



AVI
inviting change

MOBILITY WITHOUT MOVING

Connecting students through technology to real life learning opportunities with international partners

21/10/2016




AVI
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AVI is an Australian not-for-profit organisation committed to achieving economic and social development outcomes across Asia, the Pacific and the world.

AVIs connects people to bring about change by sharing their skills, knowledge and experience. Our work in people centred development, particularly through volunteering, is central to this.

We work with individuals, organisations and communities in response to locally identified priorities. We support and co-design locally driven initiatives that help stimulate sustained outcomes and enable rewarding relationships between Australians and our international peers.

Since our inception 65 years ago, AVI has deployed more than 11,000 skilled personnel who have worked with 3000 partner organisations across 89 developing countries.



AVI is a Leader in Delivering Youth and University Projects Globally

Macquarie University PACE International	Melbourne University. CVC Global	Victoria University. Career placements for sport science	DFAT. Youth Assignments
Delivered collaboratively by AVI and Macquarie University from the program's inception in 2008 until 2016, when the University assumed operational responsibility. AVI continues to provide on-the-ground services and risk management in several international locations.	Managed the implementation of the University of Melbourne's international subject Community Volunteering for Change – Global, operating in Indonesia and India, with over 35 student participants since 2013.	140 or 70 hour “in work placement” for students from the College of Sport and Exercise Science. Working with Indonesian based NGO the Bali Sports Foundation (BSF) to support the wide variety of programs providing high quality sports opportunities for people with disabilities.	Currently a small pilot under the Australian Government's Australian Volunteers for International Development (AVID) program. Five people aged 18–26 will volunteer in Fiji for five months.



The Challenge - Why We Went Remote

➤ Connect more students and partners

Working remotely is cheaper and has less risks so there is the potential to scale up programming easily at low risk and cost

➤ Enable more students to gain unique cross-cultural experience.

Working remotely reduces the cost, time commitment, removes access issues and therefore allows an increase in the diversity of students who can take part.

➤ Provide different avenues of assistance

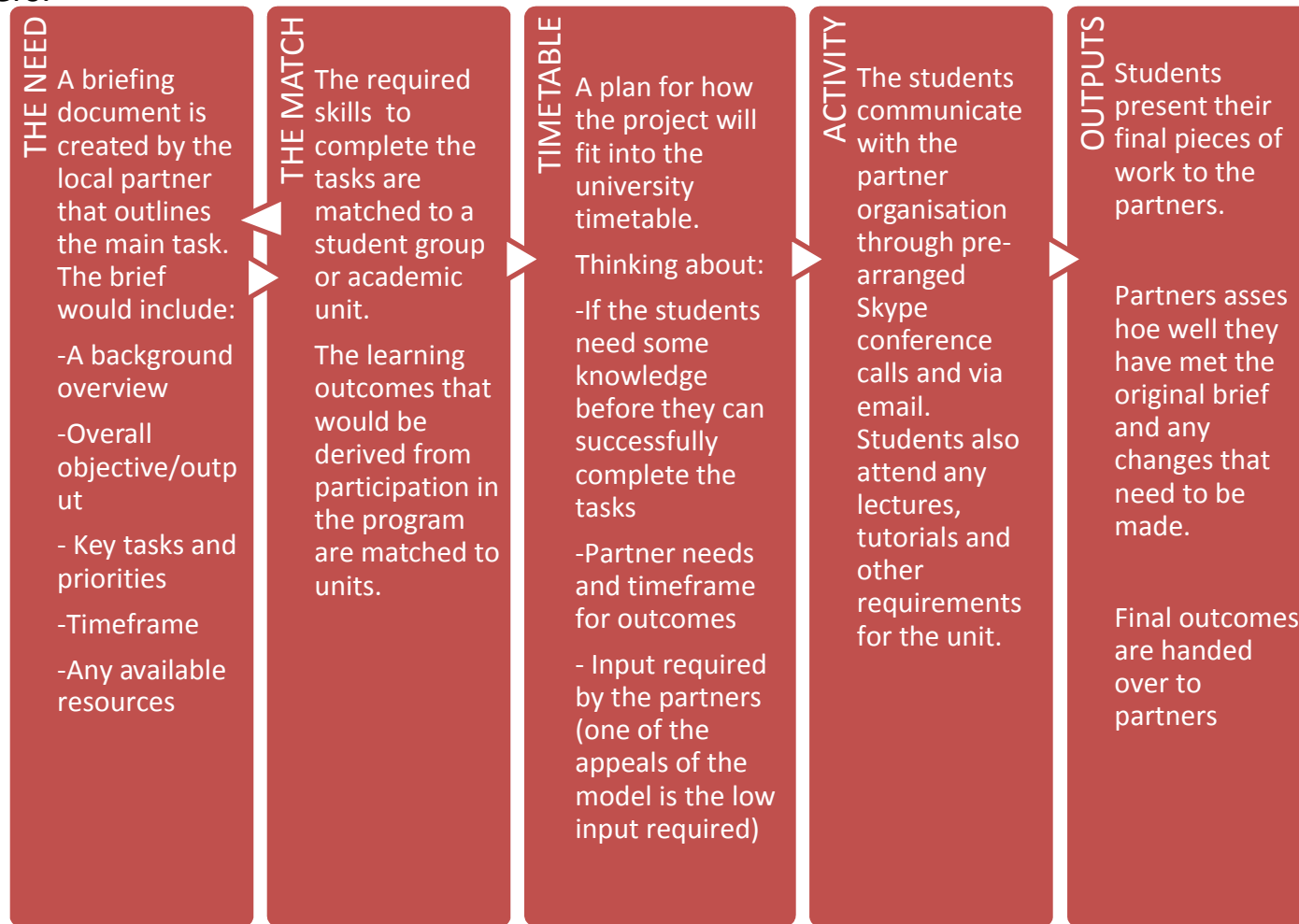
Hosting students at the partners offices in country is not always possible for a variety of reasons from location safety to the supervision requirements linked to having students on site. Working remotely allows partners to access students knowledge and skills without directly hosting them.





The Program Model

An experiential learning model, designed in collaboration with Macquarie University's PACE International program, in which students work remotely via Skype and email with international partners.



Case Study

An Impact Assessment

Pravah seeks assistance in conducting an Impact Assessment of the work of the Pravah Jaipur Initiative (PJI) a platform for local young people

The IA should capture the stories of change around the young leaders who engaged with PJI from Jan 2014 to Dec 2015.

PJI is currently looking to build its Youth Intervention function so the assessment needs to help PJI to build on experiences so far and create a stronger program.

Work Integrated Learning Industry Based

Students work in teams with a range of expert mentors to tackle a challenge that partner organisations are looking for fresh young minds to help solve.

At the end of semester, students then pitch their solutions to an audience including representative of the Partner organisation, industry specialists, and peers.

TIMETABLE

31st March

- Partner submit project brief before this date

25 July

- Subject commences and teams announced

27-29 July

- Partners “meet” students and provide initial briefing

15 – 19 Aug

- Formal Check in point: partners provide feedback

31 Oct

- Students submit a written report to the academic coordinator and partner

1 – 12 Nov

- Students present their findings to partner

ACTIVITY

The project is in its implementation stage right now

2 groups of students with 5 in each showed an interest in this project.

After an initial workshop with the academic on the 29 Jul a spokesperson from each group contacted Pravah to arrange the timings for the project

There have been 2 skype calls so far and a 3rd one is planned for this week

OUTPUTS

“The ideas shared by the students so far are easy to implement and cover a lot of the aspect of our work.”

“There had been struggles due to skills and time to document these stories earlier”

“The project has supported us in getting skilled and equipped students to roll out this process of Impact Assessment”

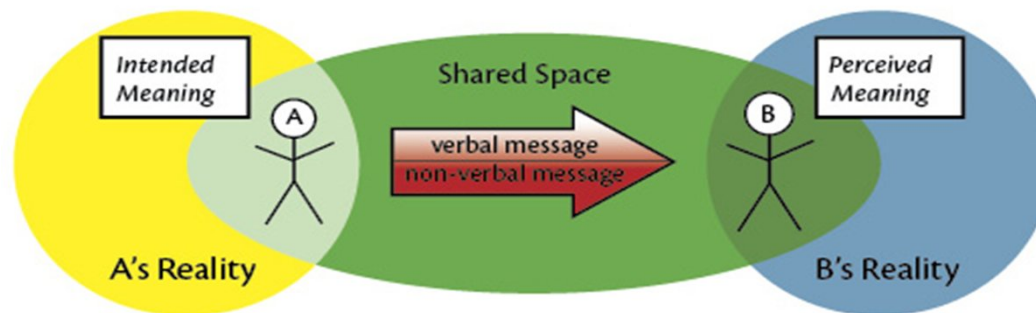
Not so Simple in Practice

“The strategies suggested were more about the ‘what’ and not ‘how’. The ideas need to be more tangible with processes recommended” Partner

“The project reports were very thorough and well presented. It is really difficult to say why we haven’t used the results yet. We have consulted with the documents a bit, so maybe they will be used. I think I feel a bit that it is an academic solution that is a bit far removed from what we are doing.” Partner

“Prezi isn’t compatible with our technology so we couldn’t download it after the initial presentation.” Partner

We have a “really strong brand and the students hadn’t succeeded in fully matching this standard.” Partner



Challenges

➤ Ensuring the outputs are usable

- Allowing for enough support and feedback without impacting on assessments
- Improving the students contextual understanding of the country, organisation and any specific issues
- Ensuring the students understand the professional standard to which any public facing document needs to be delivered
- Increasing student confidence and ability to connect with partners when required

➤ Matching academic timetables with the demands and expectations of a real organisation.

- Ensuring the timetable allows for multiple iterations of the output within the unit time
- Allowing for sufficient consultations whilst ensuring reasonable workloads for all parties

➤ Effectiveness of technologies in a developing context

- Ensuring the use of familiar and reliable communication tools and software
- Allowing for technological difficulties and building flexibility into programming



Meeting the Challenges

- **Project design and development** – More time, more detail, more understanding
- **Selection of units** – They don't know, what they don't know
- **The Care Factor** – It needs to be a more than just another unit
- **Regular milestones** – Re-setting the internal student timetable
- **Encourage them to talk** – Give them the skills and confidence and skills to do so
- **Be realistic about the technology** - Plan to use what they know and plan for it to fail sometimes
- **Try and include people who know** – Using in field volunteers to support

Successes

Develop a Tool Kit for Government staff to support and encourage understanding and sensitivity in their decision-making, and to consider the rights and interests of the Indigenous people of Sabah, Malaysia.

Research and Identify the discrepancies of selected Land Case Files and Propose Legal Strategies for Moving Forward

Develop an effective and user friendly web based reporting system

Conduct a baseline evaluation for a funded program strengthening HIV prevention among young people in Zimbabwe.

Support an online campaign to raise awareness on the issue of high child marriage rates in India

Review the government guidelines on 'rescue' or 'reach out' of street children and produce documentation for various stakeholder on how rescues should be conducted

Thank you!

Partnering through PACE with



MACQUARIE
University

