



Australia Awards

Standards for
Delivering AAAEP-P
Sub-Program Activities
A Guide for Learning
Service Provider

As of October 2018



This document was developed to guide AAAEP-P Learning Service Providers (LSPs) in implementing short courses, non-formal learning opportunities and in-country scholarship program (ICSP).

LSPs are encouraged to regularly visit the AAAEP-P website or consult with AAAEP-P advisers for updates on the content of this document.

Abbreviations

AAAEP-P	Australia Awards and Alumni Engagement Program - Philippines
BBL	Bangsamoro Basic Law
DFAT	Department of Foreign Affairs and Trade
EOPO	End-of-Program Outcomes/Objectives
ICSP	In-Country Scholarships Program
PWD	Persons with Disability
GEDSI	Gender, Equality, Disability and Social Inclusion
GPH	Government of the Philippines
KEQ	Key Evaluation Questions
KM	Knowledge Management
PDP	Philippine Development Plan
M&E	Monitoring and Evaluation
MEF	Monitoring and Evaluation Framework
MES	Monitoring and Evaluation System
NFLO	Non-Formal Learning Opportunity
PAHRDF	Philippines Australia Human Resource Development Facility (PAHRDF)
PAHRODF	Philippines Australia Human Resource and Organisational Development Facility (PAHRODF)
PSP	Purpose Specific Partner
REAP	Re-Entry Action Plan
LSP	Learning Service Provider
RFT	Request for Tender
TPO	Target Partner Organisation
TVET	Technical Vocation and Education Training
WDO	Workplace Development Objectives

1 Background

1.1 The Australia Awards and Alumni Engagement Program – Philippines (AAAEP-P)

The Australia Awards and Alumni Engagement Program-Philippines (AAAEP-P) is designed to provide a suite of learning opportunities to Filipinos, which includes the Australia Awards Scholarships and short courses, local scholarships, and non-formal learning opportunities. By offering flexible and strategic combinations of these educational tools, AAAEP-P supports and complements the capacity building initiatives of select Philippine organisations that directly contribute to the shared development goals of the Australian Government and Philippine Government.

The program also engages with the Filipino alumni of Australian educational institutions or Registered Training Organisations (RTOs), nurturing the connections and relationships that these exceptional Filipinos have with Australia.

AAAEP-P, a four-year program of the Department of Foreign Affairs and Trade (DFAT), commenced operations in October 2017.

Program Aims and Goals

AAAEP-P supports the Philippines progress its development goals and maintain positive relationships with Australia by delivering the following program outcomes:

- Development – alumni and where relevant, their partner organisations use the skills, knowledge and networks to contribute to sustainable development aligned to the shared goals of Australia and the Philippines;
- Political / Influence – Australia has alumni in key sectors and positions with program beneficiaries and through them, their partner organisations, have the skills, knowledge and desire to contribute to development;
- Trade / Economic – links and/or formal partnerships between institutions and businesses in Australia and Philippines are activated and matured with beneficiaries having relevant and useful networks and relationships that allow Australia and the Philippines take forward their mutual interests in the Philippines;
- Reputation – Australia, Australians and Australian expertise are viewed positively in the Philippines; and
- Gender – scholarships and alumni activities improve gender equality and women's empowerment with women and disadvantaged cohorts being provided more opportunity for success.

To achieve these goals, AAAEP-P aims to provide its beneficiaries and partner organisations with relevant and high-quality skills. AAAEP-P ensures that they have a

- positive experience either in-country or in Australia
- can build relationships in Australia
- stay engaged with the Australian Embassy in the Philippines, Australia, and other participant institutions and businesses that undertake useful and relevant collaborations

To do this, AAAEP-P

- develops programs for delivery in the Philippines
- sends key Filipino leaders to Australia for long-term study, focusing on priority sectors that contribute to shared development goals

AAAEP-P also ensures that program decisions are based on the needs of its partner agencies. This is done through structured processes for selecting programs of assistance, which are informed by data from monitoring and evaluation.

1.2 AAAEP-P Sub-Programs

This publication covers the standards for delivering assistance on three of the five sub-programs of AAAEP-P:

- Short course and non-formal learning opportunities for urgent skills gaps that target high-value senior staff in important areas
- Fellowships to build relationships between institutions and businesses, and to build capacity and skills
- In-Country Scholarships for urgent skills gaps and to build a pool of potential leaders and technical specialists for the Bangsamoro

These sub-programs were initially identified to respond to emerging needs and focus resources in the areas that matter most.

Short Courses

Short courses provide partner organisations with targeted and flexible training modalities that respond quickly to emerging demands. It provides specialised training for those unable to take up long-term scholarships because of work, family commitments or cultural constraints.

Short courses will be accessible to women, people with disabilities (PWDs), and disadvantaged groups. Meanwhile, Gender, Equality, Disability and Social Inclusion

Short courses offer flexibility and address gaps that might better be addressed by training than long-term scholarships.

(GEDSI) content will be mainstreamed into the course design to highlight its significance and relevance to a broad range of themes.

AAAEP-P will implement this sub-program by assessing the partner organisations' commitment, readiness to engage, and buy-in of senior management. This will be done through consultations with and organisational training needs assessment (OTNA) of partner

organisations, development of learning and development (L&D) plans, and identification of training participants based on the result of the OTNA.

Non-Formal Learning Opportunities

Non-formal learning opportunities (NFLOs) are structured training in terms of learning objectives, time or support. These learning opportunities are discrete activities in response to emerging needs and demands delivered in the Philippines and can take many forms including:

- Executive and Coaching program
- Benchmarking
- Study visits/tours
- Coaching and Mentoring
- Internships
- Ad-hoc short courses including on-site training
- Workshops
- Conferences
- Seminars
- Work placements
- Mentoring arrangements, on the job training

NFLOs are not necessarily provided by an educational or training institution and typically does not lead to certification.

Fellowships and Institutional Partnerships:

AAAEP-P assists DFAT in

- building relationships between Philippine and Australian institutions (including Government, universities, TVET institutions, and business and industry),
- building capacity and skills that facilitate linkages such as institutional partnership arrangements

Institutional partnership between educational institutions may include joint degree program delivery. AAAEP-P provides opportunities for visits of academics from Australia to its partner institutions in the Philippines or vice-versa.

Scholarships or fellowships may also be provided to faculty from these partner organisations to lift the academic qualifications of faculty members. Scholars under this program are expected to develop and implement Re-Entry Action Plans, which will assist the development of curriculum in or the capacity of their home institutions.

In-Country Scholarships Program

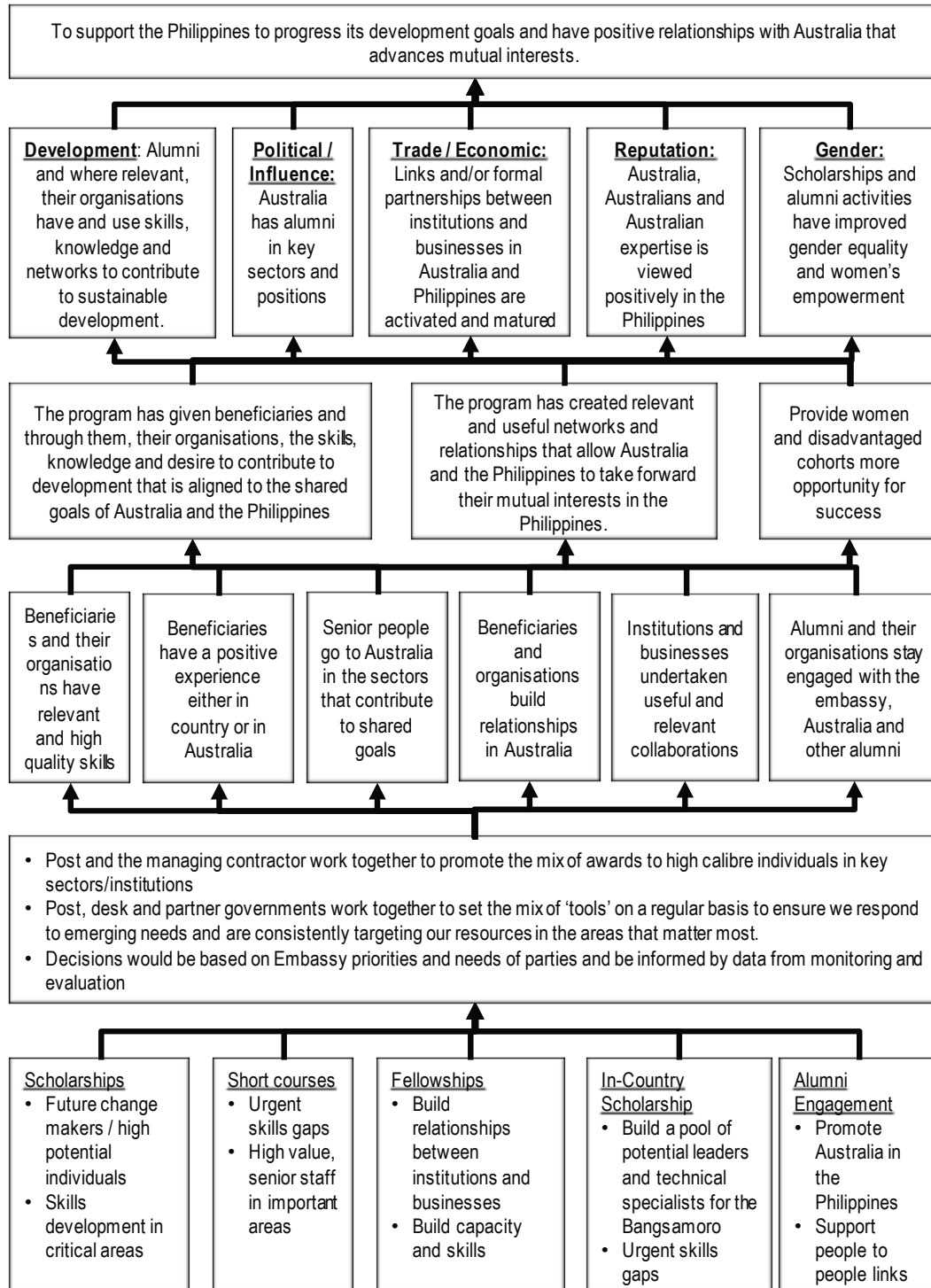
The in-country scholarships program (ICSP) introduced under PAHRODF for potential leaders in Muslim-majority areas continues under AAAEP-P. The ICSP is intended to:

- build a pool of potential leaders and technical specialists that the Bangsamoro government can access
- assist partner organisations prepare for the Bangsamoro Basic Law (BBL)

The ICSP under AAAEP-P involves split-site courses. This means ICSP scholars will complete one year in a local university before moving to an Australian university for their masters.

AAAEP-P encourages building of networks and formal partnerships between Australian and Philippine organisations to facilitate the exchange of ideas, methodologies, and technology.

AAAEP-P Program Logic



2 Use of Program Resources

AAAEP-P exercises an ethical approach in producing LSP performance assessments (including cost efficiency), and in targeting and applying resources to best manage risks.

Efficiency in program procurement will be enhanced through effective implementation of key considerations. This means the proposed type of assistance or support meets efficiency standards. For example, is the partner organisation's need best met by providing a PhD for one person or a short course for many?

Effectiveness is about making valuable contributions to the achievement of program goals and of the longer-term Philippine Development Plan (PDP) priorities.

2.1 Risk Management

AAAEP-P proactively manages risks within the framework of a constructive relationship with DFAT, GPH, TPOs, PSPs, students, LSPs and other stakeholders. It assesses risks and vulnerabilities and develops risk mitigation plans as part of the pilot studies on flexible delivery modes (in-country scholarships where funding may be provided directly to local universities).

AAAEP-P ensures that its M&E system and Risk Management Plan include mechanisms for identifying potential fraud and corruption so that it will be documented, immediately addressed, and advised to DFAT.

2.2 Ethics

AAAEP-P exercises honesty, integrity, probity, diligence, fairness, trust, respect and consistency in the implementation of its activities. The Program team will:

1. Recognise and deal with any conflicts of interest including perceived conflicts of interest in all its activities
2. Deal with LSPs and suppliers of services and goods equitably
3. Consider seeking advice where probity issues arise (and will consider all its key implementation principles to achieve outcomes)
4. Not accept inappropriate gifts or hospitality

AAAEP-P will not enter into contracts with LSPs who have had a judicial decision against them (including those that are under appeal) relating to employee entitlements and have not paid the claim.

AAAEP-P will not engage with LSPs whose practices are dishonest, unethical or unsafe.

2.3 Value for Money

Value for Money is the end-result when the abovementioned principles have been utilised in procurement. This is the core principle of the AAAEP-P's procurement processes. As such, there will be comparative analysis of costs and benefits of each procurement transaction or proposal for assistance throughout the whole procurement cycle.

AAAEP-P ensures that selection made by partner organisations represent the best value for money.

AAAEP-P will consider various factors that support value for money. Value for money will be evident when:

- An activity or procurement is fit for its purpose
- The LSP, research group and any individual who will be potentially engaged by AAAEP-P has a good performance track record
- The relative risks of each proposal are considered and addressed early
- LSP, individual consultant or supplier is flexible to adapt to possible changes over the life cycle of the property or service
- Direct and indirect benefits and costs over the whole procurement cycle are considered within the financial management;
- Evaluation of contract options (contract extension options) are looked at and considered;
- There is an effective competition through open tender
- LSPs deliver results with high quality as contracted. AAAEP-P will provide LSPs with opportunity and flexibility to manage for results

2.4 International and Philippines Expertise

AAAEP-P actively supports exchanges of expertise between international and Philippines-based LSPs. LSPs are encouraged to explore ways in which such exchanges can be incorporated in the technical tenders.

2.5 Gender, Disability and Social Inclusion (GEDSI) in our assistance

AAAEP-P will be sensitive to gender equality and social inclusion issues and consider them in procurements. This includes awareness of cultural and equality issues such as language or accessibility requirements.

A whole of program approach in gender equality and social inclusion provides the strategic and operational framework for taking affirmative action on empowering women and increasing access of vulnerable groups to learning and leadership opportunities. This framework aligns with the Australia Awards Global Strategy principles. It also adopts a twin-track approach by targeting specific areas of inequality and mainstreaming gender and social inclusion across all areas of the program.

Social exclusion describes a process whereby certain groups in society are systematically excluded from opportunities that are open to others.

Groups can be discriminated of their sex, age, caste, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live, or other social identity.

Social Inclusion means ensuring that socially excluded people have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

AAAEP-P's assistance will be responsive to the needs of participants with varying social background, people with disabilities and other groups indicated above.

2.6 Anti-corruption

AAAEP-P subscribes to DFAT's overall goal for development policy on anti-corruption (i.e., assisting in bringing about sustainable reduction in corrupt behaviour to improve economic and social development).

Anti-corruption action elements and principles will be integrated in AAAEP-P's delivery of assistance and other support endeavours for partner organisations. The elements include building constituencies for anti-corruption reforms, reducing opportunities for corruption, and changing incentives for corrupt behaviours.

Depending on its applicability, this can be done through

- aligning outputs with the organisation's commitment to anti-corruption;
- ensuring that re-entry action plans support the institutionalisation of anti-corruption mechanisms;
- promoting transparency in processes and reporting;
- simplifying procedures and regulations;
- strengthening special bodies and councils by optimising participation of civil society organisations and the private sector in its operations.

The purposive and continuous initiatives in addressing corruption will contribute in improved governance enabling institutions to deliver effectively technical and social services as well as its regulatory functions.

3 Re-Entry Action Plan

The Re-Entry Action Plan (REAP) is a mechanism for assisting the participants and process owners implement, institutionalise, and mainstream outputs/outcomes. This allows participants to apply the lessons they gained and use the outputs they produce.

The REAP is developed individually by participants, and LSPs should ensure that individual REAPs complement each other. There may also be cases when a REAP is formulated by a group of participants who belong to the same target unit accountable for delivering a service or function.

REAPs are developed within the duration of the LSP assistance but will be implemented after the LSP engagement.

The participants' supervisors should be involved in the development of the REAP to ensure its alignment to the unit/office's priority objectives and ensure support in its implementation. Ultimately, REAPs should contribute to the achievement of workplace development objectives (WDOs).

Don't forget...

- Intervention participants develop and write the REAP.
- LSPs provide guidance on REAP development and help participants discuss with top management or process owners any significant considerations on the REAP. These plans are undertaken as the assistance progresses.
- Comments and approval of management must be done before finalisation of the REAP. This means presentation, consultation and feedback sessions on the REAP should be included in the LSP's design of the assistance.
- Participants should be given sufficient time during the intervention to make refinements on the REAP based on the results of feedback sessions. The LSP is responsible for ensuring that revisions from feedback sessions are included in the copy of the REAP uploaded on the AAAEP-P website.
- Printed copy of the REAPs must be signed by the process owner/s and by senior management.

4 Monitoring and Evaluation

Monitoring and Evaluation supports AAAEP-P in delivering its commitments and implementing its activities effectively and efficiently. It helps AAAEP-P recognise its strengths and areas for improvement. Moreover, information from the Monitoring and Evaluation System (MES) are used to improve overall program implementation.

Four key functions of the M&E system

1. **Learning and improvement.** Ensures that lessons from program performance are gathered, processed, and communicated using a knowledge management (KM) framework to inform programming and continuous improvement
2. **Supporting decision-making, management and accountability.** Supports evidence-based decision-making at all levels of programming, ensuring that resources are well-managed and results are accounted.
3. **Measuring performance, progress and impact.** Ensures that...
 - good performance is linked to implementing activities effectively and efficiently
 - results are delivered and sustained
 - assumptions and program theory hold true
 - progress towards intended outcomes are measured and demonstrated
 - good performance is linked to achieving results
 - progress towards EOPOs can be measured and demonstrated
4. **Communicating with target audiences.** Addresses communication needs of the program – from communicating progress and demonstrating results to sharing lessons learned.

At the centre of AAAEP-P's M&E function are its M&E Framework (MEF) and M&E website.

- The MEF specifies the information needed to measure outcomes and other components of the program logic.
- The M&E website contains information at all stages of the program cycle, including data on applicants, alumni, and other beneficiaries

1.1 M&E Framework

The AAAEP-P MEF summarises how AAAEP-P proposes to determine whether it is on track or have already delivered its committed outputs and outcomes. It contains the following information:

1. **Program Logic Levels.** The program vertical logic derived from the Theory of Change and Program Logic Model. The Theory of Change was derived from the Australia Awards Global MEF but modified to accommodate local priorities. This is important to generate shared understandings of how intended outcomes can be achieved in the Philippine context through alternate pathways, interventions, and assumptions.
2. **Key Evaluation Questions (KEQs).** The KEQs are high-level questions to guide program evaluation and progress reporting. These questions align with the program logic and cover aspects such as relevance, efficiency, effectiveness, sustainability, gender equality, etc. and questions about progress towards intended outcomes. The KEQs help ensure that the AAAEP-P focuses on supporting and achieving committed outcomes by evaluating performance and progress.
3. **Indicators.** Indicators or performance indicators are qualitative and quantitative factors or variables used to measure achievement or success, reflect changes that the Program caused or helped cause, or determine the status of activities. Each KEQ calls for at least one indicator to determine whether the outcome or output to which the KEQ is associated with has been delivered.
4. **Levels of disaggregation.** The variables are disaggregated to ensure that data may be analysed at the most basic level possible. Disaggregation aids AAAEP-P's data analytics strategy which conforms with data mining techniques to derive and highlight latent information. Where possible, AAAEP-P disaggregates its data based on sex, disability, organisation assisted, position level of alumni or Program beneficiaries, sector, location, program participated in (PAHRDF, PAHRODF, AAAEP-P, others), AAAEP-P Sub-Program or REAP completion rate.
5. **Source of data.** AAAEP-P will use a suite of data collection and analysis techniques and tools which Coffey developed to support DFAT programs. These comprise mixed-method approaches combining qualitative and quantitative data to address research and evaluation questions and to derive indicators. These include perception surveys, case studies, tracer studies, outcome mapping, contribution analysis, quality reviews and business process mapping.

6. **Baseline and Target.** AAAEP-P will conduct its baseline assessment and consequently develop its targets in the first quarter of 2018. It will then report on progress and achievements based on this information.

The AAAEP-P M&E framework presents a system that captures effective and efficient delivery of assistance and its impact on improvements in program service delivery, organisational capacities and individual competencies.

Yearly and cumulative assessment of the performance of different stakeholders provides snapshots of

- (1) assistance interventions that lead to successful capacity changes and generates improvements in program service delivery
- (2) trends in the journey towards organisational excellence
- (3) gains and pains towards improving organisational capacities
- (4) quality of engagement of partner organisations that leads to successful capacity changes
- (5) possible implications on future agenda of introducing reforms in the Philippine bureaucracy

Baseline and post intervention measures will be determined and agreed upon with partners. Reliability of data will be established using triangulated data collection methods. M&E teams, composed of the partner organisation's sponsor, process owner and HR representative, will be trained on AAAEP-P's process and tools. External evaluators may also be contracted to conduct mid-term and end-of-engagement evaluation to validate organisation self-assessments.

The yearly and cumulative assessment of the performance of different stakeholders will provide AAAEP-P with the basis for planning, systematically identifying lessons learned across organisations and continuously improving its processes towards the attainment of its goal and objectives.

The LSP is expected to design and implement a project management M&E for the duration of the implementation of the assistance. This is part of the monitoring aspect of AAAEP-P. Various methodologies in monitoring the progress of the implementation of the assistance are expected to be used by the LSP. The LSP is expected to involve the M&E person/team of the partner organisation in this initiative.

Sub-Contractor Agreement

The LSP will provide the services on the terms stipulated in the sub-contractor agreement.

The LSP is expected to maintain high technical standards and professional work ethic especially in their dealings with AAAEP-P partner organisations and staff members.

The LSP will maintain full, true, separate and up-to-date accounts and records in relation to the Services and the Service Fees. These records should be kept in a manner that permits them to be conveniently and properly audited. The accounts and records must also be provided immediately upon the request of the managing contractor, Coffey International Development, for inspection. Please refer to draft contract included in all Tender documents.

The records include copies of consulting agreement/contract for associate partner, including all of its nominated team members and their scope of work, agreed level of effort and associated professional fees for each to be provided prior to mobilisation. Should there be changes in the ToR (initiated by AAAEP-P but do not fundamentally alter the scope of work), a variation to the contract will be negotiated between AAAEP-P and the LSP.

5 Administration and Logistics

The LSP is responsible for coordinating administrative and logistic arrangements for the duration of implementing the assistance (from pre-activities, opening program, actual delivery of assistance, to closing program), and is expected to regularly update the designated AAAEP-P adviser on these matters.

5.1 Basic Information

The LSP is expected to:

- Advise AAAEP-P on the name and contact details of all team members and their principal contact officer.
- Circulate letters of invitation to the head of the partner organisation and nominated participants, where required by the Program.
- Engage key stakeholders in partner organisation to gain in-depth understanding of its priorities and culture.
- Develop orientation materials, which include training design, workplace development objectives, methodology, timetable, venue, accommodation and transportation arrangements.
- Conduct briefings with partner organisation and participants (and provide orientation materials at least a week prior to start of an activity).
- Provide DFAT and AAAEP-P with a 30-minute speaking slot during the opening program of an activity to brief participants on the objectives of the program.
- Invite representatives from DFAT and AAAEP-P to activities (e.g., closing and opening ceremonies, presentations, etc.) where senior management of the partner organisation will be present (Secretary or Undersecretary).
 - LSP must give a two-week notice to the AAAEP-P to enable the different parties to arrange their calendars.
 - LSP must provide an opening or closing program with a full list of participants' details.
- Arrange a work station in the partner organisation's office for the team leader and coaches who do on-the-job coaching and mentoring.

If partner organisations agree, the LSP may allocate staff in the partner organisation's office for regular coaching and training, consultations with senior management and staff, or as required in the design specification and contract.

Travel and Transportation

The LSP is responsible for all components of domestic and international travel arrangements – air, land and sea, including airport transfers.

In Australia/other countries, LSPs will arrange for and provide land/tram/train for approved program activities (including social/cultural activities) and air transport when moving between states. Costs for transport will be included in the LSP's financial proposal for the activity.

In planning transportation arrangements, the LSP should consider:

- Participants' needs, safety, and comfort (arrangements must be made with reputable air, sea, and land transport companies)
- Arrangements that do not compromise the participants' ability to engage in the learning activity
- Giving priority to the most appropriate and direct transport route (overnight stays and breaks in schedule should be limited)
- Visa fees, which should be included in the proposed tender budget for trips to Australia/other countries. The LSP is also responsible for the visa applications of participants. Visa application forms can be downloaded from embassy websites of the respective countries to be visited

All costs related to domestic travel and terminal fees will be met by the LSP. This includes any accommodation and/or meal costs prior to and after the Australian component, and while in transit for the trip to and from their place of origin. Participants should be:

- Provided with details of bus, tram and train travel and how fare systems operate (i.e., multi-trips, oyster cards, etc.)
- Shown examples of timetables
- Advised where timetables can be obtained

Arrival Details

Upon arrival at the destination, the LSP will:

- Ensure participants are met and transfers to their accommodation are provided
- Arrange for a tour of their accommodation and provide a brief orientation covering their immediate requirements
- Provide a briefing on Australian/local culture and mannerisms*
- Provide a briefing on safety and security in Australia/other countries*
- Advise participants about local money, ATM machines, credit cards, post office locations;

- Advise the Philippines Embassy or State Consulate about the arrival of participants, if appropriate

Departure Details

The LSP will facilitate arrangements for the return of the participants, which includes:

- Confirming booking with airlines
- Providing a budget for the shipment of training and reference materials of the participants (i.e., Australia to participants' work base)
- Discussing transport/uplift arrangements with participants
- Providing advice on administrative support for the succeeding coaching/mentoring component (if applicable)
- Providing accommodation and meals should participants need to stay overnight while waiting for the next available flight to their respective work/home base
- Providing AAAEP-P with details on the confirmed flights of participants.

5.2 Accommodation (Residential Activities)

The LSP is responsible for arranging a suitable and safe accommodation for participants in residential activities.

The LSP must get clearance from AAAEP-P for venues of out-of-town activities. The minimum requirements include:

- **Australia or other countries:** serviced apartments are preferred
- **Philippines:** single / twin sharing at 4-star rated hotels where possible

Venues should provide in-room safes or a safety deposit box facility

5.3 Payment of Stipends

Stipends/per diems are provided for international benchmarking activities. The LSP will:

1. Advise AAAEP-P of stipend payment schedule and details
2. Administer payment of stipends (to be paid one week in advance only, at the beginning of each week, NOT distributed in total at the beginning of the program)

For in-Australia component: A stipend of AUD \$82.20 per day will be paid to participant/s when participants are paying for their own meals and incidentals during training.

For other countries: Advice on rates of stipends will be provided in the RFT.

For in-Philippines activities, participants should be provided with full-board meals (i.e., breakfast, AM snacks, lunch, PM snacks, dinner) if it is a residential activity and meals only (i.e., AM and PM snacks and lunch) for non-residential activities.

Meal provision includes meals while traveling to and from their point of origin. Meal provision during these journeys may be by way of allowances.

5.4 Venue and Location of Training

The LSP should arrange for an appropriate venue for the training:

- Venue must be conducive to learning. It should have the amenities required for the conduct of assistance such as suitable training rooms (appropriate size for number of participants), break-out rooms (when necessary), working tables, good internet connection, separate male and female bathrooms etc.
- In residential activities, venue must be safe, secured, and with appropriate lodging facilities. Ideally, venue should be located adjacent to the accommodation. When venue is far from the accommodation (or workplace), LSP should provide transportation for the participants.

The LSP should make arrangements for tea and coffee, morning and afternoon break snacks, and buffet-style meals for lunch. Dinner should be provided where training sessions extend until evening.

5.5 Insurance

The LSP should provide suitable travel insurance for participants including:

- Individual travel insurance for international travel
- Group travel insurance for local travel

5.6 Medical Cover (For International Programs Only)

The LSP should provide participants with a briefing on the medical insurance provided and what procedures are to be followed when using or claiming insurance cover. The briefing should also cover general health and welfare issues relevant to the country or region,

5.7 Information on Local Environment (either in the Philippines or in Australia/other countries)

As part of the orientation to the participants, the LSP should provide information on the local environment:

- Discuss local conditions, settings and features
- Discuss similarities and differences between the Philippines, Australia or other country
- Provide advice on restaurants (such as Muslim halal restaurants)
- Advise on places of worship (churches, mosques, temples)
- Provide information on sporting and recreation facilities; where to shop for food (in particular, Asian groceries and halal meat shops), clothing and other personal requirements

Note: For international travel, LSPs may invite former participants who have completed the course to share about their experience in the program (i.e., provide tips, show a video or do a presentation on the sessions they enjoyed, challenges they may have experienced, and things they would have done differently, etc.)

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5.8 Social Program and Activities, Pastoral Care

In implementing an activity, the LSP should ensure:

- Provision of a regular social/cultural program, other than the formal opening and closing programs.
 - Note: Clearance from AAAEP-P is required for proposed extreme sports/activities
- Regular get-together of participants to evaluate/discuss learnings and raise concerns
- Provision of information on how to handle a 'crisis' situation including who to call (e.g., contact numbers of police, crisis care, etc.). This information must be in written form for use as a reference (LSP's internal Risk Management protocol)

Note:

- The first point of contact in case of a crisis/emergency is the AAAEP-P Program Director and the point person of the partner organisation.
- A First Aid kit should be available during the activity.

5.9 Opening/Closing Ceremony

The LSP should ensure that DFAT officials are invited in activities involving top management of the partner organisation (Secretary, Undersecretary). Their involvement should be coordinated through AAAEP-P with two-weeks advanced notice provided.

- Other invitees should also include the partner organisation's senior officer responsible for the activity, relevant HR officers, AAAEP-P officers and other suitable guests.

5.10 Attendance of Participants

The LSP is responsible for ensuring program registration procedures are followed. This includes:

- Participants registering online at the AAAEP-P's website to confirm their participation in a training activity
 - Note: Where participants have been nominated by agencies but have not completed the on-line registration form, the LSP is to complete the registration
 - Where there is change in attendance from those registered to participate in the activity, the LSP must advise the Program
- Participants completing an online pre-assessment and post competency assessment.
- Engaging partner organisations in implementing the standards for attendance;
- Preparing Certificates of Completion or Attendance for participants who have completed participation in all activities of the assistance.
 - The Certificates are to be co-signed by the AAAEP-P Program Director and Head/Representative of Partner Organisation.
 - Certificates of Attendance will only indicate attendance in specific component/s of the activity and serve as evidence for their respective office audit.

- Template for the Certificates can be downloaded via the AAAEP-P website www.australiaawardsphilippines.org

6 Conduct of the Activity

When necessary, the LSP must arrange a space or room for the team leader and coaches. It is expected that the team will be located at the partner organisation during any ongoing mentoring and counselling processes.

6.1 Work Placements, Visits, Benchmarking

If work placements, benchmarking and observation visits to learn about other organisations' good practices are included in the activity, the LSP will:

- Ensure the schedule and structure for work placements/internships and study visits are followed
 - Arrange and brief on-site mentors/supervisors on the purpose of the visit and specific outcomes to be achieved
 - Process the learning activity together with the participants
 - Monitor and report on the achievement of work placement, benchmarking and visits' objectives
 - Advise AAAEP-P through the Critical Incident Form if there are changes to the proposed schedule

6.2 Course Materials, Resources and Clerical Support

All course materials, including assessment instruments, must be provided to AAAEP-P for approval.

- When a partner organisation seeks the tailoring of training or training materials, these suggested changes must be agreed to with AAAEP-P before the training is conducted.
- Any draft material prepared for the agreement of partner organisations must be provided to the AAAEP-P for input.
- When AAAEP-P suggests changes to materials or outputs, the LSP should provide a report on the extent to which the proposed changes have been incorporated or reasons why suggestions should not be incorporated.

The LSP is to:

- Arrange for the provision of all course materials/kit (including equipment, software, etc.), photocopying, stationery, essential training supplies, computer work stations with internet / email access, etc.
 - The LSP is responsible for obtaining tote bags, notebooks, ballpen and identification card holder from AAAEP-P in Davao or Manila (depending on the geographic location/venue of the activities); as well as shipment to the identified venue/s. Costs will be deducted from total costs of the activity

- Arrange for the provision of study room/area, equipment and library as well as other learning resources necessary for the learning
- Ensure clerical/administrative support is available for instructors and participants
- Ensure meal and snack breaks are agreed with the participants. Meals must be provided for formal coaching and mentoring sessions
- Ensure that supplies and materials are available to participants, especially when they are given individual assignments, which they will accomplish after the day's session/activities;
 - All equipment, books, reference and presentation materials procured and used during the conduct of the assistance will be turned over to the partner organisation. The LSP will be responsible for any shipment of these items to the partner organisation.

6.3 Assessment and Review

The LSP is to complete pre and post competency assessments against the identified competencies, using a 4-point scale. The pre-assessment results will serve as the baseline for comparative purposes to assess the efficacy of the activity.

The LSP is expected to:

- Ensure that the results of these assessments are entered into AAAEP-P's database;
- Complete any online surveys, e.g., partner organisation satisfaction survey, learner satisfaction survey (nominated team, resource persons/speakers, processes of assistance) after the end of a component/phase as required by AAAEP-P;
- Ensure the provision for managing learning sessions, i.e., individual and group reflections, drawing out significant insights/learning. A lessons learned instrument is available on the AAAEP-P website
- Arrange for sessions at the end of each day/week to get feedback from participants, e.g., challenges, additional needs, etc.
- Ensure availability of the team leader and activity facilitator/project coordinator to answer queries and deal with any problem that may arise. Alert the assigned AAAEP-P team member immediately if any issues arise that affect the management of the activity
- Develop and conduct session/training evaluation, particularly on the performance of the nominated team member (e.g., course leader, facilitator, resource persons, specialists, coaches and welfare coordinator).

The suggested evaluation criteria for the resource persons are in the following areas: oral presentation, ability to generate participation, rapport with participants, time management, managing learning process and thoroughness of inputs, content. The results will be consolidated, analysed and included in the progress report and the completion report.

- Conduct regular evaluation of the effectiveness of the assistance with client groups. The results will be consolidated, analysed and included in the progress report and the completion report.
- Attend regular progress monitoring meeting (with team leader) or provide regular progress reports as required by AAAEP-P;

Details of reports and other procedures are provided in the last section of this document.

7 Publicity and Recognition

The overall experience of our partners, intervention participants, and stakeholders during the conduct of an activity is part of branding. Through proper visibility and recognition, AAAEP-P activities and events will help acknowledge the Australian Government's work through the use of correct brand identifier in all event collaterals, through a speech delivered by partner, or through a news or feature story.

The LSP is expected to support this initiative by preparing communication materials about the activity in coordination with the AAAEP-P Communications Team.

7.1 News and Feature Articles

- Prepare news or feature story (500-800 words) about the activity.
 - Story may include details such as content and highlight of the training or launch, number of participants, etc.
 - News story should include approved quotes from key representatives of partner organisations and DFAT. These sound bites may be based on the speeches delivered during opening ceremonies.
 - Depending on the story angle, it would also be good to include quotes from participants, particularly their testimony about their positive experience in the training or how they are now using / applying what they have learned from the training.

Note: Draft of story should be cleared with the partner organisation and AAAEP-P. AAAEP-P will seek approval of the article with DFAT.

- Submit 3-5 photos to accompany news or feature story.
 - Include a variety of shots including the following:
 - Key official delivering a speech
 - Participants doing activities (action shots)
 - Group photo

Note: AAAEP-P prefers a photojournalistic approach in capturing the activities

- All photos submitted must be in high resolution (at least 1MB).
 - All photos submitted should have photo captions.
 - All photos should have a written consent from the subject. ^[11]_[SEP]
 - If the subject is a child, a written consent must be signed by his or her ^[11]_[SEP] parent, guardian or teacher. ^[11]_[SEP]
- The LSP is to ensure that an Australia Awards banner is visible within the training venue
 - A Philippines and Australian flag must also be displayed in all the training activities

7.2 Use of logo

AAAEP-P manages two brands, the Australia Awards and the Australian Aid identifier, in the conduct of its learning activities. Please consult AAAEP-P on which logo to use and which branding guidelines to follow for specific sub-program activities.

Templates of communication collaterals (i.e., PowerPoint presentation, signage and backdrop, etc.) are available for download from the Program website:

<http://www.australiaawardsphilippines.org/shortcourse/templates>

7.3 Experience

Branding checklist during the conduct of an activity/training:

- Event backdrop with correct logo*
- Australian and Philippine flags (during opening or closing ceremony)
 - Facing the stage: The flag of the host country should be placed on the left, and the other flag on the right.
 - It is recommended that the two flags go together and that flags must be of the same size.
 - Australian and Philippine anthems (during opening or closing ceremony)
 - If training is conducted in the Philippines, the Philippine national anthem will go first to be followed by the Australian national anthem
- Power Point template*
- Pull-up banners*
- Certificate of participation*
- Workshop collaterals*

*NOTE: please refer to 8.2 for guidelines on logo. You may download template from <http://www.australiaawardsphilippines.org/shortcourse/templates>

When introducing AAAEP-P in presentations or reports, the LSP should use the program description below:

The Australia Awards and Alumni Engagement Program-Philippines (AAAEP-P) is designed to provide a suite of learning opportunities to Filipinos, which includes the Australia Awards Scholarships and short courses, local scholarships, and non-formal learning opportunities. By offering flexible and strategic combinations of these educational tools, AAAEP-P supports and complements the capacity building initiatives of select Philippine organisations that directly contribute to the shared development goals of the Australian Government and Philippine Government.

The program also engages with the Filipino alumni of Australian educational institutions or Registered Training Organisations (RTOs), nurturing the connections and relationships that these exceptional Filipinos have with Australia. For more information about the program, visit www.australiaawardsphilippines.org/About.

7.4 Giveaways and Tokens

Only simple and usable items supportive of and related to the assistance are to be given to the participants, including:

- pens
- notebooks
- tote bags
- identification card and lanyard
- USB flash drives (to store handouts/training materials) should be provided by the LSP

No costly/fancy giveaways such as planners, jackets, tumblers, umbrella, t-shirts are to be provided. **Any other giveaway items** must be cleared first with AAAEP-P/DFAT.

PROVISION OF REPORTS TO THE PROGRAM

AAAEP-P may ask the LSP for updates, including periodic reports on progress of the activity implementation. This include approaches taken and issues that may have arisen including changes to the duration or scheduling of activities.

LSPs should provide AAAEP-P with a report on critical/significant incidents. Critical incidents include any requested changes to the scope or timing of activities, requests for amendments by the partner organisation or changes in the proposed approach to the delivery of the activity. A Critical Incident Report template is available from the AAAEP-P website.

• ACTIVITY COMPLETION RESPONSIBILITIES

- Submit a Completion Report (use the prescribed template from the AAAEP-P website (www.australiaawardsphilippines.org)). The report should have the following attachments:
 - Actual Terms of Reference or design (training) implemented (assumes that changes were done as the training/learning opportunity was implemented);
 - Team Directory
 - All team members engaged by the LSP in the conduct of the activity, including resource persons, facilitators, etc. (highlight their respective roles and duration of engagement including the evaluation of individual participant's performance);
 - Participants Directory
 - List of participants and contact details, including the LSP's evaluation of their competency
 - Process and content documentation
 - Results of the pre and post competency assessment
 - Documentation of emerging good practices during the implementation of the assistance (leading to KM products) and potential research agenda
 - Signed REAP of the participants (soft/hard copy), when required
 - At least two printed copies of approved major outputs (unless stated in the design specs to produce more copies)
 - Photo documentation
 - Softcopy of the printed outputs - both in editable version and Camera-ready version. The sign-off of the partner organisation management on the outputs must be included in the submission.
- Provide a comprehensive set of hard and soft copies of handouts, other materials provided during the course (e.g., videos, Power Point presentations, etc.), actual training timetable, etc. within two weeks (2) of end of course.
- The partner organisation and AAAEP-P will be provided with all the outputs of the assistance

Failure to complete the above tasks may delay the approval of milestone payments.

