



ADDENDUM 1

Date: 8 April 2026
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Subject: Addendum 1 to the AAI AM13382 Governance and Public Policy Making for Subnational Governments (Aceh and Eastern Indonesia) Short Course Request for Tender of 16 March 2026

Tenderers are advised of the following:

This addendum is openly available to all potential tenderers. It consists of responses to tenderers' questions.

	Question	Response
1	For the Australia component, are there constraints on the number of locations included as long as the Canberra criteria is met?	Usually courses visit 1-2 cities. Three locations may be doable; however, the tender must consider time required to transfer between locations, value for money of the proposed locations and how participants would perceive transferring between locations multiple times. Site visits with no overnight stays should also consider transfer times and transport costs.
2	Will language support (e.g., interpretation or translation) be required? If so, should this be provided by the client or the vendor?	Australia Awards in Indonesia arranges simultaneous interpretation in Indonesia and in Australia (each participant will have their individual headsets so the interpretation does not slow down sessions). The course provider ensures that there are two seats/places in site visits, buses, venues, social program etc. for the interpreters.
3	Should the programme focus more on developing deep expertise in specific sectors, or on building broader governance and policy capabilities?	The tenderers must respond to the scope of services of the RFT. The learning objectives should be clearly linked to the course sessions.
4	To what extent is the provider expected to tailor content to each participant's	The priority is that the course responds to the learning objectives in the RFT as those objectives have been agreed to by DFAT and GOI. The course provider is expected to tailor the

	institutional context versus delivering a standardised program? This is in response to the RFT mentions refining objectives during the pre-course workshop	content to the participants' and their organisations' objectives as much as possible/feasible. At the pre-course workshop the participants present their Award Projects and express any additional objectives for the course. The course provider reviews these objectives against the proposed course and determines if any refining is required (in consultation with DFAT and SKALA).
5	What is the expected balance between leadership capability development and technical policy skills (e.g., PFM, MSS, data analytics)?	The course content must respond to the learning objectives. The tenderer determines in their course design and proposed course program how they ensure the content is in line with the learning objectives.
6	What level of complexity and scale is expected for Award Projects (pilot initiative vs policy proposal vs full implementation plan)?	The Award Projects are small projects, usually policy briefs, benchmarking studies, pilot program designs, training programs etc. The participants determine the scope at the pre-course workshop (i.e. what is feasible for them to implement by the post-course workshop). The participants can expand on their projects after the course finishes, should they wish to do so. The Award Projects are usually completed in small groups.
7	What is the expected baseline capability of participants in policy analysis, English proficiency, and digital/data literacy?	Course participants are civil servants (PNS), staff to echelon III and or functional position level with minimum five years' relevant experience preferably with policy analyst and/or planning qualifications. Bachelor's degree is a minimum requirement. Basic English proficiency is required (course will have simultaneous interpretation). The course provider assesses the group's baseline capability at the pre-course workshop.
8	Will participants be grouped by province, sector, or mixed across	Assuming this question refers to the Award Project groups, this will be discussed between DFAT, SKALA, AAI and the course provider after the

	regions and institutions?	selection is finalised. The course provider will then propose groupings to the participants; however, the participants may choose an individual project instead.
9	Are there specific SKALA outputs, tools, or frameworks that should be integrated into the course design?	There are no SKALA outputs, tools or frameworks that should be integrated into the course design. The course content must respond to the learning objectives.
10	Are there any priority stakeholders, organisations, or thematic areas that should be considered for the Canberra component?	The tenderer proposes the most relevant stakeholders and organisations. The course program should provide information about, and the rationale for, the content each organisation will deliver.

All other information as set out in the RFT dated 16 March 2026 remains unchanged.