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**AUSAID**

**Kang Guru Indonesia (KGI)**

**INF867**

**INDEPENDENT COMPLETION REPORT**

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## Aid Activity Summary

<b>Aid Activity Name</b>			
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Total other \$			
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- Australian Embassy AusAID Public Affairs (AEAPA)
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- Current staff and former advisors and managers in KGI

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## Acronyms

ACR	Activity Completion Report
ADS	Australian Development Scholarships
AEAPA	Australian Embassy AusAID Public Affairs
AEDPA	Australian Embassy DFAT Public Affairs
AIP	Australia Indonesia Partnership
AusAID	Australian Agency for International Development
BRIDGE	Building Relationships through Intercultural Dialogue and Growing Engagement
EP	Evaluation Plan
ESSP	Education Sector Support Program
EU	European Union
IALF	Indonesia Australia Language Foundation
ICR	Independent Completion Report
KGI	Kang Guru Indonesia
LAPIS	Learning Assistance Program for Islamic Schools
M&E	Monitoring and Evaluation
MSC	Most Significant Change
QAI	Quality at Implementation Reporting
ToR	Terms of Reference

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## **Executive Summary**

Kang Guru Indonesia (KGI), formerly known as Kang Guru Radio English, was established in 1989 with the agreement of Government of Indonesia (GoI). KGI assists Indonesian people with mid-elementary to pre-intermediate levels of English to improve skills in English communication. KGI also uses English language teaching and learning as a public diplomacy and affairs mechanism to promote the Australia-Indonesia relationship by providing information about Australia to a broad Indonesian audience.

Despite running since 1989, KGI only had a formal 'program structure' from 2005. A formal program structure means that Monitoring and Evaluation Framework was established to define program objectives, outputs and outcomes. The Australian Agency for International Development (AusAID) commissioned an Independent Completion Report (ICR) to review results and achievements against agreed objectives for the period of 2005-2011. The ICR was to look at four key aspects – relevance, effectiveness, Monitoring and Evaluation (M&E) and Lessons Learned.

The ICR study used a rapid mix-method approach through document analysis, phone and face-to-face interviews and group discussions. The approach used was appropriate for the time provided, the geographical spread of the respondents and the type of information required.

The Activity Completion Report (ACR) and KGI Strategic Framework were reviewed in detailed. The ACR suggests that the program has been successful in delivering results against agreed targets. The opinion of the ICR team is that the ACR does demonstrate results, however primarily at the 'output' level and does not consider broader changes in perceptions, understanding and impact generally. The ICR verified the findings outlined in the ACR and obtained additional information to support these findings

Initial consultation and analysis reveal that KGI is a unique program that doesn't fit a traditional 'development program' model. This is a result of the unique combination of public affairs/diplomacy with English language training. This combination requires KGI to clearly identify and target its audience.

KGI is currently managed through the existing AusAID program. This is where management responsibility could lay combined with a more concerted effort in coordinating with the public affairs unit within the Australian Embassy. There is an opportunity for contractual management of KGI (i.e. Education Section) to shift to AusAID's representative (i.e. Australian Embassy AusAID Public Affairs – AEAPA) within the Embassy. This would provide closer linkages and aide in communicating messages to KGI and collecting relevant information to supply the Embassy's public affairs requirements.

The current M&E approach for KGI is sound but is primarily focused at 'output' level reporting. This approach is really only telling 'half the story' and there is a unique opportunity, with the information available, to present more 'outcome focused' information. M&E to date has been limited by available resources and time but with an increase in both, the M&E framework could be adjusted at minimal cost to capture this pertinent information.

There is also scope to include more M&E resources in the future (i.e. a national M&E consultant) subject to available budget.

The KGI program remains relevant and has made a positive contribution to Australia's broader bi-lateral aid program. The relevance of the program would be enhanced through a clear definition of its role and function, namely, that it is a public affairs program with English language training as a 'means to an end' to achieve that ultimate outcome.

The use of appropriate technology also contributes to relevance in that students and teachers are able to interact and engage with KGI and improve English. The magazine and newsletter remain the most popular form of communication for those without internet access. The Facebook site and internet site offer opportunities to engage with students outside of Indonesia but is not as popular within Indonesia. Teachers report strong interest in the teaching resource packs and highlight that they have improved teaching approaches and increased motivation to teach.

KGI is a very effective program. KGI is able to provide 'access' to areas where other public affairs programs are unable to reach. This highlights a need to better communicate and coordinate with the Australian Embassy and also recognises a need for the Embassy to utilise the access that is on offer.

Key lessons have been derived through a KGI lessons learned workshop in 2009. Key lessons influencing KGI include: KGI management, use of appropriate technology, M&E, capacity support for partners and general AusAID management.

From a financial perspective, the budget for KGI could be increased without significant stress or change required to existing management systems or structures. Detailed costing will need to be worked out at a later date and were not considered during this study.

Overall the KGI program is a well-regarded, targeted and effective program. The program has been able to demonstrate strong people to people linkages both within Indonesia and with stakeholders in the region at minimal cost and risk to AusAID and the Australian Embassy more generally.

Key achievements of KGI include:

- Successful provision of information about Australia (culture and society) to an Indonesian audience.
- English language training to a targeted audience.
- Use of appropriate technology to communicate public affairs and English language messages (e.g. newsletter, magazine and radios)
- Ability to access schools and communities in remote locations to provide public awareness and language training.
- Demonstration of results based on a small and targeted budget.

KGI management also faced several challenges in the implementation of elements of the activity. Key challenges included:

- Wide geographical spread of target audiences meant it was not possible to regularly visit and follow-up on progress and impacts.
- Lack of formal partners and defined position within AusAID/Australian Embassy meant KGI was sometimes underutilised.

- An M&E system focused primarily on outputs that did not translate into significant outcomes.
- Relatively small budget constrained some activity components and activities (i.e. more in depth M&E)

Recommendations are divided into two parts. The first are recommendations for a future public affairs/diplomacy program and the second are for potential extensions to a KGI program. For public affairs/diplomacy:

- English language training and development to be considered a key part of future public affairs/diplomacy programs.
- Continue to utilise public affairs to promote the Australian Aid program generally, particularly the emergence of the new ESSP.
- Clearly define target audiences and relevant messages (i.e. KGI to focus on young people and schools and Embassy to focus on opinion leaders)
- Public affairs to maintain the use of cost-effective appropriate technologies in communicating messages to target audiences (i.e. magazines)
- Build in strengthened coordination and communication mechanisms between AusAID and Australian Embassy around public affairs/diplomacy approaches.
- Develop, where appropriate, appropriate tools and methods to collect information around perceptions of Australia and the aid program through KGI to complement and feed into existing perception studies.
- Strengthen existing local partner networks (Component 3) to contribute and communicate public affairs messages, particularly in remote and isolated locations.

For an extension of KGI:

- Program focus to remain on public affairs with a defined English language (i.e. education) objective.
- Greater focus on strengthening and maintaining partner networks to complement strong focus on individuals (i.e. students and teachers).
- M&E for KGI to be refined to include a greater focus on outcomes while continuing to collect and report on key outputs.
- Appropriate M&E tools representing both qualitative and quantitative approaches to be developed to capture more outcome related information.
- National M&E adviser added to management team to support recommended improvements to M&E system.
- Budget support could increase without significant changes to current scope and management.
- Incorporate lessons learned into future implementation and management and provide analysis on how lessons are contributing to improved outcomes.
- More robust approaches developed to improve gender and sustainability considerations.
- Consider management arrangements and possible 'succession planning' options if the current model is followed.

# 1. Introduction

## 1.1 Activity Background

Kang Guru Indonesia (KGI), formerly known as Kang Guru Radio English, was established in 1989 with the agreement of the Government of Indonesia (GoI). The program has been managed since its beginning by the Indonesia Australia Language Foundation (IALF). A second phase of the program was commenced in 2005 as a result of a program review conducted in 2004, which resulted in the refinement of program objectives and the development of a structured Monitoring and Evaluation (M&E) system.

The KGI program has the goal *'to contribute positively to Australia and Indonesia's bilateral relationship'*. The main categories of expected impact for KGI were on:

- The bilateral relationship focusing on knowledge of Australia and the Australia Indonesia Partnership (AIP);
- English language teaching practices;
- Levels of English language proficiency for individuals; and
- Sustainability of English Language networks and use of KGI materials and resources.

The KGI program has four distinct components with associated outcomes:

- Component 1: KGI and Public Affairs – *"Indonesian audiences have an informed knowledge about modern Australia and the Australian Aid Program."*
- Component 2: KGI and English Language Development – *"English language teachers with improved teaching skills and better resources."*
- Component 3: KGI and Partner Capacity Support – *"Partner networks with an enhanced capacity to utilise KGI resources and support services."*
- Component 4: Project Management – *"A well managed project, successfully completed."*

A KGI review report in 2007 identified that KGI components align with the AusAID Public Diplomacy Strategy (2007) and the Indonesia Education Program Strategy 2007-2012 (2006). All strategies mention English language development.

The policy for Australian Development Assistance in Education (2007) indicates that English language policy direction within the Asia-Pacific region will focus on strengthening English language skill levels through the teaching of English in schools and by supporting English language initiatives through informal education tools such as the media.

Specifically for Indonesia the focus for English language development will be at the policy level, to build institutional capacity in curriculum materials and pedagogy, including a cadre of able teacher trainers.

From the Activity Completion Report (ACR) it is clear that KGI is currently working in a number of these areas—media, English curriculum materials and teacher training. KGI is involved in developing skills in English teachers and promoting higher level skills in listening and speaking English through its school clubs, broadcasts and recordings.



KGI also uses English language teaching and learning as a public diplomacy mechanism to promote the Australia-Indonesia relationship by providing information about Australia to an Indonesian audience. A wide range of outputs and products have been produced by KGI to communicate both English language and public affairs and diplomacy information including: radio broadcasts, magazines and newsletters, a web and Facebook internet site, podcasts, English language teacher resource kits and English language teacher training workshops.

## 1.2 Evaluation Objectives and Questions

The Australian Agency for International Development (AusAID) commissioned an independent completion review (known as an ICR) to assess KGI's achievement against key objectives outlined in the 2005-2011 M&E Plan. The evaluation was requested to review what had the program achieved, what worked, what did not, and why. The evaluation was expected to provide important lessons to inform the development and implementation of the next phase of Australia's support to the education sector in Indonesia through the new Education Partnership, part of the broader Education Sector Support Program (ESSP), a joint initiative with the European Union (EU) and GoI. The findings and lessons learned from the ICR will be particularly relevant for the visibility outreach services that will be provided as part of the ongoing Partnership.

An ICR is also necessary given the long running nature of the program through which AusAID has made a substantial investment with approximately AUD4.3million spent over the past five years.

The ICR assessed overall program performance, focussing on the following key questions:

- **Relevance** – What was KGI's contribution to Australia's broader aid program and people to people linkages? Was the balance right between activities delivered against public diplomacy and education development target outcomes?
- **Effectiveness** – have KGI's program objectives been achieved? To what extent have KGI activities achieved target outcomes? Is there clear alignment between program activities and target outcomes? What was the quality of key outputs delivered by the program? In particular, the quality of the teaching and learning materials produced by the program.
- **Monitoring and Evaluation** – Was KGI's M&E system sufficiently robust to gather evidence of the program's effectiveness? Is there evidence to show that target outcomes have been achieved?
- **Lessons Learned** – what lessons from KGI can be learned and applied to inform the public diplomacy and outreach work planned under the Education Partnership?

## 1.3 Evaluation Scope and Methods

The evaluation utilised a rapid mix-method approach. This involved a mix of evaluation methods (documents analysis, phone and face-to-face interviews and group discussions) in a relatively short period of time. An Evaluation Plan (EP) was designed at the commencement of the study and refined through consultations with AusAID staff. A copy of the EP is included as Attachment 1.

The approach was considered appropriate for this ICR given the time allocated for the study, the geographical spread of the stakeholders and the type of information to be collected.

The document analysis included a review and analysis of the KGI key documents namely KGI proposal, KGI M&E Plan, KGI strategic framework, KGI M&E Performance Report, and KGI Activity Completion Report (ACR). The verification of results through the ICR drew upon the findings outlined primarily in the ACR. Other documents reviewed included the AusAID community perception survey and Quality at Implementation (QAI) report.

A semi-structured interview was designed to collect data and information against the evaluation questions outlined above. The interview questions were slightly adjusted for each target group, as a consistent set of questions could not be applied due to the wide variety of stakeholders involved (e.g. the former Ambassador to Indonesia has a different involvement to the program than a former student utilising KGI resources). A total of 30 people were interviewed as part of the study. A copy of the list of people consulted is included as Attachment 2.

The data collection process occurred over a two-week period from 18 April to 3 May 2011.

The limitation of the study was the large numbers of people who have been directly and indirectly involved over the past 5-years so there were challenges in identifying a suitable sample in terms of level of involvement and geographical location. The process was simplified with consultation with AusAID and KGI and agreement reached on the type and number of people to include in the study.

Phone interviews are also challenging as it is difficult to assess people's emotions and interactions. Timings to schedule interviews were often delayed as people were busy and schedules had to change.

The initial EP outlined that *Dinas Pendidikan* would be consulted during the ICR process. This did not occur since interviews with KGI management revealed that they had limited contact with *Dinas Pendidikan* either in Denpasar and other districts within KGI working area. To reach effectiveness, KGI had decided to focus their work on teacher working groups (MGMP) instead. However, it must be noted that KGI does follow Dinas policy to updating teacher-training packages, which is in line with Gol curriculum policy.

The timeline for the study (12 days) was appropriate but more time would have been appreciated to perhaps survey additional stakeholders and to accommodate changes to the original interview schedule.

#### **1.4 Evaluation Team**

The team consisted of Ms Erlinda Ekaputri and Mr Ty Morrissey. Both team members are Monitoring and Evaluation Specialists who have worked together in Indonesia for the past two years. The combination of a male and female and a fluent Bahasa speaker enabled interviews to be disaggregated and allocated according to language skill.

## **2. Evaluation Findings**

The ICR focuses on four key assessment areas – relevance, effectiveness, M&E and lessons learned. Overall the ICR process (through a review of the KGI key documents and interviews) revealed that KGI is a well-regarded program that meets a defined need with a minimal investment of resources and at minimal risk to AusAID and key stakeholders. A selection of key findings is presented below and will be discussed further in relevant sections.

### ***KGI is a unique model***

A series of consultations with key stakeholders and documents analysis revealed that KGI is a unique program that doesn't fit a traditional 'development program' model. This is not to say that KGI doesn't have a development objective, it does, however the unique combination of public affairs and education approaches means that KGI needs to be treated a little differently to AusAID's broader portfolio of development programs. The opinion of the ICR team based on review of key documents and consultations is that KGI is a public affairs program with English language as a 'means to an end' to achieve this ultimate outcome.

### ***Identifying target audiences***

This focus on public affairs also necessitates a need for KGI to identify its target audience and also how to 'brand' perceptions about Australia and how best AEAPA and more broadly AEDPA can use the 'access to communities and students' that KGI offers. It is therefore imperative that AusAID define the audience KGI needs to reach and what message needs to be communicated and how this will be done. The review revealed that there was not any serious attention from AusAID given into this area.

### ***Current and ongoing management***

The combination of public affairs and English language training also highlights issues of ownership and management and where such a program should sit as part of existing engagements. The Terms of Reference (ToR) mentions using the lessons learned from KGI to inform AusAID about potential linkages with the ESSP into the future. The review team believe that the complete integration of KGI into ESSP in the future is not warranted since it isn't clear if ESSP reflects the large public affairs program currently managed and operated through the AusAID (AEAPA). The key conclusion to be drawn is that KGI should remain under the management of AusAID but more formal communication structures and linkages established between AEAPA and AEDPA to coordinate targeting, use of information and presentation of results. Both stakeholders would benefit significantly though improved coordination and collaboration of resources.

### ***Monitoring and Evaluation***

M&E is a significant component of all AusAID funded activities and this also applies to the KGI approach. M&E systems for KGI have been enhanced since 2005 with the defining of 'development' objectives and creation of a M&E structure and logic. Due to existing resource constraints and focus, M&E to date for KGI is primarily limited to 'output' level reporting. There is significant opportunity, with limited additional resource requirements to upgrade a focus on outcome reporting through the use of qualitative and quantitative tools.

KGI is a well-managed program. The consistency of having the IALF involved for the past 20-years has produced significant results, primarily in developing relationships, establishing a consistent approach and being acutely aware of the needs of students and teachers across

Indonesia with regards to English language and through that how best to present Australia. It is obvious that KGI is driven by strong personalities and this engagement contributes to KGI's unique and innovative approach. The personalities contribute positively towards the success of KGI, however need to be carefully managed and planned. For the future there could be some succession planning aimed to develop the capacity of a 'leadership team' to broaden experience and provide opportunities for individuals to take greater responsibilities. Additional resources and support will be required for this.

## 2.1 Relevance

### 2.1.1 Contribution to the broader aid program

KGI has made a positive contribution to Australia's broader aid program. The ACR concluded that the program has had a positive impact in teaching English and improving perceptions of Australia in a cost effective manner. Consultations with teachers and students supported this conclusion in revealing they have better understanding and awareness about the Australian aid program and Australian culture generally. The consultations also supported the finding that KGI has also made a positive contribution to English language teaching and learning. Interviews with teachers found that they felt better resourced to undertake English class by having KGI teaching packages, primarily for improving skills in listening and speaking. This finding is also in line with the AusAID Indonesian Education Portfolio Strategic Review in 2006: *KGI resources are intended to enhance and "work alongside" the curriculum, but the overall shortage of curriculum-related resources means that the KGI materials are often the only resources for developing skills in listening and speaking that are available to teachers.* As an English teacher during the ICR said:

***They (KGI materials) really help because teachers often experiencing difficulty in finding interesting teaching materials, especially for listening. Furthermore the provided materials are always squared with currently applied curriculum since they were always updated by KGI. It seems impossible for us to find this kind of material, which is interesting yet suited with current curriculum. (Key respondent, Lombok)***

Despite the positive contribution it has made, KGI (and AusAID) face a challenge to clearly define the focus of KGI moving forward – i.e. is it a public affairs or an English language program.

### 2.1.2 Alignment between public diplomacy and English language

Ultimately it doesn't really matter if it is one or the other but there are implications around M&E and resourcing the structure when the focus of KGI is not clearly defined. Evidence from interviews revealed that management stakeholders (AusAID, Australian Embassy, KGI management) perceived KGI as a public affairs program with an English language component. In consultations with teachers and students, the opposite was found in that the perception was that KGI is an English language program that ***'tells us about Australia.'*** A former student stated that:

***'I see it (KGI) as a media to learning English and not for publicising AusAID programs.'*** (Key respondent, Jakarta)

The conclusion to be drawn from the findings in the ACR combined with the interview process with stakeholders is that KGI is a ***public affairs program with English language***

**training as a ‘means to an end’ to achieve that ultimate outcome.** Once the KGI program is ‘defined’ it enables resources to be allocated and for management to better target approaches and define an appropriate M&E framework.

A key feature of KGI is the strong people-to-people linkages. There are numerous examples identified from existing documents (ACR) and through the interview process of what linkages have been established. Some pertinent comments made include:

***‘They don’t use a massive community approach in their media. It’s really people to people linkage. I think this is their peculiarity.’ (Key respondent, Jakarta)***

***‘Whenever KGI planned to hold events in this province, they would ask me to look for contact people on other districts in corresponding areas.’ (Key respondent, Sorong)***

KGI has established partnership with the English teachers working group (MGMP) instead of directly working with individual schools. This approach has enabled and encouraged teachers to work together and share knowledge and experience. KGI also supported an ongoing email exchange program for students (Indonesian and Australian students) but this activity was ceased due to uncertainty at the time over future KGI contract extensions.

In their media, KGI always raise individual profiles, such as key activities and initiatives currently being implemented by teachers. This approach aims to build confidence and also allow other teachers to identify possible linkages and utilise best practice.

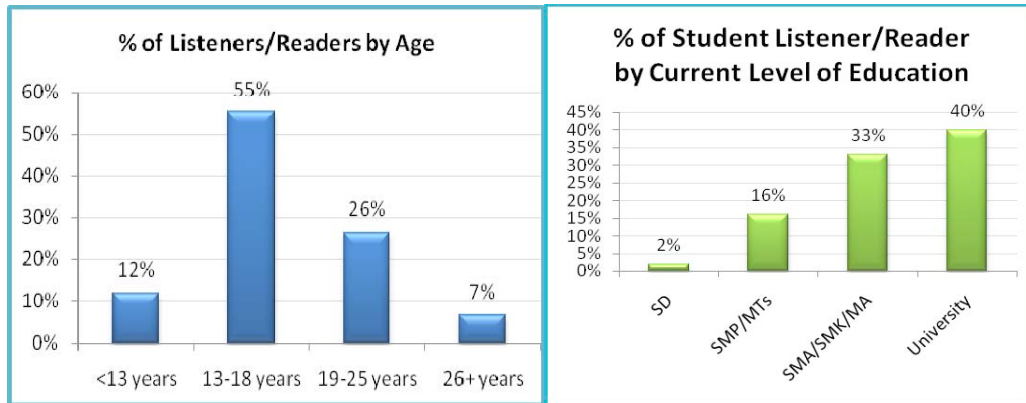
KGI has also established linkages for students in the region. This has been facilitated through the internet and Facebook. Technology has facilitated greater coordination among students. An interview with students in Bali found that:

***‘Yes, we are all joined in Facebook KGI page and through Facebook we also maintain friendship with children of the same age as we are in Australia, Malaysia, Japan, Taiwan, and Korea. We share stories about each culture at the same time we also enhance our English skills.’***

For teachers, there have been greater opportunities through KGI to engage with other teachers. There is evidence of greater sharing of resources, communicating on English language approaches and engagement with KGI on resources. Teachers report consistent engagement with KGI, primarily through email on resource needs and to assist in establishing linkages with teachers in other districts and provinces. The ACR does mention the use of mobile phone and SMS but the sample group consulted as part of the interviews did not rate or mention the use of SMS technology.

### **2.1.3 KGI audiences**

The audience for KGI is primarily young people and teachers. Diagram 1 and 2 from the ACR supports this finding:



**Diagram 1: KGI Listeners/Readers by age**

**Diagram 2: KGI Listeners/Readers by Education**

For future engagement this is where the audience should remain – both to promote English language training and for promoting Australian studies. The anecdotal evidence from the ACR combined with the findings from the interviews suggest that the KGI program has had a positive impact with a young audience in shifting their mindset and perceptions of Australia. People engaged with KGI tend to start in a school environment. Interview with KGI management noted:

***‘Some people in Islamic schools thought that Australia is such a strange country and hated Muslims. Through the workshop, radio program, and particularly the magazine, KGI have revised this misunderstanding.’***

With the segmentation of this audience, resources can be designed and targeted and appropriate messages can be developed. This provides both AusAID and the AEDPA with a unique opportunity to target messages and contribute to the broader public affairs program through AEDPA which tend to target opinion leaders and makers.

The interviews reveal that this targeted audience approach enables greater engagement and also provides opportunity to collect important data on community perceptions about AusAID and Australia generally. This focus would contribute greatly to future studies such as *Survey of Perceptions of the Indonesian Public and Leadership toward the Role and Activities of AusAID in Indonesia*. KGI offers access to these types of studies to collect and analyse important data, particularly from young people. In response, KGI could develop tools and data collection methods to contribute to such studies in the future.

#### **2.1.4 Use of appropriate technology**

The use of technology has been a key feature of the KGI program. Technology such as the radio and magazine is appropriate, cost effective and accessible in remote locations. The website is also provided for those who live in areas with internet access.

Surprisingly, the internet and Facebook remained less popular than the radio program and magazine. This highlights some pertinent issues – that many listeners and participants are involved in the program from remote locations, many do not have access to the internet, and that ‘physical resources’ such as newsletter and magazines can be carried and distributed to other readers.

***‘The magazine is the best medium to meet the needs of students in villages.’ (Key respondent, Jombang)***

The interviews revealed that the newsletter and magazine remain very popular and should not be changed in any future program. Feedbacks suggest that additional resources could be made to increase the presentation and style of the newsletter but no changes should be made to the 'simple' structure and language style.

***'The magazine has great impact on students in motivating them to read and write more in English.'* (Key respondent, Sorong)**

Some students were unhappy that the magazine was changed to a 'bulletin' style and format. The main concern was that students had to access the internet to get the 'full story' and internet access was not always readily available. ***'This becomes a great constraint due to the unavailable internet access.'*** An English teacher added ***'...since articles in bulletins are short and require us to visit the KGI website for further information. This is really making us down. I personally am not too interested in reading the KGI bulletin'***. (Key respondent, Jombang)

The radio program remains popular but some students and teachers indicated that the programs were not always convenient due to studies and social activities. In some places (where internet access was available) students found the convenience of accessing information in their own time more relevant.

The ICR team believe, based on the evidence outlined above and through the interviews, that the overall the balance between English language training and public diplomacy is sufficient. But in the future clear definition (i.e. public affairs and English language) should be made upfront so the program has a clear mandate and so objectives and data collection processes can be developed.

***'Public diplomacy activity has always been included in every English language learning activity. The teaching materials or other media we have are equipped with public diplomacy mission, which is to promote good stories about Australia. We are also using English events/workshops to promote Australia.'*** (Key respondent, Denpasar)

The use of technology is appropriate but AusAID should consider the styles and approaches that are preferred based on the evidence (i.e. audiences' opinion). As witnessed any change to existing formats is not a popular strategy. Interviews with teachers and some emails received by KGI indicated great disappointment with the transformation of the magazine into a bulletin.

### **2.1.5 Relevance Conclusions**

Overall the results from the ACR combined with the interviews reveal that the KGI program is relevant to the needs of its target audience. Interviews with current and former senior AusAID and Embassy representatives indicate that the KGI has had a positive impact in contributing broadly to the aid program and perceptions about Australia generally. The measurement of 'impact' of public affairs program remains challenging however there is scope through the clear definition of KGI's focus to develop appropriate tools to collect information to contribute to broader public affairs work into the future.

## **2.2 Effectiveness**

KGI has the stated purpose to promote the AIP and to contribute to the learning and teaching of English. Key indicators have been defined along with the establishment of KGI

M&E Framework in 2005. Based on KGI M&E Performance Report 2005-2009, the data collected showed that KGI performance against the M&E Framework indicators is satisfactory. Targets (in numbers) have either been achieved or exceeded. For instance, KGI have target set of 130 radio stations broadcasting each week. Current progression indicated that this target has been exceeded since KGI is currently working with 170 radio stations.

### **2.2.1 Achievement of Component Objectives**

KGI has four major components. The real focus to date has been on *Component 1 Public Affairs* and on *Component 2 English Language Development* with the support of *Component 4 Program Management*. There has been less focus on *Component 3 KGI Partner Support*.

The evidence suggests that objectives for Components 1, 2 and 4 have been achieved. These conclusions have been drawn both from document analysis (M&E Performance Report 2005-2009) and also a series of interviews. Interviews with beneficiaries revealed that teachers and students are better informed about Australian culture and the Australia Aid Program as a result of KGI provided media. Teachers also valued their improved teaching skills and better classroom resources. They have received their students' acknowledgement on more fun, attractive and enjoyable English learning. They also have noted an enhanced enthusiasm amongst their students which is important as 'entry point' to learn more about English.

Component 3 has progressed but there is limited evidence available from the ICR to make firm conclusions on overall achievements. In KGI logical framework, Component 3 should be achieved through KGI activities in establishing KGI connection club network, KGI presenter networks, KGI champions, and establishing relationship with P4TK Bahasa and Dinas/MGMP. Although this evaluation noted that KGI had facilitated the establishment of English clubs in schools in 2002, but the team could not find strong evidence on whether the connection club has sustained. None of the respondents interviewed had been facilitated by KGI to form an English club within their schools.

None of respondents interviewed mentioned KGI presenter networks. One achievement noted is KGI champions. KGI promoted their program through their network called 'Champions'. These 'Champions' are the persons who love KGI and willingly to work voluntarily to support KGI activities. Currently KGI have 7 champions spread in outback areas. These champions help KGI to organize workshops, look for more radio stations to work with to broadcast KGI program for free, etc. KGI gave them very small funds for operational costs. The champion approach is considered effective in helping KGI to spread out their program since they are local people. And in terms of sustainability, the champions are likely to sustain since many of them currently working in English development area.

KGI do not form any formal partnership with *Dinas Pendidikan*. KGI chose to work through MGMP (teacher working group) where they will link KGI to *Dinas*. Based on interviews with KGI management, they found that working through MGMP is proved to be much more effective than working directly with *Dinas Pendidikan*. It is the best approach since it will stimulate the teachers to share and demonstrate one's ability to others. *Dinas*, to some extent, never really express their interests of what KGI is doing. *Dinas* role is only to sign off a certificate given for workshop participants whereas teachers will need this certificate for their teaching career development.



Overall the ICR team can confidently say that objectives for Component 1 and 2 have been achieved but it also reveals that more effort could be invested to collect more relevant data at the outcome level to draw improved results-based conclusions. Evidence for the achievement of Component 3 is less clear. Although activity has occurred the ACR does not provide enough information to suggest partner networks have been strengthened. The interviews confirm that the activity has been ad hoc and of limited impact.

### **2.2.2 Engagement with other AusAID Programs**

Due to KGI relationship with other AusAID programs, interviews revealed that some activity had occurred but the focus of the ICR did not focus on institutional arrangements and the evidence in the ACR was inconclusive. This is not to suggest that no activity did occur but rather the evidence was not available to draw firm conclusions.

There are two examples of how KGI supported and engaged with other AusAID programs:

- KGI helped to promote other AusAID education activities through their media as one senior advisor in Learning Assistance Program for Islamic Schools (LAPIS) stated: *'as a result of this, there are many proposals coming from Islamic schools all over Indonesia asking assistance and information on how to be involved with our program.'*
- KGI provided low-cost English training. A LAPIS advisor indicated *'the rationale of KGI involvement in our programs because our program (LAPIS) has limitations while demand for English language training and support is very high. KGI training has been very low cost, so we can facilitate the school to have training whenever there is a request.'*
- Evidence can also be sourced from Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) program and the use of KGI District Coordinators – an effective use of resources and evidence of partnership. KGI has assisted the BRIDGE Program by facilitating pre-departure training (English and Australian culture) for Indonesian teachers sent to Australia.

### **2.2.3 Effectiveness of English Language training**

There are strong linkages between participants of KGI and awarding of Australian Development Scholarships (ADS). Of the students interviewed, over 80% had either participated in ADS or know of someone close to them who had studied in Australia. This is a significant achievement as many had their first exposure to English through the KGI magazine, newsletter and/or radio program.

Five students were consulted during a group discussion in Bali. The results from this discussion were consistent with other phone interviews in that KGI has been able to make English classes more fun. This is because English learning, through KGI, has become more interactive and gives more attention to individual student's needs (student centred and not teacher centred). Students stated that:

***'We love the KGI magazines. We think it is exceptional. The magazine has given us great benefits, such as extending our vocabularies and additional knowledge of idioms...the existence of the program has helped extend our knowledge and perception of English.'***

***'Without KGI material, we were sure the English lesson would become quite boring. We would only learn the structures without knowing the local culture where English is used.'***

Some teachers have attributed growth in professional development as a result of KGI. All teachers interviewed indicated they have gained valuable recognition as a result of their English language training in the classroom. As one teacher stated:

***'I never imagined that I could be as I am now. I was only an ordinary pesantren teacher...now I have connections in Ministry of Religious Affairs and KGI introduced me to the LAPIS program. Now I am not only actively involved in English skill improvement, but I also expanded my contribution to the improvement of the English education system.'***

Student's perceptions of teachers also improved. ***'The knowledge teachers gained through KGI workshops was remarkable. They taught English in a fun and practical way. They now use games.'*** Interestingly, the student who provided this quote has now become a teacher himself and is in contact with KGI to provide resources for his own class.

The most important aspect from the study is that teacher's now have a new and improved mindset towards students and learning. Not all this change can be attributed solely to KGI, but it is important to note that the teacher training and resource packs have contributed towards increased teacher motivation. Teachers mentioned that they no longer focus on finding fault with students, which in the past has made English difficult and limited participation and enjoyment.

Overall what works well on KGI are initiatives and activities that are low-cost, targeted and meet a defined need. In summary, what has worked well from the results of the interviews include:

- The magazine, newsletter and radio program
- Teaching resource packs that are applicable to teaching needs and are in line with prevailing curriculum.
- Teacher training workshops
- Face to face engagement and enthusiasm from KGI management (i.e. getting out to the field and schools and talking with people).

The magazine, newsletter and radio program are successful because of the simple messages they promote, the access and reach they provide and their ability to engage with students and teachers. The teaching resource packs are successful because they fill a gap in that teacher's receive limited support from GoI for English language training and applicable materials. Importantly, as mentioned, the teaching packs are aligned to the current curriculum. The training workshops have enabled interaction and sharing of ideas and approaches. The evidence from the ACR and verified through interviews is that these 'products' are well regarded, used and appreciated

#### **2.2.4 Effectiveness of Access and Awareness**

KGI is very effective at providing access to communities and individuals that other AusAID programs and Australian Embassy awareness activities do not reach. This access presents a unique opportunity for improved communication and coordination between AusAID and the Embassy. The former Australian Ambassador to Indonesia has stated that *'if KGI didn't exist, there would be a gap.'* In terms of access, KGI can provide resources and materials that otherwise would not be accessed due to cost and coverage. All teachers interviewed stated *'Without this program we would have no place else to acquire such good English materials.'*

Ongoing support and advice through email is critical and represents an ongoing investment to support continued access.

There is an opportunity for AusAID, KGI and the Australian Embassy to further discuss formal arrangements to coordinate and communicate ways to take advantage of this access. At present KGI appears to be used in an ad hoc way and there is limited connection with the broader AusAID and Australian Embassy public affairs program.

Despite limited formal coordination, KGI has been very effective in promoting awareness about Australian studies, society and culture. However results from the interviews suggest this communication tends to be one way (i.e. Australia to Indonesia). There is great scope to present Indonesia to Australia and this could occur through existing structures and approaches. The Indonesia Youth Exchange, Muslim Exchange Program and BRIDGE have established systems and structures and provide a vehicle to promote to Australia more information about Indonesian youth and the aid program generally. The process could occur through the Australian Embassy's current program and also through AusAID's BRIDGE program where considerable partnerships have been established with Australian schools. This is another area for formal coordination and communication.

### **2.2.5 Management effectiveness**

Effectiveness has been limited to some degree by the long time period where KGI did not have a formal structure and approach. Since 2005 with the implementation of a more structured approach and objectives, it has become easier to assess levels of performance. There have also been periods of uncertainty where KGI was offered contract extensions of a short duration. This uncertainty makes it challenging for KGI management to plan to far in advance.

In terms of AusAID management and oversight, the process could be strengthened and enhanced. To date management from AusAID has been sound but effectiveness has been hampered by considerations on how best to maximise and utilise KGI resources and how to disseminate results. Interviews with the Australian Embassy also reveal that they would like to use KGI more effectively. A solution would be maintain the day –to-day management of KGI under AusAID but appoint a representative with close relations to both AusAID and the Embassy to oversee KGI. This is an internal management decision but for KGI to maintain its unique approach and differentiation of the 'education sector' per se, an independent and non-development person may be an ideal candidate.

## **2.3. Efficiency**

Efficiency was not included as part of the ICR ToR however there are some pertinent points that need to be raised to support findings from relevance and effectiveness.

### **2.3.1 Efficient use of time and resources**

Comments in the ACR combined with the findings from the interview process highlight that the KGI program is well received and has had positive impacts on improvements in English language and a contributor to increased awareness and perceptions of Australia. KGI operates on a relatively small overall budget and although a formal cost benefit analysis has not been completed, the anecdotal evidence is that the program has achieved significant

‘value for money’ in terms of scope and reach. KGI management demonstrate efficiency in maintaining a continuous work program with the limited budget.

The ACR provides a comprehensive breakdown of budget expenditure. In summary, 40% of costs are associated with personnel (including technical assistance), 18% for media production and distribution, 7% for development activities, 4% for travel costs, 3% for promotional costs, and 13% and 15% for administration costs and management fees respectively.

The ICR is unable to make a comparative analysis with other AusAID programs but the information available suggests that the budget has been well used and targeted to specific defined objectives and components. As indicated earlier, the uncertainty around future engagement due to short-term contract extensions has had some impacts on efficiency, as management have been unable at times to plan too far in advance.

From a staffing perspective, KGI management through the interviews have indicated they are well resourced and have appropriate levels of staff in key positions. Importantly key management staff have been in current positions for extended periods of time, which support consistency and stability.

### **2.3.2 Efficiency of Risk Management**

KGI does have a risk management plan. The ACR narrative does not cover risk in detail but does provide an updated risk management matrix as an Annex. The matrix covers organisational and political/economic elements. The matrix highlights these risks as major potential deterrents to achieving key objectives. The risks at the organisational level are relevant however the political risks are quite high-level. It may have been helpful to identify some of the ‘micro-level’ political aspects that would have an immediate and more tangible impact upon KGI day-to-day management. Two examples could include – management of partner networks and linkages with Dinas.

The view of the ICR is that risk management has been considered but moving forward it would be helpful to consider broader elements of risk including (social, technical and management) and identify more specific elements relevant to day-to-day management and operations. This would build on and complement the existing focus of risk and provide a more appropriate balance and consideration of risk.

## **2.4 Monitoring and Evaluation**

### **2.4.1 Is the M&E system robust?**

The M&E system for KGI was developed in 2005. A desk review of the M&E Framework suggested that the logic was sound and the structure and hierarchy of objectives was consistent. The data collected to date presents evidence that KGI is progressing towards its objectives and the quality of outputs/products delivered has been of a high quality.

Unfortunately, given the valuable and varied data available, the M&E framework has primarily centred on outputs. This is not to suggest that the M&E system or approach has failed but rather there has not been sufficient time or resources allocated to undertake in-depth studies and research.

KGI management have indicated that M&E has been a challenge for the program. The key message is that AusAID have attempted to treat KGI as a *real* education development program. This application tends to ignore other contributions KGI makes and places too much focus for M&E on one component of the program (Component 2).

While the M&E system demonstrates achievement of outputs, there is a gap in that outcome level data and information has not been presented sufficiently or at a level of detail expected for a program of this kind. The interview process suggests that outcome level information is available but a review of the ACR does not capture nor cover these findings in detail. There is a small section in the ACR allocated to 'outcomes' but this is insufficient to make definitive conclusions.

The M&E system for KGI would be considerably enhanced (once the program has a defined objective – public affairs with an education/development approach) by developing agreed outcomes and mapping out a clear strategy to measure results at this level. The evidence and data is there and available. Box 1 provides an interesting evidence base.

Consultations with KGI management and advisers revealed that the current objectives were **relevant but not 'clearly defined.'** This is primarily a result of an unclear idea around how best to define and categorise KGI within the broader AusAID program. This uncertainty has contributed to some KGI objectives and outcomes being ill defined. This potentially leads to a situation where relevant data is not collected and the data currently being collected tends to focus at the output level.

*KGI visited a school in a remote area of Arui Maluku where we were royally greeted. We were amazed seeing children that were speaking English fluently. The teacher told us that she had to walk ten kilometres to fetch the training materials and magazines we had sent through. Since they couldn't afford English books, our materials were valuable for them.*

**Box 1: Example Outcome Evidence Currently**

With clarity provided on objectives and approach, a better M&E system could be defined. One that recognises the current data collection methods and approaches but adds a complimentary approach above that centres on collecting data around knowledge, awareness and application of English language and also perceptions of the aid program and Australia more generally.

#### 2.4.2 M&E Moving Forward

It is recommended that a mix of qualitative and quantitative tools be developed into a future KGI. The proposed strategy is cost effective and does not represent a significant increase in budget. Some suggested considerations could include:

- A sample selection of schools to collect baseline information on teachers and students current perceptions of Australia and standard of English.
- Introduction of Most Significant Change (MSC) methodology for a sample of teachers and students to assess and track their knowledge, awareness and application of English language. In other words, what have they learned, how are they applying it and what have been the results.

- Perception surveys could be developed for awareness of the Australian aid program and Australia generally. These could be simple one-page questionnaires that complement existing data collection approaches used by the Australian Embassy and feed into broader *Perception Study Reports* commissioned periodically by AusAID.
- A broader survey process could also be applied to radio listeners on their perceptions of quality and also information being communicated. Importantly the survey will also enable more data to be collected on the numbers, age, gender and location of listeners.

Overall the suggested changes need to be considered in light of resource availability and appropriateness for a program that is of a small scale and size. The high-level outcome data collection would ideally occur on an annual basis but at different times of the year to minimise increased workloads.

International technical assistance should be sought initially to develop the overall framework and associated tools in partnership with a National Adviser/Consultant. Should resources be available, a national M&E representative could be included as part of the KGI team to provide ongoing monitoring and oversight of data and information. This is a cost effective approach and provides an ongoing point of reference.

## **2.5 Lessons Learned**

The ICR did not analyse lessons learned in detail but reviewed the results from the lessons learned workshop conducted in 2009 and verified some key lessons as part of the consultation process. Results from interviews and consultations did verify key lessons to support the findings from the 2009 workshop. There were five key lessons that the ICR team deemed as important moving forward.

### **2.5.1 KGI Management**

From a management perspective there are two key lessons. The first is to remove uncertainty by offering short-term contracts and extensions. This approach has reduced longer term strategic planning and created uncertainty over future directions and funding. A long-term contractual commitment is required to build trust and confidence.

Complimenting this adjustment in contracts is a need for detailed succession planning. The purpose is to enhance the current leadership group to promote sustainability and capacity into the longer term. A reduced reliance on one or two key individuals is good management and would contribute to ongoing results and impacts.

### **2.5.2 Appropriate Technology**

The use of simple and appropriate technologies has been a critical success factor. The lessons learned workshop and ACR also identified this lesson and it was verified through the ICR process. Technologies such as the radio, newsletter and magazine are cost effective and have high impact. The ACR also noted the importance of having a number of modalities to reach target audiences. However the modalities need to be targeted. For example, internet access is limited in remote locations so reliance on that medium is limited. Differentiation in the use of technology needs to be considered.

### **2.5.3 Monitoring and Evaluation**

As mentioned already, KGI would be significantly enhanced through a clear definition of its role and alignment to expected outcomes. This definition and alignment of public affairs will provide clarity to management and assist in defining objectives and through that, M&E more generally.

In supporting M&E there needs to be a greater focus in the definition of outcomes and clear objectives. At present M&E is focused too much at output level and whilst this provides adequate data to demonstrate progress, it does not cover adequately changes in perception, capacity or impact.

The collection of targeted baseline information would also complement the collection of higher-level outcome data and information. Baseline information should be targeted and defined, as there is potential for impact to be reduced by the collection of broad and varied data, which is not relevant in measuring performance and change.

### **2.5.4 Capacity Support for Partners**

Working with partners is a key element in promoting public affairs and English language. As already stated in the report, results for Component 3 have not been entirely met. A key lesson is that KGI needs to identify partners who require capacity support and identify areas for engagement. The ACR identified 'Champions' and 'MGMP' as key partners moving forward. Working with these groups is consistent with KGI's focus on working with young people and teachers at the local level and enhances their 'access' advantages.

Another area for engagement is with other AusAID programs. Evidence from interviews demonstrates good linkages with BRIDGE and LAPIS. Working with these partners enables KGI to leverage its communication tools (magazine and newsletters) and offers potential to provide 'two-way communication' between Australia and Indonesia, thus addressing the current situation where communication tends to be one-way (Australia to Indonesia).

### **2.5.5 AusAID management**

The key theme and lesson is not to change a program that is having an obvious impact and is meeting a defined need. Any significant change to the program could potentially result in losing access, losing participants and listeners and change the relevance of the program to the lives of participants (i.e. teacher and students). The only significant change should be to increase budget and resources to continue the program and increase scope and coverage.

## **3. Sustainability**

Unfortunately, the KGI program at present is not sustainable. The ACR does not provide detailed discussion of sustainability and only refers briefly to networks, teaching materials and increased awareness. The ICR concludes that if funding was to stop, then the radio program would not operate, training materials and resources such as the magazine and newsletter would not be distributed and the partner network may cease. However this simple conclusion does not recognise the invaluable contribution the program has made towards improved English and changing perceptions of Australia as outlined in the ACR. Teachers have indicated that they would continue to use the teaching packs due to the

limitation of other English language resources and because they are interesting and in line with the current curriculum. These aspects are acutely sustainable.

The conclusion to be drawn is that some outputs would continue if KGI were to end. As mentioned, teaching packs would continue to be used but communication tools such as the radio program, newsletter and magazine would cease to be distributed unless they are linked with another program. It could be concluded that improved perceptions about Australia would remain and students who have learned English would continue to apply and use the language, however these would need to be assessed more definitively.

It is for this reason that the program should not be treated solely as a development program. KGI contributes many intangibles (access, awareness etc.) to the Australian Aid program and establishes strong linkages with people and communities that other programs tend to achieve as easily. Given that KGI is a unique program, sustainability considerations need to be realistic. A focus on measuring 'outcomes' such as perceptions of Australia and use of English would provide further evidence that the program has had an impact and is sustainable.

The realignment of the M&E system will assist this process and enable improved targeting, selection and reporting of improvements, impacts and change at the individual level and will provide the body of evidence that while the program in itself may not be sustainable, that the results it produces, certainly are.

#### **4. Gender Equality**

Gender is not a key focus of the program but this does not suggest gender is not considered nor recognised as important. The ACR indicates that KGI as used AusAID's gender policy areas in 'all relevant areas of activities and outreach'. The M&E system to date does disaggregate data by gender but what the information is used for is unclear. For example, magazines and newsletters are not modified according to gender or the specific gender needs of a particular group or community. However, interviews revealed that KGI through their media always equally present boys and girls. Although ***'it just happened, not something that we consciously considered'*** (Key respondent, Denpasar)

Observations of the materials used (newsletters, magazine, teaching packs etc.) represent gender issues well, in that messages are communicated to both males and females. However when questioned, the sample group was unable to provide in-depth comments neither about gender approaches nor applicability to their experiences. Therefore the conclusion drawn is that gender considerations could be strengthened.

Moving forward KGI should ensure all messages and communications are gender sensitive and aware and workshops actively promote the engagement of female students and teachers. Gender is a critical component of the Aid Program and an increased profile for gender needs to be considered, particularly in light of the messages being communicated and involvement in training and partner networks. Liaison with AusAID and the Australian Embassy would also assist in ensuring messages are consistent and in accordance with agreed policy and strategy.



## 5. Evaluation Criteria Ratings

The criteria ratings provided below are made on the basis of the review of KGI documents and reports, the interview process with key stakeholders and the analysis of the ICR review team. The ratings are the opinions of the review team solely and are not reflective of any external perceptions or guidance.

Evaluation Criteria	Rating (1-6)
Relevance	5
Effectiveness	5
Efficiency	3
Monitoring and Evaluation	3
Sustainability	3
Gender Equality	3

### Rating scale:

Satisfactory		Less than satisfactory	
6	Very high quality	3	Less than adequate quality
5	Good quality	2	Poor quality
4	Adequate quality	1	Very poor quality

## 6. Conclusion and Recommendations

### 6.1 Conclusions

The document review and interview process reveal, based on evidence, that the KGI program is a well regarded, targeted and an effective program. The program has been able to demonstrate strong people-to-people linkages both within Indonesia and with stakeholders in the region at minimal cost and risk to AusAID and the Australian Embassy more generally.

In terms of relevance it is imperative moving forward that a clear definition of the program is made. The ICR concludes with the finding that the program is a public affairs program with English language as a key 'means' to achieve that outcome. Perceptions of the program do vary depending on level of involvement and understanding. What is consistent is the appreciation of what the program does to promote English language, raise awareness of Australia and promote linkages and partnerships.

The program doesn't fit traditional development 'models' and the program cannot be treated in that sense moving forward. The current structure has demonstrated a level of impact and effectiveness so there is no need to change the fundamental approach, however it would be helpful, as mentioned, to define the program clearly and develop an associated logic of objectives and indicators. For AusAID purposes, a development objective for English language can be maintained but broader recognition should be made of what the public affairs component contributes to the development program more generally.

The Australian Embassy has a large and high profile public affairs unit (i.e. DFAT). KGI needs to ensure it aligns closely to the needs to the Embassy and is part of the communication and engagement program currently being implemented. KGI needs to recognise that it is part of a broader program of engagement and while quite distinct, is not completely independent.

As a result, the program should remain under the management and guidance of AusAID. However there needs to be greater coordination between Public Affairs Unit of AusAID and Public Affairs Unit of Australian Embassy on how best to use KGI in terms of communicating and receiving messages. Public Affairs Unit of AusAID that placed in Embassy Office would be an ideal and logical position through which to coordinate and manage the program. This approach would raise the profile of both stakeholders and assist in communicating and disseminating results.

Communicating results would be enhanced through a strengthened M&E framework (with clearly defined objectives) that retains the focus on outputs but introduces a logic flow of information around outcomes. The revised framework would use a mix of qualitative and quantitative tools but seek to support the current focus on individual impacts and changes around knowledge awareness and application. Underpinning the raised profile of M&E, a national M&E consultant could be engaged on the program

The current KGI management structure should be maintained but effort made to introduce succession planning and developing a leadership group in IALF to eventually replace current manages at an appropriate time. For 'branding' and representation purposes, the Project Manager role should be retained at all times by an Australian. This helps raise awareness about Australia but promotes Australian identity as well.

Additional budget and resources could be made available to support ongoing implementation and management. A detailed costing needs to be prepared but it is the opinion of the ICR team that the budget could be increased without placing too much pressure on existing structures. The additional budget could be used to increase the scope and reach of KGI and be used to provide additional teaching packs and also strengthen existing partner networks. Resources will also need to be set aside for more M&E and associated staffing resources outlined above.

## **6.2 Recommendations**

The following recommendations are made on the basis of evidence and the opinions of the ICR team following analysis and review. The recommendations include:

Recommendations for Public Affairs Program:

- English language training and development to be considered a key part of future public affairs/diplomacy programs.
- Continue to utilise public affairs to promote the Australian Aid program generally, particularly the emergence of the new ESSP.
- Clearly define target audiences and relevant messages (i.e. KGI to focus on young people and schools and Embassy to focus on opinion leaders)
- Public affairs to maintain the use of cost-effective appropriate technologies in communicating messages to target audiences (i.e. magazines)
- Build in strengthened coordination and communication mechanisms between AusAID and Australian Embassy around public affairs/diplomacy approaches.
- Develop, where appropriate, appropriate tools and methods to collect information around perceptions of Australia and the aid program through KGI to complement and feed into existing perception studies.
- Strengthen existing local partner networks (Component 3) to contribute and communicate public affairs messages, particularly in remote and isolated locations.

For an extension of KGI:

- Program focus to remain on public affairs with a defined English language (i.e. education) objective.
- Greater focus on strengthening and maintaining partner networks to complement strong focus on individuals (i.e. students and teachers).
- M&E for KGI to be refined to include a greater focus on outcomes while continuing to collect and report on key outputs.
- Appropriate M&E tools representing both qualitative and quantitative approaches to be developed to capture more outcome related information.
- National M&E adviser added to management team to support recommended improvements to M&E system.
- Budget support could increase without significant changes to current scope and management.
- Incorporate lessons learned into future implementation and management and provide analysis on how lessons are contributing to improved outcomes.
- More robust approaches developed to improve gender and sustainability considerations.
- Consider management arrangements and possible 'succession planning' options if the current model is followed.

## ▪ Attachment 1: Independent Completion Report Evaluation Plan

**Kang Guru Indonesia**  
**Independent Completion Report**  
**Draft Evaluation Plan**  
**21 April 2011**

### **1. Background**

The Australian Agency for International Development (AusAID) has requested assistance to undertake an independent evaluation to assess the Kang Guru Indonesia (KGI)'s achievements against its educational and public diplomacy objectives for the implementation period 2005-2010.

AusAID has contracted Morrissey Consulting International Pty Ltd (MCI) to undertake the evaluation. The evaluation will review and analyse what the program has achieved, areas for improvement and what lessons can be drawn to inform AusAID around future program decisions.

The goal of the program is *to contribute positively to the Australian and Indonesian bilateral relationship.*

The purpose of the program is *to promote the Australia-Indonesia Partnership (AIP), and to contribute to the learning and teaching of English.*

The program has four major components:

- KGI and Public Affairs – *Indonesian audiences have an informed knowledge about modern Australia and the Australian Aid program.*
- KGI and English Language Development – *English language teachers with improved teaching skills and better resources.*
- KGI and Partner Capacity Support – *Partner networks with an enhanced capacity to utilise KGI resources and support services.*
- Project Management – *A well-managed project.*

The purpose of the evaluation plan is to provide an overview of the approach and methodology to achieve results and meet expectations. The plan will also present a suggested workplan and a series of questions to be used in phone and individual interviews.

### **2. Approach and Methodology**

The evaluation will utilise a rapid mix-method evaluation approach. This approach involves a document analysis, phone and face-to-face interviews and group discussions.

The approach proposed for the evaluation is consistent and appropriate based on the time allocated for data collection, geographical spread of stakeholders and type of information to be collected.

MCI has proposed the use of two consultants to complete the evaluation. Mr. Ty Morrissey will lead the evaluation and assume responsibility for all deliverables under the contract. MCI will contract Ms. Erlinda Ekaputri to participate in the evaluation. Ms. Ekaputri will

assist with a large proportion of the phone interviews with Indonesian stakeholders, facilitate the group discussion in Bali and assist with the analysis of data and results.

The evaluation will occur over a series of key steps as outlined below:

- Agreement on the review approach and finalisation of review questions
- Data and information collection and analysis
- Clarification and testing of results
- Dissemination and presentation of Results
- Independent completion report preparation

A workplan is provided as Attachment 1.

### ***Stage 1: Agreement on the review approach and finalization of review questions***

A meeting will be held on Tuesday 12 April 2011 to agree on the approach, discuss the scope and range of respondents, and finalise the questions to be asked.

AusAID have indicated in the Terms of Reference (ToR) a series of evaluation questions to be addressed. These will be addressed in the report. A set of interview questions that are targeted to specific respondents has also been prepared that will enable the aggregation of results and findings. To assist in the collection and categorisation of information the questions will centre on improved knowledge, awareness and application. The study will also attempt to look at 'policy' aspects around English learning. This is important as it explores the enabling environment in which KGI operates and how broader policy decisions on teaching approaches and curriculum are influencing the application of improved knowledge gained by English language teachers from KGI activities. Also it is important to look at the extent to which KGI activities have contributed to achieve GoI/local government's priorities in English learning area. To achieve this it would be helpful to chat with education institutions that directly involve in this program such as local education office (Dinas Pendidikan) and P4TK (Centre for Development and Empowerment of Language Teachers and Education Personnel) in national level. The approach will help verify and offer alternative opinions to the target direct beneficiaries.

Specific questions are provided for management and process related aspects. These questions will be discussed with key management stakeholders involved with KGI.

A draft series of questions is included as Attachment 2. A suggested calendar of interviews is included as Attachment 3.

### ***Stage 2: Data and information collection and analysis***

This is the most significant component of the evaluation in terms of time and resources. MCI has a list of suggested stakeholders to speak too and these will be divided into groups and the consulting team will undertake a series of interviews over a 10-day period. Notes will be taken of conversations and summarized into a transcript.

Interviews with senior stakeholders and key management and program staff will be done in person where possible. Some of these interviews will occur in Australia. The team will also complete a group discussion in Bali to accommodate a number of participants who are based there. AusAID will inform the participants of the interview and request their presence.

The evaluation is primarily qualitative and results from the interviews will be documented, categorised, reviewed and themes and issues identified. The 'transcripts' will be included as

part of the final report. Due to ethical considerations, the transcripts will remain anonymous for this evaluation.

The team will work together to analyse and synthesize the results and findings and prepare the report.

A copy of transcript outlines for each target group is included as a separate folder.

### ***Stage 3: Clarification and testing of results***

The collection of qualitative data is a time intense process and often there are periods of time when additional questions arise or points need to be clarified based on emerging results and trends.

The testing of results involves triangulation between stakeholders, cross-checking data with previous M&E reports and completion reports and in some instances returning to some interviewees to ask additional questions or seek clarification on points raised.

The team will make time available and reserve the right to return to selected respondents to clarify responses and ask additional questions. Overall this is not significant but it is important to allow some flexibility.

### ***Stage 4: Dissemination and presentation of results***

In between the draft and final report process, the team will make a presentation to AusAID on the results and discuss key findings and issues. The feedback from the presentation will be used in the finalization of the report. AusAID, at its discretion, may invite key stakeholders to participate in the final workshop.

The final independent completion report will be the completion of the process.

### ***Stage 4: Preparation of the independent completion report***

A draft report is due on 13 May 2011 (after the presentation and dissemination of results) and following review and feedback from AusAID a final report will be prepared and submitted by 27 May 2011.

## **3. Management of the Evaluation**

The evaluation will be completed by MCI. Mr. Ty Morrissey will lead the evaluation and sub-contract Ms. Erlinda Ekaputri to assist with data collection and analysis.

Regular communication will be maintained with AusAID Jakarta and weekly updates provided on progress with data collection and to address any issues that may emerge

### **Draft Evaluation Workplan**

<b><i>Evaluation Task</i></b>	<b><i>Dates</i></b>
Evaluation Plan Meeting – MCI and AusAID	12 April 2011
Finalisation of Interview Questions	13-15 April 2011
Data and Information Collection (Phone Interviews)	18 April – 29 April 2011
Bali Site Visit and Group Discussions	24-25 April 2011
Clarification and testing of results	1-2 May 2011
Preparation of ICR	3-8 May 2011
Presentation of Results and Findings	9 May 2011
Submission of Draft ICR	13 May 2011
Submission of Final ICR	27 May 2011

**Attachment 2: Suggested Questions for Each Interview Group**

Stakeholder	Evaluation Criteria					
	Relevance	Effectiveness	Monitoring and Evaluation	Lesson learned	Gender equality	Sustainability
1. KGI Management, KGI M&E adviser	<ul style="list-style-type: none"> <li>Please provide us with some background to the program – what was the rationale and what was the initial problem that the program was meant to resolve?</li> <li>Based on information resulted from desk review, the program was assigned to deliver to different purposes namely public diplomacy and education development. Please explain how did the program manage and deliver these purposes? Through</li> </ul>	<ul style="list-style-type: none"> <li>Where the objectives of the program manageable and relevant to outputs/outcomes?</li> <li>In your view, do you think KGI activities have achieved the target outcomes? How? (Please provide with example for each outcome component)</li> <li>Are there any unintended outcomes resulted by the program?</li> <li>In your view, was the Program well run and managed in terms of quality staff and resources? If not, how could the program have been improved?</li> </ul>	<ul style="list-style-type: none"> <li>Please describe the process of developing the M&amp;E system – were there sufficient resources (time, input)?</li> <li>What would be done differently now in light of lessons learned in developing a M&amp;E system?</li> <li>Did the M&amp;E system meet expectations and adequately report the results required</li> </ul>	<ul style="list-style-type: none"> <li>How are the lessons learned from the recent workshop being applied in Program management and implementation?</li> <li>How was the relationship with AusAID? Why did it work well and what</li> </ul>	<ul style="list-style-type: none"> <li>How was gender principles integrated in the program? Please provide us with example.</li> <li>Did the M&amp;E system adequately collect sex-disaggregated data? If yes, how did you use the data to inform your program implementation?</li> </ul>	<ul style="list-style-type: none"> <li>Do you have an exit strategy in place for the program? If not, what are the next steps?</li> <li>What is KGI's main strategy for ensuring sustainability?</li> <li>What component(s) are deemed as sustainable and what requires</li> </ul>



	<p>what ways or activities?</p> <ul style="list-style-type: none"> <li>• In your view, do you think the program has contributed to Australia's broader aid program and people to people linkages? How? (Please provide specific examples)</li> <li>• In your view, do you think the program has contributed to English education development in Indonesia? How?</li> </ul>	<ul style="list-style-type: none"> <li>• What mechanism that you used to ensure quality of key outputs delivered by the program? In particular, the quality of teaching and learning materials produced by the program.</li> </ul>	<p>for KGI?</p> <ul style="list-style-type: none"> <li>• How do you measure that target outcomes have been achieved?</li> </ul>	<p>can be learned for the future?</p>		<p>additional support (e.g. into next phase of program)?</p>
<p><b>2. AusAID representatives</b></p>	<ul style="list-style-type: none"> <li>• Please provide us with some background to the program – what was the rationale and what was the initial problem that the program was meant to resolve?</li> <li>• In your view, do you think the program has</li> </ul>	<ul style="list-style-type: none"> <li>• In your view, have the stated objectives of the program been met? To what extent?</li> <li>• Do you think KGI activities have achieved the target outcomes? How? (Please provide with example for each outcome component)</li> </ul>	<ul style="list-style-type: none"> <li>• In your view, did the M&amp;E system meet expectations and adequately report the results required for KGI?</li> </ul>	<ul style="list-style-type: none"> <li>• How was the relationship between the program and AusAID? Did it work well? Why? What can</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think KGI activities have integrated AusAID gender principles in their implementation? How?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have an exit strategy in place for the program?</li> </ul>

	<p>contributed to Australia's broader aid program and people to people linkages? How? (Please provide specific examples)</p> <ul style="list-style-type: none"> <li>• Do you think the program has contributed to the AusAID public diplomacy policy? How and to what extent that the program has supported AusAID public diplomacy policy?</li> <li>• In your view, do you think the program has contributed to English education development in Indonesia? How?</li> </ul>	<ul style="list-style-type: none"> <li>• Has the quality of key outputs delivered by the program met your standard and satisfaction? What do you think still likely to be improved?</li> </ul>		<p>be learned for the future?</p> <ul style="list-style-type: none"> <li>• How satisfied are you with the program achievement? Which part of the program has been good and which parts are still likely to be improved?</li> </ul>	<p>(Please provide with example)</p> <ul style="list-style-type: none"> <li>• Do you think the program M&amp;E system adequately collect sex disaggregated data? Have the data collected met your gender policy requirements?</li> </ul>	
<b>3. English Teachers</b>	<ul style="list-style-type: none"> <li>• Please provide us with some background to your involvement with</li> </ul>	<p><b>Knowledge and Application</b></p> <ul style="list-style-type: none"> <li>• Have you learned any new knowledge and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Do you know if the program has monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, how satisfied are</li> </ul>	<ul style="list-style-type: none"> <li>• Do you feel that female and male</li> </ul>	<ul style="list-style-type: none"> <li>• How will your work performance</li> </ul>

	<p>the KGI program? How, when and why did you involve with the program?</p> <ul style="list-style-type: none"> <li>• In your opinion what were the two (2) best aspects of the Program?</li> <li>• Did the Program meet your expectations and needs? How?</li> <li>• How did the program contribute to your professional development?</li> </ul>	<p>method as a result of your involvement with KGI? Please provide with example.</p> <ul style="list-style-type: none"> <li>• How are you applying your knowledge and skills in your work? What is different now? Please provide examples.</li> <li>• Do you find any difficulties in applying your new knowledge and skills in your work?</li> <li>• Did the program provide you with the teaching and learning materials? How did you use the package? Do you feel that you are better resourced to undertake English class?</li> <li>• Do you witness any changes within your English students as a result of your new way of teaching? If so, what is it? If no changes, why not?</li> </ul>	<p>and evaluation system?</p> <ul style="list-style-type: none"> <li>• If yes, do you think the system enables you to provide feedback (through what media) as input for program improvement? How did the program respond to your feedback?</li> </ul>	<p>you with the KGI program?</p> <ul style="list-style-type: none"> <li>• What aspect(s) could have been improved or enhanced?</li> </ul>	<p>English teachers have equal opportunity to involve with the program?</p> <ul style="list-style-type: none"> <li>• Does KGI's materials use reference generally or stereotyping of gender roles?</li> <li>• For female teachers where appropriate – How were you selected? Do you think the selection process needs to be improved? How?</li> </ul>	<p>be maintained and improved with the completion of KGI program?</p>
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		<p>What do you think as the bottleneck to enhance the English capacity of your students?</p> <p><b>Partnership</b></p> <ul style="list-style-type: none"> <li>• Did you promote your knowledge and skills gained from the program with your colleagues (other English teachers)?</li> <li>• Have you formed any partnerships with other institutions/individuals as a result of your involvement with KGI?</li> </ul> <p><b>Awareness</b></p> <ul style="list-style-type: none"> <li>• Do you have a better understanding of Australia? What is an example?</li> <li>• Do you have a better knowledge of AusAID and the Australian Aid Program? Can you name a specific program funded</li> </ul>				
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		<p>by AusAID?</p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• In your view, does the quality of teaching and learning materials produced by the program meet your expectation and needs? Could they be improved? How?</li> <li>• Were the communication tools and technology mediums used to distribute information (radio, magazine, website, SMS, Facebook, etc.) suitable for your needs? What were the best information and communication tools? Could they be improved? How?</li> </ul>				
<b>4. School Principal</b>	<ul style="list-style-type: none"> <li>• Please provide us with some background to your involvement with the KGI program? In what ways and when?</li> </ul>	<p><b>Knowledge and Application</b></p> <ul style="list-style-type: none"> <li>• Have you assessed improved knowledge and skills as a result of your English teachers’</li> </ul>	<ul style="list-style-type: none"> <li>• Do you feel that the KGI program has a system, which enables your</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, how would you say the English teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Was there any equal opportunity for your female and</li> </ul>	<ul style="list-style-type: none"> <li>• How will the English learning and teaching performance</li> </ul>

	<ul style="list-style-type: none"> <li>• In your opinion what were the two (2) best aspects of the Program?</li> <li>• Did the Program meet your expectations and needs? How?</li> <li>• How did the program contribute to the English learning program in your school?</li> </ul>	<p>involvement with KGI? How? If so, what have changed? What is different now?</p> <ul style="list-style-type: none"> <li>• Did KGI provide your school with teaching and learning materials? Did your school get the package for free or buy it? How have the package been used in your school?</li> <li>• Have you noticed any changes within the students in your school as a result of improved English teachers' knowledge and skills? If so, what is it? If no changes, why not? What do you think as the bottleneck to enhance the English capacity of the students?</li> <li>• Have your school formed any partnerships with other schools or <i>Dinas Pendidikan</i> (education</li> </ul>	<p>school to provide feedback for program improvement? How did the program respond to your feedback?</p>	<p>and learning performance in your school has improved with the KGI support?</p> <ul style="list-style-type: none"> <li>• What aspect(s) could have been improved or enhanced?</li> </ul>	<p>male teachers to participate in KGI program?</p> <ul style="list-style-type: none"> <li>• How did you select the teacher(s) who participate?</li> </ul>	<p>in your school be maintained and improved with the completion of KGI program?</p>
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		<p>office) as a result of your school involvement with KGI?</p> <p><b>Awareness</b></p> <ul style="list-style-type: none"> <li>• Do you or your school have a better understanding of Australia? What is an example?</li> <li>• Do you or your school have a better knowledge of AusAID and the Australian Aid Program? Can you name a specific program funded by AusAID?</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• In your view, does the quality of teaching and learning materials produced by the program meet your school expectation and needs? Could they be improved? How?</li> </ul>				
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		<ul style="list-style-type: none"> <li>In your view, were the communication tools and technology mediums used to distribute information (radio, magazine, website, SMS, Facebook, etc.) suitable for your school needs? Could they be improved? How?</li> </ul>				
<b>5. Students</b>	<ul style="list-style-type: none"> <li>Please provide us with some background to your involvement with the KGI program? How, when and why did you involve with the program?</li> <li>In your opinion what were the two (2) best aspects of the Program?</li> <li>Did the Program meet your expectations and needs? How?</li> <li>How did the program contribute to your English capacity</li> </ul>	<ul style="list-style-type: none"> <li>Did you know that your English teacher is involved with KGI program? (Yes/No)→ If the answer is No, evaluator needs to explain about KGI program and their teacher involvement prior to move to the subsequent questions.</li> <li>Did your teacher promote usage of KGI materials within your class? (Yes/No)</li> <li>In your view, have you noticed any significant changes in the English teaching method as a</li> </ul>	<ul style="list-style-type: none"> <li>Do you feel it is easy to provide feedback for KGI improvement? How did KGI respond to your feedback?</li> </ul>	<ul style="list-style-type: none"> <li>Overall, how satisfied are you with the KGI program?</li> <li>In your opinion, what aspect(s) could have been improved or enhanced?</li> </ul>	<ul style="list-style-type: none"> <li>Did your teacher provide equal opportunities for male/female students in group activities?</li> </ul>	<ul style="list-style-type: none"> <li>How will your English skill improvement be maintained with the completion of KGI program?</li> </ul>



	enhancement?	<p>result of your teacher's involvement in KGI program?</p> <ul style="list-style-type: none"> <li>• How did the changes affect your way and your classmates' in learning English? What was the result? (e.g. higher English score, more confidence, improved ability of speaking English)?</li> <li>• Do you think improved English skill has-in some extent-improved your quality of life? (e.g. having more friends nationally and internationally, etc.). How?</li> <li>• Do you think improved English skill will open up new opportunities (employment or education) for you? How?</li> <li>• Have you formed any partnerships with individuals as a result of</li> </ul>				
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		<p>involvement with KGI such as establishing or joining a student English club?</p> <p><b>Awareness</b></p> <ul style="list-style-type: none"> <li>• Do you have a better understanding of Australia? What is an example?</li> <li>• Do you have a better knowledge of AusAID and the Australian Aid Program? Can you name a specific program funded by AusAID?</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Were the communication tools and technology mediums used to distribute information (radio, magazine, website, SMS, Facebook, etc.) suitable for your school needs? Could they be improved? How?</li> </ul>				
<b>6. Dinas Pendidikan</b>	<ul style="list-style-type: none"> <li>• Please provide us with some background to</li> </ul>	<ul style="list-style-type: none"> <li>• Have you noticed any improvement in the</li> </ul>	<ul style="list-style-type: none"> <li>• Does KGI have mechanisms/</li> </ul>	<ul style="list-style-type: none"> <li>• For the program</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• How will the English</li> </ul>

<p><b>(Education Office)</b></p>	<p>the Dinas involvement in KGI program? How and in what ways that Dinas has involved in the program?</p> <ul style="list-style-type: none"> <li>• In your opinion what were the two (2) best aspects of the Program?</li> <li>• What is Dinas program or priority to enhance English language capacity in your area (for schools, teachers, students)?</li> <li>• In your view, how is the program such as KGI could be in line with your program and help you to achieve your priority?</li> </ul>	<p>knowledge and skill of English teachers in your area as a result of KGI program? (Yes/No/Don't Know). If yes, what is the different? If no, what do you think as the bottleneck to enhance the English teaching and learning in your area?</p>	<p>process for the Dinas to provide feedback in terms of school/teacher participation?</p>	<p>such as KGI, what aspect(s) that you think could have been improved or enhanced?</p>		<p>learning and teaching performance in your area be maintained and improved with the completion of KGI program?</p>
<p><b>7. P4TK</b></p>	<ul style="list-style-type: none"> <li>• Please provide us with some background to the P4TK involvement in KGI program? How and in what ways that P4TK has involved in</li> </ul>	<ul style="list-style-type: none"> <li>• Do you aware of KGI outputs and outcomes? What do you see as results of KGI program in Indonesia?</li> <li>• In your view, what do you</li> </ul>	<ul style="list-style-type: none"> <li>• Does KGI have mechanisms/ processes for P4TK to provide feedback in terms of appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• For the program such as KGI, what aspect(s) that you think could</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• In your view, how should the English learning and teaching performance in some</li> </ul>

	<p>the program?</p> <ul style="list-style-type: none"> <li>• In your opinion what were the two (2) best aspects of the Program?</li> <li>• What is your program or priority to enhance English language capacity for teachers nationally?</li> <li>• In your view, how is the program such as KGI could be in line with your program and help you to achieve your priority?</li> </ul>	<p>see as a bottleneck to enhance the English teaching and learning in Indonesia?</p>	<p>teaching and learning materials?</p>	<p>have been improved or enhanced?</p>		<p>beneficiaries' area be maintained and improved with the completion of KGI program?</p>
<p><b>8. Other AusAID education program (LAPIS, BRIDGE, AIBEP, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Please provide us with some background to KGI involvement in your program?</li> <li>• How did the KGI contribute to your program achievement?</li> <li>• In your opinion what</li> </ul>	<ul style="list-style-type: none"> <li>• What have been positive results for your partnership with KGI?</li> <li>• How have this partnership been managed? Was it effective?</li> <li>• Was there any unintended outcome as a result of your partnership with KGI?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think that the KGI program has an adequate M&amp;E system that enables you to provide feedback for partnership improvement?</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, how satisfied are you with the partnership between your program and KGI?</li> </ul>	<ul style="list-style-type: none"> <li>• Have your partnership with KGI been using to promote AusAID gender policy? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<p>were the two (2) best aspects of the KGI program?</p> <ul style="list-style-type: none"> <li>• Did your partnership with KGI meet your expectations and needs? How?</li> </ul>	<ul style="list-style-type: none"> <li>• In your opinion, has your partnership with KGI been effective in supporting AusAID public diplomacy goal?</li> </ul>	<p>How did the KGI program respond to your feedback?</p>	<ul style="list-style-type: none"> <li>• What aspect(s) that you think could have been improved or enhanced for your partnership with KGI?</li> </ul>		
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**Attachment 3: Suggested Calendar for Interviews - Key personnel and beneficiaries for ICR**

No.	Name	Institution/Location	Connection with KGI	Contact Details	Date of Interview	Interviewer
1	Pak Abdul Latief	Vice Principal SMA Negeri 5 Surabaya Jalan Kusumabangsa 21 Surabaya (60272)	Bahasa language teacher. A participant of AusAID's BRIDGE program	Phone: +62 31 534 5155 Fax: +62 31 547 9254 Mobile: 081332655628	21 April 2011 – phone interview	Erlinda Ekaputri
2	Tuty Prasetya	SMA YPPK Agustinus Jl. Rajawali No.43 Remu Utara Sorong Papua Barat 98416	English-language teacher and KGI workshop organizer in Sorong	TutyPrasetya <a href="mailto:papa_tyas@yahoo.com">papa_tyas@yahoo.com</a> Mobile : 085244173567 School Phone: 0951- 321676	23 April 2011 – phone interview	Erlinda Ekaputri
3	Theresia Tamelan	Head of English Study Department, FKIP, Universitas Kristen Artha Wacana Kupang, Jln. AdiSucipto PO box 147, Oesapa, Kupang- NTT	Has been involved with KGI since 2002 as language club coordinator in Kupang and more recently with organization of KGI teacher workshops in West Timor	Email: <a href="mailto:theresiatamelan@yahoo.com">theresiatamelan@yahoo.com</a> HP: 081337885648	20 April 2011 – phone interview	Erlinda Ekaputri
4	Pak Samsul Bahri Usman	President of Australian Scholarships Alumni Association Aceh Province. Australian Corner,	A long association with KGI – teacher workshops, radio stations, school visits, Australian alumni events, etc.	Mobile: 0852 60054032 081269 000 910 Email: samsulbahri.usman@gmail.com	23 April 2011 – phone interview	Erlinda Ekaputri

		Jln. Banda Aceh Medan Km. 4, Komplek Dolog Tanjong Indah No.12 Kav 31, Gampong Tanjong, Kecamatan Ingin Jaya, (Perbatasan Banda Aceh-Aceh Besar)				
5	Moh. Sultan Lombok	Tertiary student in Lombok and now President of GEN (Global English Network) Now English teacher		Email: <a href="mailto:natlus1987@yahoo.com">natlus1987@yahoo.com</a> HP: 081 803 659 330	29April 2011 – phone interview	Erlinda Ekaputri
6	Abdul Aziz Kusaini, S.Pd	Board of MTI English Club and English teacher SMA Budi Utomo Gadingmangu Perak Jombang, East Java	The MTIclub won the 20 <sup>th</sup> Anniversary competition. The students' level of English is very good and they credit KGI with some of that success.	Email: <a href="mailto:azizkusaini@gmail.com">azizkusaini@gmail.com</a> Mobile: 08113315199	20 April 2011	Erlinda Ekaputri
7	Ibu Yulfa Savitri	KGI Presenter at Radio Bonansa FM Kediri		yulfa_savitri@yahoo.com	3 May 2011 – email exchange interview	Erlinda Ekaputri
8	Teuku Zulfikar	Presenter at RRI Lhokseumawe and more recently at RRI Sabang in Aceh	Has supported KGI in Aceh for many years at various RRI broadcast stations – KGI visited RRI Sabang in early 2011	085277749819	3May2011 – phone interview	Erlinda Ekaputri

9	Suryadi	KGI Champion 2002 - 2011	Closely involved with KGI since 2002 as a language club leader and English teacher at a Madura based pondok pesantren	081332362227	25April 2011 – face to face interview	Erlinda Ekaputri
10	Arifah	At the moment organizing a visit by KGI to the Student English Forum (SEF) in Purwokerto in late April – a special request by this very active language club.	Involved with KGI since 2002 with Student English Forum (SEF) in Purwokerto and now works for the Ministry of Education in Jkt	021 93373 085691003737	21April 2011 – phone interview	Erlinda Ekaputri
11	Abdul Hakim, SH.	Principal of SMA 1 Muhammadiyah, Denpasar, Bali	Two SMA 1 teachers were participants of BRIDGE program and sent to Australia. The school activities were promoted in KGI magazine.		26 April 2011 – face to face interview	Erlinda Ekaputri
12	Hasmi Taufik	English teacher of SMA 1 Muhammadiyah, Denpasar, Bali	A participant of BRIDGE program. Knew KGI from predeparture training and since then received KGI magazine and English teaching packages.		26 April 2011 – face to face interview	Erlinda Ekaputri
13	Asnath Paulina	English teacher of SMPK Harapan, Denpasar, Bali	Participant in KGI and IALF English teacher workshop. Has been promoting Joey's website to her		26 April 2011 – face to face interview	Erlinda Ekaputri



			students and use KGI resource in teaching English.			
14	Riza Aldira	Student of Grade 11, SMA 1 Muhammadiyah, Denpasar, Bali	Readers of KGI magazine and followers of KGI Facebook site		26 April 2011 – FGD	Erlinda Ekaputri
15	Lia Zafna	Student of Grade 10, SMA 1 Muhammadiyah, Denpasar, Bali	Readers of KGI magazine and followers of KGI Facebook site		26 April 2011 – FGD	Erlinda Ekaputri
16	Hasani Fariz Maulana	Student of Grade 10, SMA 1 Muhammadiyah, Denpasar, Bali	Readers of KGI magazine and followers of KGI Facebook site		26 April 2011 – FGD	Erlinda Ekaputri
17	Vivi	Student of Grade 11, SMA 1 Muhammadiyah, Denpasar, Bali	Readers of KGI magazine and followers of KGI Facebook site		26 April 2011 – FGD	Erlinda Ekaputri
18	Zaza	Student of Grade 11, SMA 1 Muhammadiyah, Denpasar, Bali	Readers of KGI magazine and followers of KGI Facebook site		26 April 2011 – FGD	Erlinda Ekaputri
19	Mr. Bill Farmer	Former Australian Ambassador to Indonesia		AusAID facilitated the communication	TBA	Ty Morrissey
20	Kevin Dalton	Project Manager, Kang Guru Indonesia		<a href="mailto:kdalton@ialf.edu">kdalton@ialf.edu</a> HP: 08123800511 Address : IALF Bali	25 April 2011 – face to face interview	Erlinda Ekaputri
21	Denise Finney	CEO, IALF		<a href="mailto:dfinney@ialf.edu">dfinney@ialf.edu</a> HP:08123817802 Address : IALF Bali	25 April 2011– face to face interview	Erlinda Ekaputri

22	Ogi Yutarini	KGI Project Co-ordinating Officer			25 April 2011 – face to face interview	Erlinda Ekaputri
23	Ayu Kusumastuti	KGI ELT Media and Communications Co-ordinator			25 April 2011 – face to face interview	Erlinda Ekaputri
24	Sue Rodger	KGI ELT Materials and Training Co-ordinator			25 April 2011 – face to face interview	Erlinda Ekaputri
25	Mia Salim	Public Affairs Manager, AusAID		<a href="mailto:Mia.salim@ausaid.gov.au">Mia.salim@ausaid.gov.au</a> HP:08121070237	27 April 2011	Ty Morrissey
26	Ms. Sanchi Davis	Australian Embassy Jkt, Cultural Affairs Attaché	Worked together with KGI for the past 3 years on public diplomacy and promotion involved with the Embassy's cultural activities – <ul style="list-style-type: none"> <li>• Muslim Exchange Program</li> <li>• Australia Indonesia Youth Exchange Program</li> <li>• Visiting artists</li> </ul>	Sanchi Davis First Secretary (Cultural) Australian Embassy, Jakarta Tel: (021) 2550 5260 Fax: (021) 522 7104	27 April 2011	Ty Morrissey

			• Australian Film Festival			
27	Prof Tim Lindsey	The Australia Indonesia Institute (All)	All has had a close association with KGI for many years under the leadership of Tim Lindsey	<a href="mailto:t.lindsey@unimelb.edu.au">t.lindsey@unimelb.edu.au</a>	20 April 2011	Ty Morrissey
28	Karen Taylor	The Australia Indonesia Basic Education Project (AIBEP)	KGI has worked with Karen (and AIBEP) on school visits, AIBEP teacher workshops, materials distribution, etc. for several years	District Development Specialist Australia Indonesia Basic Education Program (AIBEP) Ph: 021 5797 4171 Fax: 021 5797 4172 HP: +6281513716512	27 April 2011	Ty Morrissey
29	Robert Kingham	LAPIS	A long association with KGI through AusAID activities from COREMAP (early 2000s) to LAPIS (2010)	0816793576	20 April 2011	Erlinda Ekaputri
30	Jeff Boost	M&E Consultant	M&E Adviser for some KGI's M&E excercises		15 April 2011	Ty Morrissey