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**PEPFAR**  
U.S. President's Emergency Plan for AIDS Relief

## ACCELERATING SUPPORT TO ADVANCED LOCAL PARTNERS (ASAP)

Award: AID-OAA-I-14-00031  
April 1, 2019 to March 31, 2022  
Global Contract: Ceiling \$38,500,000

### ASAP SPONSORED ONLINE TRAINING WITH FOUNDATION FOR PROFESSIONAL

Accelerating Support to Advanced Local Partners (ASAP) is a three-year task order contract (AID-OAA-I-14-00031) for the United States Agency for International Development (USAID). ASAP rapidly prepares local partners, and national government to serve as prime partners for USAID/PEPFAR programming in compliance with USAID and PEPFAR procedures for PEPFAR program implementation.

ASAP has two strategic objectives:

1. Strengthen local partners as they transition to receive PEPFAR funding as USAID prime partners to comply with regulations
2. Prepare local partners to directly manage, implement, and monitor PEPFAR programs, and maintain consistent PEPFAR program achievement and quality

The ASAP consortium is led by IntraHealth International and includes Pact, DAI, Foundation for Professional Development (FPD), Global Communities and U.S. small business Ona Systems, Inc.

**ASAP has scholarships available for interested participants on the following short courses on FPD's e-learning platform. Scholarships are available until 30 September 2020. We encourage women to attend.**

**Recommended megabits per second (Mbps) [internet speed] to access FPD's e-learning programmes**

On-demand e-learning: 2 Mbps

Virtual training sessions: 4 Mbps

Contact your local internet service to test your Mbps

**Please direct queries to email: [ASAPtraining@foundation.co.za](mailto:ASAPtraining@foundation.co.za)**

**[Ctrl+ click here to apply for a scholarship](#)**

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## 1. Types of e-Learning programs available under the ASAP regional scholarship program:

In event of approved scholarship, to access FPD e-learning programs, all applicants must first register on the FPD student portal. Links and information on how to register will be shared with participants by the FPD Registrar's office in the event of approved scholarships. Once on FPD's online learner manage system, student can access their e-learning programs, including any additional reading material and/or certificates.

FPD has two types of online training programs available under this scholarship program:

### 1.1. E-learning on demand / Online Courses (Moodle)

E-learning on-demand courses can be in the format of videoed tuition or presentations, narrated PowerPoint, PowToons, uploaded resources and linkage or interactive webpages. E-learning on-demand allows students to study at their own pace and at a time that suits him/her. Students will need internet to access the e-learning on-demand courses (min. 2 mbps). In the event of interrupted internet connection, any progress and/or work done will be saved as of the last session and/or save and the student can resume studying where he or/she left off when internet is accessible again. Access to the approved e-learning on-demand courses is controlled via a voucher or by enabling the course against the student's profile on the FPD student portal. Once logged into the student portal, students can see their approved e-learning on-demand course and click to study. Students may start as soon as they receive the voucher and/or the course is enabled against their student profile.

### 1.2. Virtual Training Sessions

These courses are run via FPD's virtual training classroom. FPD's virtual training sessions allow presenters to stream live sessions to delegates from within our virtual classroom. The virtual classroom offers whiteboards and discussions forums, quizzes and even facilitates break-away sessions. Participants will require uninterrupted internet access with min 4 mbps to participate in a virtual classroom.

Virtual classroom workshops will be booked for a specific date and time for students to log in and participate in the virtual classroom at the same time as the facilitator and other delegates. Students must be available with access to reliable internet at the date and time of the virtual classroom workshop. Students will receive a schedule and a calendar invite and students must then access the classroom via their student profile on the FPD student portal. Supplemental reading, where applicable, will also be accessible from the FPD student portal to read independently. We aim to book a minimum of 15 participants in a workshop. In the event there are less than 15 participants, students will be placed on a waiting list and notified about the date and time of the workshop.

2. Target participants for the ASAP regional scholarship program:

Applicants should be supporting or working on USAID funded HIV/AIDs projects and should be from the countries they are working in.

3. ASAP-sponsored courses available under FPD's School of Health Sciences



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SCHOOL OF  
HEALTH  
SCIENCES

<https://www.foundation.co.za/clinical-courses>

3.1. Short course on COVID-19 for Healthcare Professionals, including updates (e-learning on-demand)

**(available)**

- **Duration & delivery mode:** 12 hours e-learning with content presented in the format of video tuition presented by experts in the field.
- **Accreditation:** 10 Clinical CEU's on Level 2.
- **Assessment:** multiple-choice questionnaire after viewing each video
- **Target audience:** Healthcare professionals registered with their respective councils

**Modules:**

- COVID-19: What is the novel virus, epidemiology, outbreak in China, infectiousness/attack rate
- Aerobiology, pathogenesis and inpatient management of COVID-19
- South Africa Public health responses to the COVID-19 pandemic
- Personal protective equipment including (N95): Actions and Strategies to stop the spread of COVID-19
- COVID-19 Management in the emergency department and beyond

3.2. Short course - Mental Health resilience for health care professionals (e-learning on-demand)

**(available)**

- **Duration & delivery mode:** 12 hours, e-Learning
- **Accreditation:** 15 CEU at Level 2
- **Assessment:** MCQs (with required pass rate of 70%)
- **Target audience:** All frontline workers, especially HCPs providing essential services in clinics and hospitals

**Learning outcomes:**

- Explain the physical reactions to lockdown causing stress, anxiety, burnout for everybody dealing with COVID-19 patients and/or being in lockdown
- Relate how COVID-19 has exacerbated existing stressors for Frontline Workers and discuss means of creating resilience to cope with them
- Discuss the psycho-social effects of COVID-19 on healthcare workers (and patients) with discussions on depression, anxiety, panic attacks and how to cope with them
- Implement interventions to promote mental health resilience and inner peace.

### 3.3. [Short course on Respiratory Support for COVID-19 patients: A non-intensivist approach to ventilation support \(e-learning, on-demand\) \[New Course\]](#)

**(available)**

- **Duration & delivery mode:** 12-hours, e-learning with content presented in the format of narrated PowerPoint, videos, reading material
- **Accreditation:** 10 Clinical CEU's and 2 Ethical CEUs on Level 2
- **Assessment:** MCQs
- **Target audience:** All Health Care Providers whose scope of work allows them to provide ventilatory and/or respiratory support in a high care or intensive care setting – focus groups are doctors and professional nurses.
- **Sponsorship price:** R1150 per participant

#### **Learning Outcomes:**

- Describe the need and indications for respiratory support within the context of COVID-19.
- Implement procedures to minimise contamination and transmission of COVID-19 in respiratory support activities.
- Discuss in detail indications and procedures for (i) non-invasive and (ii) mechanical ventilation in COVID-19. (this ELO covers two modules)
- Analyse ventilator settings in the management of patients on mechanical ventilation referring to specific clinical settings and case studies and relate where indicated to specific ventilator brands.
- Monitor patients on respiratory support, describe troubleshooting and solutions related to mechanical ventilation in COVID-19.

#### **Topics:**

- Module 1: Introduction to respiratory support in COVID-19 patients
- Module 2: Procedures to minimise risk of contamination and transmission
- Module 3: Non-invasive respiratory support procedures
- Module 4: Understanding lung physiology, ventilation strategies & how to intubate in COVID-19
- Module 5: Ventilator settings: Know how to set the ventilator in different clinical settings
- Module 6: Monitoring patients on respiratory support
- Module 7: Ethical Issues around respiratory support in a COVID-19 environment

### 3.4. COVID in the context of HIV and TB (e-learning, on-demand) [New Course] (Available 1 July 2020)

#### Overall Learning Outcomes:

1. Describe new developments in the treatment and management of HIV
2. Discuss the various prevention modalities available and their specific indication
3. Discuss the importance of treatment adherence for all chronic conditions in the era of COVID-19, with a focus on TB and HIV medication
4. Compare the global picture of new TB cases with the prevalence and incidence in Southern Africa
5. Discuss the treatment options available for Drug Sensitive TB and Drug Resistant TB
6. Explain and compare the various options of dealing with the COVID-19 pandemic at a strategic level and discuss in detail the preferred option/s applicable to Africa taking into account associated increased risk profile with HIV and TB infections in the face of COVID-19

#### HIV and COVID:

Engagement time: 90 minutes online

1. Overview of HIV, epidemiology, global picture, South African and African context
2. Immunology, clinical picture, staging, new developments
3. Current treatment guidelines, ART's , adverse effects, contra-indications
4. PMTCT, other prevention modalities, PrEP, etc.
5. Monitoring and recording, public health perspective
6. HIV and COVID: Consequences and implications for treatment
7. Importance of adherence to chronic medication in the context of HIV

#### TB and COVID:

Engagement time: 90 minutes

1. Overview of TB, epidemiology, global initiatives to end TB strategy
2. SA and African context, TB and HIV, find the missing TB cases strategy
3. Clinical picture and treatment, adverse effects
4. TB preventive treatment (TPT)
5. Monitoring and recording
6. Special groups – DR TB and TB in pregnancy
7. TB and COVID: knock-on effect or not?
8. Importance of adherence to TB medication amidst the COVID pandemic

#### COVID-19: What we know and what we need to know going forward

Engagement time: 90 minutes

1. Overview, global picture, epidemiology
2. South African and African context – Lockdown and isolation practices: pro's and con's
3. Clinical picture, Treatment options, hospitalisation and respiratory support
4. Protection of HCWs and public

3.5. Short course on Gender Based Violence in COVID environment (e-learning on-demand)  
(available)

- **Duration & delivery mode:** 10-hours, on-demand e-learning
- **Accreditation:** 11 CEU on Level 2
- **Assessment:** MCQs
- **Target audience:** healthcare providers that encounter survivors of SGBV and GBV. This includes doctors, nurses, clinical associates, social workers, and psychologists

**Topics:**

- Understanding sexual (SGBV) and gender-based violence (GBV)
- Prevalence of gender- and sexual based violence
- Understanding the consequences of GBV and SGBV
- Psychological effects of SGBV and GBV
- SGBV and GBV as a global emergency
- Response to SGBV and GBV
- HCP obligations in terms of responding to GBV and SGBV
- Providing support to survivors of SGBV and GBV

3.6. Short course on how to set up a screening, testing, and treatment site (e-learning on-demand)

(available)

- **Duration & delivery mode:** 3 hours, e-learning,
- **Accreditation:** 6 CEU points Level 2
- **Assessment:** MCQs
- **Target audience:** all hospital or clinic managers and administrators who are involved in setting up screening and testing facilities.

**Topics:**

- Overview of COVID-19
- COVID-19 basics
- Facility readiness
- Personal Protective equipment
- Setting up a screening facility
- Setting up a testing facility
- Setting up a treatment facility

3.7. 7-day mental health kit for surviving lock down (e-learning on-demand)

(available)

- **Duration & delivery mode:** 7 hours, online e-learning education through interactive learning activities, videos, presentations, and articles
- **Accreditation:** None
- **Assessment:** No assessment, but questions posed for self-reflection

- **Target audience:** general public wishing to maintain and improve mental health and well-being during the COVID-19 lockdown period

### Modules

- Day 1 – Talk by a Psychiatrist – Prof Christoffel Grobler – Introduction to Mental Health during lockdown
- Day 2 – Mindfulness and meditation
- Day 3 – Planning your day - The importance of routines and discipline
- Day 4 – Stimulating Creativity in lock-down
- Day 5 – Exercise and Lifestyle adaptations
- Day 6 – How to cope with anxiety during lock down, including music therapy
- Day 7 – Depression and feelings of isolation

### 3.8. COVID-19: Short course for Frontline Workers (e-learning on-demand) (expected 1 July)

- **Duration & delivery mode:** 3 hours, e-Learning,
- **Accreditation:** estimated 6 CEU points Level 2 (this will be confirmed)
- **Assessment:** MCQs requires 70% response rate
- **Target audience:** all hospital or clinic managers and administrators who are involved in setting up screening and testing facilities.

### Topics:

- Global overview
- COVID-19 Basics
- Personal Protective Equipment
- Frontline Health
- Non-Healthcare frontline
- Healthcare Frontline
- Protecting your family
- Your survival lines

### 4. ASAP-sponsored courses available under FPD's Occupational Health, Safety & Wellness School:



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OCCUPATIONAL  
HEALTH, SAFETY &  
WELLNESS SCHOOL

<https://www.foundation.co.za/occupational-courses>

4.1. Short course on COVID-19 in the workplace (e-learning on-demand)  
(available)

- **Duration & delivery mode:** 8-hours, e-learning with content presented in the format of narrated PowerPoint
- **Certification:** Certification of completion.
- **Assessment:** multiple-choice questionnaire
- **Target audience:** anyone that is responsible for managing a workforce and/or involved in planning, staffing, organizing, leading, directing and controlling activities.

**Topics:**

- COVID-19 pandemic: origins, definitions, transmission, impact, myths & fake news
- Government policies and directives and Impact on business
- Business strategy to respond to the impact of COVID-19
- Short- and medium-term planning and communication
- Creating a safer work environment for employees, contractors, and clients
- Practical measures to protect staff

5. ASAP-sponsored courses available under FPD's Business School:

<https://www.foundation.co.za/business-courses>



5.1. Short course in the introduction to Project Management (e-learning on-demand)  
(available)

- **Duration & delivery mode:** 3-month, online short course (self-paced).
- **Accreditation:** **None no credits available for short courses**
- **Assessment:** formative and summative assessment.
- **Target audience:** lower level managers and individuals interested in acquiring project management skills. **Preference:** managers at Local Partners receiving USAID funding

**Modules:**

- The different phases of the project cycle.
- Use various project-planning tools.
- The challenges of project management.
- Insight into project management.
- The realities of working with various stakeholders.
- Evaluate your personal effectiveness for the upcoming project.

## 5.2. Short course in introduction to financial management (virtual classroom)

**(Available)**

- **Duration & delivery mode:** equiv. 2-day e-learning delivered via virtual training classroom (synchronous) over +/- 8 two-hour slots
- **Assessment:** formative and summative assessment.
- **Certification:** Certification of completion.
- **Target audience:** managers and other individuals interested in understanding the principles of finance in business and the interpretation of basic financial accounts.

### Modules:

- Topic 1: Introduction
- Topic 2: Sources and application of funds
- Topic 3: Management of profitability
- Topic 4: Cash flow management
- Topic 5: Debt and asset management
- Topic 6: Ratio analysis
- Topic 7: Budgetary planning and control

## 5.3. USAID Financial Management and Compliance with a NON-US New Partner Focus (virtual classroom) (presented by SustainAbility Solutions)

**(Available)**

**Duration & delivery mode:** equiv. 16 hours e-learning delivered via virtual training classroom (synchronous)

**Assessment:** formative and summative assessment.

**Accreditation:** None. Certification of completion

**Target audience:** Organization management, all finance and compliance staff, senior program officials, internal audit staff, procurement, travel and senior administrative staff

### Topics:

- Section 200.100 (Subpart B -General Provisions) and 200.200 (Subpart C – Pre-Federal Award Requirements and Contents of Federal Award) Cost Share
- New Internal Control Requirements
- New Cost Share Rules
- Financial Management Requirements
- Subrecipient Monitoring and Management Marking
- New Procurement Rules
- Program Income
- Asset Management and Disposition

**Review and Discussion Topics:**

- New Section 200.300
- new section 200.400
- New Section 200.500 (Subpart F – Audit Requirements)
- USAID Mandatory Standard Provisions (MSPs) for NON-US NGOs
- 2 CFR 200.400 section on Cost Principles

**5.4. Subaward Creation and Management (virtual classroom) (presented by SustainAbility Solutions)**

**(Available)**

**Duration & delivery mode:** equiv. 4 hours e-learning delivered via virtual training classroom (synchronous)

**Assessment:** formative and summative assessment.

**Accreditation:** None. Certification of completion

**Target audience:** Finance managers, compliance officers, chief of parties, NGO officials responsible for sub-awarding funds to sub-recipients, and internal auditors

**Topics:**

- Ensuring the subaward has all 13 essential elements
- How to perform the mandatory risk assessment on the sub-recipient's capabilities to perform successfully under the proposed award
- How to determine the special award conditions that should be included in the subaward
- Understanding the requirements for monitoring the activities of the sub-recipients to ensure compliance with USAID rules and regulations
- Understanding the requirements for dealing with possible deficiencies of the subrecipients' audit reports
- Taking management decisions when the subrecipient has negative financial audit findings
- Understanding the requirements for the prime to ensure proper subrecipient accountability and compliance with program requirements
- Ensure that subrecipient understands their audit requirements and how that could affect the prime's own compliance

**5.5. Short Course on Fighting Fraud and Complying with Conflict of Interest/Ethics Requirements (virtual classroom) (presented by SustainAbility Solutions)**

**(Available)**

**Duration & delivery mode:** equiv. 6 hours e-learning delivered via virtual training classroom (synchronous)

**Assessment:** formative and summative assessment.

**Accreditation:** None. Certification of completion.

**Target audience:** managers and other individuals interested financial controls

**Topics:**

- assist non-federal entity management in understanding their obligations in the prevention and detection of fraud, conflicts of interest and ethics violations, including requirements for
  - fraud reporting. (2 CFR 200.113)
  - entity conflict of interest management (2 CFR 200.112)
  - and management of conflict of interest by employees in procurement (2CFR 200.318 c1)
- teach you how to assess the impact of conflict of interest and ethics violations, and the resulting risk of fraud being committed (Risk Control Framework exercise).
- enable you to identify areas of high fraud risk
- assist you in understanding how internal controls can mitigate fraud
- include multiple case studies

5.6. [Preparing A Non-Governmental Organization’s \(Ngo’s\) 10% De Minimis Request and, how to Calculate and Allocate Shared Costs as Direct Costs \(virtual classroom\) \(presented by SustainAbility Solutions\) \[New Course\]](#)

**Duration and delivery mode:** 4 hours

**Assessment:** formative and summative assessment

**Accreditation:** Certificate of completion

**Target Audience:** All finance, management and compliance staff who will have any involvement in or responsibility for the preparation of budgets and then accounting for and allocating costs.

**Outcomes:**

Understand the requirements for preparing an adequate 10% de minimis request as part of your next budget. Understand how to correctly allocate shared costs which might sometimes be deemed “indirect costs” (e.g., rent, H/R, IT, Procurement, Finance, etc.) as direct or Other Direct Costs (ODCs).

**Description:**

The 2 CFR 200.414(f), and the brand new Mandatory Standard Provision for Non-US NGOs, at Required As Applicable 5 (RAAP5) clearly provides justification for new USAID Local Implementing Partners to request and receive the 10% de minimis which can assist an NGO to recover certain costs that cannot be recovered as direct costs. But understanding how to calculate your “MTDC base” which is the budget amount upon which you will request the 10%, does take some learning. This course will show you exactly how to calculate your MTDC base. Will we have a detailed team exercise in our virtual classrooms.

Mandatory cost sharing and aggressive disallowance of direct costs by USAID auditors have created cash flow pressures that strain the finances of many NGOs. Maximizing the recovery of allowable indirect costs is crucial to long term viability. Proper use of indirect expense rates can increase total cost recovery and improve timely cash inflows. This course will assist you to understand your options on selecting an indirect expense recovery method from the range of structures permitted for US Government funded programs subject to the Uniform Guidance 2 CFR 200 and associated regulations. The course will also give you an understanding of how to create a written policy statement that clearly outlines which costs are direct and which are indirect as well as guidelines to support these costs. This course will equip you to prepare your own Cost Policy Statement (CPS) which is crucial for full cost recovery.

#### 5.7. [How to Prepare for your First USAID Audit \(virtual classroom\) \(presented by SustainAbility Solutions\) \[New Course\]](#)

**Duration and delivery mode:** 3 hours

**Assessment:** formative and summative assessment

**Accreditation:** Certificate of completion

**Target Audience:** All finance, compliance, internal audit and management staff who are responsible for the budgeting, approval, and spending of program funding.

The annual USAID audit, which is known as the “Yellow Book” or GAGAS (US Generally Accepted Government Auditing Standards) audit, is very different from your statutory or local country audit.

SustainAbility Solutions is not only a fully approved firm on the Southern African approved auditors list, but we also train all of the other auditing firm on US GAGAS, so we have a very deep understanding of what your auditors will be looking for, and how you can be fully prepared. This course will include important topics such as:

- How to select your audit firm
- How to manage your accounting all year so that your records will be ready for audit
- How to prepare your Fund Accountability Statement (FAS)
- How to map your General Ledger to your FAS
- How to calculate exchange rate differences (as your FAS must be in US\$)
- How to make sure your policies and procedures will support your audit documentation
- How and when to exclude incurred costs that are not eligible for recovery
- How to manage your auditors (and your finance staff) during the audit process
- We will highlight the most common problems that new Local Implementing Partners are likely to have so that you can reduce the chance that you will have unnecessary findings so your audit process will be less complicated and stressful.

## 5.8. [Understanding & Complying with your Non-Us Mandatory Standard Provisions \(virtual classroom\) \(presented by SustainAbility Solutions\) \[New Course\]](#)

**Duration and delivery mode:** 4 hours

**Assessment:** formative and summative assessment

**Accreditation:** Certificate of completion

**Target Audience:** All management, finance, compliance, internal audit, and senior technical staff who will be responsible for the compliance of your NGO under your USAID Award.

The Mandatory Standard Provisions for Non-US NGOs (ADS 303mab) is a 96 page document which will be attached to, or included in your Cooperative Agreement, as Appendix C. This document gets updated regularly, with the last update being May 18<sup>th</sup>, 2020.

It is critical that organizations devote adequate staff to understanding what is required to comply, and then set up systems to comply.

This course will walk you and your staff through the very important details of the sections where you must get things right, such as:

- Allowable costs
- Budget amendments
- Procurement
- Travel
- Title to Property
- Debarment and Suspension
- Marking and Branding
- Disputes and Appeals
- Whistleblower requirements
- Conflicts of Interest
- Subawards
- Cost Share, etc.

We will assist you to create your own compliance matrix to ensure that responsibility for all requirements are defined early on in your award management process so that your audit will be less stressful.

## 5.9. [Internal Controls Under the Revised “Green Book” \(virtual classroom\) \(presented by SustainAbility Solutions\) \[New Course\]](#)

**Duration and delivery mode:** 8 hours

**Assessment:** formative and summative assessment

**Accreditation:** Certificate of completion

**Target Audience:** All finance, compliance, internal audit, and M&E staff

**Description:** In September 2014, the US Government released the Standards for Internal Control in the Federal Government – also referred to as the “Green Book”. The requirements of the Uniform Guidance at 2 CFR 200.303 are that all recipients of US Government funding have an internal control system that should be compliant with the Green Book. This course is aimed at all finance personnel, compliance officers and M&E officers as well as those responsible for monitoring of the internal control systems (e.g., directors, internal and external auditors). The course will provide a detailed overview of the Green Book and provide guidance on how to implement the Green Book within the organisation. This course is also a must for anyone who wants to implement a sustainable internal control system within their organisation.

Yellow Book auditors frequently cite poor internal controls as the “criteria” for negative audit findings. The course will provide a mid-level overview of the Green Book and provide guidance on how to competently implement the Green Book within the organization to safeguard it from negative findings.

We will be breaking into virtual teams in the virtual classrooms for many discussions on how different organizations set up adequate Internal Control systems with limited budgets. Understanding Internal Controls is deemed a “life skill” as once you learn what good Internal Controls mean, you will take this to any organization that you may join for the rest of your working life.

5.10. [Short Course on Public Finance and Accountability, during COVID-19 \(virtual classroom\)](#)  
(presented by DAI)

**(Under development, expected end of July/ August.)**

**Duration & delivery mode:** equiv. 2-day e-learning delivered via virtual training classroom (synchronous) over +/- 8 two-hour slots

**Assessment:** formative and summative assessment.

**Accreditation:** None. Certification of completion

**Target audience:** National, Provincial and Local Government staff

**PFM**

- Fiscal Controls (re-orienting controls, not diluting them)
- Adapting government’s fiscal architecture for emergency response
- Public Revenue (Understanding how COVID-19 may affect the rate of growth in revenue collections and change the composition of client populations)
- Public Spending (understanding emergency public procurement support)

**Accountability:**

- Tracking and accounting for resources deployed in emergency response and reporting it transparently
- Posting all procurement information related to COVID-19 on government portals
- International Cooperation and General Policies

- Ensuring availability of funds to service delivery units and disbursing them efficiently with due regard to controls
- Fast-tracking expenditure authorization procedures (e.g. delegated authority to sub-national governments)
- Extension of tax deadlines and notifications through SMS

#### 5.11. Short Course in Monitoring and Evaluation for Accelerating Support for Local Partners (e-learning on-demand)

**(Course available)**

- **Duration & delivery mode:** equiv. 3-5 days full-time study days, on-demand e-learning
- **Certification:** Certification of completion.
- **Assessment:** summative assessment
- **Target audience:** M&E staff at ASAP partners

#### Topics:

- Introduction to Monitoring and Evaluation
- Developing a monitoring and evaluation plan
- Target versus results monitoring
- Using and reporting the data
- Managing data quality
- Routine data quality assessments
- Monitoring and evaluation in the PEPFAR environment
- Monitoring and evaluation in a digital age

#### 6. ASAP-sponsored courses available under FPD's School of Information Technology:



SCHOOL OF  
INFORMATION  
TECHNOLOGY

<https://www.foundation.co.za/it-courses>

#### 6.1. Short course on Microsoft Teams for End Users (e-learning on-demand)

**(Course available)**

- **Duration & delivery mode:** 2-days, self-paced study, e-learning
- **Certification:** Certification of completion.
- **Assessment:** multiple-choice questionnaire
- **Target audience:** partners already using Microsoft 365 who are looking to strengthen virtual work collaboration

### Topics:

- ✓ Introduction & Admin users (Initial IT setup is done in a separate course)
- ✓ Teams and Office 365
- ✓ Getting started
- ✓ Set up and customize your team
- ✓ Teams and Channels
- ✓ Upload files, manage chats and calls
- ✓ Manage meetings
- ✓ Interactive Demo (optional redirected to Microsoft Ecuator Community)
- ✓ Quick start Guide (can be download)

Note: for **participants interested in the Excel and Microsoft Courses for data analytics**, we will share with you a self-assessment to complete to rate your competency in Excel skills with recommendation to register for Core or Advanced. For those with previous Excel certifications they can be considered for the more advanced data analytics courses.

### 6.2. Short course in Excel Core (e-learning on-demand and exam for certification) (Course available)

- **Duration & delivery mode:** +/- 50 hours, self-study, on-demand e-learning
- **Accreditation:** Internationally Recognized Microsoft Certification
- **Assessment:** Microsoft Exam (via Certiport remote proctoring)
- **Target audience:** M&E staff and program managers. **Preference:** M&E / HMIS staff at Local Partners receiving USAID funding

#### Modules:

- Managing Worksheets
- Working with Data and Macros
- Using Advanced Formulas
- Securing and Sharing Workbooks
- Creating Charts
- Adding Pictures and Shapes to a Worksheet
- Working with Microsoft Excel 2016
- Using Office 365 Backstage
- Using Basic Formulas
- Using Functions
- Formatting Cells and Ranges
- Formatting Worksheets

Includes: Digital Textbook, Practice Exercises, Lecture Slides, Study Guide, Videos aligned to international exam objectives and Exam Voucher. Participants are assessed via a certified Microsoft Exam.

### 6.3. Short course in Excel Advanced (e-learning on-demand and exam for certification) (Course available)

- **Duration & delivery mode:** +/- 60 hours, self-study, on-demand e-learning
- **Accreditation:** Internationally Recognized Microsoft Certification
- **Assessment:** Microsoft Exam (via Certiport remote proctoring)

- **Target audience:** M&E staff and program managers who have passed the Excel Core Exam & e-Comp Assessment. Enables participants to visualise data in excel.  
**Preference:** M&E / HMIS staff responsible for analytics & database support

Note: students must take an initial competency assessment to determine Core or Advanced Excel

**Modules:**

- Managing and Protecting Workbooks
- Applying Custom Formatting and Layouts
- Using Advanced Functions and Analysing Data
- Working with Advanced Charts and PivotTables (Powerpivots, and Dashboards)

6.4. **Additional Microsoft Courses in support of data analytics and Power BI (e-learning on-demand)**

See: <https://www.foundation.co.za/it-courses>

**All are available**

1. Excel Core – Microsoft Office Specialist international exam
2. Excel Expert - Microsoft Office Specialist international exam
3. Introduction to Data science – conceptual training – no exam (20 hours eLearning/ 2hour virtual classroom training- min. 10 participants)
4. Working with Non-Relational Data - conceptual training – no exam (20 hours eLearning/2 hours virtual classroom mentored training – min. 10 participants)
5. Using Data in Software Applications - conceptual training – no exam (10 hours eLearning/1,5 hours virtual classroom mentored training- min. 10 participants)
6. Analyzing and Visualizing Data with Excel - conceptual training – no exam (30 hours eLearning/ 3 X 1 hour sessions virtual classroom mentored training, min-10 participants)
7. Database Fundamentals – Microsoft Technology Associate international exam (must do introduction to Data Science before doing this) 60 hours self-based elearning on demand

*\*Available; requires e-competency assessment to determine Core or Advanced*

*\*Internationally Recognized Microsoft Certifications – 2 weeks-notice required for exams and proctoring. FPD to arrange for participants.*