

Expression of Interest (EOI)

Australia Awards Papua New Guinea - Short Course Awards Graduate Certificate in Inclusive Education

Tetra Tech International Development invites expressions of interest (EOI) from Australian tertiary institutions and registered training organisations (RTO). A two-stage process will be offered to those shortlisted. Australian tertiary institutions new to short course awards design and delivery are encouraged to apply.

Stage 1: Eligible organisations (i.e. Service Providers) interested in delivering the *Graduate Certificate in Inclusive Education* for Australia Awards Papua New Guinea (AAPNG) - Short Course Awards (SCA) are invited to submit a two-page (maximum) proposal by 5pm AEDST on Wednesday 17 January 2024. The proposal should respond to the Scope of Services and align to the course learning objectives. The proposal must include the following:

1. Capability – Service Providers’ relevant experience, expertise, GEDSI approach and intercultural understanding.
2. Personnel – nominated course leader, course designer, welfare officer and other key experts with a relevant brief bio and link to online profile (e.g. LinkedIn).
3. Delivery – proposed dates, location (city or cities in Australia), teaching and learning methodology and key site visits that strengthen learning outcomes.
4. Innovation & Value-Add – details of any innovative solutions, systems or corporate rates that may add value to the course.
5. Institutional Capacity Building – outline interest and ability to collaborate with Papua New Guinean tertiary institutions in inclusive education capacity building for schools (Note: this is to inform potential additional activities for AAPNG’s Higher Education Program).

A panel will assess the proposals to shortlist Service Providers to progress to a Request for Tender (RFT).

Stage 2: Shortlisted Service Providers will be invited to submit additional information in late January 2024. RFT documents will be shared with those shortlisted. This includes details around number of design and delivery days for each nominated person, fixed administrative fees and a draft course program schedule that responds to the course learning objectives. The Service Providers RFT proposal will be a maximum of five pages (plus annexures).



Scope of Services

1 Activity

1.1	Client	Tetra Tech International Development Pty Ltd
1.2	Program	Australia Awards Papua New Guinea (AAPNG) - Short Course Awards (SCA)
1.3	Short Course Award	Graduate Certificate in Inclusive Education
1.4	Course duration and proposed delivery dates	<p>The final delivery dates and locations will be determined in consultation with DFAT and the preferred Service Provider.</p> <p>The proposed schedule is:</p> <ul style="list-style-type: none"> • five-day pre-course workshop in Papua New Guinea (PNG), delivered at least four-weeks prior to travel to Australia: third quarter 2024. • Up to 12-weeks course work in Australia - potentially delivered in two six-week blocks / one 12-week block in Australia OR eight-weeks in Australia and four-weeks in PNG: third quarter 2024 and first quarter 2025. • five-day post-course workshop in PNG: second quarter 2025. • two-day alumni workshop in PNG: second quarter 2025. • Up to 10 online learning opportunities to be provided across the course to support learning, project sharing and foster communities of practice: third quarter 2024 to second quarter 2025.
1.5	Number of participants	Up to 30 participants.
1.6	Service Provider conditions for participation	The Service Provider must be a registered training organisation (RTO) in Australia, or an Australian tertiary institution as defined in the <i>Higher Education Support Act, 2003</i> Table A, B and C.

2 Contract Details

2.1	Delivery	Tasks must be performed by a qualified and competent team.
2.2	Contract Type	<p>Service Agreement to be negotiated between Tetra Tech International Development and the Service Provider.</p> <p>Service Agreement will include all activities detailed in this Scope of Services.</p>
2.3	Basis of Payment	<ul style="list-style-type: none"> • Personnel Design Costs • Personnel Delivery Costs • Fixed Management Fee • Reimbursable Expenses
2.4	Contact Details	<p>Manager, Contracts and Procurement</p> <p>Australia Awards PNG</p> <p>Email: tenders@australiaawardspng.org</p>

3 About Australia Awards

3.1	Background	<p>The Australia Awards are prestigious international scholarships funded by the Australian Government. They offer the next generation of global leaders an opportunity to undertake study, research and professional development in Australia. Three study components are delivered as part of Australia Awards Papua New Guinea (AAPNG):</p> <ol style="list-style-type: none">i. Australia Award Scholarships (AAS) for Papua New Guineans to undertake long-term study in Australia, primarily at the postgraduate level.ii. Australia Awards In-PNG Scholarships for Papua New Guineans to undertake long-term study in PNG to meet critical workforce gaps.iii. Australia Awards Short Course Awards (SCA) for Papua New Guineans to undertake short-term professional development study in Australia or PNG. <p>The program has three End of Program Outcomes (EOPO):</p> <ul style="list-style-type: none">• EOPO 1: Diverse alumni use their skills, knowledge, and networks to contribute to the sustainable development in PNG.• EOPO2: Diverse alumni contribute to cooperation between Australia and PNG.• EOPO 3: Strengthened PNG tertiary institutions produce quality in-demand graduates. <p><i>This tender opportunity relates to AAPNG's SCA.</i></p>
3.2	Goal & Objective	<p>Goal: To support PNG to achieve its development goals through education, knowledge transfer, and institutional capacity building, and to build enduring relationships with Australia.</p> <p>Objective: To support institution-to-institution partnerships and inclusive collaborations, forge people-to-people links, support high quality education, and strengthen accredited training institutions in PNG.</p> <p>AAPNG supports PNG to achieve its development goals through education, knowledge transfer, and institutional capacity building, by building and maintaining enduring relationships with Australia. This is achieved through institution-to-institution partnerships and inclusive collaborations that produce high quality education and strengthens accredited training institutions in PNG.</p> <p>AAPNG offers the next generation of leaders in PNG opportunities to acquire professional and technical knowledge and skills relevant to the priorities of the Government of PNG (GoPNG). AAPNG ensures opportunities are provided for women, people with disability and people from rural and remote locations.</p>
3.3	Outputs	<p>All SCA delivered under AAPNG are required to:</p> <ul style="list-style-type: none">• Contribute to AAPNG goal, objective and EOPOs.• Respond to the governments of Australia and PNG workforce gaps and priorities.• Meet participant learning and development needs, resulting in a new skill or qualification.• Provide networking opportunities with Australians, and exposure to Australian organisations and culture.

4 Course Overview

4.1	Context	<p>The proposed inclusive education SCA will support the Government of PNG's (GoPNG) <u>National Education Plan 2020-2029</u> and its <u>Medium-Term Development Plan IV (MTDP4) 2023-2027</u> on building teacher capability in PNG schools to support children with disability to enrol and fully participate in education from early years to completion. AAPNG has been advised that a new inclusive education policy will be launched by NDoE in early 2024. This policy will include supporting inclusive education in mainstream schools, with <u>five inclusive education model schools</u> in three provinces (i.e. Simbu, Eastern Highlands and East Sepik) established as centres for best practice.</p> <p>The National Research Institute (NRI) Spotlight (<u>Volume 13, Issue 1</u>) '<i>Status of inclusive education in Papua New Guinea</i>' (January 2020) highlighted that there is no accurate national data on children with disability in mainstream schools. However, the <u>Christian Brothers Mission estimates</u> that 90% of children with disability are missing out on schooling (potentially 130,000 children). This large number is reinforced by the fact that almost all mainstream PNG schools lack the infrastructure, skills, financial capacity and even motivation to include children with disability. Additionally, UNICEF's inclusive education country profile indicates only 3% of PNG teachers have had any type of inclusive education training. It goes on to state that inclusive education professional development is a mandatory part of teacher training, but is unable to achieve this.</p> <p>PNG currently has <u>23 Inclusive Education Resource Centres</u> (also known as Special Education Resource Centres) across 19 provinces employing around 160 teachers managed by non-government agencies (i.e. Callan Services, Red Cross Agency, Cheshire Services, Lutheran Agency, Madang Self Help and St John's Agency) that offer children with disability learning opportunities and community-based rehabilitation services.</p> <p>GoPNG's MTDP4 has prioritised inclusive education as part of its education indicators, aiming to have 50% of children with special needs in the school system by 2027. In 2020 only around 5% were enrolled, highlighting the need for investment in strengthening inclusive education across the school and tertiary system.</p>
4.2	Purpose	<p>The quality of education at all levels is critical to increasing PNG's human and economic development, prosperity, and competitiveness. However, insufficient allocation of resources to inclusive education over the years has resulted in few opportunities for children with disability to enter mainstream schooling.</p> <p>The purpose of implementing this course is to establish a skilled cohort of PNG inclusive education educators and create opportunities for the inclusion of children with disability in mainstreaming schooling. Priority will be given to participants from PNG schools and tertiary institutions looking to building inclusive education in mainstream schooling.</p> <p>This course will provide an opportunity for PNG educators to build skills in inclusive education in mainstream schooling, particularly in differentiated approaches to teaching and learning and classroom best practice. Participants will also have opportunities to see examples of inclusive education in mainstream Australian schools and apply this knowledge and skills in their respective institutions at the completion of the course. This will include trialling new learning with students as part of their workplace</p>

	<p>projects and supporting knowledge transfer of skills and best practice to colleagues.</p> <p>Experience has shown that the delivery of any course in isolation is not sufficient to contribute to sustainable change. Leveraging, consolidating, and enhancing the skills and knowledge gained through the course across the school community is needed for wider, ongoing impact.</p> <p>It is expected that a facilitated Community of Practice (CoP) will be established as part of this course to monitor impact and provide additional targeted support to participants as they utilise new classroom practices. Participants will be encouraged to lead a wider community of inclusive education educators in schools, districts and provinces to encourage peer-to-peer support, sharing of best practice and supporting wider capacity building.</p>
<p>4.3</p>	<p>Participant Profile</p> <p>AAPNG will select up to 30 inclusive education educators from the education sector (from primary and secondary schools and tertiary institutions). Participants will represent the diversity of the PNG school education sector and include:</p> <ul style="list-style-type: none"> • at least 50% female. • originate from metropolitan, regional and remote areas. • people with disability. <p>All selected participants will:</p> <ul style="list-style-type: none"> • Have a minimum academic English proficiency equivalent of at least IELTS 6.5. • Have a Bachelors’ degree or equivalent and up to three years’ work experience in education. • Currently work at a PNG school, university, teachers’ college or a GoPNG agency responsible for oversight of education in PNG.
<p>4.4</p>	<p>Certification</p> <p>For this SCA:</p> <ul style="list-style-type: none"> • Participants will be awarded a Graduate Certificate in Inclusive Education (or similarly named qualification) recognised under the Australian Qualifications Framework (AQF). • Participants will be able to have this qualification recognised for prior learning for transferable credits for further postgraduate study in the future.
<p>4.5</p>	<p>People to People Links</p> <p>Participants should be provided a range of opportunities to develop a deeper awareness of and connection to Australian people and culture, including indigenous Australians. A range of opportunities throughout the course should foster linkages on a professional and personal basis.</p> <p>DFAT’s <u>Indigenous Diplomacy Agenda</u> should be considered in course design and delivery.</p> <p>People-to-People Links is a reportable output for all SCA activities.</p>

<p>4.6</p>	<p>Gender Equality, Disability and Social Inclusion (GEDSI)</p>	<p>AAPNG promote activities that support all people to fulfil their potential by addressing underlying factors to exclusion, and ensuring issues related to access and equity are addressed effectively. Closing equity gaps for women, people with disability, and people from rural and remote locations, will meet the aim to generate collective action for equity, access, diversity, and inclusion. GoPNG’s <u>MDTP</u> has key result areas around equal gender ratios in education and increased access to education through inclusive education.</p> <p><i>Gender Equality</i></p> <p>Gender equality and empowering women is an important part of achieving PNG’s growth, development, and stability goals. The Australian Government aims to ensure at least 80 percent of aid investments effectively address gender equality issues.</p> <p><i>Disability support</i></p> <p>Supporting people with disability to realise their full potential promotes development, and improves the lives of people with disability, their families, and communities. While it is not mandatory for people with disability to be included in AAPNG activities, opportunities which aim to improve the access and inclusion of people with disability, either directly or as a secondary outcome, are strongly encouraged.</p> <p><i>Social Inclusion</i></p> <p>A number of influential studies have shown a strong relationship between disadvantage and remoteness in PNG. This disadvantage is often manifested in poor learning outcomes. AAPNG strongly encourages opportunities which specifically address inclusion for people from remote and rural communities.</p> <p><i>Considerations</i></p> <p>Course content and delivery approaches should include, but not limited to:</p> <ul style="list-style-type: none"> • range of lecturers, facilitators and guest speakers that highlight the GEDSI diversity of the target sector. • teaching practice and classroom culture that accounts for: <ul style="list-style-type: none"> ○ learning styles of all participants ○ participants who encounter barriers to full access to education opportunities due to disability, gender, or resources. • case studies of transformative approaches to education, culture, and attitudes towards GEDSI. • comparative discussion on the social, cultural, and teaching similarities and differences between PNG and Australia. <p>Considerations should be tailored to the PNG context and recognise the varying backgrounds and understanding of participants. It should be delivered in a culturally sensitive manner.</p> <p>GEDSI is a reportable output for all SCA activities.</p>
<p>4.7</p>	<p>Climate Change</p>	<p>Climate Change is a major risk to sustainable development and is threatening global efforts to eradicate poverty. Addressing the risks of Climate Change, as well as taking advantage of the opportunities from climate action – such as more climate-resilient economic growth, jobs and technologies – reinforces sustainable development and supports poverty reduction.</p> <p>Development activities address Climate Change, by lowering emissions, increasing a community’s awareness, adaptation, and resilience and/or</p>

protecting biodiversity. DFAT's [Climate Change Action Strategy](#) should be considered in course design and delivery.

Climate Change is a reportable output for all SCA activities.

5 Course Design and Delivery

5.1

Course Learning Objectives

Following participation in the course, PNG educators will be expected to possess a demonstrated understanding of:

Knowledge, Understanding & Practice

- Deep knowledge of inclusive education foundations and practices.
- Strong understanding of the process of inclusion and addressing barriers to participation.
- Ability to create and apply specialist pedagogies, curriculum and assessments across learning areas, including being able to prepare individual learning plans (IEPS) for children with disability.

Critical thinking

- Reflect, compare and understand the relationships between inclusive education theories and practices to analyse and inform strategies that acknowledge local contexts for improved learning outcomes for students.

Problem solving

- Ability to identify and apply creative, positive and inclusive solutions to teaching and learning problems across a range of learning areas (e.g. curriculum adaptation, differentiated learning).

Engagement

- Confidence and skills to engage and collaborate across school communities (i.e. school leaders, teachers, students and parents) to establish inclusive values and practices.

Digital literacy

- Ability to identify, evaluate and utilise quality and credible digital resources to support accessibility, participation and engagement in learning.

Global citizenship

- Deep knowledge and understanding of national and international inclusive education theory and best practice to address issues of accessibility and participation.

Communities of Practice

- Confidence and skills to lead reflective practice and ongoing professional learning to support the development of inclusive communities of practice and cross-disciplinary dialogue to foster collaboration across school communities (i.e. school leaders, teachers, students and parents).

It is expected that the curriculum / learning materials for the Graduate Certificate in Inclusive Education will be tailored (e.g. case studies, reading material, exercises, and practical application) to the PNG cultural, political, and policy contexts (where possible). Final course content will be agreed with the Service Provider.

5.2**Pre-course preparation**

The Service Provider will:

- Confirm with AAPNG the course and participant requirements, finalise delivery dates and make prior arrangements for venues, logistics, domestic travel, etc.
- Develop two inclusive education specific selection criteria to be included in the participant application with an accompanying assessment rubric.
- Employ a course designer (this can be allocated to the course leader, or these two roles can be separate) to design a flexible and experiential program (including teaching, learning and site visits) that responds to the course learning objectives.
- Work with the AAPNG team to develop a reimbursable budget for the course using a budget template for approval.
- Design three of the five-day pre-course workshop, five-days of the post-course workshop and a two-day alumni workshop in PNG, up to 12-weeks of course work in Australia/PNG and up to 10 webinars.
- Identify and sub-contract suitable experts, guest lecturers, site visit organisations, etc. to ensure a varied and contextualised learning experience, drawing on PNG experts and alumni where possible (AAPNG will assist with this).
- Prepare course materials and upload online (link provided to the participants prior to the pre-course workshop).
- Develop specific pre-departure briefing material on the course and delivery location (i.e. city). This material will be emailed to the participants in advance.
- Develop a short orientation program and welcome packs (sim cards etc.) for the participants on arrival.
- Have program contingency plans in place if mobilisation is delayed.

5.3**Course Structure and Delivery**

Delivery will need to be scheduled to minimise participants' absence from their workplaces. PNG schools and tertiary institutions typically have limited resources to provide replacement teachers when staff undertake in-service training. Educators will be required to develop lesson plans in advance of their absence and may be required to provide additional support during blocks of course delivery. As such, school holiday periods are most appropriate for course delivery to minimise impact.

While the course may be structured in modules, it should be designed and delivered as a coherent whole. Participants should experience the best of Australian teaching and learning practices using a range of interactive methods, well-informed presenters, case studies, reflective and planning sessions, and networking events with their Australian peers.

The course design should consider the following:

- Opportunities for flexible and experiential learning.
- Structured contact hours of at least five-days per week, ideally Monday to Friday from 9am to 5pm. This can be negotiated to be over weekends with weekdays off on a needs basis.
- Comprise a range of lectures, facilitated discussions, simulations, role plays and self-directed learning (outside of contact hours).

- Various site visits and networking events that showcase Australian education, culture and best practice in inclusive education teaching and learning.
- Showcase online teaching and learning benefits through webinars and utilising digital resources.
- Provide a basic English language skill building activity such as academic writing.
- Ensure People-to-People Links, GEDSI and Climate Change are embedded in learning opportunities throughout the course.
- Support participants in implementing their workplace project through presenting the plan at the pre-course workshop, further developing it during the course work in Australia and presenting the implemented project (e.g. rationale, objectives, steps, challenges, outcomes and next steps) at the post-course workshop.

The course will have five key areas for delivery:

1. *Pre-course workshop* (five-days) delivered in PNG, at least four-weeks prior to travel to Australia: third quarter 2024. Focused on pre-mobilisation, cross-cutting issues, workplace project refinement and course preparation. AAPNG will deliver two-days of the pre-course workshop addressing cross-cutting issues with the remaining three-days delivered by the Service Provider will address course preparation.
2. *Course work* (up to 12-weeks) delivered in Australia – potentially delivered in either two six-week blocks / one 12-week block in Australia OR eight-weeks in Australia and four-weeks in PNG: third quarter 2024 and first quarter 2025. Focused on core course content, English language skills (e.g. academic writing) and best practice. Opportunities to include self-directed learning and/or trial new teaching practices if there is a split in course delivery.
3. *Post-course workshop* (five-days) delivered in PNG: second quarter 2025. Focused on consolidating CoP, pitching workplace project impact, evaluation and graduation.
4. *Alumni workshop* (two-days) delivered in PNG: second quarter 2025 (following post-course workshop). Focused on supporting up to 30 alumni to build skills and best practice in inclusive education.
5. *Webinars* (up to ten) delivered online to current course participants: third quarter 2024 to second quarter 2025. Focused on supporting learning outcomes, sharing workplace projects and fostering local CoP.

Consideration needs to be given to potential challenges with internet access for participants. AAPNG will work with the successful Service Provider to address this.

The Service Provider may wish to propose an alternative model for delivery such as via a mix of face-to-face, blended, and online approaches. At a minimum participants should spend at least eight weeks in Australia for opportunities to build personal, professional, and cultural linkages between PNG and Australia.

5.4 Delivery

The Service Provider is responsible for:

- Designing, delivering, monitoring, evaluating and reporting on the course for up to 30 selected Papua New Guineans.
- Employing a course leader to manage the delivery of the course and ensure it is delivered according to the Scope of Services and adjusted based on requests made by AAPNG.
- Informing AAPNG of any changes to the program or staffing.
- Supporting participants welfare, pastoral care and wellbeing to ensure course completion.
- Managing participants from pick up at the international airport in Australia until course completion. The Service Provider will be responsible for managing participants 24 hours a day, 7 days a week and need to budget staff allocation accordingly.
- Providing an orientation in Australia on the course and team, nearby facilities, attendance, study behaviours, participant accommodation, local area, transport, Australian cultural norms, per diems and payment arrangements, health insurance and medical care assistance, academic and welfare support mechanisms and communications and IT.
- Delivering the workshops and associated venue hire, catering and site visits in Australia (not international travel).
- Delivering an English skill building activity such as academic writing in Australia.
- Delivering the workshops in PNG as identified above. Logistical and administrative arrangements for the pre-course, post-course and alumni workshops in PNG will be managed by AAPNG.
- Loaning laptops to participants for course work in Australia (where required) and flash drive for storage.
- Ensuring participants complete a workplace project, beginning with the planning phase at the pre-course workshop, course work in Australia, implementation back in PNG, and completion prior to the post-course workshop.

Tetra Tech International Development through AAPNG is responsible for:

- Selecting participants and finalising pre-mobilisation requirements (e.g. passports and visas).
- Leading pre-departure arrangements and briefings in PNG; administrative arrangements (venue, participant travel and accommodation bookings) for the pre-course, post-course and alumni workshops in PNG; the preparation and payment of participants' international travel.
- Providing loan laptops to participants for the pre- and post-course workshops in PNG (where required) and flash drive for storage.
- Liaising with the Service Provider and DFAT on any participant welfare issues.

Tetra Tech International Development has developed the *AAPNG Short Course Guidelines* that outline required service levels and guidance on pastoral care. These guidelines will be provided to the Service Provider.

5.5	Communities of Practice	<p>The Service Provider will:</p> <ul style="list-style-type: none"> • Support the development of local, regional and national CoP that connect inclusive education educators across the education sector. • Increase engagement and connections between inclusive education educators. • Showcase and support examples of best practice already occurring in PNG schools, including how barriers are addressed within local contexts. • Facilitate opportunities for inter- and intra-organisational collaboration both vertically (between tertiary and school sectors) and horizontally (across tertiary or school sectors).
5.6	Institutional Links	<p>AAPNG is exploring opportunities to build PNG tertiary institutions' capabilities in targeted areas and will be considering institutional collaboration that could be facilitated as part of course delivery and continuing as an institutional capacity development partnership on completion of the course.</p> <p>Key areas AAPNG will consider, include:</p> <ul style="list-style-type: none"> • Exploring options to align courses to achieve PNG recognition for some or all modules of the qualification. • Supporting partnership development between PNG and Australian tertiary institutions for co-delivery of courses. • Supporting a mentoring activity between PNG and Australian tertiary institutions to develop graduate certificates and diplomas that can be delivered in PNG. <p>Should AAPNG decide to pursue a continuing capacity development partnership approach, it will do so as a potential additional service.</p>

6 Services

6.1	Promotion	<p>The Service Provider will:</p> <ul style="list-style-type: none"> • Identify opportunities for course promotion for DFAT and share these with AAPNG in advance for consideration (e.g. comms plan). • Follow all AAPNG branding and social media guidelines in the development of any promotional material. • Seek AAPNG approval for ALL course promotion and Australia Awards referenced media or social media. • Not issue or release any media statements, photographs, articles, newsletter items or website content without the express written permission of Tetra Tech International Development. This includes not assisting any media representative to interview any of the participants or to publish an account relating to the course or any of the participants. • All photography and videography taken by the Service Provider during the course will be deemed to be the intellectual property of AAPNG and may not be used without written permission of the Tetra Tech International Development. • Notwithstanding the above, positive media promotion is strongly encouraged and needs to be planned in consultation with AAPNG.
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6.2	Welfare Support	<p>The Service Provider will:</p> <ul style="list-style-type: none"> • Employ a welfare officer (preferably female and from PNG) in Australia to monitor and provide general welfare and health support for participants including orientation and advice on issues encountered. The welfare officer is the key liaison between the group and course delivery team. It is recommended that the welfare officer be employed on a full-time basis for the duration of the course work in Australia. • Organise and provide Overseas Student Health Cover (OSHC) for participants' time in Australia (note: this is a reimbursable cost). • Provide support for participants who fall ill during the course work in Australia and require medical treatment as per the <i>AAPNG Short Course Guidelines</i>. • Provide advice to participants on administrative, logistical, health and welfare matters affecting them during their stay in Australia and, where necessary, arrange for professional counselling. • Work with participants to resolve any issues and problems as they arise and advise AAPNG of the issues and include lessons learned in the reporting. • Arrange for suitable social and recreational activities and excursions for the participants in Australia, within the approved budget. • Advise AAPNG immediately in any eventuality that a recipient ceases to attend training sessions.
6.3	Monitoring and Evaluation	<p>The Service Provider will:</p> <ul style="list-style-type: none"> • Utilise AAPNG's monitoring and evaluation tools to conduct a qualitative and quantitative baseline and endline survey of participants' learning expectations and understanding of course content to report on key learnings and course satisfaction. • Guide, support and provide critical feedback to participants on their workplace projects from design, implementation, to completion. • Support participants in their learning journey throughout the course to ensure full opportunity for participation and completion. • Lead online mentoring sessions during course breaks to ensure participants are on track with required assessment tasks.
6.4	Reporting	<p>The Service Provider will:</p> <ul style="list-style-type: none"> • Report (within 24 hours) and record any participation or welfare issues. • Respond to required deliverables as outlined in Milestones. • Include information about People-to-People Links established, GEDSI participation and mainstreaming, and Climate Change linkages in all reporting. • Prepare <u>Pre-Course Workshop Progress Report</u> (template provided, no more than two pages plus annexes) within two-weeks of the pre-course workshop. This report will profile baseline data (disaggregated by gender, disability and social inclusion), key learnings and any participant risks for course delivery. • Prepare up to two <u>Course Progress Reports</u> (template provided, no more than five pages plus annexes) within two-weeks of the course work. This report (disaggregated by gender, disability and social inclusion) will include participants' academic progress, details of

completed and ongoing tasks, updated risk table and recommendations for continuous improvement.

- Prepare a *Post-Course Workshop Progress Report* (template provided, no more than two pages plus annexes) within two-weeks of the post-course workshop. This report will profile key learnings and workplace projects (disaggregated by gender, disability and social inclusion).
- Drawing on progress reports and monitoring and evaluation data, prepare a *Completion Report* (template provided, max 15 pages plus annexes) within six-weeks of the post-course workshop/s. This report will include endline data, course success, case studies, welfare issues, challenges and recommendations for continuous improvement. It will be disaggregated by gender, disability and social inclusion criteria.
- Prepare a *Financial Report* detailing expenditure for fixed and reimbursable costs incurred. Documentary evidence of payments made will be submitted as part of this report.

7 Financial Information

7.1	Funding of Course	<p>EOI (Stage 1) does not include financial assessment.</p> <p>Shortlisted Service Providers will submit a Financial Proposal in Stage 2 using a budget template provided by AAPNG that covers Fixed Fees.</p> <p>Important note: The Financial Proposal submitted by Service Providers in Stage 2 forms part of the like for like price assessment of this RFT. Reimbursable expenses do not form part of the like for like price assessment of this RFT. <u>Service Providers are not to include any of the reimbursable costs as part of their financial proposal.</u> The reimbursable budget will be negotiated with the preferred Service Provider and included in the Tetra Tech International Development Service Agreement.</p>
7.2	Invoicing and payment	<p>Tetra Tech International Development shall pay the Service Provider the Service Fees in instalments known as Milestone Payments. The Milestone Payments will be payable to the Service Provider progressively and only on Tetra Tech International Development’s acceptance of the satisfactory completion of identified deliverables and a correctly rendered invoice. Payments will be paid within thirty (30) days of acceptance by Tetra Tech International Development.</p>
7.3	Value for money	<p>Tetra Tech International Development will provide a budget template to cost its courses. Service Providers are asked to provide information that will assist Tetra Tech International Development to determine value for money of the tender bid. These include Fixed Management Fees to design and deliver the course, Personnel Course Design Costs, Personnel Course Delivery Costs and any value-add opportunities the Service Provider can offer.</p>

8 Milestones

Milestone	Description	Payment Amount (excl. GST)	Due Date	Acceptance by Tetra Tech International Development
1	Deliverable 1	25% of fixed costs	On signing contract	Written acceptance
	<i>Deliverable 1: Course Delivery Plan and two selection criteria with assessment rubric</i>			
2	Deliverables 2, 3 and 4	15% of fixed costs	Acceptance of deliverables 2, 3 and 4	Written acceptance
	<i>Deliverable 2: Teaching and Learning Materials</i>		At least two weeks prior to Pre-Course Workshop	
	<i>Deliverable 3: Program schedule for Pre-Course Workshop</i>		At least two weeks prior to Pre-Course Workshop	
	<i>Deliverable 4: Program schedule for Course Work - Block 1</i>		At least four weeks prior to Course Work – Block 1	
3	Deliverables 5 and 6	15% of fixed costs	Acceptance of deliverables 5 and 6	Written acceptance
	<i>Deliverable 5: Progress Report for Pre-Course Workshop</i>		No more than two weeks after the Pre-Course Workshop	
	<i>Deliverable 6: Program schedule for Course Work - Block 2</i>		At least four weeks prior to Course Work - Block 2	
4	Deliverables 7 and 8	15% of fixed costs	Acceptance of deliverables 7 and 8	Written acceptance
	<i>Deliverable 7: Progress Report for Course Work - Block 1</i>		No more than two weeks after the Course Work - Block 1	
	<i>Deliverable 8: Progress Report for Course Work - Block 2</i>		No more than two weeks after the Course Work - Block 2	
5	Deliverables 9 and 10	15% of fixed costs	Acceptance of deliverables 9 and 10	Written acceptance
	<i>Deliverable 9: Program schedule for Post-Course Workshop</i>		At least two weeks prior to Post-Course Workshop	
	<i>Deliverable 10: Progress Report for Post-Course Workshop</i>		No more than two weeks after the Post-Course Workshop	
6	Deliverable 11	15% of fixed costs	No more than four weeks after the Post-Course Workshop	Written acceptance
	<i>Deliverable 11: Completion Report of Activity</i>			

Subject to successful delivery of milestones, the Service Provider will be asked to invoice for reimbursables on a quarterly basis.