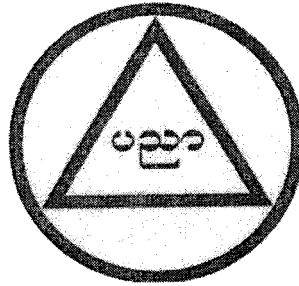


Request for Proposals (RFP) Announcement Letter



Ministry of Education

Procurement of Consulting Services – RFP No. 15

**Baseline Survey of Demand for Competency-based Training
Courses in Private Sector Companies (PSCs) in Yangon Region and
Mon State**

Department of Monitoring and Evaluation (Research)

Ministry of Education (MOE), Myanmar

Request for Proposal (RFP) Announcement Letter

Name of Assignment	Baseline Survey of Demand for Competency-based Training Courses in Private Sector Companies (PSCs) in Yangon Region and Mon State
Duration of Assignment	4 months (approximately)
RFP Reference No	2019/DM&E/015
Date	August 1 st , 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 **Baseline Survey of Demand for Competency-based Training Courses in Private Sector Companies (PSCs) in Yangon Region and Mon State** 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: RFP15 - (name of bidder) Technical Proposal.**
 - b. and another separate email for the **Financial Proposal with the subject: RFP15- (name of bidder) Financial Proposal.**
11. Both emails shall be sent to the DM&E (Research) secure email address rfp15@dmne-research.org. Bidders shall submit both email **no later than the deadline for submission of proposals** indicated 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, 5 th August 2019
Deadline for Request for Clarifications on TOR from potential bidders	Friday, 16 th August 2019; 16:00 Hrs. Myanmar Time
<u>Deadline for Submission of Proposals</u>	Friday, 30 th August 2019; 16:00 Hrs. Myanmar Time
Technical Proposal Opening	Monday, 2 nd September 2019; 10:00 Hrs. Myanmar Time
Technical Proposal Review and Evaluation	Monday, 2 nd September 2019; 11:00 Hrs. Myanmar Time
Financial Proposal Opening	Monday, 2 nd September 2019; 13:00 Hrs. Myanmar Time
Financial Proposal Review and final selection decision by Committee	Monday, 2 nd September 2019; 14:00 Hrs. Myanmar Time
Notification of Award / Invitation for Negotiation	Friday, 6 th September 2019 (Estimated)
Contract Award Notice (The Contract will be signed promptly upon Notification of Award)	Monday, 9 th September 2019 (Estimated)
Start of Consultancy Services	Monday, 16 th September 2019 (Estimated)

Yours sincerely,



Dr Sai Kyaw Naing Oo, PhD

Director General

Department of Monitoring and Evaluation (Research)

Ministry of Education, Nay Pyi Taw, Myanmar

Terms of Reference (TOR)

Name of Assignment	Baseline Survey of Demand for Competency-based Training Courses in Private Sector Companies (PSCs) in Yangon Region and Mon State
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1.0 Introduction

The Ministry of Education (MOE) and the Union of Myanmar Federation of Chambers of Commerce and Industry (UMFCCI) are establishing a new initiative, called the Schools and Industry Partnership (SIP). The SIP has been proposed by the State Counsellor to ensure that the national education system provides a trained workforce that meets the needs of industries.

Currently, the higher education and TVET sub-sectors are facing a number of challenges in terms of quality, relevance, integration, efficiency and partnerships. The majority of university degree programmes and TVET training courses across the country are too theoretical and subsequently students graduate without the hands-on, practical skills they need to secure well-paying, entry level jobs in public and private sectors. Too much emphasis is currently being placed on learning content from assigned textbooks, at the expense of applied learning¹ (or real-world learning) and soft skills². Consequently, many university degree programmes and TVET courses are not equipping graduates with the skills they need to secure jobs in their chosen career pathways.

¹ 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/>

² Soft skills are the personal attributes that enable someone to interact effectively and harmoniously with other people. Some of the most common soft skills employers are looking for are: strong work ethic, positive attitude, good communication skills, time management abilities, problem-solving skills, acting as a team player, self-confidence, ability to accept and learn from criticism.

The National Education Strategic Plan (NESP) 2016-21 commits to a fully integrated education and training pathways map for work and lifelong learning (see NESP page 26-27), however to date there has been no initiative undertaken to address the barriers faced by students and workers who want to move between the higher education and TVET systems. Both systems continue to operate in isolation without any attention being paid to synergies between the training programmes they offer or career pathway linkages and sequencing. This is creating inefficiencies in service delivery and making it challenging for students to transition between and through the two systems.

Universities and TVET Centres are also working in isolation from industry and private sector companies, and therefore, faculty and trainers have very limited understanding of the competency and soft skills needed by employers. This situation is causing major inefficiencies in the delivery of higher education and TVET services for the MOE. An example of these inefficiencies in higher education can be found in the high levels of investment being made by the Ministry over four years to produce BSc graduates, yet many of these graduates cannot secure entry-level jobs in their BSc major field due to lack of applied skills. Instead this pool of potential talent ends up taking entry level clerical jobs in the public or private sectors. Limited opportunities for applied learning in TVET institutions is likely to be contributing to high drop-out rates among students, which is an additional inefficiency cost for the MOE.

These education and training service delivery challenges are negatively impacting industry expansion and economic growth. Private sector companies are unable to access the trained workers they need to grow regionally and nationally. This situation forces private sector companies to spend scarce research and development (R&D) resources on training entry level workers, which undermines their ability to grow. International companies may be deterred from investing in Myanmar due to the challenges they will face to access a trained workforce.

The MOE is planning to implement a SIP Pilot Project in Yangon Region and Mon State to test a new, integrated national programme that will directly address the challenges outlined above. If proven to be successful the MOE plans to replicate the SIP in all States and Regions starting in 2021.

To support the implementation of the SIP Pilot Project the MOE is planning to contract a Myanmar research firm to undertake an in-depth Baseline Survey of Demand for Competency-based Training Courses (CBTCs) in Private Sector Companies (PSCs) in the Yangon Region and Mon State.

The following TORlists the main tasks to be undertaken by the contracted research firm.

2.0 Overall aims of the Baseline Survey of Demand for CBTCs in PSCs

The overall aims of the Baseline Survey are to:

- (1) Document current and projected demand from PSCs for trained workers in clearly defined and industry-endorsed occupations over the next 5 years in three priority industries in the Yangon Region: (i) Construction Industry; (ii) Garment Industry (manufacturing); and, (iii) Aquaculture and Fisheries Industry (manufacturing and production); and, two priority industries in Mon State: (i) Aquaculture and Fisheries Industry (manufacturing and production) and Rubber Industry³;
- (2) Draft a transparent methodology to rank and select the most important industry-endorsed occupations;
- (3) Document the main competencies that trained workers will be required to achieve under the prioritised industry-endorsed occupations identified under (1) and (2) above;
- (4) Identify the most cost-effective options for the MOE to deliver quality, competency-based training courses in TVET and Higher Education (HE) institutions (in the MOE or other Ministries, or in industry body training centres, or private sector training centres) for each of the priority industry-endorsed occupations;

³Using widely understood industry job classifications that PSCs need trained workers to fill, and from which levels (i.e. skilled or semi-skilled, Certificate, Diploma or Bachelor, etc.) following the National Qualification Framework job levels 1 to 8.

- (5) Assess the capacity and commitment of the main industry body (or bodies) under each industry to partner with the MOE to support delivery of competency-based training courses for workers in the prioritised industry-endorsed occupation;
- (6) Identify Public Private Partnership (PPP) Action Research Projects that can be implemented through a partnership between the University of Yangon for the Yangon Region, and Mawlamyine University for the Mon State, and the main industry body (or bodies) under each industry and private sector companies (and other recommended stakeholders) to support growth in each of the 5 target industries (i.e. three in Yangon Region and 2 in Mon State)⁴. Draft detailed PPP Action Research Project Proposals listing important information for each project;
- (7) Establish a comprehensive profile database of PSCs (i.e. the main employers) in each industry, including but not limited to: company name, address, ownership structure, senior management names and contact details, sectors the company is working in, commercial services being provided, workforce size, annual turnover, employment growth in recent years, geographical coverage, in-house company training programmes (if operating), etc.; and,
- (8) Document a commitment from PSCs to hire trained workers who graduate from competency-based courses identified in this study, i.e. with the knowledge and skills that PSCs have identified are needed for their priority jobs.

3.0 Scope of Work

Stage 1: Consultations with industry bodies and key stakeholders (week 1)

The research team will arrange half-day workshops with key stakeholders for each industry in the Yangon Region and Mon State (5 workshops in total). At each workshop the team will explain the aims of the Baseline Survey and get the feedback and support from industry bodies and key stakeholders, including representatives from private sector companies. At each workshop the research team will systemically document support offered by industry bodies and stakeholders. The research team will focus on identifying existing data and

⁴ At least one PPP Action Research Project for each of the 5 target industries.

databases, as well as reports and studies, that can be accessed to support the study. The team will present and get feedback from workshop participants on the planned methodology to undertake the study in each industry (this methodology is likely to differ depending on the quantitative data available under each industry, as well as recent studies and surveys completed, etc.).

Stage 2: Draft and present a Baseline Survey Inception Report (week 2)

The research team will spend one week in Yangon drafting a detailed Inception Report explaining the methodology and workplan for undertaking the study, including draft tools, data fields to be collected, and indicators that will be generated from the survey tools, etc. The Inception Report will provide clear justification for the selection of the priority industries in Yangon Region and Mon State. The Inception Report will clearly show how all seven aims of the Baseline Survey will be achieved. During this week the research team will undertake planning for implementation of the study starting in week 4.

Stage 3: MOE approval of the Inception Report(week 3)

The research team will present the draft Inception Report to senior MOE officials in NPT for their comments and approval. The team will then revise the draft Inception Report based on their comments. The research team and MOE officials will then meet with senior officials in key Ministries in NPT to brief them on the planned Baseline Survey of Demand for CBTCs in PSCs and request feedback and support.

Stage 4: Undertake the Baseline Survey in Yangon Region and Mon State (week 4 to 11 –8 weeks)

The research team will implement the Baseline Survey following the workplan and methodology listed in the approved Inception Report. The focus of this period will be on data collection and analysis. This stage will include establishment of databases listing all quantitative information collected. The research team will undertake some report writing during this period. In addition, the research team will hold informal meetings with key informants/stakeholders and CDT members to get their feedback on preliminary findings from the study.

Stage 5: Drafting Baseline Survey Reports for the Yangon Region and Mon State (weeks 12 to 13 – 2 weeks)

The research team will draft two detailed reports during this period presenting all of the information collected. At the end of week 13 the research team will present the main findings from the two reports, and also submit the final draft reports and annexes, to the MOE in NPT for their review. During this period the team will also draft the PPP Action Research Project Proposals.

Stage 6: Consultations with industry bodies and key stakeholders (week 14)

Identify Public Private Partnership (PPP) Action Research Projects that can be implemented through a partnership between the University of Yangon for the Yangon Region, and Mawlamyine University for the Mon State, and the main industry body (or bodies) under each industry and private sector companies (and other recommended stakeholders) to support growth in each of the 5 target industries (i.e. three in Yangon Region and 2 in Mon State). Draft detailed PPP Action Research Project Proposals listing important information for each project;

Stage 7: Final drafting and submission of reports (week 15)

The research team will spend one week revising, finalising and then submitting the main outputs for the study.

3.0 Final Assignment Outputs

The study will have four final outputs as listed below (each output will have a number of drafts):

1. Inception Report (MYN & ENG).
2. Baseline Survey of Demand for CBTCs in PSCs in Yangon Region (MYN & ENG) – will achieve overall study aims Nos. 1 to 5 & 7 listed in Section 2.0 above.
3. Baseline Survey of Demand for CBTCs in PSCs in Mon State (MYN & ENG) – will achieve overall study aims Nos. 1 to 5 & 7 listed in Section 2.0 above.
4. 5 or more PPP Action Research Project Proposals listing important information for each project.
5. Electronic database of PSCs in each industry.

4.0 Profile of Team Leader for the Baseline Survey

- Extensive experience undertaking research in similar areas to those listed in the TOR.
- Good knowledge of the education sector in Myanmar, especially higher education and TVET sub-sectors.
- Good knowledge of the priority industries in the Yangon Region and Mon State.
- Experience in team leadership and delivering outputs to a high standard.
- Fluent in English.
- Ability to speak Myanmar language will be an added advantage.

4.1 Profile of national researchers

- Good experience undertaking research in similar areas to those listed in the TOR.
- Good knowledge of the education sector in Myanmar, especially higher education and TVET sub-sectors.

5.0 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 MMK119,000,000 (US\$80,000).

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 in 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 to date 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 3-4-page CV for the Team Leader and one-page summary CVs for 4 researchers who will support the study. 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 the budget ceiling or estimate listed in the TOR. For companies with offices in Myanmar and local bank accounts the Tender Guarantee must be attached with the Technical Proposal.

International companies applying for any Ministry of Education (MOE) Request for Proposal (RFP) are required to submit a 1% Tender Guarantee for the budget ceiling or budget estimate amount listed in the TOR. International organisations, without a physical office in Myanmar, are requested to send a Postal Order cheque for 1% of the TOR budget ceiling or budget estimate amount by DHL courier before the tender closing date. The PO cheque can be made out to:

- Department of M&E (Research), Ministry of Education

The DHL (or any other courier company) letter can be sent to:

Dr Win Than Tun

Department of M&E (Research)

Ministry of Education

Building 13

Naypyitaw, Myanmar

Mobile Number contact: +95 9250101229

All companies will have their Tender Guarantee cheques returned to them after the RFP process is completed.