

English Programmes Vietnam

Call for grant proposals

Teacher Activity Groups Programme

Guidelines for Applicants

Call closes: 20 February 2024 (23:59 GMT)

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1. 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. These 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 2022–23 we had meaningful engagement with 111 million people worldwide, and reached 600 million people overall including online, broadcasts and publications. We also engaged with over 50 million teachers and learners of English worldwide.

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.

2. Background to English Programmes

The British Council's work in English Programmes 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 where' 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.

In Viet Nam, English Language Teaching (ELT) development in support of National Foreign Languages Project's 2025 Strategy (NFLP) has always been a priority area for the British Council. NFLP and the British Council in Viet Nam continually seek ways to develop cooperation in the areas of English language teaching, learning and assessment and this is evident in the activities proposed in the [Collaboration Plan 2021-2022](#) with a vision for cooperation until 2024-2025, including (i) research

and insight, (ii) engaging with stakeholders in both Viet Nam and the UK, (iii) capacity building and continuing professional development, and (iv) curriculum, resources and assessment.

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

- English in Education
- English and Empowerment
- TeachingEnglish (digital)

The activity described in this call for proposals comes under **English in Education**. This is our work in formal education systems, where we work across the education sector in primary, secondary and tertiary (technical, vocational, training, higher) education. There are two main areas of work under English in Education: English Language Teaching (ELT) in Education and English in a Multilingual World.

3. Context

3.1 Teacher Activity Groups (TAGs) – an effective mode of teacher CPD

The British Council 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. More information about this TAGs research can be found at this link: <https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/professional-development-through-teacher-activity>.

In Vietnam, language teachers have also been encouraged to take part in CoPs for professional development, which are formalised as professional groups. MOET circular 32.2020 (TT-BGDĐT), Article 14. Academic Specialized Groups states '*The professional group organizes professional activities at least once in two weeks and may hold an unscheduled meeting according to work requirements or at*

the request of the principal. The professional group operates on the principle of democracy, respect, sharing, learning and mutual help among members to develop professional capacity.'

Building on this foundation of Academic Specialised Groups, the National Foreign Languages Project (NFLP) is now actively promoting Communities of Practice as an effective mode of CPD for in-service teachers across Viet Nam. In this context, British Council believe that TAGs can play an exemplary role.

3.2 Teacher Activity Groups (TAGs) in Viet Nam

First TAG initiative in 2019-2021

Between 2019 and 2021, as part of British Council work in Viet Nam with some provincial Departments of Education and Training (DOETs) to deliver a range of teacher training activities, we piloted a limited series of Teacher Activity Groups (TAGs) (three F2F and one online) to six groups of teachers in Can Tho province. 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.

Pilot TAGs in 11 provinces in 2022-23

In 2022-2023 a total of five UK-VN projects received a British Council grant to establish and pilot approximately 64-68 TAGs over a 12-month period from February 2022 to January 2023 directly benefitting more than 1,600 teachers across 11 of Viet Nam's 63 provinces, including some remote and more disadvantaged areas, spanning the north, centre and south of the country.

We also commissioned an external evaluation work of the TAG pilot projects from May to September 2023. The evaluation report provided valuable insights into the effectiveness, relevance, impact, and sustainability of the TAG programme and its five pilot projects, as well as its capacity to enrich teacher professional development and its broader influence on the educational landscape in Viet Nam.

Phase 2 of the TAG Programme: Creating an enabling environment (2024-2025)

In Phase 2, we will focus on 'creating an enabling environment' for TAGs to be implemented and scaled up, aiming to achieve systemic, long-term change. Key proposed activities include:

- Policy advocacy and strategic stakeholder engagement at MoET/NFLP and provincial/DoET levels
- Knowledge dissemination and capacity building for teachers and teacher educators
- Collaboration and partnership strengthening with a range of key stakeholders to make sure expertise and resources are leveraged for TAG scaling up.

These activities are underpinned by both top-down and bottom-up approaches. While we will continue to work with MoET/NFLP to develop frameworks and mechanisms at national policy level for TAGs to be implemented throughout the education system, we shall also aim to build capacity at the grassroots level, i.e. by providing support to DoETs in key provinces so that they can first adopt and implement

TAGs, then monitor and evaluate their effectiveness and finally scale them up as an effective and sustainable CPD model for in-service teachers in their province.

Looking to the future, beyond the project period of this current Phase, we aim to develop these key provinces as **exemplars of TAG implementation**, who will then act as important knowledge disseminators and mentors for other provinces to implement TAGs in future.

4. Objectives and expected outcomes

This Call for Proposals comes under the TAG Programme Strategy – Phase 2 (2024-2025) and the approach of **'building a group of TAG exemplar provinces'** as mentioned above.

Our main objective of this Call is to leverage the expertise, knowledge, and experience of UK and VN ELT providers, and the partnership model (UK ELT providers + Viet Nam ELT providers + Viet Nam provincial DOETs) developed through the TAG pilot phase (2022-2023) to identify and establish a group of provinces as **TAG exemplars**. To this end, it is considered essential that UK and VN ELT providers identify provincial DOETs who have clearly demonstrated a commitment to the professional development of their in-service primary and secondary teachers, and who are willing to continue their commitment throughout and beyond the project period, given the expected outcomes outlined below, so that they can fully develop as effective **TAG exemplar provinces**.

Expected outcomes, or **success factors of a TAG exemplar province** are defined as follows:

- During the project period, partnerships will be expected to **demonstrate the initial capacity building and scaling up of TAG implementation at provincial level**, including:
 - **A sufficient and diverse network of key teachers as TAG facilitators** identified and developed who are confident and equipped (by the UK and VN ELT institutions) with the necessary skills to facilitate TAGs with other teachers in their provinces. In the selection of these key teachers, specific consideration should be given to gender equality and the empowerment of women. (Please refer to the Gender Equality Section (12.3) for further information).
 - **A CoP framework** to enable continuous learning pathways and peer learning within this network of key teachers (TAG facilitators) is established and maintained.
 - **An increasing number of teachers engaged with TAGs** in school year 2024-2025, with an expected KPI of **at least 50% of teachers in each exemplar province participating in TAGs** achieved.
- **Demonstration of improvements in quality of teaching and student learning outcomes:**
 - **A robust monitoring and evaluation framework (M&E)** put in place to help measure the impact of TAGs in terms of their effectiveness in improving teaching quality and student learning outcomes. KPI: **at least 80% of TAGs' participating teachers** report

experiencing an increase in their professional skills, knowledge, attitude, and networks is achieved.

- During the project period, partnerships will also be expected to **demonstrate a sustained commitment to the implementation of TAGs** by DoETs and teachers beyond the project period, for example, by establishing innovations including:
 - **A ‘mentoring’ scheme between teachers** is established in exemplar provinces that facilitates an ongoing **teacher-driven TAG implementation approach**, so that an ever-increasing number of key teachers can develop the necessary skills and resources to effectively facilitate TAGs with other teachers in the provinces, ensuring the sustainability of TAG implementation in the long term.
 - **A strong engagement of DoETs** established in these exemplar provinces in order to demonstrate how DoETs can be **empowered** to facilitate their teachers in TAG practice, and how they have played a leading role in ensuring the sustainability of TAG implementation, through their commitment, capability, and proactive participation in all phases, from project design, implementation, and M&E (monitoring and evaluation).
 - **A facilitation and incentivisation initiative** could be one example of exemplar DOETs’ engagement and the empowerment of their teachers. For example, establishing a reward scheme which motivates schools and provides conditions for teachers to sustain their implementation of TAGs effectively and over time to ensure the long-term impact of TAGs on both teacher professional development and students’ learning outcomes.

5. Project duration

This programme will be implemented for 18 months, from April 2024 to September 2025. Projects are suggested to follow the below schedule for designing, implementing, and reporting:

- Phase 1 (Apr 2024 - July 2024): Project preparation and design.
- Phase 2 (Aug 2024 – July 2025): Implementation and monitoring (12 months – academic year)
- Phase 3 (Aug 2025 – Sep 2025): Evaluation and reporting.

6. Project key milestones

1. Phase 1:
 - A project implementation plan, to be submitted in July 2024, in the format required and provided by the British Council.
2. Phase 2:
 - Every 3-months project implementation progress reports are submitted at intervals during Phase 2, in the format required and provided by the British Council.
3. Phase 3:

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- An evaluation final report (including data/KPIs report) to be submitted in September 2025, in the format required and provided by the British Council.

7. Eligibility

This Grant Call opens opportunities for UK and Vietnam ELT providers (*) with the following partnership options:

- 1. For both UK and Vietnam ELT providers who were delivery partners of the TAGs pilot phase:**
 - a) to build on the success of your existing partnerships, consolidating TAGs implementation in all or some selected provinces that participated in your project in the pilot phase, developing them as TAG exemplars based on the criteria mentioned above.
 - b) to support new provinces (**) in implementing TAGs, developing them as TAG exemplar provinces based on the criteria mentioned above.
- 2. For UK ELT providers who were delivery partners of the TAG pilot phase:**
 - To work with a new Vietnam ELT provider to implement TAGs in new provinces, developing these provinces as TAG exemplars based on the criteria mentioned above.
- 3. For VN ELT providers who were delivery partners of the TAG pilot phase:**
 - To work with a new UK ELT provider to implement TAGs in new provinces, developing them as TAG exemplars based on the criteria mentioned above.

UK and Vietnam ELT providers can partner to bid for more than one partnership option as mentioned above. In such cases, please submit one application per partnership project.

(*) UK ELT providers, including:

- Higher education institutions
- Schools
- Colleges
- Education institutes, organisations, and companies (public and private)

Vietnamese ELT providers, including:

- Higher education institutions
- Teacher associations
- Education institutes, organisations, and companies (public and private)

British Council welcomes proposals from UK and Vietnamese ELT providers who have relevant expertise and experience of supporting teachers in implementing TAGs for CPD purposes, especially in the Vietnam local contexts.

(**) 'new provinces' here means provinces which did not participate in the TAG pilot phase (2022-2023) projects.

This Grant Call is therefore **open to all UK and VN ELT providers to partner with each other, provided that at least one partner in this Phase 2 partnership project (either UK or VN ELT provider) already participated in the TAG pilot phase (2022-2023).** Bidding proposals are required to demonstrate how the expertise, knowledge, and experience gained by UK/VN ELT providers in the TAG pilot phase will be leveraged for the implementation of your Phase 2 project.

8. Budget and funding rules

8.1 Budget

Currently, our available budget is for developing up to **seven** provinces as TAG exemplar provinces, with a maximum allocation of **£25,000** per province.

Additional grants can be considered to reach more than seven provinces, depending on proposals from applicants.

8.2 Funding rules

- For all options, we require **UK ELT providers** to act as the **lead applicants**. Contracts will be signed with, and funds will be paid, to the UK ELT providers. However, we require a clear indication of budget allocation between UK and VN ELT providers in the bidding proposals (Budget Form).
- For each awarded project, 10% - 20% of the funding amount (to be confirmed in the contract) will be retained until a final report and all reporting of data collection/KPI achievement are submitted according to British Council's guidelines (anticipated to be received in September 2025). The remainder of the grant (80% - 90%) is expected to be transferred by end March 2024.
- Funding for partnership proposals is for project implementation for 18 months, from April 2024 to September 2025. The full amount of the funding is to be used solely for project implementation during this time.
- The grant is not transferable, and any underspend will need to be returned to the British Council. Financial reports will be required using a set format during each phase of reporting.

8.2.1 Eligible costs

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

- International 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.
- Local travel in the UK and overseas (public transport to and from the airport and for meetings/visits is encouraged where possible)

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- 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.

8.2.2 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.

9. Timeline

| DATE | ACTION |
|---------------------------|---|
| 18 January 2024 | Call for proposals published |
| 26 January 2024 | Deadline for clarification questions. |
| 30 January 2024 | Briefing session. Responses to clarifications questions. The briefing session will take place at 9.00 - 10.00 (UK time)/ 16.00 - 17.00 (Viet Nam time) . Clarification questions submission and webinar registration link: http://bit.ly/3U5ejWF |
| 20 February 2024 | Deadline for submission of proposals |
| 29 February 2024 | Notification of proposals outcome |
| March 2024 | Agreements signing and grant disbursement |
| April 2024 onwards | Project implementation |

10. 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, and sector experts.

Proposals will be assessed as follows:

| Selection criteria (Max score = 100) | Weight of score |
|--|-----------------|
| <p>Project rationale</p> <ul style="list-style-type: none"> Proposals must clearly explain the rationale of your proposed project, including how your project will leverage the expertise, knowledge, and experience of UK and VN ELT providers, and the partnership model (UK ELT providers – Vietnam ELT providers – Vietnam provinces) developed through the TAG pilot phase (2022-2023) for this Phase 2. Please also indicate a preference order of Vietnam provinces/DOETs that your project aims to develop as TAG exemplars in this Phase 2, and the rationale. | 20% |
| <p>Potential to deliver the objective, target outcomes and KPIs</p> <ul style="list-style-type: none"> Proposals must clearly explain what and how the applicant will do to achieve the objective, expected outcomes and Key Performance Indicators (KPIs) of this project, including a clear monitoring and evaluation plan. A clear identification of risks and appropriate mitigation strategies. | 20% |
| <p>Innovation</p> <ul style="list-style-type: none"> A demonstration on innovative approach to delivery to ensure impact, reach and inclusion, and value for money. | 20% |
| <p>Track record and capacity to deliver the project successfully and within budget</p> <ul style="list-style-type: none"> Proposals should detail the track record of partners involved in the project – including similar projects you have delivered in the past and your commitment to teacher development. (10%) Proposals should demonstrate the capacity – a team of individuals with the skills and experience necessary to make sure the project will be delivered successfully. (10%) 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. (10%) | 30% |
| <p>EDI and Gender</p> <ul style="list-style-type: none"> A demonstration of your commitment to the British Council’s Equality, Diversity, and Inclusion policies (see 12 below), including the extent to which your project will be inclusive with regard to gender participation at all stages and activities as stated in the Gender Equality requirement section (make sure you have addressed all the points in 12.3 below) | 10% |
| <p>Total</p> | 100% |

12. Equality, Diversity, and Inclusion

Our EDI policies

The British Council's work is based on building meaningful, enduring, and respectful relationships across different cultures. To do this successfully and to build trust with our partners requires a strong commitment to equality, diversity, and inclusion. Our equality, diversity and inclusion policy explain our approach, which is to try to make sure that EDI is central to everything we do.

Our goal is to develop inclusive programmes that bring together people with different experiences and backgrounds. We hope this will make everyone's experiences richer, and ultimately lead to more inclusive societies. We focus on six areas of diversity, aligned to those protected by UK equality legislation:

- a. age
- b. disability – see Disability Equality below
- c. ethnicity/race – see Anti-racism below
- d. gender – see Gender Equality below
- e. religion or belief
- f. sexual orientation

We recognise that these areas intersect, together with other characteristics such as socio-economic background and geographical location.

12.1 Disability Equality

We recognise disability as a broad concept that includes physical, sensory, learning and mental health issues and long-standing and fluctuating health conditions e.g., HIV/AIDS and cancer.

We made a commitment to embedding disability inclusion in our programmes through the Global Disability Summit commitments in 2018:

The British Council commits to taking action to support disabled people to increase their voice, skills, and agency to influence others and shape change in their own lives, the lives of others and wider society. We will do this through the meaningful involvement of disabled people within our own workforce and in our programmes in Arts, Education, Society and English and Exams, seeking to identify and remove barriers to inclusion and create conditions that encourage and value diversity.

We have taken forward these commitments over the years, tracking and reporting progress through the Global Disability Summit Working Group.

12.2 Anti-racism

We strive to give everyone we engage with the opportunity to achieve their potential, regardless of race, ethnicity or background.

We aim to dismantle barriers across our organisation and build a more inclusive and representative workplace and leadership that embraces diversity, calls out discrimination and puts equality at its heart.

Our Anti-Racism Action Plan includes our priorities.

12.3 Gender Equality

The British Council is committed to gender equality and empowering women and girls in line with the International Development (Gender Equality) Act 2014.

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.

13. 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.

14. 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.

15. 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.

16. Application procedure

Applications should be submitted by **20 February 2024** to:

English Programmes Mailbox - Englishprogrammes@britishcouncil.org.vn with Cc to:

- Nga Le, Programme Manager - Nga.Le@britishcouncil.org.vn

Please use the subject line **Teacher Activity Group Project in Viet Nam – Phase 2 (2024-2025)**

All applications should include the following three documents:

- Annex 1: Application Form
- Annex 2: Budget Form
- Annex 3: Grant Agreement Template (a bilingual template will be provided in due course)