BAPPENAS Proposal

Flinders University’s School of Education has extensive experience in designing and successfully delivering short term study tours and longer fellowship programs for high level professionals from Indonesia, Cambodia, Vietnam and Nepal. We have hosted several short study tours for the Indonesian Ministry of Education and Culture and have MoU signed with the Ministry of Religious Affairs and several universities including Universitas Gajah Mada (Yogyakarta), Airlangga (Surabaya) and Universitas Pendidikan Indonesia (Bandung).

Our engagement with Indonesia has been sustained over many years and academics in the School of Education are committed to building on these foundations. The School of Education has maintained high numbers of Indonesian post-graduate students studying on campus. These students are generally supported through Australia Awards or DIKTI scholarships. Our staff value the opportunity to learn from these students about the political, social and cultural context of Indonesia and participate in collaborative research endeavours. Many staff are regular visitors to Indonesia, presenting seminars and supporting the University’s commitments to Indonesia. The School of Education staff were instrumental in planning the inaugural Flinders Alumni Conference to be held in Jakarta in May 2015. Such engagement provides a strong foundation for meeting the needs of visiting Indonesian professionals in short and longer term study tours.

The School of Education is well recognised for its expertise in a wide range of area relating not only to education but organisational learning in general. For the purposes expressed by BAPPENAS our strength in Leadership and Management provide an ideal vehicle for capacity of building of professional staff in the identified core priority areas.

As a School of Education we are committed to high quality learning experience whether they are short or longer term in nature. We have extensive expertise in adult and professional learning and draw on the evidence-based research in this area to develop proposal that we believe will produce the best possible outcomes for participants and their organisations. For example, research on professional learning states that a structured cohesive program across an extended time period and involving active learning of a collective group (Desimone, 2000) generated the most productive outcome for individuals and organisations. A large scale OECD (2009) also reported that professional learning focused on qualifications program were reported by educators and leaders as the most effective form of professional learning for increasing knowledge, skills and professional capital. Unfortunately, many people perceive the short term study tours don’t provide the opportunity for participants to engage in such models of learning. However, the School of Education have designed ways in which this can occur and present the following proposal for consideration by BAPPENAS. In addition, a more traditional short term study program has also been included if BAPPENAS felt they were not in a position to commit to the first proposal.

The associated budget for both proposals has been included following the program programs. Please don’t hesitate to make contact if you have further queries about the proposal or wish to modify aspects.
PROPOSAL ONE

This proposal, as noted in the introduction is based on sound evidence that qualifications programs are reported by adult learners to make significant contributions to their capacity development and also lead to additional learning pathways. As such this proposal is based on the delivery of a Graduate Certificate qualification for those participants who wish to take up this opportunity. These participants may study alongside of other participants, who only chose to engage in the professional learning component, i.e., they do not wish to officially enrol in topics and complete the required assignments. Fortunately, we are in a position to offer both options to Indonesian participants.

As Graduate Certificate comprise of 4 post-graduate level topics entry requirements for participation in this level of the program will need to be met and these requirements have been listed in the appendices of this proposal. Delivery of the GC options will require that participants undertake two of the topics are part of their study tour and complete required assignments on their return to Indonesia. They will have access to ongoing support through the Flinders Online Learning portal. The final two topics of the program would be delivered by staff from the School of Education in Indonesia later in the year, potential July or late September (this can be negotiated depending on Ramadan dates and availability of participants to participate in an additional 5 day study period in Jakarta or most suitable location as identified by BAPPENAS).

Stage 1 of the GC proposal would consist of the short study tour to Flinders University with the following details provide as a potential option – dates can be negotiated. The model is designed to fit with the requirement for no more than ten days absence from Indonesia including travel days.

April 2015 (potential dates Arrival in Adelaide April 12th – Departure Monday 20th)

Program Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday April 12th</td>
<td>Greeted on arrival at Adelaide Airport, transfer to city accommodation, orientation tour of city and free evening</td>
<td>Depart Indonesia Saturday evening</td>
</tr>
<tr>
<td>Monday April 13th</td>
<td>GCE topic 1</td>
<td>Formal welcome lunch</td>
</tr>
<tr>
<td>Tuesday April 14th</td>
<td>GCE topic 1</td>
<td>GCE Topic 1 Evening session</td>
</tr>
<tr>
<td>Wed April 15th</td>
<td>GCE topic 1 (1/2 day)</td>
<td></td>
</tr>
<tr>
<td>Thurs April 16th</td>
<td>GCE topic 2</td>
<td>GCE topic 2 Evening session</td>
</tr>
<tr>
<td>Friday April 17th</td>
<td>GCE topic 2 (1/2 day)</td>
<td></td>
</tr>
<tr>
<td>Sat April 18th</td>
<td>GCE topic 2</td>
<td>Formal farewell dinner</td>
</tr>
<tr>
<td>Sunday April 19th</td>
<td>Social and Cultural tour</td>
<td></td>
</tr>
<tr>
<td>Monday April 20th</td>
<td>Transfer to airport for travel home</td>
<td>Arrive home late evening</td>
</tr>
</tbody>
</table>

Comment [b1]: These dates can be amended to suit – just selected something in mid semester break – would be interesting to see if we have any of these topics running intensive in the mid-semester break and combine them.

Stage 2 of the program would be conducted in Indonesia with the delivery of the remaining 2 CG topics by Flinders University staff. (Dates and location to be negotiated).
There are two potential GC options which may be selected by BAPPENAS and there is also a possibility that both programs can be offered in conjunction with each other.

**Graduate Certificate in Organisational Learning**

The course aims to:
- Provide a comprehensive body of theory and practice to students wishing to attain competencies in the developing and leading organisations to achieve their strategic goals and missions
- Enable student to develop critical awareness of organisations as knowledge and learning systems.

After the completion of the course, graduates are expected to be able to:
- Critically evaluate different models of organisational knowledge and learning
- Demonstrate an appreciation of the complexity of organisations as knowledge and learning systems
- Design interventions to improve learning and knowledge sharing capacity in their organisations.

**Topics** (BAPPENAS would be encouraged to select the topics most appropriate to their needs once the core topic was completed):

EDUC9604 Managing Human Resources (4.5 units)
EDUC9602 Leaders and Leadership (4.5 units)
(Core topics – choose only one for program)
EDUC9606 Planning change in organisations
EDUC9610 Developing people in organisations
Or EDUC9711 Managing innovation in organisations
Or POAD132B Action learning project/internship

**Graduate Certificate in Leadership and Management**

The Graduate Certificate in Education is professionally-oriented and is intended for people intent on developing their knowledge and practice in leadership and management with a focus on understanding and changing practice. It aims to provide students with opportunities to critically examine literature, engage in debate and reflection, and develop:

- in-depth knowledge of policies and practices related to their area of interest
- knowledge of methods for fostering interdisciplinary and intercultural partnerships and working collaboratively
- knowledge of theoretical and practical matters in education in such a way as to improve professional decision making
- their own educational pathways.

After the completion of the course, graduates are expected to be able to:

- critically discuss and evaluate current theory and research in selected areas of educational policy and practice
- examine recent writing in the field of education with an informed critical perspective
- translate knowledge gained from reading, discussion and writing into educational practices
- contribute to the informed construction of educational policy, whether local, national or global.

Topics that can be offered in the GC (Leadership and Management) can be selected from the following (again BAPPENAS would be encouraged to select the topics of most relevance to participants’ needs):

EDUC9604 Managing Human Resources  (4.5 units)
EDUC9602 Leaders and Leadership (4.5 units)
EDUC9606 Planning Change in Organisations (4.5 units)
EDUC9611 Managing Innovation in Organisations  (4.5 units)

EDUC9601 Strategic Thinking and Planning (4.5 units)
EDUC9605 Knowledge Management for Organisational Learning (4.5 units)
EDUC9606 Planning Change in Organisations (4.5 units)
POAD9037 Financial Management (4.5 units)
EDUC9609 Leadership and Management in Rural Contexts (4.5 units)
EDUC9610 Developing People in Organisations (4.5 units)
POAD9135 Project Management (4.5 units)

**ADMISSION to the GC**

Admission to the program would be determined by BAPPENAS and Flinders in collaboration with a preference for participants to have an IELTS of 6.0 in all bands. However, due to the nature of the program being designed to develop professional capital for BAPPENAS with the assistance of Indonesian speaking adjunct Flinders staff we would be well placed to manage the enrolment of individuals who do not meet the preferred language entry requirements.
Proposal 2 - Non GC study option

The non-study option would be similar to the schedule presented in for the GC option to incorporate the program within 10 days however, the evening or Saturday session would not be required. The content of the workshop would be drawn from existing topics and focus on areas of expressed needs identified by BAPPNAS.

The schedule would be as follows:

April 2015 (potential dates Arrival in Adelaide April 12th – Departure Monday 20th)

<table>
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<tr>
<th>Program Schedule</th>
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<tr>
<td><strong>Sunday April 12th</strong></td>
<td>Greeted on arrival at Adelaide Airport, transfer to city accommodation, orientation tour of city and free evening</td>
</tr>
<tr>
<td><strong>Monday April 13th</strong></td>
<td>Workshops</td>
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<tr>
<td><strong>Tuesday April 14th</strong></td>
<td>Workshops</td>
</tr>
<tr>
<td><strong>Wed April 15th</strong></td>
<td>Workshops</td>
</tr>
<tr>
<td><strong>Thurs April 16th</strong></td>
<td>Workshops</td>
</tr>
<tr>
<td><strong>Friday April 17th</strong></td>
<td>½ day workshop – prayer afternoon</td>
</tr>
<tr>
<td><strong>Sat April 18th</strong></td>
<td>Free day</td>
</tr>
<tr>
<td><strong>Sunday April 19th</strong></td>
<td>Social and Cultural tour</td>
</tr>
<tr>
<td><strong>Monday April 20th</strong></td>
<td>Transfer to airport for travel home</td>
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Study tour logistics and inclusions

To confirm the study tour an agreement between Flinders University and BAPPNAS will be signed 3 months prior to the proposed departure date. The agreement will include inclusions and exclusions of the program. This will also include a request for a non-refundable deposit of 20% of the total study tour costs to ensure accommodations booking and pre-program preparation and planning. The deposit should be paid to Flinders University 8 weeks prior to arrival date.

The study tour will include the following:

- Airport welcome and transfer to accommodation
- City Orientation Tour
- Professional learning program
- Any transfers between campuses
- Social and cultural tour
- Formal welcome lunch
- Formal farewell dinner
- Access to internet on campus
- Translation support in workshops if required

Participants are responsible for the following:
Costs of airline tickets, visas and travel insurance
Cost of daily living and personal activities
Cost of any damage incurred re accommodation

Proposed Budgets

Program 1 – including GC qualification and additional program delivered in Indonesia
AUS $10 00.00 per person (inclusive of topic enrolments & inclusions as stated above)

Program 2 – Study tour only
AUS $3500.00 per person (as per schedule & inclusions stated above)

Comment [b2]: This is actually less than the normal enrolment fee on campus - $11 500 for a GCE but we could look at credit option and also a cohort enrolment fee especially if the program is deemed to be sustained over 3 years. We would require a minimum of 15 to take on this option. Certainly not a money making program but a good option for tapping into this model and the BAPPENAS funds.