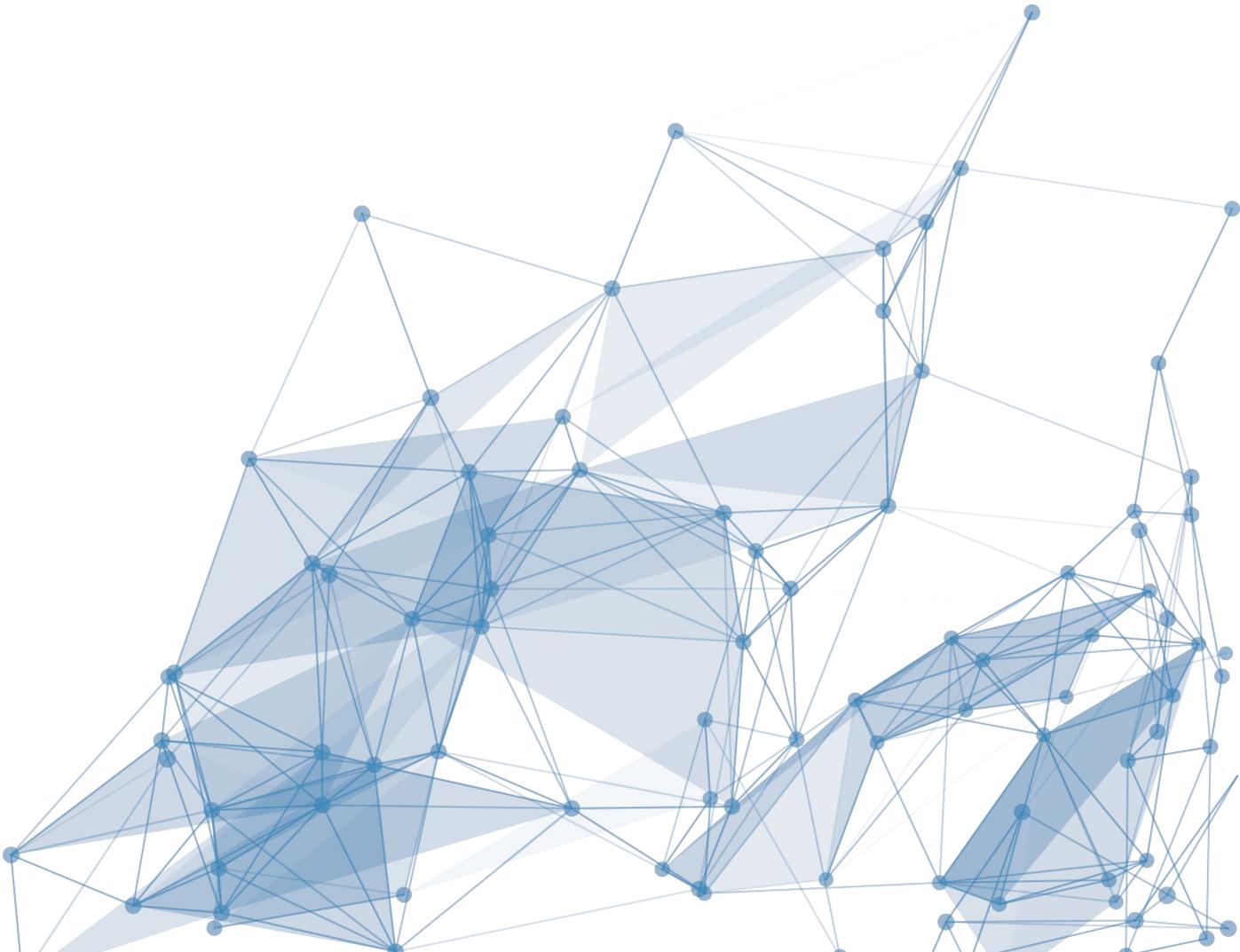


Australia Awards Cambodia Research Design through a Social Inclusion Lens

**Schedule 1
Scope of Services**



1 Activity Identification

1.1	Client	Tetra Tech International Development Pty Ltd
1.2	Program	Australia Awards Cambodia
1.3	Contractor	TBD
1.4	Short Term Award title	Research Design through a Social Inclusion Lens
1.5	Course duration & proposed delivery dates	<ul style="list-style-type: none"> This Short-Term Award is comprised of up to 24 hours of digital 'classroom' content split across two months, plus one-on-one support outside the classroom over a two-month period.
1.6	Number of participants	Maximum 20 participants (50% female)
1.7	Course provider conditions	The Service Provider must be able to demonstrate experience in conducting professional development activities, ideally in digital form, and must be based in Cambodia.
1.8	Branding	All course material, communications, emails etc. should clearly state that the course is an AA initiative delivered by the Provider.

2 Contract Details

2.1	Delivery	<p>The Services must be delivered by a qualified and experienced team nominated in the tender. Delivery includes:</p> <ul style="list-style-type: none"> Up to 24 hours of digital 'classroom' content split across two months One-on-one support via digital communication tools to participants over the two-month duration A digital panel review of the final presentation given by each participant
2.2	Basis of payment	See payment streams outlined in Financial Template

3 Program Background and Intended Outcomes

3.1	Background	<p>Australia's development assistance program in Cambodia aims to contribute to greater prosperity, stability and resilience in Cambodia and the broader Indo-Pacific region. Through Australia Awards Scholarships, the Australian Government is providing education opportunities to talented Cambodians at the postgraduate level to contribute to Cambodia's development.</p> <p>Australia Awards Cambodia (AAC) is an eight-year investment for the period 2018 to 2026. The Department of Foreign Affairs and Trade (DFAT) has engaged Tetra Tech International Development Pty Ltd (Tetra Tech) as the Contractor to manage AAC for the initial four years of the program (2018 to 2022).</p>
3.2	Goals & purpose	<p>The goal of AAC is to support Cambodia to progress its development goals and have strong relationships with Australia that advance mutual interests. The outcomes expected at the end of the eight-year investment are:</p> <ul style="list-style-type: none"> Alumni are using their skills, knowledge and networks to contribute to sustainable development; Alumni are contributing to cooperation between Australia and Cambodia; Effective, mutually advantageous partnerships exist between institutions and private sector organisation in Australia and Cambodia; and Stakeholders in Cambodia view Australia, Australians and Australian expertise positively.

3.3 Outcomes	<p>All courses delivered under AAC are required to provide assessment against the following outcomes:</p> <ul style="list-style-type: none"> • Course meets awardee learning and development needs • Course results in new learning, networking opportunities with Australians and exposure to Australian organisations
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4 Course Details

4.1 Background	<p>Cambodia has struggled since the 1980s to establish a flourishing research environment, with much of the limited research being carried out conducted by international NGOs, foreign academics, and temporary consultants (CICP, 2016)</p> <p>As a demonstration of this, Scopus, one of the largest global peer-reviewed literature aggregators, has logged only 3,521 pieces of Cambodian published research in their system between 2000 and 2009, which stands in comparison to countries like Malaysia with 277,866 in the same period(Heng, 2020).</p> <p>As the world shifts towards the valuation of knowledge-based economies, research becomes a key tool in the process of development. Yet, Cambodia ranks 102nd (out of 141) for innovation capacity. Cambodia also ranks 102nd under the category of scientific publications, and 117th for research institution prominence. (Schwab, 2019)</p> <p>Among other factors, this is the result of a lack of engagement in research with one study indicating that 65% of Cambodian lecturers had not engaged in research for the past five years (Eam, 2015). There is also a limited budget or funding for research and importantly, limited research skills in potential researchers which remains a clear and pressing issue (CICP, 2016).</p> <p>Cambodian Institute for Cooperation and Peace (2016) Doing research in Cambodia: making models that build capacity. <i>Doing Research</i> https://cicp.org.kh/publications/doing-research-in-cambodia-making-models-that-build-capacity/</p> <p><u>Heng K (2020). COVID-19 A silver lining in the crisis for Cambodia's education sector. <i>Cambodian Education Forum</i>.</u> https://cefcambodia.com/2020/07/05/covid-19-a-silver-lining-in-the-crisis-for-cambodias-education-sector/</p> <p><u>Eam, P (2015). Factors differentiating research involvement among faculty members: A perspective from Cambodia. <i>Excellence in Higher Education</i>, 6, 1-11</u> https://ehe.pitt.edu/ojs/index.php/ehe/article/view/133</p> <p><u>Klaus Schwab (2019) The Global Competitiveness Report 2019. <i>World Economic Forum</i>.</u> http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf</p>
4.2 Purpose	<p>The purpose of the course is to support Cambodians who are Australian Alumni to develop and expand their research skills to enable them to design and conduct inclusive research and directly support building a body of knowledge that contributes to Cambodia's future development. This course will also allow them to undertake research-oriented career and educational pivots and improve their competitiveness in tendering for projects/funds.</p>
4.3 Objectives and outcomes	<ul style="list-style-type: none"> • Participants are equipped with an understanding of inclusive research design fundamentals. • Scholars are better able to pinpoint where data gaps exist, and take direct action to fill them (or provide clear guidance for someone else to act), • Scholars can design and conduct better tailored research for the local context to identify more durable and effective solutions for Cambodian challenges, • Scholars across a variety of sectors can contribute to the body of knowledge on Cambodian interests and issues, and

		<ul style="list-style-type: none"> Participants will be better able to undertake research aligned career and educational moves, and can compete more effectively for research funding opportunities
4.4	Course topic areas/ learning objectives	<p>Course components should include:</p> <ul style="list-style-type: none"> Research topic selection, and development of research questions and problem statements. Conducting a literature review, and critically evaluating sources Types of research Sampling (size and technique) Overview of quantitative design/data collection Overview of qualitative design/data collection Research ethics The importance of equitable, diverse, and inclusive research, and a discussion of existing data gaps surrounding under-represented groups in research (e.g. Cambodians as whole (global context), women, people with disabilities, cultural minorities) Scientific writing and presentations Dissemination of Research <p>All components should keep an eye towards equity, diversity, and inclusion to ensure that participants learn how to engage with vulnerable or under-represented groups in their research. This can include identifying data gaps surrounding these groups, how to directly engage them as stakeholders in the research, appropriate methods for research structure and data collection, and how to appropriately communicate the results to key stakeholders to build awareness of critical issues, etc.</p> <p>The course should also clearly be supported by an 'out of classroom' support plan, to provide individual feedback on participant submissions, or other one-on-one engagement or feedback to best address participant's learning needs.</p>
4.5	Course Assessment	<p>During the course, participants will be guided through designing a piece of research starting from identifying a research objective, to presenting their research design to a panel for thorough review and feedback. Throughout the program, they will receive regular feedback and support on the development of their design alongside any other assigned homework to support their skill development.</p>
	Participants	There should be a maximum of 20 participants with 50% being women.
4.7	Location	Phnom Penh, Cambodia. Digital delivery
	Teaching / learning approach	<p>The course provider should produce materials and training that can be used and referred to by participants later as they engage in research related opportunities post-course.</p> <ul style="list-style-type: none"> Digital classroom sessions, balancing information delivery with interactivity Case studies, discussion, reflective and planning sessions that encourage application of ideas or examples that are relatable and relevant to the Cambodian context Digital engagement with relevant Cambodian research bodies and other related stakeholders, such as survey and analytics bodies (e.g. Nuppun) or other research institutions. Practical take home exercises, tasks, and assignments which will be reviewed and receive feedback from facilitators regularly over the course of the program Direct one-to-one support using digital communication tools to guide and support participants for the duration A final research design that, after being developed over the duration of the course, will be presented to a panel of facilitators to receive direct feedback on their final design and presentation.

4.9	Certification	The course Provider will award the participants with an Australia Awards branded Certificate of Completion or Certificate of Attainment, to be signed by the Australian Ambassador to Cambodia.
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5 Financial Details

5.1	Approved budget	Refer to Financial Template for approved budget
5.2	Invoicing and payment	Refer to Financial Template for invoicing and payment terms

6 Services to be Provided and Specific Tasks

6.1	Overview of tasks	
6.2	Pre-course preparation	<p>The Provider will:</p> <ul style="list-style-type: none"> • Work cooperatively with AAC to clarify and discuss the course and participant requirements, finalise delivery dates and make all prior arrangements for venues logistics, domestic travel, etc. • Design and deliver a flexible and experiential program of teaching, and learning in the form of a Course Design and Delivery Plan, that responds to the course details included in the Scope of Services and builds upon the Draft Course Program (submitted by the Provider at tender) to include specification of: <ul style="list-style-type: none"> • syllabus; • teaching and learning methods; • schedule (including the plan for duration and contact time in each module); • intended learning outcomes; • delivery staff, including intended guest speakers (if any); • details of the learning resources to be used; • assessment methods; • gender equality, disability and social inclusion approach (for example appropriate gender, disability and social inclusion topics to be included in the course and all course content to be gender sensitive); • monitoring and evaluation approach; • risk table; and strategic communications approach (for example, media content for offline and online publication, including media releases and draft facebook posts capturing students' development including quotations and impact stories, high quality photos and videos to support the communication of Australia Awards Cambodia activities and results to audiences in Cambodia and Australia). The approach will be developed in conjunction with the Tetra Tech Communications Manager and will receive Australian Government approval. • Prepare and distribute all course materials. The learning and teaching materials (English) must be submitted to Tetra Tech (Australia Awards Cambodia) at least two weeks before program commences. When teaching and learning material provided to participants is complemented, varied or substituted, the updated material must be provided to Tetra Tech (Australia Awards Cambodia) for information. • Develop a budget for the course and supply this in Excel format for approval by Tetra Tech (Australia Awards Cambodia). • Develop a simple project management plan and submit this to Tetra Tech, which includes timelines. The project management plan should include reporting to Tetra Tech on a monthly basis to ensure project delivery and budget is on track.

		<ul style="list-style-type: none"> Developing a digital delivery environment (and identifying the tools needed for digital delivery) that facilitates easy communication between participants and with the facilitators to support the targeted teaching/learning approach. <p>AAC will:</p> <ul style="list-style-type: none"> Complete the selection of participants and identifying the detailed learning objectives (subject to refinement pre-program)
6.3	Staffing	<p>The Provider will:</p> <ul style="list-style-type: none"> Employ and manage sufficient personnel required to perform contract services if not already provided in core personnel, identify and subcontract suitable experts, guest lecturers, etc. to ensure a varied and contextualised learning experience.
6.4	Delivery	<p>The provider will:</p> <ul style="list-style-type: none"> Conduct the course for a maximum of 20 Cambodian nationals selected through a transparent process managed by Tetra Tech and approved by DFAT. Base delivery of the course on adult learning principles. Strategically manage components of the course through effective coordination, consultation and liaison with Tetra Tech and as directed, DFAT or other relevant stakeholders. Manage delivery of the agreed teaching and learning program, including staff facilitating, providing inputs or other support, maintaining flexibility of arrangements and adjusting content as new needs emerge. Facilitate actively and continuous participant learning through guided inputs, review sessions, discussions, small group sessions and the application of adult learning principles. Assess the learning achieved by participants, including both formative and summative tasks, designed and delivered in ways that position the participants as active learners who contribute to the practical and strategic development of a research environment in Cambodia Ensure participants receive a certificate of participation or completion detailing the learning achieved consistent with the Provider's agreed Course Design and Delivery Plan. Support all participants to develop and present a final research design and successfully complete the course.
6.5	Logistics	The course will be digitally delivered in its entirety.
6.6	Welfare support / pastoral care	Please see the attachment entitled Australia Awards Cambodia Short Term Awards Guidelines for an outline of the welfare support and pastoral care responsibilities.
6.7	Monitoring and evaluation	<p>The course will be monitored and evaluated using the AAC designed Completion Report template (see attached). This Completion Report template is intended to guide the course provider by specifying the minimum reporting requirements to be delivered within an agreed time frame on completion of the short course program. The details specified in the report will contribute valuable data that is consistent with AAC's</p> <p>Monitoring, Evaluation and Learning (MEL) Framework and reporting requirements.</p>
6.8	Reporting	<p>The Provider will:</p> <ul style="list-style-type: none"> Keep accurate participation records for each participant in all activities. These records will be provided to Tetra Tech on request. Submit a Project Management Plan upon contract execution outlining an expenditure forecast by month, timelines for delivery and an outline of roles and responsibilities of the delivery and management team.

- Prepare a financial report detailing actual expenditure incurred and any deviation from the forecast submitted as part of the Program Management Plan, to be submitted to Tetra Tech on the last working day of each calendar month. In the case of reimbursable costs, documentary evidence of payments may be requested by Tetra Tech.
 - Submit a Completion Report in the AAC Completion Report template mentioned above, in order to ensure compliance with AAC's MEL Framework.
 - Not issue or release any media statements, photographs, articles, newsletter items or website content without the express permission of Tetra Tech in each instance. This includes not assisting any media representative to interview any of the participants or to publish an account relating to the course or any participants. All photographs taken by the Provider during the course will be deemed to be the intellectual property of DFAT and may not be used without the written permission of Tetra Tech.
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6.9 Other requirements

Health Safety and Security

The security and safety of the Provider's personnel providing the Services in the locations (Cambodia) is the sole responsibility of the Provider.

The Provider is responsible for making all safety and security arrangements for its personnel in Cambodia, including accommodation, travel/transport, emergency security support and briefings.

Tetra Tech will not under any circumstances be liable for any claim suffered by the Provider in case of accident, injury or death of the Provider personnel during the delivery of the Services in Cambodia.
