

Request for Proposals (RFP) Announcement Letter



Ministry of Education

Procurement of Consulting Services – RFP No. 13

**Transformation of higher education and TVET in agriculture in
Myanmar (TransformAGR) Phase 1**

Feasibility Study for Patheingyi and Shwebo Universities

Department of Monitoring and Evaluation (Research),
Ministry of Education (MOE), Myanmar

Request for Proposal (RFP) Announcement Letter

Name of Assignment	Transformation of higher education and TVET in agriculture in Myanmar (TransformAGR) Phase 1 – Feasibility Study for Patheingyi and Shwebo Universities
Duration of Assignment	2 months (approximately)
RFP Reference No	2019/DM&E/013
Country	Republic of the Union of Myanmar
Date	May 20 th , 2019

Dear Sir / Madam,

1. The Republic of the Union of Myanmar National Education Strategic Plan (NESP) 2016-21 has identified human resource capacity as one of the five drivers of change that will facilitate and sustain NESP reforms over the long term.
2. The Ministry of Education (MoE), part of the Government of the Republic of the Union of Myanmar (GoM) commits to achieving this driver of change through implementing a comprehensive capacity development programme to strengthen the knowledge and skills of headquarter senior officials, department technical officers and officials based in sub-national offices in education management.
3. Under Strategy 3 of NESP Chapter 13 there are two Programme Components focusing on human resource capacity development. These are:
 - a. Component 2: Education Management Training Programme
 - b. Component 3: Executive Leadership and Mentoring
4. On October 1st, 2017 the MOE established a Capacity Development Fund (CDF), in partnership with Embassy of Denmark in Myanmar, to strengthen MOE systems and build human resource capacity to support implementation of the NESP. The Government of the Republic of the Union of Myanmar (GoM) has received funding from the Embassy of Denmark in Myanmar to support the Capacity Development Fund (CDF)
5. The CDF Project document has identified limited professional training programmes for new and existing staff as a key challenge for the MoE to address in the coming months in order to strengthen implementation of NESP programmes.
6. The three strategic outcomes of CDF are:

- a. Enhanced capacity of senior managers to undertake continuous strategic analysis of NESP implementation in order to achieve the NESP Goal and 9 Transformational Shifts;
 - b. Strengthened effectiveness of existing systems and procedures at national and sub-national levels; and,
 - c. Efficient and effective implementation of NESP programmes by NESP Secretariat officers, Department Programme Management Teams and State/Region Education officers.
7. The Department of Monitoring & Evaluation (DM&E) (Research), Ministry of Education (MOE) invites proposals from companies to deliver a **Feasibility Study for Patheingyi and Shwebo Universities** as outlined in the Terms of Reference attached to this letter.
8. This Request for Proposal (RFP) has been advertised in national and regional media and it is addressed to qualified companies.
9. A company or provider will be selected under an open, two-stage Request for Proposal (RFP) (Technical and Financial Proposal), Quality Cost Based Selection RFP procedure as described in the Main RFP document. This is in accordance with guidelines formulated by the World Bank and the Government of the Republic of the Union of Myanmar President's Office Tender Procedures (dated 10th April 2017) and related MOE regulations and the DM&E (Research) Capacity Development Fund (CDF) Procurement Manual from February 2018.
10. Proposals shall be sent electronically in 2 separate e-mails.
 - a. One email for the **Technical Proposal with the subject: RFP13 - (name of bidder) Technical Proposal.**
 - b. and another separate email for the **Financial Proposal with the subject: RFP13- (name of bidder) Financial Proposal.**
11. Both emails shall be sent to the DM&E (Research) secure email address rfp13@dmne-research.org. Bidders shall submit both email **no later than the deadline for submission of proposals** indicated in the present letter.
12. The addresses where the Request for Proposals **full document may be obtained** are:
 - (a) Department of Monitoring and Evaluation (Research), Ministry of Education. Nay Pyi Taw, Myanmar, Phone: 00-95-9-250101229. Fax: 00-95-67-407406;
 - (b) Or by email to:
To: Dr. Win Than Tun
Email: drwinthantun@moe.edu.mm and cc: z.zay1111@gmail.com

13. Details on the proposal's submission date, time and address will be provided in the RFP full document. The table below is a summary key dates.

<u>Activity</u>	<u>Date</u>
Announce RFP Invitation Letter	Monday, 20 th May 2019
Deadline for Request for Clarifications on TOR from potential bidders	Friday, 31 st May 2019; 16:00 Hrs. Myanmar Time.
<u>Deadline for Submission of Proposals</u>	Friday, 14 th June 2019; 16:00 Hrs. Myanmar Time.
Technical Proposal Opening	Monday, 17 th June 2019; 10:00 Hrs. Myanmar Time
Technical Proposal Review and Evaluation	Monday, 17 th June 2019; 11:00 Hrs. Myanmar Time
Financial Proposal Opening	Monday, 17 th June 2019; 13:00 Hrs. Myanmar Time
Financial Proposal Review and final selection decision by Committee	Monday, 17 th June 2019; 14:00 Hrs. Myanmar Time
Notification of Award / Invitation for Negotiation	Wednesday, 19 th June 2019 (Estimated)
Contract Award Notice (The Contract will be signed promptly upon Notification of Award)	Monday, 24 th June 2019 (Estimated)
Start of Consultancy Services	July, 2019 (Estimated)

Yours sincerely,



Dr. Sai Kyaw Naing Oo, Ph.D

Director General

Department of Monitoring and Evaluation (Research)

Ministry of Education

Nay Pyi Taw, Myanmar

Terms of Reference

Name of Assignment	Transformation of higher education and TVET in agriculture in Myanmar (TransformAGR) Phase 1 – Feasibility Study for Patheingyi and Shwebo Universities
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1.0 Introduction

The agriculture sector is a high priority for the Government of the Republic of the Union of Myanmar. Agriculture contributes 30 percent of national GDP and about 68 percent of the rural population relies on crop husbandry and livestock for their livelihoods and incomes¹. Agriculture, livestock and fisheries account for nearly 30% of GDP and about 56% of employment. In 2016/17 approximately 25% of exports were from beans and pulses, oilseeds, rice, shrimp, livestock, and rubber, earning over \$2.9 billion. While historically, rice has been the major agriculture export commodity, more recently, beans and pulses have, on average, generated higher export earnings². Myanmar's agriculture is characterized by low productivity, inequality and high volatility. Despite its potential, the agriculture sector has suffered decades of insufficient investment in basic infrastructure, such as rural roads, as well as from weak research, extension and finance support services³.

In the area of human resource development (HRD) the agriculture sector faces a number of challenges. A critical sector weakness outlined in Myanmar Agriculture Development Strategy and Investment Plan (ADS) 2018-19 – 2022-23 is: underfunded research, extension, and agricultural education, which is poorly coordinated and not responsive to female and male farmers needs and demands. An important related SWOT analysis threat listed in the ADS is insufficient HRD that is reducing absorptive capacity and economic reform implementation⁴.

The Ministry of Agriculture, Livestock and Irrigation (MoALI), in partnership with development partners (DPs) and the private sector, have committed to realising the potential for agricultural development in Myanmar through implementing a comprehensive sector reform programme, as outlined in the ADS. However, a key constraint to sustaining and expanding these reforms, and achieving long-term inclusive development that benefits the majority of

¹Dr Aung Thu, Union Minister, MoALI – Foreword, Myanmar Agriculture Development Strategy and Investment Plan (ADS) 2018-19 – 2022-23.

² ADS, page 3.

³ ADS, page 8.

⁴ADS, page 9.

Myanmar's rural population, is the lack of a professionally trained agricultural workforce. Only 0.5 percent of the total higher education graduates in Myanmar are from agriculture training programmes, compared 5.9 percent in Laos and 6 percent in Vietnam⁵. While there is currently no evidence available on impacts of very low graduation levels in the agriculture sector this situation is likely to be negatively impacting long-term, sustainable growth in the sector in Myanmar⁶.

To address these HRD challenges the Government of the Republic of the Union of Myanmar is implementing two sector-wide, strategic and complementary plans under two Ministries. These are:

1. Myanmar Agriculture Development Strategy and Investment Plan (ADS) (2018-19 – 2022-23), MOALI

MoALI has identified HRD as a high-level outcome to be achieved during implementation of the ADS. This justification for ADS Outcome 2.3 for education is listed below⁷.

Like the research system, the agricultural education system is underfunded and fragmented. The ADS proposes the development of education and training to build “human capital” in the agricultural and food sector responding to the evolving needs of farmers and the private sector in rural areas. This requires: (i) the university system to be consolidated and include colleges for agriculture, livestock and aquaculture; (ii) consolidated universities will include disciplines in addition to the traditional natural sciences including agricultural economics, agricultural business and marketing, agriculture engineering, water management, food technology, and agricultural extension and communications; (iii) a 3-year diploma curriculums of State Agricultural Institutes (SAI), covering all states and regions, to provide training on all key sectoral disciplines; and (iv) the revival of high school level agricultural training and other vocational training institutions, both public and private.

The ADS Outcome 2.3 for education is listed as:

- Develop (or revive) effective education and training to build “human capital” in the agricultural and food sector responding to the evolving needs of farmers and the private sector in rural areas.

2. National Education Strategic Plan (NESP) (2016-21), MOE

The NESP has two chapters that will support HRD in the agricultural sector in Myanmar, these are: Chapter 11: Technical, Vocational Education and Training (TVET) and Chapter 12: Higher Education (HE).

The Transformational Shift⁸ for TVET is:

⁵Report entitled: *Percentage of Graduates from Tertiary Education* (2012), source World Bank/UNESCO.

⁶Based on research undertaken in other countries.

⁷ADS, page 57.

⁸A Transformational Shift is defined in the NESP as a high-level vision statement that describes a desired future state of a particular part of the education sector in Myanmar in 2021.

- More learners can access TVET and graduate from quality-assured and labour-market responsive TVET programmes under a more effective TVET management system.

The Transformation Shift for Higher Education is:

- Students have equitable access to a world-class higher education system, leading to better opportunities for employment and significant contributions to a knowledge-based economy.

An important strategic focus of the NESP TVET and HE Chapters is mainstreaming training in 21st Century skills, or soft skills, to meet the needs of employers and industries in Myanmar, including agriculture.

A key challenge for both MoALI and the MOE is that the TVET sector **lacks quality agriculture skills-focused Certificate and Diploma training programmes to grow the country's agricultural workforce**. Currently, there are very limited opportunities for millions of youth, who have completed primary and secondary education, or have left middle and high schools early, to access industry-relevant, agriculture skills-focused courses that will enable them to secure good employment in the agriculture sector.

Also there is an urgent need for Myanmar to address the extremely low graduation rates in agriculture training programmes in both higher education and TVET sub-sectors. Without a focused, long-term strategic investment in agriculture training programmes Myanmar will not have the professionally trained workforce it needs to maximise the impacts of substantial government, DP and private sector investments in the agriculture sector in the coming years.

In response to these challenges the Ministry of Education and the National Education Policy Commission (NEPC) are proposing to expand access to quality higher education and TVET agricultural training programmes that directly respond to the skill needs of agriculture industry⁹. This initiative will be called **Transformation of higher education and TVET in agriculture in Myanmar (TransformAGR)**.

The MOE and NEPC are proposing a first phase of the TransformAGR Project involving a Feasibility Study for Patheingyi and Shwebo Universities.

The overall aims of the Feasibility Study are:

1. Undertake a detailed assessment of the demand and supply of agriculture occupations and skills in the Ayeyarwady and Sagayn Regions over the next 10 years;
2. Draft a detailed and costed investment plan for strengthening agricultural education at Patheingyi and Shwebo Universities; and,

⁹The agricultural industry includes enterprises engaged in growing crops, raising fish and animals, and logging wood, encompasses farms, dairies, hatcheries, and ranches. See <http://www.vault.com/industries-professions/industries/agriculture.aspx>

3. Draft a detailed and costed investment plan for strengthening agricultural TVET training programmes in the Ayeyarwady and Sagain Regions.

The MOE has drafted the following Feasibility Study TOR to outline the tasks to be undertaken by a small team of one international and four national experts. This team will work closely with senior MOE officials and leaders and faculty from Patheingyi and Shwebo Universities.

The Feasibility Study will build upon best-practice lessons learned from ongoing, demand-responsive education and training programmes being implemented by: (i) MOE Capacity Development Fund (CDF);(ii) Myanmar Sustainable Aquaculture Programme (MYSAP), Department of Fisheries, funded by GIZ;(iii) Strengthening of Agricultural Vocational Education and Training for Food Security (2016-2020) Project, Ministry of Agriculture, Livestock and Irrigation (MOALI) funded by The Netherlands; and, (iv) other development partner funded projects.

2.0 Scope of Work

Week 1 – Research and drafting two reports – international team leader and 4 national researchers

The international team leader and the four researchers will spend one week working in the company office in Yangon to undertake an in-depth literature review and draft two reports for the Ayeyarwady and Sagain Regions. The team will analyse all reports, research papers and other secondary data sources to understand the current and long-term demand for agricultural occupations and skills in the Ayeyarwady and Sagain Regions.

The team will need to study and fully understand current agricultural production in each region, and the long-term growth areas and trends within the agricultural sector in each region. The team will need to systemically assess all known agricultural production areas/sub-industries in terms of demand for occupations and skills. This week the team will meet with Capacity Development Team (CDT) members, based in Yangon, under the Department of M&E (Research) to discuss the TOR and main outputs for this assignment.

Based on this analysis the team will draft two reports:

1. Demand for agriculture occupations and skills in the Ayeyarwady Region (MYN & ENG)
2. Demand for agriculture occupations and skills in the Sagain Region (MYN & ENG)

End of Week 1 – Presentation and peer review of reports by NEPC members and invited agriculture experts

At the end of Week 1 (e.g. Saturday morning) the team will present their two draft reports at a meeting hosted by NEPC and including a range of agricultural experts working in national and international organisations based in Yangon. The aim of this meeting will be to get feedback on the main findings from the two reports. Following comments from participants at the NEPC meeting the two reports will be updated.

Week 2 – Consultations and research in the Ayeyarwady Region– international team leader and 4 national researchers

The research team will spend one week based at Patheingyi University to undertake consultations and research in the Ayeyarwady Region. At the start of the week the team will organise and hold a one-day consultation meeting with 150 key stakeholders based in the region. Following the one-day meeting the team will hold key informant interviews with experts and private sector companies in the region. This week the team will draft a qualitative interview questionnaire to be used in both regions to interview agriculture workers, private sector company owners and employees, region-based industry representatives, independent agriculture experts and advisers, and any other relevant experts in the Ayeyarwady Region starting in week 3.

There will be 150 people invited to the meeting at Patheingyi University. The company will need to cover the cost of lunch and teas (am and pm) for this one-day workshop. Patheingyi University will provide the meeting venue free of charge. There will be no travel allowances given to participants to attend this meeting. All travel and accommodation costs for the team must be included in the financial proposal for this week.

Week 3 – Consultations and research in Ayeyarwady Region– 2 national researchers

This week two national researchers will continue working in the Ayeyarwady Region to interview agriculture workers, private sector company owners and employees, region-based industry representatives, independent agriculture experts and advisers, and any other relevant experts. The researchers will interview a wide range of stakeholders to get a comprehensive understanding of the current and long-term demand for agriculture occupations and skills in the Ayeyarwady Region.

All travel and accommodation costs for the team must be included in the financial proposal for this week.

Week 3 – Consultations and research in Sagayn Region– international team leader and 2 national researchers

The research team will spend one week based at the Shwebo University to undertake consultations and research in the Sagayn Region. At the start of the week the team will organise and hold a one-day consultation meeting with 150 key stakeholders. Following the one-day meeting the team will hold key informant interviews with agriculture workers, private sector company owners and employees, region-based industry representatives, independent agriculture experts and advisers, and any other relevant experts in the region.

The company will need to cover the cost of lunch and teas for the one-day workshop at Shwebo University. The University will provide the meeting venue free of charge. There will be no travel allowances given to participants to attend. All travel and accommodation costs for the team must be included in the financial proposal for this week.

Week 4 – Consultations and research in Sagain Region– 2 national researchers

This week two national researchers will continue working in the Sagain Region to hold key informant interviews with agriculture workers, private sector company owners and employees, region-based industry representatives, independent agriculture experts and advisers, and any other relevant experts in the region. They will undertake interviews with a wide range of stakeholders to get a comprehensive understanding of the demand for agriculture occupations and skills in the Sagain Region.

All travel and accommodation costs for the team must be included in the financial proposal for this week.

Week 4– Analysis of findings in Ayeyarwady Region– international team leader and 2 national researchers

The team will spend one week in Yangon working to review the data collected from the Ayeyarwady Region (weeks 2 and 3). The team will update and finalise the report: Demand for agriculture occupations and skills in the Ayeyarwady Region (MYN & ENG).

This week the team will start drafting a detailed and costed investment plan for strengthening agricultural education at Patheingyi University; and, a detailed and costed investment plan for strengthening agricultural TVET training programmes in the Ayeyarwady Region.

If needed this week the team will meeting with key agriculture experts based in Yangon to get their advice on identified issues.

Main outputs at end of week 4

1. Demand for agriculture occupations and skills in the Ayeyarwady Region (MYN & ENG)
2. Draft investment plan for strengthening agricultural education at Patheingyi University (MYN)
3. Draft investment plan for strengthening agricultural TVET training programmes in the Ayeyarwady Region (MYN)

Week 5– Analysis of findings in Sagain Region– international team leader and 4 national researchers

This team will spend one week in Yangon working to review the data collected from Sagain Region. The team will update and finalise the report: Demand for agriculture occupations and skills in the Sagain Region (MYN & ENG).

This week the team will start drafting a detailed and costed investment plan for strengthening agricultural education at Shwebo University; and, a detailed and costed investment plan for strengthening agricultural TVET training programmes in the Sagain Region.

Main outputs at end of week 5

1. Demand for agriculture occupations and skills in the Sagain Region (MYN & ENG)
2. Draft investment plan for strengthening agricultural education at Shwebo University (MYN)

3. Draft investment plan for strengthening agricultural TVET training programmes in the Sagain Region (MYN)

Week 6 – Presentation of findings to NEPC and invited experts, presentation of findings to MOE and MoALI and Yezin university, and stakeholders in Ayeyarwady and Sagain Region

This week the team leader and one national researcher will make four separate presentations to NEPC in Yangon (same group as in week 1), MOE and MoALI officials in NPT and faculty at Yezin University to get their comments and inputs. After these meetings the team leader and 4 national researchers will hold a half-day meeting in Patheingyi University and another meeting in Shwebo University with all key stakeholders they have met and consulted with to date. The aim of these final two consultation meetings with region-based stakeholders will be to get their feedback and endorsement of the completed three main documents for each region. The proposed schedule for this week is listed below.

Monday: Presentation NEPC (am, travel to NPT in pm)

Tuesday am: Presentation at MOE in NPT

Tuesday pm: Presentation at MoALI in NPT

Wednesday am: Presentation at Yezin University

Wednesday pm: Updating main reports based on feedback from above 4 meetings

Thursday: Travel and presentation at Patheingyi University

Friday: Travel and presentation at Shwebo University

During this week 3 researchers will work in Yangon to translate the investment plans into English.

Week 7 – Final drafting of the six main outputs and completion of any other short additional reports requested

This week the team will work for 5 days in Yangon to finalize the main outputs. In addition, there may be some additional short reports that might be drafted this week. These will be agreed with the team.

3.0 Final Assignment Outputs

The Feasibility Study will have six final outputs (but each will have a number of drafts):

1. Demand for agriculture occupations and skills in the Ayeyarwady Region (MYN & ENG)
2. Investment plan for strengthening agricultural education at Patheingyi University (MYN and ENG)
3. Investment plan for strengthening agricultural TVET training programmes in the Ayeyarwady Region (MYN and ENG)
4. Demand for agriculture occupations and skills in the Sagain Region (MYN & ENG)

5. Investment plan for strengthening agricultural education at Shwebo University (MYN and ENG)
6. Investment plan for strengthening agricultural TVET training programmes in the Sagain Region (MYN and ENG)

4.0 Consultant inputs

Weeks	International Team Leader (days)	National Researchers (4) (days)
1	6	6
2	6	6
3	6	6
4	6	6
5	6	6
6	5	5
7	5	5
Total	40	160

5.0 Profile of international team leader

- Extensive experience undertaking research and working in the agriculture sector in Myanmar.
- Good knowledge of the education sector in Myanmar, especially higher education and TVET sub-sectors.
- Experience in team leadership and delivering outputs to a high standard.
- Fluent in English.
- Ability to speak Myanmar language will be an added advantage.

5.1 Profile of national researchers

- Extensive experience undertaking research and working in agriculture and/or related sectors in Myanmar.
- Good knowledge of the education sector in Myanmar, especially higher education and TVET sub-sectors.
- Knowledge of English language will be an added advantage.

6.0 Documents to be submitted by interested companies

Companies interested in undertaking this assignment are requested to submit a Technical and a Financial Proposal (two separate documents) following the guidelines listed in the main RFP document. The proposed budget estimate for this TOR is **MMK167,200,000** (US\$110,000).

Companies are required to submit a **Technical Proposal in English** covering the three sections below.

1. Part A: Company Profile (10 marks -- maximum two A4 pages) – briefly explain what is the main purpose of the company, how long has it be established, when was it registered in Myanmar (attach a company registration certificate in the Annex), how many staff are employed din the company and any other relevant information, etc.
2. Part B – Relevant Company Experience (25 marks -- maximum three A4 pages) Explain the experience the company has implementing similar assignments. Each company must show in this section that they have relevant professional work experience.
3. Part C – CVs of Research Team (35 marks -- maximum eight A4 pages) List a four-page CV for the Team Leader and one-page summary CVs for the four researchers. The CV for the Team Leader will be scored out of 20 marks and the 4 CVs of the researchers will be scored out of 15 marks.

Submitted Technical Proposals will be scored out of **70**marks covering the above three parts. **Financial Proposals** will be scored out of **30** marks. The Financial Proposal should be listed in English using the templates listed in the RFP document. Companies that submit under or close to the proposed budget will receive higher marks.

Any additional information submitted by a company that is outside the above three parts or beyond the specified page limits will not be considered. Only one annex can be attached in the Technical Proposal, which is a copy of the **company's registration certificate**.

Companies interested in submitting a Technical and Financial Proposal for this assignment are requested to submit a **Tender Guarantee of 1%** of their total budget for this project. The Tender Guarantee must be attached with the **Technical Proposal**.