 waivers of the out of state tuitions.

Cohort	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Average Percentage received	23%	27%	25%	22%
Details	60% of scholars received in state tuition or stipends (12 out of 20)	50% of scholars received in state tuition or stipends (8 out of 16)	48% of scholars received in state tuition or stipends (12 out of 25)	56% of scholars received in state tuition or stipends (13 out 23)
Types of cost share	4 University Scholarships 8 in state tuition	2 university scholarships 6 in state tuition	6 university scholarships 6 in state tuition	10 university scholarships 3 in state tuition
Over-the cap tuition waiver	1 scholar	0	2 scholars	2 scholars
Additional financial support not included in the tuition			1 scholar	2 scholars

Most of long-term participants were enrolled in master's degree programs that were completed within two academic years. Depending on academic requirements, some scholars needed to request program extensions form USAID ranging from one to twelve months.

1.7. Pre-Departure Orientation

Pre-Departure Orientation (PDO) was aimed to prepare participants prior to studying in the United States so they were ready to deal with academic and social life in the US and understand their responsibilities and entitlements under the USAID PRESTASI scholarship. During the PDO, the training team covered the following topics:
Goal Setting and Action Planning, US Academics, Culture Shock and Support Services, US Culture and Getting Involved, Housing and Travel Planning, Money Matters, Health Insurance, and Emergencies. The PRESTASI COR presented USAID Rules and Regulations so the scholars were aware of their scholarship requirements.

The scholars were also engaged with PRESTASI via bonding activities. PRESTASI team members updated each orientation's agenda to reflect the feedback received during scholar reentry meetings and observations by staff and USAID. Examples of how PRESTASI used feedback to improve the orientation agenda include changes in the Mission's J-2 policies, building successful working relationships with Program Officers, and stressing USAID-expectations regarding the use of scholarship allowances for conferences.
During the Cohort 4 orientation, PRESTASI invited the two senior managers representing LPSDM Aceh and BPSDM Aceh, as part of USAID's technical assistance to local scholarship programs, to observe first-hand the components of the PDO and to confer with USAID and PRESTASI on collaboration in future activities.
The PRESTASI team extended invitations to local scholarship providers to observe the pre-departure orientations so that they could observe and implement similar approaches during their own pre-departures.

1.8. Administration and Monitoring of scholars

The PRESTASI-3 staff in Jakarta and Washington, DC provided on-going support to the scholars during the pre-departure stage as well as while they were in the US and after they returned. Both teams worked together to create and submit Training Implementation Plans (TIPs) and Program Budgets for US and In-country scholars. After TIPs and Budgets were approved by USAID, the teams worked closely to secure J-1 visas for each scholar and arrange travel logistics when required.

J-Visa Process

The PRESTASI team in Jakarta worked with scholars to compile the required documents, including medical checks, and obtain security clearness required to apply for the J1 visa after university admission was received. Both USAID and PRESTASI processed the required documentation in TraiNet/VCS and arranged visa interviews in Jakarta.
The Field Office managed to secure J-1 visas to all participants departing to the US on schedule to begin their university orientations and coursework.

U.S. Scholars Monitoring

IIE Home Office Program Officers communicated with the scholars while they were still in Indonesia and provided vital pre-arrival information and assisted them in the process of gaining access to university systems. Program Officers also assisted with registering the scholars for classes and preparing them to meet all university requirements upon arrival at their campuses. The Program Officers would also address academic, health insurance

coverage, program allowances and financial policies as well as support services available to the scholars both through IIE and on-campus.

The IIE Home Office team conducted several monitoring activities to ensure that the scholars in the United States were doing well both academically and personally. In addition to regular email contact, the Program Officers conducted monthly Skype calls with each scholar, end of term check-ins with academic advisors, and in-person campus visits at least once during their academic programs. If there was an emergency or a scholar needed additional assistance, the Program Officer would adjust their schedule to address any challenges/issues.

During or after each monitoring call, the IIE Program Officer would update the monitoring call log with notes, to ensure a continuum of information that was easily accessible to all program staff in the event of an emergency. The monitoring call logs served as a record of the participant's progress throughout the training, as well as documentation of any major issues. Through these methods, the IIE Home Office team was able to identify challenges and barriers to success and assist the scholars with creating solutions and support through any emergency situations. In addition, IIE provided quarterly scholars updates to USAID.

To ensure that the participants were progressing academically and maintaining their required academic status (i.e. full-time enrollment, GPA above 3.0), the IIE Program Officers collected End of Term documents after each academic term that included academic transcripts, Academic and End of Term Reports (AETR), and an Action Plan. The Program Officers would also check in with participants' academic advisers on a regular basis, either by phone, email, or during a campus visit. Program Officers would carefully review all End of Term documents to make sure that scholars took all required courses each semester and that they met the required GPA. The Action Plan was a tool that PRESTASI implemented to keep the participants focused on short and long-term goals for personal, professional, and academic development.

The IIE Home Office and the PRESTASI-3 field staff continued to compile essential information to complete the scholars' files; all revised TIPs describing the program and financial need for each of the scholars were submitted and approved by the USAID COR.

The PRESTASI-3 Home Office Program Officers also conducted at least one campus visit for each long-term participant as part of their monitoring tools to ensure that the participants were successful on both an academic and personal level. Those visits also provided an opportunity for the Program Officer and participant to meet in person and build greater trust and understanding. The Program Officers would also meet with scholars' Academic Advisers, International Student Services offices, and any other university offices that were necessary to provide support for the participants' academic program and personal needs. IIE Program Officers would write and submit reports for all campus visits with detailed information about the meetings they held, and about the scholar's academic and personal progress, including any issues or areas for concern. During the extension period of the contract, Program Officers suspended the campus visits due to budget restrictions. However, two Program Officers were able to conduct two visits at no cost during the extension period. One of the Program Officers went on a regular campus visit under a different USAID project to meet with two scholars placed at Arizona State University and their professors/advisers. Therefore, while at ASU, the Program Officer conducted a regular monthly check-in with the P3 scholar in person, instead of scheduling a Skype call. The other campus visit was to a university located in Washington, DC therefore no additional cost was incurred, either. Both reports were submitted to USAID.

IIE Program Officers addressed and successfully resolved all challenging US scholar cases during the length of the PRESTASI-3 program. One such example was from Cohort 4 when an INTO Illinois State University did not inform IIE of all the requirements a scholar must fulfill in order to transition from a pathways program to a master's degree program. As a result, a P3 scholar was denied admission to the Master of Science in Accountancy program after she spent a semester taking pre-requisite coursework at INTO ISU and completing all the other requirements that INTO ISU reported to IIE. To address this issue, the scholar's IIE Program Officer did the following: (1) held numerous meetings with INTO ISU and ISU faculty and staff in order to express IIE's concerns and develop solutions that would be in the best interest of the scholar, (2) worked extensively with the IIE Placement Team and universities around the nation to find other master's degree options for the scholar, and (3) increased the frequency of monitoring calls with the scholar in order to advise her and provide emotional support during this stressful time. After several weeks of collaboration with all stakeholders, the scholar was fully admitted into a new master's degree program at ISU that was even better aligned with her professional goals.

Another challenging situation was an evacuation due to a hurricane. To ensure the safety of the scholar, the Program Officer spent numerous hours securing transportation for the scholar to travel from Melbourne, FL to Atlanta, GA, a city that was not expected to be impacted by the hurricane. The Program Officer also spent several hours securing a GSA-rate hotel in Atlanta, as nearly all hotel rooms in the city were booked because of the hurricane. The Program Officer sent updates to the scholar while making the transportation and hotel arrangements and remained in close contact with the scholar while she was being driven to Atlanta, during her stay in Atlanta, and during her trip back to her university city in Florida.

Yet another example of how IIE Program Officers addressed another issue was when a scholar was placed on academic probation at his university after one of his professors accused him of plagiarism and gave him a failing grade. Upon receiving this information, the scholar's Program Officer had several calls with the scholar in order to understand his perspective and provide him with support. The Program Officer also worked with the scholar and university faculty and staff to develop an academic probation plan for the scholar, monitor his progress, and connect the scholar with tutoring services so that he could better understand academic citations and avoid unintentionally committing plagiarism. The following semester, the scholar's grades improved, and the university ended the scholar's academic probation, allowing him to continue his degree program and graduate on time.

In-Country Scholars Monitoring
The monitoring process was conducted on a quarterly basis for scholars studying in Indonesia. The Field Office Program Officers would contact the scholars via phone or WhatsApp to make sure that they were on track with their program and that they personally were doing well. In addition, Program Officers would email the scholars more frequently on a case by case basis. Field Office Program Officers would not conduct site visits, except for one trip to Gadjah Mada University (UGM) to visit Aprianto, the only P-3 master's degree scholar placed in Indonesia.

Re-entry Debriefing
Since the PRESTASI scholarship program's inception in 2007, a USAID Mission requirement for US-based Masters and Doctoral scholars was a debriefing interview as part of the re-entry process. For scholars returning to Indonesia, PRESTASI-3 scheduled a 60-

minute debriefing interview to allow each scholar to share his/her experiences in the US, highlight any academic or social activities, and their plans upon returning to their work. With each returning cohort, PRESTASI-3 proposed changes to the debriefing interviews, one of which was to increase the number of stakeholders invited to the debriefings, including USAID Technical Office representatives, scholars' employers, representatives from USAID Human Capacity & Partnerships, and ALPHA-I representatives.

Taxes

The IIE team assisted the scholars with tax services per the Mission Order 253 and ADS 252 requirement. The PRESTASI 3 program team worked closely with all participants, including alumni who returned to Indonesia, to make sure that all documents were completed correctly and not missing signatures. Despite this careful review, the IRS continued to reject ITIN applications; therefore, and tax returns were not filed. In 2019, the IIE Home Office undertook a significant initiative to collect all the required documentation again from both Short term and Long- term participants to file for their ITINs and tax returns. Despite this effort, none of the STT participants received ITINs and only 4 Long Term scholars received ITIN numbers and 7 applied for and received Social Security Numbers for their paid internships. The Home Office provided guidelines to all current scholars and alumni with detailed instructions on how to re-apply for ITINs and/or file US tax returns for 2019 and 2020 calendar years.

2. Short Term Training

PRESTASI-3 managed 42 short-term activities between 2015 and 2019 for 809 participants. Most of these activities took place in 2017 due to the availability of funds. Of the total number of participants 505 were GOI participants and 304 non-GOI participants.

Short Term Training 2015 - 2019

Short Term Training 2015-2019

Short Term Training 2015-2019
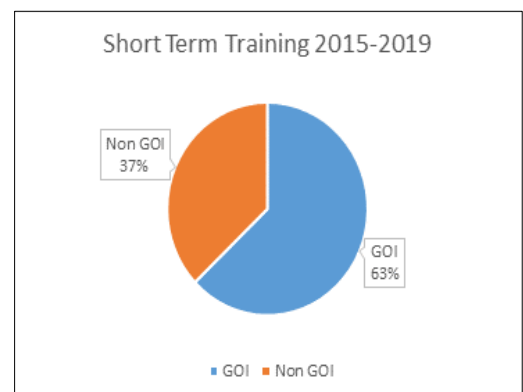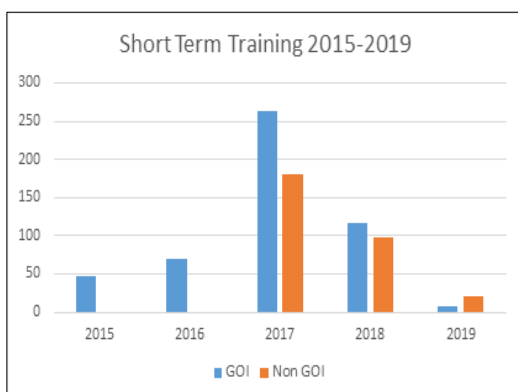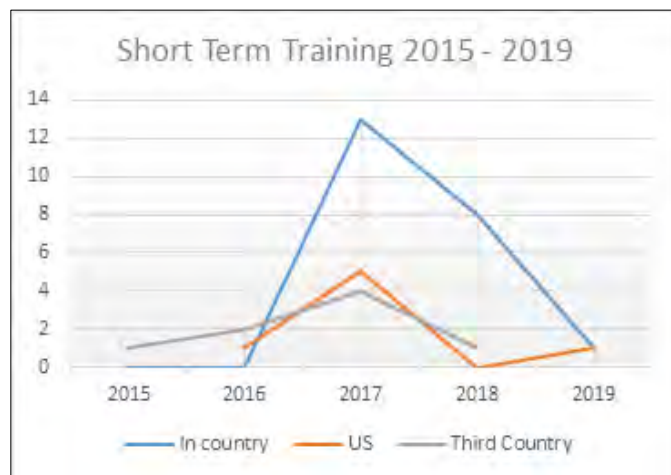
Short Term trainings addressed a diverse array of themes including capacity development in septage treatment and water safety planning, marine protection and fishery management, and strengthening teaching programs and leadership.

In Year 2, Prestasi managed a complex and unique Short-Term Training activity that incorporated extended training in Indonesia and the US for the Teacher Training Institution representatives. The purpose of the training was to strengthen Indonesian teaching programs. Six months after the University Connect project, the M&E team conducted an evaluation that helped measure whether the two Cohorts that took part in the training were able to influence their institutions. All participants confirmed the training was valuable not only from the technical perspective, but it also contributed to changing their mindset about mentorship. University Connect participants continued to use their new skills not only to improve curriculum but to improve the teacher preparation programs in their departments.

Through PRESTASI-supported study tours in 2015 and 2016, USAID/Indonesia organized two study tours for Desludging Services (LLTT) operator field staff, GOI officials and various donor agencies to travel to the Philippines to be exposed to Septage Management programs. On their return to Indonesia, the examples and lessons learned from the Philippines were applied in the technical assistance activities at both local and central level. The senior decision makers (Mayors) and legislators (local parliament) in the participating cities understood the critical importance of developing the necessary local regulations supporting mandatory regular desludging for all inhabitants of their cities. To continue the Fecal Sludge Management (FSM) knowledge sharing and capacity building, PRESTASI-3 supported training and technical assistance for STP/IPLT design in Indonesia.

Table 6. Detail Number of Participants and Program Name of Short Term Training

Program Names		Country and Program Name	Gender		Grand Total
Start Date	End Date		Female	Male	
In Country Programs: Indonesia					
5/15/2017	5/19/2017	Leadership, Monitoring & Evaluation and Advocacy-Yogyakarta	16	10	26
6/12/2017	6/16/2017	Leadership, Monitoring & Evaluation and Advocacy-Depok	10	13	23
7/10/2017	7/14/2017	Leadership, Monitoring & Evaluation and Advocacy-Bandung	13	11	24
8/2/2017	8/7/2017	West Papua Disaster Risk Reduction and Climate Change Adaptation Strategies Training	28	27	55
8/1/2017	8/4/2017	PDO for Center for Forestry Research (CIFOR)	10	2	12
9/4/2017	9/6/2017	USAID Rules & Regulations: Grants & Cooperative Agreements	13	9	22
9/4/2017	9/8/2017	Support of Capacity Dev in Septage Treatment Plants Design, Phase 1-B Jakarta	11	19	30
9/7/2017	9/8/2017	USAID Proposal Development: From RFA/RFP to Proposal	17	13	30

Start	End	Program			
9/20/2017	9/24/2017	Leadership, Monitoring & Evaluation and Advocacy- Bali	12	14	26
9/25/2017	9/29/2017	Leadership, Monitoring & Evaluation and Advocacy-Jakarta	16	10	26
10/2/2017	10/5/2017	Support of Capacity Development in Septage Treatment Plan (STPs) Design, phase IB - Jawa Tengah Solo	8	19	27
10/9/2017	10/13/2017	Support of Capacity Development in Septage Treatment Plan (STPs) Design, phase IB - Jawa Timur Surabaya	13	16	29
10/30/2017	11/3/2017	Support for Capacity Dev in Septage Treatment Plants Design, Phase 1-B Medan Sumatera Utara	6	15	21
11/13/2017	11/17/2017	Support of Capacity Development in Septage Treatment Plan (STPs) Design, phase IB - Sulawesi Selatan Makassar	7	18	25
1/31/2018	2/1/2018	Biosafety and Good Clinical Practices in Biomedical Research in Health Facilities Settings	37	14	51
4/26/2018	4/26/2018	Support of Capacity Dev in Septage Treatment Plan Design, Workshop 1	7	2	9
8/7/2018	8/8/2018	System Assessment for Antimicrobial Resistance using OHSMART Tools	30	9	39
8/8/2018	8/8/2018	Support of Capacity Development in STP Design W2: Detail Syllabus 3 IPLT Training Technology Selection	8	6	14
8/23/2018	8/23/2018	Support of Capacity Development in STP Design W3: Detail Syllabus 3 IPLT Training Technology Selection	10	4	14
9/25/2018	10/2/2018	Training of Master Trainers in the Financial Life Skills Training Program	4	6	10
10/8/2018	10/8/2018	IUWASH PLUS W4: Developing Syllabus and Preparation IPLT Training Technology Selection	8	3	11
10/9/2018	10/9/2018	IUWASH PLUS: National Seminar: Capacity Building for IPLT and Managing Domestic Wastewater	19	30	49
9/27/2015	10/4/2015	University Connect Jakarta	13	11	24
1/18/2016	1/29/2016	University Connect 2 Jakarta	16	9	25
4/28/2019	5/1/2019	Policy Brief Writing Workshop	10	10	20
Total In-Country STT			**342**	**300**	**642**
Third Country Programs					
Chile					
10/4/2015	10/9/2015	World Ocean Conference	1	0	1

		Croatia			
10/23/2017	10/27/2017	WHO-HIV Data Quality Improvement, Program Quality Improvement, and Data Used Training	1	2	3
		India			
2/18/2017	2/24/2017	FSM-4 Fecal Sludge Management, High Level Septage Management Exposure – 2017	7	20	27
		Malaysia			
9/2/2017	9/7/2017	International Conference on World Association for the Advancement of Veterinary	2	0	2
		The Netherlands			
11/28/2016	12/7/2016	World Ocean Conference – Sustainable Ocean Summit	0	1	1
		Philippines			
4/25/2016	4/28/2016	High Level Septage Management Exposure - 2016	3	15	18
12/4/2017	12/7/2017	Learning from the Philippines to Advance Water Safety Planning in Indonesia	9	6	15
7/22/2018	7/27/2018	2nd Learning from the Philippines to Advance Water Safety Planning in Indonesia	10	7	17
Total Third-Country STT			**33**	**52**	**85**
		U.S. Programs			
10/5/2015	12/11/2015	University Connect 1	13	10	23
1/18/2016	4/1/2016	University Connect 2	16	9	25
4/19/2017	5/12/2017	International Seminar on Forest Landscape Restoration, Oregon	1	0	1
6/26/2017	7/17/2017	17th Annual International Seminar on Protected Area Management, University of Montana	2	0	2
7/10/2017	7/30/2017	Internship on Analysis of Regulation Impacts on VIIRS fishing boat detections at NOAA	0	4	4
8/28/2017	9/8/2017	Fish Stock Assessment and Harvest Strategy, Seattle	2	3	5
9/16/2017	9/23/2017	Workshop and Study Visit on Agricultural Cooperative Management, California	3	4	7
9/19/2017	9/27/2017	Fisheries Management Council Capacity Building Program to WPFMC, Hawaii	3	6	9
2/24/2019	3/3/2019	Comparative study tour for policy makers to California for Marine Protected Area (MPA) and MPA network governance	2	5	7
Total US STT			**43**	**42**	**85**
		Grand Total	**417**	**392**	**809**

The IIE team in Washington DC and the PRESTASI field office provided assistance in two categories:

- administrative assistance, where IIE and PRESTASI provided the logistical support for the participants of another USAID program
- program assistance, where IIE and PRESTASI provided support the technical content of the training activity. The types of activities ranged from training of a single day to training covering weeks, and the number of participants in each activity ranged from a single individual to over 50 participants.

PRESTASI always quickly responded to USAID ad hoc requests to organize short term training activities. One of the examples of successful implementation of a short-term training was to organize an 'All Scholars workshop" (which was renamed to the Leadership Workshop) before the end of 2017 fiscal year. The workshop reinforced and enhanced the knowledge and expertise of long-term participants from Cohort 1 and 2 in topics such as academic and scientific writing, research, and leadership. With less than months to plan the workshop since receiving an approved TIRF, the IIE Home Office was able to organize a three-day leadership workshop. All participants found the content applicable to their work and had many valuable takeaways that they hoped to implement in their institutions. Even with the time constraints in planning this activity, all participants reported satisfaction with logistics and the workshop content.

PRESTASI-3 effectively managed training requests during challenging periods such as the US federal government shutdown due to the failure to pass the legislation to fund government operations and agencies in 2019. In particular two short-term training programs, one for the USAID Technical Office Environment/Marine in California, and the other the *Leadership Workshop 2019* in Washington DC for PRESTASI scholars that included participation by a group of senior managers from BPSDM Aceh. Unsure of the end-date of the shutdown, both the Field Office and the IIE Home Office prepared multiple alternative training schedules in anticipation that the shutdown would end. When the USGOV budget was finally approved, all activities proceeded with implementation, though not on their original dates.

3. Technical Assistance for local scholarship providers

Providing technical assistance to Indonesian scholarship programs was one of the objectives of the PRESTASI-3 program. The goal of this assistance was to improve the technical capacity of GOI scholarship organizations to identify, recruit, place and manage scholarship programs, and to increase the proportion of scholars supported by GOI funds studying for advanced degrees in the United States.
PRESTASI-3 identified eight potential beneficiaries for USAID assistance.
The detailed analysis of all 8 providers is in **Appendix 4**.
Subsequent evaluations in 2018 resulted in a short-list of 4 target partners, a combination of national and provincial scholarship providers. Prestasi informed the scholarship providers that have been in close contact about the end of the contract and that USAID would continue communications with the providers.

1. LPDP Lembaga Pengelola Dana Pendidikan (Indonesia Endowment Fund for Education)
PRESTASI first introduced itself to the LPDP director in December 2014 to introduce itself and discuss areas of possible cooperation between LPDP and PRESTASI.

PRESTASI-3 continued contacting LPDP on several occasions and extended its willingness to share its experience on best practices with scholarship management and developed a training proposal to LPDP staff to come to the United States. LPDP, which is one of the biggest national scholarship providers, was not able to select the employees as participants and confirm the dates of travel. Despite numerous proposals from PRESTASI-3 to LPDP program administrators to organize study tours, conferences, university-visits, and other training activities, LPDP remained non-responsive. At the beginning of Year-4, a team from IIE's New Business Department came to Jakarta and met with LPDP managers. IIE and LPDP agreed to explore ways the two organizations might work together, with IIE supporting LPDP participants enrollment in universities in the U.S. Unfortunately, LPDP remained unresponsive and therefore no activities or further discussions took place.

2. <u>DIKTI *Kemenristekdikti* (Ministry of Higher Education, Research and Technology)</u>
PRESTASI's role was to assist with improving the scholarship management capacity of DIKTI and increase the number of Indonesian students going to U.S. universities. DIKTI already had three scholarship programs for lecturers to pursue master's and doctoral degrees and PRESTASI's technical assistance focused on improving their scholarship management. As a result of this assistance, PRESTASI supported DIKTI's annual international forum and facilitated a US education expert's arrival to Indonesia to share information about scholarship management for the international development sector. The results of DIKTI's discussions with USAID PRESTASI have shown that DIKTI welcomes suggestions on ways to upgrade the skills of its administrative staff. The PRESTASI team also proposed inviting two or more DIKTI staff members to participate in one of the most important components of the PRESTASI program, the Pre-Departure Orientation (PDO) but the staff was not able to attend.

3. <u>BOKP *Biro Otonomi Khusus Papua* (Special Autonomy Bureau of Papua)</u> (managed by Biro OTSUS)
PRESTASI established relations with the BOKP (previously known as BPSDM) during the project's second and third years. BOKP is one of Indonesia's largest scholarship program for the residents of the far-eastern Province of Papua. PRESTASI was particularly interested in working with BOKP as the program was well funded and included sponsorship of students in the US and other countries from high school to Ph.D. levels. The relationship between PRESTASI and BOKP ended when the provincial government closed the program for corruption and inefficiency. However, at the beginning of 2017 the Governor re-opened a revised, re-staffed scholarship program and renamed the bureau from BPSDM to Biro Otonomi Khusus Papua (BOKP: Special Autonomy Bureau of Papua). The new director made it clear that any training or recommendation for effective management of the scholarship program from PRESTASI would be appreciated.
PRESTASI then supported BOKP's efforts to upgrade the skills of its administrative staff with scholarship management. The PRESTASI team invited BOKP staff members to participate in the Pre-Departure Orientation (PDO). PRESTASI also offered conducting a needs assessment of BOKP scholarship and operations and as a first step, identified a competent assessment expert from Sampoerna University (SU) in Jakarta. After the needs assessment, it was conceivable that BOKP and Sampoerna University could continue in a more formal partnership to manage Papua Scholarship Program.
PRESTASI continued the communication with BOKP but in August 2019 was informed that Ministry of Home Affairs assigned new names and responsibilities and BOKP lost the authority in scholarship management.

4. <u>LPSDM Aceh (supervised under BPSDM Aceh)</u>

PRESTASI and BPSDM Aceh established a strong and active relationship of cooperation, and USAID agreed that, of the four institutions, BPSDM Aceh would be the primary partner for collaboration with PRESTASI in its final year. Using the proposals drafted in Aceh, LPSDM and PRESTASI explored how PRESTASI activities might benefit parts of the LPSDM plan for capacity development of the scholarship program.

PRESTASI provided support in areas like graduate survey implementation, Monitoring and Evaluation, scholarship selection process, Pre-Academic Training and Pre-Departure Orientation, and scholar placement in U.S. universities.

One of the results of this cooperation was PRESTASI's invitation to BPSDM to attend IIE's international education conference in New York City and the leadership training workshop for PRESTASI scholars Cohort 3 and 4 in Washington, DC. Four BPSDM Aceh senior managers participated in the workshop and the conference. During the leadership workshop, the BPSDM Aceh representatives had an opportunity to observe how IIE educates its scholars to gain the acumen necessary for becoming future leaders. The visitors learned that in order to run successful scholarship programs, it is equally important to focus on both the administrative aspect and the human component of the program. The managers recognized that IIE was successful in managing large scholarship programs because they provided individual support and are invested in scholars' ongoing growth and potential as leaders. The participants were especially impressed by this method of managing scholarship programs, as it directly showed how IIE's investment in scholars' success, can lead to significant growth in each scholars academic, personal, and professional goals.

The visitors also had an opportunity to meet with IIE Senior Leadership to learn about the technical aspects and best practices for running and managing large scholarship programs. They gained tools, resources, models for scholarship program implementation that would relevant to the KEMRISTEKDIKTI and Aceh scholarship program.

As a direct result of these discussions, the Aceh participants and IIE are in the process of establishing a Memorandum of Understanding (MOU) for continuing their working relationship. This outcome directly met the participants' stated objective of building partnerships with US international education exchange organizations.

While at the 2019 IIE Education Summit, participants had the opportunity to collaborate and network with more than 500 leaders and professionals from across the international higher education sector. The participants also had the opportunity to attend, interact, and participant in workshops related to the following themes: Student mobility; Scholars & Innovation; Higher Education in Emergencies; Access and Equity; and, International Partnerships.

In addition, BPSDM/Aceh finalized and signed a Memorandum of Understanding with PRESTASI that explained collaboration points between PRESTASI and BPSDM Aceh to support the scholarship management in Aceh. The PRESTASI-3 team accepted an invitation as guest speakers to attend the Aceh Scholarship Forum 2019 in late April to share their scholarship management knowledge with other scholarship providers.

The event provided the opportunity for the scholarship providers to share their scholarships to the audience. BPSDM Aceh organized the forum and invited approximately 80 participants from local universities and other related stakeholders residing in Aceh. During the panel discussion, the PRESTASI-3 provided some tips to apply for scholarships management.

4. Post-Training Program Support and Follow up Activities

4.1. PRESTASI Support for the alumni association ALPHA- I

In July-2017 PRESTASI-II transferred its liaison with the ALPHA-I Alumni Association to PRESTASI-3. USAID recommended that PRESTASI increase communication with ALPHA-I and shared its expertise in scholarship and training management to support ALPHA-I's development. The main focus of ALPHA-I and PRESTASI-3 cooperation was to achieve the USAID/Indonesia objective to create a successful alumni organization. In addition to building ALPHA-I capacity, PRESTASI provided assistance with: developing high profile and close relationships with USAID technical offices and its partners engaging ALPHA-I members in outreach and promotional events and re-entry meetings to increase their visibility and validate their status.

Thanks to face-to-face regular update meetings with USAID, ALPHA-I was able to show the benefits of scholar expertise in USAID technical fields, and PRESTASI alumni became aware of USAID activities that could be implemented in the regions where they were employed.
ALPHA-I and its members lacked experience with writing proposals that would meet the standards of US government agencies, therefore, the PRESTASI office invested time in supporting the ALPHA-I Secretariat with developing proposals and developing their first work plan. ALPHA-I tried to increase its profile and role as coordinator and implementer of alumni events – including   an alumni reunion and PRESTASI 10-year anniversary event.

PRESTASI-3's contract set aside $1,000 ("seed money") for each long-term PRESTASI-3 scholar (Master's and Ph.D. students). PRESTASI-3 estimated that 84 MA and Ph.D. scholars would graduate by the end of August 2019, which was the original close-out date of the PRESTASI-3 contract, so a total of $84,000 was available to the alumni organization for alumni activities. ALPHA-I needed extensive training with developing their workplan and budget to ensure that they could implement the seed funding correctly.

ALPHA I Seed Funding Activity
PRESTASI supported ALPHA I with developing its first formal work plan and budget using the seed funding to address complex issues of Indonesian development through identifying and implementing a proposal for activities in the local communities where its members live and work. ALPHA-I focused on three strategic goals that would be achieved with the plan.
1. To increase the organization, availability and manipulation of the increasing amount of data gathered on past-present-future USAID participants (to identify and utilize alumni expertise) for use by ALPHA-I members, USAID technical offices, USAID contractors, and other ALPHA-I partners.
2. To expand the branding of ALPHA-I in the public and private sectors throughout the provinces of Indonesia, and to increase alumni-awareness and confidence in the potential of ALPHA-I as a tool for the implementation of members' ideas for local development
3. To select and implement one local activity or program proposed by the Chapters aimed at the development of one or more local communities.

The seed funding provided a great boost to ALPHA-I, however it was a one-time occurrence. In order for ALPHA-I to become self-reliant, there should be a more strategic and longer-term technical and financial support plan.

ALPHA-I successfully executed its goals and as its contribution to the local community, ALPHA-I implemented a tour guide training that focused on developing the digital literacy of local communities. One of the partners, NUSA, built a tour guide mobile application as a tool that could be used in the training to assist participants in starting their business in tourism. The total of participants in the project was 178, exceeding the initial target which was 150 participants. The local government and Ministry of Women Empowerment and Child Protection, who have the same interest in improving women capacity in economic growth, were potentially interested in the training. Through this project, ALPHA-I also worked with a local vocational school to support its students with tourism entrepreneurship and digital literacy training. In addition, ALPHA-I collaborated with local NGOs based in West Papua, Kitong Bisa to conduct a similar activity to empower the local community to start micro enterprise. Collaboration with Kitong Bisa as a local partner in Papua brought a great idea to add special training for professional tour guides in West Papua. The additional training helped ALPHA-I to realize that the training could have a bigger impact if professional guides were part of the training. After the completion of the training, ALPHA-I and local partners conducted mentoring sessions with the participants to ensure that participants had a full understanding about the training. Based on the mentoring report, 31 out of 178 training participants were ready to start their own business in tourism using NUSA mobile application.

Alumni database and knowledge management system
ALPHA-I developed and maintained its members database and submitted status updates to PRESTASI on a quarterly basis. ALPHA-I members are spread across the country and have a variety of work and educational backgrounds. With the seed funding, ALPHA-I transformed its website to be more attractive for the public and its members. The member database continues to be updated, however due to financial problems within the organization, there are no staff members left who continue the outreach and advance updates. However remaining volunteers can provide any required data. **Appendix no 5** includes the alumni database.

4.2   Monitoring and Evaluation Activities

4.2.1 M&E goals and objectives, approach, limitations and activities

The PRESTASI-3 Performance Monitoring Plan (PMP) is a translation of USAID programmatic mandates that are stated in the contract as project objectives that have to be accomplished by the end of the project. The PRESTASI-team updated the PMP and submitted it to USAID for approval every year. PRESTASI-3 used PMP as a guideline for Monitoring & Evaluation (M&E) activities to show a performance of project or program implementation by measuring the indicators. PMP consisted of, but was not limited to, indicators, definition of indicators, data collection approaches or methods, and target of achievement (goal/impacts, outcomes and outputs). PRESTASI-3 M&E activities to measure indicators of impact, outcome and output of the project were called measurements.

The PRESTASI-3 M&E team completed three stages of measurements to assess impact of the indicators in the period of September 2018-June 2019. Initially, the plan included conducting baseline, progress and end line analysis based on impact indicators but due to budget restrictions, PRESTASI had to modify this approach and method of data collection. The modification involved reducing the number of respondents to adjust the data analysis to two types of analysis, baseline survey and end line survey. The results of these measurements

were submitted to USAID in the Semi-Annual Report covering the period of March through August 2019 in the Appendix 9.

The PRESTASI-3 M&E team also measured the outcome and output indicators every six months by calculating data in the PRESTASI-3 participant training database. PRESTASI-3 presented the result of the measurement of output and outcome indicator in the Semi-annual report every six months.

The objectives of measurements were to:
1. Collect detailed, accurate data from trainees and their supervisors.
2. Collect data and information regarding outcome and impact resulting from implementation of project activities.
3. Collect information that will lead to success stories related to trainees' outcomes and impacts after participation in project activities.
4. Compile the lessons-learned after implementing project activities.
5. Compile best practices used in implementation of the training.

4.2.2. Method for performance data collection

In order to measure impact indicators, the data and information was collected through focus group discussions that involved Long-term alumni and their supervisor/employer. PRESTASI faced some challenges to determine schedules and make appointments with their supervisor/employer due to their routine activities in their institution. PRESTASI had to convince the employer that measurements were also important as they encouraged alumni to give positive contribution to the institution by applying their new knowledge and skills gained by the alumni during their study. Using a persistent approach, PRESTASI managed to collect data and information according to the time frame and the analysis completed as scheduled.

The data and information were used not only to present the performance of the project but also to lead PRESTASI to produce success stories as part of impact of the program implementation. PRESTASI produced approximately 12 stories of long-term and short-term alumni. PRESTASI criteria for success was when there were some changes or improvement of alumni by applying and implementing their new knowledge and skills gained from their training, either within their institutions or community. The detail of 12 stories can be found in **Appendix 6.**

As a result of the Baseline and End Line survey, the M&E team was able to provide specific data on the percentage of alumni of long term (91%) and short term (100%) programs who reported applying new knowledge and skills in their institution.
47% of long term and 43% of short term alumni reported change within their institutions as a result of their new skills.

PRESTASI Database

PRESTASI-3 maintained and updated a database and statistics of participant-data distributions (by gender, employment status, type of employment, geographical area, etc.). Changes in the status of employment and other distributions required PRESTASI-3 to update the content of the database for improving accuracy. The PRESTASI-3 team updated the participant database regularly and sent updates to USAID each quarter. The M&E Specialist

was the main contact for database verification. The database is a tool that USAID might want to use in the future to encourage broader alumni participation at local and national level.

As of May 2020, the total participants trained under PRESTASI scholarships program are 1,801 individuals. The detailed numbers of participant training can be found in table below. Since the Final Report is due 30 days before the program ends, IIE Home Office confirms that the 14, currently enrolled scholars, who are in good academic standing and will graduate by May 31, 2020.

Table-7: The detailed number of PRESTASI Database Participants based on status verification of training, type of training, USAID technical offices and gender period 2007 – May 2020.

Type of Training Support to USAID Technical Offices	Status of Verification of Training						Grand Total
	Training Certificate awarded		University Diploma awarded		In-training, University award pending		
	Female	Male	Female	Male	Female	Male	
Long-term Training			167	168			**335**
Democratic Right Governance	N/A		12	34			46
Environment			63	52			115
Education			38	51			89
Health			54	31			85
Short-term Training	675	791					**1,466**
Democratic Right Governance	11	24	N/A				35
Environment	176	247					423
Education	170	155					325
Health	243	243					486
(blank)	65	112					177
Health: TB	10	10					20
Grand Total	**675**	**791**	**167**	**168**			**1,801**

CHAPTER 3. CHALLENGES AND RECOMMENDATIONS

PRESTASI identified the following challenges during the project implementation and included its recommendation on how to address them with future scholarship programs.

CHALLENGE: Co-funding requirement for GOI employees
When PRESTASI reached out to GOI to provide contributions for their employers to join Cohort 1, it was already too late and the GOI could not accommodate PRESTASI's request. GOI's training funds are usually allocated a year in advance and would require that PRESTASI offers a specific number of slots to be available for government employees. Without a confirmed number, GOI was not able to allocate any budget to cover co-funding. Another challenge was with GOI internal payment processes where they were too late to process their co-funding portion to vendors that worked with PRESTASI to organize specific trainings like Pre-Academic Training. Some agencies would withdraw their co-funding support due to internal budget issues, therefore PRESTASI had to ask for USAID approval to cover that expense.

RECOMMENDATION: Since the GOI budget has to be planned in advance, the co-funding requirement was only applicable for Cohort 3 and 4 on the condition that PRESTASI would set a number of scholarships for GOI employees. The co-funding requirement discussion should begin early, even before the USAID scholarship recruitment starts, to allow the GOI institutions to allocate budget for scholarships in advance. USAID should also involve the Technical Offices partners in those discussions to increase PRESTASI's status and brand recognition.

CHALLENGE: Co-funding requirement from non GOI scholars.
Scholars had difficulty getting employers' support for co-funding because there were no mutual agreements between USAID or PRESTASI and the sponsoring institution to cover the co-funding items. The co-funding level NGOSs or universities was much lower than the budget available from ministries. Based on the PRESTASI survey for open recruitment scholars, most of them did not receive support to cover co-funding items from their employers.
The PRESTASI Outreach Team had also limited time and capacity to conduct outreach activities in all provinces to recruit candidates that would meet the co-funding requirement target. There were no applications from disadvantaged areas due to lack of co-funding from the employer to support an employee.
RECOMMENDATION: Co-funding items should be negotiated individually by the scholars and their employers. For future recruitment, it would be recommended to waive the co-funding requirement for open recruitment outside of Java. Offering quotas with customized co-funding will allow Indonesian institutions in disadvantaged areas or small institutions with limited budgets to contribute in PRESTASI scholarship programs.

CHALLENGE Time management of long term training participant logistics.
Long term training scholars who were civil servants and resided outside of Jakarta needed longer time to process the required visa documents, i.e. the official passport and exit permit (which involve other government institutions: Ministry of Foreign Affairs and State Secretariat), which had to be processed through their main office.
Since the DS2019 forms could only be processed after a scholar received the Letter of Admission (LOA) from the designated university, collecting all required documents for the DS 2019 was time-consuming. Even though the PRESTASI team would provide step-by-step information on how to complete forms including online visa application, the majority of scholars required additional assistance with reviewing the forms.
There was also an unclear timeline of the visa renewal process at the US consulate and limited days for J1 and J2 visa interviews at the embassy.
RECOMMENDATION: The training team should be offered additional coaching to be able to better advise and review documents and prepare the scholars for visa interviews. Understanding that USAID is a separate entity and might not have any influence on how fast visas are processed, PRESTASI would recommend that USAID establishes Points of Contact in the consulate where applicants could easily obtain information on the visa status and to be able to expedite some cases.

CHALLENGE: Pre-Academic Training
The timing of Pre-Academic Training posed a few challenges to those scholars whose English performance was low. They would struggle with obtaining good scores and writing Study Objective and Personal Statements that would make them competitive candidates during the university placement process. Some of the programs offered during the PAT were not relevant to the ones used at different universities. The leadership training did not meet the

scholars' expectations and did not help with preparing them for the US academic environment.

RECOMMENDATION: PRESTASI recommends that the Pre-Academic Training takes place far in advance of the university application deadlines allowing scholars to raise their scores. To mitigate the stress and anxiety, PRESTASI recommends that each scholar has an assigned tutor (LBI) and Program Officer to help them prepare for the exams.

The PAT should offer a variety of statistical applications and on-line instructions.

Activities in the Leadership training should be carefully selected to suit the needs of the scholars and bonding activities should be part of the training.

CHALLENGE: Placement

The timeline for placement was limited due to university deadlines. Therefore, scholars did not have enough time to improve their GRE and TOEFL scores. Scholars often did not understand why the Placement team would not recognize their suggestions for placement in the US and did not understand why their expectations did not match their preferred list of universities. Some scholars reached out by themselves to various professors and experts to help them inquire about placement opportunities. Often, the placement updates were provided late and therefore created more anxiety among scholars. Some scholars would choose universities that would be over the tuition cap that is advised in the ADS.

RECOMMENDATION: One solution would be to organize the Pre-Academic training at least 3 months prior to the first university deadlines to allow scholars to prepare for tests. The training team should have more coaching offered on US universities' application processes so that they could advise scholars about the timeframe and universities' expectations from potential applicants. Scholars should also be encouraged to self-apply to at least one university of their choice in order to better understand the process and use his/her connections to get admitted to a university.

CHALLENGE: Pre-Departure Orientation

Scholars were not able to focus on the PDO's content as they were anxiously awaiting the universities' decision of admission. By the time the scholars would depart, they would often forget about some of the scholarship regulations and J1 visa restrictions. The training team that was supposed to prepare the scholars for US life and academics relied on their book knowledge and not necessarily personal experience.

RECOMMENDATION: Based on the feedback from scholars, PRESTASI recommends that PDO takes place closer to the scholars' departure dates.

Since it would be impossible to hire a training team where all members had real life experience in the US, it is strongly recommended that the training team has specialized coaching to improve their knowledge on the American education system and culture. The training could be done online through universities or community colleges. In order to make the PDO attractive and maintain scholars' active participation, some sessions should be enriched with video formats as well as utilize the "Parking lot" note for any questions that scholars would not have a chance to address during the orientation. PRESTASI also recommends that the IIE Home office initiate the one-on-one consultation with scholars earlier and before the PDO in order to address any anxiety and worries that they have while waiting for the LOA from universities.

CHALLENGE: Seed funding guidelines and mechanisms

As stated in the contract, seed funding was managed by ALPHA-I. PRESTASI worked closely with ALPHA-I to explore utilization of the seed funding. Since there were no guidelines on what kind of activities could be covered under the seed funding, the process to

develop the work plan was time consuming for both ALPHA I and PRESTASI. It took over six months to formulate and develop seed funding activities.

The funds distribution mechanism was developed in the 4rd year of the project. The funding could not include Cohort 4 scholars because of their dates of graduation going beyond the life of PRESTASI. Therefore only $84,000 was allocated to the seed funding instead of $107,000.

RECOMMENDATION: PRESTASI recommends that the seed funding objective, distribution mechanism, and type of activity are developed before the project begins.

CHALLENGE: ALPHA-I's sustainability

Alpha-I struggled with implementing the seed funding activity due to personnel capacity. Since its membership was voluntary, the team members had full time jobs, and that conflicted with the project implementation schedule. In addition, after the Project Manager and Communication officer resigned, the management of the seed funding activity fell to the Finance Manager. Due to lack of project management experience, the submission of deliverables was delayed. With PRESTASI's support, the Finance Manager was able to eventually complete activities and submit the report that met USAID's requirements.

RECOMMENDATION: ALPHA-I should have an assigned PRESTASI team member whose main focus would be to support ALPHA-I activities and efforts towards becoming a sustainable organization. ALPHA-I will need more support and funding opportunities to be able to organize activities in various regions and communities and utilize its network of alumni. Even though ALPHA-I participated in training on how to apply for government funding and proposal writing, it was not sufficient for them to write a successful proposal.

CHALLENGE: ALPHA I membership

ALPHA-I had difficulties with recruiting new members despite numerous efforts. Most alumni were either not aware of ALPHA I or did not have enough information about the organization.

RECOMMENDATION: PRESTASI should more actively engage the ALPHA-I members during meetings with scholars. USAID could request that membership is mandatory after each scholar completes a Long Term or Short-Term training.

CHALLENGE: M&E – Data Collection

Scheduling Focus Group Discussions (FGD) with alumni & their supervisors were continuously delayed which had an impact on the development of the final M&E report. PRESTASI attempted to maintain the electronic files of the data of all USAID scholarship awardees from 2007 to 2019 but some entries lack current data with phone or email that the team could use to contact them and schedule interviews.

RECOMMENDATION: Conducting measurements is important to show the impact of the project, therefore the M&E team needs to be persistent with scheduling the interviews and organize events during site visits and collaborate with ALPHA-I more closely.

In order to assure the measurements of outcome and impact indicators, PRESTASI-3 recommends that future USAID participant training programs may consider out-sourcing the tasks of executing the measurement activities in the field. Out-sourcing to external parties would free up the PRESTASI team to concentrate on other project tasks, and PRESTASI's role would be to control the quality of the measurement process in all its stages.

CHALLENGE: Budget restriction during the M&E survey

At the beginning of project implementation, PRESTASI-3 designed three types of data analysis. P-3 planned to conduct baseline, progress and end line analysis to compare the

improvement of respondents of Long-Term and Short-Term alumni based on impact indicators. Due to budget restriction, the PRESTASI M&E team had to modify its approach and method of data collection and data analysis to measure impact indicators. The modification was conducted by reducing the number of long-term respondents in end line survey from 50 persons to 32 individuals and to keep the 19 short-term alumni who participated in measurement #1 to re-participate actively in measurement #3; therefore P-3 had to adjust data analysis which only provided two types of analysis, base line survey and end line survey analysis.

The P-3 M&E team was not able to analyze the data of 17 LT individuals from the baseline survey because they did not have a comparative result at the end line survey. P-3 presented the comparative performance result to USAID of impact indicators that were collected and analyzed from the baseline survey and end line survey of 32 long-term alumni and 19 short-term alumni.

RECOMMENDATION: USAID-funded scholarship program should include a higher budget and robust plan that would allow to conduct assessment of the scholarship and training impact on the professional and personal lives of participants.

CHALLENGE: Communication platforms

PRESTASI's website was designed to include simple information of open recruitment and success stories from current scholars and alumni. The website traffic was easy to predict with most visits hitting around the open application announcement and the least traffic around the grace period of waiting the award announcement. PRESTASI was not able to increase visits outside those timelines. Even with updating the website with success stories from alumni, the website did not attract more visitors.

RECOMMENDATION: The PRESTASI-3 budget should be increased to accommodate the need to develop a more advanced website that includes infographics, more complex content with pictures and a real-time map. Part of the monitoring and evaluation results could also be included to show the scholarship legacy. The website should also be interactive with latest trends in social media platforms.

PRESTASI would also recommend that the conditions of sponsorship should be amended and require that each scholar is obligated to submit at least one success story.

CHALLENGE: Technical Assistance

PRESTASI often met with various stakeholders and each of them had a different understanding of what A technical assistance partnership implies. The team often had to explain the meaning of the US government fiscal year and how it operates compared to the local stakeholder financial timelines. Some local scholarship providers were not interested in working with PRESTASI as they saw it as competition.

RECOMMENDATION: PRESTASI should include various stakeholders in regular PRESTASI activities to increase their understanding of technical assistance. The team should also conduct a detailed assessment of the needs of local scholarship providers to be able to collaborate with them more efficiently.

CHALLENGE: Short Term Training logistics

PRESTASI often struggled with compiling required visa documents for third country and US short term trainings. PRESTASI understood that especially with participants from ministries and GOI, there could be last minute cancelations which often implied penalty fees for flights cancellations. Working with partners who did not have previous USAID experience made it more challenging as the team had to continuously explain the USAID regulations and address the accountability, allocability, reasonability, and necessity concerns in creating the budgets.

RECOMMENDATION: Whenever possible, there should be an alternate list of participants developed, especially for projects with government organizations. The team should offer additional preliminary meetings to help unexperienced partners better understand USAID expectations and types of trainings.

CHAPTER 4. LESSONS LEARNED AND BEST PRACTICES FOR TECHNICAL ASSISTANCE AND PARTICIPANT TRAINING PROGRAMS

The lessons learned and best practices are split into two program models – Indonesian Scholarship Provider and PRESTASI-3. The Indonesian Scholarship Provider model is based on an organization providing technical assistance to build the capacity of local scholarship providers. The local scholarship providers would be responsible for the recruitment, placement, monitoring, and re-entry of the scholars. The PRESTASI-3 model, based on the current P3 contract, is an organization managing the scholarship program while providing limited technical assistance to local scholarship providers.

4.1 Indonesian Scholarship Provider Model

Capacity Building
Capacity building should be a main element of any program design where Indonesian scholarship providers receive USG funds. To ensure capacity development meets the needs and intended expectations of all stakeholders, IIE recommends an agreement outlining expectations signed by all parties, including the local scholarship provider, USAID, and Government of Indonesia. A needs assessment at the start of a program would be critical to capture the local scholarship provider's vision, gaps that prevent it from achieving the vision, and technical assistance needed. The needs assessment could be used throughout the program as a road map to track and assess progress. Based on IIE's work with select local scholarship providers, gaps include: managing USG funds, compliance with ADS 252 and 253, development of orientation sessions, tools to track scholars, outreach and recruitment, communications, placement, preparation for GRE and GMAT testing, and evaluating impact.

Collaboration, Learning, and Adaptation
IIE recommends collaboration among local scholarship providers to support knowledge sharing as a central theme of any new scholarship program. While each scholarship provider will have their own vision and plan to build their capacity, many of the challenges among the local scholarship providers will be similar. A continuous learning approach where providers are gathered together to network, share ideas and lessons learned, and make presentations would support a collaborative and learning environment where the implementer is viewed as more of a facilitator and the local scholarship providers would play a lead role as the expert.

Links to U.S. Universities
Based on IIE's experience, the local scholarship providers do not have strong links to U.S. universities. In order to facilitate direct linkages between the local scholarship providers and U.S. universities, IIE suggests a new program incorporate tours to the U.S. for the local scholarship providers.

Private Sector Partnerships
The primary source of funding for local scholarship providers is public or government funding. Local scholarship providers indicated an interest to IIE in approaching the private sector to secure funding to support scholarships. However, local scholarship providers lack

experience in developing private sector partnerships including articulating the benefit to the private sector of supporting scholarships. IIE suggests a new program include support to local scholarship providers in developing and implementing a private sector engagement plan.

Government Support and Buy-In
The Government of Indonesia and the regional governments where local scholarship providers are located, such as Banda Aceh and Papua, are critical to the success of a new program. IIE suggests that key government officials are identified at the start of the program so they can participate throughout the life of the program to witness improved performance of the local scholarship providers, see the impact of scholarships, advocate for continued funding, and create a supportive and enabling environment for private sector engagement.

U.S. Scholarship Support
IIE has procedures and processes in place to support scholars while they are in the U.S. Scholar support is a critical program component. Based on its work with local scholarship providers, support to scholars studying abroad is limited. To ensure scholars receive the support that is needed while they are studying abroad, IIE advocates for the allocation of sufficient funding to support scholar monitoring, including site visits.

4.2. PRESTASI- 3 Model

US Campus Visits
Although campus visits were a component of P3, their positive impact on scholars, the benefits of face to face follow up with both the scholars and the university staff, and the opportunity these visits provided for Program Officers to closely monitor scholars' well-being and progress is invaluable. For future programming, it is recommended to increase the number and frequency of campus visits especially for long-term training or academic programs. It would be ideal to have campus visits conducted on an annual basis.

IIE suggests building off and continuing its best practice of adding a communications scope to campus visits. During campus visits, staff capture stories of students' experiences through video and stories involving their interaction with colleagues, faculty, extra-curricular activities, etc. The stories support the goals of the program and are of interest to the public, USAID, and Indonesian scholarship providers, private sector partners, and GOI.

Internships
There were challenges faced with internships both in the U.S. and Indonesia. The main challenges were with availability of internships in Indonesia, availability of unpaid internships in the U.S., and timing of U.S.-based internships.
Many labor laws in U.S. states prohibit companies from hiring unpaid interns. This prohibited scholars from applying for many relevant internship opportunities. For future programs, it is suggested that it is built into the program design that scholars are allowed to apply for approval for paid internships. All wages earned would be deducted from the monthly MMA payments to ensure that scholars aren't earning money.
Based on internship challenges, IIE proposes the use of a customizable professional development framework for future scholarship programs. USAID can decide what type of professional development will best serve programmatic goals and fit within the scope of each participant's course of study. Types of professional development can include internships, job shadowing, research assistance, and attendance at academic and professional conferences.

University Placement

For scholars with low TOEFL scores, IIE suggests incorporating a summer session of Academic English in the U.S. before the start of the academic program. A summer session of English will help mitigate academic challenges during the program. Students would also be eligible for continued English support after they begin their first semester through an additional English tutoring stipend, separate from a standard tutoring allowance.

Co-Funding vs Full Funding

Scholars had difficulty getting employers to support co-funding, especially from non-governmental institutions. In addition, the budget planning cycles did not always align with the point in time when the co-funds were needed. There were many instances in which the employer had signed to support certain costs, namely end-of-program return airfare, and the employer either required the scholar to cover the cost or subsequently deducted the cost from their paycheck. IIE recommends that only scholars located in central Jakarta (except those working at NGOs) be required to provide co-funding due to the fact that remote provinces do not have co-funds available.

Re-entry Workshop

IIE recommends re-entry workshops so all scholars receive a proper briefing before they depart to Indonesia. The re-entry workshop allows scholars to reflect on their experience transitioning to life in the U.S. and to share excitement/concerns about returning to life in Indonesia. During re-entry, sessions could cover: reverse-culture adaptation; tips for maintaining positive mental health; maintaining networks in the U.S.; and applying the skills and lessons learned in the U.S. to their work in Indonesia. During re-entry workshops, success stories could be collected from the time they spent in the US and focus on their post-graduate plans.

Action Plans

Instead of developing Action Plan, scholars would benefit more from developing personal leadership development blueprints that would track their leadership growth, professional development plans, and strategies for how to apply what they've learned in Indonesia. The blueprint could also include alumni involvement action items.

Leadership Training

Based on the positive feedback IIE received from the scholars after its two leadership workshops, IIE recommends that US-based leadership training become a mandatory component of the scholars' program. In addition to helping scholars improve their leadership skills, this would strengthen the scholars' functional management skills such as time management, decision-making, and planning. This would also help plan for how their goals can contribute to future alumni networking and engagement.

Alumni Support and Engagement

Alumni engagement and support is a critical program component under either program model. Alumni should be integrated into a program design to potentially: serve as mentors to scholars; conduct in-country projects in their field of study; serve as program Ambassadors at events; support outreach and recruitment of new scholars; and contribute to data/success stories about the positive impact of the scholarship.

To encourage ongoing alumni engagement, IIE would recommend that alumni engagement is part of the requirements for each scholarship recipient after they return. Alumni would be

required to either organize or help organize/create a local chapter under ALPHA-I, organize or help organize an event involving other alumni, or contribute to the ALPHA-I's mission. IIE recommends additional financial and capacity building support to ALPHA-I. ALPHA-I lacks a clear long-term growth/sustainability plan. ALPHA-I could play a role in integrating alumni into a new program and would benefit by establishing relationships with Government of Indonesian officials and local scholarship providers.

MMA Rates

U.S. Government MMA rates have not updated since 2013. This provides many challenges for scholars given the high cost of housing and other necessities in the U.S. IIE has done its best to coach scholars in how to smartly budget their costs, but for future programs it would be beneficial to increase the MMA rates to reflect more up to date cost of living figures.

Medical Coverage and Mental Health Allowance

Through the implementation of P3, it become apparent that it is most effective for students participating in US-based programs to have coverage through a provider that has a policy in adherence to USAID ADS 252 HAC requirements in addition to the university medical insurance. It is both cost effective and beneficial to provide both insurance plans for participants for the following reasons.

✔ Most university insurance plans do not meet all of the USAID HAC requirements and therefore enrollment in a USAID-compliant plan is necessary.

✔ In many cases, participants are not able to waive university insurance based on the coverage provided by USAID HAC-compliant plans. Most universities require students to have health insurance that is compliant with the Affordable Care Act. USAID HAC plans usually do not include the comprehensive preventative healthcare and coverage of pre-existing conditions required by the Affordable Care Act.

✔ Since most students end up needing to enroll in both the USAID HAC-compliant insurance plan and university insurance, it will be easier logistically to enroll participants in both insurance plans as a standard policy. Enrollment in both plans will ensure equal levels of health insurance coverage for all students. Though the cost of enrolling in two plans is an added expense, the overall cost to the program will be lower since participants who are enrolled in both plans most likely will not need emergency medical coverage from USAID.

✔ Through the P3 program, IIE found that many participants were reluctant to seek medical care due to the complications surrounding health insurance in the US. University health insurance plans are easier for students to navigate since universities have health insurance offices and representatives who can help them utilize university insurance on campus. They can also use the university health centers with ease since they are set up to accept the university health insurance.

Dental coverage is not covered under standard health insurance plans, however through the duration of P3, scholars required dental care. Due to the high costs of dental care, scholars were not able to pay for this on their own. The P3 program team solicited USAID approval for each incident, given that it is outside the coverage provided, and approval was granted on a case-by-case basis. Supplemental dental coverage for students would help offset the extra cost to the program for emergency dental care and bypass the need for USAID approval for each incident.

CHAPTER 5. FINANCIAL MANAGEMENT

During the life cycle of PRESTASI-3 project, USAID obligated $17,157,442 and PRESTASI-3's total expenditures was $17,157,442 or 100% of its obligation.

PRESTASI has been able to prepare and submit monthly invoices clearly and accurately. PRESTASI-3 received approval from USAID to dispose all assets purchased under PRESTASI-3 to local organizations. The disposition of the assets was successfully carried out by August 31, 2019. IIE reported participant costs based on their earmark funding with guidance on the breakdown from USAID. IIE spent down all of the earmarks.

CHAPTER 6. PROGRAM ACHIEVEMENTS

- Over the life of the program, PRESTASI team successfully managed recruitment and selection, pre-academic training, academic placement, monitoring, and alumni support for 4 cohorts of scholars, with a total of 107 participants pursuing Masters and PhD degree in the US and Indonesia.
- IIE is proud to report the successful graduation of all US-based and in-country scholars, including PhD programs and those that were transferred from PRESTASI-II. IIE created multiple success stories and shared them through the PRESTASI-3 website to show the impact of the scholarship.
- PRESTASI-3 team developed a robust process and procedures to support all scholars throughout their academic programs e.g. developing internship and mental health guides to address any challenges the scholars might face. The PRESTASI team supported scholars who needed extensions, dependents visas, had to be evacuated due to hurricanes, went through medical conditions including pregnancy, and collaborated with scholars and universities to successfully solve any placement issues.
- Throughout IIE's monitoring of PRESTASI scholars and other long-term participant training programs, IIE Program Officers noticed that participant mental health has been an issue with multiple scholars and perhaps one of the biggest roadblocks to participant success. IIE Program Officers developed a philosophy, framework, and standardized processes for issues surrounding mental health, emergency to make sure that living and studying abroad will not create the strain on their mental health.
- PRESTASI managed 42 short-term activities for a total of 809 participants, including 25 In-country, 8 Third country, and 9 US-based short-term trainings.
- IIE developed two unique three-day leadership workshops for US-based scholars that helped improve their leadership skills, time management, decision making, and planning.
- Providing technical assistance to Indonesian scholarship programs was one of the objectives of the PRESTASI-3 program. The goal of this assistance was to improve the technical capacity of GOI scholarship organizations to identify, recruit, place, and manage scholarship programs, and to increase the proportion of scholars supported by GOI funds studying for advanced degrees in the United States. PRESTASI-3 completed an assessment of local scholarship providers and identified eight potential beneficiaries for future USAID assistance.
- PRESTASI-3 collaborated closely with the BPSDM Aceh and signed an MOU to explore potential assistance with developing effective scholarship programs.
- PRESTASI supported the Directorate General of Higher Education by identifying a senior specialist, Dr. Susan B. Sutton, to fulfil DIKTI's request for a keynote speaker at the 2018 annual meeting of managers of international offices in Indonesian

universities. Her presentation provided a US perspective on scholarship management for international development sector to representatives from over 100 International offices.

- PRESTASI-3 provided assistance to the alumni association ALPHA I and contributed to developing and increasing their management capacity to establish an active association and foster professional relationships with USAID as well as strengthen their network with alumni.
- Even though, PRESTASI was not required to obtain cost-share from US universities, the Placement team at IIE Home Office negotiated reductions in tuition which contributed to significant cost-share. The approximate cost-share from US universities was on an average scale 24%.

ANNEX 1. Performance Indicators

PRESTASI-3 results were indicated by performance indicators which were determined in the Performance Management Plan (PMP).

PRESTASI-3 team modified the approach to collecting data for the impact indicators and reduced the number of respondents. and the PRESTASI-3 team analyzed the data and information from 46 respondents - 32 long-term and 14 short-term training alumni. The detailed results from the survey were submitted to USAID in the Semi-Annual Report covering the period of March through August 2019 in Appendix 9.

Summary of the data analysis result of impact indicators:

Indicators	Number of data collected from:	
	Baseline Survey	Progress Survey
1. Number of graduates from USG-supported tertiary education programs reporting themselves as employed	**Long-term**: ● Batch 1: 17 ● Batch 2: 15 **Short Term**: ● Batch 1: 14 ● Batch 2: 14 Total: **46** respondents	**Long-term**: ● Batch 1: 17 ● Batch 2: 15 **Short Term**: ● Batch 1: 14 ● Batch 2: 14 Total: **46** respondents
2. Percentage of alumni (long-term training and short-term training) surveyed who report applying new knowledge and skills within their institutions		
3. Percentage of surveyed alumni who report sharing US culture with colleagues and peers in Indonesia.		
4. Percentage of alumni (long-term and short-term training) surveyed who reported change within their institutions as a result of their new skills.		

Indicator 1.1. Total number of USG-funded scholarship and exchange programs conducted through higher education institutions (Long-term training).

Result: 74 fields of academic programs for 107 scholars
(66 Master degree programs and 8 PhD)

The target for the 1.1. Indicator of 107 has been accomplished.

| 13 PhD candidates in 8 academic programs	
Crop & Soil Science	Fisheries and Wildlife
Ecology & Evolution	Plant Biology
Economics	Plant Phytopathology
Entomology	Public Administration

94 Masters scholars in 66 academic programs		
Accountancy	Entomology	International Public Policy & Management
Agricultural Economics	Entomology, the College of Agriculture & Environment Science	Justice Studies
Agroforestry	Environmental Engineering	Journalism
Applied Behavioral Analysis & Organizational Behavior Management	Environmental Pollution Control	Law
Applied Statistics	Environmental Resource Management	Legal & Ethical Studies
Aquatic & Fisheries Sciences	Environmental Science	Management & Leadership
Atmospheric Science	Environmental Studies	Marine Affairs
Behavior, Education, & Communication in the School of Natural Resources & Environment	Epidemiology	Marine Biology Program
Coastal and Ocean Policy	Food Science Interdisciplinary	Master of Science in Policy Economics
Communication & Development Study	Food Studies Program	Mathematics Education
Comparative Medicine & Integrative Biology	Forest Conservation	Natural Resources
Computer Information Systems	Forest Ecosystem & Society	Organization Leadership Policy, Development Higher Education
Conflict Resolution & Coexistence	Forest Management Science	Plant Biology
Criminal Justice	Forest Resources Conservation	Public Health
Curriculum Instruction	Forestry	Public Health (Field Epidemiology)
Disaster Resilience Leadership	Health Economics	Public Policy
Economics	Health Policy & Administration	Special Education
Economics Development	Health Sciences Informatics Program	Sustainable Forest Management
Educational Leadership	Higher Education Administration	Sustainable International Development Program
Educational Psychology - Learning, Cognition & Motivation	Instructional Technology	Teaching & Curriculum
Energy Systems	Interior Architecture	Tropical Biology
	International Affairs	Urban & Regional Planning
		Wildlife Conservation

Data desegregated by USAID Technical offices:
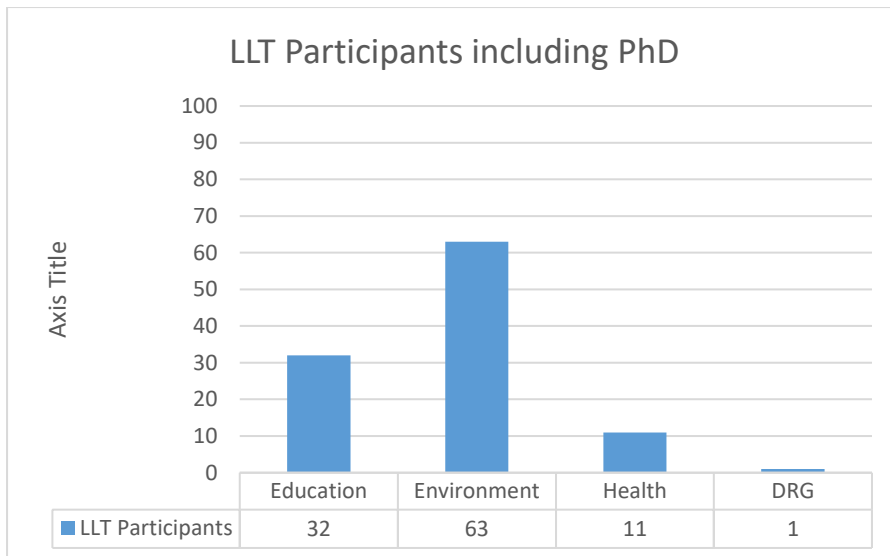
LLT Participants including PhD

	Education	Environment	Health	DRG
■ LLT Participants	32	63	11	1

Number of USG-funded scholarship and exchange programs conducted through higher
education institutions (short-term training).
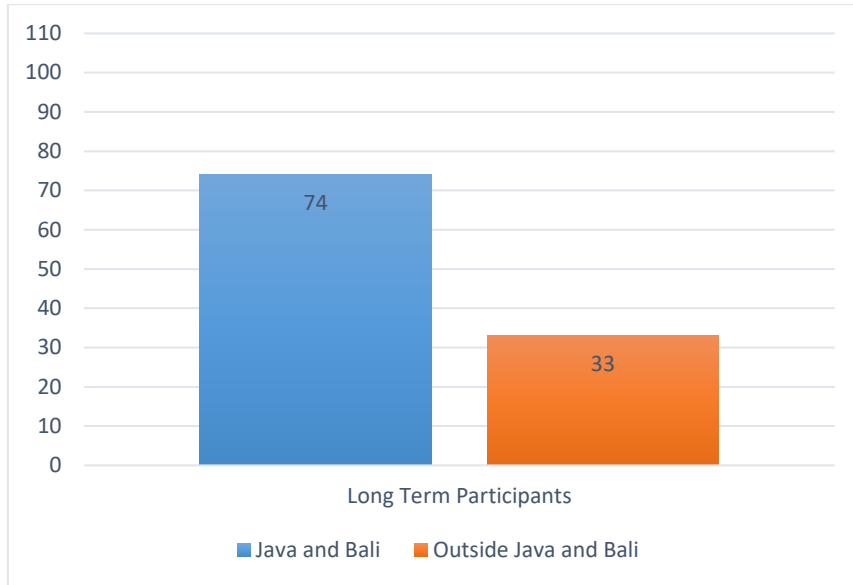Result: 42 short term trainings

STT Trainings

	Education	Environment	Health
■ STT Trainings	14	23	5
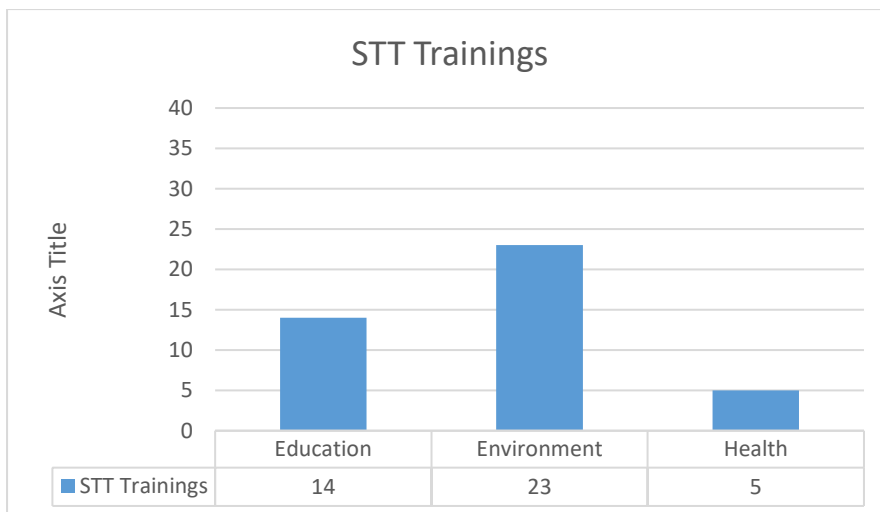
**Indicator-1.2. Number of host-country individuals trained as a result of USG
investments involving higher education institutions**
Data desegregated by geographic areas
Result: 107

The target for the 1.2. Indicator of 107 has been accomplished.

Indicator-1.1.1. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance
Data desegregated by sex and ages group
FEMALE – 53
MALE – 54

The target for the 1.1.1 Indicator of 107 has been accomplished.

	20-24	25-29	30-34	35-39	40-44	45-46
Female	0	14	17	16	4	2
Male	0	9	18	20	5	2
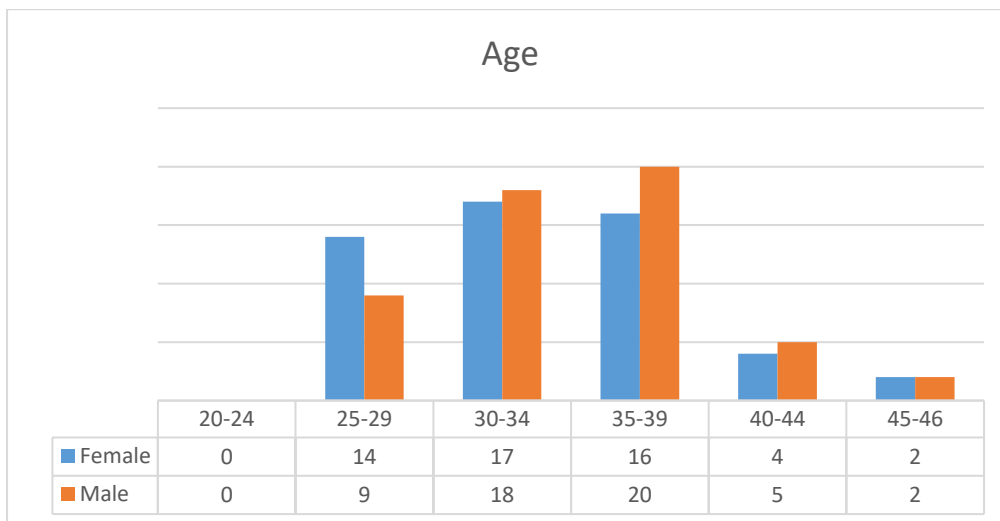
Indicator-1.1.2. Number of individuals from underserved and/or disadvantaged groups who accessed tertiary education programs

Six scholars were from underserved and/or disadvantaged groups. While the target was sixteen, it was not met as USAID selected the target list and often, underserved and disadvantaged groups were not on the list.

Data desegregated by type of degree and gender

FEMALE Master - 0　　　　　　　　MALE Master -6

FEMALE PhD - 0　　　　　　　　　MALE PhD -0

Indicator-1.2.1. Number of host-country individuals completing USG-funded exchange programs conducted through training provider including higher education institutions
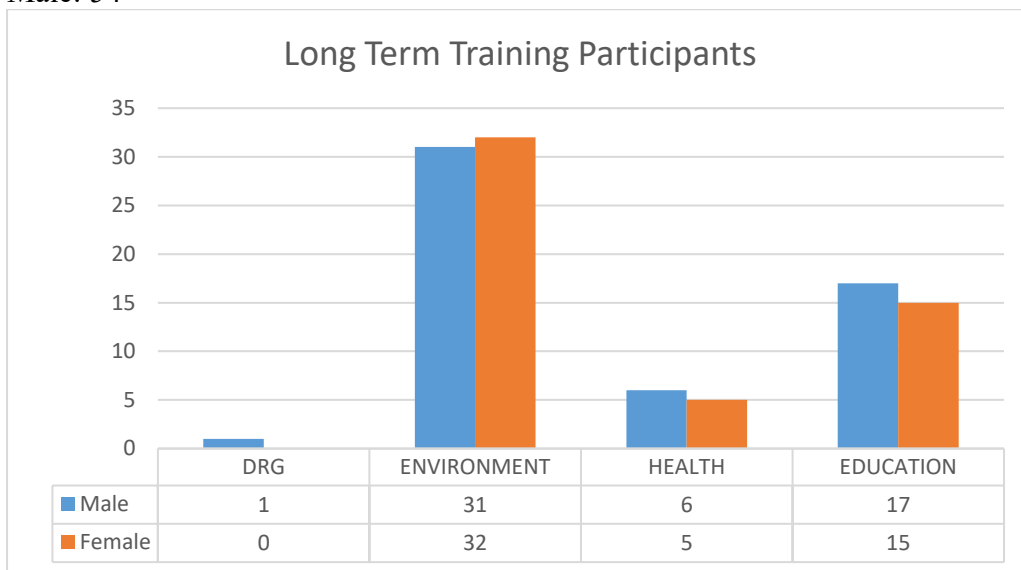Data desegregated by gender, USAID Technical Office and Type of Training (LTT and STT)
Result: 107 Long Term participants, Short Term Training Participants: 809

The target for the 1.2.1. Indicator of 100% for LTT and ad hoc for STT has been accomplished.
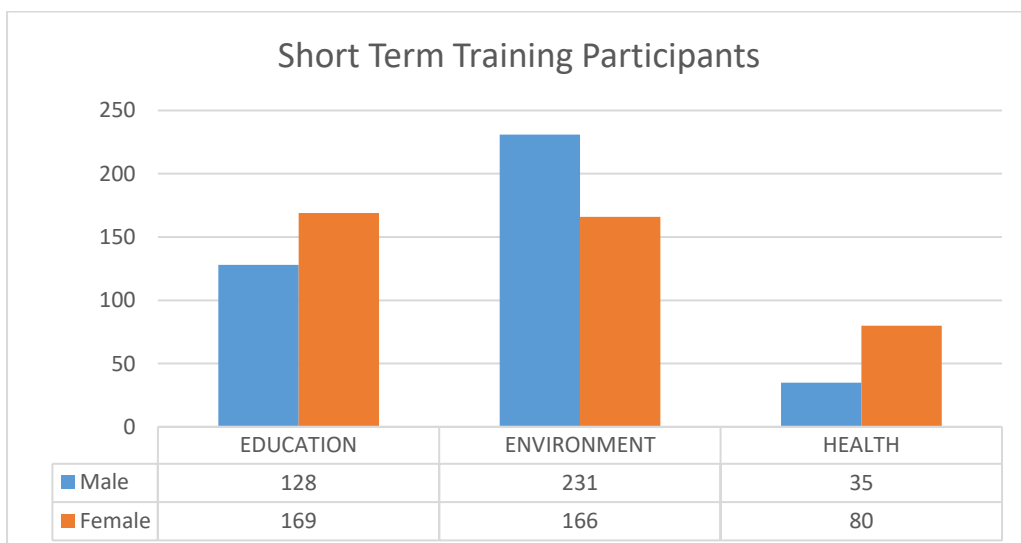
Long Term Participants: 107
Female: 53
Male: 54

Long Term Training Participants

	DRG	ENVIRONMENT	HEALTH	EDUCATION
Male	1	31	6	17
Female	0	32	5	15

Short Term Participants: 809
Female: 415
Male: 394

Short Term Training Participants

	EDUCATION	ENVIRONMENT	HEALTH
Male	128	231	35
Female	169	166	80

Indicator-2.1. Percentage of alumni who join the alumni association (ALPHA-I)
Data desegregated by gender, geographic area, USAID Technical Office

The target for the 2.1. Indicator of 90% has not been accomplished.

Out of 107 scholars, 43 joined the alumni association or 40%. While the indicator target was 90%, the lower percentage of scholars joining the alumni network was due to the lack of effective outreach and recruitment efforts by ALPHA-I.

Indicator-2.2. Percentage of surveyed alumni who report sharing US culture with colleagues and peers in Indonesia
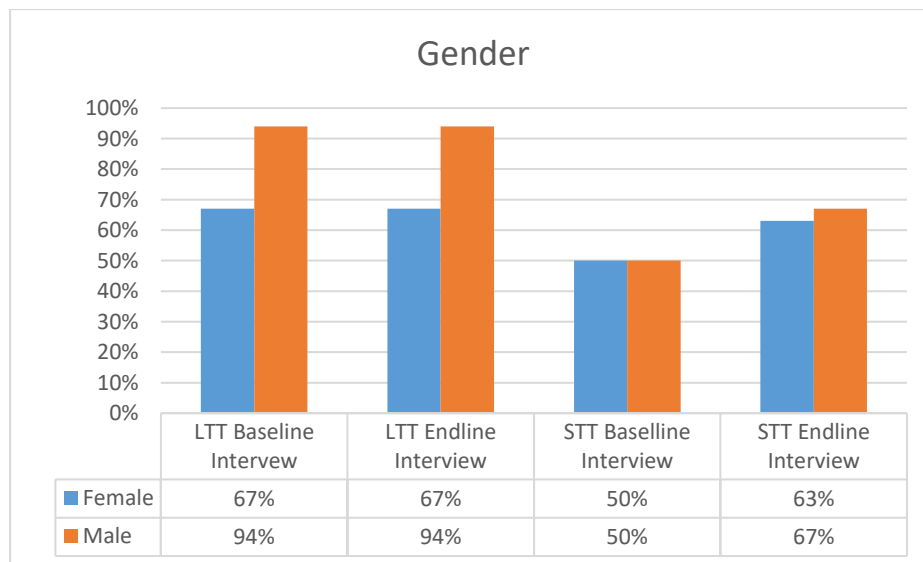Data desegregated by a) gender, b) geographic area, c) type of institution, d) USAID Technical Office
Result: 46 (32LTT, 14 STT)
The target for the 2.2. Indicator of 90% has not been accomplished due to budget restriction.

Eighty one percent of scholars and 64% of short-term trainees noted that they shared U.S. culture with their colleagues and peers in Indonesia. While the target is 90%, the percentage of scholars sharing U.S. culture with their colleagues and peers in Indonesia may increase as there are still 14 scholars remaining in the US at the date of the report. For short-term trainees, the percentage is lower as they spent a limited amount of time in the U.S. and therefore, did not experience or learn about U.S. culture and were unable to share it with their colleagues and peers.

a) Gender

Gender	LTT Baseline Interview	LTT Endline Interview	STT Baseline Interview	STT Endline Interview
Female	67%	67%	50%	63%
Male	94%	94%	50%	67%

Gender Long Term
32 Long term: Female 15, Male 17
14 Short Term: Female 8, Male 6

Baseline Interview	End line interview
Female – 67%	Female – 67%
Male – 94%	Male – 94%

Gender Short Term Training

Baseline Interview	End line interview
Female – 50%	Female – 63%
Male – 50%	Male – 67%

b) Geographical Location

Geographical Location

	LT Baseline Interview	LT Endline Interview	ST Baseline Interview	ST Endline Interview
Java	93%	85%	57%	57%
Outside Java	20%	60%	43%	71%
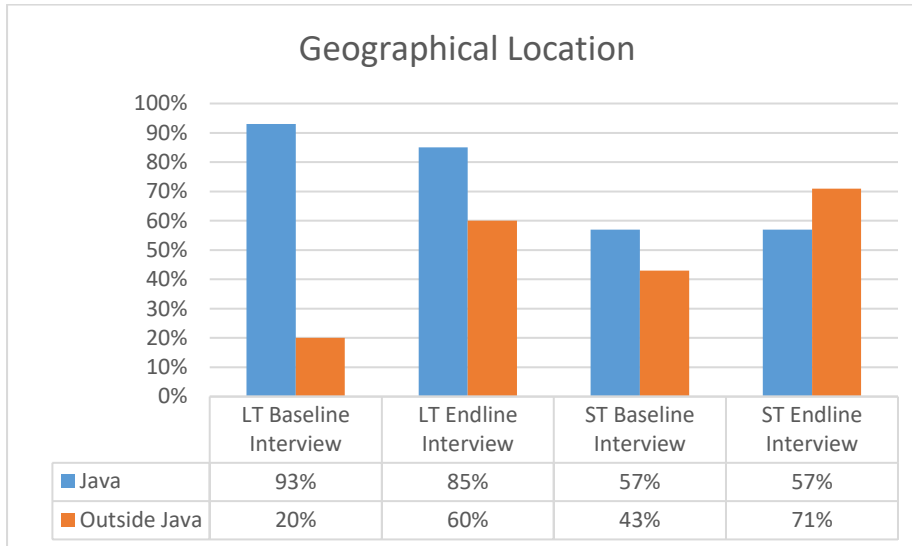
Long Term

Java – 27 alumni	Outside Java – 5 alumni
Baseline Interview - 93%	Baseline Interview – 20%
End Line Interview – 85%	End line Interview – 60%

Short Term

Java –7 alumni	Outside Java – 7 alumni
Baseline Interview - 57%	Baseline Interview – 43%
End Line Interview – 57%	End line Interview – 71%

c) Type of Institution

Type of Institutions

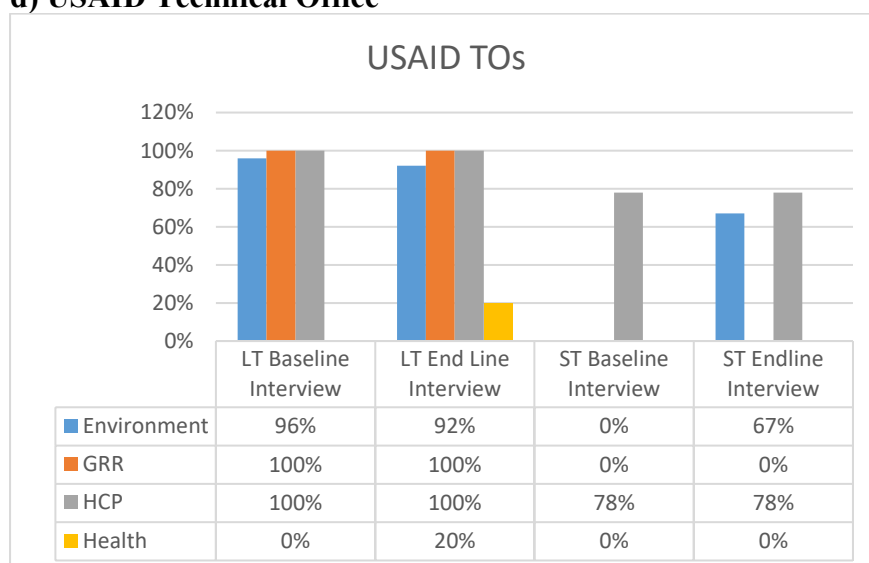|	LT Baseline Interview	LT Endline Interview	ST Baseline Interview	ST Endline Interview
GOI	94%	88%	0%	33%
NGO	100%	83%	0%	0%
Private	100%	100%	0%	0%
University	29%	57%	70%	80%
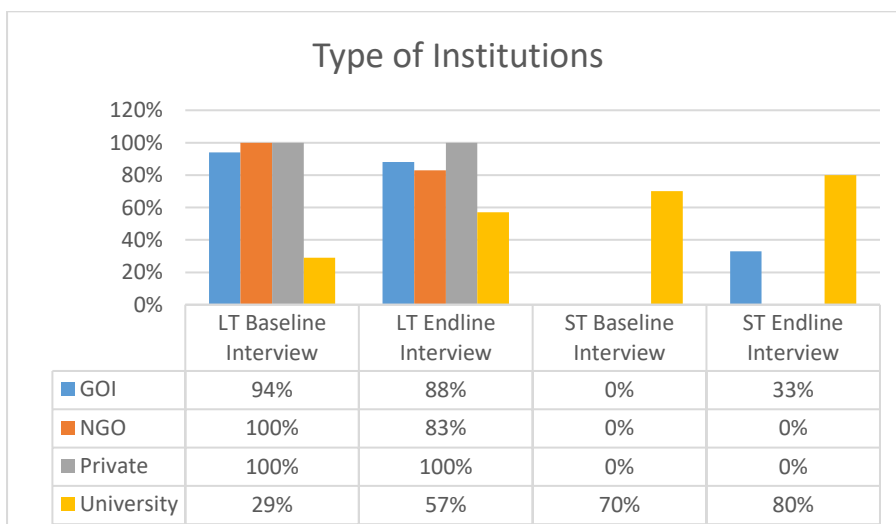
32 Long Term alumni
GOI – 17 (Baseline Interview: 94%; End Line Interview: 88%)
NGO – 6 (Baseline Interview: 100%; End Line Interview: 83%)
Private – 2 (Baseline Interview: 100%; End Line Interview: 100%)
University – 7 (Baseline Interview: 29%; End Line Interview: 57%)

14 Short Term alumni
GOI – 3 (Baseline Interview: 0%; End Line Interview: 33%)
NGO – 1 (Baseline Interview: 0%; End Line Interview: 0%)
Private – 0 (Baseline Interview: 0%; End Line Interview: 0%)
University – 10 (Baseline Interview: 70%; End Line Interview: 80%)

d) USAID Technical Office

USAID TOs

	LT Baseline Interview	LT End Line Interview	ST Baseline Interview	ST Endline Interview
■ Environment	96%	92%	0%	67%
■ GRR	100%	100%	0%	0%
■ HCP	100%	100%	78%	78%
■ Health	0%	20%	0%	0%

32 Long Term alumni
HCP – 1 (Baseline Interview: 100%; End Line Interview: 100%)
ENV – 25 (Baseline Interview: 96%; End Line Interview: 92%)
HEALTH – 5 (Baseline Interview: 0%; End Line Interview: 20%)
GRR – 1 (Baseline Interview: 100%; End Line Interview: 100%)

14 Short-Term alumni
HCP – 9 (Baseline Interview: 78%; End Line Interview: 78%)
ENVIRONMENT – 3 (Baseline Interview: 0%; End Line Interview: 67%)
HEALTH – 2 (Baseline Interview: 0%; End Line Interview: 0%)
GRR – 0 (Baseline Interview: 0%; End Line Interview: 0%)

Indicator-2.1.1. Number of host-country tertiary education institutions receiving capacity developments support with USG assistance
Result: 53 Institutions/universities, consisting of 3 universities in Indonesia and 50 universities in the US

The target for the 2.1.1. Indicator of 50 has been accomplished.

3 public universities in Indonesia

Universitas Gadjah Mada
Universitas Indonesia
Institut Pertanian Bogor

36 public universities in the United States

Arizona State University	University of California, Los Angeles
Colorado State University	University of Colorado-Boulder
Eastern Michigan University	University of Georgia
George Mason University	University of Illinois/Urbana Champaign
Georgia State University	University of Maine
Illinois State University	University of Massachusetts Lowell
Michigan State University	University of Michigan
North Carolina State University	University of Minnesota
Northern Arizona University	University of Missouri
Ohio State University	University of Nebraska
Ohio University	University of North Carolina at Wilmington
Oregon State University	University of Pittsburgh
Pennsylvania State University	University of Rhode Island
Purdue University	University of South Carolina
State University of New Jersey	University of Washington
State University of New York, Albany	University of Wisconsin-Madison
State University of New York, Buffalo	Washington State University
University of Baltimore	Western Michigan University

14 private universities in the United States

Arcadia University	Lehigh University	Tulane University
Brandeis University	Loyola University Chicago	University of Southern California
Columbia University	Syracuse University	Vanderbilt University
Eastern University	George Washington University	Webster University
Florida Institute of Technology	Johns Hopkins University	

Indicator-2.1.2. Percentage of funding received from Indonesian institutions
Result: 6.9% of the Long-Term Training participants, while the target was 10%.
It is an estimated number as the Field Office was closed and was not able to conduct an updated analysis past August 2019.

The lower percentage of co-funding was caused by several factors:
1. Cohort 1 was not informed about this new requirement of co-funding until after the candidates were selected
2. GOI's was not able to accommodate PRESTASI request due to training funds being allocated a year in advance
3. Some agencies withdrew their co-funding support due to internal budget issues

4. IIE's field office was closed August 2019 due to budget restrictions, therefore the further data collection was not possible.

Indicator-2.1.3. Number of Indonesian scholarship providers receiving technical assistance from PRESTASI
Result: 4
1. LPDP Lembaga Pengelola Dana Pendidikan (Indonesia Endowment Fund for Education)
2. DIKTI *Kemenristekdikti* (Ministry of Higher Education, Research and Technology)
3. BOKP *Biro Otonomi Khusus Papua* (Special Autonomy Bureau of Papua) (managed by Biro OTSUS)
4. LPSDM Aceh (supervised under BPSDM Aceh)
PRESTASI signed a Memorandum of Understanding with BPSDM/Aceh in 2019

The target for the 2.1.3. Indicator of 3 has been accomplished.

ANNEX 2. Quarterly Progress Report: Description of Program Activities in Q2FY20

I. Project Administration: January 1 through March 31, 2020.

This period was very challenging due to the outbreak of COVID-19 which had a significant impact on universities and learning all over the world. IIE is working closely with scholars and their academic advisors to track the ramifications of university closures and the move to online coursework. IIE continues to be flexible during this fluid situation and applies changes to meet the needs of the scholars. The IIE team is working closely with scholars, universities, and USAID to ensure the safety of all scholars and to make adjustments as needed to allow scholars to complete their programs.

As this is an ongoing situation, IIE will continue to keep USAID regularly updated.

II. Program Activities

2.1. Alumni Activities and Challenges
The ALPHA-I continues to oversee the development and maintenance of the current website and database. ALPHA-I managed to develop one success stories during this reporting period and uploaded to the alumni website: https://alpha-i.or.id/kabar-alpha-i/success-story/eka-oktarianti-pengabdian-sang-dokter-hewan-yang-hobi-menulis/

ALPHA I is going through financial challenges and staff shortage, therefore is not able to provide detailed database illustrating current membership division or registration updates for the current reporting period.

2.2. Development of Success Stories
During this reporting period, IIE Home office continued to reach out to scholars to collect detailed information regarding the impact of their research, internship and other special projects to develop success stories. These success stories capture the impact that the scholars have made on their workplace, community, and country as a result of their studies in the US under Prestasi -3. IIE develop two new success stories showing the scholar's impact. The two success stories are included in **Appendix 7   .**

2.3. Management of communication platforms
IIE Home Office continued to maintain and update the Prestasi website with success stories from alumni. Two alumni profiles have been updated in the January-March 2020 period:

Reducing Plastic Pollution in Indonesia by Lukman Baihaqi Alfakihuddin
(PRESTASI-3 Cohort 2 scholar of Environmental Resource Management at Florida Institute of Technology. He works as a Head of Science Learning, at Great Crystal School, Surabaya)
Link to the story http://www.prestasi-iief.org/index.php/english/2013-01-14-05-48-27/success-story?start=1

Preventing and Eradicating Fish Disease in Indonesia by Mochamad Aji Purbayu
(PRESTASI-3 Cohort 2 scholar of Comparative Medicine and Integrative Biology at Michigan State University. He works at the Fish Quarantine and Inspection Agency (FQIA)
Link to the story http://www.prestasi-iief.org/index.php/english/2013-01-14-05-48-27/success-story?limitstart=0

2.4. Support and Logistics for Long-Term Master Scholars in the U.S.

Scholars' Professional Development:
Three Prestasi scholars attended conferences in the US in the second quarter of FY20.
Due to COVID-19 developments during the current reporting period, some scholars had to postpone or cancel their attendance plans.

Table-8: List of PRESTASI scholars' conference participation

	NAME	UNIVERSITY	CONFERENCE	LOCATION
1	Scholar 1	University of Colorado	2020 MLA Annual Convention	Seattle, Washington
2	Scholar 2	UIUC	2020 Allied Social Science Association (ASSA) Conference	San Diego, California
3	Scholar 3	University of Michigan	2020 Colorado Water Sanitation Hygiene (WASH) Symposium	Boulder, CO

No-cost campus visit
During this reporting period IIE conducted a no-cost campus visit to Arizona State University, Tempe, AZ. This campus visit had no additional impact on the Prestasi-3 budget. The IIE Program Officer went on a regular campus visit under a different USAID project to meet with two scholars placed at Arizona State University and their professors/advisers. While at ASU, the Program Officer conducted a regular monthly check-in with the Estu Arifianti in person, instead of scheduling a Skype call.
Details from the visits are in **Appendix 8**

The Quarterly Scholar updates are included in **Appendix 9**

COVID-19
IIE Home Office has been taking extra measures to ensure Prestasi-3 scholars are accounted for and taken care of during the unprecedented developments related to COVID-19.
As some US universities have been closing and moving to online/remote options, IIE Program Officers were staying in touch with both universities and scholars to track their status and online coursework policies.
IIE Home Office provided COVID-19 updates/resources to all scholars recommended by the U.S. Centers for Disease Control and Prevention (CDC). In addition, in order to prevent medical emergencies during scholars' travel back to Indonesia, the Program Officers are providing guidance on booking return tickets. However, since the return tickets are purchased by the scholars and/or their employers as part of co-funding, the Program Officers are not able to force the scholars to use only specific services.

IIE has been in frequent contact with the scholars and as the COVID-19 restrictions were imposed on both the US, Indonesia and other countries, the POs reached out to confirm if any scholar would want to consider an earlier return to Indonesia. Most universities transferred to online course, however most of the classes would be conducted in a live option only, and not pre-recorded. All 14 scholars confirmed that they would rather stay and complete their degree in the US rather than return home early to Indonesia.
As much as they are concerned about their families back home, they are afraid of the international travel and the requirement to quarantine.

IIE has been developing guidelines for successful remote learning and program completion based on research proven online learning methods as well as scholar input to help scholars adjust to remote learning to successfully complete their program. The guidelines are being used as a monitoring tool to ensure scholars receive the support required during this transitional time.

Contingency Plans if Scholars cannot return in May
Due to the unpredictability of the COVID-19 situation and the affect it will have on travel, IIE is engaged in discussions internally and with USAID to develop a contingency plan if scholars are not able to return to Indonesia in May. IIE will continue to work closely with USAID and the scholars as the situation unfolds.

Returning Scholars: The Re-entry Meetings
IIE Home Office continued to work with IIEF employee to schedule the re-entry meetings with USAID and arrange the logistics for the meetings.

Table-9: PRESTASI-3 returning scholars future activities and recommendations gathered from the re-entry meeting presentations from January to March 2020

Name of returning Scholars	Reentry Date	University	Future Activities	Recommendations for future PRESTASI programs
Scholar	Jan 6	Syracuse	Scholar returned his previous employer at Sekolah Puspa Melati in Gunung Kidul, Yogyakarta. Short-term plans: 1. Volunteer at local schools or NGOs that focus on disability and inclusion. 2. Volunteer at organizations for children with special needs Long-term plan: 1. Work with higher education institutions to develop and reframe the practices of inclusive education. 2. Conduct research on inclusive practices in Indonesian schools 3. Start an inclusive school in his hometown	1. Be open on policies or regulations related to scholars' development such as internship or OPT. 2. Consider a course of the African American or multicultural history prior to studying in the US. 3. Consider the pre-academic training conducted in the US. 4. Increase a number of USAID PRESTASI scholars with disability issues

Scholar	Jan 23	UIUC	Scholar changed her employer New Zealand - Maluku Access to Renewable Energy Supports (NZMATES) in Maluku. Short-term plans: 1. Continue piloting a project in Sumbawa. 2. Write articles related to sustainability and policy recommendation for energy sector in Indonesia. 3. Take a course in the Leadership in Energy and Environmental Design Accredited Professional (LEED-AP). Long-term plan: 1. Have her own consulting firm that focuses on energy and carbon emission reduction strategy 2. Apply for grant opportunities between the university in the US and the project in Indonesia	1. Allow scholars for a paid internship during summer 2. Providing a professional development after graduating from US university.
Scholar	Feb 6	UIUC	Scholar returned to his previous employment at the Ministry of Finance, but changed his division to the Center for Government Budget Policy. Short-term plans: 1. Participate in a training for his new position as a researcher 2. Build connections with new colleagues in his new place. Long-term plan: 1. Pursue a PhD degree. 2. Apply for a scholarship	1. Adjust the MMA 2. Allow scholars to drive and get a driving license.
Scholar	Feb 7	Vanderbilt University	Scholar returned to his previous position at Fiscal Policy Agency (BKF), the Ministry of Finance in Jakarta. Short-term plans: 1. Publish articles in international journal 2. Apply for the World Bank's Secondment program in Indonesia 3. Practice to GRE test Long-term plan: 1. Apply to a PhD program	1. Enroll scholars to an American-English course 2. MMA adjustment 3. Monitoring and evaluation at least once in a term made by IIEF Jakarta Office

Scholar	Feb 11	Brandeis University	He returned to his previous employer, the National Counter Terrorism Agency (BNPT) in Jakarta. Short-term plans: 1. Stay in touch with Kaabtech project which is his current project in Somaliland. 2. Teach at the undergraduate level. 3. Get involved in research on prevention of the increasing the radicalization Long-term plan: 1. Start a scale up education plan for children in rural areas. 2. Build a long-term program to support the children in Indonesia. Focusing on vocational training and bridging youth with the financing system. 3. Open the Program Negotiation at University in Indonesia.	Provide an option for monitoring calls from Indonesia.
Scholar	Feb 13	University of Washington	Scholar returned to his previous employment at Research Center for Fisheries Management & Conservation (RCMFC), the Ministry of Marine Affairs and Fisheries in Jakarta. Short-term plans: 1. Be promoted to the next level as "the Midle Researcher". Long-term plan: 1. Become a Research Professor in the area of Fisheries Management as the top career level of the Researcher in the Ministry.	1. Adjust the MMA 2. Allocate more funding on alumni activities to connect all PRESTASI alumni.
Scholar	March 3	George Washington University	Scholar returned to his previous employer - the Ministry of Education and Culture. Short term plans: 1. Make immediate improvements within evaluation functions at his work unit 2. Promote other nations' models and strategies in administering higher education 3. Disseminate information about higher education programs through ALPHA-I. Long term plans: 1. Create higher education programs for marginalized and vulnerable populations in Indonesia (e.g. LGBT community); 2. Empower marginalized and vulnerable groups.	1. Provide in-depth information about selected programs at universities. 2. Provide scholars with intensive academic writing classes. 3. Provide scholars with training options that are based on individual needs.

2.5. Short-Term Training Activities during January-March 2020

During this period there was no short-term trainings.

2.6. TraiNet Updates

During this reporting period, IIE Home Office revised and updated the financial data in the TraiNet for all US Long Term and Short Term participants, excluding 14 participants from Cohort 4 that are due to graduate by May 31, 2020.