

Request for Proposals (RFP) Announcement Letter



Ministry of Education

**Procurement of Consulting Services – RFP No. 31
Feasibility Studies for Centre of Research and Innovation in
GTIs and for Curricula Updating of GTIs in States and
Regions**

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

Request for Proposal (RFP) Announcement Letter

Name of Assignment	Feasibility Studies for Centre of Research and Innovation in GTIs and for Curricula Updating of GTIs in States and Regions
Duration of Assignment	4 months (approximately) – February to End-May 2021
RFP Reference No	2020/DM&E/031


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 Studies for Centre of Research and Innovation in GTIs and for Curricula Updating of GTIs in States and Regions** as outlined in the TOR listed in 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: RFP31 - (name of bidder) Technical Proposal.**
 - b. and another separate email for the **Financial Proposal with the subject: RFP31 - (name of bidder) Financial Proposal.**
- 11. Both emails shall be sent to the DM&E (Research) secure email address RFP31@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, 21 December 2020
Deadline for Request for Clarifications on TOR from potential bidders	Friday, 1 January 2021; 16:00 16:00 Hrs. Myanmar Time
<u>Deadline for Submission of Proposals</u>	Friday, 15 January 2021; 16:00 Hrs. Myanmar Time
Technical Proposal Opening	Tuesday, 19 January 2021; 10:00 Hrs. Myanmar Time
Technical Proposal Review and Evaluation	Tuesday, 19 January 2021; 10:00 Hrs. Myanmar Time
Financial Proposal Opening	Tuesday, 19 January 2021; 11:00 Hrs. Myanmar Time
Financial Proposal Review and final selection decision by Committee	Tuesday, 19 January 2021; 14:00 Hrs. Myanmar Time
Notification of Award / Invitation for Negotiation	Wednesday, 20 January 2021 (Estimated)
Contract Award Notice (The Contract will be signed promptly upon Notification of Award)	Monday, 25 January 2021 (Estimated)
Start of Consultancy Services	Monday, 1 February 2021 (Estimated)

Yours sincerely,



Kyaw Swa Thwin
Deputy Director General
Department of Monitoring and Evaluation (Research)
Ministry of Education
Nay Pyi Taw, Myanmar

Terms of Reference (TOR)

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1.0 Introduction

There is broad international consensus in countries around the world that Universities and Technical Training Institutes provide professional training for high-level jobs, as well as the education foundation needed to support socio-economic development.

Universities and Technical Training Institutes provide new knowledge and skills needed to meet the challenges of sustainable development in the 21st Century.

Universities and technical training institutes are key institutions to support social change and economic development over the long term and they have an important national role to play as leaders in teaching and learning, education, research and technology adoption. They also play a key role in building new civil society institutions and developing new cultural values¹.

There is an extensive amount of recent international research that has quantified the contributions made by Universities and Technical Training Institutes to economic development and growth.

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 report² 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.”

¹ 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>

² 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 economy³.

In response to these findings Universities and Technical Training Institutes 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 growth⁴.

In recent years more than 225 colleges and universities from around the world have launched centres dedicated to innovation and/or entrepreneurship.⁵ 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 summary, Universities and Technical Training Institutes are essential drivers of innovation, entrepreneurship and economic growth.

In response to these global trends the MOE is establishing the Schools and Industry Partnership (SIP).

1.1 Introduction to the Schools and Industry Partnership⁶

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 Counselor to ensure that the national education system provides a trained workforce that meets the needs of industries.

The SIP will support implementation of the five strategic pathways outlined in the *Myanmar Sustainable Development Plan (MSDP) 2018–2030* – peace and security, economic stability, job creation, human resources and natural resources development.

The SIP *will bring together* government Ministries, education and training providers, industry representatives, private sector companies and civil society stakeholders in each State and Region to focus on the linkages between University education and Technical Institute training and employment and regional economic growth.

³ See <https://www.weforum.org/agenda/2018/01/4-ways-universities-are-driving-innovation/>

⁴ See <https://eua.eu/events/76-eua-focus-group.html>

⁵ 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/>

⁶ See the Schools and Industry Partnership (SIP) Concept Note for additional information.

Under the MOE the SIP will be implemented jointly by DTVET and DHE.

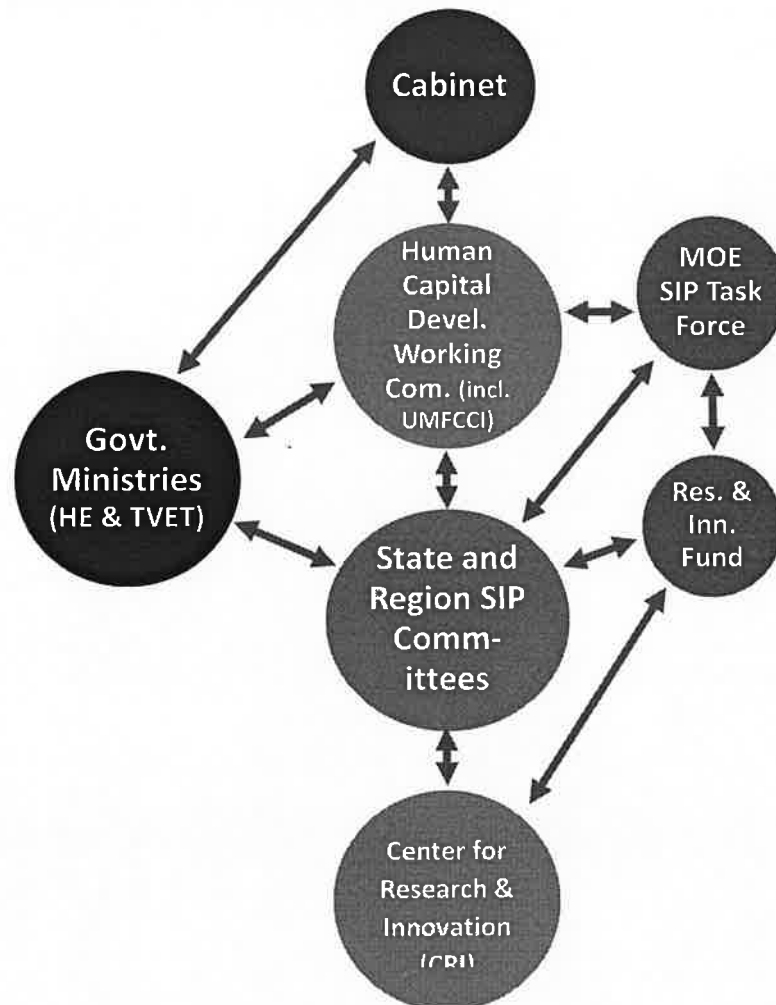
1.1.1 SIP Goal and Governance Structures

The overall goal of the SIP is to contribute to social and economic development through the provision of quality HE and TVET courses that respond to the needs of industries and private sector companies⁷, and to provide employment and career opportunities for unskilled, underemployed and unemployed youth and workers in priority growth industries.

The SIP will also contribute to the achievement of targets and outcomes listed in the MSDP 2018-30 and the National Education Strategic Plan (NESP) 2016-21.

The governance structures for the SIP are shown in Diagram 1 below.

Diagram 1: Governance structures for the SIP



⁷ Under this goal quality education and training courses are further defined as: industry and private sector relevant, applied-learning focused (at least 40-50% of course content), incorporating 21st Century skills, and with a balance of formative and summative learning assessments (e.g.40/60% or 50/50%).

1.1.2 Six key features of the SIP

The six key features of the National SIP System are summarised as:

- (i) **SIP Task Force** – this will be coordination body to provide strategic leadership to establish and sustain the SIP.
- (ii) **Research and Innovation Fund** – this will be a dedicated fund to provide grants to States and Regions to: (i) upgrade HE degree and TVET training programmes in collaboration with industry associations and private sector companies; (ii) undertake action research projects with private sector companies to address the constraints to economic growth; and (iii) undertake capacity building training courses for SIP Committees and Centre for Research and Innovation (CRI) staff;
- (iii) **SIP Committee** – this will be a new, decentralized State and Region level coordination body to enable State/Region government officials, Ministry officials located in each State and Region, HE Rectors and TVET Principals, industry representatives and private sector company directors to work together to strengthen linkages between HE, TVET, employment, regional development and economic growth;
- (iv) **Center of Research and Innovation (CRI)** – located at a prominent University and GTI in each State and Region. Each CRI will be tasked to implement decisions made by SIP Committees, improve the efficiency of HE and TVET programmes and grow a culture of research innovation to drive social and economic development;
- (v) **HE and TVET Training and Certification System (TACS)** targeting youth and workers; and,
- (vi) **Online Training and Jobs Portal** that will connect a wide range of stakeholders, workers and youth, both nationally and within each State and Region, and provide them information on training courses, career pathways, apprenticeships, work experience and continuing education opportunities and employment opportunities among other related services.

1.1.3 Proposed study to support SIP implementation

To support implementation of the SIP DTNET is undertaking **Government Technical Institute (GTI) Centre for Research and Innovation and Curricula Updating Feasibility Study for States and Regions** with funding from the Capacity Development Fund (CDF) managed under the Department of M&E (Research). CDF is supported by the Embassy of Denmark (EoD).

The GTI Study will involve the following 3 main parts:

- (1) Feasibility Study and strategy and budget to establish a Centre for Research and Innovation (CRI) at one GTI in each State and Region (14 in total)
- (2) Feasibility Study for GTI Curricula Updating of for GTIs in States and Regions to address needs of local industries and the private sector companies
- (3) Strategy and budget to implement the GTI Curricula Updating Feasibility Study for States and Regions

DTVET is planning to contract a Myanmar company to undertake the GTI Study. The Scope of Work for the GTI Study is outlined in the following section. of Work is the Schools and Industry Partnership (SIP) Concept Note listed. This document should be studied before the selected company undertakes the following assignment.

2.0 Scope of Work for the GTI Study

2.1 Feasibility Study and strategy and budget to establish a Centre for Research and Innovation (CRI) at one GTI in each State and Region

- (1) Work closely with DTVET to select one GTI in each State and Region to establish a Centre for Research and Innovation (CRI) .
- (2) Assess existing infrastructure to establish a CRI at each GTI. Identify what facilities are already in place that could be made available for a CRI.
- (3) Assess opportunities for GTI trainers to be seconded to the CRI, either full time or part-time.
- (4) Identify local partner organisations interested in supporting establishment of a CRI. Document what support each partner would be willing to provide.
- (5) Study how GTIs are funded and the systems and procedures they follow to manage DTVET funding.
- (6) Undertake consultations with key stakeholders in each GTI to inform drafting a TOR for all 14 CRIs.
- (7) Draft a standard TOR for all CRIs, including organograms and job-descriptions for CRI staff.
- (8) Undertake any other additional activities identified as important by DTVET.
- (9) Draft a Feasibility Study Report to establish a CRI in each selected GTI.
- (10) Draft a strategy and budget to establish one CRI in each State and Region.

Outputs from CRI Rapid Assessment (all in Myanmar and English)

- (a) Feasibility Study Report and PPT establishing a CRI in DTVET-selected GTIs
- (b) TOR for CRIs, including organograms and job-descriptions for CRI staff
- (c) Strategy and budget to establish one CRI in each State and Region

2.2 GTI Curricula Updating Feasibility Study for States and Regions to address the needs of local industries and private sector companies

- (1) Work closely with DTVET to review the data from the Baseline Study of TVET Training Providers in all States and Regions.
- (2) Undertake an in depth review of the courses being offered by all GTIs in States and Regions.
- (3) Consult with GTI Principals and trainers, and stakeholders from industry associations and private sector companies in each State and Region to identify courses suitable for offering at GTIs.
- (4) Draft a GTI Curricula Updating Feasibility Study for States and Regions that is fully aligned with the National Qualifications Framework (NQF). The GTI Curriculum Framework will cover delivery of the following NQF levels and courses:
 - NQF Level 2 = National Vocational Foundation Certificate (NVFC)
 - NQF Level 4 = High School Completion Certificate (HSCC) holders
 - NQF Level 5 = Certificate and Diploma courses
- (5) Consult widely with stakeholders to get comments on the draft GTI Curricula Updating Feasibility Study for States and Regions

Outputs from Curriculum Framework for GTIs (all in Myanmar and English)

- (a) GTI Curricula Updating Feasibility Study for States and Regions

2.4 Strategy and budget to implement the GTI Curricula Updating Feasibility Study recommendations

- (1) Draft a Strategy and budget to implement the GTI Curricula Updating Feasibility Study recommendations

Outputs from Strategy and budget

- (a) Draft a Strategy and budget

3.0 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 ceiling for this TOR is MMK 97,001,400 (US\$76,000).

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 (30 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 Team members (50 marks -- maximum eight A4 pages) List a two page summary CVs for four team members: (a) Team Leader (20 marks); (b) Senior TVET Curriculum Expert (10 marks); (c) Senior Financial Management Expert (10 marks); and, (d) Senior Organisational Development or Human Resource Management or Change Management Expert (10 marks);

Submitted Technical Proposals will be scored out of 90 marks covering the above three parts.

Financial Proposal Requirements

Companies are required to submit a Financial Proposal in English covering the templates listed in the Main RFP document:

1. Part A: Completion of Financial Proposal templates (10 marks – max. four A4 pages)

Financial Proposals will be scored out of 10 marks. All companies that submit a budget using the required templates listed in the Main RFP document will be awarded 10 marks. There will be no marks awarded if companies submit a budget less that the total budget ceiling for this assignment. Financial Proposals must be inclusive of all local taxes.

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.

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. The selected company for this assignment will be required to provide a Performance Guarantee to the MOE of 10% of the total contract value upon signing the contract. This is a government regulation and it is not open for negotiation. The Performance Guarantee shall be deposited within 7 calendar days after the contract is signed by both parties. The Performance Guarantee must be submitted with the first invoice submitted by the contracted company. The MOE has documented procedures for international companies, without an office in Myanmar, to easily submit a Performance Guarantee with a Myanmar bank. The Performance Guarantee shall be withdrawn and released by the MOE to the contracted company within 7 calendar days after submission and final approval by the MOE of the final contract outputs.