

Myanmar
Education Sector Snapshot
for Comprehensive School Safety
and Education in Emergencies



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**Myanmar Education Sector Snapshot for Comprehensive School Safety
and Education in Emergencies
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Using and Updating this Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

This Education Sector Snapshot template was developed to provide consistent background and orientation for the many national and international stakeholders in comprehensive school safety and education in emergencies. It has been prepared in English with the intention of providing it in parallel, in the national language as needed.

It is intended that the template be used for both electronic and hard-copy (ring-binder) versions of this document, which consists of separately updated sections. The body of the document should include succinct summaries and be less than 20 pages. Additional information should be organized in the Appendices. Ideally the different sections and annexes are kept up to date at least annually by members of the *Education Sector / DRM in Education / Disaster Preparedness and Response / Disaster Risk Reduction - Consultative Group / Working Group / Task Force, or Education Cluster* (or whatever your multi-stakeholder coordination mechanism is called).

Where there is already a country-level Education Sector Analysis provided by the Ministry of Education, UNESCO, or UNICEF, this document can summarize those highlights, and provide the additional insights into the three pillars of Comprehensive School Safety: safe school facilities, school disaster management (including educational continuity planning), and risk reduction education. Where such an analysis does not exist, this will provide a brief overview of the context.

At the end of each section or appendix add the following information:

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Acronyms and Abbreviations

ADB	Asian Development Bank
ADPC	Asian Disaster Preparedness Centre
AIDS	Acquired Immunodeficiency Syndrome
ASEAN	Association of South East Asian Nations
ATEO	Assistant Township Education Officer
CESR	Comprehensive Education Sector Review
CLDRR	Child-led DRR
DBE	Department of Basic Education
DEPT	Department of Educational Planning and Training
DPPS	Department for the Promotion and Propagation of the Sasana
DRR	Disaster Risk Reduction
DSW	Department of Social Welfare
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
EFA	Education for All
ETWG	Education Thematic Working Group
HDI	Human Development Index
HFA	Hyogo Framework for Action
HH	Health and Hygiene
HIV	Human Immunodeficiency Virus
IDP	Internally Displaced Person
INGO	International Non-Governmental Organisation
JICA	Japan International Cooperation Agency
KIO	Kachin Independent Organisation
LNGO	Local Non-Governmental Organisation
MAPDRR	Myanmar Action Plan for Disaster-Risk Reduction
MDGs	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MIMU	Myanmar Information Management Unit
MNPED	Ministry of National Planning and Economic Development
MOE	Ministry of Education
MOH	Ministry of Health
MORA	Ministry of Religious Affairs
MSWRR	Ministry of Social Welfare, Relief and Resettlement
NGO	Non-Governmental Organisation
RRD	Relief and Resettlement Department
SCI	Save the Children International
SDC	Swiss Agency for Development and Cooperation
Sida	Swedish International Development Cooperation Agency
TLS	Temporary Learning School
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Program
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs

Myanmar's Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

I. Introduction

This 'Education Sector Snapshot' attempts to contribute to the understanding of the Basic Education Sector in the Republic of the Union of Myanmar (hereafter referred to as Myanmar) with reference to the three pillars of comprehensive school safety: Safe School Facilities, School Disaster Management and Risk Reduction Education. Firstly, the demographic and politico-socio-economic contexts are briefly described; secondly, the current education sector policy, planning and management practices are presented to provide an overview of the basic education sector; thirdly, current dynamics of disaster risk reduction (DRR) and updates on education response in Kachin and Rakhine States are reviewed to better understand recent developments and needs regarding comprehensive school safety; and lastly, a set of recommendations for stakeholders working in the education sector are outlined to help support efforts regarding the implementation and support of comprehensive school safety in Myanmar.

I.1. Demographic Context

Myanmar is the north-western most country on mainland Southeast Asia. Administratively it is divided into seven states: Chin, Kachin, Kayah, Kayin, Mon, Rakhine and Shan; seven regions: Ayeyarwady, Bago, Magway, Mandalay, Sagaing, Tanintharyi and Yangon; and one Union Territory: Nay Pyi Taw. The states and regions are further sub-divided into districts, townships and wards/village tracts. As of 31 August 2012, there are 70 districts and 330 townships in Myanmar.¹

The population of Myanmar in 2010-2011 was estimated at 59.78 million with over 100 national ethnic groups spread across the fourteen states/regions and the Nay Pyi Taw Union Territory. The annual population growth rate was 1.1% in 2011. The male population represented 49.7% and the female population was 50.3%. The urban population was 30.7% and the rural population was 69.3%. Regarding the population density, it ranged from 40 per square mile in Chin State to 1,770 per square mile in the Yangon Region.²

The life expectancy in 2011 was 65.³ The proportion of children aged 0 to 14 was 29.4% (i.e. approx. 17.5m) while the population in the age group 15 to 59 years and 60 years and above were 61.8% and 8.8% respectively.⁴ Myanmar will carry out a nationwide census on March 29th 2014, a task that has not been carried out since 1983.

I.2. Politico-Socio-Economic Context

In 1948, Myanmar became an independent country. The country was ruled by a military government between 1962 and 1974, followed by a period that was managed under a one party (Burma Socialist Programme Party) system from 1974 through to 1988. Then the State Law and Order Restoration Council (SLORC), which was later called the State Peace and Development Council (SPDC), ruled the country from 1988 to 2011. Consequently, Myanmar was isolated from the international community for nearly five decades and became a low human development country. According to the *Human*

¹ MIMU (undated). PCodes, <http://www.themimu.info/Pcodes/>, Retrieved 5 July 2013.

² MNPED (2012). *Statistical Yearbook 2011*, Nay Pyi Taw: Central Statistical Organization (CSO).

³ UNICEF (2013). *Country Statistics*, http://www.unicef.org/infobycountry/myanmar_statistics.html, Retrieved 5 July 2013.

⁴ MNPED (2012). *Statistical Yearbook 2011*, Nay Pyi Taw: Central Statistical Organization (CSO).

Development Report 2013, the country's Human Development Index (HDI) in 2011 and 2012 stood at a very low 0.498 and Myanmar was ranked 149 out of 187 countries.⁵

Following the election held in 2010, a new government came into power in March 2011. In recognition of Myanmar's shift towards a democratic state, all international sanctions have since been lifted. It is expected that foreign investments will start to flow and rapid industrialization will follow. It is highly likely that Myanmar's natural environment will be affected however, as demands on natural resources, energy and food continue to increase. In addition, natural hazards such as droughts, floods, and extreme weather events are likely to continue to strain the country and inhibit progress.⁶

Poverty remains a big challenge for Myanmar. Findings from the *Integrated Household Living Conditions Survey in Myanmar (2009-2010)* showed that 26% of the population is living below the national poverty line. Substantial disparities in living conditions exist between rural and urban areas of the fourteen states and regions. Poverty incidence in the rural areas, where nearly 70% of the population resides, is considerably higher than in the urban areas (29% vs.16%). The highest values of poverty incidence are in the Chin at 73%, Rakhine (44%), Tanintharyi (33%), Shan (33%) and Ayeyarwady (32% regions).⁷

Armed conflicts and inter-communal conflicts often occur in the border areas of Kachin, Kayin, Rakhine and Shan States, causing substantial numbers of Internally Displaced Persons (IDPs) and refugees in and out of the country. According to the UNHCR, the number of IDPs stands at around 430,400 and the number of refugees is 415,343 as of January 2013.⁸ To build community peace and tranquility, the government has formed the Union Peace-making Work Committee to negotiate with ethnic armed groups and the Central Committee for Rakhine State Peace, Stability and Development Implementation. Recently, a tentative peace agreement has been made with the Kachin Independent Organisation (KIO), one of the major armed groups. However, many IDP camps still exist in Kachin and Rakhine States, where IDPs are in need of humanitarian assistance in health, nutrition, education and other important areas like protection and camp coordination and camp management (CCCM).

The interlacing of rapid industrialisation, poverty, conflict and natural hazards are likely to hamper development efforts and place a considerable amount of pressure on the education sector. It is imperative that measures around comprehensive school safety to reduce risks and provide education in emergencies is made possible and accepted and supported at the national, district and local levels.

Last Updated: November 2013
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By: Save the Children (Myint Myint San)
By:

⁵ UNDP (2013). *Human Development Report 2013-The Rise of the South: Human Progress in a Diverse World*, http://hdr.undp.org/en/media/HDR_2013_EN_complete.pdf, Retrieved 11 July 2013.

⁶ ADB (August 2012). *Myanmar in Transition: Opportunities and Challenges*, Manila.

⁷ MNPED, Sida, UNICEF, and United UNDP (June 2011). *Integrated Household Living Conditions Survey in Myanmar (2009-2010) - MDG Data Report*, Yangon: MNPED, Sida, UNICEF and UNDP.

⁸ UNHCR (2013). *UNHCR country operations profile – Myanmar*, <http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e4877d6>, Retrieved 5 July 2013.

2. Education Sector Policy and Management Context

This Section focuses on the policy and management context of the Basic Education Sector and provides information on the Formal Education and Non-Formal Education contexts including:

- Monastic Education schools
- Private schools
- Non-Formal Primary Education (NFPE) Programme
- Inclusive Education
- Early Childhood Care and Development (ECCD).

2.1 Education Sector Policy

The education sector policy is derived from a number of sources which include basic education objectives, 'Vision Statement on Education', relevant policy documents on basic education listed below, and the policy guidance on education provided by the Head of State.⁹

2.1.1 Basic Education Objectives

The Basic Education Law was enacted in 1964, repealed in 1973, and amended in 1983 and 1989. In accordance with the existing Basic Education Law, the following five educational objectives were set:¹⁰

- 1) To enable every citizen of the Union of Myanmar to become a physical and mental worker well-equipped with basic education, good health and moral character;
- 2) to lay foundations for vocational education for the benefit of the Republic of the Union of Myanmar;
- 3) to give precedence to the teaching of science capable of strengthening and developing productive forces;
- 4) to give precedence to the teaching of arts capable of preservation and development of culture, fine arts, and literature of the state; and
- 5) to lay a firm and sound educational foundation for further pursuance of university education.

2.1.2 Vision Statement on Education

"To create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age".

2.1.3 Relevant Policy Documents

The two policy documents relating to basic education programmes are:

- Ten basic education programmes mentioned in the Thirty-Year Long-Term Basic Education Development Plan (2001/02 to 2030/31 Financial Year);
- Six National Education for All (EFA) Goals of the EFA National Action Plan (2003-2015).

The ten basic education programmes are as follows:

- 1) Emergence of an education system for modernization and development;
- 2) Completion of basic education by all citizens;
- 3) Improvement of the quality of basic education;
- 4) Opportunity for pre-vocational and vocational education at all levels of basic education;
- 5) Providing facilities for e-Education ICT;
- 6) Producing all- round developed citizens;
- 7) Capacity building for educational management;

⁹ MOE (February 2012). *Access to and Quality of Education: Education for All in Myanmar*. Nay Pyi Taw.

¹⁰ MOE (undated). 'Education Law', *Education System in Myanmar: Self-Evaluation and Future Plans*, <http://www.myanmar-education.edu.mm/dhel/education-system-in-myanmar/education-law/>, Retrieved 17 July 2013.

- 8) Carrying out basic education activities in collaboration with community;
- 9) Expansion of non-formal education;
- 10) Development of educational research.

The six Myanmar National EFA Goals formulated in line with the Basic Education Long-Term Plan, the Dakar EFA Goals and the Millennium Development Goals (MDGs) are presented below:

- 1) Ensure that significant progress is achieved so that all school-age children have access to and complete free and compulsory basic education of good quality by 2015
- 2) Improving all aspects of the quality of basic education: teachers, education personnel and curriculum
- 3) Achieving significant improvement in the levels of functional literacy and continuing education for all by 2015
- 4) Ensuring that the learning needs of the young people and adults are met through non-formal education, life skills and preventive education
- 5) Expanding and improving comprehensive early childhood care and education and
- 6) Strengthening Education Management Information System- EMIS.

2.1.4 Policy Guidance Provided by the Head of State

President U Thein Sein, Head of State, delivered a speech at the first regular session of Pyidaungsu Hluttaw (Parliament) held on 30 March 2011 and provided policy guidance for the National Education system:¹¹

- 1) to implement **free, compulsory, primary** education system;
- 2) to increase the enrolment rate in basic education sector;
- 3) to nurture new generation as intellectuals and intelligentsia in the human resources development;
- 4) to improve capacities of teachers in both basic and higher education sectors;
- 5) to utilize teaching aids more effectively;
- 6) to upgrade the quality and the socio-economic status of educational personnel;
- 7) to provide scholarships, stipends and awards both locally and internationally;
- 8) to promulgate relevant laws for the participation and contribution of private sectors in education services;
- 9) to collaborate with international and local organizations including the UN, INGOs and NGOs;
- 10) to upgrade the educational standard to international level.

2.1.5 Disaster Risk Reduction (DRR)

There is no specific policy statement directly related to Disaster Relief and Rehabilitation (DRR) in the education sector. However, Myanmar has shown political will to implement DRR by being committed to the following global and regional frameworks and declarations on DRR:

- 1) Hyogo Framework for Action (HFA);
- 2) Asian Ministerial Conference on Disaster Risk Reduction (AMCDRR);
- 3) ASEAN Agreement on Disaster Management and Emergency Response (AADMER);
- 4) Asian Disaster Preparedness Centre (ADPC) Regional Consultative Committee on Disaster Management (RCC);
- 5) United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)

When Cyclone Nargis struck Myanmar in May 2008, the MoE initiated a number of DRR activities in the education sector in collaboration with UN agencies, INGOs and LNGOs. The DRR activities were

¹¹ Ministry of Education Department of Higher Education. Accessed November 2013: <http://www.myanmar-education.edu.mm/dhel/myanmar-higher-education-policy/higher-education-policy/>

planned and implemented in conformity with the three pillars of comprehensive school safety as follows; (i) education response to the cyclone-affected townships during the emergency period, (ii) opening schools as quickly as possible and (iii) reconstructing schools as necessary.

At present, the activities shown below are being carried out in the basic education sector:¹²

- 1) Teaching of Life Skills subject, which contains DRR lessons, at the basic education schools;
- 2) workshops on capacity building of educational personnel in DRR Education for schools to prepare school disaster management plan and practice drills, using a series of training modules developed in line with the five priority areas of HFA; and
- 3) raising awareness of DRR, safer school construction and maintenance in school communities.

2.2 National Education System

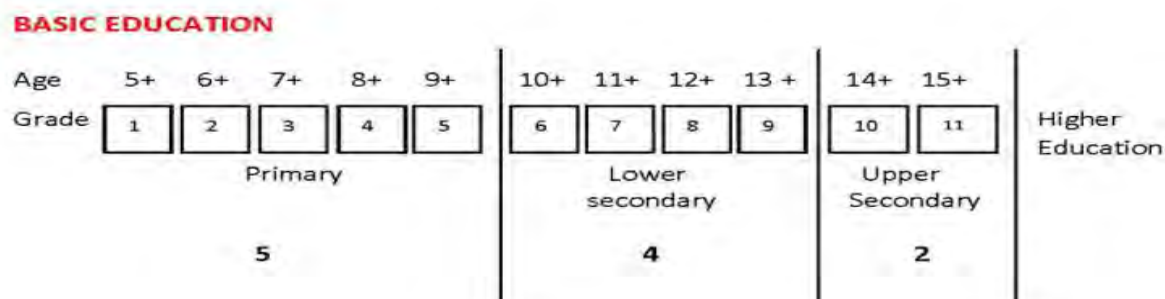
This Section covers the basic education structure, academic year, number of schools, teachers, students and education indicators in Myanmar.

2.2.1 Education structure

The basic education structure in Myanmar is described as a 5:4:2 process, which translates into five years of schooling at the primary or elementary level, four years at the middle school or lower secondary level, and two years at the high school or upper secondary level (see Figure 3.1).

Figure 2.1- National Education System

□



Students who have completed Grade 11 can take the matriculation examination which is held every year in March. Those who pass the matriculation are eligible to enter a university or an institute according to their choices and total matriculation scores.

In March 2013, a Comprehensive Education Sector Review (CESR), Phase I - Rapid Assessment was completed in Myanmar. Based on the recommendations of the CESR, the MoE plans to change the existing basic education structure of (5:4:2) to conform to ASEAN standards.¹³

In this regard, a trial implementation is ongoing in the townships of the Nay Pyi Taw Council Area. Findings from the trial implementation will be submitted to the Pyithu Hluttaw for review and a decision on whether the adoption of 6(KG+5): 3:3 or 5:4:3 in the 2014-2015 Academic Year will be made.¹⁴

¹² 'Safe School Implementation in Myanmar', a presentation made by MOE at the National Consultation Workshop on Safe Schools: "Accelerating Safe School Implementation towards Regional Excellence", jointly organized by MOE, Plan International and UNESCO, 13 March 2013, Nay Pyi Taw.

¹³ MOE (March 2013). *Comprehensive Education Sector Review Phase (1) Summary Report (Draft)*.

¹⁴ Shin, A. (2013). 'Rebuilding the state education system', *The Myanmar Times*, July 1-7, 2013, p. 20.

2.2.2 Academic Year

The school year begins in June and ends in March. Schools are closed for summer in April and May. There are around 198 school days, including test and examination days. Table 3.1 presents class periods per week and teaching hours per year by school level. Table 3.2 shows the number of school days and holidays by month for the 2013-2014 Academic Year.

Table 2.1- Class Periods and Teaching Hours by School Level

Level	Primary Level		Secondary Level
	Lower Primary	Upper Primary	
Class period	30 minutes	35 minutes	45 minutes
No. of class periods per week	8	8	7
No. of class hours per week	20 hrs	23 $\frac{1}{3}$ hrs	26 $\frac{1}{4}$ hrs
Total no. of teaching weeks per year	36	36	36
Total teaching hours per year	720 hrs	840 hrs	945 hrs

Source- MOE

Table 2.2- Number of School Holidays and School Days by Month (1st June 2012 to March 31st 2013 Academic Year)

Sr. No.	Months	Days per month	Holidays including weekends	School days	Remarks
1	January	31	9	22	
2	February	28	9	19	
3	March	31	12	19	
4	April	30	30	0	Summer holidays
5	May	31	31	0	Summer holidays
6	June	30	10	20	New Academic Year: Schools were opened on 3 June 2013.
7	July	31	10	21	
8	August	31	9	22	
9	September	30	9	21	
10	October	31	13	18	
11	November	30	10	20	
12	December	31	13	18	
	Eid-al-adha		1	-1	Will be notified.
	Deepavali		1	-1	Will be notified.
	Total	365	167	198	

Source- MOE

2.2.3 Number of Schools, Teachers and Students

There are over forty-two thousand basic education (state) schools in Myanmar, where nearly two hundred and eighty thousand teachers are teaching eight million students at the basic education schools (see Table 3.3).

Table 2.3- Number of Basic Education Schools, Teachers and Students (2012-2013 Academic Year)

Sr. No.	Particulars	Schools				Total
		High	Middle	Post-Primary	Primary	
1	Schools	2,460	3,267	6,664	29,762	42,153
2	Teachers	27,731	69,865	-	180,533	278,129
3	Students	671,636	2,370,298		5,073,281	8,115,215
4	Pupil-Teacher Ratio	1:24	1:35		1:28	1:29

Source- MOE (September 2012). *Fact Sheet*, distributed on the International Literacy Day, 8 Sept 2012.

- Note:
1. Post-primary schools are primary schools which are permitted to open middle school classes in the community where no middle school exists for students who have completed primary education to enable them to pursue middle school education conveniently.
 2. High and middle schools in Myanmar usually contain primary level classes as well. High schools have classes from Grade 1 to Grade 11, and middle schools include classes from Grade 1 to Grade 9.

The number and percentage of basic education schools by Department, State/Region and School Level are presented in Table 3.4. According to the basic education school data as of 31 March 2013, Ayeyarwady and Mandalay Regions have more schools than other states/regions and most schools (88.8%) are located in rural areas of Myanmar.

Table 2.4- Number and Percentage of Schools by Department, State/Region and School Level

(As of 31 March 2012)

Departments	Sr. No.	State/ Region	Schools (Urban+ Rural)					Urban Schools	Rural Schools
			High	Middle	Primary	Total	%		
Department of Basic Education (DBE) I	1	Kayin State	44	78	1,192	1,314	3.3	96	1,218
	2	Tanintharyi Region	39	62	1,002	1,103	2.8	123	980
	3	Bago Region (East)	68	110	1,925	2,103	5.3	219	1,884
	4	Bago Region (West)	57	142	2,097	2,296	5.8	163	2,133
	5	Mon State	68	93	1,203	1,364	3.4	247	1,117
	6	Rakhine State	70	139	2,505	2,714	6.8	205	2,509
	7	Ayeyarwady Region	124	275	5,652	6,051	15.2	429	5,622

DBE 2	1	Kachin State	55	86	1,178	1,319	3.3	174	1,145
	2	Kayah State	14	34	340	388	1.0	45	343
	3	Chin State	28	83	1,065	1,176	3.0	63	1,113
	4	Sagaing Region	102	224	3,918	4,244	10.7	309	3,935
	5	Magway Region	80	196	3,605	3,881	9.8	263	3,618
	6	Mandalay Region	161	254	4,085	4,500	11.3	623	3,877
	7	Shan State (South)	75	106	2,130	2,311	5.8	201	2,110
	8	Shan State (North)	63	86	1,519	1,668	4.2	186	1,482
	9	Shan State (East)	26	19	528	573	1.4	71	502
DBE 3	1	Yangon Region	174	248	2,275	2,697	6.8	1,023	1,674
Department of Educational Planning and Training (DEPT)		Practising Schools attached to Education Colleges	-	20	-	20	0.1	20	-
Department of Higher Education-Lower Myanmar (DHELM)		Practising School attached to Yangon Institute of Education	1	-	-	1	0.0	1	-
		Total in number	1,249	2,255	36,219	39,723	100.0	4,461	35,262
		%	3.1	5.7	91.2	100.0		11.2	88.8

Source- MoE

The number of basic education schools under MOE presented in Table 3.3 and Table 3.4 does not include monastic schools and private schools, which are mentioned later in sections 3.4 and 3.5). It should be noted that there are also 'community schools' established and managed independently by communities themselves and community school data are not available at MoE or other official sources.

2.2.4 Education Indicators

The MoE is making efforts to both improve the access and quality of education. Recent developments include the provision of free textbooks to all primary students, scholarships/stipends to students from poor families and construction of more schools in villages. Myanmar has a relatively high level of female enrolment as a proportion of all children in school. There is no gender disparity issue at the primary and secondary school levels as well as in literacy and ECCD areas.^{15, 16} Table 3.5 presents educational indicators on achievement in Myanmar in 2010- 2011.

¹⁵ MOE (February 2012). *Access to and Quality of Education: Education for All in Myanmar*, Nay Pyi Taw.

¹⁶ MNPED, MOH and UNICEF (October 2011). *Myanmar Multiple Indicator Cluster Survey (2009-2010)*, Yangon: UNICEF Myanmar.

Table 2.5- Educational Indicators on Achievement (2010- 2011)

Sr. No.	Indicator	Rate
1	Net Intake Rate (NIR) of Age 5+ in Grade I (2010-11)	98.37
2	Net Enrolment Rate (NER) (2010-11)	
	Primary Level age (5-9)	84.61
	Middle School Level Age (10-13)	47.16
	High School level Age (14-15)	30.01
3	Completion rate by level (2010-11)	
	Primary level	68.60
	Middle School level	65.67
	High school Level	30.34
4	Transition Rate (2009-10)	
	Primary Level to Middle School level	80.53
	Middle School level to High School level	93.23
5	Teacher-Student Ratio (2010-11)	1:29
6	Adult Literacy Rate (2011)	95.01

Source- MOE (May 2012). *Education Development in Myanmar*.

The Matriculation Examination is usually held in March. Regarding the 2012-2013 Academic Year matriculation pass rates in the Mon State were highest with a pass rate of 47.4% (Mon State has maintained the highest rates since 2007).¹⁷ The matriculation pass rate of Kachin State is the second highest (43.8%), whereas the pass rate of Rakhine State (21.7%) is less than half (see Annex A for further details).

In-depth studies on the education sector are being conducted as CESR Phase 2 is now underway. Based on findings from the CESR Phase 2 studies, an Education Sector Development Plan will be drawn up at CESR Phase 3 in 2014.

2.3 Public Educational Management and Administration

The MoE is functionally the main sponsor of education and training especially in the areas of basic education, teacher education and higher education. Policies and administrative guidance on education are laid down by the National Education Committee chaired by the Union Minister for Education.¹⁸

Under the Ministry of Education, there are nine departments namely:

- 1) Department of Basic Education- 1 (DBE 1)
- 2) Department of Basic Education- 2 (DBE 2)
- 3) Department of Basic Education- 3 (DBE 3)
- 4) Department of Educational Planning and Training- (DEPT)
- 5) Department of Higher Education (Lower Myanmar)- (DHELM)
- 6) Department of Higher Education (Upper Myanmar)- (DHEUM)
- 7) Department Myanmar Examinations Board- (DMEB)
- 8) Department of Myanmar Education Research Bureau- (DMERB)

¹⁷ Burma News International (2013). *Mon State high school matriculation pass rates still the highest in Burma*, <http://www.bnionline.net/index.php/news/imna/15513-mon-state-high-school-matriculation-pass-rates-still-the-highest-in-burma.html>, Retrieved 9 July 2013.

¹⁸ MOE (undated). 'Education Structure', *Education System in Myanmar: Self-Evaluation and Future Plans*, <http://www.myanmar-education.edu.mm/dhel/education-system-in-myanmar/education-structure/>, Retrieved 17 July 2013.

9) Department of Myanmar Language Commission- (DMLC)

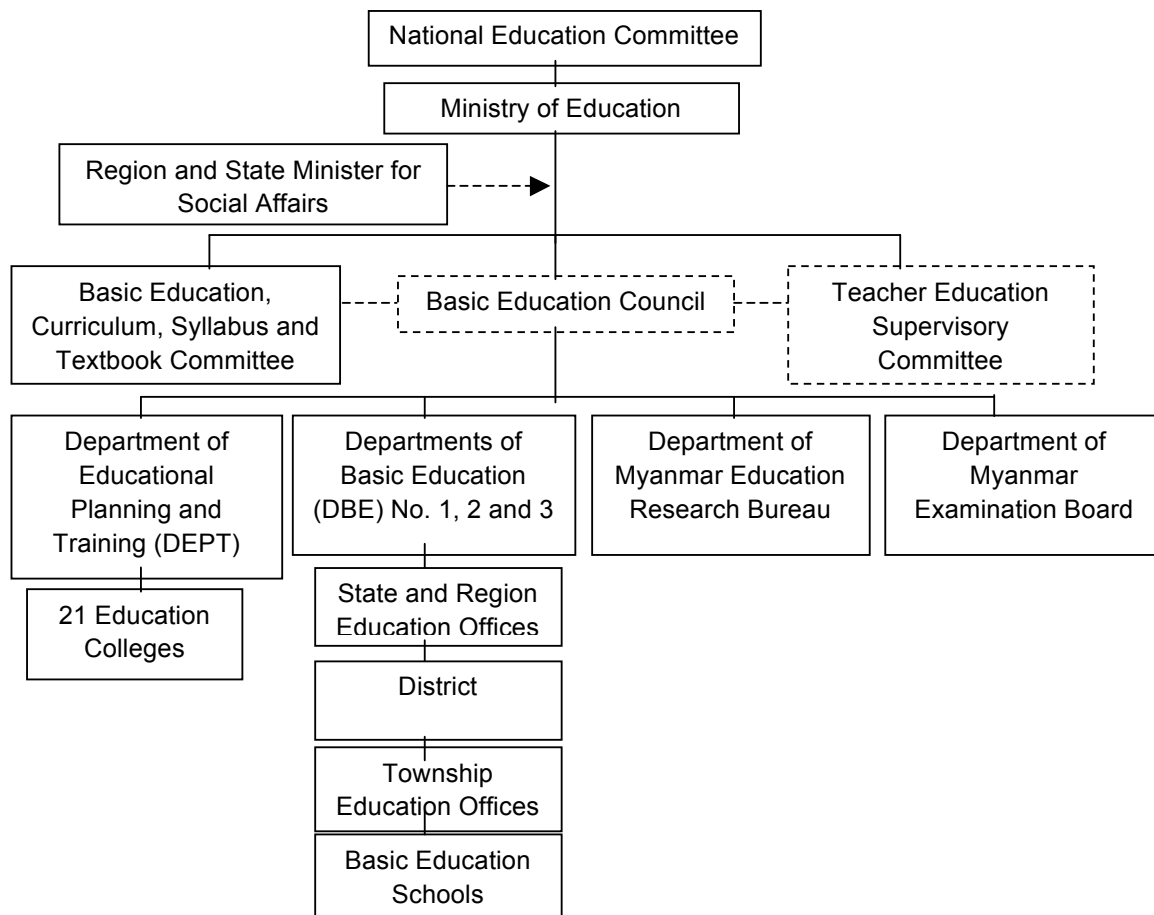
2.3.1 Educational Administration at the National level

Regarding the decision-making process at the national ministerial level, there is a coordination committee called the Executive Committee (EC) formed by the Director-Generals of the nine aforementioned departments. The EC is chaired by the Union Minister of Education and three Deputy Ministers serve as 3 Vice-Chairpersons. Decisions made at the EC meetings are implemented by relevant MoE staff at the departmental, state/region, district and township levels (see Figure 3.2).

Administration and supervision of basic education schools is divided among the three DBEs:

- 1) DBE 1 is responsible for Lower Myanmar (Ayeyarwady Region, Bago Region, Kayin State, Mon State and Rakhine State and Tanintharyi Region) and the office is located in Yangon;
- 2) DBE 2 is responsible for Upper Myanmar (Chin State, Kachin State, Kayah State, Mandalay Region, Magway Region, Sagaing Region and Shan State) and the office is located in Mandalay;
- 3) DBE 3 is responsible for the Yangon Region and the office is in Yangon.

Figure 2.2- Administrative Structure of the Basic Education Sector



Note- Adapted from Figure 1. Administrative Structure of Basic Education Structure cited in MOE (undated). Education Structure', *Education System in Myanmar: Self-Evaluation and Future Plans*, <http://www.myanmar-education.edu.mm/dhel/education-system-in-myanmar/education-structure/>, Retrieved 17 July 2013.

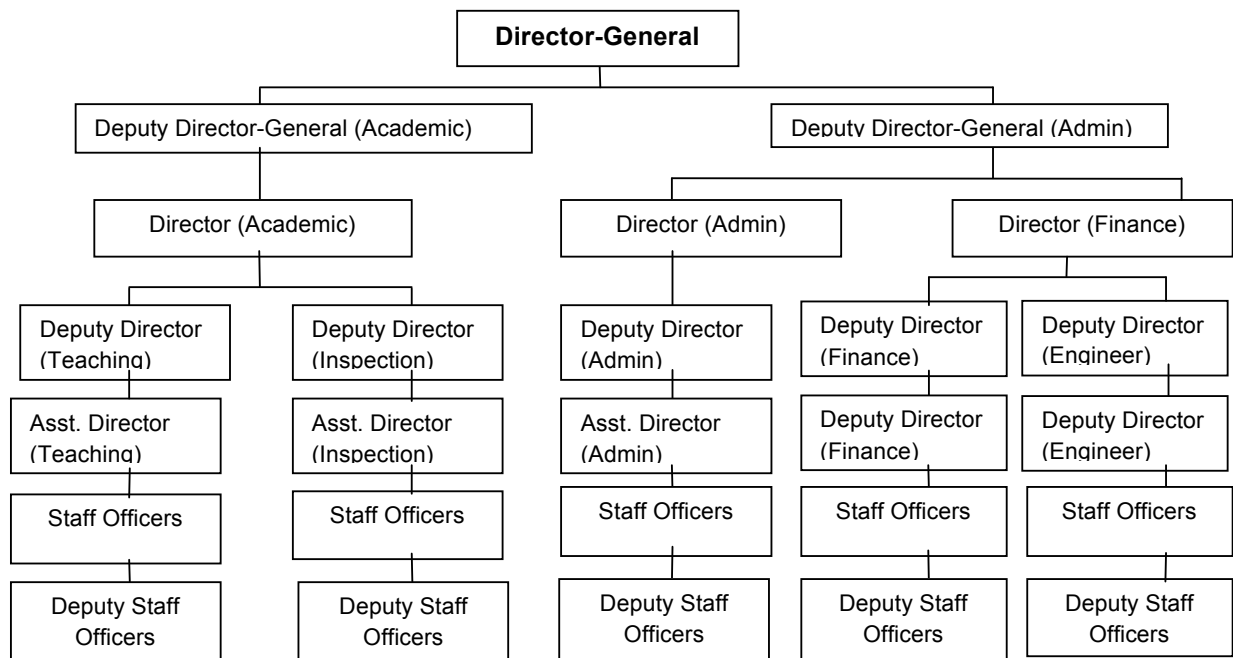
- currently inactive.

The Department of Educational Planning and Training (DEPT) is responsible for the training of pre-service and in-service teachers, capacity building of educational personnel at different levels, and curriculum development for basic education schools.

2.3.2 Public Educational Administration at the State/ Region and Township Levels

The state/region education directors, district education officers and township education officers are responsible for educational management and administration. They closely supervise schools and educational activities that are implemented within their state/region, district and townships and (see Table 3.8). The officers are responsible to the concerned Department of Basic Education. In addition, the Minister for Social Affairs of the State/ Region Government oversees educational activities in the respective state/region.

Figure 2.3- Organogram of the Basic Education Departments



Note: DBE 3 has one Deputy Director-General and two Directors.

Table 2.6- Educational Administration at State/ Region, District and Township Levels

Level	Education Administrators
State/Region Education Director Office	State/ Region Education Director
	Deputy State/ Region Education Directors
District Education Offices	District Education Officer
	Deputy District Education Officers
Township Education Offices	Township Education Officer (TEO)
	Deputy Township Education Officer (DTEO)
	Assistant Township Education Officer (ATEO)

2.3.3 Education Management Information System (EMIS)

One of the Myanmar National EFA Goals formulated in line with the Basic Education Long-Term Plan, the Dakar EFA Goals and the Millennium Development Goals (MDGs) is to strengthen EMIS. Since 2007, the MoE in collaboration with UNICEF has been implementing Township Education Management Information System (TEMIS) in some townships, with an aim to establish databases from the township level to the national level. In 2013 TEMIS will be introduced to all ten townships in the Mon State.

2.4 Monastic Education Schools

Monastic schools are under the administration of the Ministry of Religious Affairs (MORA), and the focal department for monastic education is the Department for the Promotion and Propagation of the Sasana (DPPS). Monastic schools play a key role especially at the primary level for children from poor families and children without primary caregivers. Monastic schools aim to provide poor children with an education, including room and board and enable them to become culturally refined citizens.

In Myanmar, 1,429 monastic schools were established and supervised by 'Sayadaw' - the Head Monk. The majority (75%) of monastic schools are primary schools, about one fourth (24.9%) of them are middle schools, and only two are high schools. The total attendance in the 2010-2011 Academic Year was 215,333, which consisted of 12,175 novices (5.7%), 4,377 nuns (2%), 104,062 boys (48.3%) and 94,719 girls (44%). Among the fourteen states and regions, the Mandalay Region had the highest number of monastic schools and students and is the only region with two Monastic High Schools (see Annex B).

In Myanmar, at least one monastery exists within a community and monasteries are often used as shelters or clinics for disaster-affected community members or temporary schools for children in emergencies.

2.5 Private Schools

The Private School Registration Law was enacted in December 2011. Since then private schools, which follow the national curriculum, have been allowed to open officially across the country. To date a total of 159 private schools¹⁹ exist in Myanmar and the private school fee is about USD 350 a year.²⁰

2.6 Non-Formal Primary Education (NFPE)

In 1998, the NFPE Programme was initiated by the MoE in collaboration with UNESCO and UNDP. The programme is being implemented by the Myanmar Literacy Resource Centre (MLRC) with support from the MoE, UNICEF and well-wishers. The NFPE programme could be used as an accelerated education programme for children who have missed schooling or have never attended school due to conflicts or

¹⁹ *New Light of Myanmar*, 22 June 2013, p.8.

²⁰ Wong, M. (April 2013). *Private Schools in Myanmar to Help Improve Education Standards*, <http://www.channelnewsasia.com/news/asiapacific/private-schools-in/634604.html>, Retrieved 7 July 2013.

chronic crises. The target group is for out-of-school children aged between 10 to 14 and they are taught by basic education school teachers or other trained teachers at their convenience. The duration of NFPE is 2 years and there are 2 levels in NFPE:

- Level 1 (first year) is equivalent to Grade 3 and
- Level 2 (second year) is equivalent to the Grade 5.

Students are to study for 2 hours a day, 6 days a week and 42 weeks a year. After completion of the NFPE, students can join lower secondary education at Grade 6. To date, 10,351 students and 965 teachers have participated in NFPE which has been implemented across 73 townships. In the 2013-14 Academic Year NFPE will be carried out in 80 townships across the country.

2.7 Inclusive Education

The inclusive education programme was initiated in Myanmar for students with disabilities and those that had been unable to complete the full curriculum. Out-of-school children are accepted in basic education schools or in the NFPE programme. In the 2010-2011 Academic Year, 801 students with disabilities enrolled in basic education schools and 1,450 disabled students enrolled in special schools (Blind/Deaf).²¹

2.8 Early Childhood Care and Development (ECCD)

The focal Ministry of ECCD in Myanmar is the Ministry of Social Welfare, Relief and Resettlement (MSWRR). The focal department of MSWRR for ECCD is the Department of Social Welfare (DSW). The focal department of MoE for ECCD is the Department of Educational Planning and Training (DEPT).

In Myanmar ECCD activities is provided primarily through day-care centers, mother circles, and pre-primary schools. According to MSWRR, there are six residential nurseries, twenty pre-primary schools, and forty-one day-care centres under operation by the government. Furthermore, there are seven hundred and forty-six pre-primary schools and day-care centres, of which four hundred and forty-four receive government grants.²²

Preschool classes at basic education schools are under the supervision of the MoE and these classes have been operating at the primary level of basic education since the 1998-1999 Academic Year. If space permits and teachers have capacity, schools are allowed to open preschool classes. The number of basic education schools with preschool classes has increased from 6.7% (2011-2012 Academic Year) to 7.39% (2012-2013 Academic Year).²³

Findings from a baseline study of 181 school-based ECCD facilities on quality standards in 15 townships (2012) indicate that there are however a number of issues that need to be addressed regarding the quality of ECCD facilities:

- Only 2% of facilities meet all 15 core quality indicators;
- 54% of facilities required urgent attention: insufficiency of play materials, improved children's development progress record keeping
- 24% of ECCD teachers in the facilities were not trained;
- Only 31% of ECCD centres had sufficient play materials;
- Only 1 in 5 teachers recorded children's developmental progress;

²¹ MOE (May 2012). *Education Development in Myanmar*, Nay Pyi Taw.

²² MSWRR (undated). Child Welfare Services, <http://www.modins.net/myanmarinfo/ministry/social.htm>, Retrieved 17 July 2013.

²³ MOE (March 2013). *Comprehensive Education Sector Review Phase (1) Summary Report (Draft)*.

- Just half of communities (51%) recorded parents' participation;
- Fewer than 3 in 5 Mother Circles (56%) were active.²⁴

In addition to the ECCD services provided by the Government and communities, there are also over one hundred private day-care centers and preschools in Myanmar.²⁵ However, findings from the *Myanmar Multiple Indicator Cluster Survey (2009-2010)* showed that only 22.9 % (39.1% in urban area; 15.9% in rural area) of children aged 36-59 months were attending early childhood education in Myanmar in 2009-2010.²⁶ This finding suggests that much more effort is needed to provide ECCD facilities and services, especially in deprived areas to promote optimal development of young children.

2.9 Education Expenditure

The government's education expenditure has increased substantially since 2011. Figure 3.4 illustrates the trend in the basic education expenditure along with the total education expenditure. The education budget for 2013-2014 is 900 billion Kyats, 2.6 times higher than the amount of budget allotted for 2011-2012. It appears that there is budget allocated for emergency funds but no separate budget for DRR.²⁷ Parent Teacher Association (PTA) and School Board of Trustees (SBT) are also important sources of funding for schools. PTA, SBT and well-wishers make contributions to the schools for construction, maintenance of school facilities, meetings, and extracurricular activities.

Figure 2.4- Education Expenditure in the Basic Education Sector by Year



Source- MOE (February 2012) *Access to and Quality of Education: Education for All in Myanmar*.

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²⁴ SCI (March 2013). *Situation Analysis of Early Childhood Care and Development in Myanmar (Draft)*, p. 12.

²⁵ Myanmar YP (2013) Pre-Schools- Myanmar, http://www.myanmaryp.com/companies/Pre_Schools, Retrieved 7 July 2013.

²⁶ MNPED, MOH and UNICEF (October 2011). *Myanmar Multiple Indicator Cluster Survey (2009-2010)*, Yangon, UNICEF Myanmar, p.42.

²⁷ MSWRR (November 2010). *Myanmar National Progress Report on the Implementation of the Hyogo Framework for Action (2009-2011) –Interim*, http://www.preventionweb.net/files/16315_mmr_NationalHFAprogress_2009-11.pdf, Retrieved 14 July 2013.

3. Hazards and Risk Overview

3.1 Natural Hazards

According to the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA), Myanmar is ranked first in the 'most at risk' countries in Asia-Pacific in 2011 due to its vulnerability to a wide range of hazards, including floods, cyclones, earthquakes, landslides and tsunamis. Based on historical data, UNOCHA also predicts that medium to large-scale natural hazards are likely to occur every two years (see Annexes C & D for further details).²⁸

Available data shows that fire is the most frequent hazard in Myanmar with an average of approximately 900 reported cases yearly, causing loss of life and extensive damage to properties. As per the data from 2000-2001 to 2009-2012, fires constituted about 73% of reported disaster events, followed by storms (12%), floods (11%), and others (4%) including earthquakes, tsunami and landslides. 63% of the total fire cases occurred mainly in the Yangon, Mandalay, Ayeyarwady, Sagaing and Bago regions. January to May is considered the main fire season.²⁹ Although loss and damage data on schools caused by fire are not available, it can be assumed that the impact of fire on education is not less than that of other disasters in the context of Myanmar.

Natural hazards impacts on schools has not been measured or tracked in Myanmar, and is in need of research.

3.2 Conflicts

3.2.1 Armed Conflicts

Over the last few decades, civil wars between national ethnic armed groups and the government have often broken out along the border States. The following is a list of the national ethnic armed groups by State, who have fought against the government for federalism, democracy and human rights:³⁰

- **Rakhine (Arakan) State:** Arakan Liberation Army (ALA) and the Arakan Army (AA).
- **Chin State:** Chin National Army (CNA).
- **Kachin State:** Kachin Independence Army (KIA).
- **Shan State:** Kachin Independence Army (KIA), United Wa State Army (UWSA), National Democratic Alliance Army (NDAA Mongla), Shan State Army - South (SSA - S), Shan State Army - North (SSA - N), Wa National Army (WNA), Myanmar National Democratic Alliance Army (MNDAA), Lahu Democratic Front (LDF), Palaung State Liberation Front (PSLF), and the Pa'O Peoples Liberation Army (PPLA).
- **Kayah State:** Karenni Army (KnA) and the Kayan New Land Party (KNLP).
- **Karen State:** Karen National Defense Organization/Karen National Liberation Army (KNDO/KNLA) and the Democratic Karen Buddhist Army (DKBA)
- **Mon State:** Mon National Liberation Army (MNLA).

The government has been negotiating with the national ethnic armed groups. Cease fire/peace agreements have been made recently with all of the major armed groups, including the Kachin Independence Army (KIA). The armed conflict in Kachin State occurred in June 2011 and ended in

²⁸ UNOCHA Myanmar (undated). *Myanmar: A Country Prone to a Range of Natural Disasters*, http://www.themimu.info/download.php?file=docs/Ref%20doc_Myanmar-Natural%20Disaster_UNOCHA_May2013.pdf, Retrieved 10 July 2013.

²⁹ MSWRR (2012). *Myanmar Action Plan for Disaster-Risk Reduction (MAPDRR) (2012)*, Yangon: RRD.

³⁰ Conflictmap.org (undated). *Myanmar- Civil War*, http://www.conflictmap.org/conflict/myanmar_rebels, Retrieved 14 July 2013.

March 2013. However, a number of IDP camps exist in Kachin State (see section 4.5.1 of this report for details).

3.2.2 Inter-communal Conflicts

Inter-communal conflicts between Rakhine people and Bengali, also called Rohingya, sporadically erupt in the Rakhine State. Due to a conflict that began in June 2012, thousands of people became IDPs (see Section 4.5.2 of this report for details).

In the Meikhtila District of the Mandalay region, violence between Buddhist and Muslim communities took place in March 2013, causing 12,000 to be displaced. As part of the humanitarian assistance, school supplies, including temporary learning schools (TLS) and some school furniture were provided for IDP children. The situation is slowly starting to stabilize and some IDPs have begun to return home. However, about 55% (6,800 people) remain displaced in Meikhtila.³¹

3.3 Case Study of Kachin and Rakhine States

At present, there are a number of IDP camps in the Kachin and Rakhine States, and challenges across a number of sectors, including the education sector will need to be addressed. The following sections will present IDPs' situations across the two States.

3.3.1 IDPs in Kachin State

The armed conflict between the government forces and the Kachin Independent Army (KIA) began in June 2011 and ended in March 2013. During the two-year conflict, approximately 100,000 people became IDPs due to the extensive damage on their livelihoods and infrastructure. There are around 180 IDP camps and informal sites in Kachin and Northern Shan States. As of March 2013, approximately 85,000 displaced persons are registered as IDPs, and have to remain in camps due to lack of livelihood opportunities and the danger of unexploded ordnance (UXOs) in their villages. Of the registered IDPs, 43% are living within Government areas and the remaining 57% in KIO areas. The estimated number of school aged children in Government areas is estimated at 6,888, and in KIO areas this number is 8,175.³²

Due to rapid shifts and limited access, obtaining reliable data on IDP sites is an important issue. The Kachin Inter-agency Information Management Group is working to address this information gap. It is necessary to conduct surveys to find out educational needs of IDPs in Government areas and KIO areas. In KIO areas, volunteer teachers have provided educational services for IDP children but funding their salaries has been problematic. Temporary Learning Spaces (TLS) are needed for those children who cannot access schools and for ECCD initiatives. IDP children often require assistance with transportation between their camps and schools and require support for obtaining school supplies.³³

Schools that do accept IDP children are often inadequate as they have incurred serious damage caused by armed conflict. These schools should be repaired but often lack the finance and technical resources to do so. Moreover, the education sector has not yet fully addressed the needs of middle and secondary school children (For further details views Annexes E and F).³⁴

As per findings from a multi-sector rapid assessment conducted in June 2013, 'urgent needs remain especially in the education, health, protection, shelter, and water sanitation and hygiene (WASH)

³¹ UNOCHA Myanmar (2013). Myanmar Humanitarian Bulletin June 2013, http://www.themimu.info/download.php?file=docs/Myanmar%20Humanitarian%20Bulletin%20_June%202013.pdf, Retrieved 17 July 2013.

³² UNOCHA Myanmar (May 2013). *Kachin Response Plan (Myanmar) March 2013- December 2013*.

³³ UNOCHA Myanmar (2013). *Kachin Response Plan (Myanmar) March 2013- December 2013*.

³⁴ Ibid.

sectors. Middle and high school children are urgently in need of education support to continue their education, including learning materials, school uniforms and school fees. Out of six assessed locations, only two camps had temporary learning facilities. In addition, official recognition of the matriculation examinations outside of Government control areas is needed'.³⁵

According to the education officers from Kachin State, supplementary education assistance is still needed for IDP children despite the fact that there is no armed conflict at present between government and KIA forces.

3.3.2 IDPs in Rakhine State

In June 2012, 140,000 people were displaced due to the communal violence that began in the Rakhine State. A rapid assessment conducted from November- December 2012 at three Rohingya camps in the rural area and three Rakhine camps in the urban area of Sittwe Township described the situation and educational needs as follows:

Whereas children from urban camps have access to education spaces outside of the camps, children from rural camps are confined to the camps themselves. Children from urban camps have access to both government and monastic education, both recognized in the formal education system. Children from rural camps, however, have no access to formal education. In some cases they attend religious schooling, yet their areas of focus are often not on the attainment of basic learning skills. Currently some community initiatives have been taken to establish non-formal education in rural camps. However, at present, there are insufficient funds for the construction of temporary learning spaces, salaries for volunteer teachers and the provision of teaching and learning materials. The existing schools in the vicinity of the urban camps have welcomed the displaced children, but insufficient space and capacity is available to accommodate the new students comfortably.³⁶

The estimated number of children who are not able to access education in Rakhine is 20,000, and most of them have lost one year of schooling. Due to ongoing tensions in some villages, many teachers do not return to teach children. At present, 37% of the schools in Maungdaw and 23% in Buthidaung do not have teachers. UNICEF and humanitarian partners have trained 93 voluntary teachers to fill the gap. In most IDP camps, access to recreational facilities and other activities for children is limited. Currently, 47 child friendly spaces are operating to serve 17,122 children (9,315 male and 7,807 female).³⁷

The MoE and UNICEF are planning to build 33 temporary learning schools (TLS) in the Rakhine State for over 7,000 students located across 23 different camps in 6 different townships (see Annexes G and H).

As such, efforts to build trust between Rakhine and Bangali communities are urgently needed. The four key messages developed by the humanitarian community to reduce tension around the issue of temporary shelters are: '(1) Newly-constructed shelter units are for temporary use only. (2) There will not be physical, enclosed encampment of IDPs at the locations where temporary shelters are constructed. (3) Movement to temporary shelters will be conducted based on a free and informed

³⁵ UNOCHA Myanmar (2013). *Myanmar Humanitarian Bulletin June 2013*, http://www.themimu.info/download.php?file=docs/Myanmar%20Humanitarian%20Bulletin%20_June%202013.pdf, Retrieved 17 July 2013, p.1.

³⁶ SCI (Nov-Dec 2012) Education Rapid Needs Assessment Sittwe Township, Rakhine State, Myanmar, Yangon, p.1.

³⁷ UNOCHA Myanmar (2013). *Myanmar Humanitarian Bulletin June 2013*, http://www.themimu.info/download.php?file=docs/Myanmar%20Humanitarian%20Bulletin%20_June%202013.pdf, Retrieved 17 July 2013.

choice and will be voluntary. (4) The Government upholds the right of people to return to places of origin and the Government, communities and humanitarian partners will continue to work towards voluntary returns.³⁸ 'Of the 76 camps, the CCCM Cluster in Rakhine is focusing its efforts on 20 camps. Protection of women and girls ... continues to be a concern as various factors, including education and pre-existing gender disparities, protracted displacement, poor living conditions and limited access to livelihood opportunities, have exacerbated the risks to multiple forms of gender based violence (GBV).'³⁹

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³⁸ UNOCHA Myanmar (2013). *Myanmar Humanitarian Bulletin June 2013*,
http://www.themimu.info/download.php?file=docs/Myanmar%20Humanitarian%20Bulletin%20_June%202013.pdf,
Retrieved 17 July 2013.

³⁹ Ibid.

4. School Facilities

This section focuses on the school designs that are currently being used in the construction of school buildings in Myanmar.

4.1 MoE School Construction and Design

Engineers from the Departments of Basic Education No. 1, 2 and 3 oversee the construction of schools in the areas that fall under their jurisdiction; however the responsibility of school construction and maintenance primarily lies with the school principal. The funds for school construction and/or maintenance come from the MoE, the Parent Teacher Association (PTA), the School Board of Trustees (SBT), donors, and well-wishers from the community.

A team of engineers from the MoE are responsible for monitoring the construction of new schools, but as there are just 10 engineers across the three Departments of Basic Education, the task is not without its challenges. In addition, limited funding for school administrators make it difficult for them to carry out their functions of monitoring construction and maintenance of these sites.

The MoE has prepared a manual outlining the construction design for a low-cost and simple one-level school design.⁴⁰ The estimated cost of the one-level school building (60 feet in length) in Myanmar Kyat is 21,600,000 (about US\$ 21,600) (see Annex I). However, there is no official guideline or manual for school site selections at the national level as yet.

4.2 Child Friendly School Design

A study entitled, "Schools' environment assessment in Cyclone Nargis affected townships" was conducted in 2008. Factors such as multi-grade classrooms, soil testing, local weather, and seismic data, as well as local architecture and customs were taken into account in the schools' environment assessment. Based on the results, three child-friendly school designs were developed by UNICEF which consisted of the following:

- Reinforced Concrete Structure on Wooden Piles,
- Interlocking Brick with Reinforced Concrete Sub-Structure and
- Light Weight Construction.

Using this construction framework, UNICEF has supported the construction of 49 child-friendly model schools in nine cyclone affected townships: Ngaputaw, Labutta, Mawlamyngyune, Bogale, Pyapon, Kyaiklatt, Dedaye, Kawhmu and Kungyangone.⁴¹

4.3 Schools-Cum-Storm Shelters Design

The school-cum-storm shelter designed and constructed by the Swiss Agency for Development and Cooperation (SDC) in Ayeyarwady Region has two floors: the veranda together with the classrooms on the first floor that can serve as a safe haven for the communities when disaster strikes, and the lower floor that can be used for additional classrooms or community meetings. Each storm shelter can accommodate 700-1000 people and is equipped with a water supply, including tanks and drinking water filters. Separate toilets are built for girls and boys taking into consideration the need for privacy and cleanliness. Over 30 permanent primary schools-cum-storm shelters have been built by the SDC.⁴²

⁴⁰ MOE (August 2012). *One Storey School Building Design for Primary, Middle and High Schools*, Nay Pyi Taw.

⁴¹ UNICEF Myanmar (2010). *Maintenance Manual for Child Friendly Schools*, Yangon.

⁴² SDC (undated). *Construction of Schools-Cum-Storm Shelters in Myanmar*, http://www.deza.admin.ch/en/Home/Projects/Selected_projects/Construction_of_schools_cum_storm_shelters_in_Myanmar, Retrieved 15 July 2013.

4.4 School Construction Project

Commencing in 2013 and as part of a three-year project, will see the construction of new primary schools across Myanmar with the aim of promoting access to schools in remote areas (especially in Ye Township, Mon State and in Kawkareik Township, Kayin State) in cooperation with SDC and UNICEF and with funding support from AEON, a private company based in Japan. These new primary schools are built according to the building code of the Myanmar Engineering Society (MES) and are designed to be disaster-resilient.

Under this project, priority is given to primary schools with dilapidated facilities and lower indicators in enrolment and completion for reconstruction. The new schools incorporate child-friendly features such as adequate toilet and clean water facilities, school furniture, basic school supplies, learning materials for children and a playground. They are expected to improve the learning environment for about 6,000 primary school children. It also includes training of teachers and Parent Teacher Associations.⁴³

4.5 Manual/ Guidance Books on Safe School Facilities

At present, the following manual or guidance books on safe school facilities are available:

- 1) MOE (August 2012). *One Storey School Building Design for Primary, Middle and High Schools*, Nay Pyi Taw.
- 2) MOE and UNICEF Myanmar (2010). *Maintenance Manual for Child Friendly Schools: Interlocking Concrete Block Construction*, Yangon: UNICEF Myanmar.
- 3) MOE and UNICEF Myanmar (2010). *Maintenance Manual for Child Friendly Schools: Light Weight Construction*, Yangon: UNICEF Myanmar.
- 4) MOE and UNICEF Myanmar (2010). *Maintenance Manual for Child Friendly Schools: Reinforced Concrete Structure*, Yangon: UNICEF Myanmar.
- 5) MSWRR and MOE in association with ASEAN, UN and ADPC (undated). *Guidance on Mainstreaming Disaster Risk Reduction in the Education Sector, Myanmar – Rural Settings*, Yangon: ADPC.

In addition, SDC is planning to develop 'National School Construction Guidelines' in consultation with the MoE and development partners in the near future.⁴⁴

4.6 School Facilities in IDP Camps

Regarding the IDP camps in Kachin and Rakhine States, it appears that education officials and camp managers are not able to provide data on the exact number of children, according to their sex, gender, age and schooling within the camps, which are essential pieces of information required to plan for effective educational response. However, it is apparent that more allocation of temporary learning spaces, including ECCD facilities, is needed.^{45, 46}

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⁴³ UNICEF Myanmar (March 2013). *Improving Learning Environment for Primary School Children in Myanmar*, http://www.unicef.org/myanmar/media_20729.html, Retrieved 15 July 2013.

⁴⁴ SDC (2012). *Myanmar: National School Construction Guidelines- Concept Note*.

⁴⁵ UNOCHA Myanmar (May 2013). *Kachin Response Plan (Myanmar) March 2013- December 2013*.

⁴⁶ SCI (Nov-Dec 2012) *Education Rapid Needs Assessment Sittwe Township, Rakhine State, Myanmar*, Yangon.

5. School Disaster Management & Educational Continuity Planning

5.1 Institutional arrangement for Disaster Management

The Myanmar Disaster Preparedness Agency [MDPA] is a national level disaster management body, chaired by the Union Minister for Social Welfare, Relief and Resettlement, and co-chaired by the Union Minister for Defense and the Union Minister for Home Affairs. The Deputy Minister of Social Welfare, Relief and Resettlement is the Secretary and the Director General, Relief and Resettlement is the Joint Secretary of the Agency. The total number of MDPA members is thirteen, representing various government departments. There is one Management Working Committee with eleven members, in which the Director-General of Department of Educational Planning and Training is a member, and fourteen Sub-Committees under MDPA (see Annex J). Each Ministry also has its Executive Committee (EC) for Disaster Management.⁴⁷

5.2 Myanmar Action Plan for Disaster-Risk Reduction (MAPDRR)

The Myanmar Action Plan for Disaster-Risk Reduction (MAPDRR) (2012) has seven components which are in alignment with the five Hyogo Framework for Action (HFA) Priorities and with the Articles of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER). Under Component 4- Preparedness and Response Programs at National, State/Region, District and Township Levels, there is a proposed sub-component or project on education entitled 'Development of School Disaster Preparedness Program' (see Table 6.1).⁴⁸

Table 5.1- MAPDRR: Development of School Disaster Preparedness Program (Sub-component 4.8)

Objectives	Activities	Expected outcomes	Estimated Duration	Lead Agency	Other Govt. Agencies	Potential Partners	Priority H,M,L
<ul style="list-style-type: none"> To provide safer learning environment for children, teachers, and school authority. 	<ul style="list-style-type: none"> Identify schools in all States and Regions including Sub-States/Regions), giving priorities to Ayeyarwady, Chin, Magway, Mandalay, Rakhine, Sagaing and Tanintharyi. To coordinate and develop individual school preparedness plans. To implement such plans in pilot schools, report the 	<ul style="list-style-type: none"> Hazards and their related risks identified in the immediate surroundings of the schools. Children and school authority knows what to do in emergencies. Schools well prepared for 	2 years	MOE, Region/ State/ Township DP Agencies	GAD, Concerned Govt. Agencies	UN Agencies, MRCS, NGOs, JICA, School Welfare Teams, and INGOs	H

⁴⁷ MSWRR (2012). *Myanmar Action Plan for Disaster-Risk Reduction (MAPDRR) (2012)*, Yangon, Relief and Resettlement Department.

⁴⁸ Ibid.

	findings and extended to other schools.	any type of hazard.					
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Source- MSWRR (2012)

Note: GAD stands for General Administration Department. DP refers to Development Partners. DP Agencies= Disaster Preparedness Agencies. H = High, M = Medium, L = Low.

In addition to MAPDRR, the following are the documents developed by the concerned Ministries and humanitarian partners collaboratively for disaster preparedness, response and recovery:

- 1) MSWRR, MOE in partnership with ASEAN, UN and ADPC (undated). *Guidance on Mainstreaming DRR in Education Sector (Rural Setting)*, Yangon.
- 2) UNOCHA (June 2012). 'Education Sector Response Plan (Assuming a caseload of approximately 200,000 individuals affected)' in Myanmar Inter-Agency Contingency Plan (IA-CP) Annexes, Version No. 3.0: (Draft, Updated June 2012), pp.37-42.
- 3) UNOCHA (October 2012). 'Education Access', in *Multi-Sectoral Rapid Needs Assessment Form for IDP Camps/Villages*.
- 4) UNOCHA (May 2013). 'Education' in *Kachin Response Plan (Myanmar) March 2013 - December 2013*, pp. 15-16.
- 5) SCI (July 2013). *Rakhine State Education Sector Response Plan, July- December 2013 (Draft 2)*.

5.3 Capacity Building of Educational Personnel and Children (June 2009- May 2013)

5.3.1 DRR Education Workshops for Educational Administrators, Principals and Teachers

In 2009, during the Cyclone Nargis recovery period, the MoE in collaboration with UNESCO initiated a DRR Education programme entitled the 'Myanmar Educational Recovery Programme', targeting township education officers, principals and teachers from townships most severely affected by Cyclone Nargis. A set of DRR education training modules (Module 1 to 7) was developed in line with the five priority areas of HFA and 9 disaster preparedness posters, an activity book and a glossary were developed with the participation of teachers from the affected townships. These materials were revised and updated in 2010 and 2012.

The DRR Education Training Package for educational personnel contains suggested information about the structure at the township level, School Disaster Management Committee (SDMC) at the school level, how to develop a school disaster management plan (SDMP) and how to conduct preparedness mock drills (see Annex K). During the capacity building training participants were asked to do practical exercises such as risk assessments, resource and hazard maps, and drills (see Annex L for further information on training workshops that were held for educational personnel).

5.3.2 Mobile DRR Education Training

In addition to the above-mentioned capacity building trainings, mobile DRR Education trainings were conducted for teachers and students of schools located in remote areas. To access these remote areas, boats and buses were utilised and filled with DRR educational materials called the 'Water Knowledge Resource Centre' and "Mobile Knowledge Centre" respectively.⁴⁹

⁴⁹ SEEDS Asia and Myanmar Engineering Society.

5.3.3 Child-led DRR (CLDRR)

In December 2008, Save the Children initiated its CLDRR programme, covering just over 100 villages.⁵⁰ CLDRR is a community-based programme and to date has been implemented in more than 150 villages in the Ayeyarwady Delta.⁵¹ This programme could be regarded as one of the DRR good practice programme in Myanmar as it contributes to community well-being and self-protection against disasters. The CLDRR process could be linked to other development initiatives or processes at the village level such as ECCD programme and child protection programme.

However, much is needed in terms of advocacy and ensuring that local authorities and community members support such processes. Child participation in decision making processes at the community level is still rare within Myanmar but for the sustainability of such a program it is imperative that all community members embrace the voice and active participation of children.

5.4 Rapid Damage and Needs Assessment Tools and Inter-Agency Contingency Plan

The following tools are available for Rapid Damage and Needs Assessment Tools:

- 1) Multi-Sectoral Rapid Needs Assessment Form for IDP Camps / Villages Form (see Annex M)
- 2) Initial Rapid Assessment Protocol and Checklist (draft) by DPRE Working Group (see Annex N)

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⁵⁰ UNDP (2011). *Mainstreaming Disaster Risk Reduction into Education: DRR Good Practices in Myanmar*, Yangon: UNDP Myanmar.

⁵¹ SCI (2013). *Community Based DRR in the Delta Region of Myanmar, Quarterly Project Progress Report (Draft)*.

6. DRR/Climate Change and Conflict Prevention in the Curriculum

6.1 DRR Education in the Curriculum

In the basic education core curriculum, there are a few lessons on natural hazards in which causes of earthquakes and storms are explained scientifically but DRR is not included (see Table 7.1). It is recognised that the present basic education core curriculum is already overloaded and it is difficult to incorporate such topics as DRR education, climate change, environmental conservation, and hygiene and health (HH) education.

Table 6.1- Disaster Related Lesson Topics in the Core Curriculum

Level	Grade	Lesson Topics	Subject
Lower Secondary	5	Thunderstorm	General Science
	8	Storms	General Science
Upper Secondary	10	Earthquake	English
	11	Earth surface processes	Geography

To address this issue, lessons on DRR and environmental conservation have been included along with personal HH education lessons in Life Skills Subject, a co-curricular subject for all basic education schools in Myanmar (see Table 7.2 and Table 7.3). Lesson topics directly related to climate change are not covered in Life Skills Subject.

Table 6.2- DRR and HH Related Lesson Topics in Life Skills Subject at the Primary Level

Level	Grade	Lesson Topics (example)
Primary	1, 2, 3, 4	'Let's Wash Our Hands!'; 'Take Care of Your Health!'; 'Let's Keep Environment Clean!'; 'Be Aware of Fire, Electrocutation and Medicine!'; etc.
	5	'Balanced Diet'; 'Let's Protect Ourselves from Contagious Diseases'; 'Caution in Emergencies- floods, tsunami, earthquake and fire'; etc.

Table 6.3- DRR and HH Related Lesson Topics in Life Skills Subject at the Lower Secondary Level

Lower Secondary	6	'Dengue'; 'Vector-borne Diseases'; 'HIV/AIDS'; 'Nutritional Requirements and Deficiencies'; 'Emergency! It is Flooding!'; etc.
	7	'Hepatitis A, B, C'; 'Ecology and Food Chain'; 'Disaster Preparedness (Family Plan, Emergency Kit, Evacuation Map)'; etc.
	8	'Impact of HIV/AIDS'; 'Conserve the Green Environment!'; 'Mapping Hazards'; 'Earthquake'; 'Landslides'; 'Safety in Case of Fire'; etc.

6.2 DRR Education Resource Booklets

In addition to the Life Skills textbooks, the following is a list of resource booklets that are available for student and teachers to study DRR education and education in emergencies:

- 1) **DRR Education Training Package**- It is prepared for Educational Administrators, Principals and Teachers, consisting of seven training modules, a glossary, an activity book and 12 posters. Source- MOE and UNESCO.
- 2) **Let's Be Prepared for Disasters**- It is an activity book with practical exercises for students as well as for teachers. Source- MOE and UNESCO.

- 3) **Ready ~ Set ~ Prepared!** - It is a complementary reading material about DRR for students to study by themselves. It includes eight disasters: cyclones, earthquakes, floods, landslides, thunderstorms, tornados, tsunami and wildfires. Source- MOE and UNICEF.
- 4) **INEE Minimum Standards for Education: Preparedness, Response, Recovery (Myanmar Translation)** – It is a Myanmar translation of the second edition published in 2010 for educational administrators and teachers. Source- MOE and UNESCO.
- 5) **Thabarwabei Pyinnyapei (Natural Disaster Education): Manual Book**- It contains ‘Dos and Don’ts’ for fire, flood, cyclone, earthquake, landslide, drought and tsunami with a brief history of each disaster in Myanmar. It is a good reference book for teachers and other educational personnel as well as secondary school students. Source- MSWRR and SCI.

6.3 Peace Education

Regarding conflict prevention, Peace Education lessons are incorporated in Human Rights Education lessons along with lessons related to knowledge about rights, values and attitudes for individual development and respect to rights, civic responsibilities and legal framework. The lessons cover the meaning of peace, methods for conflict resolution, the meaning of forgiveness and tolerance and building a peaceful community. At the primary level, the concepts of Human Rights are integrated across the Moral and Civics, Myanmar Language and Social Studies lesson plans; whilst at the secondary level, the Human Rights Education lessons are added to Moral and Civics lesson plans from Grade 6 to Grade 10. At present, the Human Rights Education lessons are taught at all basic education schools.⁵²

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⁵² MOE (May 2012). *Education Development in Myanmar*, Nay Pyi Taw.

7. Development, Integration, Coordination and Implementation of Policies

Two committees were formed at the national level on 14 May 2013 to manage policy formulation, coordination and implementation of disaster response:

- 1) The National Natural Disaster Preparedness Central Committee (NNDPCC) and
- 2) **The** National Natural Disaster Preparedness Management Work Committee (NNDPMWC).

The Union Minister for Education is a member of NNDPCC and the Deputy Minister for Education is a member of NNDPMWC.

7.1 National Natural Disaster Preparedness Central Committee (NNDPCC)

NNDPCC is formed to carry out preparedness and safety measures for possible danger of natural hazards in the country and ensuring prompt and effective risk response in time of emergency with members shown below⁵³:

1) Vice President (2)	Chairman
2) Union Minister, Ministry of Home Affairs	Vice Chairman
3) Union Minister, Ministry of Social Welfare, Relief and Resettlement	Vice Chairman
4) Union Minister, Ministry of Defence	Member
5) Union Minister, Ministry of Border Affairs	Member
6) Union Minister, Ministry of Foreign Affairs	Member
7) Union Minister, Ministry of Information	Member
8) Union Minister, Ministry at the President Office (5)	Member
9) Union Minister, Ministry of Agriculture and Irrigation	Member
10) Union Minister, Ministry of Livestock and Fisheries	Member
11) Union Minister, Ministry of Communications and Information	Member
12) Union Minister, Ministry of Transport	Member
13) Union Minister, Ministry of Energy	Member
14) Union Minister, Ministry of Commerce	Member
15) Union Minister, Ministry of Education	Member
16) Union Minister, Ministry of Health	Member
17) Union Minister, Ministry of Finance	Member
18) Union Minister, Ministry of National Planning and Economic Development	Member
19) Union Minister, Ministry of Construction	Member
20) Union Minister, Ministry of Rail Transportation	Member
21) Chief Minister, All Region/State Governments	Member
22) Deputy Minister, Ministry of Social Welfare, Relief and Resettlement	Member
23) Director General, Union Government Office	Joint Secretary

The Duties and responsibilities of NNDPCC are described below:

- To form committees needed for implementation of the work procedures of the central committee, to outline policies on important tasks among various stages of works and to give necessary guidelines after reviewing the work progress.
- Laying out of policies and directives for the use of domestic forces in the face of natural disaster as necessary.

⁵³ Republic of the Union of Myanmar President Office Notification No. (45/ 2013).

- Formulation of basic principles of coordination for the decisions that calls for international assistance.
- Distribution of State funds and State resources to places which are in need of help.
- Issuing orders and directives, if necessary, in the aftermath of natural disaster in order to perform relief and management works without having any difficulties and obstacles, to avoid malpractices on relief supplies and to ensure the rule of law, community peace and tranquility

7.2 National Natural Disaster Preparedness Management Work Committee (NNDPMWC)

NNDPMWC is formed with the following persons so as to systematically undertake preparedness measures for disasters, to swiftly carry out relief and aid and to implement policies and directives set by NNDPCC⁵⁴:

1)	Union Minister, Ministry of Social Welfare, Relief and Resettleme	Chairman
2)	Deputy Minister, Ministry of Home Affairs	Vice Chairman
3)	Deputy Minister, Ministry of Social Welfare, Relief and Resettlem	Vice Chairman
4)	Deputy Minister, Ministry of Information	Member
5)	Union Minister, Ministry of Education	Member
6)	Chairman, All sub-committees	Member
7)	Minister, Ministry of Security and Border Affairs, All Region/ Governments	Member
8)	Director-General, Relief and Resettlement Department	Secretary
9)	Director-General, General Administration Department, Ministi Home Affairs	Joint Secretary

NNDPMWC is responsible for forming the following ten subcommittees with appropriate persons:

- 1) Information Subcommittee,
- 2) Hotline Subcommittee,
- 3) Search and Rescue Subcommittee,
- 4) Collecting of Preliminary Damages News and Emergency Aids Subcommittee,
- 5) Confirmation of Damages and Losses Subcommittee,
- 6) Transport and Route Clearance Subcommittee,
- 7) Disaster Risk Reduction and Building of Emergency Tents Subcommittee,
- 8) Healthcare Subcommittee,
- 9) Rehabilitation and Reconstruction Subcommittee and
- 10) Security Subcommittee.

Duties of NNDPMWC are as follows:

- 1) To implement disaster preparedness management works such as disaster risk reduction, preparedness, reliefs, rehabilitations and reconstruction in line with policies, directives and procedures set by National Disasters Preparedness Central Committee;
- 2) to manage local aid for relief, resettlement and reconstruction and foreign aid when National Disasters Preparedness Central Committee assigns duties;
- 3) to encourage mass participation in disaster preparedness educative programme and tasks;
- 4) to occasionally report Management Work Committee's undertakings to National Disasters Preparedness Central Committee;

⁵⁴ Republic of the Union of Myanmar President Office Notification No.(46/2013).

- 5) to set up the disaster forecasting system and the early warning system and to distribute news to the grass-root level in time when the warning is received from the warning system;
- 6) to assign duties to departments and organisations according to the size of the disasters;
- 7) to supervise undertakings of Subcommittees and to coordinate Subcommittees;
- 8) to supervise works of subcommittees and coordinate their tasks;
- 9) to report Management Committee's progresses to the Chairman of the Central Committee quarterly;
- 10) to supervise relief and resettlements in case of disasters.

7.3 Disaster Preparedness and Response Education (DPRE) Working Group

The Disaster Preparedness and Response Education (DPRE) Working Group, formed in August 2008 with representatives from MOE, UN Agencies, INGOs and NGOs, is a sub-group of the Education Thematic Working Group (ETWG) to coordinate with its members, share information and implement DRR education activities in Myanmar (see Annex O & Annex P for further details).

In October 2012, a school from Myanmar, State High School No. 1 Kungyangon Township, won the First Prize of the SEAMEO-Japan Award 2012 under the theme 'Education for Disaster Risk Reduction' for its School Disaster Preparedness Plan and Activities. The winning school is located in one of the townships that was severely affected by Cyclone Nargis. The township education officer and the teachers who had participated in DRR education training in 2009 supported the school in the elaboration of these plans and activities.

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9. Conclusion and Recommendations

Today, many educational stakeholders in Myanmar are aware of the potential natural hazards and their impacts and possess basic levels of understanding regarding preparedness measures. However, there are still a number of challenges, namely, the majority of schools still not have early warning and preparedness plans in place. Schools are however expected to prepare school disaster preparedness plans based on their own particular environmental contexts, and these plans should be reviewed and revised on a regular basis. However, schools often lack the necessary resources to implement DRR activities and with tight school schedules, a three-month closure over the summer months and insufficient DRR teaching aids and materials, time becomes a major challenge in this process.⁵⁵

In addition, the number of disaster-resilient schools is limited. Safer school construction as well as maintenance work is needed. In light of the politico-socio-economic context and the potential for natural hazards and human-created hazards mentioned in this report, it is necessary to keep advocating for the importance of the three pillars of comprehensive school safety: Safe School Facilities, School Disaster Management and Risk Reduction Education and mainstreaming DRR in the Education Sector.

At the same time, implementation of the following activities should also be taken into account:

- Scaling up of DRR education activities at different levels through coordination among development partners;
- Develop comprehensive school safety guidelines which are user friendly and cost-efficient, covering not only construction and maintenance aspects but also the DRR education and school disaster management aspects;
- Better supervision of school construction sites, ensuring the use of quality materials in the building of safer schools;
- Support school disaster management committees (SDMC) in school disaster preparedness planning, management and implementation;
- Strengthen capacity of engineers from the basic education departments in terms of recruitment and technical training;
- Provide training to local construction workers on safer school construction techniques and skills;
- Develop capacity of educational personnel in comprehensive school safety measures;
- Keep advocating for mainstreaming DRR and Climate Change into the school curriculum when it is revised;
- Advocate for designation of national School DRR week/day for awareness raising;
- Advocate for mainstreaming the three pillars of the Comprehensive School Safety into the National Education Sector Development Plan that will be developed at CESR Phase 3 in 2014;
- Advocate for investment in DRR and comprehensive safe school activities;
- Strengthen coordination mechanism among community, school committees, technicians, government departments and Civil Society Organization is very weak;
- Establish a monitoring and evaluation mechanism for comprehensive school safety and education in emergencies;
- Strengthen the existing Education Management Information System for effective planning, management and disaster preparedness in the education sector.

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⁵⁵ MSWRR (November 2010). *Myanmar National Progress Report on the Implementation of the Hyogo Framework for Action (2009-2011) –Interim*, http://www.preventionweb.net/files/16315_mmr_NationalHFAprogress_2009-11.pdf, Retrieved 14 July 2013.

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Annex A

Matriculation Pass Rates of the 2012-2013 Academic Year by State/Region

Sr. No	States/Region	Pass Rate (%)
1.	Mon state	47.4
2.	Kachin Sate	43.8
3.	Sagaing Region	41.2
4.	Mandalay Region	39.5
5.	Magway Region	37.6
6.	Tanintharyi Region	35.6
7.	Yangon Region	33.4
8.	Kayin State	32.8
9.	Bago Region (West)	32.1
10.	Bago Region (East)	32.1
11.	Ayeyarwady Region	31.2
12.	Nay Pyi Taw	30.7
13.	Shan State (South)	28.6
14.	Shan State (North)	28.0
15.	Kayah State	25.5
16.	Rakhine state	21.7
17.	Shan State (East)	20.7
18.	Chin	16.5
	Average	32.1

Source- MOE

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Annex B

Number of Monastic Schools and Students (2010-2011 Academic Year)

Sr. No.	State/ Region	Schools				Students				
		Primary	Middle	High	Total	Novice	Nun	Boy	Girl	Total
1	Ayeyarwady Region	118	28		146	412	45	7,437	6,904	14,798
2	Bago Region	90	35		125	1,004	70	9,578	8,656	19,308
3	Chin State	17	3		20	42	4	459	416	921
4	Kachin State	18	2		20	63	156	1,474	1,245	2,938
5	Kayah State	7	1		8	33	118	334	203	688
6	Kayin State	31	3		34	75	9	3,470	3,480	7,034
7	Magway Region	95	33		128	332	95	6,021	5,448	11,896
8	Mandalay Region	241	75	2	318	2,493	483	27,372	24,687	55,035
9	Mon State	45	20		65	347	10	3,879	3,575	7,811
10	Rakhine State	66	18		84	257	1	4,516	3,766	8,540
11	Sagaing Region	152	54		206	862	779	10,632	9,622	21,895
12	Shan State	40	16		56	1,694	437	4,539	4,605	11,275
13	Tanintharyi Region	34	12		46	259	53	4,564	4,376	9,252
14	Yangon Region	117	56		173	4,302	2,117	19,787	17,736	43,942
	Total	1,071	356	2	1,429	12,175	4,377	104,062	94,719	215,333
	%	75.0	24.9	0.1	100.0	5.7	2.0	48.3	44.0	100.0

Source- MNPED (2012). *Statistical Yearbook 2011*

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Annex C

Impact of Natural Hazards over the Period 2008-2013⁵⁶

Time	Disaster	Impact of Disaster
May 2008	Cyclone Nargis in Yangon and Ayeyarwady Regions	Cyclone Nargis left about 140,000 people dead and missing in the Ayeyarwady delta region. An estimated 2.4 million people either partially or completely lost their homes and livelihoods. It also severely affected the education sector, destroying 4,000 schools, or roughly 60% of the educational facilities in the affected area. Schools damaged by the cyclone were left with unusable sanitation facilities and suffered widespread loss of furniture and teaching materials. ⁵⁷ The damage to school infrastructures affected schooling for approximately 600,000 children.
June 2010	Floods in northern Rakhine State	The floods killed 68 people and affected 29,000 families. Over 800 houses were completely destroyed.
October 2010	Cyclone Giri in Rakhine State	At least 45 people were killed, over 100,000 people became homeless and some 260,000 were affected. Over 20,300 houses, 17,500 acres of agricultural land and nearly 50,000 acres of aquaculture ponds were damaged by the Cyclone Giri. Cyclone Giri also destroyed 339 schools. ⁵⁸
March 2011	6.8 Earthquake in Shan State	Over 18,000 people were affected. At least 74 people were killed and 125 injured. Over 3,000 people became homeless. The number of damaged houses was 305, including a number of Government buildings. 31 religious buildings and 11 schools were damaged. ⁵⁹
October 2011	Floods in Magway Region	Nearly 30,000 people were affected to varying degree. Over 3,500 houses and some 5,400 acres of croplands were destroyed. There are 12 temporary camps, accommodating an estimated 7,237 people. Of the 5 schools affected by floods, 2 could no longer be used for education purposes and temporary arrangements were provided by using community buildings. The remaining 3 lost all furniture. ⁶⁰
August 2012	Floods across Myanmar	The floods in different states and regions displaced some 86,000 people and affected over 287,000 individuals. Ayeyarwady Region was the worst affected with some 48,000 people displaced. Over 136,000 acres of farm land, residential houses, roads and bridges were damaged.
November 2012	6.8 Earthquake in Shwebo	At least 16 people were killed and 52 injured, with over 400 houses, 65 schools and some 100 religious building damaged due to the earthquake.

⁵⁶ UNOCHA Myanmar (undated). *Myanmar: A Country Prone to a Range of Natural Disasters*, http://www.themimu.info/download.php?file=docs/Ref%20doc_Myanmar-Natural%20Disaster_UNOCHA_May2013.pdf, Retrieved 10 July 2013.

⁵⁷ ASEAN Post Nargis Knowledge Management Portal (undated), <http://aseanpostnargiskm.org/productive-lives/education>; Retrieved 13 July 2013.

⁵⁸ UNICEF (2011) Asia Pacific- Myanmar, http://www.unicef.org/hac2011/files/HAC2011_4pager_Myanmar.pdf, Retrieved 14 July 2013.

⁵⁹ UNOCHA (May 2011). *Myanmar: Earthquake in Shan State Situation Report No. 3*, <http://reliefweb.int/report/myanmar/myanmar-earthquake-shan-state-situation-report-no-3>, Retrieved 14 July 2013.

⁶⁰ ACT Alliance (November 2011). *Flash Floods in Myanmar*, http://www.actalliance.org/resources/alerts_and_situation_reports/Alert45_2011_Myanmar_Floods.pdf, Retrieved 14 July 2013.

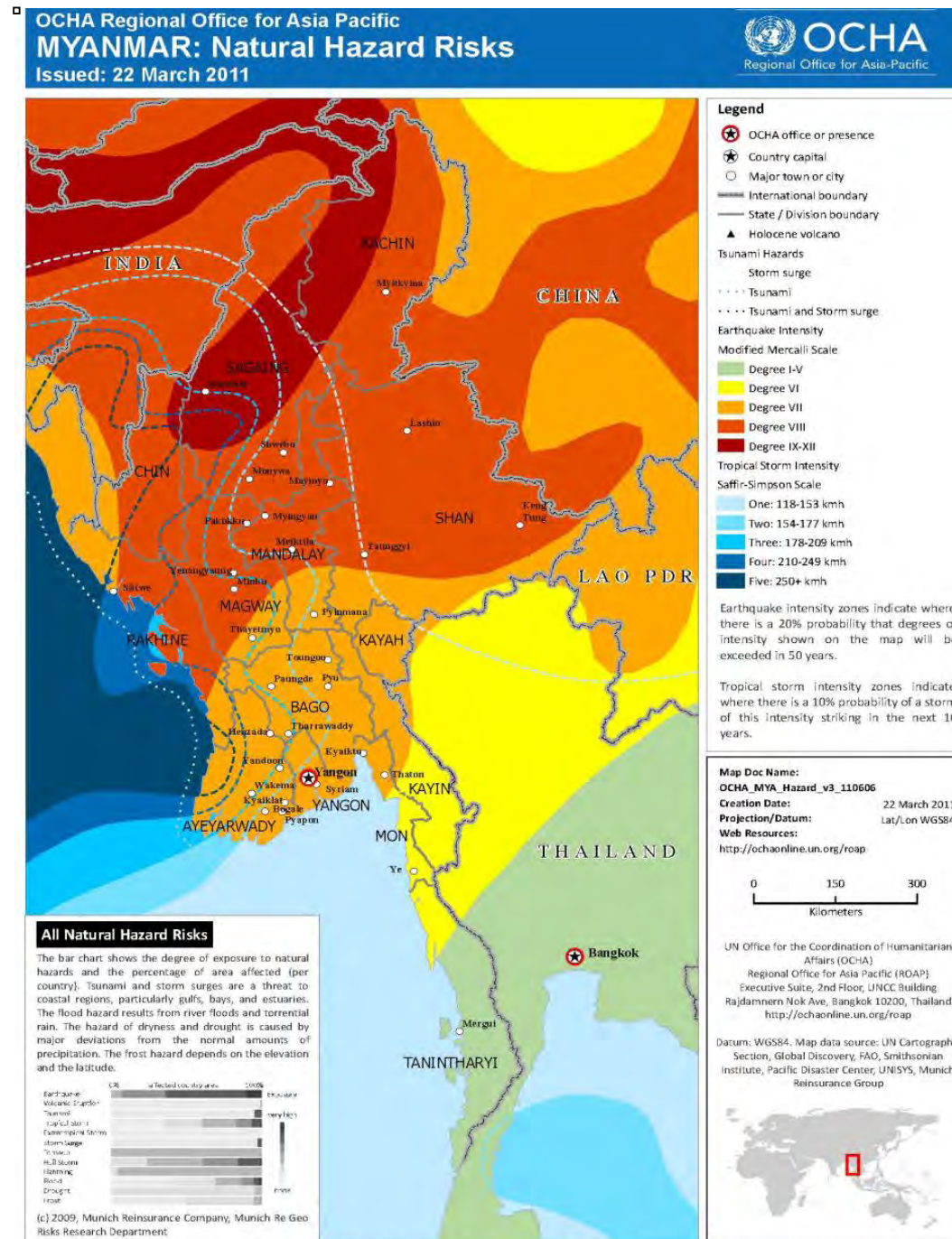
	Township, Sagaing Region	
May 2013	Tropical Storm in Rakhine State	Some 120,000 people in Rakhine were evacuated to safer locations in advance of a predictable cyclone with support from the Government. The storm eventually impacted Bangladesh and the impact on Myanmar was limited.

Last Updated: November 2013
 Next Update Due:

By: Save the Children (Myint Myint San)
 By:

Annex D

Map of Myanmar Showing Natural Hazard Risks



Last Updated: November 2013
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By: Save the Children (Myint Myint San)
 By:

Annex E

Assistance Provided and Planned Response Activities for IDPs in Kachin State ⁶¹

Assistance Provided	Planned Activities (March- December 2013)
<p>Education</p> <ul style="list-style-type: none"> • Provision of learning materials to 13,800 primary students and ECD kits to 5,000 children under 5; • Establishment of 11 ECD centres and 30 TLS • Training of 200 volunteer teachers. 	<ul style="list-style-type: none"> • Identification and training of volunteer teachers in camps located in areas beyond Government control; • Provision of learning materials for primary education and ECCD; • Establishment of Temporary Learning Centres and ECD centres; • Undertake basic repairs to schools accepting IDP children; • Extension of support to children in host families; • Provision of non-formal education for out-of-school children; • Provision of transport in selected areas to support access to schools; • Provision of psychosocial support to children and training teachers. <p>(Fund requested: \$1.5 million)</p>
<p>Protection</p> <ul style="list-style-type: none"> ▪ Assistance, outreach, and referrals for extremely vulnerable individuals; protection ▪ Monitoring; establishment of Child Friendly Spaces; provision of psychosocial support; ▪ Family reunification; training and awareness-raising on rights; ▪ support to the provision of civil documentation; ▪ Mine Risk Education 	<ul style="list-style-type: none"> ▪ Promote and support community based protection mechanisms, such as protection committees within camps; ▪ Capacity building that empowers IDPs to prevent and respond to specific protection issues; Support mainstreaming protection across sectors and clusters; Enhance protection monitoring, profiling, and mapping; ▪ Develop referral pathways and institutional responses to protection issues; ▪ Assist civil documentation provision to IDPs; ▪ Build capacity of partners to implement protection activities; ▪ Strengthen multi-sector response to GBV, with focus on health, safety, and psychosocial services; ▪ Raise awareness and build capacity of local government institutions on protection risks and prevention; ▪ Advocate with stakeholders for the unimpeded, safe and sustainable access to all IDPs; ▪ Support information-sharing to IDPs related to returns and monitor spontaneous return movements and provide individuals and families with return packages where return is deemed safe and sustainable; ▪ Monitor the situation of return, intervening with stakeholders as appropriate. <p>(Fund requested: \$5,460,000)</p>
<p>CCCM</p> <ul style="list-style-type: none"> • Support for camp running costs until the end of the year, plus expanding level of support to an additional 40 camps beyond the 	<ul style="list-style-type: none"> • Support for camp running costs until the end of the year, plus expanding this level of support to an additional 40 camps; • Ongoing support for camp focal points, critically a monthly stipend; • Camp management trainings for camp managers, camp focal points and Government; Monthly camp management meetings and other efforts to ensure a consistency of approach and standards in the

⁶¹ UNOCHA Myanmar (2013). *Kachin Response Plan (Myanmar) March 2013- December 2013*.

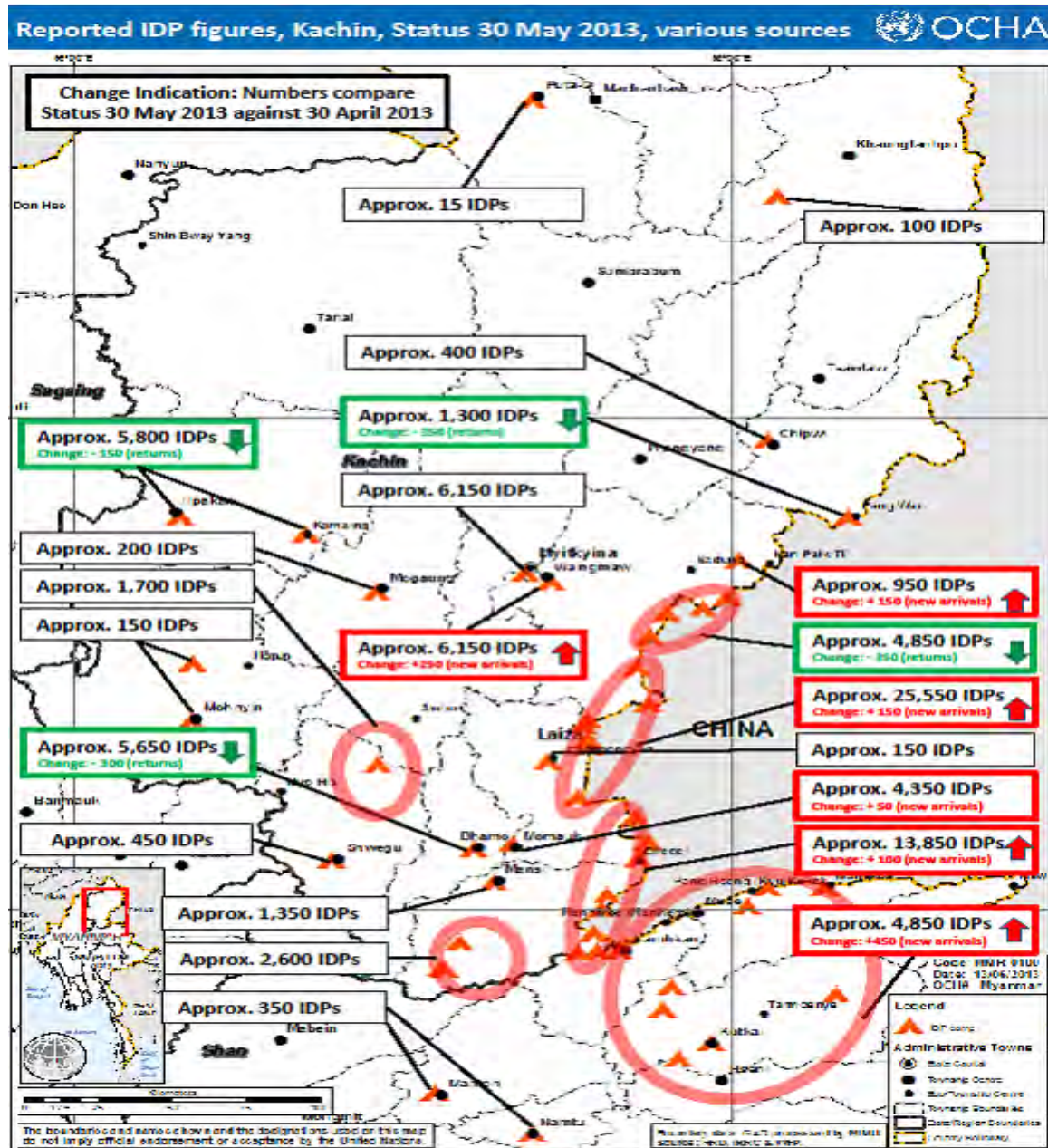
<p>assistance already being provided to 84 camps.</p> <ul style="list-style-type: none"> • Camp profiling, including collection, data entry and dissemination of data across the humanitarian community. 	<p>running of camps;</p> <ul style="list-style-type: none"> • Camp profiling, this includes technical trainings, data collection, data entry and dissemination of data across the humanitarian community; and • Continued dissemination and understanding of camp running cost guidelines. <p>(Fund requested: \$910,000)</p>
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By: Save the Children (Myint Myint San)
 By:

Annex F

Location and Size of IDP Camps in Kachin State



Last Updated: November 2013
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By: Save the Children (Myint Myint San)
 By:

Annex G

Number of Temporary Learning Schools (TLS) To Be Built in Rakhine State in 2013

Sr. No.	Township	No. of Camps	No. of TLS	No. of students									Total
				Primary			Middle			High			
				Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	
1	Sittwe	9	15	2,471	1,512	3,983	58	8	66	361	107	468	4,517
2	Pauktaw	4	7	1,102	599	1,701	41	61	102	4	-	4	1,807
3	Minbya	4	4	172	17	189	-	-	-	-	-	-	189
4	Kyauktaw	4	4	172	25	197	14	2	16	48	5	53	266
5	Kyaukphu	1	2	132	36	168	46	18	64	16	8	24	256
6	Yanbyae	1	1	30	9	39	20	2	22	7	-	7	68
	Total	23	33	4,079	2,198	6,277	179	91	270	436	120	556	7,103
				65.0%	35.0%	100.0%	66.3%	33.7%	100.0%	78.4%	21.6%	100.0%	

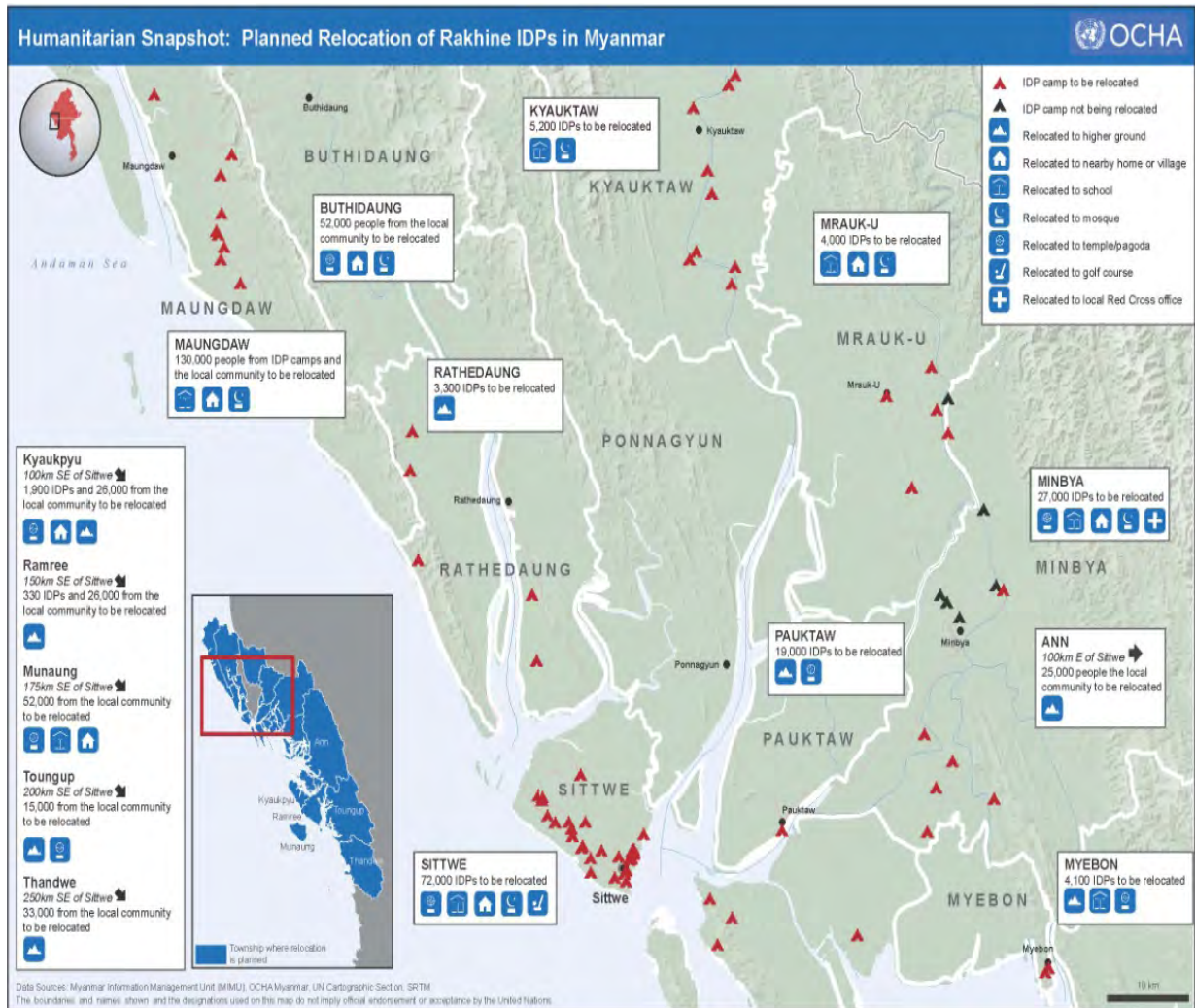
Source- MOE

Last Updated: November 2013
Next Update Due:

By: Save the Children (Myint Myint San)
By:

Annex H

Location and Size of IDP Camps in Rakhine State

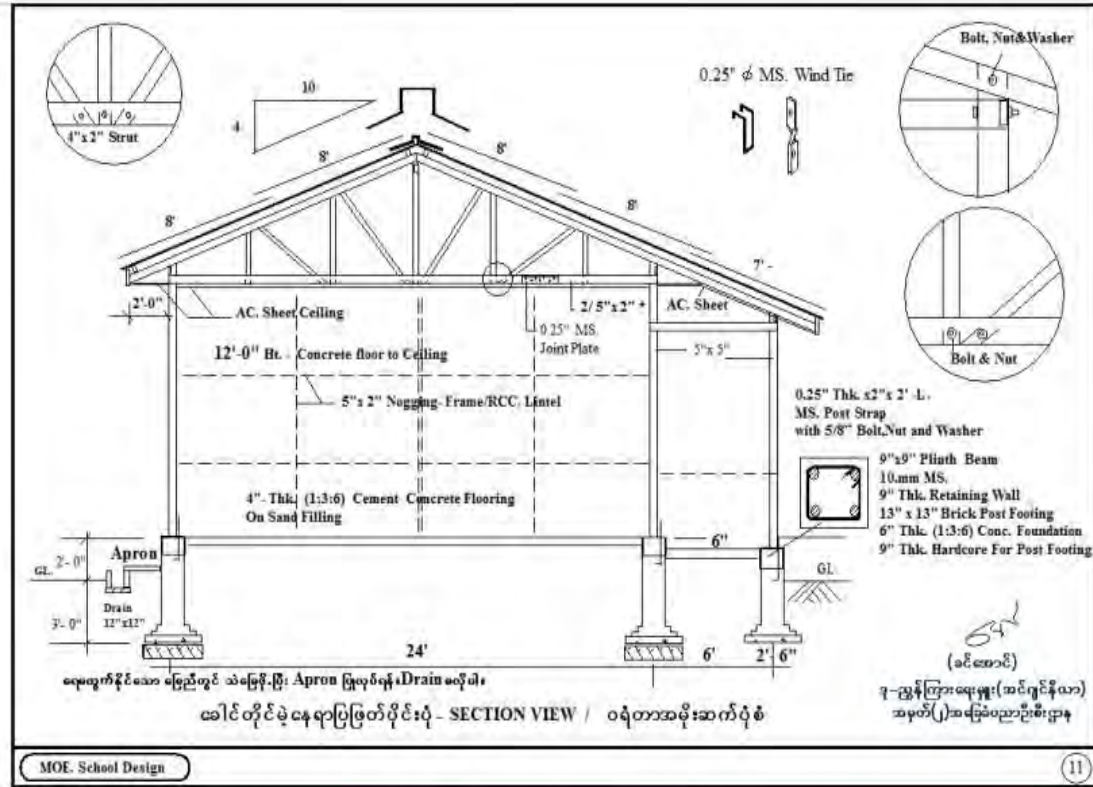


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 Next Update Due:

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 By:

Annex I

School Design by Ministry of Education



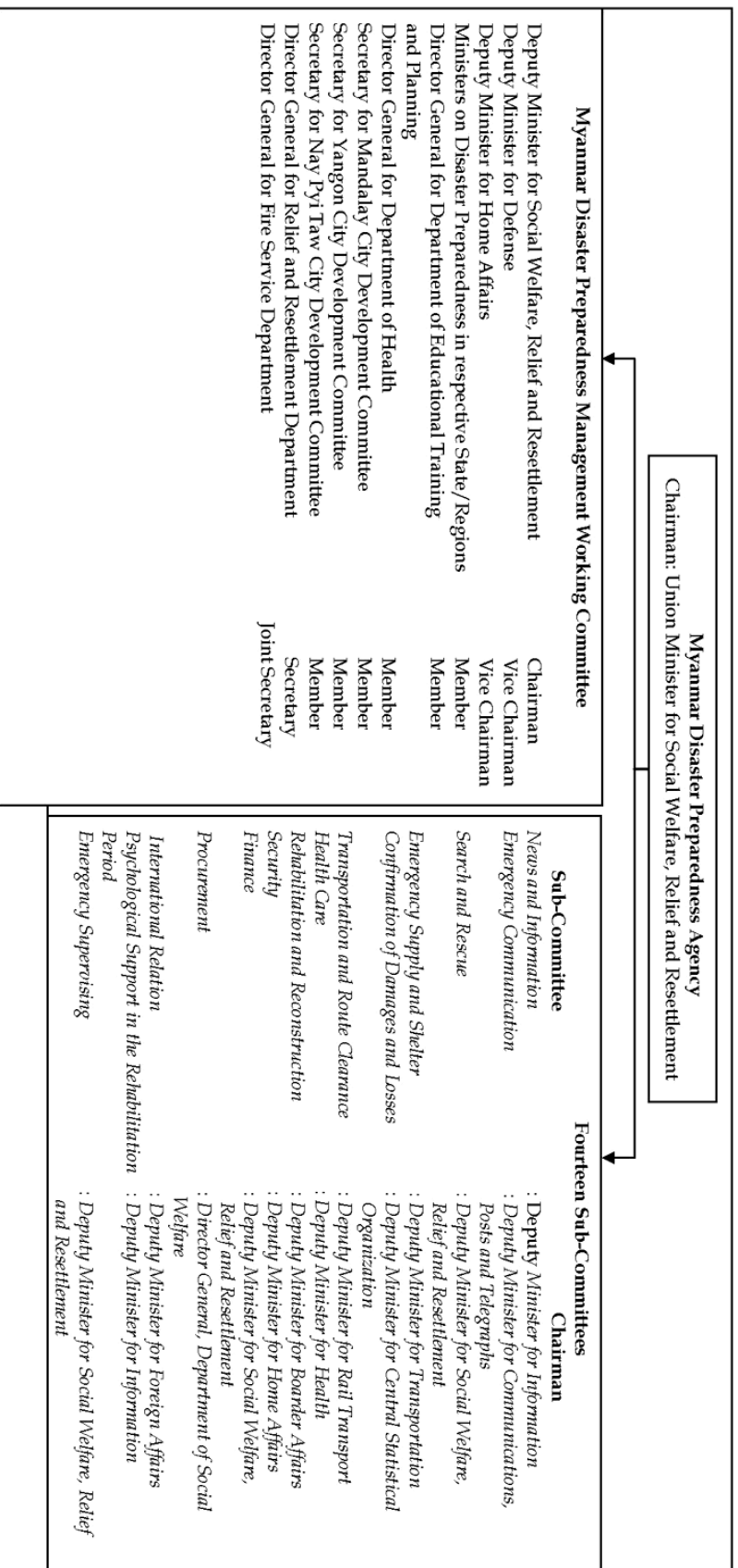
Source- MOE

Last Updated: November 2013
 Next Update Due:

By: Save the Children (Myint Myint San)
 By:

Annex J

Institutional Framework of Myanmar Disaster Preparedness Agency (MDPA)



Source- MAPDRR (2012)

Last Updated: November 2013

Next Update Due:

By: Save the Children (Myint Myint San)

By:

Annex K

Disaster Risk Reduction Education Training Package (2013) ⁶²

1. Training Modules

- Module 1: Introduction to DRR in education
- Module 2: Localizing DRR in education
- Module 3: Identifying, assessing and monitoring disaster risks
- Module 4: Building a culture of safety
- Module 5: Reducing the underlying risk factors in the education sector
- Module 6: Preparing for effective emergency response and recovery in education
- Module 7: Implementing community based disaster education

2. Glossary

3. Activity Book

4. Posters (12 in number)

- 1) Climate Change
- 2) Cyclones
- 3) Earthquakes
- 4) Fire
- 5) Flood
- 6) Landslides
- 7) Road safety
- 8) Tornado
- 9) Tsunami
- 10) Be aware of disasters
- 11) Let's protect our village against natural disasters!
- 12) Natural disaster: When it occurs ...what to do?

5. Pamphlet

- DRR in Education: An Imperative for Education Policymakers

Last Updated: November 2013
Next Update Due:

By: Save the Children (Myint Myint San)
By:

⁶² Source- MOE

Annex L

Training Workshop for Educational Personnel

- 1) From January- February 2010, 76 roll-out workshops were implemented in the eight target townships: Bogalay, Dedaye, Kyaiklat, Laputta, Mawlamyinegyun, Ngaputaw, Pyapon and Kunchangon. The total number of the school principals and teachers trained at the roll-out workshops was 2,102. At least 1 teacher from all basic education (primary, middle and high) schools in the target townships received DRR Education Training.
- 2) 100 teacher educators from 20 Education Colleges located in 5 states (Kachin, Kayin, Mon, Rakhine, Shan) and 7 regions (Ayeyarwady, Bago, Magway, Mandalay, Sagaing, Tanintharyi, Yangon) of Myanmar also received training and DRR Education Training Materials in May 2010.
- 3) In September 2010, DRR Education workshops were implemented in Kawmhu townships by the MOE, UNESCO and UNICEF and 138 teachers participated in the training.
- 4) In January 2011, 52 teachers from 25 village schools in Twante Township, Yangon Region, were trained in DRR by the MoE in collaboration with UNESCO and Terre des hommes (TDH) Italia and the DRR education resource packs were distributed to the schools.
- 5) A two-day workshop on introducing INEE to MoE officials and DPRE Working Group members was conducted jointly by UNESCO and the MoE in November 2011.
- 6) The MoE and UNESCO jointly organised a 2-day DRR Education Workshop for Educational Administrators at the Central Level in Nay Pyi Taw in July 2012, using the revised *DRR Education Training Package*. The number of participants was 54 and was attended by Directors-General, Deputy Directors-General, State/Region Education Officers, Principals of Education Colleges, and also representatives from the Relief and Resettlement Department, Ministry of Social Welfare, Relief and Resettlement, and Save the Children also participated in the workshop.
- 7) In August 2012, DRR education workshops were conducted by MOE with support of UNESCO and World Vision in Hmawbi Township, where 198 teachers participated.
- 8) In September 2012, UNESCO in collaboration with the MoE and Save the Children International (SCI) implemented the DRR Education Workshop for Township Education Officers in Magwe Region, which was badly affected by flooding in 2011. A total of 50 Education Officers from the Magway Region Education Office and the Township Education Offices participated in the workshop.
- 9) In September and October 2012, the MoE, UNESCO and SEEDS Asia jointly organized the DRR Education Training for teachers in 3 townships in Ayeyawady Region, namely, Wakema, Myaungmya and Ma-u-bin. Nearly 1,000 teachers from schools in the three townships received training and training materials.
- 10) In November 2012, the MoE, UNESCO and SCI jointly implemented the DRR Education Workshop for Township Education Officers in Mon and Kayin States and a total of 47 Education Officers from the Mon and Kayin States Education Offices and the Township Education Offices attended the workshop.
- 11) In December 2012, MOE, UNESCO and SEEDS Asia organised the DRR Education Training for teachers in Seikyi-Kanaung-to Township, Yangon Region. Nearly 40 teachers received DRR Education Training.
- 12) On 13-14 January 2013, the MoE, UNESCO and SCI organised a 2-day DRR Education Workshops in Mandalay for the Region/State Education Officers, District and Township Education Officers of Upper Myanmar. The total number of workshops organised for 200 participants was 5.

- 13) On 13 March 2013, MOE, UNESCO and Plan International organised *National Level Consultation Workshop on Safe Schools: "Accelerating Safe School Implementation towards Regional Excellence"* in Nay Pyi Taw.
- 14) On 23-24 April 2013, UNESCO and Metta Development Foundation conducted a workshop on the *INEE Minimum Standards for Education: Preparedness, Response, Recovery* in Laiza, Kachin State, for the capacity development of Kachin Independent Organization (KIO) Education Leaders, who are implementing delivery of education in the conflict affected areas.

During the training workshops, educational administrators requested to support DRR activities at the school level and teachers are encouraged to teach DRR in relevant lessons and get students involved in DRR activities in schools.

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Next Update Due:

By: Save the Children (Myint Myint San)
By:

Annex M

Multi-sectoral Rapid Needs Assessment Form for IDP Camps / Villages

7. Water Supply			
Daily amount of Drinking Water available (3 l/person/day):		1. <input type="checkbox"/> Sufficient 2. <input type="checkbox"/> Not sufficient	
Daily amount of Water for Cooking available:	1. <input type="checkbox"/> Sufficient 2. <input type="checkbox"/> Not sufficient	Daily amount of Water for Bathing available:	1. <input type="checkbox"/> Sufficient 2. <input type="checkbox"/> Not sufficient
Primary water source at the site:	1. <input type="checkbox"/> Rain water 2. <input type="checkbox"/> Natural spring/ Gravity flow 3. <input type="checkbox"/> River/Stream 4. <input type="checkbox"/> Borehole/Pump 5. <input type="checkbox"/> Piped water system		
Do people boil water before drinking?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
If no, why they don't boil?	1. <input type="checkbox"/> Lack of firewood 2. <input type="checkbox"/> Lack of knowledge		
Are water purification methods/tablets available?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	Is water considered safe for drinking?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Condition of man-made water infrastructure: Borehole/Pump	1. <input type="checkbox"/> Working 2. <input type="checkbox"/> Not working 3. <input type="checkbox"/> Destroyed		
Camp water storage container last for how many days for all IDPs		() days	
8. Sanitary and Hygiene conditions			
Have IDPs got access to functioning latrines?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
How many persons using one latrine?	1. <input type="checkbox"/> 25 2. <input type="checkbox"/> 50 3. <input type="checkbox"/> 75 4. <input type="checkbox"/> 100 5. <input type="checkbox"/> more		
Do children use latrines?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	Are latrines separated for Women & Men?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Do women have save access to latrines at night?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	Have IDPs got access to functioning bathing facilities?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Are bathing facilities separated for Women & Men?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
Hygiene practice before displacement:	1. <input type="checkbox"/> Open defecation 2. <input type="checkbox"/> Using latrines 3. <input type="checkbox"/> Hand washing after using latrines		
Environmental sanitation:			
Is there stagnant water (large puddles) at the site?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
Is there a common waste dump in the site?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
If not, where is the waste disposed?	1. <input type="checkbox"/> Dumped outside camp 2. <input type="checkbox"/> Dumped everywhere inside camp 3. <input type="checkbox"/> Is getting burnt		
Is there livestock at the site?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
Is livestock roaming freely at the site?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
9. Health Access			
Is there Health Care provided at the site?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
How often:	1. <input type="checkbox"/> Daily 2. <input type="checkbox"/> Twice a week 3. <input type="checkbox"/> Once a week 4. <input type="checkbox"/> Once every two weeks		
What are the main health concerns that occurred during the last two weeks: (to be answered by the health staff)			
1. Malaria	<input type="checkbox"/>	2. Tuberculosis	<input type="checkbox"/>
3. Diarrhea	<input type="checkbox"/>	4. Skin infections	<input type="checkbox"/>
5. Dysentery	<input type="checkbox"/>	6. Sexually Transmitted Disease	<input type="checkbox"/>
7. Hepatitis	<input type="checkbox"/>	8. Trauma	<input type="checkbox"/>
9. Acute Respiratory Tract infection	<input type="checkbox"/>	10. Acute Respiratory Tract	<input type="checkbox"/>
11. Dengue Hemorrhagic Fever	<input type="checkbox"/>	12. Measles	<input type="checkbox"/>
13. Others	<input type="checkbox"/>		
Is adequate medication available at the site?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No		
When there is no Health Care provided, What is the walking time (hours and minutes) to the next Health Centre?	_____ hours _____ minutes		
Immunization status			
Number of Children received measles	()		
Number of Children having vaccination card	()		

Multi-sectoral Rapid Needs Assessment Form for IDP Camps / Villages

5. Non-Food Items/ Shelter						
Percentage of households with sufficient: (tick appropriate boxes)						
1. Shelter	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
2. Plastic Sheeting	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
3. Clothing	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
4. Blankets & Bedding	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
5. Mosquito Nets	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
6. Cooking Utensils	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
7. Fuel/Wood	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
8. Jerry Cans	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
9. Soap	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
10. Sanitary Pads	1. <input type="checkbox"/> 0% 2. <input type="checkbox"/> <25% 3. <input type="checkbox"/> 25-45% 4. <input type="checkbox"/> About 50% 5. <input type="checkbox"/> 55-75% 6. <input type="checkbox"/> 75% or more 7. <input type="checkbox"/> 100%					
6. Food security sector contribution to Multi-sectoral assessments						
How have livelihoods been impacted by the [shock]? (Indicate up to three, rank by importance) 1. Lower daily wages 2. Less job opportunities 3. No job opportunities 4. Planting/ Harvest disrupted 5. Reduced access to field 6. No access to fields 7. Unable to work (injury/illness) 8. Loss of productive assets						Most important (____) 2 nd important (____) 3 rd important (____)
What percent of the following have been lost as a result of the [shock]? (If Not applicable, write N/A) 1. <25% 2. 25-50% 3. 51-75% 4. > 75%	Crops _ _ _	Harvest stocks _ _ _	Boats/Nets _ _ _	Buffalo/Cow/ Horse/Donkey _ _ _ / _ _ _	Pig/Goat/ Sheep _ _ _ / _ _ _	Chicken/ Duck/ Geese /Turkey _ _ _ / _ _ _
What percentage of households are currently capable of covering basic food needs for the following time periods: (Choose/define percentages so that they sum up to 100% all together)	Currently, not able ____%		<1 week ____%	1-2 weeks ____%	2-4 weeks ____%	1-2 months ____%
What are the three main sources of rice for households both before and after the [shock]? (Rank by importance) 1. Own production/ remaining stocks 5. Church/ monastery 2. Purchase from market or others 6. Food aid 3. Purchase on credit 7. Other, specify _____ 4. Borrow from friends or family	Now (after shock)			Before (shock)		
	Most important (____) 2 nd important (____) 3 rd important (____)			Most important (____) 2 nd important (____) 3 rd important (____)		
Has the village/ camp received food assistance since the [shock]?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No					
If so, what has been received?	1. <input type="checkbox"/> Rice 2. <input type="checkbox"/> Pulses 3. <input type="checkbox"/> Oil 4. <input type="checkbox"/> Salt 5. <input type="checkbox"/> Others _____					
Do households currently have access to a market?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No					
If so, how much is one pyi (local measurement) of rice?	(____) MMK					
What percentages of households in this village/ camp are engaging in the following coping strategies? (Choose/define percentages so that they sum up to 100% all together)						
1. Rely on less preferred food	____%		8. Harvesting immature crops	____%		
2. Limiting portion sizes at meals	____%		9. Collect wild food in the forest	____%		
3. Reduce number of meals eaten per day	____%		10. Borrow food/ buy food on credit	____%		
4. Skipping entire days without eating	____%		11. Sell non-productive assets	____%		
5. Consume more livestock than usual	____%		12. Sell livestock or other farm equipment	____%		
6. Selling young/ immature livestock	____%		13. Skip loan payments	____%		
7. Consume seed stock	____%		14. Begging for food or money	____%		
Are there obvious signs of malnutrition?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No					
If Yes, what is the most likely cause of the observed malnutrition:	1. <input type="checkbox"/> Diarrhea/illness 2. <input type="checkbox"/> Food Shortage 3. <input type="checkbox"/> Other _____					

Multi-sectoral Rapid Needs Assessment Form for IDP Camps / Villages

10. Education Access				
Is there Temporary Learning Facility at the site?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
Is there an outside school nearby?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
How many displaced children are visiting schools?			(_____)	
Do children have sufficient school material to attend classes?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
Number of teachers	(_____)	available for Number of IDP children		(_____)
Are there sufficient latrines at school or Temporary Learning Facility?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
Is there sufficient drinking water available for the school children?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
Is there a Kindergarten/Child friendly space?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
Is there a teacher for Kindergarten/Child friendly space?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
11. Child Protection				
How many unaccompanied children (not attended by anybody) have been identified?		(_____) girls	(_____) boys	
How many separated children have been identified (without parents, grandparents, aunt/uncle or adult brothers/sisters)?		(_____) girls	(_____) boys	
How many families are missing family members?		(_____) families	of which children (_____) children	
Total number of persons missing?		(_____) persons	of which children (_____) girls (_____) boys	
Have there been any problems with violence against women/ children?			1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
12. Humanitarian Assistance				
Specify assistance that has reached the site by sector since the last assessment/monitoring took place – specify Date				(____ / ____ / ____)
Sector	Names of Organisations who have provided relief items in that Sector			
1. Coordination	_____			
2. Education	_____			
3. Food	_____			
4. Health	_____			
5. NFI's	_____			
6. Nutrition	_____			
7. Protection	_____			
8. Shelter	_____			
9. WASH	_____			
10. Other _____	_____			
List the three most important needs for the community, based on the observations made while assessing/ monitoring.				
1.	_____			
2.	_____			
3.	_____			

Annex N

Initial Rapid Assessment Protocol and Checklist for Education (Draft)⁶³

An initial rapid assessment (IRA) is conducted as soon as possible after the onset of a disaster. Ideally it begins within 72 hours to identify the immediate impacts of the disaster and estimate the emergency needs in the affected area. As part of disaster preparedness, it is necessary to consider how to carry out the IRA for various sectors at the field level in the Myanmar context. This protocol focuses on the IRA in the education sector to collect essential data for effective emergency response.

Preparation

A simple IRA format for the education sector has been made ready for data collection at the field level (see the attached checklist below).

If a disaster strikes several areas affecting many thousands of people, the Education Cluster co-chaired by UNICEF and Save the Children will be activated.

Subsequently, an Initial Rapid Assessment (IRA) Team will be formed with education cluster/ Education Thematic Working Group (ETWG) members, comprising those who have field offices in or near the affected areas, officials from the concerned departments of the Ministry of Education (MOE) and volunteers. If many areas are affected with widespread impact, several small IRA teams may have to be formed. This should include identifying the team leader and assigning tasks.

The Education Cluster and the ETWG should support the IRA Team in getting access to the affected areas and other logistic arrangements, such as obtaining travel and security clearances; organizing transportation, communication and other necessary items (e.g. lifejacket, food, and water), and informing MOE and the authorities in the affected area of the IRA in advance, including the focal point of Relief and Resettlement Department.

The IRA team may use (before disaster) information on the affected areas as reference data, such as, population and school statistics from the agencies' field offices and the state/ region education offices.

Data collection

The IRA team should try to collect necessary data in the field from the following sources:

- Agencies' field offices- (Contact details to be provided by the Education Cluster and the ETWG)
- Township education offices (TEO)- (Contact details to be provided by the Education Cluster and the ETWG)
- Community-based organizations in the affected areas
- Representatives of the affected population (e.g. school principals, teachers, students, PTA, School Board of Trustees (SBOT) from affected schools)
- Other teams collecting data for other sectors (e.g. WASH, etc.)

Interview, school visits and observation, or discussion/meeting could be used as methods in collecting information.

Data analysis and reporting

Data collected from different sources (e.g. TEOs and agencies' field offices) through different methods (e.g. interviews and observations) should be checked to ensure validity and reliability. Reporting to the Education Cluster, the ETWG and all relevant partners should be timely enough for making right decisions and delivering emergency response.

Recommendation

The IRA team should coordinate with other teams in the field to avoid duplicating efforts and try as much as possible to get authorities/decision-makers involved in the IRA.

INITIAL RAPID ASSESSMENT CHECKLIST FOR FIRST 36-72 HOURS AFTER DISASTER⁶⁴

⁶³ Revised at the 19th DPRE Working Group Meeting (10th October 2011)

⁶⁴ Revised at the 19th DPRE Working Group Meeting (10th October 2011)

SECTION 7 EDUCATION

7.3 School Facility Assessment

7.3.1 Type of school: 1. Government (BE/ Affiliated/ Branch) 2. Monastic 3. Community

7.3.2 Level of school: 1. Pre-school 2. Primary 3. Middle 4. Post Primary 5. High School

7.3.3 Number of school buildings: _____

7.3.4 Condition of school building(s)

Condition	No. of school buildings
0 - Not damaged;	
1 - Minor repairs required (e.g. windows, doors, etc.);	
2 - Lost roofing sheets (e.g. CGI sheets, Bamboo mesh, thatch and bamboo or timber etc);	
4 - Major damages (e.g. wall/roof collapsed, large cracks on the walls, pillars and foundation destroyed etc);	
5 - Totally destroyed (e.g. whole building collapsed)	

7.3.5 Is the school still being used for education (and not for other purposes)? 1. Yes 2. No

7.3.6 For damaged schools (or in case of displacement), is there any alternative accommodation for schooling?

1. Yes 2. No 3. Not sufficient

7.3.7 If "Yes", please specify:

Type of accommodation	Capacity (no. of children)
1. Monastery	_____
2. House	_____
3. Clinic	_____
4. Temporary shelter structure	_____
5. Other (specify)	_____

7.3.8. If "No" or "Not sufficient" how far is the nearest available school? (in miles) _____

(a) Describe its capacity: (no. of children) _____

(b) Describe how to get there: 1. By road 2. On foot 3. By boat

7.3.9. How many teachers/students before and after disaster?

Student before _____ Students after _____

Teachers before _____ Teachers after _____

7.3.10 Roughly estimate the conditions of school supplies (for both teachers and students – i.e. school books, furniture, teaching equipment)

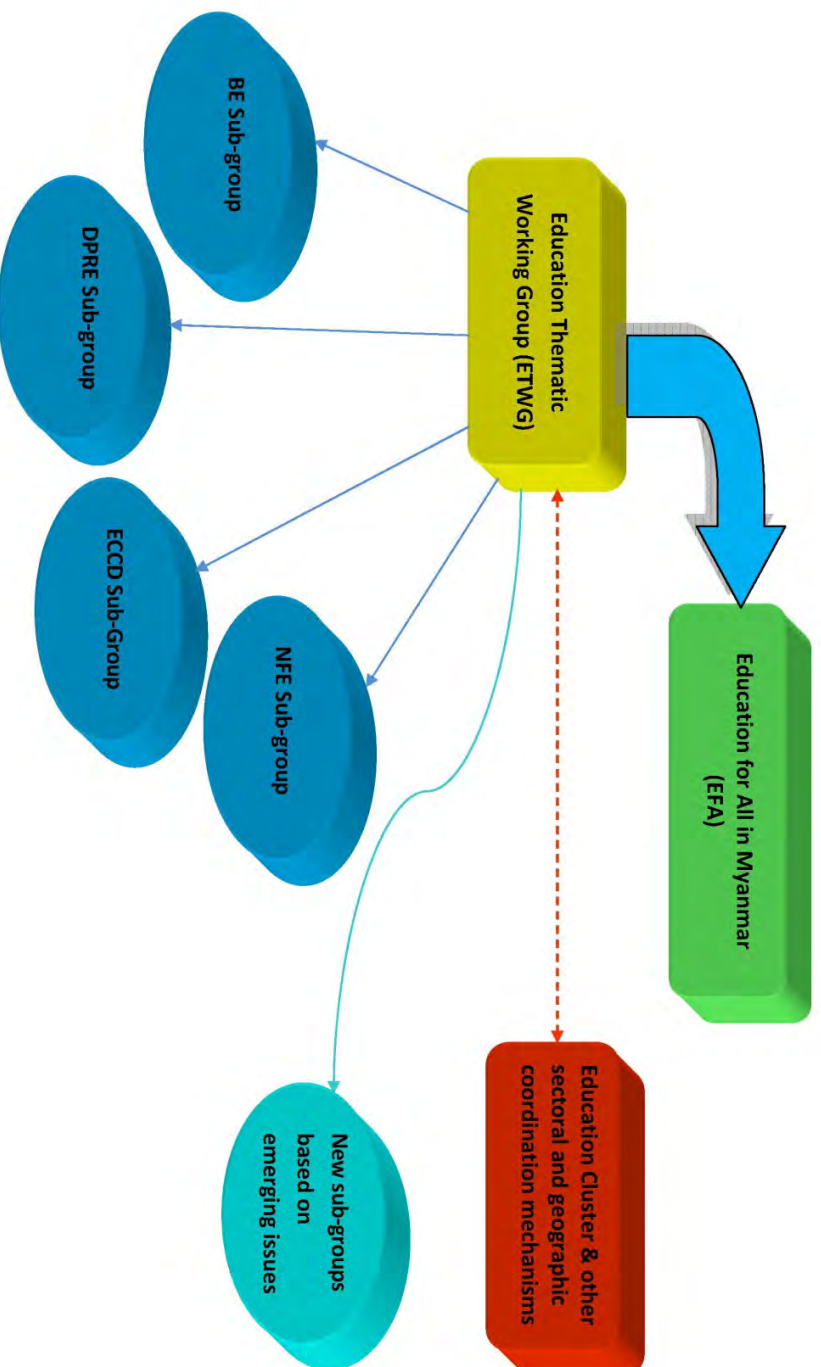
1. - Limited damages (<10%)
2. - Moderate damages (<50%)
3. - Major damages (>50%)

Last Updated: November 2013
Next Update Due:

By: Save the Children (Myint Myint San)
By:

Annex O

Education Thematic Working Group



Annex P

Disaster Preparedness and Response Education Working Group Terms of Reference⁶⁵

1. Purpose

The purpose of establishing the Disaster Preparedness and Response Education (DPRE) Working Group is to share information on disaster risk reduction among members, and to coordinate and jointly plan Disaster Risk Reduction in Education activities relevant to the Myanmar context, including capacity building of educational personnel on DRR in education.

2. Background

Cyclone Nargis badly hit Yangon and Ayeyarwady Divisions on 2-3 May 2008. Its impact on the education sector was enormous. An estimated 50 to 60 percent of public schools, including monastic ones, were destroyed or damaged: The total damage and losses in education are estimated at about K 116 billion, including K 25 billion from the damage to educational materials (PONJA Assessment Report, 21 July 2008, p.9).

Along with other clusters, the Education Cluster, led by UNICEF and Save the Children, was formed in Myanmar to ensure a coherent and effective response in mitigating effects of Cyclone Nargis in 2008. The Education Cluster thereby mobilized groups of agencies, organizations and NGOs to respond in a strategic manner across all key sectors or areas of activity to address the devastating situation caused by the cyclone.

One of the five objectives stated in the Education Cluster Response Plan (Revised Humanitarian Appeal) is to build the capacity of schools in Disaster Risk Reduction.

Following the discussion in the Education Cluster meetings held at the Chatrium Hotel in July 2008, the Education Cluster recommended that there is a need to establish a sub-cluster working group on disaster risk reduction in education within the Education Cluster and for this group to be led by UNESCO. The first meeting of the Working Group was conducted in August 2008.

Subsequently, in November 2008, the Education Cluster became dormant. However, the DPRE Working Group members decided to continue implementing planned activities and this decision was approved by the Ministry of Education.

Since June 2010, the DPREWG Working Group has been working at the national level, supporting activities related to the DRR and Education in Emergencies interventions in Myanmar in the context of Education for All (EFA). These activities include participation in:

- Preparation for 1) the International Day for Disaster Reduction Ceremony conducted in October 2010 and 2) a document titled *National Progress Report on the Implementation of the Hyogo Framework for Action (2009-2011)*, which was completed in September 2010
- Translation of two documents, namely, 1) Minimum Standards for Education developed by Inter-Agency Network for Education in Emergencies and 2) Myanmar Inter-Agency Contingency Plan.

3. Objectives

⁶⁵ This TOR was revised in 2010.

Reducing risk and vulnerability to disasters requires school administrators, teachers, students and the community at large to understand how they can best protect themselves, their property and their livelihoods. This working group will focus on DRR in Education with an aim to ensure that education response to the disaster includes activities and systems that can help reduce risk, and mitigate the impacts, of future disasters.

The specific objectives of the DPRE Working Group will be to support the Government of Myanmar in:

- Recommending existing resource materials and best practices on DRR in Education relevant to Myanmar, and sharing information on disaster risk reduction among members and also with related working groups
- Mainstreaming DRR into the education sector and promoting DRR practices implemented in schools of Myanmar
- Facilitating the organization of training, seminars, workshops and potentially model implementation of DRR in Education at school level

4. Membership of the Working Group

The Working Group will comprise of Education Cluster/ Education Thematic Working Group/ DRR Working Group members, who are interested in DRR in Education and made themselves available for meetings.

5. Convenor of the Working Group

The Working Group will be convened by UNESCO with support from Working Group members. The convenor will be responsible to:

- act as a point of contact for the Education Cluster/Education Thematic Working Group, Working Group members and other related working groups
- organize and convene Working Group meetings
- co-ordinate planned activities
- organize agendas and minutes of Working Group meetings, and disseminate as appropriate

6. Meetings

Meetings will be held quarterly and ad-hoc meetings will be called if necessary. The Working Group will decide the location of its meetings. In addition to meetings, Working Group members may be consulted individually through email or telephone when required. Agendas and other resource materials and documents will be forwarded by the convenor to Working Group members.

9. Term

The Working Group will carry on until it is terminated by decision of Working Group members.

Last Updated: November 2013

Next Update Due:

By: Save the Children (Myint Myint San)

By: