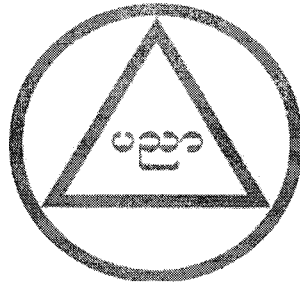


Request for Proposals (RFP) Announcement Letter



Ministry of Education

Procurement of Consulting Services – RFP No. 14

**Feasibility Study to establish a Centre for Research and Innovation
(CRI) at the University of Yangon**

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

Request for Proposal (RFP) Announcement Letter

Name of Assignment	Feasibility Study to establish a Centre for Research and Innovation (CRI) at the University of Yangon
Duration of Assignment	2 months (approximately)
RFP Reference No	2019/DM&E/014
Country	Republic of the Union of Myanmar
Date	June 3 rd , 2019

Dear Sir / Madam,

1. The Ministry of Education (MOE) 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 term¹.
2. The MOE commits to achieving this driver of change through implementing a comprehensive capacity development programme to strengthen systems and expand 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) 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 has received funding from the Embassy of Denmark in Myanmar to support CDF.
5. 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,

¹ The MOE NESP can be downloaded from : <http://www.moe.gov.mm/?q=nesp-2016-2021>

- c. Efficient and effective implementation of NESP programmes by NESP Secretariat officers, Department Programme Management Teams and State/Region Education officers.
6. The Department of Monitoring & Evaluation (DM&E) (Research), MOE invites proposals from companies to deliver a **Feasibility Study to establish a Centre for Research and Innovation (CRI) at the University of Yangon** as outlined in the Terms of Reference attached to this letter.
 7. This Request for Proposal (RFP) Announcement Letter has been advertised in national and regional media and it is addressed to qualified companies.
 8. 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) CDF Procurement Manual approved in February 2018.
 9. Proposals shall be sent electronically in 2 separate e-mails.
 - a. One email for the **Technical Proposal with the subject: RFP14 - (name of bidder) Technical Proposal.**
 - b. and another separate email for the **Financial Proposal with the subject: RFP14- (name of bidder) Financial Proposal.**
 10. Both emails shall be sent to the DM&E (Research) secure email address rfp14@dmne-research.org. Bidders shall submit both email **no later than the deadline for submission of proposals** indicated the present letter.
 11. The addresses where the main Request for Proposal (RFP) **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

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

<u>Activity</u>	<u>Date</u>
Announce RFP Invitation Letter	Monday, 3 rd June 2019
Deadline for Request for Clarifications on TOR from potential bidders	Friday, 14 th June 2019; 16:00 Hrs. Myanmar Time.
<u>Deadline for Submission of Proposals</u>	Friday, 28 th June 2019; 16:00 Hrs. Myanmar Time.
Technical Proposal Opening	Monday, 1 st July 2019; 10:00 Hrs. Myanmar Time
Technical Proposal Review and Evaluation	Monday, 1 st July 2019; 11:00 Hrs. Myanmar Time
Financial Proposal Opening	Monday, 1 st July 2019; 13:00 Hrs. Myanmar Time
Financial Proposal Review and final selection decision by Committee	Monday, 1 st July 2019; 14:00 Hrs. Myanmar Time
Notification of Award / Invitation for Negotiation	Wednesday, 3 rd July 2019 (Estimated)
Contract Award Notice (The Contract will be signed promptly upon Notification of Award)	Monday, 15 th July 2019 (Estimated)
Start of Consultancy Services	July, 2019 (Estimated)

Yours sincerely,



Dr. Sai Kyaw Naing Oo, PhD

Director General

Department of Monitoring and Evaluation (Research)

Ministry of Education

Naypyitaw, Myanmar

Terms of Reference

Name of Assignment	Feasibility Study to establish a Centre for Research and Innovation (CRI) at the University of Yangon
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1.0 Introduction

There is broad international consensus in countries around the world that universities have an important national role to play as leaders in teaching and learning, education, research and technology adoption. Universities provide the professional training for high-level jobs, as well as the education foundation needed to support socio-economic development.

Universities provide new knowledge and skills needed to meet the challenges of sustainable development in the 21st Century. Universities are key institutions to enable and support social change and economic development over the long term. They also play a key role in building new civil society institutions and developing new cultural values².

In summary, Universities are essential drivers of innovation, entrepreneurship and economic growth.

There is an extensive amount of recent international research that has quantified the contributions made by universities to economic development and growth. During the 2011-12 financial year, London's universities contributed MMK 11,331,700,000,000 (£5.8 billion) to the city and supported 145,921 jobs (directly and indirectly) across all skill levels³.

Recent research by Universities UK concludes that the economic impacts of Universities are even more pronounced in smaller cities and towns. A recent Universities UK report⁴ found that in 2011–12, the higher education sector in the UK:

- “made a substantial contribution to economic activity, and generated over £73 billion of output (both direct and indirect effects) [MMK 142,623,000,000,000];
- contributed 2.8% of UK GDP, up from 2.3% in 2007;
- generated significant employment opportunities across the economy, accounting for 2.7% of all UK employment, up from 2.6% in 2007; this was equivalent to 757,268 full-time jobs.”

² See Radhe Shyam Sharma, 2015. "Role of Universities in Development of Civil Society and Social Transformation," Proceedings of International Academic Conferences 2604181, International Institute of Social and Economic Sciences. <https://ideas.repec.org/p/sek/iacpro/2604181.html>

³ See <https://theconversation.com/seven-ways-universities-benefit-society-81072>

⁴ See The Impact of Universities on the UK Economy <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2014/the-impact-of-universities-on-the-uk-economy.pdf>

At Carnegie Mellon University in the United States faculty and students started 173 new companies between 2011 and 2016. Since 2011, these companies have raised more than US\$1 billion in investments [MMK 1,504,650,000,000] and 74% of these funds have remained in Pennsylvania State, contributing to the regional economy⁵.

In response to these findings universities around the world are establishing research, innovation and entrepreneurship focused centres to develop innovative and sustainable solutions that benefit society, empower citizens, protect the environment and drive economic growth⁶.

In recent years more than 225 colleges and universities from around the world have launched centres dedicated to innovation and/or entrepreneurship.⁷ These centres are acting as a catalyst for major changes in teaching, learning and applied research within these colleges and universities, as well as establishing new public-private partnerships that are contributing to social development and economic growth.

In response to this global trend in higher education reform the Ministry of Education has committed in the National Education Strategic Plan (NESP) 2016-21 to undertaking two important higher education strategic reforms to improve the quality and relevance of higher education. These are:

- (a) establishment of a National Research and Innovation Fund; and,
- (b) establishment of Research and Development (R&D) Centres in Universities across Myanmar, see NESP Higher Education Chapter 12, Strategy 2, Component 1.

The University of Yangon (UoY) is proposing to move forward with implementation of the NESP Higher Education Chapter 12, Strategy 2, Component 1 through establishment of a new Research and Development Centre called the **Centre for Research and Innovation (CRI)**.

There is currently a strong legal framework for the establishment of a CRI at the UoY. For example, the Government of the Republic of the Union of Myanmar recently passed a Science, Technology and Innovation Law on June 25, 2018. The objectives of this Law are:

- (a) to develop science, technology and innovation for promotion of production and services which can contribute national socioeconomic development;
- (b) to promote research and development based on modern science and technology for systematic extraction and utilization of energy, minerals and other resources, carrying out effectively environmental conservation and management, occupational safety and health;
- (c) to share and transfer technology through results of research for enhancement of domestic production and competition in global market;

⁵ See <https://www.weforum.org/agenda/2018/01/4-ways-universities-are-driving-innovation/>

⁶ See <https://eua.eu/events/76-eua-focus-group.html>

⁷ These higher education institutions are members of the Global Consortium of Entrepreneurship Centres (GCEC), which is a premier academic organization addressing the emerging topics of importance to the nation's university-based centers for entrepreneurship. GCEC is a vehicle by which the top, established entrepreneurship centers, as well as emerging centers, can work together to share best practices, develop programs and initiatives, and collaborate and assist each other in advancing, strengthening, and celebrating the role of universities in teaching the entrepreneurs of tomorrow. See <https://www.weforum.org/agenda/2018/01/4-ways-universities-are-driving-innovation/>

- (d) to provide training for nurturing experts continuously in science, technology and innovation;
- (e) to cooperate and communicate with domestic and foreign research departments, universities, degree colleges, colleges, institutes, industries and other organizations for development of science, technology and innovation and for development of human resources in these fields;
- (f) to honour and grant appropriate benefits to intellectuals and innovators in the field of science, technology and innovation, and protect their innovation;
- (g) to carry out human resource development in the field of science, technology and innovation, and research development promoting innovation and market economy with the fund for science, technology and innovation;
- (h) to organize science, technology and innovative exhibitions, competitions and talks in organizations, businesses, departments, universities, degree colleges, colleges, institutes, vocational training schools which are based on science, technology and innovation, and high schools.

The overall aims of the UoY CRI are to:

- (1) Mainstream continuous and applied learning and non-cognitive skills⁸ in university degree programmes so that they meet the needs of industries/employers and they are relevant for the 21st Century;
- (2) Strengthen formal linkages with industry associations and private sector companies to improve course curricula and establish practical, company-based learning opportunities;
- (3) Grow a culture of innovation, applied research and sustainable development within UoY, the Yangon Region and other States and Regions to address social and economic constraints to growth in partnership with government, industries, private sector organisations civil society organisations and development partners; and,
- (4) Establish systems to protect UoY intellectual property (IP) and establish an entrepreneurship ecosystem to commercialise IP.

The CRI will be established in stages. During Stage 1 – the start-up phase (first year) – CRI will be staffed by a small team of seconded UoY officers and one technical adviser who will establish the three proposed service delivery units and provide a range of research and innovation related services to UoY faculty, students and external partners. A key focus during the start-up phase will be securing funding from the MOE and development partners to support CRI activities and services over the medium-term (Stage 2 covering the following 3 years).

CRI will be located in an existing, fit-for-purpose building within the UoY campus. The CRI will be located under the UoY Rector's Office and the CRI Director will report to a Pro-rector appointed by the Rector.

⁸ This term will be fully defined for the Myanmar context during the Feasibility Study. The following text provides a complementary definition. "The term 'non-cognitive skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control." Quoted from: The impact of non-cognitive skills on outcomes for young people, Institute of Education/UK Cabinet Office, 2013, see https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf

To support the establishment of CRI the UoY is proposing to undertake a Feasibility Study in partnership with a small team of two international experts who are currently working as senior advisers in the areas of innovation and/or entrepreneurship in another country. This team will work closely with senior officials and faculty from the UoY.

The following Terms of Reference (TOR) outlines the scope of work for the team of two international experts. The UoY has secured funding from the Ministry's Capacity Development Fund (CDF), under the Department of M&E (Research), to undertake the CRI Feasibility Study.

To achieve the four overall aims of the CRI outlined above the UoY is proposing that the CRI could comprise the following three strategic service delivery units.

- A. Applied Learning⁹ and Innovation Network (ALIN);
- B. Partnerships for Innovative and Sustainable Development (P4SD); and,
- C. IP and Entrepreneurship (IPE) Lab.

These three service delivery units are proposals at this stage and they would be explored, further developed and where needed changed by the CRI Feasibility Study team.

Some preliminary thinking has been undertaken to further explain each of these service delivery units. These points are listed below:

A. Applied Learning and Innovation Network(ALIN)

Strategies

- (1) To establish and sustain a culture of continuous¹⁰ and applied learning and innovation in teaching and learning in in degree programmes offered by all UoY Departments¹¹; and,

⁹ This term will be fully defined for the Myanmar context during the Feasibility Study. This definition includes non-cognitive or soft skills. The following text provides a complementary definition. "Applied learning refers to an educational approach where students apply knowledge and skills gained from traditional classroom learning in real-world settings, including real-world simulations, creative projects and independent research." See State University of New York, <http://www2.sunybroome.edu/careercenter/what-is-applied-learning/>

¹⁰ This term will be fully defined for the Myanmar context during the Feasibility Study. However, it will include development of policies, systems and institutional practices (i.e. mainstreaming) within UoY Departments a commitment to continuously learn and revise curricula based: (a) feedback from students enrolled in and graduating from degree programmes; (b) regular consultations with companies and organisations (public and private sectors) hiring university graduates; (c) the latest national and international research; and, international best-practice lessons, especially regional economic trends and transnational partnerships and industries, etc. The following text provides a complementary definition, "**Continuous learning** is the paradigm shift that we are experiencing in education. It involves a permanent process of acquiring new knowledge and skills that allow people to perform new tasks, work on new jobs, and to add new dimensions to their existing occupations. For this reason, Continuous Learning needs to be embedded into traditional education. Under this new paradigm, school as we know it will most certainly not disappear, but it will have to adapt to become a space where students get learning tools rather than content, and where they develop the critical thinking and research skills required for an ongoing learning process that will last throughout their whole lives." Quoted from: <http://edu4.me/en/continuous-learning-a-new-paradigm-in-education/>

¹¹ The UoY is currently undertaking an extensive review and upgrading of Bachelor of Science (BSc) degrees offered by 10 UoY Science Departments. These Departments are: (1) Department of Physics; (2) Department of Chemistry; (3) Department of Mathematics; (4) Department of Zoology; (5) Department of Botany; (6) Department of Industrial Chemistry; (7) Department of Geology; (8) Department of Computer Studies; (9) Department of Fisheries and Aquaculture; and, (10) Department of Environment and Water Studies. The new BSc curricula in all Departments will have a much stronger emphasis on applied learning¹¹; the CRI Research and Innovation Hub will aim to provide key support to realise this goal.

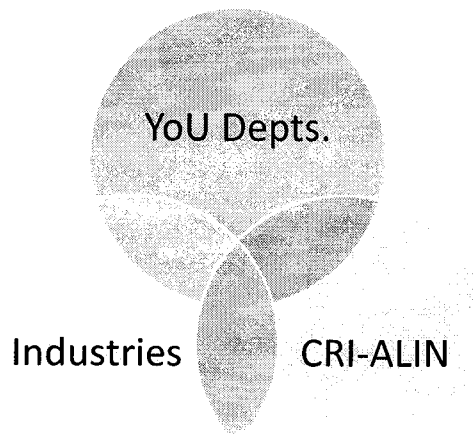
- (2) To organise applied learning and innovation events that bring together a wide range of stakeholders to share ideas and experiences and establish networks.

Currently, degree courses taught at UoY, and the majority of universities across Myanmar, have an overly strong emphasis on teaching and learning (often memorising) theory and there are very limited opportunities for applied learning, including non-cognitive skills. There is an extensive body of international research that highlights the importance of a balanced curricula/learning platform within university degree programmes involving cognitive and applied learning and non-cognitive skills acquisition¹².

Under CRI it is proposed that ALIN would act as a catalyst to support and enable Departments across the university to change current practices, rethink existing curricula, institutionalise continuous and applied learning and mainstream non-cognitive skills acquisition.

In Diagram 1 below the key actors involved in the CRI-ALIN are listed.

Diagram 1: Key actors involved in CRI-ALIN



B. Partnerships for Innovative and Sustainable Development (P4SD)

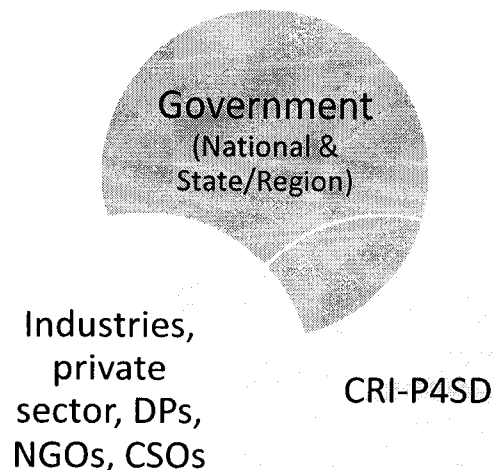
Strategies

- (1) To partner with: (i) government Ministries, Departments and Agencies; (ii) industries; (iii) national and international organisations; (iv) civil society organisations, networks and communities, and, (iv) development partners, to identify and address priority social challenges and constraints to social development and economic growth.

In Diagram 2 below the key actors involved in the P4SD are listed.

¹² See <https://blogs.worldbank.org/education/non-cognitive-skills-what-are-they-and-why-should-we-care>, <https://www.epi.org/publication/the-need-to-address-noncognitive-skills-in-the-education-policy-agenda/>, https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf, <http://edpolicy.education.jhu.edu/wp-content/uploads/2016/06/NoncognitiveskillsmastheadFINAL.pdf>

Diagram 2: Key actors involved in P4SD



C. Intellectual Property and Entrepreneurship (IPE) Lab

Strategies

- (1) To establish systems to protect and grow IP;
- (2) To develop talent within UoY to create IP;
- (3) To establish an entrepreneurship ecosystem; and,
- (4) To establish infrastructure to commercialise IP.

The Scope of Work for the team of international experts that will be engaged in this assignment is outlined in the following section. The following Scope of Work can be adjusted following discussions between the company awarded this contract, UoY and the Department of M&E (Research) DM&E (R).

2.0 Scope of Work

Week 1 – 3 days each in home country – two international experts

(1) Review of the latest international research and best-practices

The two experts will spend 3 days each (or one expert will spend six days) in their home country reviewing and researching the latest international literature on the following topics:

- (a) the benefits (social and economic, etc.) from establishing a CRI (or similar institution) within a prominent national university;
- (b) approaches taken in other countries to establish these institutions (e.g. what is working in other countries and why?, are there any emerging trends?);
- (c) international lessons concerning the policy context (especially in emerging economies) to enable CRIs (or similar institutions) to be sustained and grow;
- (d) international lessons (or trends) on the organisational structure of a CRI within a university and the governance arrangements;
- (e) international best-practice lessons concerning the three proposed service delivery units for the UoY CRI;
- (f) international best-practices lessons for government funding mechanisms to fund research and innovation; and,

(g) any other relevant information.

Following this research the team will draft a Discussion Paper (maximum 20 pages) covering all the above topics and any other relevant information they wish to add. The team will list references throughout the paper to enable further learning by UoY faculty through accessing the source material for points outlined in the paper. Upon completion of the paper the team will draft a 30 minute PP presentation listing the high-level findings and messages from the paper.

Main Outputs from Week 1

- (1) Discussion Paper on the latest international research and best-practices
- (2) PowerPoint presentation listing the high-level findings and messages from the paper

Week 2 – 6 days each in Yangon (Tue-Sun) – two international experts¹³

(2) Rapid assessment of the context and opportunities to establish aCRI at UoY

The CRI Feasibility Study (FS) team (two international experts and appointed UoY faculty) will start the second week of their assignment with meetings with UoY senior officials and Heads of Departments to discuss and understand the context in Myanmar. During this week the experts will present the findings from the Discussion Paper to UoY senior officials and Heads of Departments. They will also present the paper to National Education Policy Commission (NEPC) officials. The UoY will arrange a series of meetings with key stakeholders during the first week to help the two international experts to understand the local context within the UoY and the broader Yangon Region.

At the end of this week (Sat-Sun) the two experts will draft a detailed CRI Outline and Strategic Framework. This document will provide a summary overview of the aims/strategic objectives of the CRI. It will include proposals for staffing, high-level strategic activities and governance arrangements. The CRI Outline and Strategic Framework will include an evidence-based justification section for the strategic focus areas/aims/objectives of the CRI.

Week 3 – 4 days each in Yangon (Mon-Thurs) – two international experts

(2) Drafting a CRI Outline and Strategic Framework

The focus of this first part of this week will be on completing the CRI Outline and Strategic Framework. On Thursday the CRI FS team will travel to Naypyitaw (NPT) with the UoY Rector and other senior officials to present the CRI Outline and Strategic Framework to the Union Minister for his review. On Thursday evening (or Friday) the two experts will return to their home countries for two weeks.

Main Outputs from Week 3

- (1) CRI Outline and Strategic Framework

Weeks 4 and 5 – 5 days each in home country – two international experts

During weeks 4 and 5 the experts will spend 5 days each: (a) making any agreed revisions to the CRI Outline and Strategic Framework; and, (b) drafting a more detailed CRI Business Case and Funding Proposal, including a workplan for the first year of the CRI implementation.

¹³ The experts will be expected to travel to Myanmar on Sunday or Monday at the start of the first week to start the assignment on Tuesday morning in Yangon.