



Myanmar: Preparing Youth for the Workplace Sector Development Program

Project Name	Preparing Youth for the Workplace Sector Development Program	
Project Number	48431-002	
Country	Myanmar	
Project Status	Active	
Project Type / Modality of Assistance	Technical Assistance	
Source of Funding / Amount	TA 8915-MYA: Preparing Youth for the Workplace Sector Development Program	
	Technical Assistance Special Fund	US\$ 1.00 million
Strategic Agendas	Inclusive economic growth	
Drivers of Change	Governance and capacity development Knowledge solutions Partnerships Private sector development	
Sector / Subsector	Education - Secondary	
Gender Equity and Mainstreaming	Gender equity	
Description	<p>[[NOTE: the project being formulated with support under this technical assistance has been renamed "Equipping Youth for Employment Project" (with pre-approval reference number 48431-003), versus the original indicative title "Preparing Youth for the Workplace Sector Development Program".]]</p> <p>Through ongoing technical assistance projects (TAs), the Asian Development Bank (ADB) has assisted the government in defining key priorities for reforming and strengthening secondary education subsector (SES) and technical and vocational education and training (TVET), including identifying core priorities for investments that are expected to be included in the National Education Strategic Plan. Additional project preparatory TA is needed to support detailed formulation for a Project suitable for ADB financing in terms of technical, financial, economic, institutional, sector policy, and safeguard dimensions, and to provide capacity development and other support to ensure a rapid start-up to Program implementation. Consultants fielded under this TA will work closely with ADB staff as well as consultants already mobilized under ongoing TAs. The TA will (i) review the situation and gap analysis of SES and TVET supported by ADB as part of the Comprehensive Education Sector Review and other ongoing TA, and conduct more detailed assessment of institutional capacity dimensions relevant to the proposed project; (ii) support finalization of the scope of proposed project investments, with a focus on development of capacity development programs as well as planning for procurements of civil works, equipment, and materials required during the project's early stages; (iii) conduct due diligence including analysis of governance and procurement capacity dimensions as well as conflict sensitivity, and provide related support; (iv) prepare gender and ethnic group action plans and a communication plan to support reforms; (v) determine detailed implementation arrangements and prepare the project administration manual to guide overall implementation of the proposed project; and (vi) after project approval, provide capacity building and hands-on support to ensure rapid project start-up. The TA will also provide inputs to work led by the ADB processing team and existing consultants, including supporting (i) review and refinement of priority policy reforms indicatively identified for support under the project; (ii) additional stakeholder consultations; (iii) preparation of the detailed cost estimates and the financing plan; and (iv) analysis of the project's economic rationale and financial viability and sustainability.</p>	

Project Rationale and Linkage to Country/Regional Strategy

SES (which produces most workforce entrants) and TVET (which suffers from very low access) are largely supply-driven and not responsive to Myanmar's evolving labor force needs. SES and TVET are also not mutually aligned or strategically linked. Such gaps in subsector management are interlinked with gaps in access and quality. Of the roughly 1.1 million new primary school entrants each year, only 10% complete upper secondary education (USE) 11 years later. [[FOOTNOTE: Figures herein draw on ADB-supported analysis household survey and other data as part of Myanmar's Comprehensive Education Sector Review. See <http://www.adb.org/projects/47177-001/documents>]] Given that most forms of TVET (like higher education) require USE completion, this leaves a missing million youth without access to many forms of employment, skill training, or higher education. Prospects are particularly bleak for the half of all youth (and two-thirds of those in poor households) unable to complete even lower secondary education (LSE). [[FOOTNOTE: Forthcoming reforms will extend the current cycle of 5 years of primary schooling, 4 years of LSE, and 2 years of USE, adding kindergarten and USE grade 12. See C. Spohr. 2003. Formal Schooling and Workforce Participation in a Rapidly Developing Economy: Evidence from Compulsory Junior High School in [Taipei,China] . Journal of Development Economics, Vol. 70/2, and evidence cited therein on the role of LSE in employment outcomes.]] Partly as a result of this, TVET access has been very low, with only 1 in 60 youth aged 16-19 enrolled in any form of training (versus 1 in 9 enrolled in higher education), and training virtually nonexistent in rural areas or in construction, mechanical, or industrial skills. Finally, low quality directly undermines access. In SES, outdated, irrelevant curriculum and rote-based pedagogy (i) undercuts learning outcomes, evidenced in the two-thirds failure rate on the matriculation exam at the end of USE; (ii) drive up costs of LSE and particularly USE; [[FOOTNOTE: ADB-supported analysis suggests that USE (not university) poses the highest per-student expenditure burden on households, and private tutoring (driven by rote-based assessment) is the largest component of education costs.]] and (iii) contribute to lack of interest as the lead reason cited for SES dropout. Similarly, perceived low quality and relevance undermine both demand for TVET and trainee employability. Collectively, such challenges leave the majority of workforce entrants poorly educated and un- or poorly skilled, undercut national poverty reduction and inclusive growth objectives, and threaten to trap the economy in a natural resource extraction-based, low value-added model. [[FOOTNOTE: See ADB. 2014. Myanmar: Unlocking the Potential. Country Diagnostic Study. Manila. Respondents to the Myanmar Business Survey 2014 cited human resources (e.g., weak mastery of foundational knowledge and hard and soft skills like critical thinking, numerical skills, and problem-solving) as the second most serious barrier to business.]] At the same time, Myanmar has put in place critical keystones for SES and TVET reforms. These include (i) the new government's redoubled emphasis on education, with the education budget tripling during fiscal years FY2011/12 and FY2013/14 alone; (ii) adoption of an evidence-based approach, with the ongoing Comprehensive Education Sector Review feeding into formulation of the NESP; and (iii) commitment by the Ministry of Education (MOE), Ministry of Science and Technology (MOST; the lead agency for TVET), and other agencies to pursue cohesive SES and TVET reforms. The Program will directly support these reforms, as an SDP providing complementary policy- and investment support for subsector management, quality, and access. It will align with the forthcoming NESP, ADB's Interim Country Partnership Strategy, and its increased regional focus on inclusiveness. [[FOOTNOTE: ADB. 2014. Interim Country Partnership Strategy, Myanmar 2012-2016. Manila. The Program directly supports the Strategy's first pillar on human resources and institutional capacities.]]

Impact

Project Outcome

Description of Outcome

Progress Toward Outcome

Implementation Progress

Description of Project Outputs

Status of Implementation Progress (Outputs, Activities, and Issues)

Geographical Location

Summary of Environmental and Social Aspects

Environmental Aspects

Involuntary Resettlement

Indigenous Peoples

Stakeholder Communication, Participation, and Consultation

During Project Design

Conceptualization of future ADB assistance and this project preparatory TA drew on substantial analysis and dialogue with the Ministry of Education (MOE), Ministry of Science and Technology (MOST), Ministry of Industry (MOI), other government agencies, development partner organizations (DPOs), and other stakeholders (including the private sector) under the umbrella of Myanmar's Comprehensive Education Sector Review (CESR), as well as 3 ongoing ADB technical assistance projects. The project preparatory TA will support more concerted dialogue and consultations with relevant government and non-government stakeholders to inform detailed design of the proposed project.

During Project Implementation

The downstream proposed project is expected to directly support the implementation of the government's National Education Strategic Plan (NESP) for FY2016/17-FY2020/21. It is also expected to develop the capacity of MOE, MOI, and other government counterparts at different levels, ranging central to local levels in areas including stakeholder and community engagement, including supporting MOE and MOI in conducting systematic consultation and participation to support awareness of and participation in national reforms, including ensuring inclusion of poor and vulnerable groups. Other examples of expected stakeholder engagement will range from curriculum reform processes (including to ensure sensitivity to gender, ethnic group, and other dimensions), to engaging employers in identifying priority skill needs and ensuring employability of graduates, to community engagement in school-based management and school improvement planning.

Business Opportunities

Consulting Services [[Update: all PPTA consultants have all been fielded.]]
The TA will mobilize 25.0 person-months (pm) of international consultant inputs, and 20.0 pm of national consultant inputs, who will work closely with the ADB processing team and consultants mobilized under ongoing TAs and will provide inputs to Program design and start-up support as outlined in paras. 7-9. ADB will engage consultants as individuals, in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The consultants may procure minor equipment through shopping in accordance with ADB's Procurement Guidelines (2015, as amended from time to time). Upon TA completion, equipment procured under the TA will be transferred to the Ministry of Education and Ministry of Science to support Program implementation. To augment the inputs by the individual consultants, ADB may mobilize additional resource persons as needed, in accordance with ADB procedures.

Procurement No large-scale equipment procurement is envisaged.

Responsible Staff

Responsible ADB Officer	Spoehr, Christopher A.
Responsible ADB Department	Southeast Asia Department
Responsible ADB Division	Myanmar Resident Mission
Executing Agencies	<i>Ministry of Education Building No. (13) Ministry of Education Nay Pyi Taw Myanmar</i>

Timetable

Concept Clearance	-
Fact Finding	-
MRM	-
Approval	19 Jun 2015
Last Review Mission	-
Last PDS Update	30 Sep 2016

TA 8915-MYA

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
19 Jun 2015	22 Sep 2015	22 Sep 2015	31 Mar 2017	31 Mar 2018	-

Financing Plan/TA Utilization						Cumulative Disbursements		
ADB	Cofinancing	Counterpart				Total	Date	Amount
		Gov	Beneficiaries	Project Sponsor	Others			
1,000,000.00	0.00	0.00	0.00	0.00	0.00	1,000,000.00	19 Jun 2015	491,378.59

Request for Information

<http://www.adb.org/forms/request-information-form?subject=48431-002>

Date Generated

06 July 2017

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