

British Council
Spring Gardens
London
SW1A 2BN
United Kingdom

Department for International
Development
Abercrombie House
Eaglesham Road
EAST KILBRIDE
Glasgow
G75 8EA

Telephone: [Redacted]
Directline: [Redacted]

Our Ref: PO 7552

Date: 20 September 2016

Contract Amendment No: 2

CONTRACT FOR: English for Education College Trainers Project

CONTRACT NUMBER: PO 7552

With reference to the contractual letter dated 14th November 2014, (as most recently amended by the letter dated 18th April 2016) whereby your firm was engaged to carry out the terms of reference as detailed in Section 3 and with reference to your subsequent discussions since March 2016 to extend the project, I confirm that the UK Government wishes to make the following further amendment to the letter of 14th November 2014:

Section 1- Form of Contract

3. Commencement and Duration of Services

Delete: "The Supplier shall start the Services on 20th August 2014 ("the Start Date") and shall complete them by 19th February 2017 ("the End Date") unless this contract is terminated earlier in accordance with the terms and conditions."

Insert: "The Supplier shall start the Services on 20th August 2014 ("the Start Date") and shall complete them by 30th June 2017 ("the End Date") unless this contract is terminated earlier in accordance with the terms and conditions."

4. Financial Limit

Delete: "The agreed total value of this intervention of £4,574,886.00. This is a co-funded intervention between DFID and the British Council, for which payments made by DFID under this contract shall not, in any circumstances, exceed £2,351,492.00, exclusive of any government tax if applicable ("the Financial Limit"). A separate Memorandum of Understanding details the supplier contribution."

Insert: "The agreed total value of this intervention of £5,294,886.00. This is a co-funded intervention between DFID and the British Council, for which payments made by DFID under this contract shall not, in any circumstances, exceed £2,971,492.00, exclusive of any government tax if applicable ("the Financial Limit"). A separate Memorandum of Understanding details the supplier contribution."



Section 3- Terms of Reference

Insert Annex A: Addendum to Terms of Reference (August 2016) to Section 3: Terms of Reference.

Section 5: Schedule of Prices

Delete in toto and replace with Schedule of Prices (August 2016) enclosed.

2. This amendment relates to the four month extension to the DFID contract and a £620,000 increase to the financial limit of the DFID contract. This is a co-funded intervention between DFID and the British Council and the total intervention will increase by £720,000.

3. Please confirm in writing by signing and returning one copy of this letter, within **15 working days** of the date of signature on behalf of DFID that you accept the amendment set out herein.

4. Please note the provision in the contractual letter that the financial limit of the UK Government's liability to the Supplier under this engagement shall not exceed the sum specified unless the amount of any such excess has been agreed by the Department for International Development in writing before the Supplier takes any action which might result in the financial limit being exceeded.

For and on behalf of the
Secretary of State
for International Development

Name: [Redacted]

Position: Procurement and
Commercial Manager

Signature:

Date:

For and on behalf of
British Council

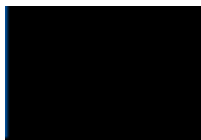
Name: [Redacted]

Signature:

Date:

Enc

CB11 (March 2014)



Section 3: Terms of Reference (August 2014)

English for Education College Trainers (EfECT) Project

The Objective

The EfECT project aims to improve the English language proficiency and teacher training methodology of all teacher educators in Burma's 21 Education colleges, 1 University for the development of national races and 2 Institutes of Education. Improving the skills of the teacher educators will improve the training to all state school teachers and tertiary lecturers in Burma.

The Recipient

The recipients of the training will be the approximately 1300 teacher educators in the state education sector in Burma.

The Scope

There are 21 Education Colleges (ECs) located throughout the country with an annual intake of 10,000 new teachers per year (or approximately 500 new teacher trainees per college). All state school teachers and university academic staff train in these colleges; the colleges and institutes located throughout the country have an annual intake of approx. 10,000 new teachers per year and employ 50 to 75 academic teacher educator staff.

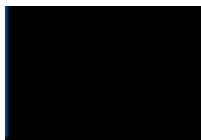
Education in Burma has suffered under decades of military rule. Since coming to power in 2010, the new government has launched a Comprehensive Education Sector Review (CESR), a wide-reaching process supported by DFID and British Council amongst a range of other development partners. Although the ECs are currently non-degree awarding institutes, there are CESR-linked proposals to upgrade their status to Education faculties of the local Universities and make them degree awarding.

During a ground-breaking state visit to the UK in July 2013, Burma's President Thein Sein made a direct request to Prime Minister David Cameron for UK support to Burma's education reform with the placing of 44 native speaker English language teacher trainers to each of Burma's state Education Colleges (ECs). The President described an urgent need for Burmese state school teachers to improve their English and develop their teaching skills, and he saw British trainers as instrumental in helping to bring this about.

The scope of the project is to:

- improve English language competence for all Burma's state teacher trainers and, tertiary educators
- improve teaching methodology competence, including child-centred approaches, for teachers and teacher trainers
- improve access to, and an understanding of how to use, teaching materials/resources from the UK
- improve training methodology competence

The Education Colleges and Institutes of Education considered within the scope of the project are:



No	Education Colleges Primary/Secondary	State / Division	Trainers
1	Yankin	Rangoon	2
2	Thingangyun	Rangoon	2
3	Sagaing	Sagaing	2
4	Hlegu	Rangoon	2
5	Monywa	Sagaing	2
6	Pakokku	Magway	2
7	Lashio	Shan (north)	2
8	Dawei	Thanintharyi	2
9	Bogalay	Ayeyarwady	2
10	Mawlamyaing	Mon	2
11	Meithila *	Mandalay	2
12	Taunggyi	Shan (south)	2
13	Taungoo	Bago	2
14	Magway	Magway	2
15	Patheingyi	Ayeyarwady	2
16	Myaung Mya	Ayeyarwady	2
17	Pyaw	Bago	2
18	Mandalay	Mandalay	2
19	Myittha	Kachin	2
20	Kyaukse	Rakhine	2
21	Bogalay	Ayeyarwady	2
No	University for the Development of the National Races	State / Division	
1	Loileik	Kayah	2
No	Institutes of Education Tertiary	State / Division	Trainers
1	Rangoon	Rangoon	3
2	Sagaing	Sagaing	3

Outputs and Deliverables

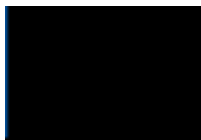
The EfECT project will consist of 4 stages: (See timeline in Appendix 1, to be refreshed with DFID Burma)

1. Project Set Up August 2014 to September 2014
2. Delivery Year 1 September 2014 to August 2015
3. Delivery Year 2 September 2015 to August 2016
4. Project Finalisation August 2016 to February 2017

Each stage will consist of, but may not be limited to, the following deliverables:

Project Set Up

- An initial needs analysis with key stakeholders including the Union Minister and Deputy Minister of Education, the Director General of Basic Education, principals and academic staff of Education colleges.
- Site visits to a sample of ECs



- An Aptis language proficiency test for all academic staff at ECs to act as a Language baseline pre-course.
- A detailed project plan to be finalised and delivered to MoE, FCO and DFID by 25th November 2014 including:
 - a. Deliverables
 - b. Milestones
 - c. Schedule
 - d. M&E parameters
 - e. Risk analysis and mitigation
 - f. Detailed budget

Delivery Year 1

- A tailored 1 year English language training programme based on the Project setup findings of 1 and 2 above to include, but not limited to:
 - a. A practical English language proficiency programme *English for Teachers* which improves language in the classroom context.
 - b. Basics of ICT in the classroom (where facilities permit)
- An Aptis language proficiency test for all academic staff at ECs at the end of the Year 1 to assess progression in language competence.

Delivery Year 2

- A tailored 1 year Teacher training programme based on the Project setup findings of 1 and 2 above plus year 1 input to include, but not be limited to:
 - a. A teacher training programme targeting teaching methodology in the relevant subsector; Primary, Secondary, Tertiary.
 - b. Trainer training for academic staff to enable staff to better impart knowledge in an engaging manner to teacher trainees.
 - c. Materials preparation to supplement state curriculum core syllabus materials.
 - d. Study towards an internationally recognised teacher trainer certificate qualification as part of the course which requires participants to successfully complete coursework to be awarded a certificate.

Finalisation

- An Aptis language proficiency test for all academic staff at ECs at the end of the Year 2 to assess progression in language competence.
- Award of an internationally recognised teacher trainer certificate qualification¹.
- A finalisation report on the EfECT project

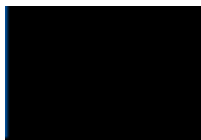
Constraints and Dependencies

DFID Burma identifies the following issues will impact on the project:

- Despite originally requesting trainers for all 21 ECs, in a December meeting with the Acting Minister of Education, he stated that not all colleges are 'fit' to receive expatriate trainers. He subsequently listed 13 colleges that could accommodate trainers. The status of the remaining 8 is unclear.
- The President has requested UK trainers only. There is no legal or immigration reason for this but he has clearly requested a UK response. Given the time constraints it is unlikely we will be able to recruit UK nationals only but do plan to recruit native speakers only.

The Supplier is responsible for any further identification of risks or constraints, and the

¹ An appropriate qualification will be agreed after observations of participants during delivery year 1 and discussions with stakeholders. Work towards the qualification will be the co-focus of training for delivery year 2 along with English proficiency



subsequent identification of reasonable mitigation actions.

Implementation Requirements

See **Project Set Up** section above.

Reporting

British Council will provide a written progress report bi-annually with a final report due within one month of the end of the training. Based on a 20th August Delivery start, reports will be due 20th March 2015, 20th September 2015, 20th March 2016 and a final report end September 2016. All of these reports will cover centre by centre data as well as whole project and include:

1. Progress of training
2. Attendance of trainees
3. Language test results (mid-project Aptis test at end of project year 1)
4. Issues faced and solutions found
5. Plan for following 6 months
6. Expenditure against plan
7. Explanation of over/under spend

The mid-project and final reports will also cover recommendations for future or extension projects and progress with talks or negotiations donor agencies on funding.

Reports will be delivered to British Council, DFID Burma project management and MoE Department of Planning and Training.

Timeframe

The contract will be for 2.5 years. Dependent on a need assessment by DFID, supplier and project performance to date, and continued demonstration of Value for Money, DFID may decide to extend this contract

EfECT project timeframe attached in appendix 1 for detailed project timeframes.

DFID co-ordination (for DFID to complete)

The overall co-ordinator of the supplier's work is:

Head of Programme Delivery
DFID Burma.

Background

Training of teachers is a priority for the Burmese government and it's Ministry of Education (MoE). The President of Burma, Vice President and Minister of Education have all made this clear. The Department of Planning and Training (DEPT) of the MoE approached the British Council in January 2012 to discuss teacher training programmes. The British Council developed a programme of support to Burma's Education Colleges (ECs) and were encouraged by DEPT to apply for an MoU to deliver this. Having gained MoE approval for an MoU it was forwarded to the president's office but was never signed.

During a ground-breaking state visit to the UK in July 2013, Burma's President Thein Sein made a direct request to Prime Minister David Cameron for UK support to Burma's education reform with the placing of 44 native speaker English language teacher trainers to each of Burma's state Education Colleges (ECs). The similarity between this request and British Council's original proposal suggest that that is where its origins lie. The President described an urgent need for Burmese state school teachers to improve their English and develop their teaching skills, and he saw British trainers as instrumental in helping to bring this about. The same request was top of the President's agenda when receiving new HMA Andrew Patrick at the Presidential Palace on 24 September 2013, and has since been followed up by his advisers and by the Acting Union Minister of Education.



There are strong reasons to agree to this request. In addition to the benefits of strengthening teaching capacity (outlined below), Burma's Education Colleges have never had resident expatriate trainers before, and so a UK response to this will achieve significant profile in demonstrating our commitment to the country's reengagement with the international community as well as our broader effort in reform. It will give the UK direct influence in the renewal of basic education across the country by providing access to all of the teachers taking up teaching positions within the state sector in Burma. And in the context of prioritising HMG's evolving relationship with Burma, it should afford considerable diplomatic influence, helping to cement UK influence in the sphere of a core national priority.

We plan to respond to this with a cross-government approach, working closely with FCO and the British Council. The political imperative is clear, as is the need to respond quickly. The British Council uniquely in Burma possesses the capability to deliver a project of this scale. This proposal presents the UK with an opportunity to build on an already high reputation for education and the English language to gain influence within the sector as well as with government.

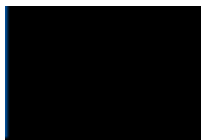
Education in Burma has suffered under decades of military rule. Since coming to power in 2010 the new government has launched a Comprehensive Education Sector Review (CESR), a wide-reaching process supported by DFID and British Council among a range of other development partners. This proposal supports the CESR as the MoE plans to upgrade ECs to full tertiary status and integrate them into local universities as Education faculties. The Burmese government is looking for partnerships which can respond quickly to the challenges its people are facing ('quick wins').

There is recognition from Government (as evidenced by frequent public statements from the President and Ministers) and among international observers and CESR partners (as evidenced in statements and research reports) that proficiency in English will be a fundamental part of Burma's reintegration to the international community. British and other international organisations starting to engage with the country cite the poor quality of human resources as a barrier to investment and development, and there is strong evidence of low educational standards and low to non-existent English language ability among teachers and students. *"Key barriers that prevent access to tourism (technical and vocational education and training) TVET include high direct and indirect costs, lack of facilities, and inadequate academic preparedness that begins in primary school. Language, cultural factors, and disabilities further inhibit access, especially for the poor."* Excerpt from the Myanmar Tourism Master Plan 2013-2020, Final-draft report June 2013, Ministry of Hotels and Tourism, Republic of the Union of Myanmar.

There are 21 Education Colleges located throughout the country with an annual intake of 10,000 new teachers per year (or approximately 500 new teacher trainees per college). All state school teachers must go through these colleges to qualify. The Colleges currently employ between 50 and 75 academic staff per institute, though there are plans to increase this number. Although the ECs are currently non-degree awarding institutes there are CESR-linked proposals to upgrade their status to Education faculties of the local Universities and make them degree awarding. UNESCO, funded by AusAID and in collaboration with British Council, had started the work in May 2014 on EC structural reform. With most teaching materials in use in Burma being in English, it is accepted by government and international observers that competence in the language is a priority for the ECs.

Duty of Care

British Council is responsible for the safety and well-being of their Personnel and Third Parties affected by their activities under this contract, including appropriate security arrangements.



They will also be responsible for the provision of suitable security arrangements for their domestic and business property.

DFID will share available information with British Council on security status and developments in-country where appropriate. DFID will provide the following:

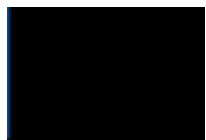
British Council is responsible for ensuring appropriate safety and security briefings for all of their Personnel working under this contract and ensuring that their Personnel register and receive briefing as outlined above. Travel advice is also available on the FCO website and the Supplier must ensure they (and their Personnel) are up to date with the latest position.

This contract will require British Council to operate in conflict-affected areas and parts of it are highly insecure. Travel to many zones within the region will be subject to travel clearance from the UK government in advance. The security situation is volatile and subject to change at short notice. British Council should be comfortable working in such an environment and should be capable of deploying to any areas required within the region in order to deliver the Contract (subject to travel clearance being granted).

British Council is responsible for ensuring that appropriate arrangements, processes and procedures are in place for their Personnel, taking into account the environment they will be working in and the level of risk involved in delivery of the Contract (such as working in dangerous, fragile and hostile environments etc.). British Council must ensure their Personnel receive the required level of training and complete a UK government approved hostile environment training course (SAFE) or safety in the field training prior to deployment.

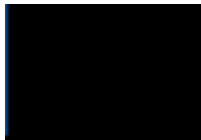
Abbreviations

BC	British Council
EC	Education colleges
IoE	Institute of Education
MoE	Ministry of Education
VSO	Voluntary Service Overseas



Appendix 1 EfECT timeline

EFFECT Activity plan	2014-2015											2015-2016											2016-2017					
	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Planning																												
ToR with MoE																												
Needs analysis MoE																												
ToR VSO																												
Finalise project plan																												
Course preparation																												
Pre course testing																												
Site visits for ECs/loEs																												
Recruiting																												
Recruit Project Director																												
PD start																												
Recruit local support staff																												
Local staff start																												
Recruit trainers																												
Trainers start																												
Induction																												
Delivery																												
Year 1 delivery																												
Year 2 delivery																												
Reporting																												
Biannual reports																												
Mid course Aptis testing																												
Final report																												



Annex A

Addendum to Section 3: Terms of Reference (August 2016)

The objective

The EfECT project aims to improve the English language proficiency and teacher training competency of teacher educators at 24 of Burma's teacher training institutions. Improving the skills of the teacher educators will improve the training to all state school teachers and tertiary lecturers in Burma and enable a key cohort of teacher educators to act as agents of change future projects and the education reform process more widely.

The recipient

The recipients of the training will be the approximately 1750 teacher educators in in the state education sector in Burma.

The scope

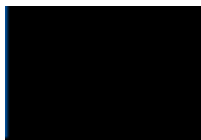
There are 21 Education Colleges located throughout the country with an annual intake of 10,000 new teachers per year (or approximately 500 new teacher trainees per college). All state school teachers and university academic staff train in these colleges; the colleges and institutes located throughout the country have an annual intake of approx. 10, 000 new teachers per year and employ 50 to 75 academic teacher educator staff.

Education in Burma has suffered under decades of military rule. Thein Seins' government, which came to power in 2010 launched a Comprehensive Education Sector Review (CESR), a wide-reaching process supported by DFID and British Council among a range of other development partners. The new NLD administration which came to power in November 2015 has similarly made education in general and teacher education in particular a key priority. Although the ECs are currently non-degree awarding institutes there are CESR-linked proposals to upgrade their status to Education faculties of the local Universities and make them degree awarding. These proposals have been endorsed by the new NLD administration.

The first phase of the EfECT project has been very well received by the Burmese Ministry of Education, received positive external evaluation verdicts and met or exceeded all KPI and project logframe so far

The scope of the bridging extension project will be to:

- improve English language competence for teacher educators engaged in English medium instruction
- train a cohort of teacher educators to be generalist pedagogical master-trainers and agents of change in the forthcoming reform process
- train a cohort of English teacher educators to be English master-trainers and agents of change in the forthcoming reform process
- To review and refine the Foundation in Teaching course for use in future projects



The Education Colleges, Universities of Education and other teacher training institutions

- No	Education Colleges Primary/Secondary	State / Division	Trainers
1	Yankin	Rangoon	2
2	Thingangyun	Rangoon	1
3	Sagaing	Sagaing	1
4	Hlegu	Rangoon	1
5	Monywa	Sagaing	1
6	Pakokku	Magway	1
7	Lashio	Shan (north)	1
8	Dawei	Thanintharyi	1
9	Bogalay	Ayeyarwady	1
10	Hpa An	Kayin	1
11	Mawlamyaing	Mon	1
12	Meithila	Mandalay	1
13	Taunggyi	Shan (south)	1
14	Taungoo	Bago	1
15	Magway	Magway	1
16	Patheingyi	Ayeyarwady	1
17	Myaung Mya	Ayeyarwady	1
18	Pyaw	Bago	1
19	Mandalay	Mandalay	1
20	Myittha	Kachin	1
No	Universities of Education Tertiary	State / Division	Trainers
1	Rangoon	Rangoon	2
2	Sagaing	Sagaing	2
3	National Centre for English Language	Sagaing	1
No	Ministry of Border Affairs institutions	State / Division	Trainers
1	University for the Development of the National Races	Sagaing	1
		TOTAL TRAINERS	27

The requirements

This will be achieved through:

- A baseline study regarding present training competence and English Language proficiency of project beneficiaries.
- A language proficiency test for all beneficiaries at the beginning and end of the course which shows clear progression in language competence to a specified standard.
- A tailored English teaching course for English teacher educators
- A tailored train the trainers course for methodology teacher educators



Constraints and dependencies

The following constraints may impact on the project:

- Recruitment of the required staff is taking place however delays in setting up the extension contract with DFID could delay setting up contracts with staff and result in potentially losing potential staff.
- Competing commitments of teacher educators may impact on attendance at proposed classes.
- Other commitments on teacher educators could impact on releasing teacher educators to be involved in the review of the Foundation in Teaching course.

Reporting

British Council will provide a quarterly written progress report at the end of December and end of March with a final report due within one month of the end of the training. The dates of these reports will depend on the start date for training. These reports will include:

- Progress of training
- Attendance of trainees
- Language test results (mid-project Aptis test at end of project year 1)
- Issues faced and solutions found
- Expenditure against plan
- Explanation of over/under spend

These reports will cover centre by centre data as well as whole project.

Reports will be delivered to British Council, DFID Burma project management and MoE Department of Planning and Training.

Project budget

[Redacted]

Sustainability and Exit strategy - windup, handover and forward planning

Timeline

The timeline for exit and handover assumes the following timescale:

- August 2016 DFID publication of opportunity
- November 2016 – bidders complete PQQ
- January 2017 – bidders submit full proposal
- February 2017 – Successful bid announced
- March/April – successful supplier begins preparatory work
- July 2017 – successful supplier begins delivery

Sustainability

The bridging extension is designed to support a sustainable flow of benefits from the EfECT project by training up local capacity amongst local teacher educators in order that they can act as Master-trainers, continual professional development (CPD) champions for Myanmar teachers and agents of change in the emerging educational reform process.

While it will be up to the successful implementing partner to design Phase 2 of the bridging extension aims to supply the following capacity which can be utilised in development activity:

- Increased 'train the trainer' capacity amongst English language teacher educators who could potentially take forward English curriculum reform.
- Increased 'train the trainer' capacity amongst methodology and other teacher educators who could potentially take forward wider pedagogical and education reform, including curriculum reform.
- Increased English language proficiency levels of teacher educators enabling them to better engage with wider global education resources and any training which might be provided in English.



British Council support for the tender process

In the first quarter of the bridging extension (Sept – Dec 2016), British Council Burma will supply the following documentation regarding Phase 1 of EfECT (Sept 2014 to Aug 2016):

- EfECT project initiation narrative
- EfECT log-frame
- EfECT Needs Analysis
- EfECT external evaluation reports (baseline, mid-project and end of project)
- EfECT M&E instruments
- Education College data regarding teacher educator achievement during phase one
- Briefing on programme progress, key issues and lessons learned.

The above will be provided on a USB drive for any potential bidders.

British Council Burma also undertakes to meet, in country (Burma), with any potential bidder to discuss any of the above documentation.

Exit planning and Project Wind-up

In preparation for project wind-up and handover to the implementing partner of EfECT phase 2 British Council Burma will follow an exit plan to complete Phase 1 and prepare to handover – see Table 7 below. At the end of March, once all project delivery has ceased and project trainers have left, a skeleton staff (project director + 3 local admin) will remain in post to complete wind up and handover tasks.

Project handover

The British Council Burma will engage with the implementing partner in the following handover tasks:

- Meeting in country to discuss handover and continuation as required.
- Handover of project documentation:
 - Final project report, including programme progress, key issues, lessons learned
 - Final External M&E report for bridging extension
 - College level data for:
 - English proficiency levels of teacher educators
 - Observed training competency levels of teacher educator Master-trainers.
 - Names of teacher educators selected to be Master-trainers
- Handover of project assets purchased using DFID ODA grant monies to the successful supplier.

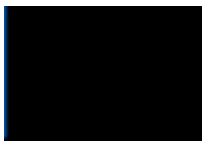
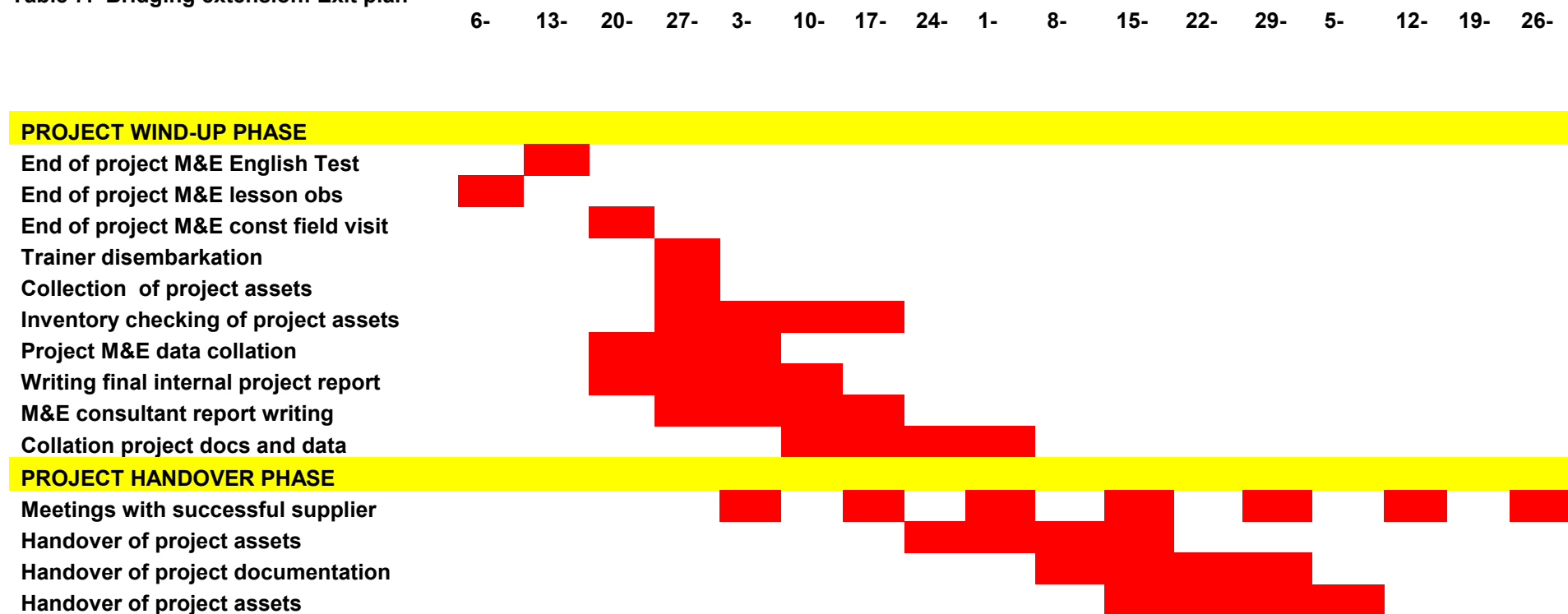


Table 7: Bridging extension: Exit plan





Section 5
Schedule of Prices (August 2016)

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