BRITISH COUNCIL

EES Vietnam

Call for grant proposals (Teacher Activity Groups)

and Guidelines for Applicants

Call closes: 25 October 2021 (23:59 GMT)

Contents

Overview of the British Council

We build connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language.
We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world.

We help young people to gain the skills, confidence and connections they are looking for to realise their potential and to participate in strong and inclusive communities. We support them to learn English, to get a high-quality education and to gain internationally recognised qualifications. Our work in arts and culture stimulates creative expression and exchange and nurtures creative enterprise.

We connect the best of the UK with the world and the best of the world with the UK. These connections lead to an understanding of each other's strengths and of the challenges and values that we share. This builds trust between people in the UK and other nations which endures even when official relations may be strained.

We work on the ground in more than 100 countries. In 2019-20 we connected with 80 million people directly and with 791 million people overall, including online and through our broadcasts and publications.

We are funded by a grant-in-aid from the UK government and with significant additional income from partnership agreements, contracts, teaching and exams.

Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

Background to English in Education Systems (EES)

The British Council's work in English for Education Systems (EES) aims for transformational change in English language policy and practice. We believe that better teaching and learning of English increases academic and career opportunities and enables people to participate actively in a global society. Our research and innovation with UK and overseas partners provide evidence of 'what works' in English language teaching and learning and contribute to the development of English language teaching and learning worldwide. We support language teaching and learning in a multilingual world, helping to ensure inclusive and equitable quality language education in line with UN Sustainable Development Goal 4.

As of 2021, our EES programmatic framework is thematically organised into three key impact areas:

- ELT in Education,
- English and Empowerment
- English Connects (digital)

Underpinning these priorities is our approach harnessing UK expertise in teacher education, education technologies and inclusive pedagogies and research, insight, and innovation. We seek to document and share learning gained from practical experience. Our role in global English means that advancing thought and positioning the UK as leaders in English language education are at the heart of our mission.

Opportunities for Partnership and Collaboration

This Call for Proposal comes under EES Vietnam's ELT in Education strand. It's aims are to:

- Establish a network of pilot TAGs focusing on teachers from one (or consortia of up to five) DOETs
- Develop content and implement TAG programmes across a 12-month period (semester 2, summer vacation and semester 1)
- Monitor and evaluate the TAG projects and their impact on teachers' CPD.

Pleases refer to **Appendix 1** for more details.

Funding rules

Detailed expectations and deliverables for the project are included in Appendix 1.

- Partnership funding ranges from GBP 20,000 (per DOET) up to a maximum GBP 100,000 (for five DOETs and/or consortia approach)
- Partnership proposals are for two years of implementation from December 2021 to March 2023. The funding is for the duration of the project.
- The full amount of the funding is to be used solely for project implementation.

Eligible costs

Eligible costs are costs incurred for undertaking the following activities during the project timeframe:

- Travel: Travel fares (economy class) to the UK/Viet Nam. Visa fees, and medical insurance and roaming charges for travel essential to the project, to the UK and Vietnam. On a case by case basis and if applicable, quarantine cost (not exceeding GBP400 per fully vaccinated person for 7 days in Viet Nam) can be considered

- Local travel in the UK and overseas (public transport to and from the airport and for meetings/visits is encouraged where possible)
- Reasonable accommodation and subsistence costs for staff for visits to their partner organisation in the UK or overseas, following the British Council travel rate
- Reasonable hospitality costs (not self-entertaining costs)

- The cost of staff time for full-time personnel working directly on the project, plus the costs of temporary personnel and other temporary staff recruited to work solely on the project.
- Reasonable consultancy fee not exceeding 30% of total project budget (where specific expertise required and to be procured externally)
- Reasonable production costs (e.g. for the development of materials but not including the staff time relating to such development of materials)
- Translation/interpretation costs (where procured externally)
- Costs of meetings, training events, workshops, public engagement events and seminars integral to the project, but not the fee to pay participants to attend the workshops and conferences
- Publication costs directly related to the collaboration - this includes web page development by external providers, if appropriate. We particularly encourage open access publishing.
- Online platform and relevant costs for digital delivery can be included
- Costs relating to resources of a specific nature to the project. This is by negotiation with the British Council and is not likely to include purchase of equipment. Software may be eligible but only when approved in advance by the British Council and will depend on a rational and clear written justification
- All of the above activities must be directly related to the development and delivery of the agreed project. Partners will be asked to complete expenditure information and provide evidence with receipts to British Council for monitoring and auditing purposes.

Ineligible costs

The following items of expenditure will **not** be covered by the grant award:

- Full economics costs (FECs)
- Institutional overheads including administration fees and other indirect costs
- Costs relating to activities which have already taken place at the outset of the project
- Costs relating to capital spend (e.g. hardware, software – see note above re possible software expenditure)
- Exchange rate costs/loss and other banking related costs

- Office software and office equipment including desks, chairs, filing cabinets, photocopiers, printers, fax machines
- Mobile phone costs including rental or purchase
- IP costs, patents, copyright, licensing or other IP-related costs
- Costs relating to the construction, procurement or rental of physical infrastructure, (e.g. office buildings, laboratory facilities) - It is expected that rooms and facilities essential for the routine operation of collaboration are provided as an in-kind contribution by the participating institutions. These can be detailed as an in-kind contribution in the budget breakdown.
- Entertainment costs such as: gifts; alcohol; restaurant bills or hospitality costs for personnel not directly participating in the project; excessive restaurant costs; excessive taxi fares.
- No profit or fees to be charged during the period of this grant funding

Timeline

Activity	Timeline
Call for proposal	13 September 2021
Clarifications	15 October 2021
Application deadline	25 October 2021
Proposal assessment	Week of 25 October 2021
Notification of proposal's outcome	Week of 1 November 2021
Agreement signing	Mid-End November 2021
Project implementation	December 2021 – March 2023 Phase 1 (Dec 2021-Jan 2022): Preparation Phase 2 (Feb 2022-Jan 2023): Implementation and monitoring Phase 3 (Feb-Mar 2023): Evaluation, reporting and dissemination

Eligibility criteria

British Council welcomes proposals from UK and Vietnamese universities, ELT and EdTech organisations with relevant qualifications, expertise and experience.

Partnerships may include:

- One UK leading applicant
- One Vietnamese leading applicant
- One DOET (whose teachers would be TAG participants and beneficiaries)

Consortium proposals may include:

- One UK leading applicant
- One Vietnamese leading applicant
- Up to five more UK and Vietnamese members from universities, organisations and businesses
- Up to five DOETs (whose teachers would be TAG participants and beneficiaries)

Assessment criteria

Project proposals will be assessed based on the information provided in the application form by a review panel including representatives from the British Council, the Ministry of Education and Training (National Foreign Languages Project) and sector experts.

Proposals will be assessed as follows:

Selection Criteria (Max score = 100)	Weight of Score
Potential to deliver target outcomes and impacts (40 per cent) • Proposals must clearly explain what the project will achieve and how this will contribute to creating opportunities for individuals (teacher development) and/or increasing collaboration between and benefits to the UK and Vietnam in alignment with the objectives of the call as outlined in this document and Appendix 1	40%

• The extent to which the project demonstrates the establishment of Communities of Practice (in the form of TAGs) as a meaningful and sustainable form of teacher development and CPD in Viet Nam • A demonstration on innovative approach to digital delivery to ensure impact, reach and inclusion and value for money • Monitoring and evaluation: Proposals must have a clear monitoring and evaluation plan. The plan should explain what the key performance indicators are and how monitoring will be carried out. Tangible milestones should be set, with an explanation as to how they will be measured. A risk management plan should also be included. • The extent to which the proposal is inclusive in relations to gender participation at all stages and activities of the proposal as stated in the Diversity and Gender statement.	
Alignment with strategic objectives (30 per cent) • Proposals must show a clear understanding of and fully address the programme objectives. • Proposals must demonstrate the ability to generate outcomes that meet the programme strategic objectives • Proposals must explain clearly what kind of opportunities they will create for individuals in the UK and Vietnam, and how this will be achieved.	30%
Capacity to deliver on time and within budget (30 per cent) • Projects must be led by a team with the track record, skills and experience necessary to successfully deliver the proposed work, e.g. experience of f2f and online delivery of teacher education and an understanding of teacher education in ODA operating contexts, including East Asia and/or Viet Nam • Sustainability: The potential of sustainability of the partnership beyond the funding period (e.g. commitment of the project team and project target audience after the project time, the possibility of	30%

extending the project using the available resources of the participating institutions, etc.)	
Proposal demonstrates commitment of the project team towards successfully developing the programme	
Value for money: Proposals must achieve the best possible outcomes with the funding and resources available, while ensuring funding and resources are used effectively, economically and without waste.	
Total	100%

Implementation

All funded projects must be implemented in accordance with the approved proposals, any additional conditions stipulated by the British Council, and the grant agreement signed with the British Council. Any changes to the proposed activities must be approved by the British Council before going ahead.

Digital Platform

- At this stage, given current travel constraints due to covid-19, it is envisioned that the partnership activities will be conducted remotely. Should the situation improve, there may be opportunities for face to face operations, likely starting with collaborations between partners based in Viet Nam, e.g. universities, DOETs and participating teachers.
- The British Council's Global Information Security Policy has banned Zoom usage in the British Council and for contracted suppliers and grant award holders. The British Council strongly recommends using Microsoft Teams to deliver virtual activities and workshops.
- Principal Applicants, who want to use other online tools or online platforms, must follow British Council's safeguarding and security protocols. Please email British Council for the protocols or if you have any questions.

Diversity and Gender Statement

Diversity statement

The British Council is committed to equal opportunities and diversity in all our activities. This includes avoidance of bias due to gender, disability, racial or ethnic origin, sexual orientation, or religious belief. Applicants are therefore encouraged to include participation by participants from under-represented groups in the teams implementing their proposed research. Applicants may apply for funding to cover extra costs for such participation, for example, for people with disabilities who may otherwise not be able to participate, or for childcare. Please describe any action you are taking to encourage diversity on your application form and make costs necessary to cover this inclusion clear within your application.

Gender statement

To comply with the International Development (Gender Equality) Act 2014, applications must outline how they have taken meaningful yet proportionate consideration as to how the project will contribute to reducing gender inequalities in the Gender Equality Statement section of the application form. Applicants are required to consider the impact their project will have on gender. We aim for projects to be gender sensitive. This will be an assessment criterion for this call. This should be about the project specifically – the outputs and outcomes; the make-up of the project team; participants, stakeholders and beneficiaries of the project; and the processes followed throughout the partnership programme. It should not be a re-statement of your Institution's policy, you may refer to the policy, but should show how the policy will be implemented in terms of the project. The Gender Statement must address the below criteria, with an understanding that, depending on the nature of the proposal, not all questions will be applicable. If a question is not applicable, you will need to articulate the reasons why.

- Have measures been put in place to analyse the needs and to ensure equal and meaningful opportunities for people of different genders to be involved throughout the project? This includes the development of the project, the participants of the research and innovation, and the beneficiaries of the project.
- The expected impact of the project (benefits and losses) on people of different genders, both throughout the project and beyond.
- The impact on the relations between people of different genders and people of the same gender. For example, changing roles and responsibilities in households, society, economy, politics, power, etc.

- How will any risks and unintended negative consequences on gender equality be avoided or mitigated against, and monitored?
- Are there any relevant outcomes and outputs being measured, with data disaggregated by age and gender (where disclosed)?

British Council reserve the right to reject the application if no consideration has been given to gender equality or if the proposal is assessed to result in a negative impact for gender equality.

Safeguarding

We have a duty of care to safeguard the children and vulnerable adults we work with. Please refer to the Safeguarding policy here: https://www.britishcouncil.org/about-us/how-we-work/policies/safeguarding

Where proposals involve any contact with children, each organisation and individual will need to adhere to the relevant national requirements to ensure they have been fully vetted to work with under-18s.

Data protection

The British Council will use the information that you provide for the purposes of processing your application, making any awards, monitoring and review of any grants. The legal basis for processing your information is agreement with our terms and conditions of application (contract).

We may share all application data with the Ministry of Education and Training in order to assist with management of the application process.

The British Council complies with the General Data Protection Regulations 2016/679 (EU) GDPR). We process and handle personal information according to these regulations. The personal information that you provide on this form will only be used for the processing of your application. The information will be viewed by British Council, Ministry of Education and Training staff and those who are part of the decision-making process. Your information will not be used/shared beyond the partners listed above for any other purpose without your specific consent. British Council and Ministry of Education and Training reserve the right to publish and share anonymised aggregated information with stakeholders.

Organisation details, where collected, are used for monitoring and evaluation and statistical purposes. Gender information and country of origin, where collected, is used solely for statistical purposes. If we need to contact you, we will do so using the contact details you have provided.

Under UK Data Protection law, you have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you want more information about this, please contact your local British Council office or the Data Protection Team inforgovernance@britishcouncil.org or see our website: http://www.britishcouncil.org/privacy-cookies/data-protection. We will keep your information for a period of seven years after the project.

Applicant Screening

In order to comply with UK government legislation, the British Council may at any point during the application process, carry out searches of relevant third party screening databases to ensure that neither the applicant nor any of the applicant's employees, partners, directors, shareholders is listed:

- as an individual or entity with whom national or supranational bodies have decreed organisations should not have financial dealings;

- as being wanted by Interpol or any national law enforcement body in connection with crime;

- as being subject to regulatory action by a national or international enforcement body;

- as being subject to export, trade or procurement controls or (in the case of an individual) as being disqualified from being a company director; and/or

- as being a heightened risk individual or organisation, or (in the case of an individual) a politically exposed person.

- If the applicant or any other party is listed in a Screening Database for any of the reasons set out above, the British Council will assess the applicant as ineligible to apply for this grant call.

The applicant must provide the British Council with all information reasonably requested by the British Council to complete the screening searches. Please read the text to this effect on the application form and tick the box to show that you understand this.

Application procedure

Applications should be submitted by 25 October, 2021 to:

digitalinnovation@britishcouncil.org.vn

Davide Guarini Gilmartin, Academic Manager,

Davide.G.Gilmartin@britishcouncil.org.vn

Duong Le, Programme Manager,

Duong.Le@britishcouncil.org.vn

Please use the subject line **Teacher Activity Groups in Viet Nam**

All applications should include the following 3 documents:

- Annex 1: Proposal_application_form
- Annex 2: Activity-based-budget_template
- Annex 3: Grant_agreement_template (a bilingual template will be provided in due course)

Appendix 1: Capacity building & CPD: Piloting Teacher Activity Groups in Viet Nam

	Capacity building & CPD: Piloting Teacher Activity Groups in Viet Nam
Context	As of 2021, British Council's EES programmatic framework is thematically organised into three key impact areas: ELT in Education, English and Empowerment and English Connects, the latter of which encompasses the British Council EES team's digital offer globally.
	The English Connects impact area is a key aspect of the current British Council EES strategic refresh and offers an amalgam of the British Council EES's global digital English teacher CPD resources[1], communities and online professional development opportunities whilst also being responsible for maintaining the world's largest online English teacher community.
	Teacher Activity Groups (TAGs)
	The British Council's approach to continuing professional development (CPD) is called Teaching for Success . It aims to provide frameworks, resources and support for contextualised teacher development.
	It also aims to raise awareness among educational authorities that conventional top-down, short-term, large-scale cascade models of in-service teacher education, whilst valuable, are not necessarily delivering visible and sustained changes in teaching and learning.
	As a result, we promote additional forms of CPD which provide teachers with opportunities to learn collaboratively, over time, and in a manner which is more teacher-driven and linked to what happens in classrooms. In this context, Teacher Activity Groups (TAGs) have emerged as one form of Community of Practice (CoP).
	Indeed, these have already been implemented in at least six British Council projects around the globe and in 2020, a review examined British Council's use of TAGs as a model of CPD for teachers. The report also includes sections on the benefits and challenges of CoPs as well as recommendations of what makes TAGs work.

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[1] Digital resources for CPD may include: lesson plans, language learning content, research dissemination, communities, events, including peer to peer events and expert to non-expert events; platforms for learning; courses

Teaching for Success **in Viet Nam**

Since 2014, British Council in Viet Nam has worked closely with a number of provincial Departments of Education and Training (DOETs) to deliver a range of teacher training activities as part of our *Teaching for Success* approach to teacher development. During that period, we have worked particularly closely with a number of DOETs, including Bac Giang, Lang Son, Nam Dinh and Vinh Phuc in the north, as well as Can Tho in the south, and trained thousands of teachers as a result.

Between 2019 and 2021, as part of our work with Can Tho DOET we piloted a limited series of Teacher Activity Groups (TAGs) (three F2F and one online) to six groups of teachers (two groups of primary teachers, two groups of lower secondary teachers and two groups of upper secondary teachers). Teacher feedback was overwhelmingly positive with many saying how they had enjoyed learning from each other, sharing experiences and resources, revising and upgrading their teaching methodology, and also applying activities and techniques in their classes, which had a positive impact on their students' motivation and learning.

In addition, cohorts of key teachers in Bac Giang and Nam Dinh provinces, who were trained in 2019 and 2020 as teacher educators and mentors, have also been introduced to the TAG concept, exploring the benefits and challenges as well as how to plan and facilitate TAG sessions.

Since the start of Covid, other remote online teacher support projects (all UK-VN partnerships) have been implemented in Vietnam in the form of PRELIM , a remote language improvement programme for teachers organised with the national VietTESOL Association. In addition, we are currently implementing three teacher development projects as part of our pilot Digital Learning Innovation Fund, which include online Communities of Practice as key components.

We would now like to pilot TAGs across more provinces in a way that can be sustainable and easily scaled up, both within the pilot provinces and also expanded in time to other provinces. The piloting and future development of sustainable, scalable and continuous TAGs should enable more Vietnamese

	teachers of English to experience and benefit from this mode of ongoing teacher development. In turn, this should have a positive impact on the quality of teaching and learning in the English language classroom.
Aims	- Establish a network of pilot TAGs focusing on teachers from one (or consortia of up to five) DOETs - Develop content and implement TAG programmes across a 12-month period (semester 2, summer vacation and semester 1) - Monitor and evaluate the TAG projects and their impact on teachers' CPD.
Project duration	November 2021 – March 2023 Phase 1 (Nov/Dec 2021-Jan 2022): Preparation Phase 2 (Feb 2022-Jan 2023): Implementation and monitoring Phase 3 (Feb-Mar 2023): Evaluation, reporting and dissemination
Proposed partners	To be determined, but likely to include representatives from (list not exhaustive): - Provincial DOETs (either individual DOETs or up to a maximum of five in a consortia approach) - Vietnamese Higher Education institutions or other ELT providers e.g. 10 key NFLP teacher training universities - UK Higher Education institutions or other ELT providers To collaborate with in terms of support: - EES team, British Council, Vietnam - National Foreign Language Project (NFLP)
Proposed activities	It is suggested that the UK-VN partnership, or consortia, adopt the following approach: **Phase 1 (Nov/Dec 2021-Jan 2022): Preparation** Step 1: Undertake a needs analysis of potential participating teachers in the DOET (primary, lower and upper secondary teachers). Review English

language curriculum and coursebook syllabus. Identify and map out topics, resources and activities to develop into an overall framework for TAG sessions, blending input and output tasks, which can then be applied and adapted by teachers in their classes between each TAG session.

Step 2: Formulate a draft TAG training programme for the subsequent 12-month period, ensuring that it aligns with the 2018 curriculum for each level (primary, lower and upper secondary) and addresses teachers' professional needs (see step 1 above). For example, the British Council [CPD Framework for teachers](#) identifies 12 professional practices for teachers. Activities could include:

- reading and research between monthly meetings

- sharing with one another either in the synchronous TAGs (online, possibly F2F) or via their asynchronous online community (Zalo)

- sharing reflections and resources

- sharing examples of activities and techniques adapted and applied with their students and classes between monthly TAG meetings

- introducing and developing skills to conduct Classroom Action Research.

Step 3: Present the draft TAG training programme standards to selected DoETs (ELT Specialists and other stakeholders) and British Council for discussion and agreement before implementation.

Phase 2 (Feb 2022-Jan 2023): Implementation and monitoring

Step 1: Facilitate a series of monthly TAGs to minimum six groups per DOET (two primary, two lower secondary, two upper secondary groups with maximum 20 teacher participants per TAG) over a 12-month period, aligned to the academic year in Viet Nam:

- Semester 2 – February 2022 (after *Tet) > May 2022 (Summer vacation)
- Summer vacation (June-August 2022)
- Semester 1 – September 2022 > January 2023 (before *Tet)

*Tet = Vietnamese New Year (usually two-week vacation)

During the implementation period, aim where possible to transition from UK providers and/or VN HEI providers acting as facilitators to quickly identify and build the capacity of participating teachers themselves to take the role of TAG facilitators, with support, mentorship and guidance from the UK-VN teams.

Step 2: Maintain and actively monitor asynchronous Zalo groups between monthly sessions to ensure that teachers are actively participating e.g. by posting links, tasks and activities requiring teacher engagement.

Step 3: Conduct regular and ongoing feedback with selected key stakeholders (e.g. teachers, students, school heads, DOET ELT specialists) to monitor and evaluate progress of the TAGs and respond appropriately, if necessary.

Phase 3 (Feb-Mar 2023): Evaluation, reporting and dissemination

Step 1: Compile a detailed report outlining the monitoring, evaluation, research and learning (MERL) from the pilot programme in each DOET area.

Step 2: Make specific recommendations regarding how the TAG pilot(s) could be maintained and developed to ensure sustainability beyond the project period, e.g. collaborating with local ELT or HEI providers, building capacity of key teachers and others to act as TAG facilitators, etc.

Step 3: Prepare to present MERL reports to British Council, DOETs, NFLP and other key stakeholders at agreed dissemination events.

Expected outcomes and outputs	**Outcomes:** • Improved access to quality CPD programmes results in improved skills, knowledge, attitudes and networks which support and sustain quality English language teaching and learning • Improved and embedded systems of CPD • Wider access to stronger CPD systems • Localised creation of practitioner-led, inclusive and sustainable communities of learning and practice at in-service level. • Improved quality of teaching and learning in Vietnamese classrooms.

	Outputs: • CPD programmes (in the form of TAGs as Communities of Practice) developed, implemented and evaluated across 5 provinces • Approx. 600 teachers (plus educators) participate in an annual (12 month) series of online Communities of Practice (TAGs) • Monitoring and evaluation reports.
Expectations	Apart from the overall expected outcomes / outputs described above, applicants of this proposal are expected to: • Develop delivery partnerships (or consortia) between UK providers – VN universities – local DOETs (with teachers as direct beneficiaries, students as indirect beneficiaries) • Build capacity and drive sustainability through the project which can extend beyond the project period.
Budget	Up to GBP 20,000 per DOET partnership (up to 5 provinces) up to GBP 100 000 (as part of any consortia-based approach)
Contact	Davide Guarini Gilmartin, Academic Manager, DavideG.Gilmartin@britishcouncil.org.vn Duong Le, Programme Manager, Duong.Le@britishcouncil.org.vn