

Information and Advice on Activity Concepts for Public Sector Linkages Program

FOR 2009–10 ROUND TWO FUNDING FOR ACTIVITIES RELATING TO APEC, ASEAN, PHILIPPINES, INDIA AND SOUTH ASIA.

Closing time and date: 5pm AEDT, 31 March 2010

IMPORTANT INFORMATION FOR APPLICANTS

- > Use the **Activity Concept Form** to apply for PSLP funding. (Do **not** complete the PSLP Detailed Proposal Form unless asked to do so in writing by AusAID.)
- > Keep your Activity Concept Form to two pages. Provide only the key points.
- > AusAID's receipt of your Activity Concept in no way implies any commitment to support it. The approval of a grant under PSLP is at the discretion of AusAID.
- > By lodging an Activity Concept Form the applicant is acknowledging an understanding of the **2009–10 Round Two PSLP Guidelines**. Activities **must** be consistent with the PSLP Guidelines.
- > Draw on the PSLP informal note, *Aspects of development and Activity design* (available from www.aisaid.gov.au/pslp) to help ensure design integrity.

Organisations lodging Activity Concept Forms for the funding of multiple Activities in any one funding Round in one partner country or for one regional PSLP scheme should email each Form separately.

Please **email** your completed Activity Concept Form in MS Word to pslp@aisaid.gov.au at any time during the period 1–31 March 2010 but **no later than 5pm AEDT, 31 March 2010**.

Further information, application details and all PSLP documents (including the Activity Concept form, the Detailed Proposal form, the PSLP document, *Information and Advice on Activity*

Concepts and the informal note, *Aspects of development and Activity design*) are available at www.aisaid.gov.au/pslp.

All inquiries should be directed to the PSLP Secretariat by email (pslp@aisaid.gov.au), phone (02 6206 4393) or fax (02 6206 4036).

Any advice provided to potential applicants concerning possible Activities will not be binding on either AusAID or the Inter-Departmental Assessment Panel in their consideration of Activity Concepts.

ADVICE FOR ADDRESSING ACTIVITY CONCEPT FORM QUESTIONS

Q6. DESCRIBE THE BROADER DEVELOPMENT ISSUE THE ACTIVITY WOULD ADDRESS

If, for example, the Activity aims to improve the capacity of an organisation to deliver effective blood transfusion services at a district level, the broader development issue may be high maternal mortality levels from complicated deliveries. In this case, the broader development issue is not weak transfusion services. Rather, you would need to identify what development problem improved transfusion services would address.

Alternatively, if the Activity is to improve the capacity of an organisation to develop more effective education policy, you would need to consider the problem that has resulted from poor policy development to date. The broader development problem could be that children are not completing primary school, which is limiting economic development.

Although a single Activity is unlikely to have a demonstrable impact at this level, it is important to place it in context by describing what broader development issue it is trying to address.

Q7. DESCRIBE BRIEFLY AND CLEARLY THE ACTIVITY CONCEPT

Define the overall objective of the Activity. This should be clearly linked to the broader development problem described in the previous question. Ideally, the definition should include only one concept in a simple sentence (avoid the words 'and' or 'through').

Q8. EXPLAIN HOW THE CONCEPT MEETS THE PSLP PURPOSE

Describe how the Activity would meet the two aspects of the PSLP purpose – to build capacity and to build linkages. Avoid using general motherhood statements.

Q9. INDICATE WHICH COUNTRY-SPECIFIC ASSESSMENT CRITERIA WOULD BE ADDRESSED

These Criteria are set out in the PSLP Guidelines.

Q10. DESCRIBE THE APPROACH OR STRATEGY TO ACHIEVE THE CONCEPT'S OBJECTIVE AND THE INPUTS TO BE PROVIDED

You should provide a general idea of the approach or strategy you would employ to achieve the objective.

You should also give the Inter-Departmental Assessment Panel a clear idea of the Activity's components. For example, if your broad strategy is to build a counterpart organisation's capacity through study tours and training workshops, you should provide more detail, such as the anticipated number of workshops, their precise respective purposes and their intended participants.

While these details do not need to be very specific (specificity is reserved for the next stage of the assessment process), the Panel does need to understand the nature and scope of Activity proposed.

You should take the opportunity to demonstrate that you have considered how to achieve the Concept objective realistically. For example, if the overall objective is to improve policy development capacity, a single conference or workshop is unlikely to achieve this. Listing the types of activities you plan to undertake will assist the Panel to determine whether the Concept is feasible and worth following through to the detailed proposal stage.

GUIDELINES FOR SELECTING PARTICIPANTS FROM PARTNER COUNTRY COUNTERPART ORGANISATIONS FOR STUDY TOURS, SECONDMENTS AND TRAINING

To maximise the developmental benefits and sustainable impacts of study tours, secondments and training, preference will be given to those Activity Concepts that articulate:

- (a) a clear objective(s)
- (b) clear participant selection criteria, so that the right participants are selected in the right numbers for the right (including merit-based) reasons, and
- (c) effective, formal and structured strategies to disseminate information that have been developed, negotiated and agreed with counterpart organisations, and that oblige participants in study tours, secondments and training to disseminate their new knowledge as widely and appropriately as possible after their return home to the partner countries.

OBJECTIVE(S)

The objective (a) **must** inform the criteria (b) and the strategies (c).

PARTICIPANT SELECTION CRITERIA

The returns from investing in study tours, secondments and training depend crucially on the quality and appropriateness of the selected participants. There **must** be agreed, clear and unambiguous selection criteria that will promote the prospects of maximising Activity benefits and achieving sustainable impacts by facilitating the selection of appropriate participants.

Ideally, these criteria should be developed jointly by the applicant and its counterpart organisation. It is also highly desirable for the Australian organisation to be involved in the counterpart's selection process. Such an approach would enable the rationale for the number of proposed participants to be readily articulated.

The criteria should ensure that participants are appropriate in terms of, for example:

- > **skills** (e.g. some minimum level of English language for study tours, secondments and training in Australia)

- > **aptitudes** (e.g. some aptitude/experience as a speaker and/or trainer if participants are to disseminate information and/or conduct train-the-trainer workshops at home)
- > **experience** (e.g. some experience in an area related to the training proposed)
- > **professional positions** (clearly appropriate to the specified objectives and sufficiently senior to be able to act on/implement what has been learned on their return home)
- > **career aspirations** (e.g. for trainees, an intention to remain with the counterpart organisation for at least 12 months after the training)
- > **education** (e.g. a degree from a university or equivalent tertiary institution), and
- > **cooperative relationship** with their Australian counterparts that is strong and will be maintained.

As far as possible there must be **gender equity** in Activity participation eg via use of a written criterion for selection of women participants.

INFORMATION DISSEMINATION STRATEGY

Partner country counterparts should oblige participants in study tours, secondments and training to implement some process of disseminating the new information they have gained.

In the absence of such strategies and obligations, there is an unacceptably high risk that the proposed investment will not produce any real developmental benefit for the participants' organisations and countries.

Strategies and obligations could include providing senior management and relevant staff written reports on key issues and new knowledge of most use and importance to their organisations, and conducting a seminar or series of seminars for relevant senior and other staff to present such reports.