**AM – 11981**

**Part B**

**Specifications – Good and/or services**

# Contents

# Terms of Reference

## STRATEGIC KNOWLEDGE MANAGEMENT AND DATA ANALYTICS FOR EVIDENCE-BASED DECISION-MAKING

**Introduction**

**Purpose**

To engage a Learning Service Provider (LSP) to provide a modular training program on **Strategic Knowledge Management and Data Analytics for Evidence Based Decision-Making**

**Background**

The Australia Awards and Alumni Engagement Program Philippines (AAAEP-P) is an eight-year Department of Foreign Affairs and Trade (DFAT) program that aims to support the Philippines in its effort to progress its development goals and have positive relationships with Australia that advance mutual interests. Currently, in its second four-year phase (2021-2025), the Program complements Australian investments in the Philippines to deepen engagement in priority areas, broaden results, strengthen alumni links and advance Australia's political, economic and public diplomacy objectives in the Philippines.

Program activities align with the priorities of the Governments of Australia and the Philippines, as guided by the Philippine Development Plan and Australia's International Development Policy. Australia's international development plan focuses on:

1. Building effective, accountable states;
2. Enhancing state and community resilience;
3. Connecting Australia and regional architecture; and
4. Generating collective action on global challenges.

DFAT, AAAEP-P and its 11 partner organisations are working together to deliver the end-of-program outcomes set out in the program logic of the Program below, which are to be used in developing Program activities.
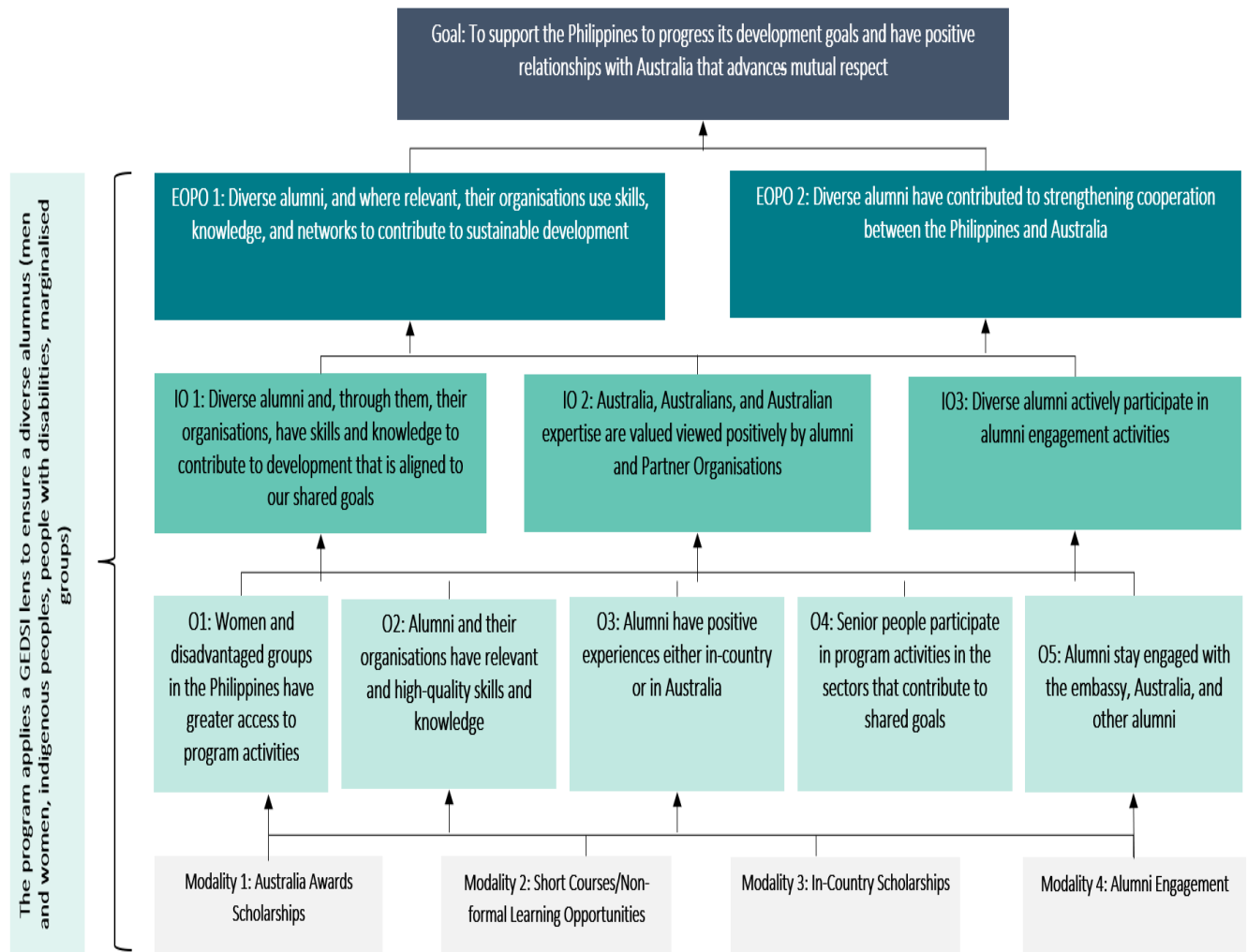
*Figure 1: AAAEP-P's Program Logic*

This intervention aligns with the Australian development priorities enshrined in the International Development Policy through:

- Contextualisation of the program to the local situation, providing opportunities to develop locally-led solutions and building local leadership capacity
- Integration of GEDSI and climate resilience in the modules and the participants' Re-entry Action Plans
- Embedding First Nations/ Indigenous People's participation

**Context**

The **Philippine Development Plan** hinges on data-driven decision making for successful implementation. By analyzing data through various sectors, policymakers gain a clear understanding of existing problems and the effectiveness of current programs. This allows them to allocate resources efficiently, identify areas needing improvement, and tailor interventions to specific populations. This data-driven approach increases the likelihood of achieving the plan's goals, improving public service delivery and promoting a prosperous, resilient, and equitable Philippines. This program also aligns with the digital transformation impetus among the government agencies in the Philippines.

This program emphasises the link between knowledge management and data analytics: Knowledge management (KM) empowers data analytics and evidence-based decision-making by ensuring the right information is readily available, efficiently accessible, and continuously evolving to inform the

best possible choices. KM acts as the bridge between raw data and actionable insights. It provides the context, expertise, and historical knowledge that data analysts need to transform data into meaningful information that drives better decision-making and policy development.

Evidence-based decision making (EBDM) is crucial for enhancing public service delivery. By relying on data, research, and analysis, governments can make informed choices that effectively address public needs. EBDM optimizes resource allocation, improves program efficiency, and ensures that policies and services align with actual needs. Ultimately, it leads to better outcomes for citizens, increased government accountability, and a more responsive public sector.

Organizational Training Needs Assessments (OTNA) undertaken in 2022 revealed significant competency gaps in knowledge management and data analytics to drive evidence-based decision-making, particularly in five of the 11 partner agencies including National Economic Development Authority (NEDA), Department of Budget and Management (DBM), Department of Interior and Local Government (DILG), Department of Social Welfare and Development (DSWD), and Civil Service Commission (CSC).

 Challenges include:

- Fragmented data systems and siloed information
- Slow processes: manual and paper-based processes lead to delays in service delivery and resource allocation
- Lack of standardisation: inconsistent data formats and reporting standards impede data analysis and utilisation
- Limited data accessibility
- Data Accuracy
- Data Privacy
- Data sharing challenges
- Lack of clear data governance framework
- Cybersecurity risks: protecting sensitive government data from cyber threats is a constant challenge
- Lack of infrastructure and connectivity (particularly in geographically-isolated and disadvantaged areas)
- Readiness to change and lack of awareness about knowledge management and data-driven approach
- Lack of skills in data analysis and communication
  Volume of existing information that need to be digitised

It is important to note that several agencies have developed or are currently developing a Knowledge Management system (eg NEDA is developing NEDA Information Centre for Executives (NICE) and DBM has a Knowledge Management System; DSWD has a Knowledge Management Centre and a KM Portal).

**Scope**

Australia Awards short courses are competency-based and modular, designed against adult learning principles. Training programs are delivered principally as individual training modules that address the specific competency gaps at the work unit or individuals. This modular micro-learning approach enables participants to undertake specific training modules that address their competency gaps, resulting in less time away from work.

Competencies are defined as skills and knowledge to the level required in the workplace. Training programs comprise a knowledge or theory component of face-to-face delivery by training facilitators. The skills component is delivered through on-the-job online and in-person coaching by Learning Service Providers (LSPs) as part of a **Re-Entry Action Plan (REAP)** implementation process. REAPs are generally individual projects that focus on duties to be performed in the workplace that are enabled by the competencies acquired in the training activity. Group REAPs are generally project-based, comprising groups of participants drawn from the same agency delivering a desired outcome identified by the agency. REAPs are mandatory for partner agencies.

LSPs must develop a pre-and post-competency self-assessment instrument to confirm eligibility for enrolment in training modules and assist in course design. At the end of the REAP implementation process, which can last up to 3 months, LSPs are to prepare individual competency scorecards for course participants, drawing on the results of the self-assessments and the views of coaches and trainers during the REAP implementation period.

## Requirements – Goods and/or services

### Requirements

The LSP can be an Australian Higher Education Institution, a Registered Training Organisation, the training arm of an Australian Government agency or a relevant professional body, or a Philippine Learning Service Provider with a proven record in strategic knowledge management and data analytics. The LSP should have a proven track record of the delivery of courses to officials in the public sector, preferably in development context. It will be considered a benefit if Australian providers have established partnerships with Philippine Learning Service Providers, who can provide local mentors, coaches, and facilitators, ensuring a sound understanding of the Philippines and the Philippine public sector context. The LSPs are encouraged to embed opportunities to sustain institutional partnerships between Australia and Philippines.

**Target cohort:** Up to 30 Division Chiefs (and/or Technical Staff – SG 18 and above), Assistant Directors, Directors from Knowledge Management Units, Planning Divisions, Policy Divisions, Data Management, Research Divisions, Regional Offices from 11 Partner Organisations (1-2 per partner organisation). Up to 5 participants from the following agencies: National Economic Development Authority (NEDA), Department of Budget and Management (DBM), Department of Interior and Local Government (DILG), Department of Social Welfare and Development (DSWD), and Civil Service Commission (CSC).

**Program Components**: The proposed activity will consist of a five-day in-person training workshop for up to 30 participants, and up to 3 online modules (1-2-hour per session), a three-month local coaching program, and a one-day face to face colloquium.

### Learning Objectives

By the end of the program, the participants can:

Objective 1: Strengthen Organizational Knowledge Management and Data Analytics

- Identify key challenges and opportunities to improve knowledge management and data analytics processes within a digital transformation context.
- Leverage digital technologies to enhance knowledge sharing, collaboration, and decision-making.
- Develop a comprehensive data governance framework to ensure data quality, security, and accessibility.

Objective 2: Optimize KM Tool Utilization

- Select and implement appropriate digital tools for knowledge capture, storage, retrieval, and sharing.
- Ensure seamless integration of KM tools with other organizational systems and applications.

Objective 3: Leverage Data for Informed and Inclusive Policy Making

- Utilize advanced data analytics techniques to extract insights from large and complex datasets.
- Develop data-driven dashboards and visualizations to communicate key findings effectively.
- Integrate data analytics capabilities into existing policy-making processes.
- Integrate gender equality, disability and social inclusion considerations in data analytics

Objective 4: Drive Evidence-Based Decision Making

- Establish a culture of evidence-based decision making throughout the organization.
- Ensure easy access to relevant data and information through centralized knowledge management systems.
- Promote the use of data analytics to support decision-making at all levels of the organization.

Objective 5: Enhance Stakeholder Engagement through Data-Driven Insights

- Develop clear and concise communication strategies to convey data-driven insights to stakeholders.
- Utilize digital channels to reach a wider audience and facilitate two-way communication.
- Ensure inclusivity, transparency and accountability in the use of data and information.

The program aims to develop Re-entry Action Plans (REAPs) focused on strategic Knowledge Management and Data Analytics initiatives that directly impact policy, decision-making, and service delivery within participants' workplaces. REAPs should be complemented by comprehensive change management plans to ensure successful implementation. While individual REAPs are strongly preferred, group REAPs involving up to three individuals are also permissible.

The LSPs are strongly encouraged to use experiential and practice-based methodologies.

During the REAP Implementation process, structured coaching should allow the participants to engage with their supervisors to secure appropriate feedback and support. Note that REAPs need to be approved by the participants' supervisors.

The colloquium and graduation will provide opportunity to celebrate the learning journey and the participants' REAPs and outputs.

The successful learning service provider will be required to deliver the following milestones:

| Milestone Deliverable | Timeframe |
|---|---|
| 1. Submission of **inception report** for sign-off by AAAEP-P, setting out proposed actions and timeframes in the design and delivery of the training program, including:<br>• Course design and delivery timetable, including the proposed approach, target outputs, outcomes, team member roles,<br>• Administration arrangements for the delivery of the course, including whether a local partner provider will be used to cover practical matters set out in the AAAEP-P Program Delivery Standards,<br>• Outcomes of mobilisation meetings by Team Leader and all core consultants responsible for individual modules with AAAEP-P, DFAT and partner agencies to ensure course materials, proposed delivery arrangements and schedule address the needs of partner agencies with identified competency gaps,<br>• Pre- and post-course competency self-assessment assessment instruments for completion by nominated participants.<br>• Individual pre-competency assessment outcomes<br>• Means of addressing gender, equity, disability and social inclusion and climate action into the | By date <one month from contract> 9-13 December 2024 (TBC) |

| | |
|---|---|
| program. | |
| 2. A **Completion Report,** for sign-off by AAAEP-P setting out: <br> • report on module delivery, including administration, participants, <br> • the outcome of the standard Program evaluation by participants, <br> • identified individual and group REAP descriptions, as approved by relevant agency supervisors, <br> • Updated coaching plan, including the use of agency mentoring of participants in liaison with supervisors, <br> • Recommendations for further follow-up. | By January 2025 <1 month from end of face-to-face component > |
| 3. A **REAP Implementation Report** setting out: <br> • progress with the implementation of approved REAPs, detailing any changes to the REAP, <br> • identifying coaching and other support provided, <br> • setting out the results of the post-course competency assessment, including individual participant competency report cards, and documentation of outputs <br> • closing ceremony program, including certificates of participation and completion, and <br> • identification of lessons learned in REAP implementation. | By April 2025 <3 months from end of face-to-face- component> |
| 4. Other outputs mutually agreed upon between the LSP and AAAEP-P are necessary to complete this engagement. | As agreed |

**Team's Profile Specifications**

The LSP should comprise a team with previous experience in relevant fields and proven expertise in delivering modules to social workers. The team should include experienced trainers and subject-matter experts such as Team Leader, facilitators, coaches, and Gender Equity and Social Inclusion (GEDSI) specialists.

- The team leader and trainers with qualifications in relevant fields and at least five years of experience in delivering similar programs
- Team member experience in facilitating programs on Knowledge Management and Data Analytics, and Policy Development
- Coaches and mentors with proven experience in the delivery of online and on-the-job training and coaching, and strong appreciation of the Philippine public sector context with background in change management
- Members who have designed and delivered training programs to Philippine government agencies in the last five years.

**Timeframes**

The proposed training should commence in 9-13 December 2024 and be completed by April 2025.

**Financial Proposal**

Bidders should submit a financial proposal for the development and delivery of the program using the template provided up to a value of **AUD140,000**. Bids above the indicative budget will be considered unfavourable unless the bidder can demonstrate extensive additional value-added services, capability, or justification.

**Contract Management**

The selection for workshop facilitation will be undertaken by a Tender Assessment Panel comprising specialists in the field, officials from partner agencies, and Australia Awards staff. The selection is a two-stage process comprising an initial assessment of each bidder's technical proposal and a subsequent assessment of financial proposals.

The selected bidder will receive a draft contract for consideration and signature. The contract will set out contract milestones, dates and related payment arrangements. Milestones are paid on delivery of milestone reports. **Bidders should submit a technical proposal, a financial proposal, and a work plan for inception activities and program components**. Relevant templates are contained in the bid documents and on the Australia Awards website. Similarly, the report templates are available on the website.

**Confidentiality**

The successful LSP will be required to maintain the confidentiality of materials provided to it, information shared, and materials prepared for the Australia Awards and Alumni Engagement Program – Philippines and its partner organisations.

**Appendices**

The Training Plan and Coaching Plan Templates can be found on the Australia Awards and Alumni Engagement Program – Philippines website at https://www.australiaawardsphilippines.org/lsp