

PROJECT INFORMATION DOCUMENT (PID)

APPRAISAL STAGE

Report No.: PIDA3688

Project Name	Myanmar Decentralizing Funding to Schools (P146332)
Region	EAST ASIA AND PACIFIC
Country	Myanmar
Sector(s)	General education sector (100%)
Theme(s)	Education for all (100%)
Lending Instrument	Investment Project Financing
Project ID	P146332
Borrower(s)	Union of Myanmar
Implementing Agency	Ministry of Education
Environmental Category	B-Partial Assessment
Date PID Prepared/Updated	11-Feb-2014
Estimated Date of Board Approval	20-May-2014
Decision	
Other Decision	

I. Project Context

Country Context

Myanmar is a culturally and ethnically diverse country, comprising more than 130 ethnic groups across countries and regions. It is one of the poorest countries in the East Asia and Pacific Region, with an estimated gross domestic product (GDP) per capita of between US\$500-800. While reliable poverty data are scarce in Myanmar, all indicators point to poverty being concentrated in rural areas: two rounds of household surveys (in 2005 and 2009) supported by the United Nations Development Program highlight significant differences in poverty across geographical areas, and the bulk of the poor are reported to be concentrated in rural areas. Available figures also suggest that social indicators are poor, for example 32 percent of children under five suffering from malnutrition, the highest rate in the region. Agriculture is the mainstay of the national economy, generating approximately 43 percent of gross domestic product, 54 percent of employment and providing livelihoods to more than 70 percent of the population. However, the sector is characterized by a number of constraints, including limited irrigation, little value-added agro-processing capacity, poor policy settings, and widespread indebtedness in rural communities.

Decades of underinvestment have taken a toll on public institutions and the civil service, limiting their ability to provide services in rural areas. Health and education services (among

others) suffer from having been underfunded for decades. As part of the move toward a “people-centered approach,” government has substantially increased spending on health and education, more than tripling their nominal allocations between 2011/12 and 2013/14. In addition, the FY2012/13 budget provided a significant raise to civil servants, whose salaries – in particular for those at the lower levels of the bureaucracy and in rural areas – had often been insufficient to cover living costs. Partly as a legacy of these limitations, households have had relatively high out-of-pocket costs to access public health and education services.

Sectoral and institutional Context

Education reform is one of the key priorities set out by the government. The 30 Year Education Development Plan (2001/02-2030/31) lays out strategies to promote greater access and to improve the quality of basic education, and some significant progress has been made. Enrollment in primary and secondary schools has increased rapidly and public expenditure in education has tripled over the last 3 years. But significant challenges remain. Myanmar remains far from full primary enrollment; legislation and the policy framework for education remain outdated; and there is a strong demand for the government to address curriculum and language of instruction to reflect Myanmar’s diverse language and cultural context. Capacity to implement reform at all levels also remains a concern, particularly as increasing roles and responsibilities of local authorities will be required for decentralization to take place.

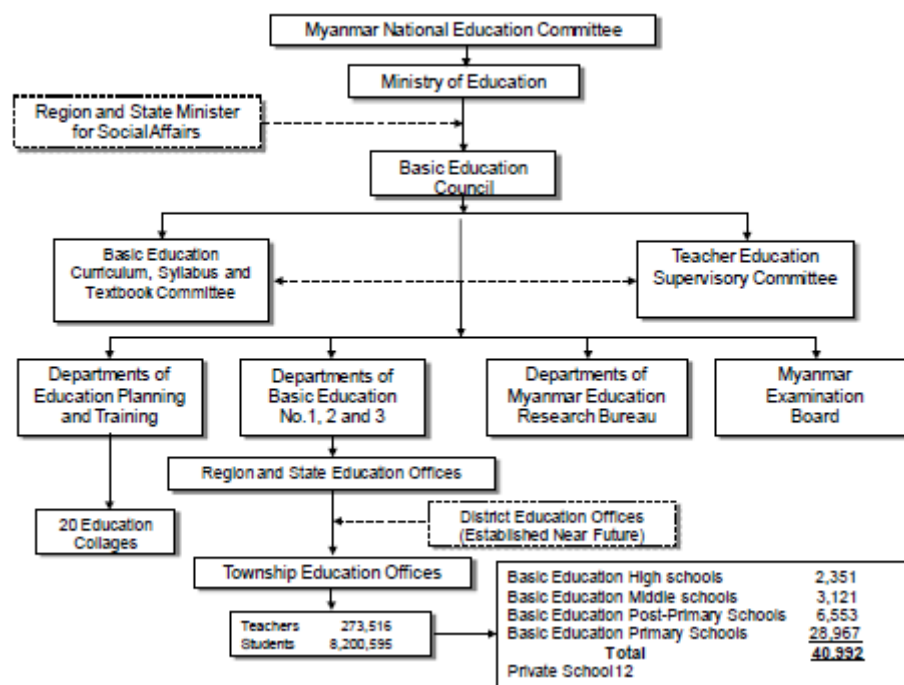
Education providers in Myanmar include the government, which is by far the largest, the Monastic School System, the Ethnic Education Departments and other non-state providers. At present, the government supported education sector includes about 35,500 primary and post-primary schools, 3,000 middle or lower secondary schools, and 2,300 high or upper secondary schools.¹ About 5.2 million students are enrolled in primary school (grades 1-5), 2.3 million in middle school (grades 6-8) and 0.7 million in high school (grades 10-11). There are about 1,400 monastic schools registered with the government (accounting for less than 1 percent of total enrollment), as well as a much smaller number of non-registered affiliated and community schools and school run by cease fire groups in some States. Enrollment in private schools is virtually non-existent in primary and middle school but accounts for approximately 5 percent of enrollment in high school. Primary net enrollment rates (as measured by the MICS survey in 2009/10) stood at 86.7 percent, dropping to 58 percent and 32 percent for middle and high school, respectively. Net enrollment rates are lowest for the poor and among the bottom 40% of the population. According to MoE, approximately 1 million primary school age students are not in school. There are no clear gender differences in enrollment patterns at a national or state level at a primary school level. At middle and high school level, net enrollment rates for girls are somewhat higher than they are for boys. The higher enrollment of girls at these levels partly reflects higher opportunity costs for boys in the labor market.

Within the Ministry of Education (MoE), the general education grades 1-11 are administered by a Department of Education Planning and Training (DEPT) and regionally-based Departments of Basic Education (DBE) 1, 2 and 3 (see Figure 1). The 17 States and Divisions have small

¹ The status of a school (e.g. “middle school”) refers to the highest grade being offered in the school. As such, middle schools also have primary school students; and high schools have both middle and primary students.

education offices, but education offices (which are considered part of the ministry structure) in the approximately 330 townships are operationally responsible for basic education delivery. Until recently the overall governance of basic education has been characterized by highly centralized and non-transparent decision making, which is concentrated in the MoE, mainly in the DBEs. A recently launched Comprehensive Education Sector Reform (CESR) process (see below) has provided evidence of a willingness to be more transparent and a desire to pursue decentralization of financial and potentially curriculum decisions to lower governmental levels.

Figure 1: Structure of basic education system in Myanmar



A renewed financial commitment to the sector provides evidence that education has become a high priority on the government's national agenda. Public education spending was estimated to have been about US\$354 million equivalent in the fiscal year 2010/2011, representing an estimated 0.7 percent of GDP. The budget for education in 2013/2014 has risen substantially to about US\$1 billion equivalent, or about 14 percent of overall government spending. A large share of this new education spending is accounted for by increasing teacher wages, which are low by regional standards. But Myanmar is also focused on the need to increase non-salary recurrent spending, as well as to increase both government and donor-financed investments. This rapid increase in the public funding for education has begun to re-balance public funding with private spending on education. The Bank's recent rapid assessment of education spending estimates private contributions to education to be about two-thirds of overall education spending in Myanmar in 2009/10, which is high by global standards. The recent increase in public spending implies that a more balanced share of the cost of education is born by the public sector. Public education spending is likely to continue to increase in the near term

in absolute terms and as a share of overall (public and private) education spending.

Table 1: Total Education Expenditure 2009/10- 2013/14

(million)

Level of Education	2009-10	2010-11	2011-12	2012-13 (RE)	2013
Basic Education	183,554	235,376	270,927	521,392	
Higher Education	25,284	30,604	37,848	241,968	
Administration and Others	623	722	947	1,963	
Total Government expenditure on education	209,461	266,702	309,722	765,322	1,
Household Education Expenditure	428,399	437,824	473,726	486,990	
TOTAL	637,860	704,526	783,448	1,252,312	1,
Households spending as % of total education spending	67.2%	62.1%	60.5%	38.9%	
Education expenditure as % of GDP	1.8%	1.8%	1.8%	2.6%	
Total government education expenditure as % of GDP	0.6%	0.7%	0.7%	1.6%	
Total education expenditure as % of total government expenditure	6.6%	6.1%	6.9%	10.1%	

Source: (i) Budget data from PER Database; (ii) GDP figures from IMF Article IV August 2013; (iii) Non-MoE higher education expenditure from relevant ministries; (iv) household expenditure for 2009/10 from IHLCS 2009/10 (and World Bank staff projections for subsequent years)

Education governance in Myanmar is gradually moving towards decentralization. Like other government systems, the governance of education is set to make a transition from a high degree of central control to more authority being decentralized to lower administrative levels. In addition to more decentralization of funding – which is the focal point of this project – the government is in the process of reviewing and developing policies to allow curricula and language of instruction to reflect local concerns. The transition is likely to be gradual and uneven, with region, state and district education offices exercising more or less authority depending on the local context. But Myanmar's 330 townships are likely to be the focal point for service delivery in basic education across the country.

The education sector reflects Myanmar's evolving political landscape. Education in Myanmar is reported to be highly valued, as demonstrated by the high private contributions to schooling. Underfunding of education has likely exacerbated inequalities, as poorer and more isolated areas comparatively lack financial means and technical capacity. The underfunding of the system is gradually being addressed. But the capacity and willingness of specific sub-national jurisdictions, including townships, and school-level committees (parent-teacher associations and school committees), to represent all groups and to target scarce resources on disadvantaged groups or areas remains a subject of concern.

Myanmar has shown commitment to working with development partners to review its education policies, undertake analytical work and develop a new strategy. A rapid assessment phase of Myanmar's CESR process was completed in early 2013, and work on a comprehensive sector plan is underway, expected to be delivered in the second half of 2014. The President has emphasized that the implementation of education reforms must be accelerated and be

pragmatic. An Education Promotion and Implementation Committee (EPIC) was set up in October 2013 with a key mandate to develop education policies and national education law as a framework for the sector by drawing upon recommendations and findings from the CESR. While gaps will continue to exist in sector knowledge and in Myanmar's capacity to plan and manage resources for education, the changing political landscape offers opportunities to scale up system-building support. Myanmar identified its school grants and stipends programs as priorities for 'quick wins' in its "Framework for Economic and Social Reforms". The CESR rapid assessment and other sector analytical work have identified the lack of reliable information on learning outcomes as a major constraint to knowledge work and investment programming.

Decentralizing funding for education

The MoE in Myanmar is currently decentralizing funding for education through two national programs: (i) it transfers funding for various operating expenditures through townships to schools based on the number of primary students in the school; and (ii) it transfers funding through townships and schools to pay cash stipends to poor children and scholarships to high achieving students. The school grants program has its origins in the need to provide schools with operating funds following the government's decision to make primary education (grades 1–5) free beginning in school year 2009/10.

Both of these initiatives were established through ministerial decrees during the 2009-2010 school year. The decrees established the basic framework of the amounts and the flow of funds, but neither initiative has been established as a formal program with statements of objectives, detailed descriptions of responsibilities, performance indicators, or provisions for monitoring their impact on the education system. Moreover, lacking manuals and training to explain how these programs are to be implemented, township officers and school heads are currently left with little guidance and support to implement the programs.

The school grants program is national in coverage and grant levels have grown rapidly, albeit from a very low base. In FY 2012/13, Myanmar transferred approximately US\$250 on average to small schools, US\$400 to medium size schools and US\$500 to larger schools in direct subsidies to support spending on school's operational costs.² The program supported more than 40,000 schools, and accounted for overall spending of about US\$15 million equivalent in 2012/13. These amounts have been more than doubled in the 2013/14 budget. School grants programs in neighboring countries (Cambodia, Lao, Vietnam) provide individual primary schools in the range of US\$2,000 to US\$3,000 per school annually.

The first years of implementing the school grants program suggest several areas that can be improved. Township officers and school heads would benefit from more detailed guidelines and training to explain the basic design elements: how much each school is entitled to receive; when they can expect to receive the funding; what they can spend the funding on; and what

² In 2012/13, a small school was defined as a school (of any type) having less than 100 primary school students. A medium size school was defined as having between 101 and 200 primary school students. And a large school was a school with more than 200 primary school students. The estimates above are based on observed spending on goods and services at the school level (totaling 13.9 billion kyat).

requirements need to be fulfilled (e.g. in terms of community involvements in overseeing spending, reporting, etc). Visits to schools and townships suggest that, at present, these basic design features are unclear, especially when it comes to the amount of money they can expect. In addition, the amounts disbursed are currently tied to specific budget codes which adds complexity and limits schools' ability to use the resources where their needs are the greatest (e.g. currently, US\$100 is ear-marked for "office supplies" and another US\$100 is ear-marked for "consumables"). This project will support Myanmar in strengthening this school grants program in accordance with regional norms, and of gradually giving school headmasters and communities a greater say in how resources (both the budget for goods and services) get spent.

The stipends program is also national in coverage, but is small both in terms of financing and the number of beneficiaries. Eligibility is currently limited to approximately 33 students in each of Myanmar's 330 townships, covering 2 students per grade in grades 1 through 11. The beneficiary population is about 11,000 students nationally. In the 2013/14 school year, the government plans to double the number of students receiving stipends in grades 1-5, raising the number of beneficiaries to 16,000 students, and a similar further expansion is planned for secondary students in the 2014/15 school year. The stipend amounts are US\$5 per month over 10 months for primary students, US\$6 per month for lower secondary students and US\$8 per month for upper secondary students. In total, approximately US\$700,000 equivalent is currently allocated annually for stipends. Although the levels of stipends are comparable to the levels of stipends in other countries with stipends programs at a comparable level of development, the coverage of the program is substantially lower and the dispersal across townships is much thinner.

The implementation of the stipends program is uneven across and within townships. The uneven implementation reflects the absence of clear and detailed operational guidelines for townships and schools, and the omission of key implementation steps that can help to standardize processes. The stipends program uses a combination of categorical targeting, focusing on orphans, and a broader based poverty criteria for which there is no criteria. All schools are encouraged to nominate students for the stipends program, and selection among the nominated students is made at the township level. Practices for selecting students are not uniform across Myanmar. In some state/regions, school officials consult with Parent-Teacher Associations (PTA) and/or Boards of Trustees in making the stipend awards, but this consultation is not mandated. Townships are encouraged in the existing guidelines to form committees to allocate stipends across schools. In practice, the use of committees is not uniform across townships. There is no structure in place for program monitoring and evaluation, resulting in limited knowledge of actual program implementation at the DBE and DEPT levels.

Central funds for these programs are devolved from the MoE to Township Education Offices (TEOs). Each township is responsible for ensuring that the funds reach the school and are spent on eligible items in accordance with simple guidelines. Townships generally disburse funding to schools in cash. Schools are not currently required to prepare budgets or plans in order to receive funding. Purchases carried out by schools are recorded in account books and monitored by the Township Education Office.

Learning outcomes. The CESR rapid assessment identified the lack of reliable information on

learning outcomes as a significant obstacle for education reform. Information on learning outcomes is particularly important in a decentralized system where local stakeholders have decision making authority and financial discretion. In this environment, the role of central authorities becomes one of holding localities accountable. Data on how well children are learning is crucial for assessing system performance. Standardized learning assessments are, therefore, a necessary complement to support decentralized systems.

There are currently no regular assessments of student learning at the end of each cycle in Myanmar. As such, there is little information about whether students are mastering the key desired competencies at the end of the primary, or middle school cycles. The only regularly administered standardized examination is the Basic Education High School exam at the end of high school. But it is not clear that these exam results are comparable between years.

The Quality Basic Education Program (QBEP), financed by the Multi-Donor Education Fund (MDEF) and led by UNICEF, has helped Myanmar to conduct three rounds of assessments of Myanmar language and mathematics skills. In 2007, 3rd and 5th graders in 20 of Myanmar's approximately 330 townships participated in a first round of assessments. In 2009 and 2011, students in the same townships were tested using the same test. However, the tests were largely driven by the donor project and for the purpose of providing information to the project. As such, none of the results have been made public, and the Ministry has not been using the findings as a measure of the quality of education provided in its schools.

Gender status. The education sector is characterized by a high degree of gender equality. There are virtually no differences in net enrollment rates between boys and girls. The primary net enrollment rate was 88 percent for both boys and girls, as measured by the Multiple Income Cluster Survey in 2009/10. At lower secondary it was 59 percent for girls and 57 percent for boys, while at upper secondary it was 34 percent for girls and 31 percent for boys. The slightly higher enrolment rate of girls at secondary level is partly attributable to higher male wages in the labor market, resulting in greater financial pressure for boys to drop out earlier. The national averages mask some relatively small variations at the regional level, with some states having higher rates for girls (than boys) and others showing the opposite picture. The small gender differences in net enrollment rates are however dwarfed by differences in enrollments due to socio-economic circumstances: less than 10 percent of high-school age children in the poorest quintile are enrolled in high-school, compared to over 60 percent in the richest quintile. Assessments of learning outcomes supported by QBEC, mentioned above, find no gender differences in math scores at grade 5, but that girls perform better than boys at Myanmar language.

In terms of teachers and administrators, the MoE has the highest proportion of female workers among all ministries. Amongst teachers, around 83 percent are women, with slightly higher rates in primary than in high school. Although there are no women in senior leadership positions (minister, vice ministry and Director General), women are well-represented in leadership positions below the top positions: 62 percent of primary school head masters are women and 55 percent of high school head masters are women. Moreover, looking across the sector – including amongst township education officers and the ministry staff – 70 percent of the positions of deputy directors (and above) are held by women (on average, only 33 percent of

women hold deputy director posts (and above) across all ministries).

Development partner support. This project has been collaboratively prepared with the Australian Department of Foreign Affairs and Trade (DFAT) which is expected to provide support for this operation in the amount of US\$20 million. More broadly, the education sector is being supported by a group of development partners which provide both financial and technical advice to the ministry. In terms of financial support, the largest ongoing support operation is the second phase (2012-2015) of the QBEP with commitments likely to reach US\$80 million for the four year period. The main focus of the program is 28 disadvantaged townships to which it provides additional support toward the goal of “increasing the number and proportion of children accessing and completing a quality basic education.” Throughout the first phase (2006-2011) of the MDEF program, a number of interventions have been “piloted” in the targeted townships, including preparing and distributing “essential learning packages”, consisting of textbooks and basic learning materials, training teachers on child-centered approaches, administering a student learning assessment, and improving township education management. These interventions are being continued under the second phase of the MDEF. In addition, the MDEF has also laid the groundwork for more upstream policy discussions with the ministry, including providing support for the inclusive CESR process which was launched in 2012.

Other Bank support: The project is also closely linked with other efforts supported by the Bank and others, aimed at strengthening the government's ability to deliver core services. For example, this project is being prepared and will implement in parallel to a Bank-supported project aimed at modernizing the public financial management system.³ Among other things, the “Modernizing Public Finance Management” Project will make the budgeting process more strategic; improve transparency and accountability of public resources; strengthen reporting systems; and strengthen the Parliament’s Public Accounts Committee. In addition, the World Bank has carried out a Public Expenditure and Fiduciary Assessment⁴, and is currently carrying out a multi-year public expenditure review, focusing on the education, health and education sectors.

II. Project Development Objective(s)

The objective of this project is to improve and expand Myanmar’s existing school grants and student stipends programs in three primary ways: (a) by expanding the coverage of the stipend program, (b) by improving the reliability and transparency of the school grants scheme; and (c) by building the capacity of the MoE, townships and schools to implement these programs and monitor their progress.

III. Project Description

Component Name

³ World Bank (2014): Project Appraisal Document for “Modernizing Public Finance Management Project” (Report No: PAD925)

⁴ World Bank (March 2012): “Public Financial Management Performance Report”, Report No. 75897-MM

The project will contribute to the MoE's existing budget allocation in support of three specific programs: (1) expansion of MoE's existing national schools grants program that benefits all government-supported schools, (2) expansion of its student stipends program, focusing on 40 townships over the three year project duration, (3) strengthening of its capacity to monitor and implement these programs and lay the foundation for more focus on learning outcomes in future programs by conducting an early grade reading assessment baseline. The Bank will manage a parallel technical assistance program to support program design, monitoring and evaluation and a Bank-executed part of the MDTF.

Expansion and Improvement of the School Grants Program (US\$52 million): All schools with primary students currently supported by government budget funding are eligible for participation in the school grants program. Expansion of the program, therefore, will mean increasing the size of annual operating grants to schools from approximately US\$250, US\$400 and US\$500 per school for small, medium and large schools, respectively, to targets of US\$900, US\$1,200 and US\$1,800 per school, respectively, over a three year period.⁵ Improving the program means introducing innovations from global experience, as well as improving the fiduciary management of the program, in particular its financial management. Innovations will be introduced to the program by revising its guidelines and by providing training. Specific innovations include: (i) introduction of well-defined program objectives and performance indicators; (ii) tying of the grant funding to school improvement planning; (iii) introducing increased autonomy on school-level spending; (iv) promoting community participation and oversight through parent teacher organizations; (v) standardizing financial reporting; (iv) provisions for audits; and (vii) linking program progress reporting to MoE's own information systems.

Expansion and Improvement of the Student Stipends Program (US\$21 million): While all government-supported schools in Myanmar are nominally eligible to participate in the existing student stipends program, the small size of the program (11,000 stipends to be awarded nationwide) effectively means that, while most schools apply for stipends funding, few schools are actually selected to participate in the program and those that do participate would have, in most cases, no more than 2 stipend students. Because the new student stipends guidelines will include an increase in coverage for each school and more rigorous targeting and administration, the program will only be expanded to more schools and students in a limited number of townships over time. In school year 2014-15, the stipends program will be expanded to 8 townships and is expected to cover [60 percent] of schools and approximately [30 percent] of grade 5-11 students in each township. An additional 12 townships will be added in school year 2015-16 and an additional 20 townships will be added in school year 2016-17, for a total of 40 townships (out of 330 total) to be supported over 3 years. The number of total stipends provided by MoE is expected to increase from about 11,000 currently to about 200,000 over 3 years (Myanmar's education system includes about 8.2 million students). Townships will be selected based on drop-out rates and poverty indicators to be agreed with the Bank as part of the DLI process.

⁵ MoE is considering re-organizing the three categories (small, medium and large) used during the first years of the program into more categories to allow for higher per school allowances for larger schools; the Bank supports this change.

Improving the stipends program means introducing innovations from global experience, as well as improving the financial management of program funding. Assessments of the program have suggested a number of ways in which the program design and implementation can be improved. The national program allocates stipends to all primary and secondary grades. Evidence from a number of data sources suggests that the fraction of students dropping out before grade 4 is small, and that dropout rates are particularly high at key transition moments from primary to middle school, and from middle school to high school. The revised program will therefore focus on children in grades 5 to 11, at the moments when dropouts appear to be the most prevalent. In addition, the stipend value will be progressively raised in lower-secondary and upper-secondary school to reflect the increase in opportunity and direct costs incurred as a child advances throughout the education system. As with the school grants above, innovations will be introduced to the program by revising its guidelines and by the provision of training. Specific innovations include: (i) introduction of well-defined program objectives and performance indicators; (ii) evidence-based selection of initial townships; (iii) evidence-based targeting of schools and students within townships; (iv) better definition and communication of conditionality and of the program in general; (v) community participation and oversight; (vi) introduction of provisions for audits; and (vii) linking program progress reporting to MoE's own information systems.

Capacity improvement support to strengthen monitoring and implementation of programs (US\$7 million): This project will focus on training, and on conducting a baseline assessment of early grade reading. On training, MoE will design and begin implementing a national training program during school year 2014-15 aimed at introducing the new school grants and stipends program to township officials and school headmasters. Program content will be prepared as part of the process for the preparation of program guidelines. In the case of the school grants, it will also benefit from the example of similar training programs already introduced by UNICEF in Myanmar. The training program is expected to follow a cascade model used by UNICEF in which training providers are trained at the central level and are then responsible for delivering training sessions at the regional or township levels. Over 3 years, MoE is expected to deliver training to approximately 1,000 township education officers, assistant education officers and accounting clerks and approximately 43,000 school head masters.

Assessment data, capturing student learning achievement and progress, is a critical building block for school planning and effective resource targeting. During project preparation, the Bank has assisted MoE with technical assistance and trust fund financing to undertake an initial baseline for early grade reading assessment (EGRA) in the Department of Basic Education 3 (Yangon area). The survey will be completed in January and a full report and public presentation will be completed by June 2014. Save the Children Myanmar also contributed technical assistance to this initiative and helped to manage the survey. During the 3 year project period, MoE will carry out baseline surveys in DBEs 1 and 2 (lower and upper Myanmar) as part of the project, providing a complete map of the distribution of children's early grade reading skills across the country. The project's funds will help pay for travel costs and allowances for enumerators (who will likely be graduates from teacher training colleges). The Bank will continue to provide technical support through a parallel technical assistance program (see below).

Parallel Bank-Executed Technical Assistance Program: A Bank-executed technical assistance program in the amount of about \$2.5 million, for which financing is being sought from the MDTF, is expected to accompany the recipient-executed project activities. These resources will be used to augment regular Bank supervision activities through a technical assistance program, supporting process evaluations to help inform future revisions of program design, close monitoring of program implementation, analytical activities and surveys. The analytical work would complement MoE’s regular monitoring of the programs. The analytical work would be aimed at helping ensure that the programs supported are continually learning from their previous experience and improving over time. The cycle of learning and improving that is proposed will aim to build the capacity of authorities at all levels to increase the use of monitoring and data in program design and implementation and to show how this can be done during the program cycle.

IV. Financing (in USD Million)

Total Project Cost:	140.00	Total Bank Financing:	60.00
Financing Gap:	0.00		
Financing Source			Amount
BORROWER/RECIPIENT			60.00
International Development Association (IDA)			60.00
AUSTRALIA, Government of			20.00
Total			140.00

V. Implementation

The program is expected to be implemented over a 3-year period between June 2014 and May 2017. Disbursements are likely to follow a schedule revolving around the school’s calendar (early June through end-March each year). Because the IDA funding contributes to the ministry’s own funding for existing programs, the overall responsibility for implementation rests with MoE line units. MoE will make funding available to townships and schools in accordance with operational guidelines to be agreed with the Bank as part of the DLI process.

MoE will establish an External Financing Committee within the MoE which would be responsible for opening and maintaining the IDA designated account for reporting to the Bank, including the arrangements of external audits. The External Financing Committee will be legally established by MoE under terms of reference (TOR) satisfactory to IDA prior to the finalization of negotiations. The External Financing Committee will be coordinated by the DEPT, which will appoint a Secretary to the committee who will be the Bank’s primary liaison for program supervision.

Reporting against achievement of DLIs is expected to be completed by March 31 of each year. This deadline will be preceded by an annual program review meeting between the Bank and MoE prior to January 31 of each year in which a detailed schedule for DLI evaluation and monitoring will be agreed. The verification of DLI reporting is expected to take place during the March-May period each year. The reporting and verification process will aim to confirm DLI achievement and authorize the annual IDA disbursement by June 1 of each year.

In parallel with the DLI reporting and verification process, MoE will provide the Bank with evidence of actual spending on eligible expenditures (covering the period April 1 through March 31) by May 31 of each year beginning in 2015. The amount of each subsequent advance following the initial advance in 2014 will be subject to documentation of the previous advance against eligible expenditures and achievement of the relevant DLIs.

VI. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment OP/BP 4.01	X	
Natural Habitats OP/BP 4.04		X
Forests OP/BP 4.36		X
Pest Management OP 4.09		X
Physical Cultural Resources OP/BP 4.11		X
Indigenous Peoples OP/BP 4.10	X	
Involuntary Resettlement OP/BP 4.12		X
Safety of Dams OP/BP 4.37		X
Projects on International Waterways OP/BP 7.50		X
Projects in Disputed Areas OP/BP 7.60		

Comments (optional)

VII. Contact point

World Bank

Contact: James A. Stevens
 Title: Senior Operations Officer
 Tel: 473-2848
 Email: jstevens2@worldbank.org

Borrower/Client/Recipient

Name: Union of Myanmar

Contact: Nwe Nwe Win
Title: Budget Director
Tel: 66-95-6741-0322
Email: nwenwewin1957@gmail.com

Implementing Agencies

Name: Ministry of Education
Contact: Myo Thein Gyi
Title: Director General, DMERB
Tel: (95-67) 407-534
Email: myo.theingyi@gmail.com

VIII. For more information contact:

The InfoShop
The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 458-4500
Fax: (202) 522-1500
Web: <http://www.worldbank.org/infoshop>