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Annex

Ministry of Education
Department of Basic Education

Myanmar

Additional Financing for the Decentralizing Funding to Schools Project (P157231)

Social Assessment Report

June 2016

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ABBREVIATIONS AND ACRONYMS

AY	-	Academic Year
CPP	-	Community Participation Plan
CPPF	-	Community Participation Planning Framework
DEPT	-	Department of Education Planning and Training
DBEs	-	Department of Basic Educations
DLI	-	Disbursement-linked Indicator
GoM	-	Government of Myanmar
MoE	-	Ministry of Education
EFA-NAP	-	Myanmar Education for All-National Action Plan
EGRA	-	Early Grade Reading Assessment
FGD	-	Focus Group Discussion
PTA	-	Parent and Teacher Association
SA	-	Social Assessment
SGSC	-	School Program Committee
TEOs	-	Township Education Offices
TGSC	-	Township Program Working Group

Ministry of Education
Department of Basic Education
2015-2016 school year -
Social Assessment Report (as part of Progress Report)

1. Introduction

This Social Assessment was prepared to document the lessons learned for the implementation of the project during year 1 and year 2 which provided inputs for the additional financing for the Decentralizing Funding to Schools Project (P146332, IDA 54550; TF017814).

The proposed additional financing would provide support in three ways:

1. It would expand and extend financing for the existing school grants, student stipends, related training, and early grade reading assessment (EGRA) activities. The programs would be extended for fifth and sixth years in addition to the four-year original project duration. During those two years, new Disbursement-Linked Indicators (DLIs) would be added, tied to increasing enrollment and retention of students and to timely reporting on learning outcomes.

2. It would help design, implement, and evaluate a Teacher Mentoring program over a four-year period. New DLIs would be added, tied to the effective design, roll out, and evaluation of the program. The program will provide instructional support and advice to the roughly 40 percent of teachers in grades 1-5 who have been teaching for less than three years.

3. It would add financing to the project to fill the funding gap for originally planned activities, which has resulted from exchange rate loses against the original DFAT 25 million Australian dollar commitment under the MDTF (around US$20 million equivalent at the time of approval) and to a lesser extent against the exchange rate loss against the original International Development Association (IDA) credit amount of SDR 51.8 million (around US$80 million equivalent at the time of approval).

The existing project will also be restructured in the following ways: (i) an additional development objective will be added for a new teacher mentoring program to be supported by the project; (ii) an emergency financing window will be added to the IDA credit and referenced in the PDO, the closing date of the project will be extended for two years to January 31, 2021; (iii) the addition of new DLIs associated with the AF; (iv) changes in the results framework related to the new PDO and new activities; (v) amending the relative IDA/MDTF disbursement percentages in the Financing Agreement (FA) and Grant Agreement (GA), which are currently set as 83 percent/17

percent IDA/MDTF financing, and adding a new disbursement category in the FA for the '0' contingent emergency response component; and (vi) the arrangements for social safeguards will be revised to reflect the Ministry of Education's (MoE) new system for township-level social assessment and consultation.

The additional financing will be supported by the Multi-Donor Trust Fund (MDTF) using funds provided by Australia and Denmark. The total amount of additional financing by Australia and Denmark will be finalized and reflected in written communications from Australia and Denmark prior to negotiations of the amended financing and grant agreements for the project. The MDTF Steering Committee is expected to approve the additional funding prior to the signatures of the FA and GA.

2. Background and Rationale for Additional Financing

The original project objective was "to help improve and expand Myanmar's School Grants Program and Student Stipends Program." IDA provided SDR 51.8 million (about US$80 million equivalent at the time of approval) in funding to support this objective, and Australia provided AUD 25,000,000 (about US$20 million at the time of approval) through the MDTF. The project was designed to disburse against the achievement of 12 DLIs, and funding was earmarked for spending against agreed government budget codes in support of these programs.

To date, two years into implementation of this four-year program, the first six DLIs have been achieved, and about US$42 million has been disbursed to Myanmar and allocated to townships and schools and, in the case of the stipends, to "at-risk" children and their families. The agreement disbursement ratio is 83 percent from IDA and 17 percent from the MDTF. The Bank is in the process of verifying with the MoE reporting for the three DLIs agreed for the project year three. Following this verification, it is expected that an additional US$27 million will be disbursed by end of June 2016, bringing total disbursement to about US$69 million. Overall, project implementation and progress towards achieving the project's development objectives are rated satisfactory.

The ongoing project supports the education sector by strengthening decentralized service delivery which is part of the Bank's Country Partnership Framework (CPF). The CPF is focused on three areas: reducing rural poverty; investing in people and effective institutions for people; and supporting a dynamic private sector to create jobs. Activities in these focus areas integrate four cross-cutting issues that are important for the achievement of the WBG twin goals: gender, conflict, governance, and climate change/disaster risk. The education project is part of the "investing in people and effective institutions for people" pillar. While the government of Myanmar's education sector strategy is still in development, in-service teacher professional development has been identified as a key priority in drafts of the sector strategy and through the government's Comprehensive Education Sector Reform (CESR) process.

The rationale for preparing additional financing at this time is as follows:

1. The addition of funding to this operation is timely. Through this additional financing, the new ministry leadership is reconfirming its ownership of the existing schools grants and stipends programs and moving quickly to adapt the current results-based funding mechanism to its own priorities.

1. Providing in-service continuous professional development to the approximately 90,000 primary school teachers; 40 percent of all teachers in grades 1-5, who have been teaching for less than three years, is among MoE's highest priorities for improving the quality of teaching and learning in Myanmar. This justification is further strengthened by the fact that about 20 percent of all teachers were initially hired as temporary contract teachers.
2. Adding grant funding to the project will move the ratio of credit to grant from its current 80–20 percent proportion to about 50-50 percent and thereby demonstrate that the initial IDA credit funding has served to leverage additional investments in the education sector.

3. Additional financing will also allow the donor partners to begin to orient the focus of the DLIs for the existing program from an initial focus on design and outputs to a new focus on program impact in the next two to three years.

4. The addition of a new development objective and support of a new program using the same DLI mechanism will allow the Bank, its donor partners, and the government of Myanmar to capitalize on the success of the results-based financing approach; it will also help demonstrate that the DLI financing mechanism can be adapted and expanded to support various government programs.

3. Social Assessment scope and objectives

This Social assessment report contributes and is part of the MoE's Progress Report for the Fiscal Year 2015-2016. In this context, MoE has undertaken a lessons learned review for the social assessment processes conducted during implementation years 1 and year 2 of the program. The aims were to further integrate key social considerations into the education programs supported by the project and to further combine analytical and participatory approaches under the programs. Additionally, using the outcomes from the Social Assessment (SA), a Community Participation Planning Framework (CPPF) was updated in line with the scope and proposed activities of the AF which sets out principles and procedures to address potential risks identified in line with OP 4.10.

The project will support decentralization to townships and schools in all of Myanmar's 330 townships. It is expected that the stipend program will be provided in 58 townships during the four School Years (SY) 2014-2018. The program is expected to cover about 50% of schools in each

township. The criteria for the selection of townships and schools will be provided in the national guidelines for the stipend program (see detailed description in 4.0 above), and they will include levels of poverty, remoteness and drop-out rates. Some of the selected townships are expected to be in high density of ethnic populations. The school grants program is a nationwide program for which all schools in the country are eligible indiscriminately.

The programs are expected to continue to be implemented in townships where ethnic minorities are present. The Community Participation Planning Framework (CPPF) will continue to ensure that ethnic minority groups have equal opportunities to participate in and benefit from the project, and that community members will be empowered to monitor implementation of the programs. Information with regard to the programs have been developed in townships where the program is implemented; specifically in states where ethnic groups are present utilizing oral communication in the major ethnic languages. The principles and procedures of CPPF have been integrated in the government's operational guidelines of the stipend and school grants programs.

The Department of Basic Education (DBE) under the MoE is assuming overall responsibility for the implementation of social assessment and school characteristics, including the CPPF. CPP has been developed and is updated annually as the project rolls out to new townships, and incorporate all elements of Indigenous Peoples Plan (IPP) as defined under OP 4.10. Feedback/Grievance mechanisms are in place and are improved every year, which helps establish and strengthen the participation of community members in School Committee (SCs) to monitor project implementation through regularly meeting stipend beneficiaries, receiving their feedbacks and checking that school grants are used as agreed between school management and SCs.

4. Stipend Program Implementation and Community Participation

The Student Stipend program targets poor students from Grade-5 to Grade-11, with the aim of increasing the transition rate, attendance rate and retention rate at middle and high school levels. In school year (SY) 2013-14, the stipend program reached 36,910 poor students in 8 townships in Ayeyarwaddy, Mandalay, Yangon regions and Shan (south): Laputta, Bogalay, Kyaing Kone, Sint Kaing, Maha Aung Myay, Taunggyi, Kalaw and Seikkyi Khanaung Toe. In School Year 2015-16, though it was originally planned to expand the program to 12 new townships, it was rolled out to 19 townships in 15 states and regions: the new townships are NganZun (Mandalay), Kawt Hmu and Hlaing Thar Yar (Yangon), Kyaing Tone (Shan East), Padaung and Moe Nyo (Bago West), Bago (Bago East), NgaPhe and Setoketara (Magway), Inndaw and Tamu (Sagaing), Boat Pyin (Tanintharyi), Beelin (Mon), Hlaing Bwe (Kayin), Shardaw and Pharsaung (Kayah), Kanpetlet and Paletwa (Chin) and Ottarathiri (NPT Council Area). In the 2015-2016 school year, MoE has supported a total of 103,886 students in 27 townships.

Table 1: Stipends students

Out of 103,886 stipend students, 53.3% are girls. A total of 33,523 ethnic students (32.27% of total stipend students) are attending in 1027 schools (38.6% of total stipend schools) in the townships in six ethnic States and one Region.

Number	States	Township	Number of Schools	Number of Students	Stipend amount in million (MMK)
1	Kayah	Shartaw	13	133	10.03
2	Kayah	Pharsaung	14	436	33.41
3	Kayin	Hlaing Bwe	115	5054	381.59
4	Chin	Kanpetlet	69	656	50.28
5	Chin	Paletwa	216	2609	211.35
6	Tanintharyi	Boatpyin	49	1469	112.86
7	Shan (South)	Taunggyi	163	11292	856.01
8	Shan (South)	Kalaw	155	4427	345.91
9	Shan (East)	Kyaingtone	76	3236	252.3
10	Mon	Beelin	171	4211	323.15
	Total		1027	33523	2576.89

Table 2: Stipend program implementation timeline (2015-2016)

Sn.	Activity	2015-16	By Who
1	Revision of School Grant and Stipend Operational Guidelines based on lessons learned, including the social assessment and school characteristics forms	March, April	MEWG, WB, Save the Children
2	Development of separate Ops Guidelines for Monastic Schools Grant implementation	April	MEWG
3	Development of Training Modules for Grant and Stipend	January, Feb, March	MEWG, WB
4	ToT training for School Grant and Stipend trainings in NPT	May	MEWG, WB, Save the Children
5	Social Assessment and school characteristics forms filled at school and township level	May 29	School Heads with inputs of relevant stakeholders

6	Preparing Social mapping utilizing the information from SC and SA forms.	June	TEO teams
7	Field visit to at least 3 schools in a township for Social Assessment	June	TEO teams
8	Conducting Township Consultation workshop and Forming Township Committee	June	TEO teams
9	Preparing school ranking, review and selection	June, July	Township Committees
10	Announcement of the selected schools list	July	Township Committees
11	Receiving feedback and complaints on the selected schools list	July	Township Committees
12	Township Stipend training for the stipend school Heads	July	TEO teams
13	Community announcement and mass meeting for awareness of stipend programme (village level).	July	School heads and School committees
14	Preparing student ranking, review and student selection ★	July/August	School heads, teachers and School committees
15	Announcement of the selected students list within village.	August	School committees
16	Receiving and handling feedback and complaints	August	School committees
17	Getting approval from the TEOs for the selected students.	September	School heads
18	Registration the selected students ★	September	School heads, teachers and School committees
19	First stipend payment to the selected students (for the first 3 months)	October, November	School heads, class teachers

★ In some flood affected townships, student selection and registration was delayed.

4.1 Stipend program Implementation and Stakeholder Participation

Stipend township selection at States/Regions level. Based on Social Assessment from project preparation, the selection criteria was stablished to help the respective township selection and for providing guidelines to States/Regions Education Directors (in March 2015) on how to organize the Consultation meetings with relevant stakeholders at the school village and Township levels to ensure proper participation. The key criteria consisted of township GDP data (from Ministry of Planning), Education indicators such as enrollment rates (within States/Regions) and Health indicators (MMR and Child Mortality Rate).

Using these criteria, the States/Regions Education Directors organized Consultation meetings in their respective States and Regions in close coordination with local government Prime Ministers and Social Ministers. The organizers made sure the invitees to the consultation meetings include all walks of life such as Parliamentarians, departmental representatives, TEOs, Religious Leaders, CSOs and ethnic leaders. The invitations were sent out well in advance to allow participants to plan ahead.

The design parameters and the selection process of schools and students were explained to the participants along with pre-printed hand-outs of the program description and the township GDP data. After a plenary session, the participants were divided into small groups for intensive discussions and making priorities among townships. Then, all the small groups came up with their prioritized list of townships to the plenary session and ranked the townships to choose the most prioritized townships within that particular State or Region.

In this way, States/Regions Education offices played the major role to ensure the participation of the wider stakeholders. It was noted that Magway region, Mandalay region, Bago (West) region, Yangon region, Tanintharyi region, Kayah State, Chin State, Mon State, Kayin State followed the MoE's guidelines and did a good job in the township selection process. The other States and Regions faced some constraints in coordinating with the local government offices and need to improve during future iterations. During their unannounced visit, the World Bank Education team witnessed the Magway region consultation meeting which proved to be a successful, participatory and transparent process.

4.2 Identification of vulnerable and minority groups at Township level

The Department of Basic Education has fully delegated to the TEO teams (TEO, DTEO, ATEOs) for Stipend program implementation at township level. TEO teams attended the Stipend training in Naypyitaw in May 2015 where they were fully informed of the participatory process and step-by-step procedure for the stipend implementation.

The first step was to collect school information using School Characteristic forms filled by the school heads. At the same time, school heads filled out the Social assessment form reflecting the communities their schools serve. (See Sub-Annex 1 - Examples)

At the time TEO teams combined the information from Social Assessment forms, the TEO team did the social mapping for their township. Thus, the information of social groups was reported, including the majority, the minority, the ethnicity, the religions, and the languages. Please see 2 examples of township social assessment reports in the sub-annexes

4.3 Identification of the key informants within the area

Based on the social assessment findings, TEO teams selected 3 communities for initial consultation about the stipend program. These communities represented a mixed community, or a poorest community and a community with single ethnicity. The respective school heads arranged a meeting inviting the community members and representatives from poor and hard-to-reach groups. In the discussions, TEO teams explored how to reach and who to contact for those minority or least represented group or hard-to-reach people. They also learned the dynamics of the diverse social groups within these communities and the long established tradition and customs of harmony or tension, if there was any.

With this rich information gained from village level consultations, the respective TEO teams started to prepare a Community Participation Plan under the name of Action Plan for hard-to-reach people, especially to organize a wider township level consultation. They prepared the invitee list including the key persons to reach out to among the identified minorities. The invites were sent out in advance of the township meeting via official letters, phone calls, invitation cards, messages through heads of ethnic groups, religious groups, churches, monasteries and village administrators, and so on.

4.4 Consultation with the stakeholders

According to the township reports, Township Consultation Meetings were a great success because the invited participants represented different institutions and diverse groups including poor parents (most often mothers). The stipend program was fully informed and followed by Q & A sessions. It was well noted that the stakeholders welcomed the support to the poorest students to continue their education. Most of the discussion in those consultations was on the selection of stipend students. The respective TEO teams were able to clarify the process including disclosure and complaint mechanisms.

It was noted that all township consultations discourse was in Myanmar language because the attendees could communicate in Myanmar language quite well, though some TEO staff were assigned as translators in case needed. One of the advantages of the respective TEO offices was that the DTEO or ATEOs or the senior clerk were of the ethnic origin of that particular township. MoE's stipend poster was very informative for public awareness and some TEO teams took initiative to print pamphlets to be distributed to the meeting attendees. It was noted that the Bago TEO team produced an excellent community announcement and community participation plan. Such a good practice needs to be shared to peer teams so DBE will invite them to share their experience to 28 new teams in Naypyitaw training in May 2016.

Accordingly, township stipend committee was formed involving representatives from township administrative office, departments, NGOs, township development committee, TEO, DTEO, focal ATEO, head teachers of primary/middle/high schools. The attendees elected the committee members in a transparent manner. It was noted that the representation of the ethnic or religious groups was not much realized in the committee formation partly because those representatives were from other parts of that particular township. But the female representation was high because teachers and parents were mostly women.

The newly formed committee worked on the school selection for 2 or 3 days: first, screening through the Social Assessment forms to get the socio-economic information of the villages, secondly scoring the schools based on the school characteristics forms, and ranking the schools in priority order. Finally, the quota allocation was calculated and decided among the committee members. This process was recorded in meeting minutes along with signatures.

Using the Township summary report format, Township Social Assessment report was prepared by TEO teams and submitted to States/Regions Offices who forwarded them to the DBE Head Office in Naypyitaw. This report write-up was based on these township reports.

Due to this year's unexpected heavy rain, rapid floods, landslides and evacuations affected 110 townships in July and August. Some stipend townships found it difficult to implement the process during this period, but it was finally conducted and the reporting reached Naypyitaw via States/Regions offices.

4.5 School level sharing information and announcement to the community

Stipend program School Heads and stipend focal teachers from selected stipend schools attended the township level 3-day stipend training in last week of June 2015. Afterwards, they shared information such as the objectives of the program, selection criteria for the stipend students and conditionality of the stipend program to peer teachers in the same schools. Then, the arrangements were made to have consultation meetings with ethnic minorities groups, migrant and casual workers, PTA, BOT and parents. The invitee list was prepared to include representation of village administrative offices, village elders, different ethnic groups, minorities, religious leaders, migrant and casual workers, mobile families, PTA ad BOT, parents of school children, as well as non-school attending children, hard-to-reach communities and nearby communities that have no schools.

At the time of inviting, different methods were applied such as using the children or village volunteers, public address system using loud speakers, in person or invitation letters. The venue for the village level consultation mostly took place in schools because traditionally schools were the meeting place for the community members for various purposes. The meetings were carried out mostly in the evenings when most of the community members were available to participate. TEO teams had supported the school heads of stipend schools in those village level consultations. To disseminate the information about the stipend program, school heads posted the posters in schools as well as in administrative offices and distributed pamphlets where available.

The school stipend committees tried their best to identify the poorest students in their community by door-to-door visits to those applied households. It was a common practice among school committees where their commitment was obvious to support the school activities and at the same time to support the poorest students. Another good practice was that some school committees thought of additional poverty indicators that suited their local context most. For example, a common indicator like having one's own motorbike at home means you are not poor. But, in some contexts, this is not true or relevant. In that case, the school committees identified 3 more specific poverty indicators. In order to get all eligible children applying or participating in the stipend program, school heads and teachers and committees tried their best to promote awareness through class teachers, parents, PTA, BOT, village heads delivering the application forms, screening and nominating the students, sending the nominated list to TEO offices for approval, waiting one week for complaints and grievances, and finally announcing the final list to community members. The selected and non-selected, and reserved list were posted on school walls visible to those who came to schools.

4.6 School Committee Formation

If a school has to implement both school grant and stipend programs, it should form a single committee for both. The committee must be fully informed of its role and responsibilities as well as about the program. The school heads, village heads, members of PTA and BOT, class teachers and representatives of ethnic and minority groups, and social organization are represented by a fairly equal number of males and females in the committee structure.

4.7 Community participation plan (CPP)

According to the findings from Social Assessment forms, it was learned that those hard-to-reach people (in TEOs' village level consultation) were those who worked on far-away farms, lived in remote and isolated areas and those who were seasonal migrants. In Putao township, it was noted that to reach those hard-to-reach farmers and migrants, the church or pastors could relay the information while the family members traveled back to the village for religious rituals. Or sometimes the language teachers from Literacy and Cultural Associations were able to reach out to those hard-to-reach. In most of the cases, it was found out that those hard-to-reach groups were not mingled with the other community members, not because of their ethnicity nor because of religions, but because of their socio-economic and livelihood situations.

TEO teams wrote up a Township Action Plan for community participation in the stipend program implementation. That focused on how to contact and who to connect, how to facilitate language barriers and how to ensure social inclusion in all levels. The DBE received TEOs' reports on CPP and based on these findings, a revision of MoE CPP will be developed.

4.8 Disclosure

Consultations and Disclosure for Stipend Program carried out in 2015-2016 school year

Sn.	Activity	2015-16	By Who
1	States/Region level Consultations for prioritized townships within the States/Regions inviting all stakeholders including parliamentarians and representatives from CSOs and NGOs	January, February, March 2015	States and Regions Education Directorates
2	Development of Training Modules for Grant and Stipend as an improvement in delivery of MoE trainings down to the school level	January, Feb, March	MEWG, WB
3	Revision of School Grant and Stipend Operational Guidelines integrating the lessons learned from the qualitative assessment which provides rich information from the field consultations	March, April	MEWG, WB, Save the Children
4	Development of separate Ops Guidelines for Monastic Schools Grant implementation because of the program expansion to reach out to Monastic schools	April	MEWG
5	Field visit to at least 3 schools in a township for Social Assessment and consultation with communities	June	TEO teams in 27 stipend townships
6	Conducting Township Consultation workshop on stipend program inviting representatives from religious groups, ethnic groups, minority groups, CSOs, NGOs and other ministries	June	TEO teams in 27 townships
7	Disclosure of the selected schools for stipend program in the township	July	Township Committees
8	Receiving feedback and complaints on the selected schools list	July	Township Committees
9	Disclosure and announcement of the stipend program in the community mass meetings at village level	July	School heads and School committees
10	Disclosure and Announcement of the selected students for stipend program at school level	August	School committees
11	Receiving and handling feedback and complaints	August	School committees
12	Township Sharing Workshop to disclose the stipend program achievement and challenges	February, March 2016	Township Committees

MEWG: Monitoring and Evaluation Working Group (MoE and WB/DFAT and Save the Children)

It was planned for the 2016-2017 school year that DBE would start to utilize a social network such as facebook page, MoE website, ethnic radio channels, as well as national newspapers for promoting public awareness of the program.

4.9 Grievance and complaints

At township level, the lists of selected schools were posted on the notice board at township education offices and information on the selection was shared with the township administration offices. Any complaints on school selection could be made within 7 days from the date of notice. Following the Operational Guidelines and selection procedures, the complaints can be taken into consideration and the list can be discussed and revised. In case of no objection or complaint received within 7 days, the selected schools were approved.

At school level, school stipend committees posted the nominated list of students on notice for 7 days waiting for complaints and grievance. Some complaints were about the non-selected students and the common queries were why that particular student was not in the selected list since he or she was poor like other students in the selected list. School committees were able to clarify the reasons and the criteria and the scoring based on the students' application forms. It was noted that there was no such record keeping practice of how many complaints were addressed at different levels. This informs MoE to make sure the practice in place in the tears to come.

Main Changes and Improvement from year 1 to year 2

In the year 2 implementation, School Grant amount to each school and coverage of Stipend students were improved in terms of total cash delivery which can be seen in detail as below:

1. School grant formula calculation based on total primary, middle and high school level students instead of only primary level students
2. Inclusion of monastic schools under the administration of the Ministry of Religious Affairs.
3. Selection of Stipend townships has been implementing in collaboration with State/Region Education Offices for year 2 and 19 townships were selected.
4. Selection of Stipend Schools and Students has been practiced more systematically based on the lessons and comments from year 1 implementation.
5. School Stipend Database was introduced with an aim to improve information management system.
6. Training modules prepared for effective training and other program support materials developed such as Operational Guidelines and posters modification and printing.
7. Department of Myanmar Education Research led the Early Grades Reading Assessment (EGRA) Intervention in year 2.

5. Lesson learned from Year 2 and Changes for Year 3

MoE has undertaken a lessons-learned review of the social assessment processes conducted during implementation years 1 and year 2. The aims were to further integrate key social considerations into the education programs supported by the project and to further combine analytical and participatory approaches under the programs. Additionally, using the outcomes from the Social Assessment (SA), a Community Participation Planning Framework (CPPF) was updated in line with the scope and proposed activities of the AF which sets out principles and procedures to address potential risks identified in line with the Bank Indigenous Peoples Policy (4.10).

Key Lessons Learned:

1. **Institutionalization process of Social Assessment**: On the institutional side, during year 2 of the project, two notable contributions were introduced in the area of social assessment and consultation: (i) states and regions undertook a consultative process for selecting townships that included needs-based criteria for designating priority townships. This generated tremendous ownership from education departments at national, township, and village levels; and (ii) a bottom-up participatory approach was introduced which was characterized by a great ownership and institutionalization process, sustainable social assessment, and consultation at the township level to support the process of selecting schools and selecting students within schools for the stipends program. At the same time, the process was institutionalized at different levels.

2. **Constraints for access to education.** Findings from this social assessment indicate that the reasons for the high number of school drop-outs, especially in Grades 7 and 8 are both financial and non-financial. Poor parents, and especially those in remote areas, face difficulties in sending their children to school. In all schools visited for the SA, much larger numbers of poor and needy students are found eligible to receive stipends than the program could afford. Lack of money is the most important barrier to education. Many of these poor students come from daily wage-earning or unstable income families with high numbers of children. SA respondents reported that difficulties increase from Grade 7, the first year of middle school, as the costs for school supplies and transportation to school increase at this grade level. Middle and high school students often have also to pay for additional private tuition if they are to do well in these higher grades. The estimated average monthly cost for middle school is about 30,000 Kyat and for high school, about 100,000 Kyat.1 Respondents said this is beyond the means of poor parents, many of whom are daily wage earners (2,000-3,000 kyats per day). The costs can be significantly higher for high school students from remote villages who must either stay in boarding schools or with relatives. As a result, most poor villagers stop sending their children to school after the primary level. As for the non-financial constraints, key stakeholders interviewed raised

1 These costs were calculated by the research team based on estimates provided by poor parents, school heads, teachers, and school committee members. The figure for costs is the average for the answers given by respondents in each township and the average for six townships.

remoteness as one of the three most important barriers2. One school headmistress in a remote village said that half her students drop out by the middle of each year due to difficulties to commute. Many remote villages are not connected by all-weather roads or transportation services to the towns that have middle and high schools. Students from some remote villages must travel by both boat and road to reach middle or high school, and during the rainy season, rivers and local roads are often unsafe. Many poor students drop out because they cannot afford to cover the cost of transportation or boarding schools, or because they do not have reliable relatives near schools at whose homes they can stay during school terms. The problem is more acute for middle or higher school students which are typically located in towns.

3. Stipend Program. Overall, SA found that students and parents are generally pleased with the stipend program and they confirmed that the majority of funds do reach poor, eligible students. They mention that stipends, even though small in amount under the current allocation, greatly help poor students go to school, especially at the primary level. However it was also reported that the amount falls far short of needs for middle and high school levels where higher fees apply and which are typically located in cities and transportation costs are higher. The SA also found some gaps in the stipend program, many of which are related to institutional arrangements and implementation procedures. The study found that many eligible students and parents are not informed of the stipend program because local officials involved in the implementation such as TEOs and school headmasters are afraid of making the program known to the public which can create expectations that cannot be met. The current budget allocations allow giving stipends only to one or two students per school, while a lot more students are potentially eligible; interviews with schoolmasters indicate that only 22% of eligible students actually receive stipends. While the concern of school headmasters is understandable, the lack of transparency necessarily raises a concern about the selection of stipend beneficiaries, as was pointed out by participants of focus group discussion (FGD) who called for an increased participation of parents in the selection process to increase accountability of the program.

The stipends program was implemented differently across schools, depending on how TEOs and schoolmasters understand the very general guidelines provided to them. SA found that, because detailed implementation guidelines are not developed yet, the majority of TEOs lack a consistent understanding of the program's institutional arrangements. In some areas, the township education office works directly with schools in the area, in other areas TEOs have set up the Township Board for Selection of Students (TBSS) to oversee the allocation of stipends. Also, different selection criteria are used among townships, and even among schools within the same townships. One criterion that is common across schools is the orphanage, however, almost all schools use additional poverty related criteria in selecting beneficiary students, which vary depending on the preference and judgment of school headmasters and teachers where they are involved in the selection. No school is found to use ethnicity as a criterion, and FGD participants including ethnic parents

2 Two other non-financial constraints identified are language for ethnic minorities and existing school evaluation systems. The detailed description of these two non-financial constraints is provided in the SA report.

indicates that they did not see the discrimination in the selection of beneficiaries on the ground of ethnicity.

4. **School Grants Program.** SA found that all schools are eligible for school grants to cover various operational expenditures. Compared with the stipend program which will be provided only to selected students from among other students who also meet eligibility criteria, the school grants program by design does not involve significant risks of social exclusion given the fact that all schools receive the grant. In fact, the SA did not find any discrimination or unfair treatment of schools involved in the implementation of school grants. It also found that school grants help schools cover many operating expenses such as stationery, sanitation, drinking water pots, chalk, dusters, painting the blackboard, and teaching and learning materials. Although the very limited size of grants makes it difficult for schools to address many critical needs, especially because only a narrowly defined range of cost items can be financed, many school headmasters interviewed mentioned that school grants are useful given the very limited operating budget available to schools.

   As is the case for the stipend program, in year 1 implementation, parents or other stakeholders are not well informed of the usage of school grants, causing concerns about accountability in the use of grants. The school headmasters typically make decisions on the use of the grant, but only in some of the schools visited were the headmasters found to consult with the school board on the use of grants. Therefore, in year 2, the training manual was developed and improvements were made on Operational Guidelines according to the lesson learnt from the year 1. During the training of Trainers, the training was delivered in a participatory way, in some cases, using demonstrations. The training roll out was a cascade model, NPT to State/ Region, S/R to townships and Townships to schools. Then, consultation workshops were conducted in Township and Community levels inviting the representatives from minority and hard-to-reach groups as well as departmental officials and NGO, CSO, CBO representatives. The information of the School Grant and Stipend Program was announced and discussed, roles and responsibilities stakeholders and implementation procedures clearly described. With this efforts, the program implementations proved to be better in year 2. The same effort has been applied for year 3 and it is expected that in year 3 implementations will be much better in quality perspective.

5. **Existing grievance handling mechanisms.** Those with concerns or complaints would usually go to the classroom teachers or the school headmasters. Thus, the issues are normally dealt with internally and with no specific report or record on the cases. The SA found that parents interviewed consider it is important to strengthen feedback/ grievance mechanisms for the stipend and school grants program in order for the programs to be able to improve its fairness, transparency and effectiveness. DBE reinforces that complaints and how they are addressed and handled should be recorded at school, township and State/Region levels. The Department of Basic Education, Ministry of Education monitored and evaluated the activities which were implemented at school level. Established in July 2014, the Monitoring and Evaluation Working Group (MEWG) has been leading all monitoring and evaluation activities in close collaboration with development partners. This note reflects the information and discussions coming from multiple monitoring activities, including administrative data, multiple field visits by MEWG, and Qualitative Assessment

by Save the Children. (See detailed in part of "Types of M & E activities). Furthermore, observation of documents (forms completed by school/township level) is the alternative way of monitoring.

6. Key Social Risk, Issues and Recommendations presented at Technical Working Group by MEWG member

Key Social Risks and Issues

The processing of this additional financing was undertaken during Myanmar's election season and during the period in which Myanmar has been forming a government following the elections. This timing poses substantial risks in terms of the commitment of new political actors to the programs being implemented by the previous government and in terms of the focus and attention of new government officials. The processing of the additional financing has been an opportunity to ensure broad political support for the ongoing school grants and stipends programs.

The content of the new activities to be financed will be limited to in-service teacher professional development where there is an important need, given the young age and inexperience of the teaching force. The priority given to helping teachers in the classroom is supported by professional educators in Myanmar.

During appraisal of the original project in November 2013, a number of risks, including project and social risks, were identified by the World Bank, and actions were planned and executed to mitigate them. The satisfactory implementation to date served to reduce overall implementation risk. Appraisal of the additional financing in May-June 2016 will review the status of the following risks:

Conflict sensitivity: Support for the existing government-owned programs and the new teacher professional development activities entail some risk in relation to the ethnic conflicts affecting most of the border regions of Myanmar. As a result, there is a clear need to better understand these risks, particularly for the selective stipends program, and take steps, if needed, to mitigate the impact of the programs on conflict dynamics and local tensions in ethnic minority areas. As the stipends program expands to all 18 states and regions in year three of implementation, the World Bank and its MDTF partners will put significant focus on assessing conflict risk in township selection and implementation. The Bank-executed funding for monitoring and evaluation (M&E) will be used to assess conflict sensitivity risks, and advise MoE on strategies to minimize negative impact. The new focus on teacher professional development will also be assessed, though it is likely that the risks will be less than the stipends program. The World Bank and its MDTF partners may withhold support to the stipends programs and the new teacher mentoring program in any area where conflict risk is unduly high. It is a priority for the World Bank and its MDTF partners, however, that the government approach the consultations and program implementation in a way that minimizes conflict-related risk.

Social assessment: The social and quality assessment reports contain a comprehensive analysis of risks related to the social context. The report notes that there are various reasons or sources for these risks, including the heterogeneous nature of states and regions, lack of technical knowledge related to implementing the programs, presence of armed groups in states and regions, and weak dissemination of information. A number of institutional risks have also been identified, including: (i) lack of communication and information dissemination; (ii) weak training for program implementation and monitoring; (iii) different capacities among different levels: village, township, and national; (iv) weak stakeholder participation; and (v) poor grievance management and communication problems. The new government which came to power on April 1, 2016 and the new leadership of the MoE are expected to be committed to prioritizing social risks and giving priority to reducing or mitigating risk during the implementation of the project. The World Bank supervision visits and feedback from Save the Children indicate that the social assessment approach has worked well in most areas. The M&E program has been effective in identifying lessons for both of these programs that will be used to improve performance in year three and beyond.

Communities are appreciative of both the school grants and stipends programs for both supporting the educational environment for all their children and supporting the education of the neediest students. In some schools, parents and communities signaled that they were contributing less money to support operating costs. It was observed that schools had used the school grant to procure reading material for students, arranging Teaching and Learning Materials (TLMs), education prize award ceremonies, exhibitions and for minor school maintenance. Some stipends beneficiaries specifically explained that children were going to stop their schooling due to the cost, but able to continue thanks to the stipends. About 1.5% of Year 1 stipend students stopped the program by the end of March 2014 (537/36,910), with regional difference across 8 townships (0% to 3.3%). This dropout rate seems generally low, indicating the preliminary success of the stipend program to keep more children in school.

Sub-Annex 1 - Examples of Township SA Report

Ministry of Education, Stipend Program
Township Summary Report
PutaO Township

Instructions:

Township Education team will consolidate information collected in the questionnaires and the discussion from consultations at school community and township level. This template consists of four sections, as follows.

1. The list of minority communities and key players to be invited to the consultations
2. Action plans to make sure minority communities are aware of the stipends program
3. Action plans to make sure key players are consulted about the stipends program
4. Summary of township situation. Potential concerns in implementing the stipends program

The Township Education team should be creative and not limit itself to only these sections or the example provided under Section 2.

Basic information of Schools in the Township

Lesu, Rawan, Khamti Shan, Jamephaw , Myanmar and others (in order of largest to smallest) live in Putao township. There are : (59) schools with only Lesu ethnic students, (32) schools with only Rawan ethnic students, (11) schools with only Khamti Shan ethnic students, (9) schools with only Jamephaw ethnic students and only school attended other group of students (Myanmar, Rakhine & Tibet).

Schools can be identified in terms only one or mix ethnic groups as below:

1. 35 schools (38% of total schools in the township) attended by only one ethnic groups
2. 30 schools (32% of total schools in the township) attended by two ethnic group together.
3. 18 schools (19% of total schools in the township) attended by three ethnic group together.
4. 8 schools (9% of total schools in the township) attended by four ethnic group together.

5. 2 schools (2.15% of total schools in the township) attended by four and above ethnic groups together.

There were no schools which run by NGO or any other groups in Putao township.

92% of the students are Chistians from Lesu, Rawan and Jamephaw ethnic groups and 8% are Buddhists from Khamti Shan in Majority and few Myanmar, Rakhine and Tibet in schools of Putao township.

1. Make the List and Invite Minority Communities and Key Players/Groups to the Consultations

List the characteristics of hard to reach population and communities which will require special consultations for the stipends program:

The most difficult and hard to reach peoples are "Naw" ethnic minority

List the groups which have important presence in the area and will require special consultations for the stipends program:

There is a one ethnic group named "**Naw**" who are difficult to reach and require special consultation for the stipend programme. They are not in many villages but in some villages few population.

Organize consultations. Send notices of consultations or meetings directly to leaders of identified communities and groups. List specific communities and groups who will be contacted directly:

1. Communities where mobile families (by seasons) are residing : A-wan-dan, Ton-li-htu, Nam-shal-zwap, Ho-kho, Kaung-ka-htaung, Ta-htein-dam, Naung-khine villages

List the name of communities/villages where there are tensions and conflicts among the populations:

BEHS Lone-shar-yam; Branch BEHS Lay-yin-kwin; SPS Lone-sup are attended by some student from armed conflict areas.

Branch SPS In-siam, SPS War-dat, SPS In-lwe-yan and Branch BEMS were situated on the route of Non-Government Armed Groups' transportation which make the communities concerns.

List the identified communities and groups which were not able to be reached nor did not attend to the consultations:

Possible ways:

Conducting consultation meetings, sending invitation letters directly to the representatives/leaders of above mentioned communities

Village/ward Administrators, representatives of different ethnic groups and clerics/clergymen/priests from Christian Associations will be invited for the consultation meeting taking enough time for communication and giving time to arrange for attendance.

The communities which were hard to reach and not able to attend to the consultations were the groups working in the fields, in gold mines and in grinding stones.

3. Action Plans to Make Sure that Minority Communities are Made Aware of the Stipends Program

(example) Use local language translators from the community in consultation and meetings. List schools where local language translaters will be needed:

The representatives who will be attended to the township level consultation meetings can speak and read National language (Myanmar) and so do the participants of the school level consultations. The communities understand and not necessary for translation.

(*example) Provide local language materials, if needed and feasible, to parents who don't read Myanmar language.*

The parents who cannot read Myanmar language, the pamphlets, posters will be translated and production of distribution will be one way to make sure that minorities are aware of the programme.

(example) Make sure radio or other social media designed to promote the stipends program is also provided in local languages.

There were not good radio, internet communications and media services in Putao township. The social and education programmes were only done by religious associations.

List below other actions as needed to make sure that minority communities are made aware of the stipends program:

To make sure that minority groups were aware of the stipend programme, the Christian association will be played as the line of communication for information and communication.

4. Action Plans to Make Sure Key Players are Consulted about the Stipends Program

List action plans as needed to make sure that key players are consulted and aware of the the stipends program:

Will send invitation to minority communities and those who are hard to reach mentioned above within enough time.

Information about stipend programme will be translated and prepared pamphlets in advance in coordination with Language and Cultural Committees of those minorities.

The venue and time of township level consultation meeting will be identified to be convenience for the participants.

The pamphlets which are prepared in local language and printed in advance will be distributed through village/ward administrators, ethnic representatives and pastors/priests/monks of related religions to concerned groups.

During the meeting, give the chance to all participants to discuss, facilitate and encourage for involvement, recording discussions of all groups so that individual participants regard that their discussion points are taken into account.

6. Township Situation. Summarize the following situations, using answers from questionnaires (Part 1: Q 7-11 and Part 2: Q12) and the discussion from consultations

Summarize Q7. Are people worried about potential conflicts or clash between groups in the community? How prevarlent is this concern in this township? List the groups and communities where this concern is high:

There were a little concern in In-lwe-yan, In-si-yan, Sum-pi-yam and Wer-dat villages.

Summarize Q8 on the situation of primary school aged children who are not in the school. Summarize the reasons, list the communities where the incidence of out of school children is high:

There were some primary school aged out of school children with the reason of taking care of their young siblings, having economic problems and helping parents in family's business. Schools which are having some out of school children are BEHS Putao, BEHS Lon-shar-yan and SPS Myo-ma.

Summarize Q9 on the security and safety concerns for children to come to school. Summarize the reasons, list the communities where this concern is high.

The villages where having high concern of security and safety are In-si-yan, In-lwe-yan, Sum-pi-yam and Wer-dat villages.

Summarize Q10 on the situation on the frequency of closing schools during school days in this township. Provide the reasons and the list of communities where the school closure is very frequent:

There was no school in this township which close during schools days within the year.

Summarize Q11 on the staffing situation of teachers in schools:

Among the 93 schools in Putao township, 72 schools (77.41%) have enough teachers and 21 schools (22.58%) need some more teachers (e.g. 1 or 2 teachers)

Summarize Part 2 Q12 on the situation how often TEO staff and schools meet. List the communities which schools don't meet with TEO staff at least once a month.

Those communities which schools are very difficult to travel to TEO are Sum-pi-yan, Nan-twan-khuu and schools from Khar-lan village tract.

Stipends program requires regular interaction between TEO and schools, particularly payment which happens every month. Is monthly payment feasible and realistic? If not, what modifications should be made?

It is possible for most of the schools for monthly payment but quarterly payment is best for a few difficult schools.

List any other noteworthy situations, if any:

Some poor children from rural villages attended in urban schools of Putao township.

Orphan children resided in Ho-kho Monastery and attended at Government schools.

7. Potential Concerns about the Stipends Program

If you think the student selection can create problems or tensions in particular areas, what are the reasons? The degree of tension by individual reason are:

Socioeconomic status are very similar among the families	☑	35 %
Students were selected without any consultations with committees	☑	80%
Only students from a certain group are selected	☑	50%
Only students from a majority group are selected	☑	75%
Students from well of families are selected	☑	75%
Other reasons	☑	10%

List any other potential concerns which the stipends program may cause:

There is no other potential concerns which may occur due to stipend program implementation in this township.

Union of Myanmar

Ministry of Education

Department of Basic Education

Bago Region _ Bago Township

2015-2016 School Year

Action Plan for Reaching out to the Minorities

Student Stipend Program

Bago Township

1 July 2015

Field work before the Township Consultation meeting for school grant and stipend program

1. Identification of the pilot area for the field visits

   Based on the information of the Social Assessment forms filled by the school heads, the following 3 villages were selected for field visits by TEO, DTEO and ATEOs:

1. Set Set Yo village (where SPS Set Set Yo is located)
2. Shan Su village (where Post-Primary Shan Su is located)
3. Kyeik Paw village (where Post-Primary Kyeik Paw is located)

   The reasons to select these 3 villages include mixed communities, different beliefs, and presence of mobile families according to the Social Assessment forms.

   The field visits were led by TWEO, DTEO and ATEO and the village level consultations were participated by the respective communities.

1. Set Set Yo village

Main livelihood:	Cutting down Bamboo trees, Rubber farming, Charcoal making, Casual laborers
Land ownership:	10 families own more than 5 acres, 20 families own 2 acres, and the rest are casual laborers for charcoal and bamboo business
Inhabitants:	Kayin majority, Bamar minority, 1 Indian family

Mobile families:	They work as casual laborers up in the jungle for cutting down bamboo and charcoal making.
Minorities:	Bamar (not separately, mingled with others, both Kayin and Burmese spoken,
Languages:	Kayin, Burmese
Beliefs:	Christians, Buddhists
Transport:	48 miles from urban Bago, accessible only by motorbikes
School Completion:	Complete only primary level, a High school (SHS Zaung Tu) 3 miles away, only 3 who passed Grade 11,
Hard-to-reach students:	Children of casual laborers whose work in the jungle
Village development:	Community participation is good, everybody gets involved, no discrimination or classification among the community members, everyone helps other's event,
Hard-to-reach people:	Bamboo cutters and charcoal makers up in the jungle
Communication:	via 10-household-administrator, students, businessmen who go to their places to pick up bamboos and charcoal, phone calls
How to communicate:	through Religious leader Naw Million Raw, through village administrators
Devices/platform used:	Loud speakers, Sunday school (Church)

2. Shan Su village

Main livelihood:	Baking bricks, Orchards, Casual laborers
Land ownership:	10 families own 5 acres out of 100 Households
Inhabitants:	Kayin majority, Bamar minority, 1 Indian family
Mobile families:	They work as casual laborers up in the jungle for cutting down bamboo and charcoal making.
Minorities:	Bamar (not separately, mingled with others, both Kayin and Burmese spoken,
Languages:	Kayin, Burmese
Beliefs:	Christians, Buddhists
Transport:	48 miles from urban Bago, accessible only by motorbikes

School Completion: Complete only primary level, a High school (SHS Zaung Tu) 3 miles away, only 3 who passed Grade 11,

Hard-to-reach students: Children of casual laborers whose work in the jungle

Village development: Community participation is good, everybody gets involved, no discrimination or classification among the community members, everyone helps other's event,

Hard-to-reach people: Bamboo cutters and charcoal makers up in the jungle

Communication: via 10-household-administrator, students, businessmen who go to their places to pick up bamboos and charcoal, phone calls

How to communicate: through Religious leader Naw Million Raw, through village administrators

Devices/platform used: Loud speakers, Sunday school (Church)

Kyeik Paw Village

Major Livelihood	- Farming, Rubber Scratching, Wood Cutting, Casual Laborer
Land Ownership	- Out of 50 households (4 households own 10 acres, 10 households own 5 acres, 4 households own 3 acres)
Ethnicity	- Mon (Majority)
Minority	- Barmar (Not separately, living together)
Language	- Mon and Burmese
Religion	- Buddhism
Transportation	- 5 miles away from urban
School Completion	- Majority of children completed 8th standard. They have to go to No.(7) State High School
Hard-to-reach students	- rubber scratchers
Village Development	- All participate, contribute their lorbor
Difficult to communicate	- rubber scratchers
Communication for hard-to-reach groups	- through 10 households-chief and students
Channel of Dissemination	- through the chairperson of Mon Literature School, Village Administrator, 10 households- chief
Method of Dissemination	- Loudspeaker, and through monastery

Participants List of the Discussion conducted in the Village

In every village mass discussion, it was attended by school head, religious leaders, ethic group leaders, administrator, 100-households chief, 10-households chief, and members of Parents-Teachers Association.

In the discussion, school grants and stipends for the minorities in the region, and hard-to-reach families and their rights to education were discussed.

Discussion on the Invitee List

It was discussed that for the hard-to-reach families from the remote areas, Religious leaders, Preachers, community elderly should be invited for those families collectively like in ten households.

Invitee List for the Township-Level Workshop

In all three villages, there are ***Kayin, Bamar, Shan, PaO, Mon*** and ***Hindu*** respectively. Only in ***Set Set Yo*** village, majority of villagers are Christians and Buddhists in other villages. Only Burmese is used for communication, no translator is needed. For education, only Burmese is used and can be used for discussion.

Hence, Christian leader Milanyaw, Shwewin school head, RC leader, U Soe Thein: chairpaerson of Mon Literature and Culture Association, PaO leader U Tin Myint, Islam leader U Khin Maung Aye and U Tin Htun, Leader of Kayin Literature and general administration department, school heads from State High, Middle and Primary schools, subgroup leaders were invited.

Plan for the Inclusion of Minorities in the School Grant and Stipend Program

Poster display, dissemination by loudspeaker, conducting Parents-Teachers Association, dissemination through schools can be done in the village.

Participants from Three Villages

No	Name of the Village	Participants A	B	C	Remark
1	***Set Set Yo***	15	10	25	
2	***Shan Su***	20	25	45	
3	***Kyeik Paw***	5	10	15	
Total		40	45	85	

Sub-annex 2: An example of Township Consultation meeting record

Township Education Office, ***Kawmhuu*** Township, Yangon Region

2015-2016 Academic Year

Township-level Workshop on School Grant and Stipend Pilot Project

10:00 (am)	Workshop Opening
	Opening Speech by Township Administrator
	Explanation of Township Education Officer on the matter of being selected as a project township
	Completion of the opening
10:45 (am)	Discussion on the objectives of School Grant and Stipend Project
	Discussion on Social Assessments and School Physical Appearance Assessment
11:30 (am)	Forming township-level committee and identifying role and

Township-level Workshop on the Implementation of School Grant and Stipend Pilot Project

Since Kawmhuu township, Yangon region has been selected as a project township in the School Grant and Stipend pilot project, a township-level workshop is planned to be organized with the objectives of systematic selection of school stipend for those children who have difficulties to attend school, seeking participation of township-level government departments and public, and transparent implementation. Hence you are respectfully invited to the workshop as follows:

Date: (24.6.2015) (Wednesday)

Time: (10:00) am

Venue: State High School, KawHmuu

Aung Than

Township Education Officer

KawHmuu

Agenda of the Township-level Workshop and Invitee List for the Meeting

Date - 24.6.2015

Venue - State High School – Kawhmu Township

Time - 10:00 (am)

Invitees - Township General Administration Department (2) participants

1. Township Development Support Committee (2) participants
2. Township Audit Department (1) participant
3. Township Social Associations (Red Cross, Fire Service Department, Maternal and Child Welfare Association) (6) participants
4. Township Elderly (2) participants
5. Two representatives from two political parties (4) participants
6. Village and Ward Administrators (62) participants
7. Religious Organizations (5) participants
8. Community Members who are interested in (Representatives of the people in need) (3) participants
9. Hindu representative (1) participant
10. Muslim representative (1) participant
11. State High School and Middle School Heads (15) participants
12. Sub-school Heads (7) participants
13. School groups Heads(19) participants
14. Total (130) participants

Lead Discussants - U Htay Khaing (Assistant Township Education Officer)

15. Daw Kay Zar Nwe (Assistant Computer Officer)

Topics to be discussed - Selection Criteria for Stipend Schools and students

Materials to be used - Poster copies, and PPT

Participants List of the Township consultation meeting on Stipend Program

Bago Township Date: 20.6.2015

SN	Name	Position/duty/Parents (Yes-No)	Male/ Female	If he/she is representative, which cluster do they represent?
1	U Win Thein	Township Education Officer	Male	
2	U Aye Thein	Deputy Township Education Officer	Male	
3	U Kyaw San	Assistant Township Education Officer	Male	
4	U Aung Min Lwin	Assistant Township Education Officer	Male	
5	U Myo Myint Thein	Assistant Township Education Officer	Male	
6	Daw Htar Kyi	High School - 1	Female	
7		High School - 2		
8	Daw Zin Thet Oo	High School - 3	Female	
9	Dr. Chit Ma Ma Phyu	High School - 4	Female	
10	Daw Thidar Myat	High School - 5	Female	
11	Daw Aye Win	High School - 6	Female	
12	Daw Swe Swe Myint	High School - 7	Female	
13	Daw Tin Tin Oo	High School - 8	Female	
14	Daw Ku Ku Mi Mi Joe May	High School - 9	Female	
15	Daw Khin Win Yee	High School - Hnin TaKaw	Female	
16	Daw	High School -Phayagyi	Female	
17	Daw Mya Win	High School - Kyauk Tan	Female	
18	Daw San San Htay	High School - OakKa	Female	
19	Daw Amar Win	High School - Htan Taw Gyi	Female	
20	Daw New Ni Aung	Sub-High School - 2 - Pe'gu	Female	
21	Daw Khin Thandar Kyaw	Sub-High School - Nat Kin	Female	

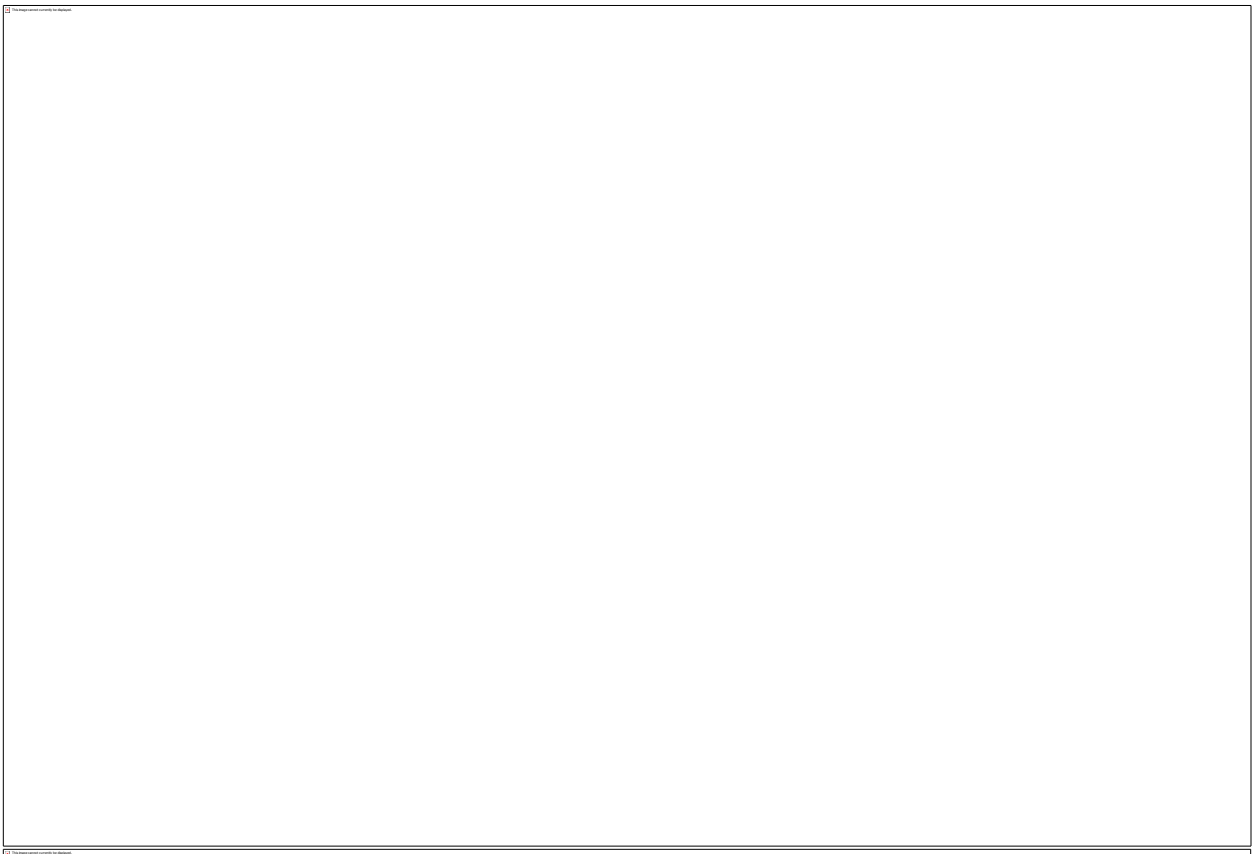
22	Daw Aye Aye Khaing	Sub-High School - Sar Lay Kwin	Female	
23	Daw Nu Nu Khin	Sub-High School - 6	Female	
24	U Khaw Myint	Sub-High School - 7	Male	
25	Daw Thidar	Sub-High School - Lat Pan Sint	Female	
26	U Soe Thein	Chairman of Mon Literature - Region	Male	Mon National Literature Group
27	Naw MeHlan Yaw		Female	Kayin, Parent, Representative, SetSetYo
28	Daw' Nwe Nwe Tun	Deputy Staff Officer	Female	Township General Administration (Bago)
29	Daw Day We Win	M.R.C	Female	M.R.C.S
30	U Aung Naing	Clerk - 3	Male	TEO Office - Bago
31	U Khin Maung Lay		Male	Representative of Islamic Religion
32	U Tin Tun	Middle School Teacher (Retired)	Male	Representative of Islamic Religion
33	U Tin Myint	PaO Literature/ Culture	Male	Representative of PaO Literature & Culture
34	U Shwe Win	Headmaster/ principal	Male	R.C Church
35	Daw Mi Mi Khine	Headmaster/ Principal	Female	" Ya " cluster
36	U Saw Tin Win Oo	Headmaster - Primary Shchool	Male	" GaGyi " cluster
37	U Aung Soe	Headmaster - High school	Male	
38	Daw Khin Myint Wai	Headmaster - High school	Female	High School - Htone Gyi
39	Daw Yin May	Headmaster - Middle school	Female	No.3,Sub High School
40	U Soe Myint	Headmaster- (Middle School)	Male	Headmaster
41	Daw Wah Wah	Headmaster- (Primary School)	Female	(Za) cluster
42	Daw Si Si Mon	Headmaster- (Primary School)	Female	(Nga) cluster
43	U Min Thwin	Headmaster- (Primary School)	Male	(ZaMyinZwe) cluster
44	U Saw Aung Nyunt	Kayin	Male	
45	U Maung Win		Male	Township Development Committee

46	U Shwe Win	Father	Male	

Total = 46 (19 + 26)

Sub-annex 3: Example of School Characteristics form filled by a school head

Bago township



An example of SA form filled by a school head in Kyaing Tone township

ပညာသင်ထောက်ပံ့ကြေး စမ်းသပ်အစီအစဉ်လူမှုရေးရာ ဆန်းစစ်ချက်မေးခွန်းလွှာ

မြို့နယ်အမည်	ကျိုင်းတုံ		ကျောင်းအမည်	အ.ထ.က (ပမ်းနွယ်)
ကျောင်းအဆင့်	☐ မူလတန်း(ခွဲကျောင်းအပါအဝင်)	အတန်းအလိုက် ကျောင်းသားဦးရေ	Grade 5	၄၄
	☐ အလယ်တန်း(မူလွန်၊ ခွဲကျောင်း အပါအဝင်)		Grade 6 to 9	၂၁၁
	☑ အထက်တန်း(ခွဲကျောင်းအပါအဝင်)		Grade 10 to 11	၄၅

၁	ဤကျောင်းမှကျောင်းသားစုစုပေါင်း၏ရာခိုင်နှုန်းမည်မျှသည်ဤမြို့နယ်တွင်းရှိအများစုတိုင်းရင်းသားလူဦးရေနှင့်မတူညီကွဲပြားခြားနားသော လူနည်းစုတိုင်းရင်းသားများဖြစ်သနည်း။လူနည်းစုတိုင်းရင်းသား အမည်များကိုအောက်တွင်ရေးချပါ။	လုံးဝမရှိ ၀%	အနည်းငယ် ၁-၁၀% ဗမာ	အချို့ ၁၁-၃၀% အာခါ	များများ ၃၁-၅၀% ရှမ်း	အတော်များ ၅၁% ပို လားဟူ
	ဤကျောင်းမှကျောင်းသားစုစုပေါင်း၏ရာခိုင်နှုန်းမည်မျှသည်ဤမြို့နယ်တွင်းရှိအများစုပြောသော ဘာသာစကားနှင့်ကွဲပြားခြားနားသည့်မိခင်ဘာသာစကားကိုပြောဆိုကြပါသနည်း။ကလေးများ၏မိခင်ဘာသာစကားအမျိုးမျိုးကိုချရေးပါ။	လုံးဝမရှိ ၀%	အနည်းငယ် ၁-၁၀% ဗမာ	အချို့ ၁၁-၃၀% အာခါ	များများ ၃၁-၅၀% ရှမ်း	အတော်များ ၅၁% ပို လားဟူ
၃	ဤကျောင်းမှကျောင်းသားစုစုပေါင်း၏ရာခိုင်နှုန်းမည်မျှသည်ဤမြို့နယ်တွင်းရှိအများစု၏ကိုးကွယ်ယုံကြည်မှုနှင့်မတူညီသော ဘာသာအယူရှိကြသနည်း။ကိုးကွယ်ယုံကြည်မှုအမျိုးမျိုးကိုချရေးပါ။	လုံးဝမရှိ ၀%	အနည်းငယ် ၁-၁၀% ဗုဒ္ဓ	အချို့ ၁၁-၃၀% ခရစ်ယာန်	များများ ၃၁-၅၀% ဗုဒ္ဓ	အတော်များ ၅၁% ပို ခရစ်ယာန်
၄	ဤကျောင်းမှကျောင်းသားစုစုပေါင်း၏ရာခိုင်နှုန်းမည်မျှသည်ဤမြို့နယ်အတွင်းအတည်တကျနေထိုင်သူများမဟုတ်သောရွှေ့ပြောင်းမိသားစုများမှဖြစ်ပါသနည်း။	လုံးဝမရှိ ၀%	အနည်းငယ် ၁-၁၀% ရွှေပြောင်း မိသားစု	အချို့ ၁၁-၃၀%	များများ ၃၁-၅၀%	အတော်များ ၅၁% ပို
၅	သင့်ကျောင်းနယ်မြေအတွင်း ကျောင်းနေအရွယ်ကလေးများ ကျောင်းမနေသည့်ရာခိုင်နှုန်း မည်မျှရှိပါသနည်း။	လုံးဝမရှိ ၀%	(circled) အနည်းငယ် ၁-၁၀%	အချို့ ၁၁-၃၀%	များများ ၃၁-၅၀%	အတော်များ ၅၁% ပို

(ဖြည့်သွင်းသူ)
ကျောင်းအုပ်ကြီးလက်မှတ် [signature]

အမည် - ဦးကြည်လင်းအောင်

(ပြန်လည်စိစစ်သူ)
လက်ထောက်မြို့နယ်ပညာရေးမှူးလက်မှတ်

အမည် ------------------