

**AM – 11980**

**Part B**

**Specifications – Good and/or services**

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# **Terms of Reference**

## **IMPROVING COMPETENCIES IN GENDER EQUALITY, DISABILITY, AND SOCIAL INCLUSION (GEDSI) AND CLIMATE RESILIENCE PLANNING AND CHANGE MANAGEMENT**

### **Introduction**

#### **Purpose**

To engage a Learning Service Provider (LSP) to provide a modular training program on Gender Equality, Disability, and Social Inclusion (GEDSI) and Climate Resilience Planning and Change Management

#### **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.

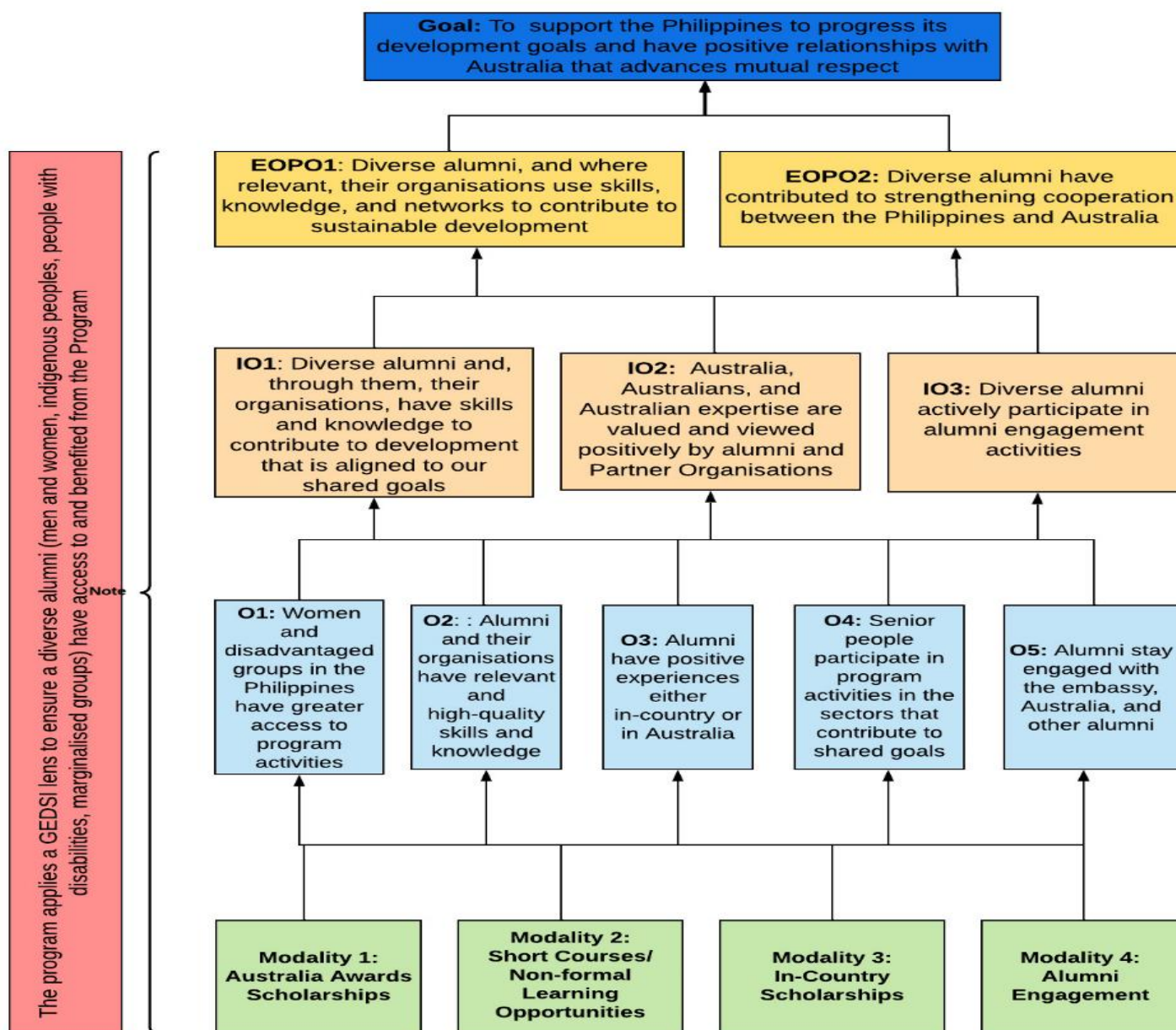


Figure 1: AAAEP-P's Program Logic

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

## Scope and Context

### Purpose of the Engagement

This engagement is to design and deliver a customised training program for GEDSI/GAD and People with Disability (PWD) Focal Persons in the government agencies.

### Context

The Philippines' Development Plan (PDP) 2023-2028 prioritizes inclusive development, mirroring Australia's focus on inclusion in its International Development Policy. To achieve this, gender equality, diversity, and social inclusion (GEDSI) planning are crucial. GEDSI planning ensures everyone, regardless of gender, ethnicity, or background, can participate in and benefit from the development process. This aligns with Australia's emphasis on empowering women and marginalized groups, including people with disability and Indigenous Peoples, fostering a more equitable, prosperous and resilient Philippines.

While some organizations have Gender and Development (GAD) Plans in place, their implementation often appears to be driven by compliance rather than a genuine commitment to meaningful change. Implementing GAD and disability plans in the Philippines is hindered by a complex interplay of factors. Deep-rooted patriarchal norms, insufficient resources, and a lack of political will impede GAD progress. For disability plans, attitudinal barriers, inaccessibility, and poverty are significant challenges. Overarching issues such as weak governance, geographical constraints, and the impacts of conflict and disasters exacerbate these challenges for both plans.

The Philippines' focus on GAD instead of Gender Equality, Disability, and Social Inclusion (GEDSI) is primarily due to its historical context and evolving understanding of gender equality. GAD emerged as a response to the specific challenges faced by women in the Philippines, such as limited access to education, employment, and decision-making positions. It aimed to address gender-based inequalities and promote women's empowerment within the broader development framework.

However, as the understanding of equality and inclusion has evolved, there has been a growing recognition of the need to address not only gender-based inequalities but also those faced by people with disabilities and other marginalized groups. This has led to a shift towards a more inclusive approach that encompasses GEDSI.

In 2023, an Executive Order (EO51) was issued to strengthen Diversity and Inclusion Programs and re-establish an inter-agency committee, led by the Department of Social Welfare and Development. This capacity development activity is in response to the organisational training needs assessment (OTNA) conducted in 2022, which revealed competency gaps in the following areas:

- Mainstreaming GEDSI and Applying the GEDSI lens across all stages of program development and implementation.
- GEDSI Planning
- GEDSI-informed communications
- GEDSI Informed Policy Development
- GEDSI informed Program Design and Implementation
- GEDSI informed Monitoring, Evaluation and Learning
- Embedding Climate Resilience in planning, programs and processes

AAAEP-P has developed a **GEDSI Scorecard** as an assessment tool to establish baseline capacity in GEDSI and support with monitoring and evaluation of progress towards gender equality and inclusion by the agency. It was also designed to help communicate GEDSI to stakeholders, since it provides the parameters on which GEDSI can be described in measurable terms, thus making the GEDSI more practical, doable, and concrete.

This program builds upon two GEDSI Mainstreaming Programs, held in 2020 and 2022, where participants explored the **GEDSI Scorecard**. The scorecard encompasses five domains including:

- **Developing and Implementing GEDSI Policy:** This domain assesses the level of capacity in developing and implementing gender equality, disability, and social inclusion (GEDSI) policies
- **Developing and Implementing a GEDSI Plan:** This domain assesses the level of capacity in developing and implementing gender equality, disability, and social inclusion (GEDSI) plans
- **Leadership:** This domain assesses the level of capacity to create and nurture an organisational culture and environment to support GEDSI mainstreaming activities
- **Human Resources Management and Development:** This dimension assesses the capacity to harness and focus human resources to support GEDSI mainstreaming
- **Stakeholder relations:** This dimension assesses the capacity to establish, strengthen, and mobilize external stakeholder support for GEDSI mainstreaming

This course expands the scope by integrating climate resilience. This recognizes the disproportionate impact of climate change on women and vulnerable groups, ensuring a more inclusive and sustainable approach to development.

Crucially, the integration of climate change and Indigenous peoples' perspectives is nascent. Climate change disproportionately affects women, persons with disability, and indigenous communities. Their inclusion in planning and implementation is vital for effective and equitable outcomes. Additionally, the active participation of indigenous peoples in decision-making is essential to address their specific needs and rights.

## 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.

This training program is activity-based, with participants taught how to develop the relevant frameworks with ongoing coaching for participants using a comparative analysis of existing frameworks in Australia and the region as references.

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.

**Target cohort:** Up to 30 Division Chiefs, Assistant Directors, Directors from Planning Divisions, Policy Divisions, HR Departments, Public Affairs, Regional Offices from 11 Partner Organisations (2 to 3 per organisation). Priority organisations are DSWD and DILG. **GAD and PWD Focal Persons** (or members of Technical Working Groups on Gender and PWD inclusion) will be prioritised.

## **Requirements – Goods and/or services**

### **Requirements**

The Learning Service Provider 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 GEDSI Mainstreaming, Planning and Change Management. 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 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 explore institutional partnerships between Australia and Philippines – for example, by inviting relevant Australian agencies to take part in experience-sharing and/or feature them in coaching sessions.

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

This intervention should align 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 Gender Equality, Diversity and Social Inclusion (GEDSI) and climate resilience in the modules and the participants' Re-entry Action Plans
- Embedding First Nations/ Indigenous People's participation – for example, by engaging a resource person who is First Nations/Indigenous Person

The **learning objectives** are:

#### **1. Mainstreaming GEDSI and Climate Resilience and Applying the GEDSI Lens:**

- Understand the core principles and objectives of Gender Equality, Disability and Social Inclusion (GEDSI), including Indigenous Peoples inclusion.
- Using the GEDSI Score Card, identify and assess potential barriers and opportunities for achieving GEDSI within organizational structures and program activities.
- Develop strategies to integrate a GEDSI lens and climate resilience across all stages of program development and implementation.

#### **2. GEDSI Planning:**

- Utilize a framework to conduct a comprehensive GEDSI needs assessment within a specific program or policy context.
- Design a clear action plan with measurable objectives and activities for achieving GEDSI goals.
- Identify and allocate resources necessary for effective implementation of the GEDSI plan.

#### **3. Managing Change**

- Create a change management strategy to implement a GEDSI Plan or Initiative.
- Create a strategic communication plan to promote GEDSI

The **re-entry action plans (REAPs)** and **target outputs** for this program are: **GEDSI Strategy or a GEDSI initiative (based on the GEDSI scorecard and building on the GAD Plans) with a Change Management Plan to implement the strategy/initiative. GEDSI initiatives and change management plans need to be done by the first month of coaching, and implementation commences during the coaching component.** Individual REAPs are strongly encouraged. However, group REAPs are also allowed, if it is a small group of up to 3 people.

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.

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

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

Milestone Deliverable	Timeframe
<p>1. Submission of <b>inception report</b> for sign-off by AAAEP-P, setting out proposed actions and timeframes in the design and delivery of the training program, including:</p> <ul style="list-style-type: none"> <li>• Course design and delivery timetable, including the proposed approach, target outputs, outcomes, team member roles,</li> <li>• 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,</li> <li>• 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,</li> <li>• Pre- and post-course competency self-assessment assessment instruments for completion by nominated participants.</li> <li>• Individual pre-competency assessment outcomes</li> <li>• Means of addressing gender, equity, disability and social inclusion issues in process analytics, change management, and enterprise architecture planning</li> </ul>	<p>By date &lt;one month from contract&gt; <b>13-17 January 2025 (TBC)</b></p>
<p>2.. A <b>Completion Report</b>, for sign-off by AAAEP-P setting out:</p> <ul style="list-style-type: none"> <li>• report on module delivery, including administration, participants,</li> <li>• the outcome of the standard Program evaluation by participants,</li> <li>• identified individual and group REAP descriptions, as approved by relevant agency supervisors,</li> <li>• Updated coaching plan, including the use of agency mentoring of participants in liaison with supervisors,</li> <li>• Recommendations for further follow-up.</li> </ul>	<p>By February 2025 &lt;1 month from end of face-to-face component – January 2025&gt;</p>
<p>3. A <b>REAP Implementation Report</b> setting out:</p> <ul style="list-style-type: none"> <li>• progress with the implementation of approved REAPs, detailing any changes to the REAP,</li> <li>• identifying coaching and other support provided,</li> <li>• setting out the results of the post-course competency assessment, including individual participant competency report cards,</li> </ul>	<p>By May 2025 &lt;3 months from end of face-to-face- component&gt;</p>



<ul style="list-style-type: none"> <li>• closing ceremony program, including certificates of participation and completion, and</li> <li>• identification of lessons learned in REAP implementation.</li> </ul>	
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, Disability and Social Inclusion (GEDSI) experts.

- 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 GEDSI mainstreaming and climate resilience,
- 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
- Members who have designed and delivered training programs to Philippine government agencies in the last five years.

### Timeframes

The proposed training should commence in January 2025 and be completed by May 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 AUD \$140,000. 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, representatives from partner organizations 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>