



Australia Awards

# Australia Awards Short Course

2018 – 2022 Delivery

Request for Tender

August 2017



Monday, 14 August 2017

## **Australia Awards – Short Course 2018 - 2022 Request for Tender**

As managing contractor for Africa Awards - Africa, Palladium invites you to tender for this activity. As this is a Department of Foreign Affairs and Trade (DFAT) funded Program, all Tenderers are required to follow Commonwealth Procurement Guidelines, details of which can be accessed via the website: <http://www.finance.gov.au/procurement/procurement-policy-and-guidance/commonwealth-procurement-rules/>.

Australia Awards - Short Courses are formal courses of study or training, of less than three months duration, delivered by an approved Australian higher education provider (see Table A,B, C of the Higher Education Support Act 2003) or an Australian Registered Training Organisation (RTO).

The current RFT is separated into four parts:

- Part 1 - Activity Specific Tender Conditions, including the Tender Cover Sheet;
- Part 2 - Standard Tender Conditions;
- Part 3 - Scope of Services for Australia Awards – Africa Short Courses 2018 - 2022;
- Part 4 – Standard Contract Conditions - Subcontractor Agreement.

If your organisation chooses to lodge a Tender it must be submitted on the terms of this document and the attached Parts (together referred to as the **Request for Tender** or **RFT**). Applications close at 4pm (AEST) 9<sup>th</sup> October 2017.

Organisations submitting Tenders are encouraged to fully inform themselves of the Tender conditions (both Activity and Standard) when preparing their Tenders. To register your intention to bid, please email [tender@australiaawardsafrica.org](mailto:tender@australiaawardsafrica.org) before the 11 September 2017. An industry briefing will be conducted on 20 September 2017 in Canberra. Details of the event will be sent to all tenders who have registered intention to bid.

Please direct any enquiries to [tenders@australiaawardsafrica.org](mailto:tenders@australiaawardsafrica.org) no later than the 22<sup>nd</sup> of September 2017. Tenders that do not include both the technical and financial proposals will be assessed as non-compliant and may not be provided to the Technical Assessment Panel (TAP) for evaluation.

We look forward to receiving your Tender.

Yours sincerely



Fiona Pakoa  
Team Leader  
Australia Awards - Africa

## **LIST OF ACCRONYMS AND ABBREVIATIONS**

<b>AADP</b>	Australia-Africa Development Program
<b>ABN/ACN</b>	Australian Business Number/Australian Company Number
<b>AEST</b>	Australian Eastern Standard Time
<b>AP</b>	Additional Participants
<b>AQF</b>	Australian Qualifications Framework
<b>ARF</b>	Advisor Remuneration Framework
<b>ATI</b>	African Training Institute
<b>AUD</b>	Australian Dollar(s)
<b>CV</b>	Curriculum Vitae
<b>DFAT</b>	Department of Foreign Affairs and Trade
<b>HIV/AIDS</b>	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
<b>MC</b>	Managing Contractor
<b>PDF</b>	Portable Document Format (Adobe PDF)
<b>RAP</b>	Reintegration Action Plan
<b>RFT</b>	Request for Tender
<b>RTO</b>	Registered Training Organisation
<b>SES</b>	Senior Executive Service
<b>SoS</b>	Scope of Service
<b>TAP</b>	Technical Assessment Panel
<b>VET</b>	Vocational Education or Training

## **PART 1A – ACTIVITY SPECIFIC TENDER CONDITIONS**

### **A. TENDER PARTICULARS**

1. **Endorsement:** Short Courses 2018 - 2022 under Australia Awards - Africa
2. **Closing Time:** 4pm (AEST) 9 October 2017
3. **Delivery Address:** [tenders@australiaawardsafrica.org](mailto:tenders@australiaawardsafrica.org)
4. **Contact:** [tenders@australiaawardsafrica.org](mailto:tenders@australiaawardsafrica.org)
5. **Page Limits:** Technical proposal maximum of ten A4 pages plus annexes, including:
  - i. Detailed course outline – up to ten A4 pages
  - ii. Curriculum Vitae (CV) for each proposed team member up to a maximum of five CVs of no more than three A4 pages per CV
  - iii. Letters of Association and other details of other proposed subcontractors
  - iv. Pastoral Care Plan up to a maximum of three A4 pages
  - v. Up to 3 previous Subcontractor Performance Assessments in the format attached in Appendix 3 of this RFT.
6. **Tender Validity Period:** 6 months from Closing Time.
7. **Information:** Information about Australia Awards is available from the Australia Awards Offices in Pretoria, Nairobi and from the Australia Awards in Africa website ([www.australiaawardsafrica.org](http://www.australiaawardsafrica.org))

Relevant documents can be accessed via the Australia Awards – Africa website: [www.australiaawardsafrica.org](http://www.australiaawardsafrica.org)

**Please note:**

**A separate Tender is required to be submitted for each of the described Short Courses in the Scope of Services, pages 45 – 54. While it may be expected that some of the information provided will be repeated in each Tender, this is necessary to fairly assess each course.**

**Each Tender submitted must be tailored sufficiently to the specifics of each course if it is to be competitive against those potential providers who may only tender for one course.**

### **ELIGIBILITY TO SUBMIT A TECHNICAL PROPOSAL**

This activity provides Short courses, in Africa and in Australia, by Australian Registered Training Organisation (RTOs) and/or Australian tertiary institutions (*Higher Education Act 2003*, Table A, B, C). **As such this Tender is open to applicants that fulfil those criteria.**

## B. SCORE WEIGHTINGS

Providers will be assessed on the basis of value for money, in a four step process.

Tenderers should note that as part of its technical deliberations in respect of all the criteria below, the Technical Assessment Panel (TAP) will confer during October 2017. The TAP will assess the technical aspects of the tender. The financial aspects of the tender will be assessed separately and contribute to the overall tender score as per Steps Three and Four below. There is no requirement for Tenderers to attend an interview process.

### Step One: Additional Conformity Checking

The TAP will assess tenderers on their responses to the Essential Selection Criteria, including an assessment of Annex 4: Pastoral Care Plan. Tenderers will receive a score of either suitable or unsuitable on their response to criteria. Tenderers must be assessed as suitable on this requirement in order to proceed to the next stage of assessment. Tenders judged as unsuitable will not be assessed further.

Following the assessment of the essential criteria, the TAP will assess both the technical and financial submissions.

### Step Two: Technical Proposal

Technical submissions will be assessed according to the quality of the responses and the weightings indicated against each of the criteria. Each submission will be awarded a score out of 100.

The TAP's assessment of the technical proposal will account for 75% of overall score using the following formula:

$$\text{Technical Score} = \frac{\text{Tender's weighted Technical Score (out of 100)}}{\text{Highest Weighted technical Score (out of 100)}} \times 75$$

### Step Three: Relative Total Comparable Cost

This like for like price assessment will represent 20% of the overall score.

Relative Total Comparable Cost takes into account the impact the length of the course has on the cost. It is assumed that the longer the course, the greater the reimbursable and personnel costs. Using the calculation below, the comparable cost is calculated based on an estimate of what the course would cost if it was seven weeks in length (the average number of weeks of a short course).

Management fee = a

(Personnel cost / number of weeks of proposed course) = b

(Reimbursable / number of weeks for proposed course) = c

**Comparative total cost = a + (b x 7) + (c x 7)**

Note: All Tenders should be based on 25 course participants.

Using this calculation, the comparable cost for courses longer than seven weeks will be lower than the actual cost proposed, whilst the comparable cost for courses less than seven weeks will be higher.

The following formula for the scoring and ranking of Tenders on the basis of price will be used:

$$\text{Relative Total Comparable Cost Score} = \frac{\text{Bid Price of Lowest Total Comparable Cost Bid}}{\text{Tenderers Total Comparable Price Bid}} \times 20$$

#### **Step Four: Relative Cost of Additional Participants**

This like for like price assessment will represent 5% of the overall score.

Table 4 asks tenderers to propose costs for additional participants. Tenderers are encouraged to reflect accurately their economies of scale and associated costs which may include additional lump sum payments or per participant charges. Providers are encouraged to demonstrate the flexibility to scale up when required.

As a point of comparison, this criteria considers the costs associated with 5 additional participants (AP), as a percentage of the total (absolute) cost of the tender.

$$\text{Costs of five additional participants as a percentage of total (absolute) cost} = \frac{\text{costs associated with five additional participants}}{\text{total (absolute) cost}} * 100$$

The following formula for the scoring and ranking of Tenders on the basis of price will be used:

$$\text{Relative Cost of Additional Participants Score} = \frac{\text{Bid Price of Lowest priced relative cost of AP percentage}}{\text{Tenderers percentage}} \times 5$$

If the tender under consideration is unable to accommodate 5 additional participants (i.e. maximum number of additional participants is less than 30) then the tenderer will score a 0 for this criteria.

The final overall aggregate scores will be calculated out of a total score of 100.

## **TENDER SCHEDULE A – TECHNICAL PROPOSAL**

The response to Tender Schedule A must directly address the Selection Criteria, including annexes, with reference to the Scope of Services.

Response to Selection Criteria must be no more than **ten A4 pages**, plus annexes.

Tenderers will be assessed on the basis of the value of their proposal as described in their response to the technical capacity selection criteria, through the allocation of a score against each of the weighted criteria by the Technical Assessment Panel (TAP).

Tenderers should note:

1. Courses should be developed to accommodate 25 participants. Courses should be flexible enough to allow for additional participants (if required by DFAT); costs of these additional participants, if any, can be specified in table 4 of the Financial Proposal.
2. Some participants will be from English as a Second Language backgrounds so appropriate supplementary English language training should be provided. This may include the provision of instruction and materials in French and Portuguese.
3. Tenderers must consider in-Africa delivery options for all courses.
4. Tenderers are encouraged to consider a modular approach to courses of more than four weeks duration to differentiate between formal and applied teaching components.
5. Tenderers should consider flexible approaches to ensure courses meet Awardees learning needs. Pre-course engagement with Awardees has been a successful means to establish Awardees learning needs and expectations, in order to accommodate these in the curriculum. Pre-course African visits are only allowable in year 1.
6. A Reintegration Action Plan (RAP) is developed by each awardee attending a Short Course as part of the application process. The plan articulates an area of change which the awardee intends to contribute to upon return to their organisation. RAPs form a central component of the practical teaching and learning approach of Australia Awards – Africa Short Courses, and a means by which providers may offer support and guidance on the applications of course content to awardee organisations. Past experiences has shown that engagement with Awardees’ supervisors and organisations to facilitate acceptance, understanding and co-operation for RAP is an effective means to support successful implementation. Tenderers will be assessed favourably for the ability to deliver a course that results in the attainment of an AQF qualification or another form of formal course recognition.
7. Tenderers are encouraged to establish or build partnerships with African Institutions and centres of excellence, and to actively involve African partners in course design and delivery.
8. Inputs from the private sector to strengthen content relevance and impact are considered a valuable element of this course. Tenders will be assessed in part on the degree and relevance of private sector engagement.

## **ESSENTIAL SELECTION CRITERIA**

All providers need to demonstrate that they have adequate systems in place to ensure successful delivery of the Australia Awards – Africa Short Courses. Tenderers will be assessed by the TAP on their responses to the **essential criteria, and on the Annex 4: Pastoral Care Plan Template**, as having either adequate or inadequate systems. Providers whose responses are assessed as inadequate may not have the remaining Technical Proposal or Financial Proposal assessed.



With reference to Annex 4: Pastoral Care Plan, describe how the organisation will:

- a) Identify potential academic and welfare needs of Awardees and document the mechanisms in place to provide appropriate support,
- b) Put in place the necessary management, administrative and logistical support for delivery,
- c) Manage critical incidents,
- d) Provide support to ensure the equitable participation of Awardees with disabilities; and
- e) Ensure appropriate staff are available to manage and administer the course, and oversee pastoral care.

**Score: Adequate/Inadequate**

**Technical Selection Criteria (Total score = 100)**

**1) With reference to Annex 1 Detailed Course Design, describe how the methodology and approach to course design will (45/100):**

- a) Equip Awardees to develop new and useful skills and knowledge in the course subject
- b) Determine the English language ability of Awardees, and ensure necessary English Language training and support is provided where necessary
- c) Support Awardees to develop and fully realise an impactful Reintegration Action Plan
- d) Demonstrate the relevance of the course to the African context
- e) Meaningfully engage with African institutions and centres of excellence to ensure optimum relevance to the African context
- f) Develop Awardee ability to i) identify barriers to equitable access of all population groups, particularly women, people with disabilities, and people living with HIV/AIDS, to the benefits derived from development in the relevant sector and ii) to advocate for socially inclusive development practices
- g) Prepare Awardees to become more successful leaders, decision makers and advocates through training in leadership, communication, project management, negotiation, and public speaking
- h) Support, monitor and assess the achievements of course participants following the completion of course delivery
- i) Potentially offer recognition, accreditations, or pathways that are available as a result of the course

**2) With reference to Annex 1 Detailed Course Design, describe how the methodology and approach to course design will (10/100):**

- a) Meaningfully engage with relevant private sector organisations through course design and delivery to strengthen relevance and development impact

**3) With reference to Annex 2 – Curricula Vitae, name up to five of the key teaching staff who will deliver the Short Course. Detail their relevant experience, including**



**experience in the African context. Note: This criterion will include a value for money assessment of the personnel costs. Where personnel costs vary from the DFAT ARF rates, include a justification of these costs. (15/100)**

- 4) Describe how your organisation will contribute to the recognition of Australia as an active partner in Africa’s development. Consider how the capacity built as a result of partnerships with African institutions, positive media coverage or contributions to Australia Awards publicity, or formal diplomacy events could contribute to this recognition (10/100)**
  
- 5) Describe the qualities your organisation has that will enable them to meet the challenges of the program, and contribute to best practice. Include examples of past achievements (10/100). This criteria will be weighted at 20/100 if the provider does not have previous DFAT Subcontractor Performance Assessments.**
  - a) Demonstrate flexibility through the ability to respond to and accommodate changes in client requirements, as a result of change in political or economic circumstances
  - b) Demonstrate the ability to apply innovations to enhance Awardee learning
  - c) Demonstrate a commitment to cost consciousness through actively managing costs and creating efficiencies. Note: this criteria will include a value for money assessment of the tender costs.
  - d) Critically reflect on performance, evaluate innovations, document lessons learnt, and develop and implement recommendations within a continuous improvement culture
  
- 6) Include up to three Subcontractor Performance Assessments in the form of Appendix 3 of this RFT or similar DFAT format. Providers will be assessed on provided Subcontractor Performance Assessments as well as Subcontractor Performance Assessments completed by the program under previous years (10/100).**
  - a) Tenders utilizing an alternate DFAT format will not be penalised. Tenderers who do not have previous Subcontractor Performance Assessments will not be penalised.
  - b) If the Provider does not have any previous Subcontractor Performance Assessments, this criteria will be weighted 0 and criteria four will be weighted 20/100.

## **Annex 1: Detailed Course Outline**

### **Course aims and objectives**

- What is the course designed for?
- What will it provide for participants?

### **Course requirements**

- Ideal background / qualification of participants

### **Pre Course Engagement Mechanisms**

- Methods used to engage Awardees to determine their English Language ability, existing knowledge, learning needs, and expectations in order to modify content to respond to needs

### **Course contents**

- Brief description on what the course is going to cover
- Formal and applied teaching program
- Extension activities including field trips

Tenderers should clearly identify planned private sector engagement opportunities within the course content.

### **Course duration**

- Up to a maximum of 12 weeks

### **Course participants**

- All courses should be developed for 25 participants. Where it is possible to accommodate a greater number, what is the maximum number of participants per course?

### **African delivery location and context**

- Where?
- Describe the nature of any new or existing partnerships with African institutions/delivery partners and their role in the design or delivery of the course.

### **Course assessment**

- Details on assessment and qualification expectations
- Initial and final knowledge test to assess learning for evaluation purposes
- Any recognition, accreditations, or pathways that will be offered as a result of the course

### **English Learning support approach**

- Details of how English language support is built into the delivery

### **Orientation activities during week 1**

- What are the planned activities?

**Detailed course content by week**

This should also include but is not limited to references to:

- Reintegration Action Plan (RAP) managed through the course
- How extra-curricular activities will build linkages and support a more holistic experience
- How participants will be supported to meet assessment expectations
- Details of experts / lecturers
- Description and purpose of relevant field visits
- How the course will develop the necessary skills for Awardees to become effective decision makers (e.g. leadership, communication, project management, negotiation, and public speaking)
- How social inclusion will be addressed in the context of the course subject, including ensuring equitable distribution of the benefits of development to women, people with disabilities, and people living with HIV/AIDS
- Details on how the course will ensure it is relevant to the African context and a description of potential case studies

## Annex 2: Curricula Vitae for up to five Team Members

CVs for each proposed team member, up to a maximum of five CVs of no more than three A4 pages per CV. Submitted CVs should conform with the requirements outlined below:

- The CV for team members must include the following information:
  - (a) name and personal contact details (this can be an email address or phone number)
  - (b) nationality and if relevant permanent resident status
  - (c) professional qualifications, including institution and date of award, and
  - (d) details of recent **relevant** professional and development work experience, including the duration and extent of inputs, **with all African experience bolded**
- CVs must be signed and dated by the proposed team member and must include the following certification:

“I, *[insert name]*, declare that:

  - (a) The information provided in this CV is accurate and hereby authorise Palladium to make whatsoever inquiries it may consider reasonable and necessary to undertake in the course of the Tender assessment in relation to the information I have provided in this CV or any other matter which may relate to my suitability for the position for which I have been nominated; and
  - (b) I am available to participate in the Project in the role in which I have been nominated in the Tender for the period or periods indicated in the Tender”.
- Tenderers are reminded of their duty to ensure that all personnel nominated are available to commence duties as required in the Tender documents. Should any personnel be found to not be available as specified in the Tender, the Tenderer will be found to have submitted a non-conforming tender and may be disqualified on this basis.
- Tenderers must nominate at least two referees who can provide an objective assessment of the quality of relevant and recent work performed by the proposed team member. Referees who can supply character references only are not sufficient.
- Tenderers must ensure that nominated referees do not have an actual or potential conflict of interest when acting as a referee. In particular, Tenderers must ensure that referees:
  - (a) are not an employee of, or the holder of a current executive office (or similar position) within the organisation of, or do not have a business in association with, the Tenderer or a subsidiary organisation of the Tenderer
  - (b) are not included in the Tender as proposed team members, and
  - (c) are not Palladium or DFAT employees currently involved in the delivery of the Australia Awards program in Africa.
- Tenderers must ensure that nominated referees:
  - (a) are available to be contacted during the period October and November 2017; and
  - (b) are able to provide comments in English.
- Palladium reserves the right to check with nominated referees and with other persons as Palladium chooses, the accuracy of the information and quality of work performed.

In making its final assessment, the TAP or Palladium may have regard to other factors relevant to the suitability, capacity and qualifications of a Tenderer including but not limited to:

- (a) the Tenderer's ability to comply with the Contract Conditions
- (b) the Tenderer's past performance on any non-DFAT project or activity
- (c) the past performance of the Personnel nominated by the Tenderer on any previous DFAT

- or non-DFAT project or activity
- (d) information obtained from any source which is relevant to the capacity of the Tenderer to perform the Contract and achieve the Project goals and objectives. Such information may be the result of inquiries made by Palladium, and
  - (e) the Tenderer’s demonstrated understanding of the cultural environment of the Project. Factors relevant to the final assessment are not allocated any specific weighting.

**Annex 3: Letters of Association and other details of other proposed subcontractors**

The Tenderer is to provide assurance of the Associate’s corporate commitment and involvement in the Australia Awards – Africa delivery in the form of a single A4 page Letter of Association. Details should also be provided for other work to be subcontracted and proposed subcontractors, where these are reasonably known at the time of Tender and who have made known their willingness to be involved with the activity, limited to a single A4 page per organisation.

**Annex 4: Pastoral Care Plan Template**

Pastoral Care Plan up to a maximum of three A4 pages which conforms to the format provided below:

**Institutional Welfare Contacts**

Contact Details	
Name and contact details of institutional contact:	
Name and contact details for 24/7 contact:	
Arrangements in place to deal with out-of-hours emergency calls:	
Mechanisms by which Awardees will be advised of these contact details:	

**Accommodation**

For each segment of the course, where will the Awardees stay?

- Single or sharing
- Self-catering or communal kitchens
- Distance from course delivery location

**Airport (Travel to/from course location)**

Details of arrival and departure procedures for Awardees

**Course related travel**

How will Awardees travel from accommodation to delivery location?

Elements of the course that may require other transport i.e. plane or long bus journey

**Administration of Participants Stipend**

How will the stipend be disbursed?

**Catering**

Clear explanation of which meals are and are not provided

## Orientation

At a minimum the following needs to be shared with the participants. Please indicate how the information will be shared i.e. pre-departure material, face to face orientation, web-site, etc. Also indicate who in the organisation will be responsible for the provision of the services, if required.

<b>Support Services</b>	<b>Identified areas of potential need</b>	<b>Information accessed in the following manner</b>	<b>Accountable officer / area</b>
<b>Arriving and Living in delivery location</b>	Climate Transport Food / shopping Accommodation Arrival / Departure details Visa obligations		
<b>Learning Support</b>	Study skills Format of assessment Contact with staff and peers Research Access to library IT skills		
<b>Health and safety</b>	Advice on medical cover Mechanisms to access doctors What to do in an emergency Personal and property safety		
<b>Legal</b>	Understanding of location's legal system Reference to laws of relevance i.e. smoking, sexual harassment, tenancy		
<b>Culture and religion</b>	Cultural social norms Communication norms Religious practises, holidays and access to religious facilities Local public holidays observed		

## Scenario Planning in the case of a Critical Incident

Please attach an institutional protocol for managing a range of critical incidents, including absenteeism, hospitalisation and potential abscondee from the course.

**Tender Schedule A must be submitted as a PDF document and must be clearly identified with the Tenderer's name and course title: "TENDERER's NAME – COURSE TITLE - Technical Proposal Australia Awards – Africa Short Courses 2018 - 2022".**

## **C. TENDER SCHEDULE B – FINANCIAL PROPOSAL**

Tender Schedule B must be a fully costed fixed price based on the outputs / inputs as specified in Tender Schedule A, including:

- i. Management Fee (Table 1)
- ii. Short Term Personnel Costs (Table 2)
- iii. Reimbursable Costs (Table 3)
- iv. Additional Participant Costs (Table 4)
- v. Option Period Escalators (Table 5)
- vi. Total Tender Costs (Table 6)

The Financial Schedule must contain the information required and adhere to the format detailed in this Clause.

The Financial Schedule will have three (3) purposes:

1. To provide information that will enable Palladium to assess the value for money of the Tender.
2. To provide information that will enable provision to be made in the Subcontractor Agreement with the successful Tenderer for variation to the Agreement in the event that the Project inputs are subsequently varied by DFAT either within the term of the Agreement or to facilitate possible extension to the Agreement term and
3. To provide information that will facilitate subsequent negotiation of the progressive flow of payments to the Subcontractor over the life of the Agreement.

Tenders will outline their costs in the format requested below. All six tables must be completed in order for tenders to be assessed.

Financial proposals will be assessed on two (2) criteria, with a total score of 25. These criteria are:

1. The relative total comparable cost ( 20/25 )
2. The relative cost of additional participants (5/25)

These factors are assessed by comparing the tendered values against those submitted by other tenderers.

Further details of these criteria, and their calculations are included in the score weightings section of Part 1A – Activity Specific Tender Conditions.

Tenderers should note:

- Costs should be based on the assumption of conducting up to one course per year in years 1-3 and the option year 4. DFAT will direct Palladium on the courses to be offered each financial year in the prior financial year (e.g. FY2019-2020 courses will be determined by the end of FY 2018-2019). **It is possible that a course will not be offered in a given financial year. It is also possible that a course may be delivered twice in a given year.**
- Escalators for Management Fees, Short Term Personnel Costs and Reimbursable Costs proposed by the Tenderer for the option period must be provided in Table 5. Note that the values provided for Reimbursable Costs for Year 4 will be used to estimate the overall program value only, and may be negotiated based on program



requirements, should the Option Period be exercised. Escalators are to be defined in the Financial Proposal assumptions.

### **General Requirements for Pricing**

1. The Financial Proposal must be consistent with the requirements of this RFT.
2. Tenderers must complete the Price Tables as detailed below.
3. Any qualifications or assumptions relating to prices and escalators must be specifically stated.

### **Management Fees**

1. Tenderers must provide details of all Management Fees related to provision of the Goods and/or Services by completing **Table 1A (Total Management Fees) and 1B (Breakdown of Management Fees)** below.
2. This Management Fee is to manage and deliver the short course and program services, including the available Reimbursable Costs, Award Implementation Costs, Operational Costs, and to provide the Specified Personnel as required in this RFT.
3. The proposed costs of the required Specified Personnel positions, proposed Management Fees, Reimbursable Costs and Additional Participant Costs will be included in cost assessment and comparisons between bidders during the technical, price and value for money assessment for this tender.
4. Tenderers must also provide a breakdown of proposed costs in the following cost item areas of Management Fee. The reason for these costs should be explained in the response to selection criteria, and the breakdowns should be provided in separate table form in the financial proposal, providing rates and inputs if needed, to explain proposed costs:
  - i. profits, including commercial margins and mark-up for personnel and project management;
  - ii. financial management costs, including the cost of an independent annual audit of the Project and financing costs, if any;
  - iii. costs of any Contractor administrative and head office staff if approach identifies any needed, including the proposed cost of a Contractor Representative, if any;
  - iv. insurance costs as required by this Contract, but exclusive of the costs of medical insurance for Advisers;
  - v. any allowance for risks and contingencies; and
  - vi. all other costs not specifically identified (tenderer to specify).

### **Personnel Costs**

1. Personnel costs should be based on the DFAT's Advisor Remuneration Framework (ARF). This is available from: <https://dfat.gov.au/about-us/publications/Documents/adviser-remuneration-framework.pdf>. Tenderers must ensure that all Advisers are assigned a Job Level and Professional Discipline Category in accordance with the Adviser Remuneration Framework.

2. Where personnel costs are higher the ranges specified in the ARF, these should be noted and the reasons for this justified in the notes, and reflected in the skills and experience presented in the relevant Curricula Vitae.
3. Tenderers should note any positions identified, or proposed that are National (Non-Adviser/ARF) positions must be remunerated as appropriate local labour market rates.
4. Tenderers should use a monthly rate for all inputs that exceed 2 months in duration.
5. Tenderers will be expected to invoice for all personnel costs incurred during pre- and on-award within 60 days from course completion.
6. Tenderers will be expected to invoice for any remaining post-award follow up personnel costs by the due date for Milestone 3.

### **Reimbursable Costs**

Reimbursable costs specified in **Table 3 (Reimbursable Costs)** above shall be subject to the following conditions:

#### ***For Provider Personnel***

- **Airfares:** airfares to/from Africa are the responsibility of provider's. Airfares greater than four hours in duration will be reimbursed at business class. All internal African airfares will be reimbursed at economy class travel. In-Australia travel for provider workshops is the responsibility of the provider and will be reimbursed at economy class travel only. Any travel undertaken at cheaper rates (e.g. discount fares) does not entitle the Subcontractor to reimbursement of the cost of any higher class of travel. Travel must be via the most direct and cost effective route.
- **Hotel accommodation:** All accommodation both in Africa and Australia is the providers' responsibility. Providers are responsible for all accommodation payments which will be reimbursed at actual reasonable cost incurred as per DFAT non-SES rates. Hotel accommodation costs are expected to include breakfast as part of the room rate. DFAT non-SES rates may be updated from time to time.
- **Travel allowance:** AUD100 per 24 hour period for meals (excluding breakfast) and incidentals.
- **Visa Costs:** directly relating to the Services and for overseas travel purposes only. All visa application processes and costs are the responsibility of the provider.
- **Travel Costs:** directly relating to the Services and for overseas travel purposes only including items such as taxis to/from airport and attending meetings, car hire costs.
- **International Communication costs:** which are directly related to the Services, will be reimbursed to the provider at actual reasonable cost.

#### ***For Awardees***

- **Incidental Awardee travel costs:** any applicable incidental travel costs that are required to be paid up front by participants (such as payment for a visa that must be applied for in the

participants home country), will be reimbursed by the provider to the participant, and subsequently reimbursed by Palladium to the provider.

- **Awardee accommodation:** for accommodation in appropriate standard student lodging or equivalent, that includes 24 hour internet access.
- **Awardee medical insurance in Australia:** approximately at a standard OSHC rate of AUD55 for one month, AUD110 for two months, AUD165 for three months, depending on health insurance provider
- **Awardee medical insurance in Africa:** provision of comprehensive medical insurance for the duration of the course in Africa.
- **Awardee stipend:** an agreed rate of AUD546 per week per Awardee for meals and incidentals, in both Africa and Australia. However if board is provided as part of the accommodation the stipend will be reduced accordingly i.e. 40% reduction if dinner provided, an additional 20% of lunch provided and 10% if breakfast provided. If full board is provided Awardees will only receive an incidental allowance of the equivalent of AUD163 a week. Please see example in table below:

Breakfast Provided	AUD492
Lunch Provided	AUD437
Dinner Provided	AUD328
Full Board Provided	AUD163

*Items not required to be included in the Reimbursable Table 3:*

- **Awardee travel costs:** all airfares in-Africa and between Australia and Africa will be booked in economy class, and will be booked and paid for directly by Palladium
- **Visa costs:** directly relating to the course, including in-Africa and Australian visas. All visa application processes and costs are the responsibility of the MC.

**Tenders will be expected to invoice for all reimbursable activity costs incurred during pre- and on-award within 60 days from course completion.**

**Tenderers will be expected to invoice for any remaining post-award follow up reimbursable activity costs by the due date for Milestone 3.**

**Tender Price**

- Tenderers must provide a total Tender price comprising the sum of Tables [1 – 3] by completing Table 6 (Tender Price) below.

**Table 1A. Total Management Fee**

The fixed costs for delivery of the course as outlined in the Scope of Services are to be detailed in Table 1A. A detailed breakdown of the costs are to be detailed in Table 1B. This includes the items listed including relevant insurances including but not limited to; professional indemnity, workers insurance. The fixed costs are not to include personnel costs or any costs outlined in the reimbursable line. Additional items may be added under “other” with an additional line item added clearly detailed what other includes.

**Table 1A: Total Management Fee**

Management Fees	Year 1	Year 2	Year 3	Total Year 1-3	Year 4 (Optional)	Total Management Fees Year 1-4
Annual Management Fee						
Total Management Fees				A	B	A+B

**Table 1B: Breakdown of Management Fees**

Item	Total Cost Year 1 (AUD)	Total Cost Year 2 (AUD)	Total Cost Year 3 (AUD)	Total Cost Year 4 (Optional)
Profits, including commercial margins and mark-up for personnel and project management;				
All overheads;				
Financial management costs; including the cost of financial charges;				
All Management support costs for all nominated personnel;				
Costs of Subcontractor administrative and head office staff if any;				
Security costs for all personnel;				
Insurance costs as required by this Contract, but exclusive of medical insurance costs for provider & Awardees;				
Taxation, as applicable;				
Costs of complying with the Contractor’s reporting and liaison obligations under this Contract;				

Item	Total Cost Year 1 (AUD)	Total Cost Year 2 (AUD)	Total Cost Year 3 (AUD)	Total Cost Year 4 (Optional)
Costs, including financial costs and freight, associated with any subcontracting and procurement of goods and services;				
Any other overheads required to perform the Services in accordance with this Contract;				
Any costs associated with tendering and subcontracting any services;				
Any allowance for risks and contingencies.				
<i>Other: (to be specified and additional line added for each additional costs) Tenderer to add rows as required.</i>				
<b>Total Fixed Management Fee (AUD)</b>				

**Table 2: Short Term Personnel Costs**

The Tenderer is to nominate the positions and personnel required to design, deliver and support the course. There is no limit to the number of positions that a Tenderer may propose. Tenderers must nominate the number of input days required by the proposed personnel for the delivery of each Course. Positions may be either part-time or full-time and may be filled by more than one person.

Personnel costs should be based on the DFAT’s Advisor Remuneration Framework (ARF). This is available from <https://dfat.gov.au/about-us/publications/Documents/adviser-remuneration-framework.pdf>

Where personnel costs are higher the ranges specified in the ARF, these should be noted and the reasons for this justified in the notes, and reflected in the skills and experience presented in the relevant Curricula Vitae.

**The positions listed below are indicative.** The Tenderer should propose and cost the positions in line with the Tender response.

**Table 2a: Short Term Personnel Costs (ARF/Local labour rate) (Year 1-3)**

Position	ARF Level & Classification (if applicable)	Personnel Name	Maximum Number of Input Days/Months (per year)	Fee rate per day/month Year 1 (AUD)	Fee rate per day/month Year 2 (AUD)	Fee rate per day/month Year 3 (AUD)	Maximum Amount Payable (AUD) Years 1-3
<i>Course Director</i>							
<i>Lead Facilitator (Australia)</i>							
<i>Lead Facilitator (Africa)</i>							
<i>Facilitator (Australia)</i>							



Position	ARF Level & Classification (if applicable)	Personnel Name	Maximum Number of Input Days/Months (per year)	Fee rate per day/month Year 1 (AUD)	Fee rate per day/month Year 2 (AUD)	Fee rate per day/month Year 3 (AUD)	Maximum Amount Payable (AUD) Years 1-3
<i>Facilitator (Africa)</i>							
<i>Administration and pastoral care (Australia)</i>							
<i>Administration and pastoral care (Africa)</i>							
<b>Total (AUD)</b>							<b>C</b>

Table 2b: Short Term Personnel Costs (ARF/Local labour rate) (Year 4)

Position	ARF Level & Classification (if applicable)	Personnel Name	Maximum Number of Input Days/Months (per year)	Fee rate per day Year 4 (AUD)	Maximum Amount Payable (AUD) Year 4
<i>Course Director</i>					
<i>Lead Facilitator (Australia)</i>					

*Australia Awards Short Course – 2018 - 2022 – Request for Tender*

<b>Position</b>	<b>ARF Level &amp; Classification (if applicable)</b>	<b>Personnel Name</b>	<b>Maximum Number of Input Days/Months (per year)</b>	<b>Fee rate per day Year 4 (AUD)</b>	<b>Maximum Amount Payable (AUD) Year 4</b>
<i>Lead Facilitator (Africa)</i>					
<i>Facilitator (Australia)</i>					
<i>Facilitator (Africa)</i>					
<i>Administration and pastoral care (Australia)</i>					
<i>Administration and pastoral care (Africa)</i>					
<b>Total (AUD)</b>					<b>D</b>

**Table 3: Reimbursable Costs**

Reimbursable Costs will be paid based on actual costs incurred. The table below should specify the maximum estimated costs that will be incurred in the delivery of up to one course per year, based on 25 participants.

Tenders should note items to be included in Reimbursable Costs to ensure they are not included in the Management Fee structure.

Tenderers should note:

- A pre-course visit will be allowed for in year 1. In year 2 and 3 tenderers should budget for one (1) Africa trip for events and/or a Short Course provider workshop should this be agreed and required.
- Tenderers may allow for up to 10% of the reimbursable budget for local partner or associates capacity building activities.

Item	Total Cost Year 1 (AUD)		Total Cost Year 2 (AUD)		Total Cost Year 3 (AUD)		Total Cost Year 1-3 (AUD)	Proposed Escalator Year 4 (%) *		Total Cost Year 4 (Optional)		Total Costs Year 4 (AUD)	Total Costs Year 1-4 (AUD)
	In Africa	In Australia	In Africa	In Australia	In Africa	In Australia		In Africa	In Australia	In Africa	In Australia		
Conducting an in-Africa visit (including airfares to/from Africa and all internal African airfares), accommodation, travel allowance, insurance, in-Africa communication costs, etc. for provider staff participating in the visit)													
Participant enrolment fees													
Facility costs													
Guest lecturers and other academic input													
Travel, accommodation, per diems for academic inputs													
Field trip costs													
Extra-curricular costs													
Extension support costs (e.g. internet / library access)													
Material costs													
Awardee stipend													
Awardee accommodation													
Awardee transfers and transport													
English language support costs (including pre-departure English testing)													
Translation services													
Awardee medical insurance													
Reimbursement of awardee visa and travel costs													
In-Africa partner delivery costs													
Other reimbursable costs (please specify, including any media or high level events associated with the course).													
<b>Total Reimbursable Costs</b>							<b>E</b>					<b>F</b>	<b>E + F</b>

**Table 4. Cost per additional participant to a stated maximum**

Information required in Table 4 may be utilised to determine the cost implications of extending the cohort size at the point of selection.

Course delivered	Maximum number of participants	Additional cost per participant (AUD)					
		In-Australia delivery			In-Africa delivery		
		Management Fee	Personnel Costs	Reimbursable Costs	Management Fee	Reimbursable Costs	Personnel Costs
Course Title							

**Table 5: Option Period Escalators for Year 4**

The escalators from the table below will be used to estimate the overall program value in the event that the Option Period is exercised.

Note that the escalator will only be applied once (in Year 4). Tenderers may specify a different escalator for in-Africa and in-Australia costs, if applicable.

Item	Escalator (%)	
	In-Africa	In-Australia
Management Fees		
Short Term Personnel Costs		
Reimbursable Costs		
Additional Participant Costs		

**Table 6: Summary Information for Financial Assessment**

The calculations from the table below will be used to compare the relative costs of the financial submission against other tenders.

<b>Management Fees Payable</b>	[insert Year 1-3 total from Table 1A] <b>A</b>	[insert Year 4total from Table 1A] <b>B</b>	[insert Year 1-4 total from Table 1A] <b>A + B</b>
<b>Short Term Personnel Costs</b>	[insert Year 1-3 total from Table 2a] <b>C</b>	[insert Year 4total from Table 2b] <b>D</b>	[insert Year 1-4 total from Table 2a and b] <b>C + D</b>
<b>Reimbursable Costs</b>	[insert Year 1-3 total from Table 3] <b>E</b>	[insert Year 4 total from Table 3] <b>F</b>	[insert Year 1-4 total from Table 3] <b>E + F</b>
<b>Tender Price</b>	[insert sum of all Year 1-3 totals from all Year 1-3 Tables for Management Fee, Adviser/Personnel Costs and Reimbursable Costs]	[insert sum of all Year 4totals from all Year 4Tables for Management Fee, Adviser/Personnel Costs and Reimbursable Costs]	[insert sum of all Year 1-4 totals from all Year 1-4 Tables for Management Fee, Adviser/Personnel Costs and Reimbursable Costs]
Number of weeks of the Course	[Insert from technical proposal annex One: Course Outline: Duration* <i>Excludes any optional English training support.</i> ]		

**Tender Schedule B must be submitted as a separate document in PDF format and must be clearly identified with the Tenderer's name and course title: "TENDERER's NAME – COURSE TITLE - Financial Proposal Australia Awards – Africa Short Courses 2018 - 2022".**

**PART 1B – TENDER COVER SHEET**

DETAILS OF ADVERTISED ACTIVITY	
<b>Australia Awards – Short Courses – 2018 – 2022 Request for Tender</b>	
DETAILS OF TENDERER	
NAME OF ORGANISATION:	
TITLE OF COURSE:	
Address for correspondence:	Contact phone numbers: (including country code)
	Home:
	Work:
Email address:	Mobile:
Details of two professional referees:	
Name:	Name:
Position:	Position:
Phone number:	Phone number:
Email address:	Email address:
COMPETITIVE NEUTRALITY DECLARATION	
<p>The Tenderer has complied with the principles of competitive neutrality in preparing its bid (<b>publicly owned Tenderers only</b>).</p> <p>And I make this solemn declaration by virtue of the <i>Statutory Declarations Act 1959</i>, and subject to the penalties provided by that Act for the making of false statements in statutory declarations, conscientiously believing the statements contained in this declaration to be true in every particular.</p> <p><i>(Signature of person making declaration)</i></p> <p>Declared at (        ) on the (        ) day of (2017)</p> <p>Before me, <i>(Title of person before whom the declaration is made)</i></p>	
DECLARATION	
<p>I, _____ declare that the information contained in this application is true and correct, and understand that giving false or misleading information is a serious offence. I declare that if selected for this activity, <i>(insert name of organisation)</i> will be available to commence work in January 2018 for the duration of the assignment as stated in the Subcontractor Agreement and its Scope of Services / Terms of Reference.</p> <p>I, _____ understand that the financial submission of this Tender is an unconditional offer and fixed for the duration of the Subcontractor Agreement. Any potential Subcontractor Agreement extension will be negotiated using the rates nominated in the financial submission of this Tender.</p> <p><i>(Signature of person making declaration)</i> Declared at (        ) on the (        ) day of ( 2017)</p>	



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## PART 2 – STANDARD TENDER CONDITIONS

1. If the Tenderer finds any discrepancy, error or omission in this RFT or wishes to make any enquiry concerning this RFT, it is to notify Palladium in writing to the contact contained in clause 31 at least ten days prior to the RFT closing date. Where appropriate, answers to any such notices or questions will be given by Palladium in the form of Addenda and will be issued to all tenderers up until five days prior to the RFT closing date.
2. Palladium may amend the RFT at any time prior to the closing date and time, including (without limitation) the Contract Conditions. The Tenderer may rely on no explanation or interpretation of the RFT unless given in the form of Addenda. Such addenda will become part of the Invitation.
3. The information contained in this RFT is not guaranteed with respect to accuracy and completeness and Palladium accepts no responsibility for interpretations placed on the information by Tenderers. Tenderers should submit their proposals based on their own investigations and determinations.
4. The Tenderer is responsible for examining the RFT and any other information relevant to the risk, contingencies and other circumstances having an effect on its Tender which it is responsible to obtain.
5. Palladium reserves the right before closing date and time to extend the deadline for submission of Tenders. In the event that Palladium extends the deadline for submission, it will do so in the form of written Addenda.
6. Palladium may, in its absolute discretion, terminate or abandon the RFT process, or reject Tenders by giving notice in writing to the Tenderers. If Palladium does terminate or abandon the process, it will not be liable for any costs, losses, expenses or damage incurred by the Tenderer as a result of such termination or abandonment.
7. The Tenderer is responsible for all costs incidental to the preparation and delivery of the Tender, or any subsequent stage(s) of the procurement process, including answering any queries and providing any further information sought by Palladium
8. Palladium reserves the right to:
  - a. seek Tenders from any organisation
  - b. request clarification in relation to the Tender, or request for additional information, to enable it to make an assessment as to the Tenderer's technical capacity to undertake the Activity. If the Tenderer fails to submit any information required by Palladium by the date and time stipulated, the Tender may be treated as invalid
  - c. publish the name of any short listed bidders on the basis of the documentation received
  - d. seek information or negotiate with any organisation that has not been invited to submit a Tender.
9. No legal obligations or agreement whatsoever is intended to be or is created between Palladium and the Tenderer by virtue of this RFT (including but not limited to statements contained in this RFT or its Addenda) unless and until contract negotiations are completed and a formal written agreement acceptable to Palladium is entered into and executed by an authorised officer of the successful Tenderers.
10. The Tenderer acknowledges and agrees that Palladium, its employees, agents and advisers are not, and will not be responsible, or liable for the accuracy or completeness of any information contained in the RFT or any Addenda.

11. The Tenderer must warrant that it has not engaged in collusive or anti-competitive practices with any other tenderers in the preparation of the Tender.
12. The Tenderer's proposal will be valid for the Tender Validity Period specified on p. 1.

#### **A. ELIGIBILITY CRITERIA**

13. To be eligible as a Tenderer, your organisation must be an approved Australian higher education provider (see Table A, B and C of the *Higher Education Support Act 2003*) or an Australian Registered Training Organisation.

#### **B. LODGEMENT OF TENDERS**

14. It is the responsibility of the Tenderer to ensure that the documentation is received at Palladium by the closing date and time prescribed in this RFT. A Tender lodged after the closing date and time is a late submission.
15. A late submission will normally not be considered unless it can be demonstrated by the Tenderer that the documentation would have arrived at the tender point by the required date and time as prescribed in this RFT but, for reasons proven by the tenderer, it did not. Palladium may allow a late Tender to be assessed at its absolute discretion.
16. Palladium will not consider or entertain any queries about a decision to assess or reject a late Tender.
17. Tenders are to be in English.

#### **C. CONFORMING TENDER**

18. The Tenderer must submit as part of the RFT process a Technical Proposal and Financial Proposal that meets the criteria as outlined in Part 1A.
19. The Tender is to be endorsed in the form of a Tender Form as outlined in Part 1B, with confirmation that the Tenderer has allowed in its Tender for the requirements contained in all Addenda issued to Tenderers. Each Addendum to be identified by its number and date of issue in the Tender Form.
20. The Tenderer must also provide a completed tender summary matrix in the format provided in Part 1C.
21. If the Tenderer is a firm, it is to provide:
  - a. the name and address of the Authorised Executive Representative
  - b. the name of the company or corporation, the address of the registered office and the ABN / ACN.

#### **D. ASSESSMENT**

22. Tenders must comply with the requirements in this RFT. Failure to include all required information may result in rejection of the Tender by Palladium, on the basis of non-compliance.

23. The Technical Proposal must:
- a. indicate the Tenderer's nominated contact person on the front page
  - b. be in a type font of no less than 12 points
  - c. be in a single column format
  - d. be ten A4 pages or less in length plus Annexes
24. Palladium's selection process is conducted on a commercial-in-confidence basis in accordance with Commonwealth Government and DFAT Procurement Guidelines. It will assess through a Technical Assessment Panel 'TAP' the merit of the Technical Proposal submitted to ensure that it meets its requirements as set out in this RFT. The TAP will also assess the Tender having regards to the Selection Criteria as contained in Part 1A.
25. It is Australia Awards policy not to reveal the names of TAP members in view of confidentiality of the TAP's proceedings and TAP members participate on that basis. TAP members are required not to make contact with or to discuss deliberations of the TAP with third parties.
26. Palladium shall not be bound by any oral advice given or information furnished, but shall be bound only by written advice or information.
27. Palladium reserves the right, in its sole and absolute discretion, to:
- i. require any proposed members of personnel to be available to be interviewed by the TAP or Palladium authorised personnel in order to assess their capability, commitment and understanding of the activity
  - ii. reject any proposed team members in any Tender
  - iii. require the Tenderer to propose another team member of appropriate experience and expertise in the team member's place if any proposed team members are rejected
  - iv. take into account in assessing Tenders, past performance of the Tenderer and proposed personnel members:
    - a) as a contractor, consultant or subcontractor on previous projects
    - b) as an associate of a contractor, consultant or subcontractor or as a joint venture partner on previous projects, and
  - v. seek reference from third parties in respect of the Tenderer's previous projects or contracts and to take these references into account in the Tender assessment.

## **E. ACCEPTANCE**

28. Palladium is not bound or required to accept any Tender.
29. Tenderers may be required to provide certification to Palladium that it has satisfactory financial management and control systems in Australia with the capability to administer any claim for payment, reimbursement or expenditure acquittal.
30. Palladium may reject a Tenderer and consider others, in circumstances where, upon accepting a Tender and during the contract negotiation / finalisation period:
- i. key members of the proposed team are withdrawn or substituted or
  - ii. the preferred Tenderer and Palladium fail to agree on modifications or later alterations to the scope of the Tender to meet Palladium specific requirements.

## **F. FURTHER REQUIREMENTS**

31. If intending to lodge a Tender on the basis of a joint venture, the Tenderer must include detailed information on the proposed joint venture and the manner in which it will meet the selection criteria.

## **G. COMPETITIVE NEUTRALITY**

32. Competitive neutrality requires that government business activities do not have net competitive advantages over their private sector competitors simply as a result of their public ownership. Publicly owned bidders are required to formally declare that their bid complies with competitive neutrality principles. These principles include:
- i. the activity's full costs like depreciation and costs of capital
  - ii. any in-house activity does not enjoy regulatory advantages
  - iii. actual, or equivalent, taxation arrangements are put in place, and
  - iv. there is an appropriate rate of return.

More information on the application of competitive neutrality can be found at the following internet web site at <http://www.dofa.gov.au> and <http://treasury.gov.au>.

## **H. ENQUIRIES**

33. All enquiries must be directed to the following email address in writing:

[tenders@australiaawardsafrica.org](mailto:tenders@australiaawardsafrica.org)

Thank you for your interest in this Tender. We look forward to a rewarding and successful working relation with you.

## **Part 3 - Scope of Services for Australia Awards – Africa Short Course 2018 - 2022**

### **AUSTRALIA AWARDS AFRICA**

#### **SCOPE OF SERVICES**

##### **Australia Awards – Short Course 2018 - 2022**

#### **BACKGROUND**

The Australian Government's aid program reflects Australia's values, and commitment to reducing poverty and lifting living standards through sustainable economic growth. The aid program has a strong focus on performance, effectiveness, accountability, results and value-for-money.

The Australian Government's prestigious Australia Awards is a significant component of Australia's aid to Africa. Awards offer the next generation of African leaders an opportunity to undertake study, research and professional development to build capacity and leadership skills, in order to contribute more effectively to their countries' development.

Australia Awards provides African students with access to Australia Awards Scholarships and Australia Awards - Africa Short Courses. Australia Award - Africa short courses are formal courses of study or training, of less than three months duration, delivered by an approved Australian higher education provider (see Table A,B, C of the Higher Education Support Act 2003) or an Australian Registered Training Organisation (RTO). Courses must be:

- accredited for delivery within an approved Australian Qualifications Framework (AQF) award program, or
- approved in accordance with State specific legislative framework for Universities, or
- able to provide a formal Statement of Attainment in relation to a skill or competency covered by Australia nationally-registered Vocational Education or Training (VET) material; or
- custom designed to meet the specific requirements of this tender and the identified needs of the participants while including as much content as practicable of Degree programs recognised under the AQF.

Australia Awards - Africa short courses will be offered only in areas where Australia is acknowledged as having world-class expertise and where partner governments have explicitly requested assistance:

- Agricultural Productivity
- Extractives
- Public Policy

#### **OBJECTIVES OF THE ACTIVITY**

The objective of the Australia Awards - Africa Short Courses program is to contribute to economic and social development in Africa, while promoting Australia as an active partner in African development.

The program provides Awardees with the knowledge, skills and networks to design and implement improvements that will contribute to their organisations' effectiveness in fulfilling operational

mandates. Skills learnt through the program will correspond to recognised skills gaps in each sector and be directly applicable to African commercial and economic contexts. Awardees should also gain a greater understanding of Australia, and have the opportunity to develop links with Australians, other Awardees, and relevant professional institutions and organisations in Australia and Africa. Through this, Australia Awards aims to build an engaged and influential global network of leaders, advocates and change markers.

## SCOPE OF SERVICES

It is anticipated that approximately 225 - 300 awards for Australia Awards - Africa short courses will be available each year from 2018 to 2022 (See Table 1 for more details). However, Australia's aid program may vary the number of courses being delivered and the number of participants will be dependent on Australian Government policy and budget priorities as well as partner Government demand. A flexible approach is required to accommodate this. It is anticipated that each course will have 25 participants.

**Table 1. Proposed Africa Short Courses 2018 – 2022 courses**

<b>Sector</b>	<b>Short Course Award</b>
Extractives	Managing Mine Closures
	Local Economic and Social Development in Extractives
	Mineral and Energy Economics
Agriculture	Increasing the Development Impact of Agricultural Research
	Agribusiness
	Irrigation and Water Resources Management for Agriculture
Public Policy	Ocean Management – Sustainable Fisheries and Governance
	Trade Policy and Negotiations
	Public-Private Infrastructure Partnerships
	Macroeconomic Management in Resource Rich Countries

## Eligibility

Australia Awards – Short Courses are offered to mid to senior-level professionals employed in a policy, practice, research or reform role for a line ministry or other relevant government agency, civil society organisation and private sector companies. Awardees will be mobilised to Australia under DFAT sponsored student visas (subclass 500). At least half of the Awards are available for female applicants. People with disabilities will be encouraged to apply, and reasonable adjustments will be made to ensure they can equitably participate and benefit. The Australian Government will select the participants for each course through a competitive approach across eligible countries.

Participants will come from a range of Anglophone, Francophone and Lusophone language backgrounds, therefore appropriate supplementary English Language Training and support needs to be considered especially for the Francophone and Lusophone countries.

Countries eligible for Africa Short Courses in 2018 are expected to be:

Botswana, Cameroon, Cote d'Ivoire, Ethiopia\*, Ghana, Kenya, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Rwanda\*, Senegal, Seychelles, Somalia\*, South Africa, South Sudan\*, Tanzania, Uganda, Zambia and Zimbabwe.

\*eligible for in-Africa delivery only

The list of eligible countries will be reviewed annually.

## Course Design Core Principles

The Australia Awards – Short Courses should include:

- a *formal* teaching program - focusing on key concepts and debates that are most likely to be of relevance to all participants. In designing this component of the program, it must be assumed that all participants have at least five years' work experience (in mid to senior level positions) and have a reasonably good understanding of the subject matter. Thus, although it will be necessary to bring participants up to speed on some core concepts, it will be important to move quickly to more advanced and strategic issues. The emphasis throughout should be on discussion rather than instruction. Formal presentations by current or past experts, especially those with relevant senior policy experience, should be encouraged; as is the use of female lecturers and guest presenters.
- an *applied* teaching program - focusing on the fundamental work skills required for leadership, communications, improved policy-making and service/program delivery. Where possible, practical skills development, participatory techniques and real-world simulations should be used and participants should be provided a range of tools that they might use to increase their efficiency and effectiveness in their workplaces.
- *women's empowerment and inclusive development* - underpinning each course will be a strategic and operational commitment to ensuring the short courses emphasise equity and inclusivity for women and people with a disability. This is especially important as Short Courses will be offered in sectors which are traditionally male-dominated areas of study.
- *private sector engagement* – each course will identify and interact with strategic partners from relevant industries to demonstrate good practice industry processes and environments. Private sector inputs may be used in both course design and delivery to maximize development impact.
- *extension activities* – including development of a RAP related to an identified area of organisational and/or workplace change that will be addressed by the Awardee on return to their workplace. Extension activities may also include additional work to be finalised post-Award to obtain a formal qualification.
- For the agriculture and extractives priority sector courses, the Subcontractor will assess actual or potential environmental impacts of the training, mitigate negative impacts and promote positive impacts and promote compliance with all relevant environmental laws and regulations of each partner country.
- Activities that build linkages between relevant Australian and African institutions are highly encouraged.

There is a strong preference for courses to result in a formal award or qualification. This can be through an award under the AQF, a professional certificate certified by the training provider or other alternative mechanisms proposed. Where custom-designed courses are unlikely to be accredited within a full degree, thereby limiting their use as a pathway to a complete degree, consideration will be given for developing two levels of training (basic/intermediate and advanced) within some courses. Where feasible, courses will be designed so that they can be converted into an e-learning resource.

## Duration

All *formal* and *applied* teaching program components should take no longer than three months to deliver. African countries have strongly expressed the desire for short courses to be between six

to eight weeks only. It is preferred that formal and applied teaching components are run sequentially.

Additional time beyond the three month period may be utilised for *extension activities*. Each Awardee is required to prepare a RAP prior to attendance at the course, identifying (at least) one area of organisational and/or workplace change that can be realistically undertaken on return to their organisation. The course provider will work to support Awardees in the development and implementation of the RAP.

### **Relevance to the Africa Context**

Each course should ensure a balance of Australian and African experiences. Except where noted in Annex 2 Proposed Short Course Content, it is encouraged that delivery takes place on both continents, taking in to account value for money and appropriate learning outcomes. It is anticipated that each course will maximise exposure to good practice examples, relevant expertise and access to appropriate networks in both continents.

Partnerships between Australian and African universities, organisations (public and private) and centres of excellence will be encouraged for the delivery of Short Courses, facilitating shared learning opportunities and networking between government, the private sector and civil society. A strong preference will be given to Australian institutions with knowledge and experience of the sectoral context in Africa, and who can demonstrate linkages with African organisations in order to be able to deliver relevant and practical training, particularly in African locations/workplaces.

With the exception of those courses that are specifically stated to be delivered 100 per cent in Africa, it is preferred that delivery in Africa be restricted to one in-Africa location. In-Africa delivery should be between 25-50 per cent of total course duration. Due to visa regulations, courses delivering in South Africa should restrict the duration of this component to less than 30 days. Throughout the course there should be opportunities for small group work to foster the building of relationships and sharing of experience between participants.

### **Detailed Description of the Services**

The Services to be provided by the Subcontractor includes:

#### **Awardee Selection:**

1. Participate in selection panels for Awardees

#### **Build links with African Partners:**

1. Seek out and develop partnerships with African institutions, centres of excellence and private sector entities actively involved in sectoral areas.
2. Develop mechanisms to promote two way capacity building between Australian and African organisations.
3. Actively promote Australia Awards through partner organisations.

#### **Short Course Design:**

1. Provide the design of a course covering the contents as per Annex 1, to Palladium for approval no less than one month prior to Awardee mobilisation.
2. Involve relevant external Australian and African organisations in course design. Course providers are encouraged to utilise skills of relevant private sector entities in the design and delivery of courses.
3. All courses are expected to include substantial practical components, preferably delivered in both Australia and Africa, and ensure that the theoretical aspects are suited to a



reasonable range of expertise and experience across course cohorts.

4. Each course will address cross cutting development issues including but not limited to: gender equity, inclusive development, good governance, the role of private sector in development and ethics and transparency. The course will embed opportunities to develop soft skills associated with (but not limited to) public speaking, ability to influence and negotiate, stakeholder engagement and risk management.

### **Reintegration Action Plan (RAP):**

Each Awardee is required to develop a RAP; an individual project focused on one relevant area of change that can be undertaken upon return to their organisations. RAPs should be aimed at contributing to sound policies or practices in Awardee organisations. Responsibilities of the providers are:

1. Develop support materials, including guidelines and templates to guide Awardees through the development of a RAP.
2. Include activities focused on the development of RAPs in course delivery.
3. Provide guidance to Awardees on and actively addressing gender and social inclusion issues within their RAP project.
4. Incorporate mechanisms to ensure RAPs support the organisational goals and development plans of Awardees' workplaces.
5. Develop and implement mechanisms to support and follow up the progress, implementation, and impact of RAPs via the Alumni Portal.

### **Pre Course Engagement:**

1. Engage with Awardees no less than six weeks prior to commencement of the course, to assess the appropriateness of the course design, seek feedback on course content and structure.
2. Modifying the course and incorporate innovation on the basis of individual or group cohort needs.
3. Determine English language ability of Awardees
4. Develop disability support plans where required.
5. Develop and distribute a Pre-departure Information Pack, including the detailed course content, information regarding accommodation, entitlements while on Award, course locations in both Australia and Africa, facilities, options and costs for communicating with their home country. The pack should also include guidance on developing a RAP. The Pre-departure Information Pack should be distributed to each Awardee, after obtaining approval from the MC, at least four weeks prior to each Awardee mobilisations for the course.

### **Logistics and Coordination**

1. Management of logistical and administrative inputs in coordination with Palladium as per the Activity Cycle in Table 2 below and Implementation Responsibilities in Table 3 below.
2. Provision of all necessary in-Africa visa supporting documentation to Palladium. This should include, but is not limited to Proof of Insurance, Letter of Invitation from African

delivery partner and proof of confirmation of accommodation. These documents should be provided to Palladium no less than five weeks prior to the mobilisation date.

3. Provision of approved special needs assistance to selected individuals.
4. Provision of translation services as required.

### **Progress Report: Short Course Design**

1. Submit the '**Progress Report: Short Course Design**' (template attached in Annex 3) four weeks prior to Awardee mobilisation including:
  - (i) A description of the means used to engage with Awardees to determine their training needs,
  - (ii) A summary of outcomes from Awardee contact, the modifications made and innovations incorporated into the course,
  - (iii) A description of how issues of gender and social inclusion will be incorporated into the program; and
  - (iv) A copy of the pre-departure information pack and detailed course outline.

### **Course Delivery:**

1. Provision of necessary support for Awardees at the delivery location, including meeting and farewelling Awardees at the airport on their arrival and departure, accessible accommodation and meeting facilities, (including 24 hour internet access), stipends, transport and pastoral care
2. Management of delivery of the Australia Awards - Africa Short Courses including integrating strong gender equality principles and practices, and accommodating the needs, and where needed, putting in place adjustments to ensure fair and equitable participation of any participants with disabilities.
3. Provision of suitable materials, preferably in electronic, and where needed, accessible format, including tools for the Awardees to use on their return to their home country.
4. Assisting each Awardee to develop their RAP for (at least) one area of change that can be undertaken on return to their organisation.
5. Work directly with African Partners to deliver course content and oversee field trips
6. Manage and report critical incidents as per the pastoral support plans documented in the contract.
7. Provide a Post Course Delivery Report four weeks after course delivery (template attached in Annex 3).

### **Public Diplomacy**

1. Showcase Australian expertise in key priority sectors.
2. Identify events or ways in which the profile of the Australia Awards program can be enhanced through additional activities, primarily in Africa. Where there are opportunities to promote Australia as a committed partner in Africa's development, these opportunities should be discussed with the MC, and where agreed upon, implemented in consultation with Australia's aid program stakeholders.

**Post Course Follow up**

1. Develop mechanisms to engage, support and monitor the progress, implementation, and impact of Awardee RAPs via the Alumni Portal following course completion. This is considered an essential element. Ensure Awardees understand their roles and responsibilities following completion of course.
2. Based on these interactions, provide an assessment on the progress and impact of each Awardees RAPs
3. Provide an '**Evaluation Report**' (template attached in Annex 3) six month after course delivery:
  - (i) Details of course delivery
  - (ii) An outline and assessment of the progress and impact of each Awardee's RAP
  - (iii) Evaluation of the overall achievement and outcomes of the course and post course follow-up
  - (iv) Lessons learnt from course delivery and post course follow up
  - (v) Identification of outstanding alumni
  - (vi) Any photos taken during course delivery (including permission from Awardees to use photos).

**Monitoring and Evaluation**

1. Provide DFAT and the MC with the necessary data, information and reporting to determining the success or otherwise of the course in meeting the intended outcomes.
2. Contribute to the continuous improvement of the course, awardee experience, academic support, and pastoral care through the collection of feedback and implementation of recommendations.
3. Encourage enrolment on the Alumni Portal prior to course commencement and ensure enrolment prior to course completion.
4. Ongoing monitoring of Awardee RAPs and achievements following the course via the Alumni Portal: <http://portal.australiaawardsafrica.org/>

**REPORTING REQUIREMENTS**

The Contractor must provide the following reports by the due date, in the format (as per Annex 3) and the number of copies indicated.

1. **Progress Report: Short Course design**
  - Including, as an annex, the Pre-departure information pack provided to Awardees (as per clause 7 of the SoS)
  - Electronic copies in Microsoft Word to the MC
  - Four weeks prior to course commencement
2. **Short Course Post Course Delivery Report**
  - Four weeks after course delivery
  - Electronic copies in Microsoft Word to the MC

### 1. Evaluation report

- Electronic copies in Microsoft Word to the MC
- Six month after course completion

All reports must:

- Be accurate and not misleading in any respect
- Be prepared in accordance with templates provided by Australia Awards (Annex 3)
- Allow the MC and Australia's aid program to properly assess progress under the Contract
- Not incorporate either DFAT, the Australian aid program or the Subcontractor's logo
- Be provided at the time specified in this Scope of Service
- Incorporate sufficient information to allow DFAT to monitor and assess the success of the Services in achieving the objectives of the Australian Government's aid program policy framework.

**Table 2: Proposed Activity Cycle**

Proposed Activity Cycle (2018/2019)	Responsibility	Estimated Timeframe
Define course eligibility per country	DFAT	July 2017
Commence promotion of Short Course	DFAT/Palladium	1 August 2017
Receive applications from potential participants	Palladium	1 September until 30 November 2017
Procure Independent Selection Panels	Palladium	January 2018
Participate in Independent Selection Panels	DFAT/Providers	February/March 2018
Finalise participants for courses	DFAT/Palladium	May 2018
Contract course providers to deliver Short Courses	Palladium	by April 2018
Pre-mobilisation engagement between Awardees and providers	Providers	May – June 2018
Finalise course design, including any extension activities	Providers	June 2018
Develop support plans for Awardees with disability	Providers	June 2018
Mobilise Awardees for courses	Palladium	From July 2018
Deliver courses	Providers	From July onwards (starting in August 2018 preferred)

**Table 3: Implementation Responsibilities**

Task	Responsibility		
	DFAT	Palladium	Training provider
<b>1. Contracting</b>			
• Identify preferred Providers		X	

• Approve preferred Providers and agree to proceed with contracting	X		
• Oversee contract implementation		X	
<b>2. Partner Government Contact</b>			
• Advise program and selection details	X		
• Finalise participant nominations	X	X	
<b>3. Short Course Promotions</b>			
• Assist in the development of promotional and advertising materials for the program; provide photo or material generated during the course duration	X	X	X
• Prepare Detailed Course Outline			X
<b>4. Build links with African Partners</b>			
• Seek out and develop partnerships with African Institutions			X
<b>5. Pre-Course Awardee Engagement</b>			
• Develop a draft course outline and course materials			X
• Liaise with Palladium on draft course content and pre-course engagement activities	X	X	X
• Liaise with Awardees about content of the draft course and their needs			X
• Liaise with Awardees about RAP			X
• Prepare and submit Milestone 1. Progress Report			X
<b>6. Course Delivery</b>			
• Finalise design and manage delivery of the course			X
• Liaise with Palladium on final course content			X
• Provide necessary in-Africa and in-Australia visa supporting documentation to the Palladium			X
• Liaise with and update partner governments on arrangements for the course	X		
• Liaise with Awardees regarding travel arrangements to and from Australia and/or to an in-Africa destination		X	
• Liaise with course Awardees regarding on award arrangements (including in-Australia travel)			X
• Handle Awardee visa requests, including visa fees		X	
• Purchase and distribute air tickets to participants		X	
• Organise appropriate medical insurance for Awardees for the duration of the course			X
• Advise training provider of travel details for Awardees mobilised on award		X	

<ul style="list-style-type: none"> <li>• Implement Pastoral Care Plan, including Individual Support Plans for those disclosing a disability, as outlined in the Contract</li> </ul>			X
<ul style="list-style-type: none"> <li>• Management and reporting of critical incidents as per Pastoral Care Plan</li> </ul>			X
<ul style="list-style-type: none"> <li>• Reimburse Awardees for expenses incurred pre-mobilisation</li> </ul>			X
<b>7. Public Diplomacy</b>			
<ul style="list-style-type: none"> <li>• Identify potential public diplomacy opportunities</li> </ul>			X
<b>8. Post-Course Engagement</b>			
<ul style="list-style-type: none"> <li>• Develop mechanisms to provide ongoing support to Awardees in their RAP implementation</li> </ul>			X
<ul style="list-style-type: none"> <li>• Based on ongoing interactions, assess the progress and impact of RAP</li> </ul>			X
<ul style="list-style-type: none"> <li>• Submit Milestone 2. Post Course Delivery Report and Milestone 3. Final Evaluation report</li> </ul>			X

**Annex 1: Detailed Course Outline****Course aims and objectives**

- What is the course designed for?
- What will it provide for participants?

**Course requirements**

- Ideal background / qualification of participants

**Pre Course Engagement Mechanisms**

- Methods used to engage Awardees to determine their English Language ability, existing knowledge, learning needs, and expectations in order to modify content to respond to needs

**Course contents**

- Brief description on what the course is going to cover
- Formal and applied teaching program
- Extension activities including field trips

**Course duration**

- Up to a maximum of 12 weeks

**Course participants**

- All courses should be developed for 25 participants. Where it is possible to accommodate a greater number, what is the maximum number of participants per course?

**African delivery location and context**

- Where?
- Describe the nature of any new or existing partnerships with African institutions and their role in the design or delivery of the course.

**Course assessment**

- Details on assessment and qualification expectations
- Initial and final knowledge test to assess learning for evaluation purposes
- Any recognition, accreditations, or pathways that will be offered as a result of the course

**English Learning support approach**

- Details of how English language support is built into the delivery

**Orientation activities during week 1**

- What are the planned activities?

**Detailed course content by week**

This should also include but is not limited to references to:

- Reintegration Action Plan (RAP) managed through the course
- How extra-curricular activities will build linkages and support a more holistic experience
- How participants will be supported to meet assessment expectations
- Details of experts / lecturers
- Description and purpose of relevant field visits
- How the course will develop the necessary skills for Awardees to become effective decision makers (e.g. leadership, communication, project management, negotiation, and public speaking)
- How social inclusion will be addressed in the context of the course subject, including ensuring equitable distribution of the benefits of development to women, people with disabilities, and people living with HIV/AIDS
- Details on how the course will ensure it is relevant to the African context and a description of potential case studies



## Annex 2. PROPOSED SHORT COURSE CONTENT BY COURSE

**Note: each short course should be tendered separately**

### **Agriculture Course 1: Increasing the development impact of agricultural research**

#### **Increasing the development impact of agricultural research**

*Note: This course will be delivered entirely in Africa.*

The course will develop participants' skills and knowledge in the following ways:

- Understanding, developing and managing multi-stakeholder partnerships between research and other development agencies (including private sector and other key stakeholders) in the Agricultural sector including:
  - Partner selection
  - Group facilitation
  - Leadership
  - Negotiation
  - Dispute resolution
- Influencing policy with agricultural research evidence
- Establishing, facilitating and sustaining agricultural innovation platforms in order to broaden the adoption of research outputs including
- Analysing value-chains to identify entry points for innovation
- Agricultural extension theory and practice
- Developing clear pathways to broaden impact
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity(including both men and women), inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/processes and share knowledge are a valuable element of this short course.

**Agriculture Course 2: Agribusiness****Agribusiness**

- Professional skills for agribusiness including:
  - Business planning
  - Marketing
  - Financial Management
- Value chain analysis
- Addressing constraints to market integration and trade
- Public-private partnerships in the agricultural sector
- Exposure to value chains within Australian and African businesses or agencies
- Increasing commercial viability of agricultural SMEs
- Institutional and policy deficiencies in the agricultural sector (including the creation of an enabling environment for agribusinesses)
- Linking smallholders into markets
- Understanding and implementing inclusive agribusiness
- Producing for export: good practice for maintaining stringent compliance for export market
- Developing climate-smart agricultural value chains
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/processes and share knowledge are a valuable element of this short course.

**Agriculture Course 3: Irrigation and water resources management for agriculture****Irrigation and water resources management for agriculture**

- Designing and managing small scale irrigation and water harvesting projects integration watershed management and planning
- Political and organisational challenges to developing and managing water resource management understanding current soil and water conservation and conservation agriculture best practice approaches such as:
  - enhancing soil water retention and availability as well as soil fertility
  - Small scale mechanisation and tillage equipment: zero tillage
  - Micro-dosing
  - Residue retention
  - Weed control
- Design principles of water harvesting systems
- Selecting water harvesting techniques suitable for small holder Irrigation
- Irrigation scheduling to match crop water requirements and soils
- Implementing irrigation systems best suited to small scale farmer needs
- Practical water spreading and contour furrowing training
- Reducing evaporation losses and optimising the use of soil moisture.
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/processes and share knowledge are a valuable element of this short course.

## EXTRACTIVES

### Extractives Course 1: Local economic and social development in extractives

#### Local economic and social development in extractives

- Global context and international standards
- Legislative context
- Social responsibility in mining
- Community engagement
- Leveraging local economic and social development from the extractives sector
- Collaborative local planning
- Coordination methods include community infrastructure planning, coordination and development
- Local-level governance mechanisms
- Establishing meaningful stakeholder engagement processes (including separate processes for women)
- The development and implementation of policies on integrating local economics into extractives taking into consideration shared value principles.
- Mine planning to reduce impact
- Social and environmental impact assessments (community participation and disclosure) – including gender impact assessment and human rights impact assessment / due diligence
- Successful Africa case studies showcasing collaboration between stakeholders
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/ processes and share knowledge are a valuable element of this short course.

**Extractives Course 2: Mineral and energy economics****Mineral and energy economics**

- Revision of applicants understanding of economics, mineral economics and mineral supply processes
- Understanding and evaluating economic and financial models and trends that affect the minerals and energy sector including commodity markets and marketing;
- Role of debt, equity and joint ventures in the mineral and energy sectors;
- Analysis of risks (including project risks, resource and reserve risks, mining method risk, milling risks)and incorporating evidenced based solutions
- Assessment of appropriate database sources and evaluation of information from these and other sources to make valid and supported judgments about issues
- Understanding and managing the regulation of transfer pricing in the mining sector
- Develop skills in communication to allow decision making and recognise the different approaches needed to communicate with different audiences
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/processes and share knowledge are a valuable element of this short course.

**Extractives Course 3: Managing mine closures****Managing Mine Closures**

*Note: this course will not be delivered in FY2018 – 2019*

- An overview of mine closure and rehabilitation
- Socio-economics, policy, regulation & finance for mine closure
- Planning, modelling & monitoring tools for mine closure
- Design & construction for mine closure
- Mining legacies
- Reclamation, remediation, rehabilitation & restoration
- Water use, management and impacts including acid mine drainage
- Opportunities from mine closure
- Mine exploration
- Ancient and historical mines
- Artisanal and small-scale mining
- Social Ecology including sustainable livelihoods
- Mine transformation or closure
- Mine closure and climate change
- Showcasing failed mine closures and incorporating lessons learnt for future projects
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/processes and share knowledge are a valuable element of this short course.

## PUBLIC POLICY

### Public Policy Course 1: Trade policy and negotiations

#### Trade policy and negotiations

*Note: This course will be delivered entirely in Africa.*

- Trade negotiation skills, presentation and communication skills
- Use of tools, models and data for economic and trade analysis
- The use, design, evaluation and interpretation of economic research
- The preparation of policy briefs, memos and submissions.
- International trade economics and the role of trade liberalisation
- International trade negotiations
- Issues constraining fairer trade in Africa
- Subsidies, tariffs and other trade remedies – policy objectives and economic implications
- Industrial policy and export diversification - policy objectives and economic implications
- The World Trade Organisation (WTO) – key concepts, agreements, debates and challenges including Trade Facilitation and African Integration and GATS
- Economic Partnership agreements affecting Africa including TFTA and CFTA
- Free trade agreements – policy objectives and economic/social implications
- Regional integration – policy objectives and economic/social implications
- Investment promotion strategies
- Case studies showcasing international commercial disputes and resolution mechanisms
- The rise of protectionism and trade wars in international trade
- Assessment of key methods of global value chains: Best approaches for Africa
- E-commerce in the African context
- The links between trade, poverty reduction and sustainable development
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/processes and share knowledge are a valuable element of this short course.

## Public Policy Course 2: Public-Private infrastructure partnerships

### Public-Private infrastructure partnerships

- Conceptual framework for Public Private Infrastructure Partnerships (PPIPs)
- Policy, legal, regulatory frameworks and institutional arrangements.
- Public Private Infrastructure Partnerships in the African context
- Design, prepare, negotiate, implement and monitor effective infrastructure projects
- Preparing bankable pre-feasibility studies and the evaluation of value for money bids
- Developing project implementation strategies
- Alternative financing mechanisms for PPIPs
- Establishing workable cross-border partnerships
- Engaging the public and industry in infrastructure planning
- Outline of public infrastructure and service sectors
- Role of the private sector in service provision and setting service standards policy, regulatory and institutional frameworks including role of government Public-Private Partnership (PPP) units
- Good examples of PPP in the infrastructure sector including lessons learnt from failed PPIPs as well as critical factors for the success of a PPIPs
- Negotiation including the negotiation and structuring of PPIP concessions and contracts
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/ processes and share knowledge are a valuable element of this short course.



### Public Policy Course 3: Ocean Management: Sustainable Fisheries and Governance

#### Ocean Management: Sustainable Fisheries and Governance

- National & regional coordination including international treaties and agreements
- Ocean governance principles
- Introduction to international maritime law and Law of the Sea
- The role of regional entities including NEPAD, SADC, AU, the Nairobi Convention, UNEP's Regional Seas program.
- Trans-boundary fisheries policy development
- International inter-government and commercial negotiations
- Maritime regulation & enforcement
- Improving monitoring, control and surveillance and the law enforcement chain to reduce Illegal, unregulated and unreported (IUU) fishing.
- Developing the blue economy
- Marine fisheries management
- Maritime conservation and managing conflicts between competing development priorities.
- Technical understanding of marine fish stock, fleet assessments and catch limit modelling including case studies
- Managing conflicts and competition between conservation needs, artisanal, small- and large-scale commercial, and international/ industrial marine fishers; including marine reef and ocean pelagic fisheries
- Marine fisheries governance including planning and monitoring, data collection and management.
- Marine aquaculture management in the African context, including large and small scale fisheries.
- Fishery products value chains.
- Managing fisheries and ocean spaces for resilience to climate change and other emerging threats.
- Broader leadership and organisational management competencies to include project management, implementing change and public speaking.
- Addressing cross cutting development issues (gender equity, inclusive development, ethics, transparency)

Inputs from industry to highlight/demonstrate contemporary industry environments/ processes and share knowledge are a valuable element of this short course.

**Public Policy Course 4: Macroeconomic management in Resource Rich Countries  
Reintegration Support**

**Macroeconomic management in Resource Rich Countries Reintegration Support**

*Note: this course will be delivered entirely in Mauritius*

**Course Elements to be Delivered by Africa Training Institute (ATI) (Week 1 and 2):**

- Commodity markets
- Economic growth; diversification; inclusive growth and natural resources
- Simple fiscal rules
- Fiscal frameworks; regimes and monetary policy in resource-rich countries
- Energy subsidy reform
- Macroeconomic and financial policies to deal with resource flows
- Transparency in the management of natural resource revenues
- Sovereign wealth Fund asset allocation and risk management

**Additional Course Elements to be included by the Australian academic facilitator (Week 3):**

- Practical financial modelling exercises
- Mining agreements and contracting
- Gender equity and social inclusion as a cross-cutting theme
- Embed development of Reintegration Action Plans (RAPs)

Provider may propose optional content to cover in a 4<sup>th</sup> week.

Inputs from industry to highlight/demonstrate contemporary industry environments/processes and share knowledge are a valuable element of this short course.

**Notes:**

- Only additional course elements' academic content will be delivered by the Tenderer.
- Part 3 – Scope of Service in this Tender document shall be replaced by special Scope of Services Appendix 2

### Annex 3: Short Course Reporting Templates 2018 - 2022

*The following guidelines provide the minimum details required to comply with the milestone reporting requirements of the Short Course Program in 2018 - 2022. Reports should be structured as per the templates described and incorporate sufficient information to allow DFAT and Australia Awards to monitor and assess the outcomes of the Award activities. The reports should demonstrate an understanding of the African development context, flexibility in developing responses to identified issues as they arise, and ways of engaging productively with stakeholders. Where appropriate please include web links to websites that have been developed for post-course support. Reports may be reasonably revised by Palladium from time to time.*

#### Reporting Milestone One: Africa Short Course Design Report

Due four weeks prior to course commencement.

1. Awardee Support
  - Describe the methods used to engage awardees prior to the course and the outcomes from this
  - Describe the methods used to determine English language ability and the support that will be offered as a result of this
  - If applicable, how will you ensure awardees who have disclosed a disability can participate effectively in the course?
2. Course Design: Provide specific details of how the following elements have been considered in the course design, including:
  - Development of Awardees' relevant skills and knowledge
  - Involvement of partners in course delivery and design. Detail any capacity built as a result of the partnership.
  - Course Delivery Methodology; Logistics and expected outcomes
  - Support to develop and implement the RAP
  - Approach to integrating social inclusion (Including gender, disability and HIV/AIDS)
  - Approach to preparing awardees to become successful leaders
  - Post course support
3. Public Diplomacy and Media Opportunities
  - Identify any potential opportunities to showcase Australia's expertise in key priority areas, or promote Australia as an active partner in Africa's development
  - Field Visits and other action orientated activities provide good opportunities for photos to feed promotional activities. Are there any points in the course delivery where a photographer could be involved?
  - With consideration of course delivery locations, detail any suggested activities during course delivery where representatives from DFAT Posts or DFAT Scholarships branch could be invited to participate?

Annex A: Awardee Pre-Departure Pack

Annex B: Detailed Course Design Outline

4. Projected course expenditure per Forecast against Contract Template

## Reporting Milestone Two: Africa Short Course Post Course Delivery Report

Due four weeks after course delivery

### 1. Course Outputs

1.1. Detail the number of Course participants, and their results in the table below

	Number of Participants Enrolled	Number of participants who satisfied all assessment requirements	Progress on RAP planning and implementation
Male			
Female			
Total			

1.2. Details of participants who did not satisfy assessment requirements or complete the course and the reasons for this

1.3. Details of the qualifications awarded (or to be awarded) if relevant

1.4. Details of any critical incidents

2. Evaluate the course delivery and detail any lessons learnt or recommendations. (Indicate how the lessons learnt will be used to improve the course delivery in future)

Reflect on:

- Course delivery methodology (including content)
- Logistics e.g. for field trips
- Innovations applied
- Guest lecturers
- Assessments
- The process and support provided to refine and finalising the RAP during the course
- Public Diplomacy and media leverage
- English language and learning support

3. Detail the intended approach to Post Course Support

4. Updated Projected course expenditure per Forecast against Contract Template

## Reporting Milestone Three: Africa Short Course Evaluation

Due six months after the end of course delivery

1. Detail the approach undertaken to support and engage Awardees post course
2. Using the reporting extract function from the portal, extract all Awardee WRPs from the portal after six months. Next to each RAP comment on and rate the success of the RAP implementation (1: Successful, 2: Partially Successfully – on track for successful implementation, 3: Partially Successfully – some objectives will be achieved, 4: Not Successful)

Provide the challenges and enablers to RAP implementation

3. As a result of post course engagement, where possible provide examples of:
  - 3.1. Immediate outcomes of the course on the Alumni's professional life, and their workplaces. Cite specific examples of change.
  - 3.2. Identify Alumni who have been promoted, change employment, given increase responsibility, transferred skills and knowledge from Award, presented at conference, participated in committees or working groups, or become "knowledge experts" as a result of participation in the course. Also include any work Alumni may have participated in at the country association and other Australia Awards events.
  - 3.3. Identify any links with relevant regional African institutions or professionals. Describe the nature of these relationships.
  - 3.4. Identify any relevant links established between Alumni and Australia institutions, organisations or professionals. Describe the nature of these relationships.
4. Evaluate the approach to post course follow up and support

### 5. Outstanding Alumni

Outstanding Alumni profiles can be submitted at the point of identification. Ideally, outstanding Alumni should be Awardees who can:

- Demonstrate concrete examples of how they are applying the skills and knowledge gained in the course;
- Using the links established on award to the benefit their organization and country;
- Profiles should include specific policies, skills transfer or practices worked on. (*Practice refers to: Any contribution made by the Alumni in their area of expertise related to a change in operational approach or technique to job responsibilities. Policy: developing/ amending specific plans or frameworks at organisational, national or regional level. Skills transfer: training, coaching or any other such effort made by Alumni to share the Award-acquired skills with others.*)

Where stories of this nature are unavailable, nominate Alumni considered outstanding based on their:

- leadership qualities,
- ability to influence
- potential for development contribution on return
- performance during the course
- potential for development contribution or potential to make a significant contribution to the Alumni activities on return

Indicate the reasons why you have nominated the Awardee as outstanding.

For each outstanding Alumni identified, include the following details:

- Name of 'outstanding' alumnus/a:
- Country:
- Sex: M / F
- Course:
- Year completed:
- Email:
- Concrete example(s) of the reasons why the Awardee has been nominated as an Outstanding Alumni
- Add quote of Alumnus/a (if interviewed) in response to the following two questions:
  - How has the knowledge and skills you gained in the Africa Short course helped you in the activity nor activities you described?
  - Do you attribute any of your accomplishments to your studies to the short course?

### **Photos**

Where possible, photos from course activities or awardees activities post course should be forwarded to Palladium. Original files (vector or JPEG) are preferable. Due to files sizes, photos can be posted on CDs or USBs, or send via Dropbox to staff in Brisbane office. Photos should be labelled in a manner to allow for identification of the occasion.

## **Part 4 –Standard Contract Conditions - Subcontractor Agreement**

See Appendix 1: Standard Contract Template.

## Appendix 2 – Supplemental Scope of Services for Macroeconomic Management in Resource Rich Countries Reintegration Support

### SCOPE OF SERVICES

#### BACKGROUND

The Australian Government's aid program reflects Australia's values, and commitment to reducing poverty and lifting living standards through sustainable economic growth. The aid program has a strong focus on performance, effectiveness, accountability, results and value-for-money.

The Australian Government's prestigious Australia Awards is a significant component of Australia's aid to Africa. Awards offer the next generation of African leaders an opportunity to undertake study, research and professional development to build capacity and leadership skills, in order to contribute more effectively to their countries' development.

Australia Awards provides African students with access to Australia Awards Scholarships and Australia Awards - Africa Short Courses. Australia Award - Africa short courses are formal courses of study or training, of less than three months duration, delivered by an approved Australian higher education provider (see Table A,B, C of the Higher Education Support Act 2003) or an Australian Registered Training Organisation (RTO). Courses must be:

- accredited for delivery within an approved Australian Qualifications Framework (AQF) award program, or
- approved in accordance with State specific legislative framework for Universities, or
- able to provide a formal Statement of Attainment in relation to a skill or competency covered by Australia nationally-registered Vocational Education or Training (VET) material; or custom designed to meet the specific requirements of this tender and the identified needs of the participants while including as much content as practicable of Degree programs recognised under the AQF.

Australia Awards - Africa short courses will be offered only in areas where Australia is acknowledged as having world-class expertise and where partner governments have explicitly requested assistance:

- Agricultural Productivity
- Extractives
- Public Policy

This short course will be delivered in conjunction with the Africa Training Institute (ATI), Mauritius. The **Macroeconomic Management in Resource Rich Countries**, course outline attached in Annex A, is a three week course aimed at high or mid-level professionals in government departments who are responsible to managing the economic benefits of natural resource extraction. The Australian government is an on-going supporter of ATI and seeks to leverage this opportunity more broadly through running a Short Course to participants nominated by the DFAT Posts. Australia Awards – Africa requires a service provider to provide pastoral care and assist with the reintegration support of delivering this course.



## OBJECTIVES OF THE ACTIVITY

The objective of the Reintegration Support includes:

- Enhancing the academic content of the course with the inclusion of Australian academic input and relevant Australian case studies; extending course delivery by 1 week
- Provision of pastoral care which would include critical incident management,
- Provision of necessary support for Awardees at the delivery location, including meeting and farewelling Awardees at the airport on their arrival and departure, accessible accommodation (including 24 hour internet access), stipends, transport etc.
- Integrating strong gender equality principles and practices, and accommodating the needs, and where needed, putting in place adjustments to ensure fair and equitable participation of any participants with disabilities.
- Embedding development of Work Plans on Return and providing pre and post-course follow up, culminating in an Evaluation report

## SCOPE OF SERVICES

It is anticipated that approximately 225 - 300 awards for Australia Awards - Africa short courses will be available each year from 2018 to 2022 (See Table 1 for more details). However, Australia's aid program may vary the number of courses being delivered and the number of participants will be dependent on Australian Government policy and budget priorities as well as partner Government demand. A flexible approach is required to accommodate this. It is anticipated that each course will have 25 participants.

**Table 1. Proposed Africa Short Courses 2018 – 2022 courses**

<b>Sector</b>	<b>Short Course Award</b>
<b>Extractives</b>	Managing Mine Closures
	Local Economic and Social Development in Extractives
	Mineral and energy economics
<b>Agriculture</b>	Increasing the Development Impact of Agricultural Research
	Agribusiness
	Irrigation and Water Resources Management for Agriculture
<b>Public Policy</b>	Ocean Management – Sustainable Fisheries and Governance
	Trade Policy and Negotiations
	Public-Private Infrastructure Partnerships
	<b>Macroeconomic Management in Resource Rich Countries</b>

### Eligibility

The ATI - Australia Awards short course will be offered to mid to senior-level professionals with strong academic backgrounds in Economics, who are employed in a policy, practice, research or reform role for a line ministry or other relevant government agency.

At least half of the Awards are available for female applicants. People with disabilities will be encouraged to apply, and reasonable adjustments will be made to ensure they can equitably

participate and benefit. The Australian Government will select the participants for this course. Participants will come from a range of Anglophone, Francophone and Lusophone language backgrounds.

Countries eligible for the course include:

Botswana, Cameroon, Cote d'Ivoire, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Seychelles, Somalia, South Africa, South Sudan, Tanzania, Uganda, Zambia and Zimbabwe.

### **Course Design Core Principles**

The Australia Awards – Short Courses should include:

- a *formal* teaching program - focusing on key concepts and debates that are most likely to be of relevance to all participants. In designing this component of the program, it must be assumed that all participants have at least five years' work experience (in mid to senior level positions) and have a reasonably good understanding of Economics. The emphasis throughout should be on discussion rather than instruction. Formal presentations by current or past experts, especially those with relevant senior policy experience, should be encouraged; as is the use of female lecturers and guest presenters. Participation by Australia Awards Alumni is also encouraged.
- an *applied* teaching program - focusing on the fundamental work skills required for leadership, communications, improved policy-making and service/program delivery. Where possible, practical skills development, participatory techniques and real-world simulations should be used and participants should be provided a range of tools that they might use to increase their efficiency and effectiveness in their workplaces.
- *women's empowerment and inclusive development* - underpinning each course will be a strategic and operational commitment to ensuring the Short Courses emphasise equity and inclusivity for women and people with a disability. This is especially important as Short Courses will be offered in sectors which are traditionally male-dominated areas of study.
- *private sector engagement* – each course will identify and interact with strategic partners from relevant industries to demonstrate good practice industry processes and environments. Private sector inputs may be used in both course design and delivery to maximize development impact.
- *extension activities* – including development of a RAP related to an identified area of organisational and/or workplace change that will be addressed by the Awardee on return to their workplace. Extension activities may also include additional work to be finalised post-Award to obtain a formal qualification. Activities that build linkages with relevant regional African institutions are highly encouraged. Monitoring, evaluating and reporting of the course delivery and post course.

### **Duration**

All *formal* and *applied* teaching program components should take no longer than three weeks (with provider to indicate optional content for week 4, if recommended) to deliver and is required to be delivered directly after the formal delivery undertaken by ATI. Delivery dates will be negotiated with ATI each year.

Additional time beyond the three week period may be utilised for *extension activities*. Each Awardee is required to prepare a RAP prior to attendance at the course, identifying (at least) one area of

organisational and/or workplace change that can be realistically undertaken on return to their organisation. The course provider will work to support Awardees in the development and implementation of the RAP and will use the Australia Awards - Africa Alumni Portal for this activity.

### **Relevance to the Australian and African Context**

The delivery input should ensure a balance of Australian and African experiences and will maximise exposure to best practice examples, relevant expertise and access to appropriate networks in both continents.

A strong preference will be given to Australian institutions with knowledge and experience of the sectoral context in Africa, and who can demonstrate linkages with African organisations in order to be able to deliver relevant and practical training, particularly in African locations/workplaces.

### **Detailed Description of the Services**

The Services to be provided by the Subcontractor includes:

#### **Coordination with ATI:**

1. Liaise with ATI to embed the Australian context into the established **Macroeconomic Management in Resource Rich Countries** course.
2. Coordinate with ATI to embed cross cuttings issues with a specific reference to gender equity and social inclusion

#### **Awardee Selection:**

1. Participate in selection panels for Awardees

#### **Short Course Design:**

1. Provide the academic content focused mainly on Financial Modelling and Mining Agreements and Contracting
2. The course is expected to include practical components, as well as ensuring that the theoretical aspects are suited to a reasonable range of expertise and experience across course cohort.

### **Reintegration Action Plan (RAP):**

Each Awardee is required to develop a RAP; an individual project focused on one relevant area of change that can be undertaken upon return to their organisations. RAPs should be aimed at contributing to sound policies or practices in Awardee organisations. Responsibilities of the providers are:

1. Develop support materials, including guidelines and templates to guide Awardees through the development of a RAP. Development of such material will be done in close consultation with Palladium so that this follows the program RAP structure.
2. Include activities focused on the development of RAPs in course delivery. All RAP will be completed on the Reintegration/Alumni Portal.
3. Provide guidance to Awardees on and actively addressing gender and social inclusion issues within their RAP project.
4. Incorporate mechanisms to ensure RAPs support the organisational goals and development plans of Awardees' workplaces.

5. Develop and implement mechanisms to support and follow up the progress, implementation, and impact of RAPs on the Alumni Portal.

**Pre Course Engagement:**

1. In consultation with ATI prepare and distribute a pre-departure Information Pack
2. Develop and distribute guidance on developing a RAP.
3. Determine English Language ability of Awardees
4. Develop disability support plans were required

**Pastoral Care**

1. Provide an on-site pastoral care officer for the whole duration of the course to provide pastoral care support, reimbursables, payments for hotel, stipends, transfers, medical insurance, manage critical incident
2. Management of logistical and administrative inputs in coordination with Palladium as per the Activity Cycle in Table 2 below and Implementation Responsibilities in Table 3 below.
3. Provision of all necessary in-Africa visa supporting documentation to Palladium. This should include, but is not limited to Proof of Insurance, Letter of Invitation from ATI and proof of confirmation of accommodation. These documents should be provided to Palladium no less than five weeks prior to the mobilisation date.
4. Provision of approved special needs assistance to selected individuals.
5. Provision of translation services as required.

**Progress Report: Short Course Design**

1. Submit the '**Progress Report: Short Course Design**' (template attached in Annex 3) a minimum of sixteen weeks prior to Awardee mobilisation including;
  - (v) Outline of additional academic section (Week 3)
  - (vi) A description of how issues of gender and social inclusion will be incorporated into the program; and
  - (vii) A copy of the pre-departure information pack and detailed course outline.
  - (viii) Pastoral Care Plan

**Course Delivery:**

1. Provision of necessary support for Awardees at the delivery location, including meeting and farewelling Awardees at the airport on their arrival and departure, accessible accommodation and meeting facilities, (including 24 hour internet access), stipends, transport and pastoral care
2. Management of delivery of the Short Course including integrating strong gender equality principles and practices, and accommodating the needs, and where needed, putting in place adjustments to ensure fair and equitable participation of any participants with disabilities.
3. Provision of suitable materials, preferably in electronic, and where needed, accessible format, including tools for the Awardees to use on their return to their home country.

4. Assisting each Awardee to develop their RAP for (at least) one area of change that can be undertaken on return to their organisation.
5. Work directly with ATI to deliver course content and oversee field trips
6. Manage and report critical incidents as per the pastoral support plans documented in the contract.

### **Post Course Follow up**

1. Develop mechanisms to engage, support and monitor the progress, implementation, and impact of Awardee RAPs following course completion. This is considered an essential element. Ensure Awardees understand their roles and responsibilities following completion of course.
2. Based on these interactions, provide an assessment on the progress and impact of each Awardees RAPs and record this on the Alumni Portal
3. Provide an **'Evaluation Report'** (template attached in Annex 3) six month after course delivery:
  - (i) Details of course delivery
  - (ii) An outline and assessment of the progress and impact of each Awardee's RAP
  - (iii) Evaluation of the overall achievement and outcomes of the course and post course follow-up
  - (iv) Evaluate the approach to post course follow up and support
  - (v) Lessons learnt from course delivery and post course follow up
  - (vi) Identification of outstanding alumni
  - (vii) Any photos taken during course delivery (including permission from Awardees to use photos).

### **Monitoring and Evaluation**

1. Provide DFAT and the MC with the necessary data, information and reporting to determining the success or otherwise of the course in meeting the intended and unintended outcomes.
2. Contribute to the continuous improvement of the course, awardee experience, academic support, and pastoral care through the collection of feedback and implementation of recommendations.
3. Continuously monitor Awardee progress on the RAP on the Alumni Portal and provide reports on Alumni success in implementation of their RAP post award.
4. Ongoing monitoring of Awardee RAPs and achievements following the course on the Alumni Portal.

### **REPORTING REQUIREMENTS**

The Contractor must provide the following reports by the due date, in the format (as per Annex 3) and the number of copies indicated.

1. **Progress Report: Short Course design**
  - Including, as an annex, the Pre-departure information pack provided to Awardees (as per clause 7 of the SoS)
  - Electronic copies in Microsoft Word to the MC
  - Four weeks prior to course commencement
2. **Short Course Post Course Delivery Report**
  - Four weeks after course delivery
  - Electronic copies in Microsoft Word to the MC
3. **Evaluation report**
  - Electronic copies in Microsoft Word to the MC
  - Six month after course completion

All reports must:

- Be accurate and not misleading in any respect
- Be prepared in accordance with templates provided by Australia Awards (Annex 3)
- Allow the MC and Australia's aid program to properly assess progress under the Contract
- Not incorporate either DFAT, the Australian aid program or the Subcontractor's logo
- Be provided at the time specified in this Scope of Service
- Incorporate sufficient information to allow DFAT to monitor and assess the success of the Services in achieving the objectives of the Australian Government's aid program policy framework.

**Table 2: Proposed Activity Cycle**

<b>Proposed Activity Cycle (2018/2019)</b>	<b>Responsibility</b>	<b>Estimated Timeframe</b>
Define course eligibility per country	DFAT	July 2017
Commence promotion of Short Course	DFAT/MC/ATI	1 August 2017
Receive applications from potential participants	MC	1 September until 30 November 2017
Procure Independent Selection Panels	MC	January 2018
Participate in Independent Selection Panels	DFAT/Providers/ATI	February/March 2018
Finalise participants for courses	DFAT/MC	May 2018
Contract course providers to deliver Short Courses	MC	by February 2018
Pre-mobilisation engagement between Awardees and providers	Providers	May – June 2018
Finalise course design, including any extension activities	Providers	March 2018
Develop support plans for Awardees with disability	Providers	June 2018
Mobilise Awardees for courses	MC	From July 2018
Deliver courses	Providers/ATI	From July onwards (starting in August 2018 is preferred)

**Table 3: Implementation Responsibilities**

Task	Responsibility			
	DFAT	Managing Contractor	Training provider	ATI
<b>9. Contracting</b>				
• Identify preferred Providers		X		
• Approve preferred Providers and agree to proceed with contracting	X			
• Oversee contract implementation		X		
<b>10. Partner Government Contact</b>				
• Advise program of selection details	X			
• Finalise participant nominations	X	X		X
<b>11. Short Course Promotions</b>				
• Prepare Detailed Course Outline			X	X
<b>12. Pre-Course Awardee Engagement</b>				
• Develop a draft course outline and course materials			X	X
• Liaise with MC/DFAT on draft course content and pre-course engagement activities	X	X	X	X
• Liaise with Awardees about content of the draft course and their needs			X	
• Liaise with Awardees about RAP			X	
• Prepare and submit Progress Report			X	
<b>13. Course Delivery</b>				
• Finalise design for Week 1 and 2			X	X
• Finalise design for Week 3 and manage delivery of course			X	
• Liaise with MC/DFAT on final course content			X	X
• Provide necessary in-Africa visa supporting documentation to the MC			X	
• Liaise with and update partner governments on arrangements for the course	X			
• Liaise with Awardees regarding travel arrangements to and from Australia and/or to an in-Africa destination		X		
• Liaise with course Awardees regarding on award arrangements (including in-Australia travel)			X	
• Handle Awardee visa requests, including visa fees		X		



Task	Responsibility			
	DFAT	Managing Contractor	Training provider	ATI
• Purchase and distribute air tickets to participants		X		
• Organise appropriate medical insurance for Awardees for the duration of the course			X	
• Advise training provider of travel details for Awardees mobilised on award		X		
• Implement Pastoral Care Plan, including Individual Support Plans for those disclosing a disability, as outlined in the Contract			X	
• Management and reporting of critical incidents as per Pastoral Care Plan			X	
• Reimburse Awardees for expenses incurred pre-mobilisation			X	
<b>14. Public Diplomacy</b>				
• Identify potential public diplomacy opportunities			X	X
<b>15. Post-Course Engagement</b>				
• Develop mechanisms to provide ongoing support to Awardees in their RAP implementation			X	
• Based on ongoing interactions, assess the progress and impact of RAP			X	
• Submit a final evaluation report for the program			X	

## **Annex 1: Detailed Course Outline**

### **Pre Course Engagement Mechanisms**

- Methods used to engage Awardees to determine their English Language ability, existing knowledge, learning needs, and expectations in order to modify content to respond to needs

### **Course contents**

- Brief description on what the course is going to cover
- Formal and applied teaching program

### **Course duration**

#### **3 - 4 weeks in total:**

- During the first 2 weeks, academic content to be delivered by ATI. The selected provider will be involved in pastoral care, and in-country logistics management during this period
- During the final week, the selected provider will deliver the following academic components:
  - Practical financial modelling exercises
  - Mining agreements and contracting
  - Gender equity and social inclusion as a cross-cutting theme
  - Embed development of Reintegration Action Plans (RAPs)
- The selected provider may additionally proposed topics for week 4.

### **Course participants**

- The course should be developed for 25 participants.

### **Course assessment**

- Any recognition, accreditations, or pathways that will be offered as a result of the course

### **English Learning support approach**

- Details of how English language support is built into the delivery

### **Detailed course content by day (week 3, for 5 days. Provider may choose to propose additional content for week 4)**

This should also include but is not limited to references to:

- Reintegration Action Plan (RAP) managed through the course
- How extra-curricular activities will build linkages and support a more holistic experience
- Details of experts / lecturers
- How the course content will develop the necessary skills for Awardees to become effective decision makers (e.g. leadership, communication, project management, negotiation, and public speaking)
- How social inclusion will be addressed in the context of the course subject, including ensuring equitable distribution of the benefits of development to women, people with disabilities, and people living with HIV/AIDS

- Details on how the course will ensure it is relevant to the African context and a description of potential case studies
- Details on how the course content will showcase Australian expertise and case studies

## Appendix 3 – Subcontractor Performance Assessment

Tenderers should provide up to three Subcontractor Performance Assessments in the form below or similar DFAT format. Tenders utilising an alternate DFAT format will not be penalised. Tenderers who do not have previous Subcontractor Performance Assessments will not be penalised.

### Subcontractor Performance Assessment: discussion guide and record

<b>Subcontractor details</b>	
Name of organisation	
Contact person and position	
Contact details	
Activity name	
Activity duration	
Activity description	
Activity value	
Name of assessor and position	
Date of this review	
Project Manager	
<b>Subcontractor Performance Ratings</b>	
<i>Inadequate</i>	<i>Serious under-performance, major effort needed to improve delivery of core responsibilities identified in contract / Scope of Services; MC very hands on in managing areas where Subcontractor is not delivering</i>
<i>Marginal</i>	<i>Effort needed to improve delivery of one or more core responsibilities identified in the contract / Scope of Services</i>
<i>Acceptable</i>	<i>Minor effort needed to improve delivery of some areas of responsibility identified in the contract / Scope of Services</i>
<i>Good</i>	<i>All responsibilities identified in the contract / Scope of Services delivered efficiently and effectively</i>
<i>Excellent</i>	<i>All responsibilities identified in the contract / Scope of Services delivered with a high degree of efficiency and effectiveness and proactive steps taken to achieve outcomes beyond identified responsibilities</i>

<i>Assessment criteria</i>	<i>Rating</i>	<i>Comments</i>
<b>Critical performance factors as contracted</b>		

<i>Assessment criteria</i>	<i>Rating</i>	<i>Comments</i>
<p>1. Performance of Subcontractor and of key activity personnel includes:</p> <ul style="list-style-type: none"> <li>• <i>achieves results against contracted responsibilities</i></li> <li>• <i>achieves high levels of Awardee satisfaction</i></li> <li>• <i>appropriate planning and communication of activities in accordance with contract / Scope of Services</i></li> <li>• <i>appropriate resources allocated to activities</i></li> <li>• <i>demonstrated commitment to strong partnership arrangements</i></li> <li>• <i>strong organisational support and capacity building</i></li> <li>• <i>commitment to cross-cutting issues</i></li> </ul>		
<p>2. Management and administrative support includes:</p> <ul style="list-style-type: none"> <li>• <i>achieves milestones / deliverables within set timeframes</i></li> <li>• <i>effective strategies in place for managing delays</i></li> <li>• <i>allocation of appropriate administrative and support services and resources</i></li> </ul>		
<p>3. Responsiveness to requests and instructions; standard of communication includes:</p> <ul style="list-style-type: none"> <li>• <i>management responsiveness and cooperation</i></li> <li>• <i>ability to respond to unexpected requests</i></li> <li>• <i>open and honest in addressing problems</i></li> <li>• <i>regular and effective communication and updates</i></li> </ul>		
<p>4. Quality of ongoing consultation and relationships with all stakeholders includes:</p> <ul style="list-style-type: none"> <li>• <i>consultative / participatory approach</i></li> <li>• <i>results oriented</i></li> <li>• <i>flexible</i></li> <li>• <i>culturally sensitive</i></li> </ul>		

<i>Assessment criteria</i>	<i>Rating</i>	<i>Comments</i>
5. Demonstrated risk management and problem solving performance includes: <ul style="list-style-type: none"> <li>• <i>proactive and prompt identification and communication t of potential and actual substantive risks / problems that may adversely affect timing, cost or quality of services</i></li> <li>• <i>provides recommendations for actions to manage risks</i></li> </ul>		
6. Monitoring, evaluation and reporting; and continuous improvement includes: <ul style="list-style-type: none"> <li>• <i>monitors activities</i></li> <li>• <i>measures and reports on activity progress</i></li> <li>• <i>documentation supplied meets set quality standards</i></li> <li>• <i>proactively identifies areas for improvement (demonstrating flexibility and innovation)</i></li> <li>• <i>applies lessons learned</i></li> </ul>		
7. Financial Management includes: <ul style="list-style-type: none"> <li>• <i>responsiveness to requests for financial information</i></li> <li>• <i>ability to deliver services within budget</i></li> <li>• <i>accuracy of financial information including invoices and acquittals</i></li> </ul>		
<b>Specific performance points</b>		
8. Awardee feedback includes: <ul style="list-style-type: none"> <li>• <i>any relevant information provided by awardees via the full range of M&amp;E mechanisms</i></li> </ul>		

<b>This section is completed by the assessor at the performance discussion</b>
1 Factors affecting performance
2 Summary of comments
3 Assessment of overall performance

Place a cross on the line below to indicate overall performance assessment using the descriptions below the line to guide this rating.

1-----2-----3-----4-----5

**1 Inadequate**

*Serious under-performance, major effort needed to improve delivery of core responsibilities identified in contract / Scope of Services; MC very hands on in managing areas where Subcontractor is not delivering*

**2 Marginal**

*Effort needed to improve delivery of one or more core responsibilities identified in the contract / Scope of Services*

**3 Acceptable**

*Minor effort needed to improve delivery of some areas of responsibility identified in the contract / Scope of Services*

**4 Good**

*All responsibilities identified in the contract / Scope of Services delivered efficiently and effectively*

**5 Excellent**

*All responsibilities identified in the contract / Scope of Services delivered with a high degree of efficiency and effectiveness and proactive steps taken to achieve outcomes beyond identified responsibilities*

\_\_\_\_\_  
Subcontractor Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Assessor:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Project Manager:

\_\_\_\_\_  
Date: