Social Monitoring Report

Quarterly Report (July-September 2019)
Report date: October 2019

Myanmar: Equipping Youth for Employment Project

Prepared by the Myanmar Union Ministry of Education with inputs from the Equipping Youth for Employment Project implementation consultants and incorporating findings from the 30 September-7 October 2019 Review Mission conducted by the Asian Development Bank.
ABBREVIATIONS

ADB – Asian Development Bank
CBMSC – Competency Based Modular Short Course
CESR – Comprehensive Education Sector Review
CPD – Continuing Professional Development
CSO – Civil Society Organization
DBE – Department of Basic Education
DERPT – Department of Education Research, Planning and Training
DPO – Development Partner Organization
DTVET – Department for Technical and Vocational Education and Training
EGP – Ethnic Group Plan
ECD – Environmental Conservation Department
EYE – Equipping Youth for Employment
GAP – Gender Action Plan
GTHS – government technical high school
IEE – Initial Environmental Examination
ITC – industrial training center
MOE – Ministry of Education
MOI – Ministry of Industry
MOLIP – Ministry of Labor, Immigration and Population
NAP – National Assessment Policy
NESP – National Education Strategic Plan
PAM – Project Administration Manual
PIC – project implementation consultants
PMU – project management unit
ROD – Record of Discussion
SES – Secondary Education Subsector
TVET – Technical and Vocational Education and Training

NOTES

(i) Starting from 1 October 2018, the fiscal year (FY) of the Government of Myanmar and its agencies begins on 1 October and ends on 30 September. “FY” before a calendar year denotes the year in which the fiscal year starts, e.g., FY2018 starts on 1 October 2018.

(ii) In this report, "$" refers to US dollars.

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I. Introduction

A. Background

1. In 2012, the Myanmar government commenced bold efforts to advance evidence-based reforms of the education sector. This included the Comprehensive Education Sector Review (CESR), led by the Ministry of Education (MOE), which culminated in the National Education Strategic Plan, 2016-2021 (NESP). NESP lays out a series of transformational shifts, strategies, and programs. The Asian Development Bank (ADB) has proudly served as one of Myanmar’s key development partners (DPOs) in supporting these evidence based reforms, including via a series of successful grant-based technical assistance projects (TAs) starting in 2012 that supported the CESR process and formulation of the NESP, preparations for secondary education subsector (SES) reforms, and pilot testing of new approaches to technical and vocational education and training (TVET) based on CESR findings.

2. Building on TA-based support, Loan 3472-MYA: Equipping Youth for Employment Project (EYE) supports national reforms laid out in the NESP to realign SES and TVET to Myanmar’s evolving workforce needs, helping strengthen the country’s education and skills base and promoting economic modernization, job creation, inclusive growth, poverty reduction, and other national goals. EYE aims to contribute to the longer-term impact of enhanced education and skills base for inclusive growth. It will directly support the targeted outcome of secondary education and TVET realigned to evolving labor force needs and equitably expanded. EYE is principally national in scope, including support for enhanced policies and institutional capacity for cohesive SES and TVET reforms, as well as implementation of SES curriculum reforms and expansion of competency-based modular short courses (CBMSCs) as a critical new TVET modality in Myanmar. EYE will also support selected geographically targeted interventions focused on expanding SES and TVET access for underserved populations. Following ADB approval on 28 November 2016, EYE’s Loan Agreement was signed on 22 March 2017 and EYE became effective on 19 June 2017. EYE is currently expected to be implemented from June 2017 - 31 December 2022 (the planned physical completion date), with loan closure by 30 June 2023.

B. Project Objectives

3. Impact (the longer-term objective to which the project contributes): Enhanced education and skills base for inclusive growth.

4. Outcome (key objective to be achieved by project closure): Secondary education and TVET realigned to evolving labor force needs and equitably expanded.

5. Outputs: EYE supports a set of linked and coordinated interventions that are closely aligned with Myanmar’s national reform agenda and are structured into three core outputs:

   (i) Policy frameworks and capacities for cohesive, workforce-responsive SES

1 Specific indicators and targets at the outcome and output levels are identified in design and monitoring framework (DMF) and will be tracked periodically.

2 In addition to targeting large numbers of dropouts from post-primary education, geographically targeted initiatives generally prioritized areas lying on the Greater Mekong Subregion (GMS) economic corridors running through Myanmar, which are vital to Myanmar’s economic development.

3 EYE was originally expected to start from February 2017, but signing and effectiveness were slightly delayed.
and TVET enhanced—to anchor subsector-specific interventions under outputs 2-3, output 1 will advance cross-cutting reforms to rationalize and better link SES and TVET and reorient them to demand-driven, competency-based approaches, and will build related capacities within MOE, MOI, MOLIP, and related agencies;

(ii) **New SES curriculum delivered and access expanded**—EYE output 2 represents the main direct DPO support to SES under the NESP, complemented by sizeable EU budget support for SES reforms. Output 2 will focus on supporting MOE’s implementation of curriculum reforms aimed at improving SES quality and relevance (which appear to be the lead factor undermining SES completion and learning outcomes), with focused support for access-related interventions (e.g., civil works and social marketing); and

(iii) **New TVET programs introduced and access expanded**—output 3 will support the expansion of labor market-responsive TVET programs, focusing on replication and diversification of competency-based modular short courses (CBMSCs) piloted with support under ADB/JFPR TA 8634. It will provide related equipment and minor civil works, as well as support for stipends, social marketing, and other demand-side interventions.

6. Each of the 3 project outputs is further broken down into suboutputs and (within each suboutput) activity areas. The detailed design—as well as institutional arrangements (see below), financing, safeguards, and other dimensions are detailed in the Project Administration Manual (PAM)—which may be updated by joint agreement by MOE and ADB.

C. Institutional Arrangements

7. MOE serves as the Executing Agency (EA) for EYE, in coordination with other agencies as needed. As EA, MOE shall ensure that relevant staff involved in implementation are fully aware of, and comply with, relevant Government and ADB procedures including, but not limited to, those for implementation, safeguards, procurement, use of consultants, disbursement, reporting, monitoring, and prevention of fraud and corruption. The MOE Executive Committee (chaired by the Union Minister) provides senior-most supervision, guidance, and cross-agency coordination to EYE, particularly on policy level issues. MOE has established a Project Management Unit (PMU) housed within the MOE Department of Educational Research, Planning and Training (DERPT), which provides overall management of all aspects of implementation of the EYE, ensuring compliance with loan covenants, relevant ADB policies, and PAM (including the detailed design, safeguards dimensions, gender action plan [GAP], etc.). Specific areas of responsibility include but are not limited to: (i) overall planning; (ii) monitoring and evaluation including periodic reporting; (iii) safeguards; (iv) administration, including procurement, disbursement, and accounting; and (v) ensuring independent auditing. The PMU, reporting to the Project Director, will supervise and be supported by project-financed consultants, and will coordinate the work of technical implementing units (IUs) within the MOE as well as the Ministry of Industry (MOI) Directorate of Industrial Collaboration, which act as technical lead units for implementation of specific clusters of project activities.

D. Project Safeguards Categorization

8. Following ADB’s Safeguard Policy Statement (2009), ADB has classified the project as category C for involuntary settlement, and as category B for environment and indigenous peoples (termed “ethnic groups” in Myanmar).
9. **Involuntary resettlement (category C).** The project will not entail involuntary resettlement. Civil works will be restricted to existing school sites on government-owned land that is free of any encumbrances.

10. **Environment (category B).** Civil works will be minor in scope and restricted to existing government school sites, and will have minor or no adverse potential environmental impacts (which principally relate to health and safety risks to students during construction to upgrade existing primary and secondary school sites), with measures in place to prevent or mitigate such potential impacts. As all civil works will be located within existing school sites, new structures of each school will have less than 80 rooms, and none of the sites lie in environmentally protected or fragile areas, Myanmar’s Environmental Impact Assessment Procedures does not require an IEE or an environmental impact assessment (EIA). As reconfirmed by Director General, Environmental Conservation Department (ECD) of the Ministry of Natural Resources and Environmental Conservation (MONREC) in September 2019, there will be no need to secure environmental clearances from ECD: i.e., MOE Department of Basic Education (DBE) has authority to oversee civil works under EYE output 2.

11. At the same time, MOE and ADB recognize that civil works under EYE output 2 will be conducted at existing 48 basic education school sites (e.g., provision of additional classroom blocks, dorms, and toilets to upgrade existing post-primary schools to full-fledged middle schools), which will have young children present during at least part of the construction period. If not properly managed, construction activity could thus pose a health and safety risk to young children. In view of this, and in accordance with ADB’s SPS (which includes health and safety risks under environmental safeguards), MOE and ADB agreed to categorize EYE as “B” for environment and to prepare an IEE focused on school upgrading civil works under output 2. The IEE includes measures to help MOE (in particular DBE) minimize and mitigate modest health and safety risks to young students, as well as any other potential minor environmental impacts (e.g., dust and noise) of school upgrading at the 48 sites.

12. **Indigenous peoples/ethnic groups (category B).** The project will not have significant adverse impacts on ethnic group youth or adults. Conversely, improved access, learning, and employment outcomes are expected to particularly benefit ethnic group youth. Consistent with ADB’s SPS, EYE is categorized as “B” and an Ethnic Group Plan (EGP) was agreed to enhance project benefits to ethnic group youth, teachers, and other stakeholders. The EGP lays out actions across all 3 EYE outputs, including measures to (for example) ensure that (i) analysis, policy and institutional capacity development, and project-wide monitoring and evaluation include ethnic group dimensions; (ii) the new national SES curriculum and SES and TVET learning materials are sensitive to ethnic group dimensions; (iii) ethnic group youth are prioritized for SES and TVET dormitory support and TVET stipends.

E. **Summary of Overall Implementation Progress**

13. EYE has gained momentum following start-up delays. As of 30 September 2019, measured against the period from loan effectiveness (19 June 2017) to scheduled closure (30 June 2023), the elapsed period is 38%. As of 7 October 2019, out of the total loan amount of $98.49 million, EYE has achieved confirmed cumulative contract awards of $21.07 million (21.4%)

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and cumulative disbursements of $13.32 million (13.5%).

14. Since loan effectivity in June 2017, EYE has supported some important achievements. Among these, during May-July 2019, under EYE output 2, MOE successfully trained nearly 182,000 teachers and head teachers (doubling the DMF target for the entire project) and rolled out new grade 6 curriculum (with new textbooks and teacher guides) in middle schools nationwide. The new materials are textbooks and teacher guides are more sensitive to ethnic group, gender, disability, and other dimensions. As part of EYE’s output 3 support to TVET, DTVET and MOI-DIC have completed civil works to construct new workshop buildings and dorms to support expansion of TVET short-courses.

15. At the same time, EYE has made mixed progress in recovering from start-up delays and has faced some implementation challenges. Among these, design and procurement of output 2 civil works (which is the focus of EYE’s IEE) has been delayed: contracting is now targeted in November 2019. Under output 3, delays in procurement of equipment, social marketing activities, and other interventions have meant that only 5 of 15 TVET schools have commenced offering competency-based modular short courses (with 10 schools now targeted to start offering these programs in December 2019 or January 2020), and progress against targets for total numbers of trainees, female trainees, and ethnic group trainees is lagging.

16. Discussions between MOE, MOI-DIC, and ADB during a 30 September – 7 October 2019 EYE Review Mission identified a series of agreed actions to help build on achievements to date, address pending challenges, and accelerate overall progress.

II. Social Safeguard Monitoring (Status of Ethnic Group Plan Implementation)

17. Involuntary resettlement. Discussions during the 30 September – 7 October 2019 ADB Review Mission reconfirmed that EYE has not involved and will not involve any involuntary resettlement or economic displacement.

18. Ethnic group plan implementation. Per Section 1.4, the EGP lays out a series of actions to maximize EYE’s benefits for ethnic group youth, teachers, and other stakeholders. The noted ADB Review Mission included a detailed review of EGP implementation to date. Mission dialogue confirmed that there have been no significant adverse impacts on ethnic group populations. By contrast, several EYE-supported interventions are understood to be delivering particularly important benefits for ethnic group youth.

19. The Review Mission Record of Discussions (ROD) included detailed reporting of each EGP action project-wide, attached here as Annex 1. The ROD’s summary assessment of EGP implementation is as follows (excerpted from ROD paras. 153-154):

   Overall progress in implementing the EGP is deemed on-track, subject to continued focus and monitoring of EGP interventions. While some data is still being collected and instruments are being improved, the EYE M&E database already provides substantial information on ethnic group participation in training programs and other project initiatives. The new grade 6 and draft grade 7 and 10 textbooks and teacher guides are deemed significantly more sensitive to ethnic group, gender, disability, and other dimensions.

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5 Confirmed contract awards and disbursements refer to figures confirmed in ADB’s official Loan Financial Information System (LFIS). For example, they exclude contracts signed by the PMU but not yet submitted to ADB and validated in LFIS, while they include the full amount of advance fund advances upon release from ADB.
though EYE will need to continue efforts to engage CDT and SWC members in this (expanding collaboration with CSOs where appropriate) as they prepare materials for subsequent grades. The principal off-track actions in the EGP relate to encouraging underrepresented ethnic group participation in CBMSCs (see activity area 3B3), including by ensuring that “60% of stipends will be provided to CBMSC trainees from underrepresented groups including ethnic groups”. The latter may need to be more clearly defined and/or revised during MTR, but from loan effectivity to the present, ethnic group youth have accounted for only 7.9% of total CBMSC trainees, rising to 23.5% in the ongoing batch.

For stipends and other initiatives, EGP-related follow-up actions are identified under relevant activity areas … These include (but are not limited to): (i) further strengthening ethnic-disaggregated data collection and reporting; (ii) provision of updated training for all PMU staff on ethnic group and gender dimensions in late October 2019; (iii) expanding cooperation with CSOs (principally with GEN to date) with related expertise under all 3 outputs; (iv) for both SES and TVET, expanding/strengthening social marketing to reach ethnic group audiences, in collaboration with CSOs working in ethnic group areas and including use of ethnic languages for key contents/elements; and (v) stepping up efforts to ensure effective implementation of the Stipend Guidelines, which prioritizes participation by ethnic group, female, and disadvantaged youth.

20. Annex 1 provides a comprehensive review of progress in EGP actions. As a particularly significant example, EYE supported MOE’s successful launch of reforms to improve middle school curriculum contents, pedagogy, and student assessment nationwide, starting with grade 6 in SY2019/20. The shift from outdated contents and rote-based approaches is expected to particularly benefit ethnic group youth and youth in disadvantaged and remote areas, where learning outcomes tend to be the weakest and dropout due to “lack of interest” takes a particularly heavy toll. In particular:

(i) EYE support to DERPT curriculum development teams and subject-wise committees included capacity development to ensure that the new curriculum, textbooks, and teacher guides are more sensitive to gender, ethnic group, disability, and other social dimensions;

(ii) Pending completion of data encoding, EYE supported in-service training of nearly 182,000 middle school teachers and head teachers nationwide, including nearly all public middle school teachers and head teachers and many from non-state, monastic, and private schools that teach the national curriculum. All trainings included sessions on ethnic group, gender, and other social dimensions;

(iii) MOE and the National Education Policy Commission (with support from ADB TA 8915 EYE and other development partner assistance) successfully launched a new National Assessment Policy on 27 September 2019, which explicitly requires that “Assessment should be inclusive and equitable … i.e., it should ensure that tasks and procedures do not disadvantage any group or individual, including disadvantage due to gender, ethnic group, disability, socio-economic status, or other circumstances."

21. As these SES reforms progress, ongoing EYE support to MOE’s development of reformed middle school grade 7 and grade 10 textbooks and teacher guides (to be introduced in middle and high schools nationwide in June 2020) continues to include support for sensitivity to ethnic
group and broader social dimensions. The project is also trying to collaborate with CSOs with expertise in ethnic group dimensions (as it has collaborated with Gender Equality Network [GEN] in strengthening sensitivity to gender). Teacher and head teacher in-service training and continuing professional development will also continue to include ethnic group and other social dimensions. Finally, following NAP approval, MOE (with support from ADB technical assistance and EYE) is now finalizing an Assessment Guidelines for Secondary Education, which will help deliver the NAP’s focus on equity, including across ethnic groups. EYE is preparing interventions to build capacity and provide tools and instruments to support more equitable and effective assessment approaches within middle and high school classrooms nationwide.

22. At the same time, Annex 1 identifies some cases EGP actions have been delayed or faced challenges, generally due to delayed progress in some project interventions. For example, greater effort is needed to enhance social marketing/communication to attract more ethnic group youth into TVET short courses being provided under output 3. An ADB-supported 3 December 2018 workshop included (among others) CSOs/consortia working with ethnic group youth such as Stay in School, Local Resource Center, Border Areas Development Association, and Naga Education and Culture Committee, and some CSOs have already recruited youth to join TVET short courses. More recently, PIC has conducted meetings with CSOs including MeikSwe Myanmar, TdHL (Hlaing Thar Yar), Color Rainbow and Kind and Queen in order to explain the goals of the EYE project and promote increased participation in CBMSCs particularly from ethnic groups, females, and other groups of disadvantaged youth. However, EYE will need to step-up such collaboration and roll-out more targeted approaches to effectively reach ethnic group youth. This will include disseminating key messages in ethnic languages via various channels including (but not limited to):

- EYE website (http://www.moe.gov.mm/Programs/EYE/en/);
- EYE Facebook site (https://www.facebook.com/MyanmarEYEproject/); and
- EYE Youtube site (https://www.youtube.com/channel/UC1ozI2LLPyPh1fyG6cKp62g).

23. While no significant grievances have been issued to date, the PIC and PMU Environment Specialist will work in consultation with MYRM to enhance EYE’s overall grievance redress system, including specific grievance redress mechanisms linked to specific activity areas (e.g., to deal with any potential grievances that could arrive after commencement of output 2 civil works).

III. Summary and Conclusions

A. Overall Conclusions

24. As concluded by the 30 September – 7 October 2019 ADB Review Mission, EYE is on-track overall in implementation of the EGP though continued efforts are needed for the duration of the project and there is a need to address some delays and challenges affecting some EGP actions.

B. Issues Requiring Action

25. MOE will continue to implement and monitor progress against EGP actions, and will report this to the next ADB review mission, planned in December 2019. The PMU, with support from the PIC, will also ensure (i) all EYE quarterly progress reports include updates on implementation of the EGP; and (ii) timely submission of social monitoring reports for disclosure on ADB’s website.

26. Specific follow-up is identified above and in Annex 1, including actions related to:
(i) Continued strengthening of ethnic-disaggregated data collection and reporting in quarterly progress reports and social monitoring reports;
(ii) provision of updated training for all PMU staff on ethnic group and gender dimensions;
(iii) expanding cooperation with CSOs with relevant expertise;
(iv) expanded and effective social marketing to reach ethnic group audiences, in collaboration with CSOs; and
(v) effective implementation of the Stipend Guidelines.
### IV. ANNEX UPDATE ON ETHNIC GROUP PLAN IMPLEMENTATION

**as of 30 September – 7 October 2019 Review Mission**

<table>
<thead>
<tr>
<th>Anticipated/Possible Effects</th>
<th>Proposed Measures to Mitigate Impact (by output and sub-output)</th>
<th>Lead Unit (Indicative)</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive: Policy frameworks and capacities for cohesive, workforce-responsive SES and TVET enhanced</strong></td>
<td>1A. Provide capacity support through to PMU and PIU’s on ethnic dimensions and safeguard monitoring and evaluation.</td>
<td>DERPT</td>
<td>TA 8915 consultants and MYRM staff provided initial support. PIC is now formulating a proposed work plan for more concerted support.</td>
</tr>
<tr>
<td>1A1/1A2. Ensure that labor market skill analysis and industry engagement mechanisms include ethnic dimensions and inform strategies to increase ethnic group participation in formal wage employment fields.</td>
<td>DERPT in coordination with DTVET, MOLIP and MOI</td>
<td></td>
<td>Skill analysis and industry engagement is in planning and early-stages of implementation. Forthcoming data collection, analysis, and dialogue will include noted ethnic group dimensions.</td>
</tr>
<tr>
<td>1B1/1B2. Ensure that work to identify competencies for delivery by general education and TVET and to develop new learning pathways assesses challenges and promotes improved learning and workforce outcomes for ethnic minorities.</td>
<td>DERPT in coordination with DTVET and DHE</td>
<td>Same as above.</td>
<td></td>
</tr>
<tr>
<td>1B3. Identify disadvantaged ethnic minority locations for specific EYE interventions using disaggregated ethnic group data to the extent possible, based on defined selection criteria from SNM and EMIS data.</td>
<td>DERPT in coordination with DTVET and DBE</td>
<td>Same as above.</td>
<td>Firm is seeking CVs for replacement International EMIS expert.</td>
</tr>
<tr>
<td>1B3. Encourage underrepresented ethnic group staff participation in capacity development workshops.</td>
<td>Same as previous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C1. Ensure that policy-level and capacity building support under the Reform Support Facility (RSF) emphasizes ethnic dimensions, and that these are mainstreamed in project-wide monitoring and evaluation.</td>
<td>DERPT</td>
<td>Cross-cutting RSF work not yet commenced, though some focused policy-level work underway under outputs 2 and 3. EYE M&amp;E system spanning all 3 outputs includes disaggregation by ethnic group to the extent possible (e.g., worksheets on teachers, trainees, stipend beneficiaries, etc. includes ethnicity).</td>
<td></td>
</tr>
<tr>
<td>1C2. Train PMU staff on ethnicity issues, including ADB social safeguards and ethnic group analysis.</td>
<td>DERPT</td>
<td>TA 8915 consultants have provided some initial orientation to the PMU on these dimensions. PIC gender/social consultants to provide training for all PMU staff on ethnic group and gender dimensions in late October 2019.</td>
<td></td>
</tr>
<tr>
<td>1C3. Collect and analyze baseline quantitative data disaggregated by ethnicity to the extent possible related to CBMSC stipends, enrolment, SES and TVET civil works and procurement and SES curriculum, enrolment and teacher training</td>
<td>DERPT in coordination with DTVET and DBE</td>
<td>Per above, PIC developed the gender and ethnic disaggregated M&amp;E framework and data collection tools (e.g., for CBMSC trainee and CBMSC teacher training data), with ethnic- and gender-disaggregated data entered on a rolling basis. TA 8915</td>
<td></td>
</tr>
</tbody>
</table>

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6 For brevity, excludes oversight and coordination by the PMU, as well as support from the EYE Project Implementation Consultants (PIC), who will support EGP implementation.
for planning, monitoring, and reporting progress in ethnic indicators.

1C3. Quarterly and annual reports including analyses of progress in ethnic related indicators.

DERPT in coordination with DTVET and DBE

and EYE supported a teacher census during May 2019 teacher training (now being encoded), which includes ethnicity, provides important information not yet available, and will allow (for example) analysis of relative education qualifications and teaching practices of ethnic group teachers, etc.

Quarterly and annual reports include ethnic disaggregated data in ethnic related activity areas.

### Output 2: New SES curriculum delivered and access expanded

#### Positive: Better access of ethnic groups to SES.
- Enhanced culturally and ethnic based SES curriculum and pedagogy
- Ethnic student/disadvantaged youth received applicable secondary education leading to increased employment opportunities
- Upgrading of schools with additional resources, facility, will promote access to school in disadvantaged/ethnic area and lead to reduced school dropout rate

#### Negative: Curriculum reinforces cultural and ethnic stereotypes
- Ethnic groups excluded due to lack of knowledge on ethnic issues and sensitivity, limited reach (i.e. workshop

| 2A. Engage experts in teacher training and cultural sensitivity to support development of in-service and pre-service training programs. | DERPT |
| 2A1. Include ethnic sensitivity in capacity building for relevant SES curriculum development team(s) through representation and participation of ethnic minorities and ethnic minority experts in the curriculum and materials development process. | DERPT |
| 2A1. Conduct stakeholder consultation on ethnic dimensions of curriculum reform. | DERPT |
| 2A1. Analyze existing curriculum through ethnic dimension lens, and ensure that new LSE and USE curricula, textbooks, teacher guides, and ICT-based resources are culturally appropriate and sensitive to ethnic groups. | DERPT |
| 2A3. Ethnic group teachers will be given priority (measured against total shares, to be captured in the forthcoming teacher census) in project-financed in-service training and CPD programs, and selection criteria will be developed to target ethnic teachers. | DERPT & DBE |
| 2A3/2A6. Include teachers from schools under Development of Border Areas & National Races. | DERPT & DBE |

### TA 8915 and EYE consultants have provided trainings to CDT, etc. on gender, ethnic group, disability, and other social dimensions, including a 9-10 September training conducted jointly with Gender Equality Network (GEN). PIC will also further explore cooperation with other CSOs with expertise on cultural sensitivity.

Per above, building on work by TA 8915 team, PIC conducted capacity building and awareness raising sessions or workshops on gender, ethnicity, disability and poverty for DERPT/CDT 3 times during July to September 2019 period.

Per above, PIC is planning to support further DERPT/CDT engagement with CSOs with expertise in ethnic dimensions.

Building on TA 8365 and TA 8915 support to review existing curriculum for ethnic group dimension, PIC has assisted DERPT in review of ethnic group dimensions as part of MOE development of new grade 6 textbooks (TBs) and teacher guides (TGs) and ongoing development of new grade 7 and 10 TBs and TGs.

For INSET, MOE decided that all SES teachers should receive multiple rounds of training: for the first year, EYE supporting training of virtually all middle school teachers (nearly 182,000 pending data validation). This included non-MOE teachers from ethnic, monastic, and private schools. Based on data encoded to date, 7% of these teachers are from ethnic groups, though this share is expected to rise as data encoded to date is disproportionately from Yangon and other urban areas. With linked EU and EYE support, DBE is now conducting an initial CPD model in all its schools nationwide. This will be repeated in 2020 and subsequent years.

Per above, the 2019 INSET round included teachers from non-state schools that currently use or will consider to use national curriculum materials in these nationwide INSET rounds. Faculty from University of Development of National Races (UDNR) were
| 2A3/2A6. Develop in-service, pre-service, and CPD training content on ethnic minorities including topics related to culture, language, history and traditions, to the extent possible. | DHE in coordination with, DERPT DBE, UOE and EC | included in top-tier cascade training and served as trainers, and teachers of schools under UDNR were included in the final-stage INSET. The Mission noted that the wording of the EGP action and actors may need to be revised for clarity/accuracy during the Midterm Review (MTR). See above. All tiers of the cascade INSET included sessions on gender and ethnicity and other social dimensions. EYE activity area 2A6 support on pre-service teacher education still under preparation. |
| 2A3/2A6. Engage ethnic group representatives or specialists to support development of ethnic minority appropriate content for in-service, pre-service and CPD training programs, to the extent possible. | DHE in coordination with, DERPT DBE, UOE and EC | See above. The PIC is exploring expanded cooperation with CSOs (principally with GEN to date) with related expertise. |
| 2A4. Ensure during development of National Assessment Policy (NAP) and introduction of new techniques for ongoing student assessment, LSE and USE completion examinations, and sample-based ASLO, that: ▪ Ethnic considerations are fully considered and incorporated through ethnic minority stakeholders and expert dialogue and consultations that include: development of student assessments that are sensitive to ethnic dimensions; and, if possible, analysis of results of completions examinations disaggregated by ethnic dimensions and by other criteria (e.g., urban-rural gaps, etc.). | DME in coordination with, DERPT DBE, UOE and EC | On 27 September 2019, MOE officially launched its new NAP, which MOE developed with support from TA 8915, EYE, and other development partners. The NAP explicitly states that “Assessment should be inclusive and equitable … i.e., it should ensure that tasks and procedures do not disadvantage any group or individual, including disadvantage due to gender, ethnic group, disability, socio-economic status, or other circumstances.” EYE support to implementation of new assessment approaches/tools now in preparatory stages, and will include noted consultations on ethnic group and other dimensions. EYE’s initial 48 sites are in fully government-administered areas. EYE Phase 2 may consider other sites in which this EGP action will be applicable. |
| 2B1. Where SES-related civil works are targeted for areas of mixed government and non-government school administrations, consult with relevant, local, ethnic non-governmental stakeholders prior to construction. IU who will lead consultation. | DBE in coordination with, DERPT, and MOC | Bidding documents encourage local employment and require equal pay for equal work. |
| 2B1. Encourage local employment on EYE SES civil works projects in bidding documents. | Same as previous | PIC has drawn up social marketing strategies, and draft work planning incorporates and addresses gender and ethnic group dimensions. The social marketing and G&SD specialists are expanding dialogue with related CSOs to strengthen approaches to reach ethnic group audiences. PIC will accelerate preparation of relevant social marketing tools/materials for dissemination via EYE website and Facebook pages, outreach via CSOs working in ethnic group areas, and other channels to raise awareness of reforms and promote access to and completion of SES. |
| 2B2. In social marketing activities, target ethnic minorities through development of content relevant to ethnic groups to: (i) increase understanding and attitude toward the benefits of schooling; and (ii) promote ethnic minority involvement/ enrolment in SES. | DERPT in coordination with DBE | |

**for curriculum development team, engagement with community and appropriate social marketing**

EGs, teachers, and communities are excluded from opportunity in SES reform process.
2B2. Produce social marketing content in Myanmar and ethnic languages, to the extent possible.

2B2. Include ethnic representatives in developing social marketing strategy and content.

2B2. Encourage school principals and head teachers to form community education development committees or equivalent, comprising the school principal, teacher representatives, village heads and community representatives, parents and including ethnic representatives, to provide awareness on possible risk of after school dropout and impact of education on employment.

2C1. For all capacity development programs for SES head teachers and staff of state/region, district, and township education offices:
   - Include training on ethnicity in education, including strategies to promote access to and completion of secondary education.
   - Expand leadership roles and skills among ethnic minorities, including via staff mentoring, instructional leadership, and encourage recruitment of ethnic minorities as education managers, to the extent possible, while selecting the most appropriately qualified and experienced candidate.

2C3. Include ethnic minority dimensions in policy and strategy development for ICT4ME in SES content through planned workshops and seminars.

2C3. Include remote and ethnic minority areas in ICT4ME pilot and scale up activities.

Output 3: New TVET programs introduced and access expanded

| Positive: Better access of ethnic groups to TVET, increased awareness about TVET and employment opportunities, applicable vocational training and better employment opportunity |
| Uplifting and additional resources, facility, dormitory will |
| 3B1. Encourage TVET-related civil works opportunities for ethnic minority employment through inclusion in tender documents. |
| 3B2. Encourage CBMSC participation for participants from remote and ethnic minority and underserved regions by TVET opportunities, through targeted selection criteria. |
| 3B3. Encourage underrepresented ethnic group participation in CBMSC through:
   - Under the project financed pilot test on needs based targeted stipends 80% of stipends will be provided to CBMSC trainees from underrepresented groups including ethnic groups
   - Targeted social marketing campaigns that: (i) encourage |
| DTVET in coordination with MOI and MOC |
| DTVET in coordination with MOI |
| DTVET in coordination with MOLIP and MOI |
| Bidding documents encourage equity of opportunity and require equal pay for equal work regardless of ethnicity, gender, etc. |
| PIC is now formulating proposed detailed work planning, which will incorporate these EGP dimensions. |
| Progress in recruiting ethnic group youth is currently off-track, but efforts are now being redoubled. Ethnic group youth account for 7.9% of total trainees enrolled in CBMSCs since project effectivity, though share is increasing; in courses ongoing in September 2019, the share is 23.5%. A November 2018 ADB-organized CSO outreach session included several CSOs working in largely ethnic group areas in Kachin, Kayin,
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<th><strong>Produce social marketing in Myanmar and ethnic languages to the extent possible.</strong></th>
<th><strong>Consult with ethnic group representatives in designing social marketing campaign to increase awareness and participation and incorporate feedback to target underrepresented ethnic participants to enroll in CBMSC to increase opportunities to climb skill ladder and engage in formal economy; (ii) encourage employers to employ CBMSC participants as skilled workers</strong></th>
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<td><strong>EGs excluded due to limited TVET course offerings and limited employment opportunities in remote regions, and failure of social marketing campaigns</strong></td>
<td><strong>Lack of awareness and participation on TVE/ CBMSC training by ethnic groups</strong></td>
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<td><strong>EGs, TVET instructors, and communities don’t equally benefit from of employer involvement</strong></td>
<td><strong>Suboptimal geographic targeting for ethnic group participation</strong></td>
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<td><strong>3C3. For all capacity development programs for GTHS and ITC principals, and TVET staff in local offices of MOE, MOI, and MOLIP:</strong></td>
<td><strong>Encourage ethnic staff representation</strong></td>
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<td><strong>Develop and train on strategies to promote inclusiveness and equity for ethnic minorities’ access to TVET.</strong></td>
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<td><strong>DTVET in coordination with MOI.</strong></td>
<td><strong>Shan, Naga, etc. As noted above, PIC will develop targeted social marketing campaigns (including using EYE website and EYE Facebook and YouTube sites and other channels), step up dialogue with CSOs and industry, etc. to try to recruit more ethnic group youth into training and improve their employment prospects. Further effort is also needed to ensure effective implementation of the Stipend Guidelines, which prioritizes participation by ethnic group, female, and disadvantaged youth.</strong></td>
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<td><strong>Support for these programs has been generally delayed, though 6 July 2018 workshop included 15 GTHS and ITC principals/vice principals (including 2 females). The PIC will work with DTVET and MOI-DIC to develop by 30 November 2019 planning for broader capacity development programs for various local officials, which will incorporate these EGP dimensions. PIC social and gender consultant will be closely integrated in this work.</strong></td>
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