

A CHANGE OF PACE IN PEOPLE CENTRED DEVELOPMENT

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Australian Volunteers International

PACE – Professional and Community Engagement Topics

- Partnership
- Program
- Australian Volunteers International expertise
- The partnership
- In-country partners
- Getting the right fit
- Case studies
- Quality and integrity
- Car Analogy
- Summary and questions



PACE Partnership

Professional and community engagement

- Partnership: Australian Volunteers International and Macquarie university
- Since 2007



PACE Program

- Flagship whole-of-university partnership
- The program works closely with community organisations overseas to identify ways in which Macquarie University students can support them to achieve their own goals as well as giving the students the opportunity to develop their skills and experience.



The Role of Australian Volunteers International

- Our history
- Our expertise
- Our role as broker/facilitator
- The value we add



AVI's Expertise

- Our partners
- Our networks
- Our risk mitigation and management
- Integrity and quality of the program



The Program

Since 2009 PACE International has delivered:

- **63 projects** across **10 countries** for **20 partner organisations**
- This includes **505 students** who have contributed **2055 working weeks** equivalent to over **AUD\$1,500,400 in support**



Case Studies



The Outcomes

CAMBODIA: Participants supported organisations in the legal sector to conduct casework and case reviews, prepare court documents for a diverse range of cases including Child Rights, Women's Rights, Land Rights and Human Rights.

PERU: Students have worked on multiple community development and health initiatives. They have developed lesson plans and conducted school lessons on English, art, music and specific health and hygiene issues. Other activities have also supported health and nutrition initiatives. These activities work to strengthen the primary school curriculum and improve community health.

Participant Experiences

Top 3 most valuable **experiences** described by students in their re-entry surveys are:

1. Working successfully in teams
2. Living and working cross-culturally
3. Building personal and professional relationships

Top 3 most valuable **learning outcomes** described by students in their re-entry surveys are:

1. Developing new and global perspectives on life
2. Learning from other people with different life experiences
3. Personal growth due to greater confidence in professional and interpersonal abilities

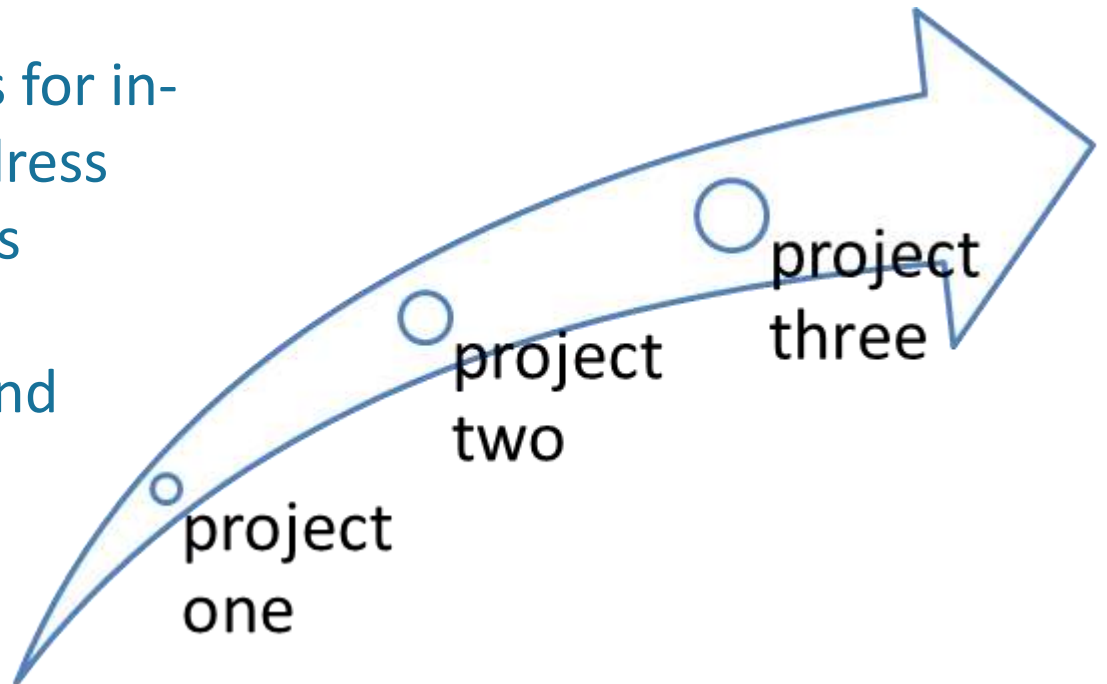
The Partnership

- Genuine joint programming
- Different expertise
- Sustainability and handover



In-Country Partners - Adding Value

- Greater suite of options for in-country partners to address their strategic directions
- Different inputs
- Broader relationships and networks



Getting the Fit Right

- Skilled volunteering by students
- Appropriate partners
- Project-based work
- Time frames
- Various models



Quality and Integrity

- Ensure outcomes for all stakeholders
- Deal breakers
- Right people, right work, right preparation, right management



Buying and Running a Car



Picking Your Car Dealership

- Forming strong long-term partnerships with suitable, reputable, local organisations



Doing Your Due Diligence- Roadworthy etc.

- Establishing, maintaining and communicating comprehensive risk management plans and protocol



Selecting Your Car and Getting it Ready for the Road

- Appropriate selection, training and preparation of participants



RACV Policy and a Good Qualified Mechanic

- Supply in-country management and support as well as effective critical incident response



Regular Service and Valet

- Offer post-programme debrief and follow up



Summary

- Partnerships take time and energy
- Getting it right adds great value

