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USAID/INDONESIA'S PROGRAM TO EXTEND SCHOLARSHIPS AND TRAINING TO ACHIEVE SUSTAINABLE IMPACTS (PRESTASI)

CASE STUDY

Higher Education Scholarship Toolkit

OCTOBER 2021

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PREPARED BY

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COVER PHOTO CREDITS

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ACRONYMS

AEIF	Alumni Engagement Innovation Fund
ALPHA-I	Asosiasi Alumni PRESTASI-HICD Amerika Indonesia
GOI	Government of Indonesia
HEI	Higher Education Institution
HICD	Human and Institutional Capacity Development Program
IIE	Institute of International Education
IIEF	Indonesia International Education Foundation
IP	Implementing Partner
OU	Operational Unit
PAT	Pre-Academic Training
PDO	Pre-Departure Orientation
PRESTASI	Program to Extend Scholarships and Training to Achieve Sustainable Impacts
TO	Technical Office

1. INTRODUCTION

The Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI) provided scholarships and short-term training to Indonesians from 2011 to 2020 as a follow on to the USAID Human and Institutional Capacity Development (HICD) program initiated in 2007. PRESTASI, which means "achievement" in Indonesian, funded professional and academic training to guide Indonesia's political, economic, and social development. Funded by USAID/Indonesia, the activity was implemented by the Indonesia International Education Foundation (IIEF) and the Institute of International Education (IIE). Through HICD and PRESTASI, USAID supported 357 Indonesians with scholarships in Indonesia and the United States, and another 1,280 Indonesians accessed short-term training programs across multiple fields.

CREDIT: USAID/INDONESIA

PRESTASI as a Case Study

PRESTASI was selected as a case study as part of the USAID Higher Education Scholarship Toolkit for several reasons. First, the activity spanned more than a decade and went through three phases, allowing for lessons to be learned, documented, and implemented into refined models over time. Second, USAID and implementing partner staff who had been active as designers, managers, and implementers over PRESTASI's history were available to provide materials and insight. Third, in interviews with USAID staff and implementing partners, PRESTASI was often mentioned as a prominent example among USAID higher education scholarship initiatives. This case study prioritizes scholarship interventions over other forms of training.

Method of Data Collection and Analysis

By exploring a single activity and examining how it has changed over time, the case study method allows the reader to understand higher education scholarship activity design, management, and implementation. This particular document emphasizes activities that are relevant to other USAID Operational Units (OUs) that may wish to apply these lessons to higher education scholarship activities, both for domestic and international degrees.

The information for this case study consists of 1) interviews with USAID staff and implementing partners familiar with the program, and 2) a review of USAID reports and other documents about PRESTASI. Note that this document does not aim to duplicate the findings of evaluations, provide a holistic overview of the activity, or estimate the scholarship's efficacy.

How to Use this Case Study

As case studies can be helpful to particular aspects of activities in depth, this document is intended to provide good practices and lessons learned over almost a decade of the PRESTASI scholarship activity in order to assist USAID Missions and implementing partners (IPs) to inform their own work with

scholarship programming. Where appropriate, information will be marked as relevant to one of three types of engagement with scholarship programming: design, management, or implementation. After gaining insight from this case study, readers are invited to consider other reports about PRESTASI and to visit the full USAID Higher Education Scholarships Toolkit for other resources. For specific questions about PRESTASI, you may contact the USAID Mission in Indonesia.

2. PRESTASI OVERVIEW

PRESTASI was established as a response to the developmental challenges in Indonesia and in accordance with USAID/Indonesia development objectives. PRESTASI provided educational opportunities and leadership development for Indonesian students and young professionals, from both public and private Indonesian institutions. Selected candidates were talented individuals from disadvantaged and under-represented areas in Indonesia, including women. PRESTASI provided both short-term technical training and scholarships for master's and doctoral degrees across fields, at higher education institutions (HEIs) in the United States and Indonesia. Additional information about the PRESTASI Program in Indonesian language can be found in Annex A: 2015 PRESTASI Information Booklet.

Background and Context

Indonesia spans 17,000 islands and has a population of approximately 270 million people, the fourth-largest population in the world.[1] It is South Asia's fastest growing economy, the world's largest Muslim-majority country, and the world's third-largest democracy. According to UNESCO, there are 45.7 million individuals aged 15-24 years in Indonesia, and approximately 35 percent of Indonesian students eligible for higher education enrolled in 2018, with women enrolling at a higher rate than men.[2] With a quickly-growing workforce and economy, the need for additional education and training is considerable.

In its 2020 Annual Report,[3] USAID/Indonesia highlights the strengths of a long-standing partnership between USAID and the Government of Indonesia (GOI), and outlines various initiatives across sectors that lead toward the goal of "a stronger U.S.-Indonesia partnership that advances mutual prosperity and security." The report also notes the challenges of COVID-19 and of the deep economic divide among the various regions of the country. In addition to providing scholarship and training funding through PRESTASI, another higher education capacity strengthening strategy used by USAID/Indonesia is the establishment of five Centers of Collaborative Research[4] at prominent Indonesian universities, promoting and supporting research partnerships between Indonesian and U.S. universities.

USAID Support

Funded over three phases between 2007 and 2020, HICD and PRESTASI's aim was to build skills, knowledge, and capacity across multiple sectors. Toward this goal, the scholarship was funded by

[1] The World Bank, "The World Bank in Indonesia," 2021, https://www.worldbank.org/en/country/indonesia/overview
[2] UNESCO Institute of Statistics, "Indonesia: Education and Literacy," 2021, http://uis.unesco.org/en/country/id
[3] USAID/Indonesia. "Resilience in Action/Realisasi Ketangguhan: Annual Report 2020 / Laporan Tahunan 2020," 2020. https://www.usaid.gov/indonesia/2020-annual-report
[4] IIE, "USAID Sustainable Higher Education Research Alliances," 2021, https://www.iie.org/Programs/SHERA/Centers-for-Collaborative-Research

multiple USAID/Indonesia Technical Offices (TOs), including Human Capacity and Partnerships, Environment, Health, and Democracy Rights and Resilience.

TABLE 1. Phases of PRESTASI

PHASES OF PRESTASI
PRESTASI-1 was awarded in 2011 as a "follow on" award to the Indonesia Human and Institutional Capacity Development (HICD) program. The USAID/Indonesia Mission awarded a one-year sole-sourced contract of $4,994,856 to Indonesian International Education Foundation (IIEF) to implement the activity. At this time, the goal was to provide necessary support to 162 students under HICD and prepare for students awarded scholarships under PRESTASI. At the same time, the staff began to conceptualize the next stages of the activity.
PRESTASI-2 was awarded in 2012 and ran through 2017. It was locally competed with IIEF selected as the implementing partner, with the U.S.-based Institute for International Education (IIE) as its subcontractor. The award was for $19,726,291. Scholarships targeted underserved and disadvantaged students and young professionals, especially women. PRESTASI-2 supported 129 scholarship students for doctoral and master's degrees in the United States and Indonesia, including pre-academic training. Another 472 individuals were supported for conference attendance and short-term training opportunities.
PRESTASI-3 was contracted for the period of 2014-2019, and was extended until 2020, for a total award of $26,685,123. PRESTASI-3 was a Task Order under the Global FORECAST IDIQ. Following an open competition, PRESTASI-3 was implemented by IIE as lead and IIEF as subcontractor. PRESTASI-3 added a focus on GOI employees and sought cost share by some students' employers. The activity included four cohorts of scholars, with a total of 107 participants pursuing Master's and Ph.D. degrees in the United States and Indonesia. Additionally, 42 short-term training activities were supported, for a total of 809 participants.
Scholarship programming will continue to be supported by USAID/Indonesia. In 2012, USAID/Indonesia began to pivot their scholarship programming from direct scholarship support to a new procurement focused on building long-term sustainability of scholarship programming via the selection of an Indonesian partner to carryout scholarship administration.

Theory of Change

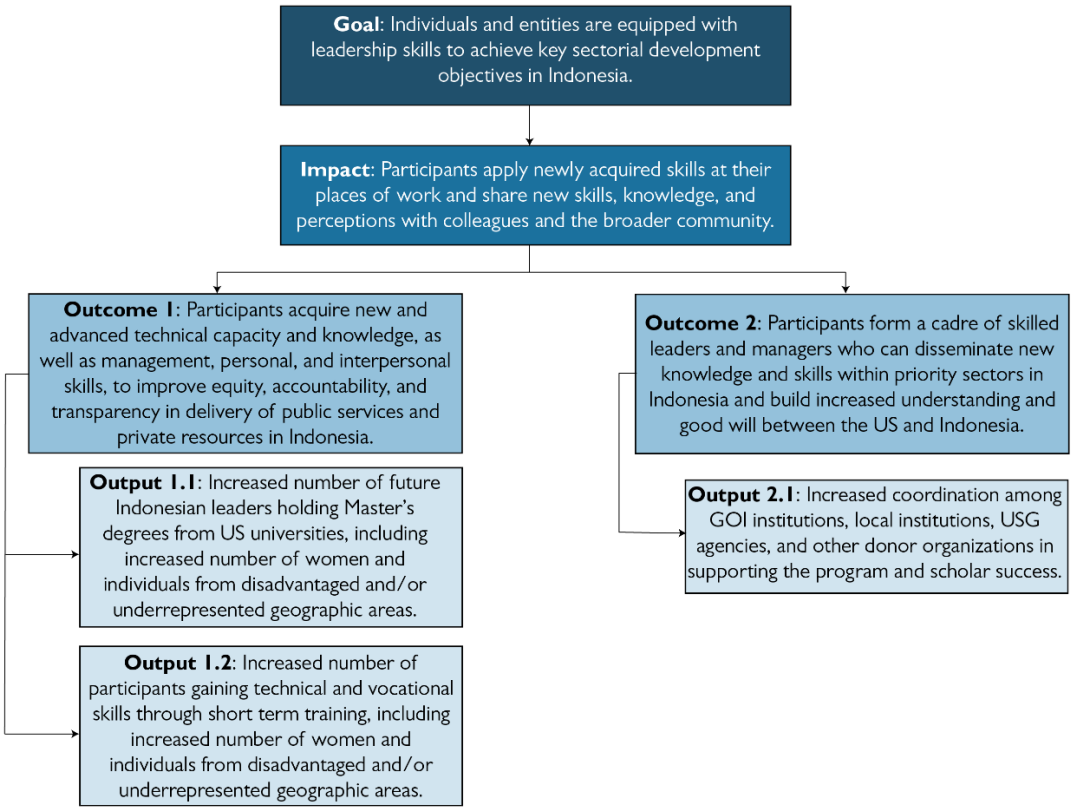
The theory of change used by USAID/Indonesia for PRESTASI was based on the logic that sponsoring scholarships and professional training for leaders and managers will influence the future of Indonesia across multiple sectors. The PRESTASI theory of change from Phases 2 and 3[5] is shown in Figure 1.

The sectors targeted for education and training aligned with USAID goals and national development plans, including basic and higher education; public health (HIV/AIDS, infectious diseases, maternal and child health); sustainable management of forests and marine ecosystems, clean energy, and climate

[5] Management System International. "Performance Evaluation of the USAID/Indonesia Program to Extend Scholarships to Achieve Sustainable Impacts (PRESTASI) 2 & 3," 2017. https://pdf.usaid.gov/pdf_docs/PA00N7HF.pdf

change adaptation; science and technology, economics, and entrepreneurship; and democracy and governance.[6]

FIGURE 1. PRESTASI Theory of Change



[6] Davies, Colin, Dwiagus Stepantoro, Sherry L. Mueller, Erlinda Panisales, and Dian Rachmawati. "Mid-term evaluation of the program to extend scholarships and training to achieve sustainable impacts - Phase II (PRESTASI-II)," 2015. https://pdf.usaid.gov/pdf_docs/pa00kxpd.pdf

3. GOOD PRACTICES AND LESSONS LEARNED

This section highlights six good practices from PRESTASI related to scholarship activity design, management, and implementation that USAID OUs and implementing partners may consider as they move forward with higher education scholarship programming. These practices are explored to provide greater insight into the activity over its three phases of implementation. Each of these topics is included in Table 2 and summarized in the following sections, noting both good practices and lessons learned.

TABLE 2. Good Practices

PRACTICE	RELEVANT AREA
Continuous learning and adaptation	Design, implementation, and management
Regular communication	Management and implementation
Employ co-funding strategies	Design, implementation, and management
Combine open and targeted recruitment strategies	Implementation
Lay a foundation for scholarship recipients	Implementation
Begin with the end in mind - alumni engagement	Design, implementation, and management

Continuous Learning and Adaptation

As noted earlier, PRESTASI had three phases over nearly a decade. Each phase used lessons learned and built on successes from the prior phase. Activity designers for PRESTASI 2 and 3 were able to incorporate these lessons to adapt the activity, support new activities, and consider ways to enhance outcomes. In addition, designers and managers were able to take risks that allowed the activity to learn and set a way forward. This process of incorporating feedback and adapting the program is consistent with USAID's Collaborating, Learning, and Adapting Framework.[7]

[7] USAID, "CLA Toolkit," 2021, https://usaidlearninglab.org/cla-toolkit

CREDIT: USAID/INDONESIA

One example of this ongoing improvement is seen in PRESTASI-3. While PRESTASI-3 continued with PRESATSI-2's main objectives, designers and managers enhanced USAID/Indonesia's partnership with GOI officials. This led to processes for effectively recruiting candidates from specific technically focused Ministries and for designing cost-sharing mechanisms with the government. Following good practices in open recruitment learned from the earlier stages, the strategy to recruit from within GOI Ministries led to more fair and balanced representation.

Regular Communication

One of the key ingredients of PRESTASI success across phases was ongoing, clear, and transparent conversation among the USAID Mission staff, implementing partners, host universities, and students. In addition, each party's roles, duties, and expectations were made clear so each knew its responsibility and whom to contact with questions. Similar patterns of open conversation among implementing partners, host universities, and students were seen across the three phases of PRESTASI.

According to USAID/Indonesia and IIEF staff, this ongoing communication between USAID and the IPs allowed for building trust among partners, successful program implementation, and good experiences for Indonesian students during their experience. Conversation happened as often as several times per day and through informal channels like WhatsApp. Maintaining regular conversation allowed for questions to be answered quickly and emergencies to be handled as they arose. It also had a long-lasting effect of building relationships that extended beyond the close of the activity and through alumni activities.

Employ Co-Funding Strategies

As PRESTASI's goals were to build capacity and leadership across multiple sectors, USAID/Indonesia sought funding from across Technical Offices in the Mission. Scholarships were funded by Human Capacity and Partnerships (previously Education), Environment, Health, and Democracy Rights and Resilience. As the fields of scholarship study were aligned with these Technical Offices' goals, this cross-office collaboration allowed for expansion of PRESTASI to offer more scholarships for Indonesian students and achieve cross-sectoral results.

In addition, for PRESTASI-3, USAID sought a co-funding mechanism with selected students' employers, including GOI ministries. The goal of this was to extend the commitment to the vision of PRESTASI and to expand the budget. Employers and GOI were asked to provide co-funding support for specific items such as airline tickets, English language training, or student housing. The co-funding mechanism was met with resistance at first, although with time and information, more Ministries and employers agreed to contribute. For the second PRESTASI-3 cohort, participants were required to have their employer send Employer Acknowledgement Forms, which included an employer's signature and stamp, as part of the application package (see Annex B: PRESTASI application form). This form confirmed a) the employer's agreement for the employee to participate in the PRESTASI, and b) the employer's agreement to

provide direct funding, or the means to cover some expenses. For the majority of scholars, cost contributions were not required from sponsor institutions.

Ultimately, not every scholar asked their employers to provide funding for them, and not all employers agreed to provide co-funding. Some students—especially those who worked in small organizations—opted to provide personal or family funding in lieu of employer funding, often covering small items (e.g., testing fees). This co-funding strategy was challenging for PRESTASI, as it was hard to manage different sources of funding, students were placed in challenging positions with employers, and the employer contributions were small in relation to the full price tag of the scholarship. In the end, USAID/Indonesia staff noted that the idea of cost-sharing the scholarship should be included in the scholarship activity design, yet the implementation should be flexible based on the students' employment situation. In addition, information about the cost-sharing component was included in the application materials to clarify expectations from the beginning (see Annex B: PRESTASI application form).

Combine Open and Targeted Recruitment Strategies

PRESTASI used a variety of strategies to recruit a diverse pool of candidates, with an effort to both share information openly and to target specific groups, such as women, students in underserved regions, students with disabilities, and diverse candidates within the GOI. At the core of these strategies was using networks—engaging and developing partnerships to reach targeted populations and those outside major population centers. Multiple recruitment strategies were used, in tandem, to reach recruitment goals at each stage.

TABLE 3. PRESTASI Recruitment Strategies

RECRUITMENT STRATEGIES
Giving presentations at universities, ministries, and non-governmental organizations, especially outside major population centers
Sending mailings to Indonesian universities, government offices, and other agencies
Advertising in national and local newspapers, in other print media, and on radio
Participating on talk shows and writing news articles
Hosting booths at educational fairs
Sending targeted emails and courtesy calls
Posting on social media (Facebook and Twitter)
Encouraging and asking for nominations from across partnering organizations
Asking alumni and partners to participate in outreach activities and share via word of mouth

In addition to their open and targeted approaches, in program materials IIEF emphasized that applications from women, candidates from underserved areas, and people with disabilities were encouraged. When possible, alumni with diverse backgrounds were invited to participate in recruitment events. Female alumni were especially active in outreach activities, serving as examples to motivate and encourage women to apply.[8]

For PRESTASI-3, closed recruitment was used for approximately 20 percent of the candidates.[9] In closed recruitment, ministries nominated their employees for the scholarship. These ministries demonstrated their work in relevant USAID areas, noted a link between education and capacity development in key areas, and showed support for the proposed scholarship recipient through

[8] Sambada, Mira. "PRESTASI Final Report," 2012. https://pdf.usaid.gov/pdf_docs/PBAAA210.pdf
[9] Management System International. "Performance Evaluation of the USAID/Indonesia Program to Extend Scholarships to Achieve Sustainable Impacts (PRESTASI) 2 & 3," 2017. https://pdf.usaid.gov/pdf_docs/PA00N7HF.pdf

participating in a co-funding mechanism. Ministries nominated candidates and reviewed their credentials. Final approval of candidates was made by a selection committee of two USAID technical officers and one outside stakeholder, in consultation with IIEF PRESTASI managers.

PRESTASI Recruitment Poster

CREDIT: USAID/INDONESIA

Lay a Foundation for Scholarship Recipients

To support students to succeed in their university studies and to build skills for the future, PRESTASI offered extracurricular programming as part of the scholarship. This programming included Pre-Academic Training (PAT), Pre-Departure Orientation (PDO), and leadership training.[10] These programs were tailored to be meaningful to different groups of finalists (e.g., different orientations depending on country of study). Importantly, this extracurricular training was designed with students from outside of large cities, those with lower English skills, or others who needed additional training to be ready for their academic experiences provided by the scholarship.

The PAT curriculum prepared scholarship students for their academic studies. With an initial focus on English language preparation, the PAT also included statistics and data analysis, academic writing, and other skills and information needed as a graduate student. All selected students were required to participate in PAT, but the length of their engagement and type of programming differed based on their skills and test scores. Throughout, English language training remained a key component; it also allowed students who had lower English scores to prepare for entrance examinations and improve their TOEFL[11] scores. Intensive English language support of up to six months enhanced the chances of a diverse pool of finalists, including those outside of the major population centers and female candidates.

In addition to the pre-academic training, PRESTASI students participated in PDO. This provided important information about the scholarship, including scholarship expectations and regulations; introduced students to USAID, IIE, and IIEF representatives; and included workshops on topics such as goal setting, action planning, budgeting, and time management. For students bound for the United States, information was shared about the U.S. higher education system, cultural adjustment, health insurance, visas, and flights.[12] Alumni were invited to discuss their experiences with and provide advice to the new students. For students traveling to the United States, IIE held another orientation upon their arrival.[13]

[10] For more information on extracurricular programming as part of USAID scholarships, please see: Chelabi, Ilham, and Anne Campbell. *Beyond Financial Assistance: Extracurricular Programming in USAID Scholarships: Good Practice Paper.* United States Agency for International Development (USAID), 2021.
[11] Test of English as a Foreign Language (TOEFL)
[12] For more information on these topics, please see: USAID. "Pre-Departure Guide for U.S.-Based Participant Training and Exchange Visitor Programs." (2010). https://pdf.usaid.gov/pdf_docs/Pnadt444.pdf
[13] Sambada, Mira. "PRESTASI Final Report," 2012. https://pdf.usaid.gov/pdf_docs/PBAAA210.pdf

Leadership Training (2017)

PHOTO CREDIT: USAID/INDONESIA

The leadership training component was designed to create a sense of belonging and ownership among PRESTASI students, increase the ability of the group to work together as a team, and to push themselves and their peers to do their best academically and to take advantage of leadership opportunities. To do this, staff and trainers taught students about group dynamics and effective teamwork and encouraged students to identify individual and team strengths and work on areas for improvement. For some cohorts, leadership training was included as part of the PAT or PDO; for others, there were longer workshops devoted to the topic, either before or during their academic studies.

Begin with the End in Mind - Alumni Engagement

PRESTASI alumni contribute to a strong and vibrant alumni association called Asosiasi Alumni PRESTASI-HICD Amerika Indonesia, or ALPHA-I. While the alumni lead the ALPHA-I and carry out its activities, USAID/Indonesia supported the establishment of the alumni association, was involved in alumni activity implementation, and later provided one-time financial support. This support allowed ALPHA-I to devise a strategy, work plan, and budget. In March 2012, ALPHA-I was launched and registered as an independent legal organization. This process has allowed ALPHA-I to be financially independent, raising funds from across various sources for its projects. For example, in April 2012, ALPHA-I won the 2012 Alumni Engagement Innovation Fund (AEIF) administered by the State Department's Alumni Affairs Division with one of the two proposals submitted by the Alumni Association for their project Financial Literacy Program.[14] Starting with PRESTASI-3, USAID/Indonesia has set aside funding for every returning scholar to support alumni activities.

The relationship between USAID, IIEF, PRESTASI alumni, and others has also grown and remains one of mutual benefit. For example, seed funding from USAID helped to develop a website (https://alpha-i.or.id/) and alumni database. As students completed their PRESTASI scholarship, they were invited to complete an online survey and share their contact information, current activities, and interests. This information was stored on an ALPHA-I members database, and on a quarterly basis, this information was submitted to PRESTASI administration to also update alumni records.[15]

> "It is time for us to pay back. ALPHA-I is a place where all alumni can share ideas and contribute to the development of Indonesia."
>
> ALPHA-I member

[14] U.S. Department of State, "Alumni Engagement Innovation Fund (AEIF)," 2021, https://alumni.state.gov/aeif
[15] Sambada, "PRESTASI."

ALPHA-I Media and Website Launch (2017)

PHOTO CREDIT: USAID/INDONESIA

Today, ALPHA-I has expanded and includes alumni from across 13 scholarship programs,[16] with 10 chapters across Indonesia. ALPHA-I has its own secretariat office in Jakarta and engages in various activities, including research, community empowerment, health programming, capacity building trainings, and media campaigns across issues related to their fields of study and current work. Through support from ALPHA-I, PRESTASI was able to establish a strong alumni network across multiple cities—and ultimately extend the scholarship activity goals. Further information about ALPHA-I can be found at https://alpha-i.or.id/. For more ideas on engaging and supporting alumni associations, see Engaging Alumni from USAID Higher Education Scholarship Programming: Good Practice Paper.[17]

[16] ALPHA-I, "ALPHA-I Profile (in English)," 2021, https://alpha-i.or.id/profil/

[17] Campbell, Anne, and Ilham Chelabi. *USAID Scholarship Alumni Engagement: Good Practice Paper*. United States Agency for International Development (USAID), 2021.

4. CONCLUSION

The ultimate goals of PRESTASI-1, PRESTASI-2, and PRESTASI-3 were to improve the performance and leadership skills of Indonesian professionals, which in turn would promote development in Indonesia and the achievement of the Mission's development objectives. These goals were achieved through both long- and short-term education and training opportunities in the United States and Indonesia. While this case study did not seek to evaluate the PRESTASI activity, the annual, mid-term, and final reports from the program indicate that these goals were achieved. If you would like to take a deeper dive into PRESTASI, a number of reports are available in USAID's Development Experience Clearinghouse.

This case study provides good practices and lessons learned over almost a decade of the PRESTASI scholarship activity over three phases, highlighting six good practices:

- Continuous learning and adaptation of the scholarship activity;
- Regular communication among USAID, implementing partners, host universities, and students;
- Employing co-funding strategies;
- Combining open and targeted recruitment strategies;
- Laying a groundwork for scholarship recipients through pre-academic training, orientations, and leadership trainings; and
- Supporting alumni programming.

5. ANNEX A: PRESTASI PROGRAM INFORMATION IN INDONESIAN FROM 2015

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PRESTASI

PROGRAM TO EXTEND SCHOLARSHIPS AND TRAINING TO ACHIEVE SUSTAINABLE IMPACTS

INFORMASI UMUM

Komponen utama program kemitraan pembangunan Pemerintah Amerika Serikat di Indonesia adalah dukungan berkelanjutan melalui pelatihan, serta kesempatan belajar baik jangka panjang dan pendek. Hal ini sebagai sarana kuat untuk menolong individu, organisasi, dan institusi memperoleh pengetahuan, kemampuan, dan meningkatkan kapasitas untuk mendukung pembangunan Indonesia yang sedang berlangsung. Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI) menyediakan kesempatan untuk warga negara Indonesia memperoleh gelar magister di bidang-bidang terpilih yang tersedia di universitas-universitas di Amerika Serikat. PRESTASI membuka kesempatan kepada seluruh warga Negara Indonesia yang memenuhi kualifikasi.

Tujuan program ini adalah untuk meningkatkan performa dan kemampuan kepemimpinan bagi kaum profesional di Indonesia yang akan membantu mendorong pembangunan di negeri ini. PRESTASI, khususnya, akan menyediakan pelatihan dan sarana teknis yang dibutuhkan untuk menguatkan serta meningkatkan keahlian dasar dan kualitas kaum profesional dan institusi di Indonesia baik di sektor publik maupun swasta.

PRESTASI akan terus mendukung pelatihan dan peningkatan sumber daya manusia dengan menyediakan kesempatan pendidikan ke jenjang akademis yang lebih tinggi. Program ini akan terus dibangun berdasarkan keberhasilan pendahulunya: 257 penerima beasiswa telah berhasil memperoleh gelar magister di Amerika Serikat sejak 2011.

SYARAT-SYARAT PEMBERIAN BEASISWA

Pendaftar harus memenuhi seluruh persyaratan berikut ini:

- Warga Negara Indonesia, tidak memiliki kewarganegaraan ganda
- Bukan pegawai pemerintah Amerika Serikat/kontraktor USAID atau pegawai yang menerima gaji secara langsung dari pemerintah Amerika Serikat
- Memiliki pengalaman kerja minimal DUA tahun dan sisa masa kerja minimum SEPULUH tahun sebelum masa pensiun setelah selesai masa studi
- Memiliki pendidikan minimal sarjana Strata 1 (S1) atau setara, dengan IPK minimal 2.75 (dari skala 4.0)
- Memiliki nilai ITP TOEFL® minimal 450 (iBT TOEFL® 45 atau IELTS™ 5)
- Belum memiliki gelar S2 sebelumnya dan tidak sedang menempuh pendidikan S2
- Sehat jasmani dan lulus tes kesehatan sebelum keberangkatan
- Wanita sangat disarankan untuk melamar
- Difabel sangat disarankan untuk melamar
- Mempunyai jiwa kepemimpinan dan berkomitmen untuk kembali ke Indonesia setelah selesai studi
- Peserta tidak sedang menerima beasiswa lainnya

Pengumuman Aplikasi Tahun Akademik 2015-2016

Beasiswa tersedia untuk profesional di sektor publik/ Pegawai Negeri Sipil dan swasta yang memenuhi kualifikasi untuk program Pascasarjana di Universitas di Amerika Serikat pada bidang studi berikut ini:

Pendidikan Dasar

Beasiswa PRESTASI dalam bidang Pendidikan Dasar adalah beasiswa untuk mendukung pemimpin masa depan memperoleh gelar magister dari institusi pendidikan di Amerika Serikat yang menawarkan program terakreditasi pada bidang pendidikan dasar dan menengah, dan bidang lainnya yang berkaitan. Individu yang bekerja pada kantor pemerintahan, seperti kementerian, badan, dinas, universitas, insitusi penelitian, politeknik, dan sekolah kejuruan sangat disarankan untuk melamar, tetapi tidak terbatas, pada studi berikut ini:

1. Inklusi dan Pendidikan Khusus
2. Kurikulum dan Instruksi di Pendidikan Dasar
3. Manajemen dan Administrasi Pendidikan berfokus pada kepemimpinan, manajemen, keuangan, dan perencanaan untuk meningkatkan kapasitas staf sekolah di tingkat propinsi dan kabupaten
4. Pendidikan Kejuruan (menengah, pasca-menengah, sekolah tinggi teknikal dan akademi, pendidikan tinggi, bisnis, dan industri)
5. Pendidikan Matematika dan Sains di sekolah dasar maupun menengah
6. Teknologi Pendidikan yang berfokus pada aplikasi Integrated Communications Technology (ICT) pada metodologi pengajaran di ruang kelas.

Bidang studi lainnya yang berhubungan dengan Pendidikan Dasar dapat dipertimbangkan.

Ilmu-ilmu Lingkungan dan Pembangunan Ekonomi

Beasiswa PRESTASI dalam bidang Ilmu-ilmu Lingkungan dan Pembangunan Ekonomi adalah beasiswa untuk mendukung pemimpin masa depan memperoleh gelar magister dari institusi pendidikan di Amerika di bidang tersebut. Fokus bidang studi yang disarankan adalah program magister terdepan untuk keahlian manajemen di:

1. Agribisnis/Ekonomi Pertanian
2. Agroforestri, Pengelolaan Hutan Rakyat
3. Agronomi
4. Bioteknologi Pertanian
5. Budidaya Kelautan dan Air Tawar
6. Ekonomi Lingkungan
7. Energi Bersih dan Terbarukan
8. Fisiologi Tanaman
9. Genetika Tanaman dan Pemuliaan
10. Hortikultura
11. Ilmu Hewan
12. Ilmu Pangan/Pengolahan Pangan/ Teknologi Pangan
13. Ilmu Serangga
14. Ilmu Tanah
15. Kebijakan Publik
16. Konservasi Keanekaragaman Hayati dan Manajemen Sumber Daya Alam
17. Kultur Jaringan dan Pembiakan Tanaman
18. Manajemen Kehutanan Terbarukan
19. Manajemen Kelautan and Zona Pesisir
20. Pengelolaan Air dan Sanitasi
21. Pengendalian Hama Terpadu
22. Pengendalian Kerusakan Lingkungan dan Perubahan Iklim
23. Penyuluhan Pertanian
24. Sistem Pertanian
25. Teknik Pertanian

Bidang studi lainnya yang berhubungan dengan Lingkungan dan Pembangunan Ekonomi dapat dipertimbangkan.

- Address/Alamat:
  USAID PRESTASI Scholarship Program
  Menara Imperium 28th fl., Suite C
  Jl. HR. Rasuna Said Kav. 1. Jakarta 12980
  Indonesia
- Email: prestasi@iief.or.id
- Phone/telepon: +6221-831-7330 ext. 300
- Fax: +6221-83709983

- Social Media
  Facebook: facebook.com/BeasiswaPRESTASI
  Twitter: @PRESTASI_ID
  Flickr: USAID Scholarship PRESTASI Program
- Website: www.prestasi-iief.org

6. ANNEX B: PRESTASI APPLICATION FORM FROM 2018

Applicant Name: _____

PRESTASI Scholarship Application

The complete application package must include:

Checklist of Required Documents

Mandatory Documents Please put check mark (√) if you have attached the following documents in support of your application.			
1	Completed and signed application form	1 original and 3 copies	☐
2	Certified Undergraduate Certificate	1 legalised copy and 3 copies	☐
3	Certified Undergraduate Academic Transcript	1 legalised copy and 3 copies	☐
4	Recent photographs (4 X 6, B/W or color)	attached to each copy of the application form	☐
5	Copy of valid national ID card (KTP or Passport)	4 copies	☐
6	Valid TOEFL® ITP or TOEFL® iBT or IELTS™ score *(test date only from November 2015 and afterwards)*	4 copies	☐
7	Original Reference Letters (page 14-19), **in sealed envelopes**	3 sets	☐

Supplementary Documents Please put check mark (√) if you are attaching the following documents in support of your application.			
8	Copy of certificates and awards	1 copy	☐
9	Copy of article, journal, research or cover page of your publication, etc.	1 copy	☐
10	Recent Curriculum Vitae (in English); *optional*	1 copy	☐

Important

- Do not submit original documents, certificates, or diplomas.
- Application forms and attached documents will not be returned.
- All documents should be printed or copied in A4 paper size.
- All documents (mandatory and/or supplementary) must be delivered together with the application forms.
- It is not necessary to translate academic transcripts and certificate(s) into English.
- Put together all documents and arrange them into FOUR separate sets. Please do not bind the documents. Use paper clips to separate each set.
- Country destination for study: The United States of America.
- Families are not recommended to accompany scholars to the U.S.
- Scholars are not allowed to work during their studies in the U.S.

Applicant Name: _____

COURSES AVAILABLE (MASTER DEGREE LEVEL ONLY)

A. **Technical Field: ENVIRONMENT (Code: ENV-WS/CE/ADP).** Areas of study available: Water & Sanitation, Clean Energy, Environment Adaptation.

B. **Technical Field: HIGHER EDUCATION (Code: HED)**. Areas of study available:
Master of Education degrees in the following focus areas:
   - Information Communications Technology (ICT) in teaching methodologies as it relates to vocational or for higher education in science communication;
   - Science (including applied and social sciences), engineering or mathematics education;
   - Vocational curriculum development in higher education;
   - Educational leadership and management in higher education institutions;
   - Education policy for higher education;
   - Curriculum development for people with disabilities.

C. **Technical Field: HEALTH (Code: Health)**. Areas of study available:
   1) Hospital Management
   2) Nursing Management
   3) Health Economics
   4) Health information systems management
   5) Pharmaceutical Economics and Policy
   6) Maternal and neonatal health
   7) TB prevention, care and treatment
   8) HIV prevention, care and treatment
   9) National public health program implementation
   10) Health care management - quality of care
   11) Medicines quality control
   12) Supply Chain Management
   13) Pharmaceutical Manufacturing

Applicant Name: _____

1. PERSONAL INFORMATION

Please provide your personal details exactly as they appear on official documents (National ID, Passport, Birth Certificate, etc.). Each field is mandatory.

First Name:				Please attach a recent photo. (B/W or Color) 4 X 6
Middle Name:				
Last Name:	*If you have only one name, please write down your name in the *Last Name* section.			
National ID details: (Check only one box below.) ☐ KTP ☐ Passport No: Expiry Date: (DD/MM/YY)		Date of Birth: (DD/MM/YY)		
		Place of Birth:		
		Gender:	☐ Male ☐ Female	
		Nationality:		
City:			Current Residential Address (*if your current address is different from the address on your ID card, please write it below)*:	
Province:				
Postal Code:				
Home Telephone No.:	*Please include the code area.		Mobile No.:	
Email:			Marital Status:	☐ Single ☐ Married ☐ Widow / Widower

2. PHYSICAL DISABILITIES *(if applicable)*

Please describe your disability(ies) and indicate what support, if any, you need from PRESTASI in order to be successful in your future studies. (e.g. wheel chair, special communication devices, braille computer, other devices or assistance)

Applicant Name: _____

3. EMERGENCY CONTACT INFORMATION Provide details of two persons that we may contact in case of emergency			
Name:			
Residential Address:		City:	
		Province:	
		Postal Code:	
Home Telephone No.:		Mobile No.:	
Email Address:		Relationship to you:	
Name:			
Residential Address:		City:	
		Province:	
		Postal Code:	
Home Telephone No.:		Mobile No.:	
Email Address:		Relationship to you:	

4. ENGLISH LANGUAGE PROFICIENCY Please check (√) only one box below and attach a copy of the current official test results to this application.			
Type of test:	☐ TOEFL® ITP ☐ TOEFL® iBT ☐ IELTS™	Overall score:	
Date test taken: (DD/MM/YY)		Test Location:	

5. EDUCATIONAL BACKGROUND List universities and colleges you attended and degree(s) attained starting with the most recent. Include institutions where you are currently studying, if applicable.			
a. Name of University:		Degree currently seeking or obtained:	
Location, City		Country:	
Dates attended; from MM/YY to MM/YY:		Current or final GPA:	
Faculty		Major	
b. Name of University:		Degree Obtained:	

Applicant Name: _____

EDUCATIONAL BACKGROUND *(Continued)*			
Location, City:		Country:	
Dates attended; from MM/YY to MM/YY:		GPA:	
Faculty		Major:	
c. Name of University:		Degree Obtained:	
Location, City:		Country:	
Dates attended; from MM/YY to MM/YY:		GPA:	
Faculty		Major:	

6. SCHOLARSHIP HISTORY

List any educational scholarships or fellowships that you received in the past, starting at the university level. Include additional examples or details on an additional page as necessary.

Have you ever received any scholarship or other educational funding support from any institution? *If *no*, proceed to the next section.	☐ Yes ☐ No		
Scholarship title:		Award date (MM/YY) and duration:	
Scholarship Provider:		Contact Person: (Name & Email)	
Describe the scholarship and comment on the type/purpose; full or partial funding; what level of education; degree or non-degree studies:			

7. EMPLOYMENT HISTORY

Provide details of your work experience since completing your undergraduate degree starting with your current or most recent position. Include additional examples or details on an additional page as necessary.

a. Name of Institution:		Position Title:	
Full Address:		Start Date: (DD/MM/YY)	
		End Date: (DD/MM/YY)	
Telephone No.:	*Please include code area.	Email:	
Employment Category:	☐ Government Institution ☐ Research Institution ☐ University ☐ Private sector employer ☐ Media ☐ NGO ☐ Entrepreneur/Freelance ☐ School ☐ Other,_____		

	☐ University with Teachers Training Program ☐ Teachers Training Institute
Employment Status:	☐ Non Civil Servant (Non PNS) ☐ Casual Employee (Honorer/Kontrak) ☐ Civil Servant (PNS) ☐ Civil Servant candidate (CPNS)
Describe your job duties and accomplishments. Comment on supervisory responsibilities, as appropriate.	

b. Name of Institution:		Position Title:	
Full Address:		Start Date: (DD/MM/YY)	
		End Date: (DD/MM/YY)	
Telephone No.:	*Please include code area.	Email:	

Employment Category:	☐ Government Institution	☐ Teachers Training Institute	
	☐ Research Institution	☐ Private Sector Employer	☐ Entrepreneur/Freelance
	☐ University	☐ Media	☐ School
	☐ University with Teachers Training Program	☐ NGO	☐ Other,_____

Employment Status:	☐ Non Civil Servant (Non PNS) ☐ Casual Employee (Honorer/kontrak) ☐ Civil Servant (PNS) ☐ Civil Servant candidate (CPNS)
Describe your job duties and accomplishments. Comment on supervisory responsibilities, as appropriate.	

c. Name of Institution:		Position Title:	
Full Address:		Start Date: (DD/MM/YY)	
		End Date: (DD/MM/YY)	
Telephone No.:	*Please include code area.	Email:	

Employment Category:	☐ Government Institution ☐ Research Institution ☐ University ☐ University with Teachers Training Program	☐ Teachers Training Institute ☐ Private Sector Employer ☐ Media ☐ NGO	☐ Entrepreneur/Freelance ☐ School ☐ Other,_____
Employment Status:	☐ Non Civil Servant (Non PNS) ☐ Civil Servant (PNS)	☐ Casual Employee (Honorer/kontrak) ☐ Civil Servant candidate (CPNS)	

Describe your job duties and accomplishments. Comment on supervisory responsibilities, as appropriate.

8. COMMUNITY SERVICE ACTIVITIES

Please describe any community service activities in which you have been involved including your role/responsibilities in the event(s). You may also wish to indicate your role in any professional, societal, or other civil organizations in which you have been active.

Describe your role in community service activities or civil society organizations.

Applicant Name: _____

9. PUBLICATIONS **List any articles that you authored which have been published and are relevant to your application. Attach a copy of the article(s) with the cover page of the publication(s). Include additional examples or details on an additional page as necessary.**			
Title of article:			
Publication Date:		Name of Publication:	
Co – author(s): (if applicable)			

10. AWARDS **List any awards that you received that are relevant to your application and describe the name and year awarded, the award provider, as well as the scope (e.g. district level), purpose and/or criteria for the award(s).**

11. FIELD OF TRAINING **For this mandatory section, refer to the technical field descriptions found in the PRESTASI website. If your area of study is not included, you may propose another area of study that is still RELATED TO the Technical Field as stated on page 2. Please indicate the technical field and specific area of study that you would like to pursue. Changes in areas of study are not permitted after a scholarship is awarded.**			
Technical field	**Code**	**Area of study**	**Specific major**
In 150 words or less, describe the reason(s) why you chose this area of study.			

Applicant Name: _____

12. PROPOSED UNIVERSITY

PRESTASI works to match scholarship recipients with appropriate technical programs at U.S. universities. However, if you have already identified a U.S. university where you would like to study, please provide details. Include additional examples or details on an additional page as necessary.

Name of University:		Complete Address:	
Faculty/Department:			
Have you requested admission to this university?	☐ Yes ☐ No	Have you received an admission from the university?	☐ Yes ☐ No *If *yes*, attach the Letter of Admission.
Are you receiving any funding support?	☐ Yes ☐ No	If *yes*, please describe the type of support: _____	
Contact Person:		Email:	

13. ESSAYS

Please answer each of the following questions in essay form using 150 words or less.

a. Briefly tell PRESTASI about yourself and comment on your perception of your strengths and weaknesses.

b. What challenges have you overcome in pursuing your professional development? What insights, perspectives, or skills have you gained in overcoming them?

c. Please describe an example where you demonstrated leadership skills in your work life or within your community.

d. Students face many challenges. Please cite two anticipated challenges that most concern you about studying abroad and explain how you plan to address the challenges.
e. Discuss a topic that you are considering for further research during your Master'sstudies.
f. Discuss the most important current issues in your professional field. You may choose to answer in a general sense or focus on one or more issues that apply most directly to the context in which you work. Response to this question may be 250 words or less.

Applicant Name: _____

14. REFERENCE SUMMARY

Please identify three people, who are not related to you, and can serve as personal or professional references and attest to your skills and experiences in leadership, technical knowledge, and problem solving, academics, and/or community service. This reference summary should stay attached to the application form. A model reference letter form to be completed and sealed by your selected referees is included at the end of this application.

a. Name of Referee			
Institution:		Position:	
Telephone:		Email:	
Describe your relationship to this referee and explain why he/she was selected? How long have you known this person?			
b. Name of Referee			
Institution:		Position:	
Telephone:		Email:	
Describe your relationship to this referee and explain why he/she was selected? How long have you known this person?			
c. Name of Referee			
Institution:		Position:	
Telephone:		Email:	
Describe your relationship to this referee and explain why he/she was selected? How long have you known this person?			

Applicant Name: _____

How did you first hear about PRESTASI?

- ☐ Brochure or flyer
- ☐ Education Fair
- ☐ Your Employer
- ☐ Newspaper
- ☐ Others. Please Specify_____
- ☐ Social media (Facebook, Twitter)
- ☐ Website or mailing list
- ☐ On-site Presentation at your office
- ☐ Radio

USAID supports various scholarship and community development programs in Indonesia. Please check one of the boxes below to indicate your preference in sharing information. Your response will not affect your consideration for a PRESTASI scholarship.

- ☐ Yes, USAID may share my application with other USAID/Indonesia programs.
- ☐ No, Please do not share my application information with other USAID programs.

By signing this form, I certify that, to the best of my knowledge and belief, the information provided in all parts of my application is accurate and complete. I understand that any false statement or the withholding of any relevant information may provide grounds for the withdrawal of any offer of appointment or, if any appointment has been accepted, for its immediate cancellation or termination.
If awarded, I agree to participate in the Pre-Academic Training in Jakarta, and if I fail to complete the six-month training, I will reimburse all training expenses and allowances incurred during the Pre-Academic Training to USAID PRESTASI. I will comply with all regulations made by the USAID PRESTASI Scholarship Program.

Signature of Applicant: _____

Printed name of Applicant: _____ Date: _____

Applicant Name: _____

SCHOLARSHIP FUNDING

Items covered	Source of Funding	Estimated cost (USD)
Tuition Fee, Living allowances in US, Pre-Academic Training, Pre academic allowances, testing (2 times iBT, 1 time GRE), 4 University placement application, scholar expenses (books, laptop, etc), insurance	USAID PRESTASI	95,000
Travel to US and return to Indonesia, domestic travel, Medical exam, additional testing, additional university placement application	Employer	5,000
Total		**100,000**

Notes: *Currency Rate 1 USD = 13.500 IDR. This is the estimated cost.*

LIST OF EMPLOYER COMMITMENTS

Please note that the employer's signature on this form confirms the employer's knowledge and agreement:

1. To cover items listed the table above (Source of Funding: Employer).
2. To release the applicant from work duties in order to attend Pre-Academic Training. If the applicant is approved by PRESTASI to proceed to the next step, the applicant will be required to attend Pre-Academic Training in Jakarta for a maximum of 6 months. This training is full time and compulsory. *Failure of the applicant to pass the Pre-Academic Training may cause termination of the scholarship award*.
3. To release the applicant from work duties after Pre-Academic Training to study in U.S for a maximum of 24 months.
4. To process the official passport and exit permit required for the applicant's international travel for the civil servant applicant.

Authorized Signature of Employer

I, the undersigned, agree to the commitments described above.

Full Name		**Signature & Stamp**
Position		
Email		
Mobile		
Date		

Applicant Name: _____

Notes To the employer:

1. The list of expenses include the maximum expenses indicated for the applicant training and travel. Some expenses may not be needed (additional TOEFL iBT and GRE) or may cost less (no domestic ticket needed if the applicant resides in Jabodetabek).
2. The employer will provide payment for expenses as stated on page 13 directly to the applicant; no monies will be transferred to PRESTASI.
3. USAID Funding for PRESTASI scholarships is based on availability of funds.

Applicant Name: _____

CONFIDENTIAL LETTER OF REFERENCE

Thank you for your willingness to serve as a referent for an applicant for a USAID PRESTASI Scholarship.

GUIDELINES	
1.	Complete the five questions in English either by typing or by handwriting
2	If a question is not applicable to your relationship with the applicant, please write "n/a" (not applicable)
3	For confidentiality, insert the letter into an envelope, seal and sign it across the border of the tongue before giving it to the applicant
4.	If you are outside of Indonesia, scan and email the reference letter to: prestasi@iief.or.id
5.	For any information or clarification, contact: prestasi@iief.or.id or call: +62 21-8331-7330

Name of applicant _____

1. Describe your relationship to the applicant and include how long you have known this person.
2. Please comment on the applicant's strengths, weaknesses, level of emotional and/or professional maturity and ability to work with others.
3. Describe the applicant's professional knowledge of his/her technical field; ability to apply that knowledge to new situations; and ability to define and solve problems. Please comment, if applicable.

Applicant Name: _____

4. Please share an experience where the applicant demonstrated initiative. For example, where he/she led others in an academic or work-related project or at a community event.
5. Please provide any additional facts or comments that may help PRESTASI evaluate the applicant.

Referent's Institution _____

Name and Title of Referent _____

Signature _____

Date _____

Applicant Name: _____

CONFIDENTIAL LETTER OF REFERENCE

Thank you for your willingness to serve as a referent for an applicant for a USAID PRESTASI Scholarship.

GUIDELINES	
1.	Complete the five questions in English either by typing or by handwriting
2	If a question is not applicable to your relationship with the applicant, please write "n/a" (not applicable)
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Applicant Name: _____

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Referent's Institution _____

Name and Title of Referent _____

Signature _____

Date _____

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CONFIDENTIAL LETTER OF REFERENCE

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2	If a question is not applicable to your relationship with the applicant, please write "n/a" (not applicable)
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Name of applicant _____

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Applicant Name: _____

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Referent's Institution _____

Name and Title of Referent _____

Signature _____

Date _____