2020

GLOBAL SCHOOL PARTNERS
Activity Development Policy

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ACTIVITY DEVELOPMENT POLICY - 2020

Global School Partners facilitates partnerships between schools in Australia and schools in developing nations to enable students from across the globe to connect, share and learn with one another. In addition, we encourage Australians to support our work through sponsorship of students and funding of school projects and programs.

Our aim is to work collaboratively with community groups (schools) and individuals, to achieve mutually agreed goals that build capacity to both alleviate poverty through education and better health and raise awareness of how education can overcome poverty.

We inform students and school communities in Australia about the culture and circumstances experienced by students in their partner school in the developing country. We empower Australian students to make a positive, direct and tangible difference in the lives of students at their partner school.

Global School Partners' Commitment to development effectiveness

Global School Partners has a strong focus on the evaluation of program effectiveness, particularly from the perspective of partners and beneficiaries. The long-term positive impact on the lives of the Partner School communities, will be an important measure of effectiveness.

Global School Partners is a secular organisation and is not linked to any political party. Global School Partners does work with some faith-based schools and this is on the basis that our delivery is without evangelizing or making participation conditional on conversion or adherence to a particular religious denomination.

Global School Partners is committed to:
- Accurate representation of our activities to the people we work with, donors and the public.
- Utilisation of funds for aid and development purposes are not used to exploit people and communities who are vulnerable and do not place any conditions or obligations on recipients in terms of non-development, religious or political outcomes that would affect their access to services being offered.
- The separation of development activities from non-development activities, so that funds provided for a specific activity may only be used for that activity, unless agreed in writing by both parties. Non-development activities must be kept financially separated and all communications relating to non-development activities must be communicated separately to development activities and clearly identified as such.

These commitments are monitored and evaluated by GSP-KC Executive Committee in-country and by GSP CEO via mandatory reports, anecdotal feedback and eye-witness evidence when in-country.

Development activities can be distinguished by the following principles:
- Empowerment approaches which encourage people and communities to create solutions for themselves. For example, Global School Partners' activities are decided and recommended by local in-country partners.
- Strengthen local implementing partner organisations in developing countries so as to enable them to deliver effective programs. For example, Global School Partners does not undertake activities by Australian team members that can be carried out by local people in the community.
- Supporting systems and structures which enable people to move out of poverty through processes that seek to address the causes of poverty. For example, Global School Partners believes that a lack of education can contribute to a future of poverty for individuals and communities.
- Processes that seek to empower rights holders to claim their rights and ensure that duty bearers exercise their duties. For example, Global School Partners has a rigorous tiered audit process for all activities.
- Providing good value for money, sustainable activities (financially and environmentally) with long-term effectiveness.
- The projects undertaken will be proactively assessed for risk, environmental soundness and a 'do no harm'

approach will be adopted, in particular in relation to gender equality and disability inclusion.

- Benefits for groups and individuals are selected based on need, not religious, sectarian or political grounds.
- Implementation by local people acceptable to the national or local authorities of the country in which the activities are planned and be consistent with the country's development policies.
- Provide channels for Australians to contribute directly and meaningfully in international development efforts through voluntary activities and financial support.

All activities must be approved by the Chief Executive Officer and if over $10,000 by the Board.

Global School Partners' Activity Development Framework

See Appendix A – Global School Partners' Activity Development Framework

See Appendix B – Global School Partners' Activity Checklist

Definition of activity – An activity could include, but is not limited to:

- a small project such as providing water access via a tank
- a larger project such as construction of a classroom
- a program such as the Young Women's Program
- workshops such as professional development for teachers.

Explanatory notes

Global School Partners' environmental sustainability approach

Global School Partners aims to minimise its impact on the environment and does this by communicating our environmental sustainability approach and by evaluating the environmental impact of each activity we undertake.

Explanatory notes
Global School Partners' Stakeholder Empowerment Process

Global School Partners is committed to the participation and empowerment of our primary stakeholders, the schools in Africa. The process:

- Each year school directors and GSP-KC Executive are asked for their top three priority activities for the year.
- School directors meet with their school management committees to discuss and decide what proposals to put forward. School management committees comprise the school director, teacher representatives, parent representatives and student representatives.
- Submitted proposals are discussed by the CEO with school directors, if needed, and with GSP-KC Executive Committee. Discussions occur in person if the CEO is in-country or via email and Skype, to clarify and verify the priorities.
- School directors then provide quotes for each approved priority activity.
- Quotes are submitted to the GSP-KC Executive Committee and once approved are sent to the CEO.
- CEO may, if necessary, query quotes and discusses finalized quotes with GSP Board.
- The CEO seeks funding for the activity.
- Once funding is sourced the CEO verifies the activity with the school director/GSP-KC Executive and sends an Authority to Proceed form to the school director and GSP-KC Executive.

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- Funds are then sent to the school – for small projects the entire required funds may be sent as a single
- transaction, while for larger projects the funds may be sent as per an agreed payment plan.
- The school director contracts local workers and experts, as needed, and oversees the activity.
- Reports are sent to the CEO by the school director, GSP-KC Executive Committee and the GSP Program Officer.
- Results of activities are shared with each supporter of the activity, and more broadly to GSP supporters via newsletters, social media and on the GSP website.

Explanatory notes
Global School Partners Monitoring and Evaluation Process

Global School Partners is committed to monitoring all activities, evaluating these activities and seeking continuous quality improvement.

The four monitoring steps below are independent of each other, thereby enhancing the robustness of the monitoring and evaluation process.

Project activities in Partner Schools are monitored by:

- The Partner School director - must provide project status updates on a regular basis, including photographs and inform GSP Australia when the project is complete.
- The GSP Executive Committee for the region – must conduct a site visit to the Partner School to observe the project. This may occur during and must occur at the completion of the project, depending upon the magnitude and complexity of the project.
- The GSP Program Officer – must provide GSP Australia with a report, including photographs, of the project when conducting a scheduled Program visit to the Partner School.
- The GSP Australia team – will visit the Partner School and inspect the project firsthand, including discussing the outcomes and impact of the project, barriers or issues experienced during the project or on completion, and take photographic evidence of the project.

This monitoring cycle means that issues are identified early and can be escalated if required.

Similarly, Program activities in Partner Schools are monitored by:

- The GSP Program Officer – a report is submitted monthly
- The Partner School director
- The GSP Executive Committee for the region
- The GSP Australia team.

Global School Partners' activity reflection process

The reports provided in the monitoring of projects are assessed and discussed by email or telephone with the Partner School Director, the GSP Executive Committee for the region, the GSP Program Officer and the GSP Australia Board. This analysis considers the outcome, as well as investigates issues that have arisen and how best to prevent the same thing occurring again.

Global School Partners' activity stakeholder reporting process

GSP Australia informs all donors and stakeholders of the outcomes and evidence of every project. This takes the form of a project report to each supporter of an activity, and /or a presentation to the donors, plus dissemination to all stakeholders via newsletter, website and social media.

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Global School Partners' Activity Framework

Process Stage	Action	Evidence
Recommendation by GSP-KC* Executive Committee or Partner School Director	Consideration by GSP** CEO or Board whether the proposed activity aligns with GSP Constitutional objects. Y/N Consideration by GSP CEO or Board whether this is a Development Activity or Non-Development Activity. D/ND Consideration by GSP CEO or Board of gender and/or disability equity of activity. Y/N Consideration of environmental impact. Y/N	Activity Checklist
Notification by GSP	Inform relevant stakeholders in-country of GSP's decision to support or not support the recommendation Request for quote(s).	Emails and Activity Checklist
Review of quotes	Analysis of quote by GSP CEO or Board. Acceptance or rejection of quote. Y/N	Emails and Activity Checklist
Fundraising	GSP utilizes marketing channels to raise required funds	Emails, newsletters, presentations, fund raising activity (such as dinner)
Funds raised	Once sufficient funds have been raised, inform stakeholders and confirm with beneficiary that they wish to go ahead – Y/N	Emails, social media
Authority to Proceed	Issue Authority to Proceed and transfer funds	Email and Authority to Proceed
Progress reports	Progress reports are provided by the Partner School Director, the GSP Program Officer and GSP-KC County Committee members. A request for a progress report is made by the GSP CEO if none are forthcoming.	Emails and Activity Checklist
Completion of activity	An activity completion report is sent to GSP CEO by Partner School Director	Emails and Activity Checklist
Audit of activity	GSP CEO requests activity audit by at least 2 members of GSP-KC County Committee who have no direct association with the Partner School. GSP CEO requests activity audit by GSP Program Officer. If required, GSP CEO requests activity audit by at least 2 members of GSP-KC Executive Committee who have no direct association with the Partner School. GSP Australian Team inspection occurs on next visit.	Emails and Activity Checklist
Acknowledgement	GSP CEO acknowledges to beneficiary stakeholders the completion of the activity, or that component of the activity if ongoing.	Emails and Activity Checklist
GSP Board Review	GSP Board discusses activity with respect to meeting GSP Constitutional Objects.	Board Minutes and Activity Checklist

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Global School Partners' Activity Framework

Inform donors	Presentation, newsletter or email to donors to advise of the outcome.	Presentation, newsletter or email and Activity Checklist
Marketing	Website, newsletter, social media and/or email to GSP subscribers, where relevant	Website, newsletter and/or email and Activity Checklist

* GSP-KC = Global School Partners – Kenya Chapter, which is the Kenyan NGO with whom GSP co-operates, although there is no legal or financial relationship binding the two organisations.

** GSP = Global School Partners, the Australian based NGO

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Global School Partners' Activity Checklist

Process stages	Action		Date
Recommendation by GSP-KC* Executive Committee or Partner School Director	Does the proposed activity aligns with GSP Constitutional objects? Y/N Is this is a Development Activity or Non-Development Activity? D/ND Does the proposed activity align with GSP gender and disability equity requirements? Does the proposed activity align with GSP's environmental sustainability approach?	Yes ☐ No ☐ D ☐ ND ☐ Yes ☐ No ☐ Yes ☐ No ☐	
Notification by GSP	Inform relevant stakeholders in-country of GSP's decision to support or not support the recommendation Request for quote(s).	Yes ☐ No ☐ Requested quote ☐	
Review of quotes	Analysis of quote by GSP CEO or Board. Acceptance or rejection of quote. Y/N	Accept: Yes ☐ No ☐	
Fundraising	GSP utilizes marketing channels to raise required funds	Marketed ☐	
Funds Raised	Once sufficient funds have been raised, inform stakeholders and confirm with beneficiary that they wish to go ahead – Y/N	Funds received ☐ Proceed ☐	
Authority to Proceed	Issue Authority to Proceed and transfer funds	Sent AtoP ☐	
Progress reports	Progress reports are provided by the Partner School Director, the GSP Program Officer and GSP-KC County Committee members. A request for a progress report is made by the GSP CEO if none are forthcoming.	Received ☐	
Completion of activity	An activity completion report is sent to GSP CEO by Partner School Director	Received ☐	
Audit of activity	GSP CEO requests activity audit by at least 2 members of GSP-KC County Committee who have no direct association with the Partner School. GSP CEO requests activity audit by GSP Program Officer. If required, GSP CEO requests activity audit by at least 2 members of GSP-KC Executive Committee who have no direct association with the Partner School. GSP Australian Team inspection occurs on next visit.	County report ☐ PO report ☐	
Acknowledgement	GSP CEO acknowledges to beneficiary stakeholders the completion of the activity, or that component of the activity if ongoing.	Sent ☐	

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Global School Partners' Activity Checklist - Continued

Process stages	Action	Record	Date
GSP Board Review	GSP Board discusses activity with respect to meeting GSP Constitutional Objects.	Board approval ☐	
Inform donors	Presentation, newsletter or email to donors to advise of the outcome.	Sent ☐	
Marketing	Website, newsletter and/or email to GSP subscribers, where relevant	Done ☐	