

1.2.4 Mobilisation

Below are the details of the resources that will be deployed to ensure the successful delivery of the project. This is based on the same approach used for the delivery of the 2017/18 and 2018/19 CSSF-funded projects.

Resources

- We have presence in three of five EaP countries with local bank accounts to contract and pay in line with local legislation. Activities in Belarus and Moldova are delivered by the British Council office in Ukraine through local partners: English Teachers Association (META) in Moldova and Minsk State Linguistic University (MSLU) in Belarus (*please see section 1.2.3 Location for detailed information*).
- We have a professional team of project managers leading our overall portfolio of English programmes whom we deployed on the CSSF projects in 2017/18 and 2018/19. If we are successful, we will mobilise this resource for the delivery of this project.
- In addition, we will allocate necessary sectoral resources leads (English, skills, gender), as well as dedicated regional / corporate professional support (finance and marketing) for the successful delivery of the project.
- We also have locally trained trainers / mentors and partners through whom we delivered the training and mentoring sessions across the existing English Clubs network. We will use the same pool of professional trainers and mentors to further work with these existing Clubs (which will be enhanced to Learning Hubs) and with the new Learning Hubs, to realise the professional development of teachers in remote areas.
- Our centralised systems and extensive experience of delivering similar programmes in the EaP region will ensure that a high-quality framework of due diligence and risk assessments, procurement and financial management, performance management, monitoring and evaluation tools and measures are used over the lifetime of this contract.
- The British Council uses a market leader financial system (SAP) to manage all income and expenditure across the organisation. With in-built financial controls and fast and effective reporting functionality it offers the ideal financial platform for this contract. The British Council also employs a rigorous monthly financial compliance review process which will ensure effective compliance and control covering all programme expenditure. The effective management of all operational and budgetary risks by the Regional Finance Manager will ensure that the British Council will deliver this contract within budget. This will enable us to manage the programme effectively without recourse to any additional contingency element included within the project budget.
- The British Council's internal GDPR system will ensure proper data collection and storage of all the participants, in line with UK public sector requirements.
- Our past experience of the CSSF programme, along with our already-developed delivery and management mechanisms and our existing British Council procurement and financial management guides will also ensure minimal time is spent on mobilisation and start-up.
- We have developed effective mechanisms for teachers' development (F2F, online, through TAGs) based on lessons learned and feedback received over the last two years. We also have developed and tested modules for English and for negotiation and debating courses, as well as our gender toolkit, which have been trialled and reviewed based on lessons learned over the past two years.
- The British Council will not require or request any form of pre-financing in relation to the delivery of the project.

Existing relationships and access

We recognise that effective relationship management with all beneficiary groups will be crucial to the success of the project. With this in mind, the British Council's Country Directors in Armenia, Azerbaijan and Georgia will have this as a core responsibility in their deliverables. Director Ukraine will be responsible for relationship management in Belarus and Moldova. Director Armenia will fulfil the Project Director role and responsibility managing relationships the CSSF team as well as coordinating and managing the work of the overall delivery team.

The project team will draw on the substantial analysis of stakeholders developed through the initial mapping exercise for the previous CSSF projects. The key stakeholders, beneficiaries and partners of the project include:

- **Ministries of Education:** One of the key stakeholders of the project in each country will be the Ministry of Education. Their support will be important to ensure the successful operation and sustainability of the project. The trusted relations that the British Council has built with these key stakeholders will contribute to the quick launch of the project. The British Council works on the basis of fundamental Cultural Cooperation Agreements in four countries, signed in the 1990s between the UK and national governments. Recently, through the CSSF-funded projects we have additionally signed MOUs and/or other types of cooperation agreements with the Ministries in SC. We will secure agreement for successful delivery of the project with the relevant authorities in Moldova and Belarus,
- **School Leaders:** The commitment and dedication of schools and leaders will be important criteria for the selection of schools to host the Learning Hubs. While the schools' capacity will be enhanced through the project, their sense of ownership is key for supporting the operation of the project after its completion. We already have favourable relationships built with the existing English Clubs. Based on the lessons learned from this, we will sign contracts with schools to ensure their commitment and ownership for the management of Learning Hubs.
- **Teachers:** The British Council has a large network of teachers with whom we have worked throughout many years of our operation in the region and with and for whom we have delivered face-to-face and online professional development opportunities. Through the CSSF-funded projects in the last two years, digital initiatives have extended our teachers' network to include more remote areas. The new model of TAGs has allowed access to even larger number of teachers in the regions. The success of the previous projects across the countries that we work in, and amongst the networks of teachers we have worked with, will make it easier to launch the project and identify schools / universities in the new regions for cooperation.
- **Parents:** Parents are also key to the project to ensure encouragement for the students to be motivated and attend the courses. Based on previous experience, wherever possible, we will conduct regular meetings and focus groups with parents to ensure their input into and support for the project.
- **British Embassy team:** Our teams in SC have good relations with the British Embassy teams and hold regular meetings to discuss and brainstorm project outcomes and interventions. Relations with the British Embassies in Moldova and Belarus are managed by our team in Ukraine who are regularly in contact with the Embassy teams to update them about progress and who carry out visits to those countries as required to discuss strategic directions and risks related to the project. These relationships and regular contact with Embassy teams will help to identify synergies with other CSSF-funded projects in countries and hence capitalise on their impact.
- **Other organisations:** The British Council has well-established relations with other international organisations delivering projects in the region in relevant areas. For example, UNICEF is working with children and schools in the regions and is launching a project on core skills development; UNFPA is delivering a CSSF-funded project on gender mainstreaming; and USAID-funded education programmes are working with schools to support English language development. As with the previous CSSF-funded projects, on the new project we will work with such organisations delivering similar projects to join efforts wherever relevant and to coordinate interventions, to avoid overlap, if we cannot work together.

Additional resources required

- While we have a core professional project team to manage the project, we will hire **project coordinators** to help with the delivery of the project.
- We will engage our corporate team to support with the adaptation and cascading of the in-house developed **core skills** (problem solving, critical thinking, collaboration and leadership). We will bring in trained trainers from Ukraine to develop local capacity in core skills in the five countries and will bring in our corporate team to oversee the process and provide accreditation to the local trainers.
- For the external Monitoring and Evaluation and the audit of the project, we will select companies externally through an open tender (and/or based on existing British Council global framework contracts).
- All managers involved in the project will undergo prior training in conflict sensitivity and social cohesion in May 2019, delivered for the British Council by International Alert.

Foreseen challenges

The key challenges and risks are summarised in section **1.2.5 Risk Management**. Here is a summary of some of the key challenges based on our previous lessons learned:

- **Delivering in non-represented countries:** Delivery in Belarus and Moldova has its challenges given the fact that the British Council does not have representation in those countries.
- **Solution:** In the past two years we have developed good relations with local organisations (Moldova English Teachers' Association, Minsk State Linguistic University, US Embassy English Programme team in Moldova) with whom we will coordinate the delivery of the project.
- **Access to remote communities:** Through the 2018/19 CSSF-funded project, we aimed to reach out to remote and isolated communities where possible. The main challenge encountered has been the distance and the weather conditions that created some challenges for reaching out to those communities regularly for lesson monitoring and mentoring.
- **Solution:** In Armenia and Georgia we piloted the IRIS Connect web monitoring platform through which teachers uploaded their recorded lessons. The system also provided several tools to measure the teachers' effectiveness in their classroom and the methods used to ensure maximum learning. The mentors in capital cities were then able to review the class and provide regular mentoring. We will maximise the use of IRIS Connect in Armenia and Georgia and will consider possible use of the system in Azerbaijan as part of the new project.
- **Securing government agreement:** In some of the countries, e.g. in Azerbaijan, it has not been easy to agree the selection of remote regions for opening English Clubs. As a result of discussions with the Ministry of Education and the British Embassy in Azerbaijan, it has however been possible to select communities (with large number of IDPs) which would greatly benefit from the programme.
- **Solution:** Use the past experience and outcomes to demonstrate the impact and the non-sensitive nature of English Clubs. Start discussions with relevant Ministries in advance to be able to launch the project quickly.
- **Sustainability of TAGs:** TAGs were launched in 2018/19 and proved to be very successful. However, ensuring the sustainability of TAGs might be challenging as there is no structured mechanism for managing TAGs and it is dependent on the commitment of teachers.
- **Solution:** We have embedded a system to motivate teachers to engage through TAGs. TAG participants will be given an opportunity to benefit from different British Council programmes and offers. In addition, through the CSSF project, we will give the most highly motivated and actively engaged teachers the chance to receive a Cambridge Certificate of TKT (Teaching Knowledge Test) course.

Stakeholder engagement and communication strategy

Below is our stakeholder engagement and communication strategy for the project:

Project Phase	Action
Inception	<p>Review the existing list of stakeholders and partners to analyse it in relation to the new project design</p> <p>Revise stakeholder analysis:</p> <p>Identify any stakeholder / partner risks or issues and suggest solutions</p> <p>Identify priority high-influencer stakeholders and outline the communication strategy and channels for each stakeholder through each activity.</p>
Implementation	<p>Implement the stakeholder communication plan</p> <p>Quarterly review and report on stakeholder engagement activities through the risk management or project management review.</p>
Closure	<p>As part of the project closure reporting process, review the effectiveness of the stakeholder engagement and communications approaches and activities used and include the learning into the overall lessons-learned registrar.</p>