

EDUCATION CLUSTER STRATEGY

MYANMAR 2022-2025



Photo: Learning takes place in an IDP camp in Kachin State
Credit: People in Need and DCE-Bhamo

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ACRONYMS

- AAP** Accountability to Affected Populations
AoR Area of Responsibility
BE Basic Education
CDM Civil Disobedience Movement
CP Child Protection
CPD Continuous Professional Development
CRM Complaint Response Mechanism
CSO Civil Society Organisation
CTFMR Country Task Force for Monitoring and Reporting [the Six Grave Violations against Children]
DP Development Partner
DRR Disaster Risk Reduction
ECD Early Childhood Development
ECMT Education Cluster Monitoring Tool
EiE Education in Emergencies
EMIS Education Management Information System
GBV Gender Based Violence
GCA Government Controlled Areas
HBL Home Based Learning
HCT Humanitarian Country Team
HNO Humanitarian Needs Overview
HRP Humanitarian Response Plan
ICCG Inter-Cluster Coordination Group
IDP Internally Displaced People
IIEP International Institute for Educational Planning
INGO International Non-Governmental Organization
JENA Joint Education Needs Assessment
JRF Joint Response Framework
LCC Literature and Culture Committee
MHH Menstrual Health and Hygiene
MHM Menstrual Health Management
MHPSS Mental Health and Psychosocial Support
MIRA Multi Cluster/Sector Initial Rapid Assessment
MoE Ministry of Education
MoST Ministry of Science and Technology
MRM Monitoring and Reporting Mechanism [for Six Grave Violations against Children]
NFE Non-Formal Education
NFPE Non-Formal Primary Education
NGCA Non-Government Controlled Area
NGO National Non-Governmental Organization
NRC Norwegian Refugee Council (org)
NUG National Unity Government
OCHA Office for the Coordination of Humanitarian Affairs
OL Open Learning
PD Professional Development
PFA Psychological First Aid
PIN People in Need
PIN People in Need (org)
PSEA Prevention of Sexual Exploitation and Abuse
PTA Parent-Teacher Association
SAC State Administrative Council
SAG Strategic Advisory Group
SDR Secondary Data Review
SEL Social Emotional Learning
SERRP UN Socio-Economic Resilience and Response Plan
SGBV Sexual and Gender Based Violence
SOP Standard Operating Procedure
TA Travel Authorization
TLS Temporary Learning Space
ToT Training of Trainers
TVET Technical and Vocational Education and Training
UNESCO United Nations Educational, Scientific and Cultural Organization (org)
UNICEF United Nations Children's Fund
VTs Volunteer Teachers
WASH Water Sanitation and Hygiene

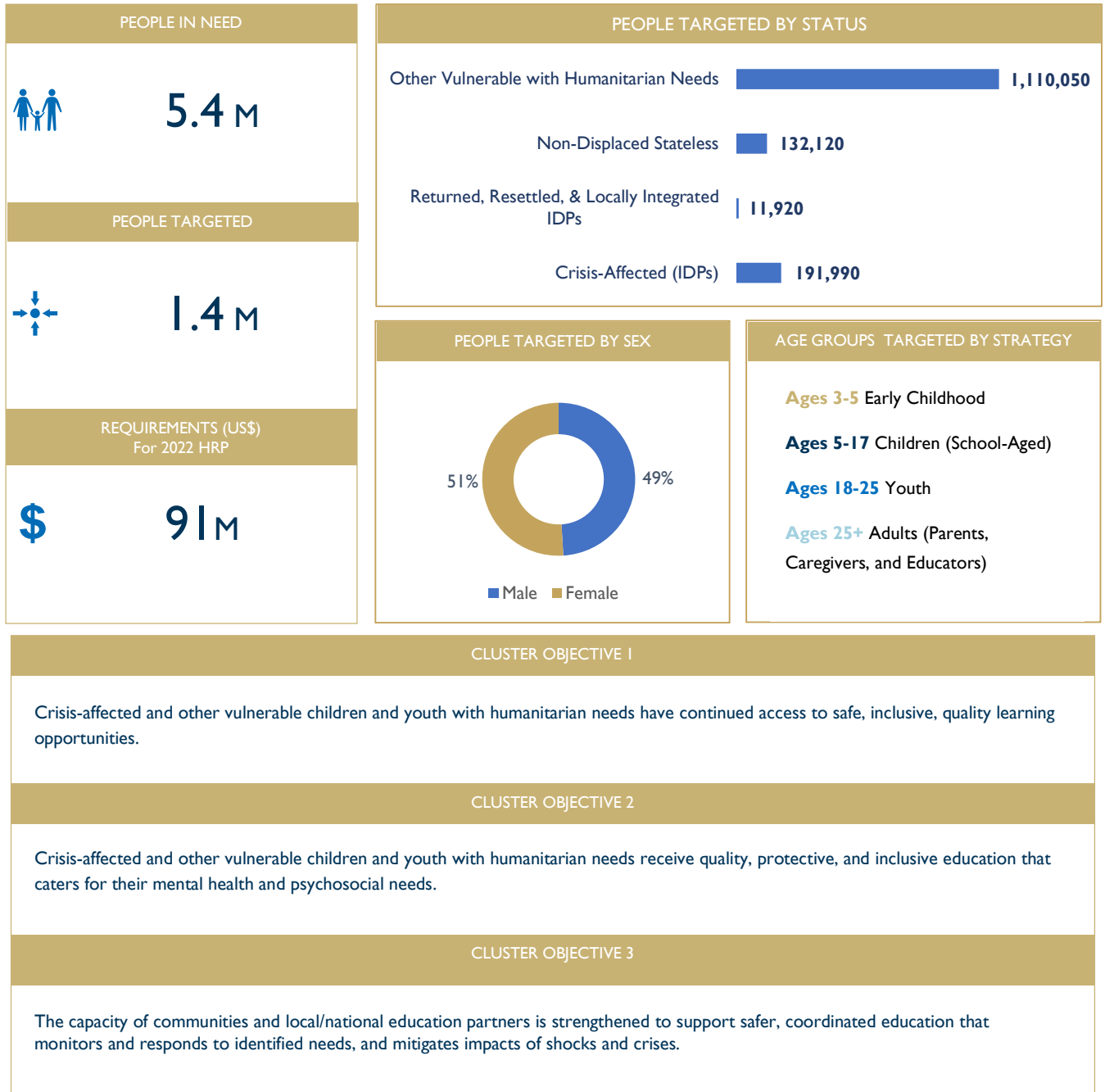
INTRODUCTION

The Myanmar Education Cluster Strategy outlines the needs, response activities, and collective Cluster priorities for the three-year period from 2022 to 2025. It provides a common approach and operational plan among Education Cluster partners in Myanmar to prepare for and respond to humanitarian situations. This guiding framework allows the Education Cluster to clearly lay out its understanding of the education-related humanitarian needs, and to identify the scope of its work and areas for collaboration with other stakeholders – both other education stakeholders and other Clusters and Areas of Responsibilities. Additionally, the development of an Education Cluster Strategy enhances accountability of the Education Cluster to the communities it supports, its partner organizations, the Humanitarian Country Team, and the Global Education Cluster.

As detailed in the “Alignment” section, the Education Cluster Strategy builds on the annual Myanmar Humanitarian Needs Overview and Myanmar Humanitarian Response Plan. It is closely aligned, and in fact was developed alongside, the Joint Response Framework which outlines the response framework for the Education Sector in Myanmar across all sub-sectors and for humanitarian, development, and nexus activities. The JRF covers the same three-year period as the Myanmar Education Cluster Strategy.

The Education Cluster Strategy outlines the needs related to early learning, basic education, and TVET (non-formal and formal for each), and the activities to restore access to quality, inclusive, safe learning in each of these sub-sectors, recognizing the protective and life-saving functions of education in humanitarian settings and beyond. It then outlines collective actions of the Myanmar Education Cluster to effectively operationalize the response activities identified, including a stand-alone section on accountability to affected populations. Finally, the Education Cluster Strategy describes the elements of its monitoring plan, and details the alignment of the Strategy to other frameworks and plans.

RESPONSE PLAN AT A GLANCE



EDUCATION CLUSTER COORDINATION

The Myanmar Education Cluster was activated with a country-wide scope in August 2021. It previously functioned as the Education in Emergencies (EiE) Sector since 2012, with a focus on protracted crises in Rakhine, Kachin, Shan, and Kayin States. The overall aim of the Education Cluster in Myanmar is to coordinate education stakeholders to respond in a timely, coherent and strategic manner to the ongoing humanitarian crises in Myanmar. This occurs through the core coordination functions of: supporting service delivery, informing strategic decision making and planning and developing strategy, monitoring and evaluating the performance of the Cluster, building national capacity in preparedness and contingency planning, engaging in advocacy, and advancing accountability to affected populations.

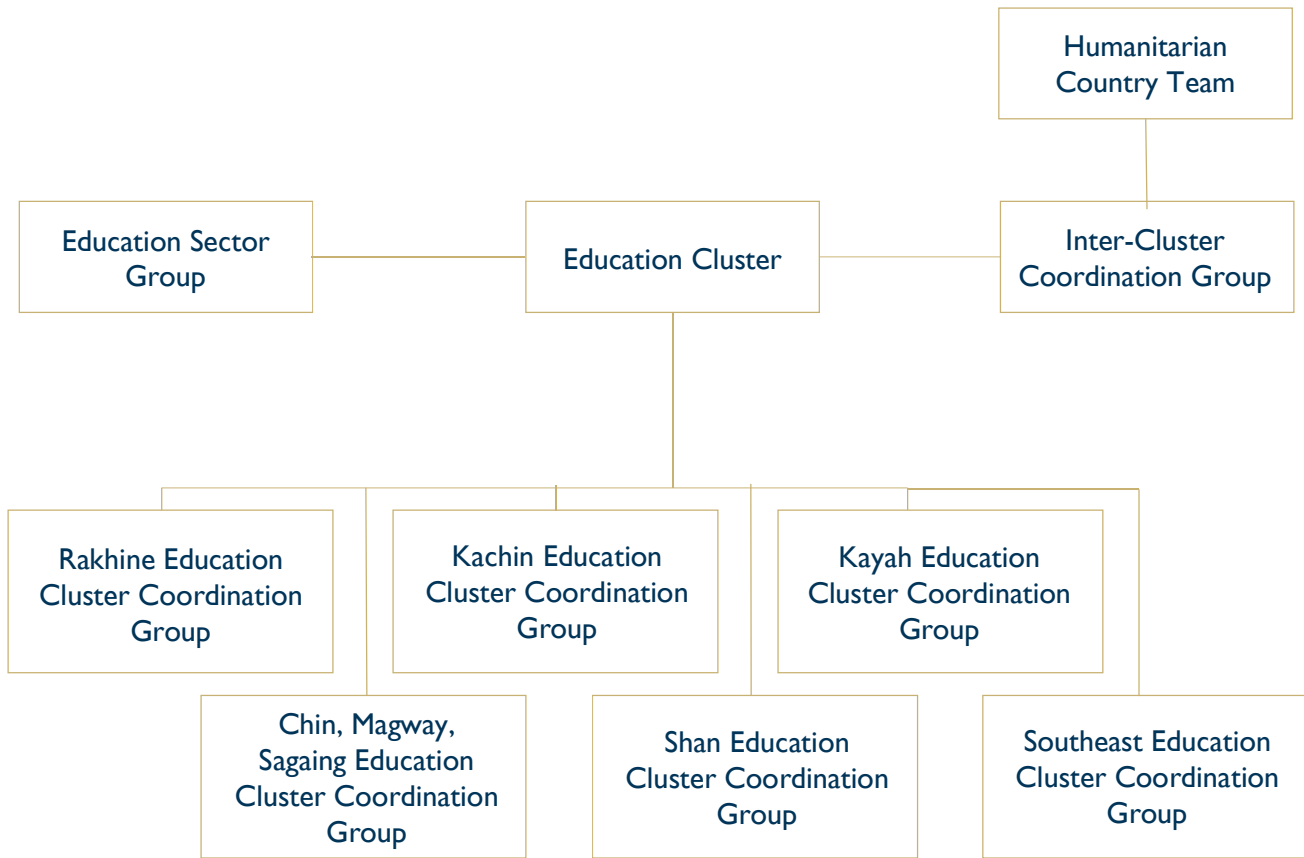
The Myanmar Education Cluster is co-led by Save the Children and UNICEF. It is supported at national level by a Cluster Coordinator, Information Management Officer, and Coordination Specialist, through funding of the co-lead agencies. The Education Cluster has a Strategic Advisory Group comprised of the co-lead agencies, two INGOS (NRC and PIN) and a vacant seat for a NNGO (as of March 2022).

The Education Cluster currently has six active Sub-National Coordination Groups. These groups coordinate responses in the following States/Regions: Chin, Magway, Sagaing, Rakhine, Kachin, Shan, Kayah, and the Southeast (Kayin, Mon, East Bago, and Tanintharyi). The Coordination Groups will each be supported by one of three dedicated (full-time) Sub-National Education Cluster Coordinators, who will step into roles which so far had been double-hatted by Partner program staff assuming coordination duties. The three dedicated Sub-National Education Cluster Coordinators are co-hosted by FCA and PIN (for Kachin and Shan), NRC and ADRA (for Kayah and the Southeast), and Save the Children and UNICEF (for Rakhine and Chin, Magway, Sagaing).

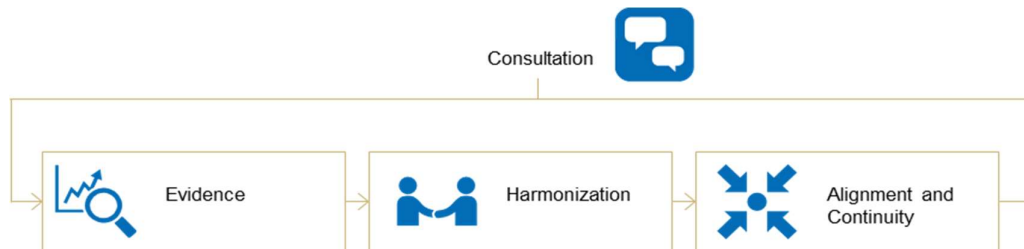
The Education Cluster participates in the Inter-Cluster Coordination Groups (ICCG) at national and sub-national levels. Through the ICCG and through representation of the Cluster co-lead agencies, the Education Cluster informs the strategic decision-making of the Humanitarian Country Team.

The Education Cluster is also part of the overall education sector coordination architecture, promoting a humanitarian-development-peace nexus approach. The Cluster will be part of the overall Education Sector Group and the Education Sector Representative Group. While the Education Cluster had previously held co-chaired meetings with the Ministry of Education, these are no longer taking place after 1 February 2021.

CLUSTER STRUCTURE



PRINCIPLES OF STRATEGY DEVELOPMENT



Consultation

The Myanmar Education Cluster Strategy was developed in an iterative consultative process facilitated by the Cluster. Consultations took place in national and sub-national level meetings in both Burmese and English language. Over 25 Cluster partners including CSOs, national and international NGOs, and UN agencies were involved in consultations about education needs in humanitarian settings, response activities, and actions to strengthen a coordinated response across the Cluster. Some ethnic/indigenous education providers also participated in consultations as key stakeholders. Other Cluster/Area of Responsibility Coordinators and Donors were invited to provide written feedback. The schedule of consultations can be found in Annex I. The Strategy is also informed by consultations with communities; these were harmonized by the Cluster and carried out by partners in 2021 to understand the education preferences and needs at community level, in a complex operating and political environment.

Evidence

The Education Cluster Strategy was underpinned by the evidence available and will be updated regularly based on new data. The Strategy was informed by the analysis in the 2022 Humanitarian Needs Overview and relevant sections of the Education Sector Analysis carried out with MoE leadership in 2020. In addition, a secondary data review (SDR) was done and formed the first proposal of needs to be outlined in the Strategy, which was then revised after consultations with Cluster partners and ethnic/indigenous education providers as outlined above. During the first year of Strategy implementation, the Education Cluster aims to carry out needs assessments and will then update the Education Cluster Strategy as appropriate.

Harmonization

With multiple organizations responding to the education needs of children across Myanmar, and particularly with new organizations participating in an EiE response, it is critical that there is common understanding and agreement in geographic and thematic areas. This is true across Cluster partners from CSOs to INGOs, but also among other important actors such as ethnic education providers, donors, and others. The Cluster's response plan provides a framework for all Cluster partners to build a common understanding of terminology, response objectives, activities and priorities. It can also serve as a platform for common advocacy as well as sharing and applying lessons learned across all actors.

Alignment

The Education Cluster recognizes the importance of alignment with existing education plans and that the humanitarian-development nexus is a strategic concept which guides the way of working at country level. The Cluster Strategy has been developed alongside and is very closely aligned with the Joint Response Framework (JRF); the JRF provides a common framework across the Education Sector in Myanmar, in lieu of a recognized government sector strategic plan. More information on alignment of the Cluster Strategy and JRF can be found in the Section titled 'Alignment'. The Cluster Strategy is also aligned with other key documents, such as the HRP, the UN Myanmar Socio-Economic Resilience and Response Plan (SERRP) and the Strategy for other Cluster/AoR.

NEEDS OVERVIEW

Overview of the Crisis and Its Impact on Education

There are now three layers of crises in education in Myanmar: 1) the protracted conflicts in various parts of the country that have been ongoing for decades and have been impeding the access to inclusive and quality education for different groups of children, 2) the COVID-19 crisis which resulted in school closures for over one academic year across most of the country, and 3) the military takeover which has had immediate impacts and will continue to plague an already dire learning crisis.

Most children and youth in Myanmar have thus not been engaged in organized learning since March 2020. This learning crisis affects the 11.6 million learners who were enrolled in the education system during the 2019/20 academic year, as well as adolescents and youth attending non-formal and TVET courses. There is an immediate need to increase access to learning through open platforms and learning materials, complemented by enhanced community consultations and support. The longer that children and youth's access to education is disrupted, the more likely they will suffer irreversible, long-term negative outcomes – including but not limited to higher levels of mental and emotional distress, reduced earning potential, and negative coping mechanisms.

Without access to education, children and youth have had much greater exposure to protection risks. Girls are more likely to face child marriage, adolescent pregnancy, and SGBV. Both are at greater risk of child labor, and boys are at greater risk of recruitment by armed forces, armed groups, and emerging armed actors. Inequities in learning, which then will translate to greater societal inequities, have been exacerbated during school closures. Those with better access to education are more likely to continue learning, while those who are disadvantaged – such as girls and children with disabilities in many locations – may be left out of education altogether.

Children and youth who were displaced or otherwise affected by crisis prior to 2021 were already disadvantaged in both access to and quality of education. Barriers such as lack of mother tongue-based education, enrolment in the appropriate grade level, recognition of school certificates obtained in non-government controlled areas, and socioeconomic situation meant many were already behind their peers in educational attainment. For these same reasons, they will be some of the least likely to successfully return to education without targeted support from the humanitarian community.

Scope: Geographic, Affected Population Groups, and Changing Patterns

The Education Cluster Strategy covers affected populations across Myanmar, in every State and Region. Following the HCT's new vulnerability-sensitive approach, the Education Cluster responds not only to the traditionally crisis-affected populations – those affected by armed conflict, violence, and disasters whether natural or human-made – but also other vulnerable people with humanitarian needs. The four typologies described in the 2022 HNO and followed in this Education Cluster Strategy are:

- Conflict- and disaster-affected communities, with a focus on IDPs in both protracted settings and displaced by insecurity and conflicts since February 2021
- Returned, resettled, and locally integrated IDPs
- Non-displaced stateless

- Vulnerable people with humanitarian needs: those who have lost access to education due to pandemic and takeover-related shocks and who do not have the resources to re-gain access to quality education without some support.

The table below outlines the locations of each population type at State/Region level.

Scope of Analysis Matrix

	Population Groups			
	IDPs	Returned, resettled and locally integrated IDPs	Non-displaced stateless people	Vulnerable people with humanitarian needs
Ayeyarwady	NO	NO	NO	YES
Bago (East)	YES	YES	NO	YES
Bago (West)	NO	NO	NO	YES
Chin	YES	NO	NO	YES
Kachin	YES	YES	NO	YES
Kayah	YES	YES	NO	YES
Kayin	YES	YES	NO	YES
Magway	YES	NO	NO	YES
Mandalay	NO	NO	NO	YES
Mon	YES	YES	NO	YES
Nay Pyi Taw	NO	NO	NO	YES
Rakhine	YES	YES	YES	YES
Sagaing	YES	NO	NO	YES
Shan (East)	NO	NO	NO	YES
Shan (North)	YES	YES	NO	YES
Shan (South)	YES	YES	NO	YES
Tanintharyi	YES	NO	NO	YES
Yangon	NO	NO	NO	YES

Since 1 February 2021, changing patterns of enrolment and access to learning have been taken into consideration as different needs have emerged for three distinct groups of children across the existing categories of affected populations: those going back to MoE schools under the military-affiliated State Administration Council (SAC), those enrolling in education spaces and systems outside of SAC MoE, and those remaining out of any education institution. More details on the needs of these groups are outlined below.

Summary of Key Needs

I. Children and youth in Myanmar need improved access to safe, inclusive education.

Children from all affected population groups – especially from IDP and conflict affected communities – face challenges in accessing safe, inclusive and quality learning opportunities for an assortment of reasons linked to the three layers of crises affecting education in Myanmar. Undoubtedly, many children, adolescents and youth have no access to education for **safety and protection** reasons: due to the COVID-19 pandemic, attacks on schools or need for buildings rehabilitation, their education spaces, as well as the way to and from those spaces, are not safe. Girls and boys face different risks when education spaces are not safe: girls are at greater risk of SGBV, while boys are more likely to face forced recruitment into armed groups. Education has become so politicised that sending or not sending children to SAC MoE schools can be a political act in many parts of the country and thus a threat to children and their families. Mine and explosive ordnance risks are a deadly barrier to education, with 12 States/Regions in Myanmar having risk of explosive ordnance, and some IDP communities in Rakhine, Kachin and Shan States cannot return home because mines have not been cleared in their villages. In 2021, 19 children were killed and 55 children were injured due to explosive ordnance. **Displacements** exacerbate children and families' vulnerabilities and keep them away from all modes of education. For those able to access education, many schools represent a structural danger themselves, as the almost two-year closure has had a strong impact on buildings, compounds, WASH facilities and fences; rehabilitation needs are great after the sites being abandoned for so long, and some being used as base camps or barracks by SAC troops. In Rakhine, some children cannot go to school simply because the ferries have not been repaired. This lack of access to education and the interruption of essential school-based services (school feeding, WASH, health services and protection referrals – MHPSS, gender-based violence, abuse, etc.) also imply higher health and protection risks for all affected children. The impact of these access barriers to children and youth with disabilities likely have an outsized impact, especially when they must rely on alternative learning modalities which may not be accessible. Children with disabilities were already much less likely to access education: a UNICEF study in 2018 reported that 47% of children with disabilities were out-of-school. Barriers include negative attitudes towards disabilities, inaccessible environment and lack of support services, inadequate teaching/learning materials, lack of training and low capacity among teachers to support children with disabilities.

In terms of **learning**, different assessments and sub-national consultations identified a number of challenges that affect children's access to education and these include: the **lack of teachers and opportunities to engage in all types of learning** – early childhood, primary and secondary education, as well as out-of-school-children's programs, non-formal-education and life skills programs. By the end of 2021, schools under the SAC MoE had been open since 1 November, after re-opening and then closing earlier in the year, in all but the 46 townships where COVID-19 restrictions remained. Anecdotal evidence suggested significant variations in enrolment and attendance by geographic location. A November 2021 press release

Voices from the Community

Htawshe Lum Zau from Kachin State's Waingmaw Township was among the few students to attend a state school in state capital, Myitkyina, on June 1. After losing a year of education to the pandemic, he was eager to enrol so he could resume his studies, he said. "I'm getting older and getting left behind in my education," the tenth grader told *Frontier*. However, a few days into the academic year, he dropped out. "I didn't feel safe while I was studying in the Myanmar government school after the coup. I was always worried that somebody could place a bomb," he said.

[Amid education boycotts, ethnic schools help to fill the gap. Frontier Myanmar.](#)

Voices from the Community

"To be honest, I don't see any reason to think too much about whether to send my kid to school right now. I don't care if the schools have reopened. I'm not letting my child learn under a dictatorship," said Khant Lu Aung, the father of a high school student in Mandalay.

[School reopening greeted with criticism from parents and teachers. Myanmar Now.](#)

from the SAC Ministry of Information stated that all schools from Grade I to II (except those in 46 townships) had reopened enrolling over 473,000 students, which is a very low number for the remaining 284 townships and compared to the 11.6 million learners enrolled in the education system during the 2019/20 academic year. Later information indicated that attendance at schools now under SAC MoE was around 40 percent on average across the country, but ranging from nearly 100 percent in Rakhine State to almost zero in Kayah State. The press release also stated that as some teachers had not returned to work due to the social disturbances and fear for their safety, nearly 7,000 new teachers had been recently appointed to make up for the shortfall. This, however, did not make up for the 125,900 teachers dismissed earlier during the year. Fear for their safety due to violence, fighting and mine risks, but also participation in the civil disobedience movement (CDM), resignations, dismissals, funding gaps, freezes in public salaries/volunteer teachers' financial incentives, banking systems disruptions and a significant decrease in students' attendance explain this severe lack of teachers at all levels of the education systems. In non-government controlled areas in Kachin, Shan, and Kayah States, the long-standing schools affiliated with ethnic armed organizations saw a surge in enrollments as children from government controlled areas seemed to move into the ethnic education systems. This leads to a need for more teachers in NGCA schools and significant difficulty in maintaining standards for COVID-19 prevention. Locations with ongoing armed conflict, which were not part of the 46 townships with COVID-19 restrictions, were among the least likely to have significant portions of children reported to be enrolling in education.

While most children in Rakhine State are returning to SAC MoE schools, a large number of **Rohingya children still do not have access to any government education**. In northern Rakhine State, communities either rely on schools that have to be supplemented with community teachers, or entirely on community-provided education. For Rohingya children in nearly all the 2012 IDP camps (23 of 26), their only access to learning is through the primary-level TLCs operated by EiE partners.

Children who have been displaced in armed conflicts after the military takeover are often located in areas which are difficult to access, and may have reduced **access to Internet or phone** due to either coverage or increased cost of data. They also have different displacement patterns than the long-term displaced in Kachin and Rakhine, either with **multiple displacements** and/or with displaced populations not residing in camps. This presents a significant challenge to supporting these populations to continue learning. There are few physical materials which can be carried in the case of multiple displacements, and online education is rarely a possibility.

Furthermore, **lack of home-based learning and self-study/open learning materials**, dropouts due to year-long school closures and limited access to electricity and Internet affect most children and youth in Myanmar, which contributes to the general decline of opportunities to engage in learning. All these factors are exacerbated for children from IDP communities and returned & resettled IDP communities due to displacements and/or additional access concerns, and lack of capacity of communities & local education providers. Displaced & non-displaced stateless children face another layer of constraints due to their status and continuous lack of access to government education. Similarly, while some inclusive self-study materials have been developed, children with disabilities do not have sufficient ability to continue or re-start their education.

Economic barriers in most communities also play a substantial role in the lack of access to education, as so many families have lost their income and cannot afford their children to learn and/or pay for school supplies. Even in cases where no school fees exist, families often still have to pay for transportation, tuition fees, and supplementary materials like notebooks, pens, and pencils. Some communities have no financial means due to displacements, resignations, dismissals, inflation and/or banking systems disruptions.

Voices from the Community

"I am supporting the revolution all the best I can even though I cannot take arms. I have lost my future, I cannot continue my studies, and all I have dreamt of is in vain now. Because of Covid-19 and this political turmoil, my family business is ruined," a 21-year Mongbye young man explained his situation.

[*Unfolding Moebye \(Mongbye\) youngsters' thorny road armed revolution. Shan news.*](#)

The year-long school closures, insecurity, financial difficulties, displacements, uncertainty about the future, mental health issues and trauma have also eroded the **interest** of many children and youth in education; the prolonged school closures are expected to have a differentiated impact on girls and boys. Girls, including adolescent girls, are at risk of dropping out due to sociocultural norms resulting in more girls engaging in domestic chores, and at risk of early marriage. Boys, especially in poorer households, are at risk of being drawn into child labour, in order to support the financial needs of their families. There is an acute need in supporting vulnerable communities to **re-prioritise education** and keep girls and boys equally learning, with support particularly from local/national education partners.

2. The level of quality in education remains a key concern in most parts of Myanmar.

Nearly all of the 11.6 million school-aged children in Myanmar were without education for almost two years and this is having a long-term impact on their learning. Some primary school-aged children might never go back to school, adolescents and youth have also lost opportunities to further their education, including with technical and vocational education. Learning habits have been lost, grade levels are losing their relevance as even children who are able to go back to school are not easily placed in the **appropriate grade level**. This is an even greater challenge for children with learning difficulties or other learning needs and disabilities, as they may take longer to get back to the stage they were at previously, and parent and carers are even less likely to prioritise education for them, with the additional new challenges. Children who have been able to access remote learning face the challenge of not getting accreditation, as in the current context, children attending education outside government systems have little **recognition of learning**.

The changing patterns of enrolment and access to learning have revealed the importance of different education actors as formal and government systems have a steep decline in reported attendance. Parents and caregivers now have a more central role in supporting their children's education, given that not even half of children enrolled in government schools in 2019 have enrolled in 2021. Parents, caregivers, educators, all require support to adapt to the new education situation in Myanmar. Volunteer teachers and community facilitators continue providing education to children, but need **resources and capacity building** to adjust to children who must learn at home or in smaller community settings given the COVID-19 and security concerns of traditional education systems. **Strong engagement with parents and community leaders** is required to ensure children return to learning. Families are requesting support for **teaching and learning materials** in nearly all locations. Communities and local partners play a vital role in continuing life-saving access to education and need to be supported to provide this safely and according to agreed standards. In Chin, Magway, Sagaing, Kachin, Shan, Rakhine, Kayah and the South East region, community and volunteer teachers sometimes have access to one-off training sessions but not structured and holistic **training programs**. Such programs should include sessions on pedagogy, new curricula, school & classroom management, MHPSS and SEL, comprehensive sexuality education, gender-based violence and child safeguarding, and should be conducted face-to-face as online sessions provided during the COVID-19 pandemics do not offer a satisfying level of quality control – when they are available. Trainings at the moment also often lack an element for mentoring and peer support. Volunteer and community teachers in sites where families have been newly displaced especially and urgently need support, as well as in IDP camps.

For all states and regions, the question of **learners with disabilities** is critical as not enough support is available and as the three-layered crisis affects learners with additional vulnerabilities even more severely. Better awareness, more resources, material and training are urgently needed to achieve inclusive education. Education must also be better connected to medial and rehabilitative services for children and youth with disabilities. The changing patterns of access to learning, and the potential improved engagement with communities and local education partners are an opportunity for the Cluster to further integrate inclusive education in its approach, in terms of disability as well as **gender**. This is also a chance to provide more opportunities to engage in **mother tongue-based education** as communities – especially mobile and remote communities – need to be more able to support their children's learning and as not enough has yet been implemented to support mother tongue-based education. In some communities in Rakhine for

example, existing indigenous learning materials could be used and integrated, which would give these communities more independence in terms of education.

The development of **self-study & open learning materials** responding to the education and **MHPSS** needs of different communities is indispensable. In such a context of fear, violence, and trauma, support to the social-emotional wellbeing of children and youth has to be integrated in all learning situations, taking into consideration the changing patterns of enrolment and access to education. This requires adapted materials accompanied by tailored training for communities, local and national education partners.

3. Communities and local/national education partners need dedicated support to increase capacity for a resilient, quality education response.

Parents, caregivers, educators, CSOs and NGOs face a multitude of challenges in all states and regions due to the lack of access to education for **safety and protection reasons**. Many communities have no ability to create safe learning spaces and they actually face security risks in providing community level education, especially in IDP/returned & resettled IDP communities and host communities where the presence of armed forces is a constant threat. Youth in particular face constant threat of arbitrary arrest. These communities do not have reliable access to **learning materials nor capacity building** to support children and youth to learn at home or in small settings, and they are not familiar with EiE standards and background. The lack of awareness and/or interest, as well as the fear to form groups due to the conflict dynamics, impedes the organisation of **PTAs and education management committees**, which means there is **little or no engagement with parents and community leaders** to ensure children return to learning and no measures to prevent **child labour, early marriage, and recruitment to armed groups**.

In some areas, an increasing number of families opt to send their children to the schools of **ethnic/indigenous education providers**, but often the providers lack resources to accommodate the large increase in students. These systems also are dealing with greater disruption in education provision due first to the pandemic and then due to armed conflict and displacement, and may require support for further strengthening preparedness and response.

Disruptions to the banking sector and difficulty with cash availability has limited the ability for volunteer educators to safely and **sustainably receive incentive payments**; partners also face challenges with cash and banking related to procurement and payment of staff. Caregivers, community members and parents involved in supporting children's learning do not yet have consistent access to **MHPSS**, which would allow them to provide children with the socio-emotional support they deserve.

Access constraints remain a top concern in delivery of humanitarian assistance. Check points, travel and/or COVID-19 restrictions, remoteness of areas, loss of access due to armed conflict and insecurity render support to vulnerable and marginalised communities extremely challenging.

Voices from the Community

Community views toward ethnic schools also appear to be shifting. "Parents and the Mon public started to understand that we cannot solely depend on the government for our education, and that we need to build ourselves too," said Min Aung Zay of the Mon National Education Committee. "Our schools are safer for education and parents are trusting us now."

[Amid education boycotts, ethnic schools help to fill the gap. Frontier Myanmar.](#)

Support for local and national partners, often the first responders and the ones bearing the risk in regards to security concerns, are wholly insufficient given the complex context. **Decentralisation and localisation** would address the fragmented nature of education at this time, and recognize the reality that communities are already taking action in many cases to restore education. Strengthening the existing capacities of communities, local CSOs, and national NGOs and providing support to build capacity according to their identified needs will make education in Myanmar more resilient for all future crises,

whether related to politics, armed conflict, or climate change. The EiE **monitoring** systems are not yet able to support planning, decision-making, and quality assurance in the new reality. This must also include filling the gap of data disaggregated by gender, disability, and other types of diversity. **Innovations** – such as small grants or other funding mechanism to partners to expedite the process of implementation, and expanding EiE networks to CSO and monastic education groups through knowledge exchange initiatives – need to be developed. The provision of school feeding onsite or community based, for example, could mobilize local actors, support children to keep learning and address food insecurity.

While contingency plans are in place for the Education Cluster Coordination groups in Kachin State and the South East region, **contingency plans** in other areas, including the four other sub-national Education Cluster coordinating groups, remain a gap.

CASELOAD AND PRIORITIZATION

An estimated 5.4 million in Myanmar are in need of humanitarian assistance for education, and the Education Cluster aims to reach 1.4 million in 2022, aligned with the 2022 Myanmar Humanitarian Response Plan (HRP). This includes assistance for early learning, formal and non-formal basic education, and technical and vocational education for adolescents and youth. The Education Cluster also aims to reach educators and the parents and caregivers of crisis-affected and other vulnerable children and youth.

Those identified as in need of humanitarian assistance includes those who are crisis-affected and included in previous HRPs and EiE Strategies; internally displaced people (IDPs) and host communities; returned, resettled, and locally integrated IDPs; and non-displaced stateless Rohingya. The 2022 HRP and 2022-2025 Education Cluster Strategy also identifies other vulnerable populations with humanitarian needs: these are those who have lost access to education due to pandemic and military takeover-related shocks and who do not have the resources to re-gain access to quality education without some support.

The Education Cluster will prioritize the needs of the most vulnerable among those with humanitarian needs. This will include consideration of the overall severity rankings at township level, outlined in the 2022 Humanitarian Needs Overview (HNO). It will also take into account specific forms of marginalization, with an emphasis on reaching children and youth with disabilities, as well as meeting the specific needs of girls and boys, women and men. Communities in remote areas, in areas with active armed conflict, and families with the least resources will also be prioritized within the response.

The table below provides the Education Cluster’s estimated number of people in need and targeted in the 2022 HNO and HRP. It is based on limited data and will be refined with needs assessments to take place in 2022, and will be updated to align with the HNO and HRP in subsequent years.

Table 1: Estimated People in Need and Targeted

	TOTAL		PEOPLE TARGETED (BY STATUS)				BY SEX, DISABILITY & AGE OVERALL AVERAGE	
	People in need	People targeted	Crisis-Affected (IDPs)	Returned, Resettled, & Locally Integrated IDPs	Non-Displaced Stateless	Other Vulnerable with Humanitarian Needs	% female, % disability*	% children aged (3-5), (5-17), (18-25) and adults *
Ayeyarwady	435,270	87,050	0	0	0	87,050	51% 15%	5 84 7 4 %
Bago	444,410	89,530	870	0	0	88,670		
Chin	136,600	41,140	10,1700	0	0	30,970		
Kachin	196,910	92,840	37,640	9,790	0	45,420		
Kayah	120,120	52,940	33,320	0	0	19,620		
Kayin	199,880	82,110	27,490	0	0	54,620		
Magway	365,170	75,290	3,160	0	0	72,130		
Mandalay	520,120	104,020	0	0	0	104,020		
Mon	218,410	43,990	410	0	0	43,580		
Naypyitaw	37,510	1,880	0	0	0	1,880		
Rakhine	361,280	203,780	61,470	820	132,120	9,360		
Sagaing	846,300	173,260	5,610	0	0	167,660		
Shan	715,320	242,840	11,530	1,310	0	230,000		
Tanintharyi	261,150	52,470	330	0	0	52,140		
Yangon	514,670	14,000	0	0	0	102,930		
TOTAL	5.4m	1.4m	191,990	11,920	132,120	1,110,050		

* The global average of persons with disabilities is 15 percent

* Adults includes education personnel, parents and caregivers

RESPONSE FRAMEWORK

The **overall objective of the Education Cluster Strategy, aligned with the Education Sector Joint Response Framework (JRF), is to ensure that children and youth in Myanmar re-engage in quality, meaningful, inclusive and gender-responsive learning in safe, protective environments.** The Education Cluster maintains a focus on those with humanitarian needs across Myanmar, and will respond to the specific needs of girls and boys, and children and youth with disabilities.

Because this is a three-year Strategy in a challenging and rapidly evolving political and operating environment, the Education Cluster Strategy uses a **two-phased approach**, again aligned with the JRF.

The **first phase** includes strategic options defined on the assumption of a baseline scenario. In this scenario, which reflects the situation during the development of the Strategy at end of 2021/beginning of 2022:

- The political environment is characterized by no engagement with SAC-led MoE/MoST at all levels except that strictly needed for humanitarian access, low public trust in SAC-led MoE/MoST structures including schools and TVET institutes under their management, and high security concerns.
- The operating environment is characterized by low attendance rates by both students and teachers in SAC-led MoE/MoST schools and TVET institutes, reluctance transpiring in community opinions to attend SAC-led MoE/MoST schools, increased enrolment in ethnic education systems, greater reliance on and new efforts for community-provided education, public interest in NUG's education offer, limited access to children and youth, caregivers and educators in conflict-affected areas and in urban and peri-urban areas, COVID-19 related restrictions, disruptions in communication services, and lack of functioning bank services.

The duration of the first phase will vary by geographic region. Only if and when conditions allow for delivery of support to SAC-led MoE/MoST schools and TVET institutes, which may change at different times in different places according to community consultations, can a shift to Phase 2 be considered.

The **second phase** will start progressively in some regions and localities, if and when conditions allow. The second phase will take into consideration two scenarios:

Scenario 1 will be a continuation of the current political and operating environment (baseline scenario). In this scenario, the strategic options put in place during the first phase may simply be continued or scaled up. Scenario 2 is an easing of the political and operating environment compared to the baseline. In Scenario 2:

- The political environment is characterized by a political engagement with a wide range of stakeholders, a higher degree of willingness by students and teachers to attend SAC-led MoE/MoST schools and TVET institutes and by the possibility to engage with SAC-led MoE/MoST schools and TVET institutes with the minimum criteria for engagement as well as with SAC MoE/MoST authorities at sub-national level on a case-by-case basis, when a case is made that the benefit will primarily accrue to the people and not the authorities.
- The operating environment is characterized by a large number of education institutions reopened and functioning in terms of education service delivery, COVID-19 prevention measures in place in education institutions, the possibility to obtain permits (TAs, visas, etc.) and access to beneficiaries, and a higher level of functionality of telecommunications and banking services.

The Response Framework is also aligned with the 2022 HRP – the objectives, indicators, and targets are all derived from the Cluster's monitoring framework in the 2022 HRP. **Given the evolving situation, the Response Framework will be reviewed and updated annually**, on the same timeline as the development and finalization of each year's HRP and alongside reviews and updates to the JRF.

The Response Framework and overall Education Cluster Strategy will follow the **principles and approaches** outlined below across all implementation:

- Education Cluster will strive for a comprehensive do-no-harm approach in all activities, with full consideration of conflict sensitivity and the centrality of protection.
- It also prioritizes a rights-based approach, with particular focus on the right to education, and parents’ right to choose the kind of education that shall be given to their children.
- The Education Cluster will promote inclusion – including gender inclusion and disability inclusion – acknowledging the diverse, specific, and intersectional education needs of girls and boys, and young women and men, while recognizing the socio-cultural realities the Cluster operates within that reinforce inequalities and social injustice
- To ensure conflict sensitivity and the right to education of choice, the Education Cluster will regularly carry out consultations with communities to inform programming. Such consultations and resulting decisions for programming shall include protection risk analyses.
- The Education Cluster additionally maintains the four humanitarian principles of humanity, neutrality, impartiality, and independence.

Humanity	Neutrality	Impartiality	Independence
Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.	Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.	Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions.	Humanitarian action must be autonomous from the political, economic, military or other objectives that any actor may hold with regard to areas where humanitarian action is being implemented.

- The Education Cluster additionally aligns to the principles of engagement agreed in 2021 by the Cooperation Partners Group and UN Country Team.

The Response Framework below outlines the objectives, sub-programmes, activities and indicators for Phase 1 only. It highlights what the Education Cluster is committed to monitor quarterly through the Education Cluster Monitoring Tool (ECMT). The full set of programmes, sub-programmes, and activities which the Education Cluster will support can be found in Annex 2. The table in Annex 2 is taken directly from the JRF. As noted above, the Response Framework will be reviewed and updated annually in line with the humanitarian programme cycle, especially regarding its targets and activities. Activities which will be undertaken collectively as a Cluster to improve capacity, quality, and reach of the Cluster are outlined in the sections ‘Operationalizing the Framework’ and ‘Monitoring Plan’.

Cluster Objective 1

SUMMARY OF NEED(S)	SOURCE(S)
Children and youth are unable to access education safely and reliably due to protracted or recent displacement, the barriers imposed by statelessness, and/or the combined effects of the COVID-19 pandemic and military takeover and resulting political and economic crisis. Gender and disability add another dimension of specific barriers to education.	2022 HNO 2021 EiE Community Consultations 2020 Education Sector Analysis
CLUSTER OBJECTIVE 1:	Aligns with JRF Strategic

Crisis-affected and other vulnerable children and youth with humanitarian needs have continued access to safe, inclusive, quality learning opportunities	Objective 1 Supports HRP Strategic Objectives 1 and 2
Outcome Indicator(s):	Target
I.1: Number of crisis-affected and other vulnerable children and youth (ages 3-25) with humanitarian needs able to access education spaces (formal/non-formal) and/or skills development courses	810,260 413,235 female 121,540 children and youth with disabilities

Sub-Programme Objective ¹	Activities ²	Output Indicator	Target
Ensure that socio-economic barriers to education are addressed (BE)	Provide in-kind support with supplementary, age-appropriate, and inclusive learning materials (pencils, clothing, backpacks, etc.)	# of children (ages 5-17) receiving supplementary learning materials for basic education (formal and non-formal)	730,270 crisis affected and other vulnerable children with humanitarian needs
	Provide cash and voucher assistance or otherwise scale up cash transfers in areas with accessible and functioning markets	# of children (ages 5-17) receiving cash and voucher assistance related to education	
Ensure out of school children are reached and have access to learning (BE)	Provide and expand non-formal education opportunities, including non-formal primary and non-formal middle school education programmes, skills development courses, literacy and numeracy, and life skills, including child-centred DRR	# of children/adolescents enrolled in skills development courses (literacy, numeracy, life skills, etc.)	109,540 crisis affected and other vulnerable children/adolescents with humanitarian needs (out of school due to pandemic and takeover related shocks)
Ensure the most marginalized children have equitable access to education and continuity of learning (BE)	Provide and expand non-formal education opportunities, including life skills and SEL education that is targeted and tailored to girls including adolescents		55,865 crisis affected and other vulnerable girls with humanitarian needs
	Provide and expand non-formal education opportunities, including life skills and SEL education that is disability inclusive and tailored to learners with disabilities' unique needs		18,620 crisis affected and other vulnerable children/adolescents with disabilities and with humanitarian needs
	Establish TLS which are inclusive and gender responsive for children who were and continue to be displaced after February 2021, in consultation with communities and with local materials where possible	# of temporary learning spaces established	530 TLS

¹ The Sub-Programs of the Education Cluster Strategy align to the Sub-Programs of the Joint Response Framework

² The activities listed here are those which will be monitored through the ECMT (Education Cluster Monitoring Tool, a 5W); the full set of indicative activities, aligned to the JRF, is included in Annex 2

	Provision of or enrollment in ECD for crisis-affected children, in disability inclusive and gender responsive environments	# of children enrolled in ECD	5,250 crisis affected children
Ensure children and education personnel's safety is guaranteed in learning environments (BE)	Improve WASH facilities in learning spaces, with gender and disability sensitive considerations	# of education spaces with improved WASH facilities	3,030 education spaces
	Provide COVID-19 prevention materials, including masks, hand gel/soap, etc.	# of children (ages 3-17) receiving COVID-19 prevention materials through education interventions	365,135 children (ages 3-17)
	Improve safety of education spaces through emergency rehabilitation	# of education spaces with improved safety through rehabilitation	1,520 education spaces
Ensure ethnic education providers have the capacities to deliver quality education in a context of students' influx (BE)	See Annex 2 for activities, none to be monitored through ECMT		
Ensure children can transfer from one education system to another (BE)	See Annex 2 for activities, none to be monitored through ECMT		
Establish or enhance digital infrastructures required for remote learning and ensure that trainers and learners are equipped with basic ICT skills (TVET)	See Annex 2 for activities, none to be monitored through ECMT		
Promote alternative pathways while ensuring the quality of TVET (TVET)	See Annex 2 for activities, none to be monitored through ECMT		
Ensure TVET provision for vulnerable students (TVET)	Provide adapted support to crisis-affected and other vulnerable adolescents and youth , to enroll in vocational training courses, including soft-skills and business trainings, MHPSS, and the provision of learning materials	# of youth (ages 18-25) enrolled in skills development courses (literacy, numeracy, life skills, vocational training, etc.)	40,490 crisis affected and other vulnerable youth in humanitarian settings 5,200 internally displaced youth (NB: these 5,200 youth are included in target above)
Students and education personnel's safety, including COVID-19 prevention (TVET)	See Annex 2 for activities, none to be monitored through ECMT		

Cluster Objective 2

SUMMARY OF NEED(S)	SOURCE(S)
Prolonged school closures and the move to education supported more by communities has resulted in gaps in quality, particularly in regards to the need for both catch-up learning and open learning to support children to recover, continue, and supplement learning. Educators and parents/caregivers have a new role in alternative modalities for education and require capacity building to adequately fill the new role. Again, specific attention to gender, disability, and ethnolinguistic background is not yet sufficiently addressed in learning opportunities.	2022 HNO 2020 Education Sector Analysis
CLUSTER OBJECTIVE 2:	
Crisis-affected and other vulnerable children and youth with humanitarian needs receive quality, protective, and inclusive education that caters for their mental health and psychosocial needs	Aligns with JRF Strategic Objective 2 Supports HRP Strategic Objectives 1 and 2
Outcome Indicator(s):	Target
2.1: Number of crisis-affected and other vulnerable children and youth with humanitarian needs able to access open learning	574,800 293,150 female 86,220 children and youth with disabilities
2.2: Number of educators with increased capacity to provide continued learning and MHPSS ³ to children and youth	26,570 13,550 female
2.3: Number of parents/caregivers accessing guidance on open learning and MHPSS ⁴ for their children, adolescents, and youth	34,460 17,575 female

Sub-Programme Objective ⁵	Activities ⁶	Output Indicator	Target
Ensure educators are equipped with relevant capacities and receive appropriate support to deliver education in the current context (BE)	Provide emergency training, transitioning to professional development, for volunteer and community educators	# of educators attending training/PD to provide continued learning to children and youth	26,570 educators
	Reach of capacity building to be reported separately by topic, including: MHPSS and SEL, PSEA, child protection (i.e. referrals), disability inclusion, gender sensitivity, creation and use of teaching aids, digital literacy and digital teaching skills, mother-tongue based education		
Ensure education spaces have quality learning environments (BE)	Recruit and retain quality educators through provision of incentive payments for educators	# of educators supported with incentive payments or other financial support	26,190 educators
	Provide education spaces with appropriate and inclusive furniture such as desks, whiteboard/chalkboards, etc. Distribute and/or provide	# of education spaces with quality learning environments through teaching	6,965 education spaces

³ The Education Cluster will support educator capacity to provide non-specialized MHPSS and social emotional learning (SEL)

⁴ As above, the Education Cluster will support educator capacity to provide non-specialized MHPSS and social emotional learning (SEL)

⁵ The Sub-Programs of the Education Cluster Strategy align to the Sub-Programs of the Joint Response Framework

⁶ The activities listed here are those which will be monitored through the ECMT (Education Cluster Monitoring Tool, a 5W); the full set of indicative activities, aligned to the JRF, is included in Annex 2

	training on teaching aids, with an emphasis on those which support inclusive education	materials furniture	
Ensure learning resources and modalities are context-responsive, equity-focused, and based on some minimal form of learning assessment (BE)	Develop and disseminate supplementary open learning materials	# of children (ages 5-17) accessing hard-copy or digital open learning materials	517,320 crisis-affected and other vulnerable children with humanitarian needs
	Build capacity of parents/caregivers and community members to support the use of open learning	# of parents/caregivers accessing guidance on open learning and MHPSS for their children	34,460 parents/caregivers of crisis-affected and other vulnerable children with humanitarian needs
Ensure students' protection and wellbeing through the provision of SEL and MHPSS, and other protection interventions (BE)	Provide capacity building on child safeguarding and protection to educators, community members, and education actors	# of educators attending training/PD to provide continued learning to children and youth (specific topics of training/PD to be reported, see above)	At least 50% (13,285) of the overall target of 26,570 educators receiving training/PD
Ensure the most marginalized children benefit from quality education (BE)	Build capacity for mother tongue education, disability inclusion, gender sensitivity, etc.	# of educators attending training/PD to provide continued learning to children and youth (specific topics of training/PD to be reported, see above)	At least 50% (13,285) of the overall target of 26,570 educators receiving training/PD
Ensure that the curriculum is aligned with the markets needs and is easily adaptable to the evolution of the market (TVET)	See Annex 2 for activities, none to be monitored through ECMT		
Ensure students have relevant training and skills, aligned with evolving market needs (TVET)	Support the provision of soft skills including MHPSS, SEL and life skills (e.g., dealing with conflict in workplace, communication skills, goal-setting, etc.) as part of TVET	# of youth (ages 18-25) enrolled in skills development courses which include MHPSS, SEL and/or life skills	10,120 crisis-affected and other vulnerable youth with humanitarian needs
Ensure assessment, certification and quality assurance of TVET training (TVET)	See Annex 2 for activities, none to be monitored through ECMT		
Ensure trainers have relevant capacities to teach in the changed environment (alternative education, open learning, remote learning, etc.) (TVET)	See Annex 2 for activities, none to be monitored through ECMT		

Cluster Objective 3

SUMMARY OF NEED(S)		SOURCE(S)	
Communities and local/national education partners do not have sufficient capacity nor resources to meet the new education needs resulting from the pandemic and military takeover. Data and local-level systems for education management, as well as preparedness and resilience to further shocks, is insufficient. Both require capacity building and flexible funding.		2022 HNO 2020 Education Sector Analysis	
CLUSTER OBJECTIVE 3:			
The capacity of communities and local/national education partners is strengthened to support safer, coordinated education that monitors and responds to identified needs, and mitigates impacts of shocks and crises		Aligns with JRF Strategic Objective 3 Supports HRP Strategic Objective I	
Outcome Indicator(s):		Target	
3.1: Number of Cluster partner staff with increased capacity for education in emergencies, PSEA, and/or AAP		200 <i>102 female</i> <i>30 partner staff with disabilities</i>	
3.2: Number of education committees with increased capacity for protection, safety, and/or the well-being of children		700	
3.3: Number of education contingency plans in place at sub-national levels		6	
Sub-Programme Objective ⁷	Activities ⁸	Output Indicator	Target
Ensure data on enrolment, attendance, completion rates and learning outcomes in the different service delivery systems is collected to inform JRF programming (BE)	See 'Monitoring Plan' and Annex 2 for activities, none to be monitored through ECMT		
Ensure implementation can rely on a network of CSOs/NGOs with capacity to implement and absorb financial resources (BE)	Strengthen the capacities of CSOs, NGOs, and local partners for: education in emergencies, including quality of education; advocacy and other technical coordination support to mobilize funds; human resource and financial management; explosive ordnance risk education; PSEA and AAP	# of Cluster partner staff receiving capacity building for education in emergencies, inclusion, PSEA, and/or AAP	200 local and national staff Topics of capacity building to be tracked Disaggregation to occur for staff from women-led organizations and organizations of people with disabilities
	Expand training on basic concepts and principles of inclusive education, and Washington Group Child Functioning Module to education actors		
Ensure the Cluster Strategy/JRF	See 'Monitoring Plan' and		

⁷ The Sub-Programs of the Education Cluster Strategy align to the Sub-Programs of the Joint Response Framework

⁸ The activities listed here are those which will be monitored through the ECMT (Education Cluster Monitoring Tool, a 5W); the full set of indicative activities, aligned to the JRF, is included in Annex 2

is underpinned by a robust monitoring and quality assurance system (BE)	Annex 2 for activities, none to be monitored through ECMT		
Ensure community-level education is strengthened and parents/caregivers are adequately accompanied to support their children's learning (BE)	Build capacity of education committees/PTAs to maintain safe education spaces, for education management, for continuity of learning, etc.	# of education committees with increased capacity for protection, safety, and/or the well-being of children	700 education committees
Prepare education actors and community-level systems to continue education in case of disruptions through contingency planning and disaster risk reduction; particularly build capacity of focal points such as volunteer teachers or study guides (BE)	Increase capacity of education actors (EiE organizations, monastic and ethnic education providers, etc.) to prepare and implement costed contingency plans adapted to the specific needs of local levels	# of education contingency plans in place at sub-national levels	6 contingency plans developed by sub-national Education Cluster Coordination Groups
At national, sub-national, and community levels, ensure the provision of education and other services is coordinated, effective, and efficient (BE)	See 'Operationalizing the Framework' and Annex 2 for activities, none to be monitored through ECMT		
Ensure capacity-building of TVET actors and integrate TVET in all major education interventions	See Annex 2 for activities, none to be monitored through ECMT		
Foster coordination mechanisms and platforms across stakeholders for the effective implementation of TVET programmes	See 'Operationalizing the Framework' and Annex 2 for activities, none to be monitored through ECMT		

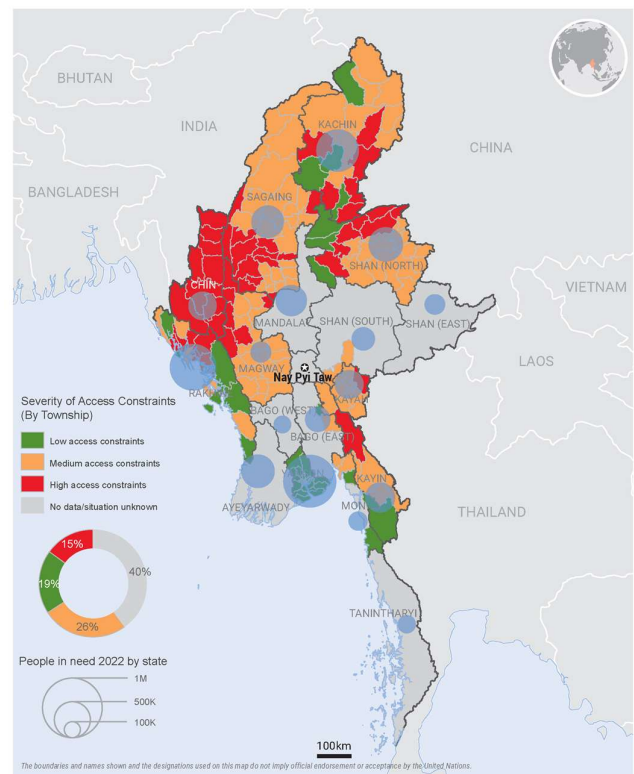
OPERATIONALIZING THE RESPONSE FRAMEWORK

Confronting Operational Constraints

Since the military takeover and the ensuing political crisis, the majority of partner engagement with the SAC MoE has been paused. While it is widely recognized that there are increasing needs to support the continuity of learning, the complex political and operational environment characterized by an increased politicization of education makes education partners' interventions extremely challenging.

In many locations within Myanmar, the security situation has deteriorated, which means accessing the most vulnerable populations in crisis-affected areas, especially in the Southeast and Northwest, is increasingly challenging. It is also important to note that the context on the ground greatly varies from one region to the other, and even within regions, both in terms of security and tensions in and between communities, and that COVID-19 has further contributed to making access and logistics problematic. In such circumstances, there are serious risks inherent to targeting without doing harm and monitoring has become increasingly challenging, notably when it comes to ensuring the support reaches the intended beneficiaries. Significant limitations remain when it comes to implementing distance learning programmes, notably due to issues with mobile and broadband data use. Another key implementation challenge that was highlighted is the lack of capacity of the banking sector and cash availability, with serious consequences on procurement and on payment of staff. This also has an impact on ability to provide cash assistance, although in some cases, cash assistance is still more feasible given physical access constraints for transportation and distribution of materials.

Humanitarian access overview map



Humanitarian Overview Access Map: 2022 Myanmar HNO

The key question for partners in this context remains how to support education in a context of limited engagement with education authorities. The SAC MoE is highly centralized, which would make it difficult to provide direct support to schools without engaging with the Union Ministry in some way. Therefore, as the bulk of the support is likely to be channeled directly through CSOs/NGOs consortia and/or ethnic service providers, one important consideration to take into account is the capacity of in-country partners to absorb and manage large scale grants, which points to the need to strengthen the capacities of non-government local partners including PTAs to manage larger scale grants and implement quality education interventions. Another challenges to take into consideration in this context is the increasing pressure placed on CSOs to work with military authorities at the local level, including increased surveillance on CSOs, as well as challenges in the MoU renewal/extension process as authorities attempt to establish greater controls around monitoring, publications, assessments, and reporting with third parties, forcing local CSOs to remain unregistered or not seek registration renewal.

The Education Cluster will address these constraints by working with other Clusters and Sectors, raising key issues to the Humanitarian Country Team, and both assessing risks and ensuring risks are mitigated in collaboration with local partners, rather than risks being transferred to the local and national responders.

Localization

Localization is a standing priority for the Education Cluster, and is urgently required both given the operational constraints and as the best path to greater resilience and sustainability of response in an unpredictable future. To localize means to recognize, respect, and strengthen the independence of leadership and decision-making of local and national actors, with the effect of better addressing the needs of affected populations.⁹ Localization for the Myanmar Education Cluster will focus on the following:

- Improving the outreach of the Education Cluster, with a focus on the Cluster’s relevance and capacity to support existing activities of local and national organizations, and their networks, providing an EiE response. Outreach will include a focus on engaging with organisations for persons with disabilities and women-led and womens rights organisations;
- Strengthening understanding and skills related to education in emergencies and overall humanitarian action across all contributing organizations, particularly working with any new, local, and/or non-traditional EiE partners based on their own identified needs;
- Mobilizing funding for local and national partners, advocating with donors for only the reporting requirements which are feasible in the current operating environment; and supporting the organizational development of partners to meet proposal and funding requirements;
- Increasing two-way communication and information sharing between local and national partners and the Education Cluster, particularly to facilitate advocacy for local-level needs with national-level actors (e.g. the HCT); this will particularly be supported through full-time Sub-National Education Cluster Coordinators. The Education Cluster will also aim to provide more channels to donors for local and national partners.

Inter-Cluster Collaboration

Education naturally requires collaboration with other Clusters and Areas of Responsibility (AoR) in order to fully serve its life-saving function. Several paths for improving collaboration across all Clusters/AoR were highlighted by Education Cluster: better harmonize data collection including 5Ws, 3Ws, and needs assessments, improve information sharing in inter-cluster fora, and create standard procedures between the Clusters. The table below additionally provides indicative activities for collaboration between Education Cluster and other Clusters/AoR.

Cluster/AoR	Indicative Activities for Collaboration
Food Security & Livelihoods	<ul style="list-style-type: none"> • Food (in-kind and cash) distribution linked to education • Coordination for vocational education/trainings • ‘School’ feeding and gardening
Health	<ul style="list-style-type: none"> • Health literacy education • COVID-19 prevention • Linkages to provide assistive devices as well as medical and rehabilitative services for children and youth with disabilities
Nutrition	<ul style="list-style-type: none"> • Food (in-kind and cash) distribution, with nutrition-specific assistance, linked to education • ‘School’ feeding and gardening • Education and awareness raising related to nutrition and food safety
Protection	<ul style="list-style-type: none"> • Report and share protection concerns and access barriers to

⁹ From “Inter-Agency Toolkit for Localisation in Humanitarian Action” available [here](#)

<ul style="list-style-type: none"> • Child Protection in Emergencies AoR • GBV Sub-Cluster • Mine Action AoR • MHPSS WG 	<ul style="list-style-type: none"> education services with the Protection cluster and participate in joint analysis • Child protection and safeguarding capacity building for educators, parents/caregivers, and community members • Case referrals for child protection • CP-EiE joint or integrated data collection, and analysis – including for assessments, PIN calculation, and prioritization/targeting • CP-EiE joint response for child-specific support within rapid response mechanisms • Strengthened collaboration for monitoring and reporting attacks on education (including use of education spaces), including among both partners and educators and through increased awareness of CTFMR hotline • Capacity building of educators, parents, community members, youth and children related to awareness, prevention, and reporting of six grave violations against children in armed conflict (including and beyond attacks on education) • Preparedness and SOPs for attacks on education • Trainings related to conflict sensitivity, protection mainstreaming, and do no harm for partners and Child Protection Monitors • Capacity building for prevention of gender-based violence with educators, parents/caregivers, and community members • Case referrals for GBV • Analyse access to and physical safety of learning environments to identify GBV risks • Explosive ordnance risk education • Case referrals for victim assistance in explosive ordnance incidents • Standard approaches to MHPSS for children, youth, educators, and other adults • Capacity building for Basic Psychosocial Skills, psychological first aid (PFA), and other MHPSS-related non-specialized services • Case referrals for specialized MHPSS services
<p>Shelter/ Camp Coordination and Camp Management / Non-Food Items</p>	<ul style="list-style-type: none"> • Notify construction of TLS and agree standards for construction, particularly regarding gender sensitivity and disability inclusion • Ensure child and education specific data collection by camp management
<p>WASH</p>	<ul style="list-style-type: none"> • Improvement and installation of gender-sensitive and disability-inclusive WASH facilities • Provision of menstrual hygiene products and disposal units for girls • Other forms of COVID-19 prevention • Ongoing WASH maintenance at TLS • WASH sensitization/education for children, youth, educators and other adults

Partnerships within the Education Sector

The Education Cluster will also strengthen its partnerships with other stakeholders in the Education Sector. This will be facilitated by the re-structuring of the overall Education Sector coordination mechanism to improve its alignment to the development-humanitarian-peace nexus. Within the Education Sector, the Cluster will aim to strengthen collaboration with:

- **Donors** through providing regular updates, facilitating communication between Cluster partners and donors, and increasing capacity for partners to engage with donors.
- **Ethnic education partners** through engagement at the sub-national level, information sharing, trust building, and identification of shared priorities and activities. Engagement with ethnic education providers will be accompanied by engagement with Literature and Culture Committees (LCCs).
- **Faith-based education providers** through raising awareness of the Education Cluster purpose, functions and possible benefits, and the identification of shared priorities and activities.

Cross-Cutting Themes

The Education Cluster Strategy outlines specific activities in the Response Framework and Annex 2 which advance gender sensitivity, disability inclusion, and prevention of sexual exploitation and abuse (PSEA). Specific joint activities across the Cluster were highlighted during consultations:

- **Gender sensitivity**—increase awareness of gender-specific barriers to education and address stereotypes, provide capacity building for gender inclusive teaching which is adapted to the location, share widely good practices and resources, disaggregate data by gender, build relationships with women-led organizations, and bring men and boys into activities and trainings, along with women and girls.
- **Disability inclusion**—increase awareness of the rights of people with disabilities including the right to education, provide capacity building for disability inclusive teaching, develop and share good practices and resources for disability inclusion, disaggregate data by disability with training on Washington Group questions as starting point; build relationships with organizations of people with disabilities.
- **PSEA**—improve readiness and capacity in education spaces and among partner organizations for child safeguarding, institutionalize codes of conduct, ensure protocols are in place in case of violations, including developing and implementing complaint response mechanisms (also noted in ‘Accountability to Affected Populations’ section)

Protection will also be mainstreamed, in line with the indicative tables outlined for the Cluster/AoRs.

Quality Preparedness and Response

Preparedness and Contingency Planning

The Education Cluster will work toward an increase and improved quality of preparedness and contingency planning.

- **Sub-national level contingency and preparedness planning:** The Education Cluster will continue the development and implementation of preparedness and contingency plans at sub-national level. Contingency plans will be developed for the four remaining Sub-National Coordination Groups (adding to the Education Cluster’s Kachin Contingency Plan and Southeast Contingency Plan). All plans will be improved by adding more details in the SOPs and triggers for use of the plan, linking them more to other Cluster and inter-Cluster preparedness plans, and resourcing implementation and practice of the plan through trainings and tools.
- **Pre-position supplies and increase cash/voucher assistance:** The Education Cluster will also aim to increase the number and strategic location of pre-positioned supplies for a more rapid response to new crises. To do so, challenges related to warehousing and donor requirements will need to be addressed. The Cluster will also look to increase use of cash and voucher assistance, in lieu of in-kind distributions. The Cluster will continue to collaborate with the Myanmar Cash Working Group, building on the inclusion of education expenses in the minimum expenditure basket

developed by the Cash Working Group and finalized in 2021. While banking sector challenges can make cash assistance challenging, it is in some cases more feasible than the access and security challenges related to transportation and distribution of in-kind materials. In these cases, the Cluster should support use of multi-sectoral cash, replacing need for materials transportation and distribution across all Clusters.

- **Preparedness and contingency planning at community level:** The Cluster will aim to increase information flow to communities, particularly regarding early warning and timely preparedness messaging, with considerations for disability and gender in how information is shared. The Education Cluster will also give more priority to preparedness, contingency planning, and disaster risk reduction in education spaces.

Quality Education Response

The Education Cluster identified several thematic areas for joint efforts to further improve the quality of education service delivery.

- **Mental health and psychosocial support (MHPSS) and social emotional learning (SEL):** MHPSS and SEL have differing functions and purposes and should be differentiated. MHPSS should be done in collaboration with Child Protection AoR and MHPSS Working Group, with education actors focused on basic psychosocial support and PFA and then making referrals for more specialized MHPSS services. On the other hand, SEL is an important capacity for educators and parents/caregivers to support children and youth's holistic development. Indicators for SEL in assessments should be agreed among Cluster partners. For both MHPSS and SEL, common resources and trainings/ToTs should be available across Education Cluster partners, and delivered in local languages with contextualization to local settings.
- **Open learning:** The experiences of Cluster partners in providing home-based learning should inform the development of long-term open learning materials. Common approaches to open learning – including the sharing of the materials, and development and sharing of trainings for parents/caregivers and educators – should be supported and disseminated through Education Cluster partners. The Education Cluster may come together to develop additional materials and trainings, particularly those focusing on disability inclusion, recreational activities, and play-based learning.
- **Youth education and pathways:** Youth engagement in education is a fundamental protection tool and also forms a core component of durable solutions for crisis-affected communities. To strengthen youth education, key resources may be identified regarding life skills for the current context (e.g. media and information literacy, and comprehensive sexuality education), relevant technical and vocational education, other skills development programs, and any other priority needs – always aligned to the JRF.
- **Capacity building for educators:** Education Cluster partners should agree on and use a common assessment to identify capacity gaps of educators. Capacity building for educators within humanitarian settings should be documented in a shared database with appropriate data protection, so that it can be used for accreditation in the future; alternative certifications and accreditations should be identified and Education Cluster partners should share these opportunities. Common packages and themes for educator capacity development will create more holistic opportunities – the Education Cluster Response Framework identifies gender sensitivity, disability inclusion, SEL, and other themes, in addition to curriculum and pedagogy. Good practices for various modalities of capacity building should also be developed and shared across partners, e.g. going beyond training sessions with mentoring, peer-to-peer support, and communities of practice.
- **Standard approaches to EiE supplies and educator incentive payments:** The Education Cluster should renew the process of standardizing student kits, classroom kits, and other common packages of supplies; the kits should outline minimum standards but also remain flexible for the needs identified by the community. Working across different education sector partners, the Education Cluster should additionally newly agree on standard payments and other incentives for educators in humanitarian settings. Standardization of both supplies and payments will support a more predictable response and support communication with donors.

ACCOUNTABILITY TO AFFECTED POPULATIONS

Education Cluster Contributions to Inter-Cluster AAP

Accountability is an essential element of humanitarian action in Myanmar and partners must ensure that it is built into their programs. Much of the work toward strengthened accountability to affected populations (AAP) takes place in inter-Cluster groups. An AAP/Community Engagement Working Group aims to develop a collective accountability mechanism that would allow for better sharing of data across the humanitarian response, including in Education Cluster activities. The Education Cluster will also support reporting against four indicators for AAP in humanitarian response:

1. Percentage of affected people who can access safe and accessible feedback and complaint channels
2. Percentage of affected people who feel that their opinions are considered in humanitarian decision-making
3. Percentage of affected people who feel that the assistance received is appropriate and tailored to their needs
4. Number of humanitarian workers reached by capacity-building sessions on response-wide accountability (including AAP, PSEA, and Gender).

The Education Cluster is committed to contributing to all these indicators, and has specifically named AAP and PSEA capacity building for partner staff in an outcome indicator for Cluster Objective 3 in this Education Cluster Strategy. The Education Cluster has prioritized PSEA as one of three cross-cutting themes for collective action, and will continue engagement with the PSEA Network in Myanmar.

AAP in the Education Cluster Response

The Education Cluster will work to further strengthen complaint response mechanisms (CRM) among partners, and to sensitize communities about how to use CRM. Critically, the Education Cluster will continue to prioritize harmonized consultations with communities on education preferences and needs, a pre-requisite for a conflict-sensitive approach in an operating environment characterized by the politicization of education.

With the consideration of greater accountability to affected populations, the Education Cluster will also further strengthen child safeguarding among Cluster partners. During this strategy period, the Education Cluster will continue to strengthen child safeguarding measures, including PSEA of children, to ensure that all education interventions are safe for children, in line with do no harm and best interests of the child principles. Strengthened coordination with the CP and GBV sub-clusters and with the PSEA Network will be promoted.

Additional examples of how Education Cluster partners can pursue AAP and PSEA are:

- Involvement of affected communities, including children and youth, women and girls, and people with disabilities, in education assessments
- Participation of affected communities, including children and youth, women and girls, and people with disabilities, in project launch/project design meetings at community level
- Feedback sessions during project monitoring visits
- Call center/use of hotlines for affected communities to voice concerns
- Suggestion boxes located in schools and communities
- Focus group discussion/individual interviews with children, teachers, and parents/caregivers. A greater emphasis on child participation overall.
- Children's empowerment clubs.

MONITORING PLAN

Education Cluster Monitoring Tool

The Education Cluster continues to monitor progress towards indicators and objectives using the ECMT, a 5W (who, what, when, where, and for whom). The ECMT will be updated in 2022 to facilitate partner inputs across a larger number of partners, and inputs to the ECMT will be collected quarterly at a minimum. Consultations with partners will be carried out to ensure the ECMT has the right balance between being easy to fill and yet being comprehensive enough to meet key information needs. More systematic training and orientation to ECMT will also be provided to partners. Finally, the Education Cluster will create a regularly update an interactive dashboard displaying the ECMT results.

Needs Assessments

The Education Cluster will participate in multi-sector needs assessments; one is confirmed to take place from May to August 2022. The Myanmar joint education needs assessment (JENA) revisions will be finalized so the tool is available and fit for use in the new context. The Education Cluster aims to carry out a joint or harmonized education needs assessment in 2022 alongside the multi-sector needs assessment. The Education Cluster secondary data review is ongoing and updated as of early 2022. Capacity building will be resources for partners to carry out the JENA as well as rapid needs assessments (the MIRA or education-specific) in new onset crises.

Monitoring Access to Education

The Education Cluster will contribute to sector-wide monitoring of access to education. It will be primarily responsible to monitoring access to TLS and for crisis-affected communities. Additionally, the Education Cluster will aim to use its partner network to support ground level monitoring of access to various types of education (formal, non-formal, etc.) at the various levels of education (primary, secondary, TVET) and with disaggregation by gender and disability. Data feeding into this monitoring will be collected through data collection tools and processes to be developed at the national level, engaging and training education partners at sub-national levels and supporting partners' regular reporting. This monitoring will support identifying children and youth who have continue to miss access to learning opportunities, so interventions can be better targeted to those with highest need.

Monitoring Attacks on Education

To monitor attacks on education, the Education Cluster and partners will participate in and support existing initiatives that track attacks both on infrastructure (including use of education spaces by armed forces and armed groups) and on education personnel and students. The Education Cluster will work with Child Protection/ MRM colleagues and with the Protection Cluster to more regularly receive and share data on attacks on education, and to use this to improve preparedness and response to attacks on education.

Information Sharing

The Education Cluster is developing a website in 2022 which will host information products, dashboards, and resources for use across Education Cluster partners and Education Sector stakeholders. It will also work to improve and standardize regular updates shared with Cluster and other partners, and will set a regular timeline for partner contributions to these data collection processes.

RECOVERY AND TRANSITION

Activation and Review of the Education Cluster

The Education Cluster was activated country-wide in August 2021 in response to a dramatic increase in humanitarian need for education support. The activation of the Education Cluster should be reviewed at the end of the three-year Cluster Strategy period, or given a significant change in the situation in Myanmar.

Recovery and Transition

While the focus of the Education Cluster in 2022 will be to expand the scope and capacity for its humanitarian assistance, it will do so in a manner that addresses the humanitarian-development-peace nexus, to facilitate a faster recovery and transition once these become feasible. This will specifically take place through response activities that build the foundation for transition to a more development-oriented response, and through attention to preparedness and resilience to shock in education spaces, communities, and among local and national stakeholders.

ALIGNMENT

Alignment with Development Frameworks

Joint Response Framework (JRF) for Education Sector

The Education Cluster Strategy was developed alongside the Joint Response Framework (JRF). A consultation with Education Cluster partners in January 2022 informed the activities included in both documents; the Cluster Strategy Needs Overview and JRF Situation Analysis were cross-checked to ensure alignment, and the sub-programmes and activities in the Cluster Strategy response framework were taken directly from the JRF. The monitoring frameworks of each will also align, and reporting processes will be delineated.

The Education Cluster Strategy aligns with the JRF, but focuses on the needs overview and activities which are within a humanitarian response, and in the development-humanitarian-peace nexus. A reference group of Education Cluster partners identified the activities from the JRF to be included in the Education Cluster Strategy; these activities are classified as either humanitarian or nexus and listed in full in Annex 2. Most activities in the Education Cluster Strategy identified as humanitarian will be targeted toward those populations identified in the 2022 HNO and HRP – crisis-affected especially IDPs; returned, resettled, and locally integrated IDPs; non-displaced stateless Rohingya; and other vulnerable persons with humanitarian needs. These activities may be done to support populations beyond these; however, they would not be humanitarian and therefore not part of the Education Cluster Strategy. Activities at the nexus, and particularly those supporting preparedness, may be implemented in populations beyond those listed above and still be an Education Cluster Strategy activity.

UN Socio-Economic Resilience and Response Plan (SERRP)

The Education Cluster Strategy also aligns to the education portions of the UN SERRP. This includes activities identified as nexus in the Education Cluster Strategy, such as open learning and improving community support for education.

Alignment with Humanitarian Plans

2022 Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP)

The Education Cluster Strategy builds on the analysis in the HNO, using the Education Cluster number of people in need in the 2022 HNO and expanding on the education-related needs outlined. It also builds on the HRP, using the same Cluster target reach and Cluster objectives (these are disaggregated for crisis-affected and other vulnerable populations in the 2022 HRP, but not in the Education Cluster Strategy; reporting for each will be disaggregated by population type). All outcome-level indicators and many output-level indicators contribute to the HRP strategic objectives, which reflect inter-cluster outcomes. The Education Cluster Strategy covers a three-year period, while the HNO and HRP each are produced annually. For this reason, the Education Cluster Strategy will inform the next years' HNO and HRP, but will also be reviewed based on the renewed analysis in each HNO and the necessary revisions in each future HRP.

Other Cluster/AoR Strategies

The Education Cluster Strategy also aims for synergies with the strategies and plans of other Clusters and Areas of Responsibility. Indicative areas of collaboration drawn from the 2022 HRP are listed in the section “Operationalizing the Response Framework”. Reviews of the Education Cluster Strategy on an annual basis will be an opportunity to further align this document with other Cluster/AoR strategies.

ANNEXES

Annex I : Timeline for Education Cluster Strategy Consultations and Feedback

Step	Timing
Consultation on Needs with Cluster Partners	National: 25 November 2021 Sub-national: 14 December 2021- Chin, Magway, and Sagaing Coordination Group 15 December- Rakhine Coordination Group 16 December- Southeast and Kayah Coordination Groups 17 December- Kachin Coordination Group with Shan partners
Consultation on Activities with Cluster Partners	Sub-national: 14 December 2021- Chin, Magway, and Sagaing Coordination Group 15 December- Rakhine Coordination Group 16 December- Southeast and Kayah Coordination Groups 17 December- Kachin Coordination Group with Shan partners National (Joint Cluster Strategy and JRF): 25 January 2022
Consultation on Strengthening Cluster Function	27 January 2022
Reference Groups:	
Joint JRF-ECS TVET Discussion	2 Feb 2022
Identifying Humanitarian and Nexus Activities in JRF	10 Feb 2022
Indicators/Monitoring Framework	21 Feb 2022
Draft Cluster Strategy Circulated	21 Feb 2022
Comments on Draft Cluster Strategy	By 28 Feb 2022
Second Draft Cluster Strategy Circulated	By 7 March 2022
Final Comments on Draft Cluster Strategy	By 11 March 2022

Circulation of Final Draft Cluster Strategy for No-Objection Endorsement	1 April 2022
Endorsement of Cluster Strategy	8 April 2022

Annex 2: All Activities (Phase 1 and Phase 2) to be Implemented by Education Cluster Partners

The following tables outline the activities identified as humanitarian or nexus in the JRF and therefore to be implemented by Education Cluster partners. While the Response Framework outlines what will be monitored by the Education Cluster, all programmes, sub-programmes, and activities below are considered part of both the Education Cluster Strategy and JRF.

Activities which are considered humanitarian are indicated with an **H**, and are only implemented for the populations in humanitarian settings (crisis-affected especially IDP; returned, resettled, and locally integrated IDPs; non-displaced stateless Rohingya; and other vulnerable populations with humanitarian needs).

Activities which are considered 'nexus' are indicated with an **N**. The priority for Education Cluster will be to implement these activities in humanitarian settings, but they may also take place in communities outside of the humanitarian classification (for example, the Education Cluster would support preparedness and contingency planning in all communities).

Activities in bold font are in the Response Framework and will be included in Education Cluster monitoring.

Basic Education

PROGRAMME 1: EQUITABLE ACCESS, CONTINUITY OF LEARNING AND INVESTMENT IN LEARNERS	
<i>Phase 1</i>	<i>Phase 2, scenario 2</i> <i>(N.B. Phase 2, scenario 1 consists in pursuing or scaling up as relevant and feasible the activities undertaken in phase 1)</i>
<i>Sub-programme 1.1: Addressing barriers to education and early learning</i>	
<i>Strategic Objective: Ensure that socio-economic barriers to education are addressed</i>	
<ul style="list-style-type: none"> • Provide in-kind support (school backpacks, pencils, clothing etc.) (currently ongoing) H • Provide learning resources (worksheets, exercise books, etc) (currently ongoing) H • Provide cash and voucher assistance or otherwise scale up cash transfers in areas with accessible and functioning markets (currently ongoing) H • Provide school feeding/ensure food and cash distribution in line with WFP guidelines to reduce economic barriers of the families. This can be expanded/integrated to community-based learning centres as necessary. H when in conflict-affected spaces; N when in other locations • Provide in-kind support for charges of phone bill and internet data, as well as required devices to attend Open Learning, teaching and learning materials for learning at home (e.g., story books, worksheets) H • Engage communities in conflict-sensitive back-to-learning campaigns, encouraging the 	<ul style="list-style-type: none"> • Continue scaling up cash transfers to address economic barriers to education, focusing on the most vulnerable and marginalized H • Continue providing in-kind support to children most in need, especially when cash/voucher assistance is not feasible H • Scale up school feeding/food and cash distribution linked to education, especially for the most marginalized children (up to 500,000 children) H when food/cash distribution in humanitarian settings, N when school feeding • Pilot or provide school-based health and nutrition services (including access to water and sanitation, healthy and safe school meals and healthy food environments in schools, micronutrient supplementation, vaccinations, life-skills based health and literacy and sexual and reproductive health education and services, and education nutrition sessions to school feeding committees and parents) H • Build capacity for village education committees to be better equipped to respond to educational needs N <ul style="list-style-type: none"> ○ Including within internally displaced

<p>importance of education among parents/caregivers and community leaders H</p> <ul style="list-style-type: none"> • Maintain flexible routes of engagement for recently-left and children at-risk of drop out through community centres, non-formal learning, open learning, etc. H • Support children to understand opportunities for continuing education, particularly if displaced into areas with different education providers (e.g., children displaced to areas with ethnic education providers) H 	<p>communities H</p>
<p>Sub programme 1.2: Reaching out of school children Strategic Objective: Ensure out of school children are reached and have access to learning</p>	
<ul style="list-style-type: none"> • Provide and expand non-formal education opportunities, including primary and non-formal middle school education programmes, skills development courses, literacy and numeracy, life skills, including child-centred DRR H • Mobilize communities for identification of children who are not engaged in organized learning, supporting their enrolment/registration support into some form of learning H 	<ul style="list-style-type: none"> • Continue expanding the provision of non-formal primary, skills development courses, literacy and numeracy, life skills, including child-led DRR, catch up/accelerated primary level education to children who are not engaged in organized learning, with an increased focus on 11-15 (with even more emphasis on 13-15) year olds that have not yet completed primary level, given the significant increase of overage students in this age bracket, that will have lost learning for 2 years. H • Engage in teacher/educator capacity building to register and retain children in learning spaces/schools managed by different types of education service providers H
<p>Sub-programme 1.3: Equitable access to education and continuity of learning for the most marginalized children Strategic Objective: Ensure the most marginalized children have equitable access to education to a continuity of learning</p>	
<p>Gender</p> <ul style="list-style-type: none"> • Conduct low profile, contextualized ‘back-to-learning’ campaigns specifically addressing gender components in areas where the intervention considered relevant and effective, including through an engagement with parents/PTAs to also include focus on post-primary education (currently ongoing) H • Provide orientation and training on gender sensitivity to parents/caregivers and community leaders H • Increase community and educator awareness of gender-based violence (GBV) and its prevention; reach out to children who have faced GBV. H • Improve safety and perception of safety of education spaces and routes to/from education spaces related to gender (e.g., transportation for girls/female teachers facing restricted mobility) H • Put in place gender-responsive WASH and Menstrual Health and Hygiene (MHH) (e.g., dignity kits and menstrual kits) H • Provide and expand non-formal education opportunities, including life skills and SEL 	<p>Gender</p> <ul style="list-style-type: none"> • Address barriers to girls’ education in the learning environment (i.e., increase gender-segregated latrines) as well as related to social and cultural norms H <p>Internally displaced children and children in protracted humanitarian situations</p> <ul style="list-style-type: none"> • Advocate, in line with principles of engagement, for the rights of IDPs, non-displaced Rohingya children and stateless children so that they can attend MoE schools without barriers N

education that is targeted and tailored to girls including adolescents **H**

Internally displaced children and children in protracted humanitarian situations

- Continue and expand support to temporary learning spaces (TLS) operated by EiE (currently ongoing), including through infrastructure support to give sufficient space for social distancing (COVID-19) and considering safety of children and VTs (many structures are old and pose hazards) **H**
- Assess safety of TLS and other education spaces (overall safety and COVID-19 related) **H**
- **Establish TLS which are disability inclusive and gender responsive for children who were and continue to be displaced after February 2021, in consultation with communities and with local materials where possible** **H**
- **Enrollment in ECD for crisis-affected children, in disability inclusive and gender responsive environments** **H**
- Provision of or enrolment in ECD for crisis-affected children, in disability inclusive and gender response environments
- Support the expansion of ECD, primary and post-primary education within camps and crisis affected communities (currently ongoing) **H**
- Promote inclusive learning opportunities for non-displaced Rohingya children and children from other communities in Rakhine state (Learning Together Programme) (currently ongoing) **H**
- Foster increased recognition of learning outside public systems, including to also cover education for Rohingya children **H**
- Create and provide options to continue learning and MHPSS during short-term displacements **H**
- Ensure displaced children, as a particularly vulnerable population, is reached with Open Learning **H**
- Address education needs of host communities to ensure a conflict-sensitive approach – including distribution of in-kind materials, delivery of trainings, etc. **H**

Children with disabilities

- Conduct small scale, low profile ‘back-to-learning’ campaigns specifically addressing children with disabilities in areas where the intervention considered relevant and effective, including through an engagement with parents/PTAs (currently ongoing) **H**

- Continue support for EiE partners in Rakhine State to provide education through TLS, in tandem with advocacy efforts for children to attend MoE schools where that is the community’s preference **N**
- Expand opportunities for displaced and stateless children to attend early childhood and post-primary education **N**
- Support programs for social cohesion and address inclusive education opportunities for all children in Rakhine state and other areas. **N**

Children with disabilities

- Address barriers to children with disabilities’ education in the learning environment as well as related to social and cultural norms **H**
- Dissemination of toolkits to include children with disabilities in both the formal system and non-formal system, due to overaged or socio-economic reasons. **N**
- Train teachers to use inclusive methods in formal classrooms and in non-formal education settings **H**

<ul style="list-style-type: none"> • Expand the development of toolkits to include children with disabilities, including resources in ethnic languages in line with existing curriculum and improve access of children with disability to education space-based services (i.e., health and nutrition) H • Provide and expand non-formal education opportunities, including life skills and SEL education that is disability inclusive and tailored to learners with disabilities' unique needs H • Make reasonable accommodation including physical and communication accessibility to TLCs and community learning centres to ensure the inclusion of children with disabilities; in some occasions this may mean additional support in the classroom (i.e. sign language) H when in TLCs; N when in community learning centres • As part of wider community level awareness raising, expand the distribution of caregivers guides and inclusive education factsheets including in ethnic languages (currently ongoing) H • Expand training on basic concepts and principles of inclusive education, and Washington Group Child Functioning Module to education actors (ongoing) H • Address stigma, bullying, and other attitudinal barriers to education for children with disabilities H • Increase capacity for peer-to-peer support for children in education spaces (i.e. classroom buddies) H • Provide inclusive sport and recreation activities linked with open learning opportunities H • Provide essential or basic rehab services plus reasonable accommodation (assistive devices and technology) for children with specific needs such as children with hearing, mobility and communication difficulties H <p>Children from poorer socio-economic backgrounds</p> <ul style="list-style-type: none"> • Invest in poorer learners' health and nutrition through the provision of school feeding onsite or community-based through provision of snack or hot meal to enhance health and nutrition of the children H • Reduce economic barriers to education as outlined in sub-programme 1.1 H 	<p>Children from poorer socio-economic backgrounds</p> <ul style="list-style-type: none"> • Continue investing in poorer learners' health and nutrition through the provision of school feeding on-site or community-based through the provision of snacks or hot meals to enhance health and nutrition of the children N • Ensure any policy, planning and budgeting process accounts for repeated disruptions to schooling and their associated impacts on children's health and nutrition in the medium to long-term N • Expand 'back-to-learning' campaigns to encourage re-engagement in learning – in MoE schools, if there is greater willingness in communities to return, or other education facilities, based on the preference of communities H when campaign is not oriented to public provision of education; N when campaign is oriented public provision of education
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<p>Rural areas</p> <ul style="list-style-type: none"> • Prioritize support for community system strengthening in rural areas, notably to provide post-primary education, as well as non-formal and ‘catch-up’ learning (currently ongoing) N 	
<p>Sub-programme 1.4: Children and education personnel’s safety, including COVID-19 prevention Strategic Objective: Ensure children and education personnel’s safety is guaranteed in the learning environments</p>	
<p>COVID-19 prevention</p> <ul style="list-style-type: none"> • Disseminate key messages on COVID-19 prevention – integrate these into all interventions H • Expand the use of standard approaches and easy-to-use manual for COVID-19 prevention in education spaces by non-governmental education actors (currently ongoing) H • Improve WASH facilities in learning spaces, with gender and disability sensitive considerations H • Provide COVID-19 prevention materials, including masks, hand gel/soap, etc. H • Increased ability to social distance within education spaces H • In case education spaces have to close down because of COVID-19 restrictions, apply safe school reopening principles and prioritize learning recovery strategies with targeted policies and strong equity focus (skills-based health literacy must be prioritized) H • Support the provision of skills-based health literacy for students H <p>Other safety needs</p> <ul style="list-style-type: none"> • Provide explosive ordnance/mine risk education to children and parents/caregivers in liaison with the Mine Action AoR, Child Protection AoR and Protection Cluster H • Support the provision of child-led disaster risk reduction N • Provide awareness raising, messaging, monitoring and reporting on attacks on education spaces and education H • Provide awareness raising and messaging regarding all grave violations against children in armed conflict H • Support the prevention of sexual exploitation and abuse H • Build capacity for child protection and child safeguarding in education spaces H • Strengthen/create child-friendly referral/reporting mechanisms within education spaces for protection cases H • Provide awareness raising for teachers and personnel on child protection referral 	<p>COVID-19 prevention</p> <ul style="list-style-type: none"> • Ensure education spaces have greater ability to accommodate social distancing H • Continue to support COVID-19 prevention and monitoring of related guidelines including that of vaccination, including in MoE schools under the de facto authorities H when outside of de facto MoE schools; N when in de facto MoE schools • Apply safe school reopening framework as relevant H <p>Other safety needs</p> <ul style="list-style-type: none"> • Support the development of school-level multi-hazard contingency plans and ensure safe school buildings N • Continue providing explosive ordnance/mine risk education to children and parents/caregivers in liaison with the child protection AoR H • Continue working with communities to increase safety of children on the way to and from education spaces, including MoE schools managed by de facto authorities H • Conduct advocacy efforts with the MoE under the de facto authorities to safeguard learning spaces N • Increase targeted protection efforts on the prevention of child marriage and child labour N

<p>mechanisms H</p> <ul style="list-style-type: none"> • Link education spaces and stakeholders to community child protection networks, which may be created or improved N • Work with communities to increase safety of children on the way to and from education spaces H • Develop and put in place multi-hazard contingency plans at education space level N 	
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Sub-programme 1.5: Special support to ethnic education providers
Strategic Objective: Ensure ethnic education providers have the capacities to deliver quality education in a context of students' influx

<ul style="list-style-type: none"> • Support contingency and preparedness planning, and other types of interventions to strengthen resilience of ethnic education systems including, for example, interventions that provide support for COVID-19 responses, TLMS, NFE, school feeding, shelter and infrastructure. N • Support awareness raising for child protection and child safeguarding concerns (explosive ordnance risk education, prevention of child recruitment, etc.) H • Increase collaboration with ethnic LCCs (language and culture committees) where appropriate H 	
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Sub-programme 1.6: Cross system transfers
Strategic Objective: Ensure children can transfer from one education system to another

<ul style="list-style-type: none"> • Support advocacy efforts for recognition of learning and of educator qualifications, with actors outside of MoE under de facto authorities, including with ethnic education providers N • Support dialogue around learning benchmarks in support of equivalency discussions N • Support the creation an appropriate assessment and grade transfer mechanism to accept the children in appropriate age and appropriate grade, particularly for children who do not learn in any formal education system N 	<ul style="list-style-type: none"> • Explore with MoE under the de facto authorities (where feasible), as well as representatives of the other systems (ethnic, monastic, etc.), on enabling transfers between systems and eligibility into private universities, if applicants meet a certain standard regardless of where they acquired prior learning. N • Advocate for recognition of NFPE and NFMSE provided by CSO providers being recognized between MoE and other education systems N • Increase recognition of learning in education systems beyond the de facto authorities-managed MoE system N • Ensure credentialing of learning attained during the crisis period to assess the level of required 'catch up' learning for transfers into de facto authorities-managed MoE schools N • Foster recognition of learning to facilitate transfers between cross-border systems N
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PROGRAMME 2: CONTEXT RESPONSIVE AND EQUITY FOCUSED QUALITY AND LEARNING

<i>Phase 1</i>	<i>Phase 2, scenario 2</i> <i>(N.B. Phase 2, scenario 1 consists in pursuing or scaling up as relevant and feasible the activities undertaken in phase</i>
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Sub-programme 2.1: Support to teachers/educators

Strategic Objective: Ensure teachers/educators are equipped with relevant capacities and receive appropriate support to deliver education in the current context

- Assess capacity gaps of educators to inform the professional development delivered (NB: this may also require some standard expectations of educators' competencies) **H**
- **Support provision of emergency training and professional development** for volunteer and community teachers (currently ongoing) and ensure that those professional development trainings are structured in continuous phases or modules so that teachers'/facilitators' competencies meet standard expectations **H** when emergency training; **N** when professional development
- Establish a system to track professional development completed by educators (volunteer teachers and others), to support their professional development pathway and recognition of their qualifications **N**
- Map the gaps in professional development (courses, trainings, etc.) available for educators **N**
- Offer a pathway for individuals who were unable to complete their degrees or qualifications to become volunteer teachers **N**
- Offer flexible and open access to CPD programmes for teachers starting with online/remote model of delivery **N**
- **Include SEL and/or MHPSS in educator professional development as well as specific training on delivering recreational activities, including arts and sports** **H**
- **Include specific training for educators on inclusion and how to support children with disabilities** **H**
- **Include specific training for educators on gender sensitivity and ensure gender balance of educators** **H**
- Foster teacher wellbeing including through the provision of psychosocial support to teachers and educators **H**
- Include child protection, protection mainstreaming, and child safeguarding, including Prevention of Sexual Exploitation, Sexual Abuse and Sexual Harassment, in educator capacity building **H**
- **Include capacity building for educators to create and use teaching aids based on resources they have around them** **H**
- **Include capacity building for educators on digital literacy and digital teaching skills** **N**
- **Recruit and retain quality educators through provision of incentive payments for educators** (volunteer teachers, non-formal education facilitators, etc.) **H**
- Ensure the safety of teachers/community teachers appointed in education spaces, including at MoE schools **N**
- Adapt/align professional development for volunteer and community teachers with recognized CPD frameworks **N**
- Analyse whether the online/remote delivery model is working well for all types of teachers and offer structured CPD pathways for teacher qualifications based on the needs of teachers **N**
- Provide training to teachers/educators which are adapted to the evolving situation (mental health, classroom management, etc.) **N**
- Ensure salary payments for volunteer and community teachers who are integrated into MoE systems **N**
- For volunteer teachers, including monastic education teachers and community facilitators not integrated into MoE systems, continue providing incentive payments **H**
- Improve and expand professional development for educators on gender and disability inclusion **N**
- Expand capacity building for educators for literacy and mother tongue-based education **N**
- Expand training on developing culturally-relevant teaching materials **N**

<ul style="list-style-type: none"> ○ As well as through provision of support to complete their degree college or training N • Conduct a mapping of existing volunteer and community teachers and partner them with NGOs that can provide teaching materials H • When necessary, recruit qualified volunteer teachers directly in the sites of displacement (IDP educators) and train them H • Create or support educator networks which support educators through peer-to-peer advice and capacity building, resource sharing, and support for finding jobs/income H • Include capacity building for educators for literacy and mother tongue-based education N • Provide training on developing culturally-relevant teaching materials N • Provide financial support for teachers and educators to cover internet fees necessary to implement open learning H 	
<p>Sub-programme 2.2: Quality learning environments Strategic objective: Ensure education spaces have quality learning environments</p>	
<ul style="list-style-type: none"> • Provide education spaces with the appropriate and inclusive furniture such as desks, whiteboards/chalkboards, etc. H • Distribute and provide training on teaching aids, with an emphasis on those which support inclusive education H • Provide visual aids for use in education spaces, and as part of open learning N • Improve opportunity for play at and near education spaces (such as provision of recreation kits, playgrounds, cultural games, etc.) especially for early learners H • Foster the role of parents/community members/PTAs to enhance the safety of learning spaces H • Support the adaptation of pedagogical methods and learning assessments to meet the requirements of children with disabilities with specific learning needs (i.e. with intellectual and psychosocial disabilities, as well as with communication difficulties) H 	<ul style="list-style-type: none"> • Continue providing appropriate school furniture such as desks, whiteboards/chalkboards, etc. including to MoE schools under the de facto authorities, where appropriate H when provided to TLCs, N for other education spaces • Support school/education space management to assess and improve learning environments N
<p>Sub-programme 2.3: Context-responsive and equity-focused learning resources and modalities Strategic Objective: Ensure learning resources and modalities are context-responsive, equity-focused (remedial education, Open Learning, etc) and based on some minimal form of learning assessment</p>	
<ul style="list-style-type: none"> • Conduct community consultations to better understand communities' expectations towards education H • Conduct learning assessments on literacy and numeracy (simple quick diagnosis, easy to use and quick tools for teachers based on formative assessment) (currently ongoing) H • Provide 'catch up' classes/remedial education on 	<ul style="list-style-type: none"> • Add additional content to the online platform (Learning Passport) in different formats for longer term learning support and further dissemination of its use N • Continue and expand the provision of catch up classes/remedial education on basic/foundational skills including student assessment H • Continue the review Open Learning/remote learning materials and assess learning that has been acquired

<p>basic/foundational skills – with a special focus on literacy and reading, and numeracy – based on assessed learning level of children, including children with special needs. H</p> <ul style="list-style-type: none"> • Review Open Learning/remote learning materials and assess learning that has been acquired (bridge the gap in secondary education) N • Provide and expand education response using open learning materials, for basic education including early learning, with follow-up support to children and families (currently ongoing) H • Ensure open learning materials are rights-based, gender responsive, and disability inclusive • Ensure Open Learning include MoE-curriculum based materials for families who do not want to send their children back to school but want them to continue following the curriculum; develop (currently ongoing) and disseminate additional supplementary Open Learning materials for long term use and provide follow up support N • Build capacity of educators to use Open Learning to improve learning outcomes of children and adolescents N • Build capacity of parents/caregivers and community members to support the use of Open Learning N • Provide financial support for teachers and educators to cover internet fees necessary to implement open learning H • Build a flexible online platform, with offline capability to maintain quality learning for children whose education has been disrupted by emergencies (cf. Learning Passport) (currently ongoing) N • Develop or make use of the existing condensed curricula to ensure foundational skills acquisition in a context of non-full time education delivery H • Promote the integration of SEL in the curricula being used by education providers H 	<p>(bridge the gap in secondary education) N</p> <ul style="list-style-type: none"> • Create systems which enable the rapid use of Open Learning in the case of potential disruptions to education N • Foster the accreditation and recognition of non-formal learning N
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Sub-programme 2.4: Students’ protection and wellbeing through SEL and MHPSS

Strategic Objective: Ensure students’ protection and wellbeing through the provision of socioemotional learning/mental health and psychosocial support and other protection interventions

<ul style="list-style-type: none"> • Integrate SEL and MHPSS into all initiatives, especially Open Learning and provide capacity building for SEL and MHPSS to parents/caregivers as well as community and volunteer educators (currently ongoing) H • Develop posters or visuals in ethnic languages for MHPSS H • Provide capacity building on child safeguarding to educators, community members, and education actors H • Provide training on child protection to community volunteers (such as life skills, child development, 	<ul style="list-style-type: none"> • Continue to provide non-specialized MHPSS in education spaces and through all initiatives; continue building capacity for educators to use SEL H when MHPSS; N when SEL • Include SEL and MHPSS in curriculum as well as educator professional development and ensure school-based (or education space-based) counselling available H when MHPSS; N when SEL
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<p>puberty – especially to understand children’s physical, mental and emotional development by age) H</p> <ul style="list-style-type: none"> • Support the continuous monitoring of children’s mental health and create awareness and mechanisms for case referrals when children need access to specialized protection services H 	
<p>Sub-programme 2.5: Quality education for the most marginalized children Strategic Objective: Ensure the most marginalized children benefit from quality education</p>	
<ul style="list-style-type: none"> • In Rakhine State, support and recruit more female volunteer educators (currently ongoing) and provide support for their retention N • Build capacity for mother tongue education across all education stakeholders, through materials and capacity development N 	<ul style="list-style-type: none"> • As part of future emergency response and planning, create systems to more coherently and quickly provide additional learning spaces and materials following displacements (ensure a focus on materials and approaches that increase education access for lower secondary (middle school grades both formal or non-formal to foster access to high school or TVET schools)). N • Expand the adaptation of Open Learning materials for children with disabilities, including for those whose first language is not Myanmar N

<p>PROGRAMME 3: SYSTEM STRENGTHENING, MANAGEMENT, COORDINATION AND MONITORING/DATA AND INFORMATION</p>	
<p><i>Phase 1</i></p>	<p><i>Phase 2, scenario 2</i> (N.B. Phase 2, scenario 1 consists in pursuing or scaling up as relevant and feasible the activities undertaken in phase 1)</p>
<p>Sub-programme 3.1: Monitoring of enrolment, attendance and learning outcomes Strategic Objective: Ensure data on enrolment, attendance, completion rates and learning outcomes in the different service delivery systems is collected to inform JRF programming</p>	
<ul style="list-style-type: none"> • Monitor enrolment and attendance in the different service delivery systems (ethnic, monastic, de facto authorities-managed MoE, NUG-managed MoE, TLCs, community-based education, etc.), conduct community consultations, conduct sample phone-based surveys and ensure any data collected is encrypted using a do no harm approach. H when monitoring TLC enrollment; N when supporting monitoring for other education spaces • Improve age-, gender- and disability-disaggregated data collection exercises, including on learning outcomes H when disaggregating for monitoring, assessments, etc.; N when disaggregating for learning outcomes • Carry out needs assessments at regular intervals and after new onset crises (multi-sector needs assessments, joint education needs assessments, etc.) H • Ensure capacity building for families and communities on how to support data collection N 	<ul style="list-style-type: none"> • Monitor transition from non-formal to formal systems through data collection N • In TLCs and community education, continue to support tracking enrolment in a conflict-sensitive manner, until this data can be incorporated into the MoE EMIS H • Strengthen data collection and identification of children with disabilities H
<p>Sub-programme 3.2: Capacity development for subnational and national non-governmental actors Strategic Objective: Ensure the implementation of the JRF can rely on a network of CSOs/NGOs with capacity</p>	

to implement and absorb financial resources	
<ul style="list-style-type: none"> Map the existing CSOs/NGOs networks and review their capacity needs at central and subcentral levels H, particularly for the mapping Strengthen the capacities of CSOs/NGOs/local partners to implement the JRF strategic options, and to strengthen localization N Provide advocacy and other technical coordination support to CSOs/NGOs to mobilize funds N Build up partners' capacity from just offering education to ensuring quality & reporting outcomes N Provide capacity building support to CSOs in human and financial management to ensure efficient operations of non-governmental education actors N Expand training on basic concepts and principles of inclusive education, and Washington Group Child Functioning Module to education actors (ongoing) H Ensure more systematic engagement with and support to local women organizations and local organizations of persons with disabilities where possible N 	<ul style="list-style-type: none"> Continue strengthening the capacities of CSOs/NGOs/local partners to implement the JRF strategic options N Continue building up partners' capacity from just offering education to ensuring quality & reporting outcomes N Advocate the facilitation of travel authorisation processes for community organisations N Address barriers and other challenges (e.g., registration status) for local organizations to support implementation of any joint response N Establish and build the capacity of community resource centres, recognised as outreach centres N
Sub-programme 3.3: Monitoring and quality assurance	
Strategic Objective: Ensure the JRF is underpinned by a robust monitoring and quality assurance system	
<ul style="list-style-type: none"> Monitor the quality of service delivery, notably through the development of a quality assurance checklist H when monitoring humanitarian service delivery Advocate for and support the development of indicators for monitoring learning outcomes N Establish a system to track professional development completed by educators (volunteer teachers and others), to support their PD pathway and recognition of their qualifications N Document the learning process, lessons learned and good practices throughout the implementation of the JRF/Cluster Strategy N 	<ul style="list-style-type: none"> Continue documenting the learning process, lessons learned and good practices throughout the implementation of the JRF N Ensure decentralized tools and monitoring systems collect disaggregated information and reflect local realities H when in humanitarian settings
Sub-programme 3.4: Community level education and support to parents/caregivers	
Strategic Objective: Ensure community-level education is strengthened and parents/caregivers are adequately accompanied to support their children's learning	
<ul style="list-style-type: none"> Provide support (financial, capacities) to community-based volunteers who are supporting children's education in the communities/IDP camps H Create better linkages between community-based education spaces and community-based protection systems to better address protection risks, notably for children with disabilities/vulnerable children H Support parents/caregivers, including to improve their own literacy and numeracy, and strengthen their capacities to support their children's learning H Strengthen or support creation of education committees/PTAs N Build capacity of education committees/PTAs to maintain safe education spaces, for education management, for continuity of learning, etc. H 	<ul style="list-style-type: none"> Support the formalization of PTAs/SMCs or village education committees with the school and protection systems if not done before and the institutionalization of such meetings and structures N Explore options for direct payments/cash transfers to volunteer teachers H Support the existing community structures or platforms that are neutral and for the community, such as community libraries, to provide support and resources to children for their education, N <ul style="list-style-type: none"> Provide support to parents and families with the aim to increase their knowledge and skills to assist their children's education and well-being and create a safe, conducive environment at home,

<ul style="list-style-type: none"> • Social mobilization to raise awareness among leaders, including community leaders and local authorities, about their role and responsibilities to protect and support all children and ensure safe access to school, in accordance with the Safe Schools Declaration. H • Promote sustainable financing of community systems of education where feasible N • Promote education as a priority within communities and promote community ownership of the schools in ethnic areas N 	<p>and to community and volunteer educators support children, parents and families. H</p> <ul style="list-style-type: none"> • Support the establishment of education support groups in the communities. N • Continue promoting education as a priority within communities H • Foster community peace education across Myanmar N • Strengthen the capacity of communities to collect data on out of school children to better support their needs N • Establish an accountability framework at community level to specify the roles and responsibilities of the different actors (parent-teacher associations, community resource centres, school management committees, village education committees, parents/caregivers, etc) N
<p><i>Sub-programme 3.5: Contingency and preparedness planning for continuity of education</i> <i>Strategic objective: Prepare education actors and community-level systems to continue education in case of disruptions through contingency planning and disaster risk reduction; particularly build capacity of focal points such as volunteer teachers or study guides</i></p>	
<ul style="list-style-type: none"> • Increase capacity of education actors (EiE organizations, monastic and ethnic education providers, etc.) to prepare and implement costed contingency plans adapted to the specific needs of local levels N • Pre-position education supplies and other resources in case of new emergencies N • Increase capacity of communities and CBOs (within communities, especially PTAs or other education support groups) for DRR and preparedness planning and early warning N • Increase capacity of focal points within the community (such as volunteer teachers) to continue providing education during potential disruptions (due to conflicts, natural disasters, displacements, etc.) N 	<ul style="list-style-type: none"> • Continue pre-positioning education supplies and other resources in case of new emergencies (maintain stock, at minimum) N • Expand the reach of capacity building for communities and CBOs (within communities, among community leaders, and especially PTAs or other education support groups) for DRR and preparedness planning; this may include linking with MoE schools under de facto authorities, where appropriate N • Document/disseminate with permission lessons learned from focal points who continue to provide education during times of crises, and expand capacity building efforts to additional locations N • Resume the development of an emergency preparedness and response framework for the education sector, including early warning systems and contingency plans at subcentral levels N
<p><i>Sub-programme 3.6: Coordinate education and other sector programmes</i> <i>Strategic objective: At national, sub-national, and community levels, ensure the provision of education and other services is coordinated, effective, and efficient</i></p>	
<ul style="list-style-type: none"> • At national level, provide resourcing for coordination of the education sector (within and across all education providers), to ensure that the response is effective, efficient, of good quality, and reaches as many as possible, especially the most marginalized, and that the basic education system is inclusive of the wide range of stakeholders and providers N • Include community representatives in coordination at all levels N • At national and sub-national level, support coordination that brings together education sector actors with other 	<ul style="list-style-type: none"> • Continue the resourcing of coordination at national and sub-national levels for all education providers N • Build on efforts to support coordination structures which better meet the needs of local and national organizations N • Pilot or provide school-based health and nutrition services (including access to water and sanitation, healthy and safe school meals and healthy food environments in schools, micronutrient supplementation, vaccinations, and life-skills based health and literacy and sexual and reproductive health

sectors (e.g. health, WASH, protection, and nutrition) H <ul style="list-style-type: none"> • At sub-national level, support existing coordination mechanisms particularly those accessible and already being used by local and national organizations N • At community level, connect health, protection, nutrition and other services to education spaces, following a conflict-sensitive approach N 	education and services) N <ul style="list-style-type: none"> • At all levels, increase participation of marginalized voices, as well as child participation, in coordination and management structures N
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Technical and Vocational Education and Training

PROGRAMME 1: EQUITABLE ACCESS AND ALTERNATIVE PATHWAYS TO EDUCATION	
<i>Phase 1</i>	<i>Phase 2, scenario 2</i> (N.B. Phase 2, scenario 1 consists in pursuing or scaling up as relevant and feasible the activities undertaken in phase 1)
<i>Sub-programme 1.1: Digital infrastructures and remote learning</i> <i>Strategic Objective: Establish or enhance digital infrastructures required for remote learning and ensure that trainers and learners are equipped with basic ICT skills</i>	
<ul style="list-style-type: none"> • Identify locations for IT access (e.g. community libraries, high schools, etc.) in collaboration with private sector, based on needs assessment with communities (currently ongoing) N • Develop platforms or build on existing platforms to make digital learning resources widely available and support the implementation of technology-enhanced and remote learning, to ensure flexibility and adaptability to the evolving context (currently ongoing) N • Identify aspects of curricula and content that can be more easily taught via remote teaching methods (e.g., theoretical content) N • Expand offline learning pathways N • Offer training to youth on digital literacy skills N 	<ul style="list-style-type: none"> • Continue offering training to youth on digital literacy skills N
<i>Sub-programme 1.2: Alternative pathways to TVET training</i> <i>Strategic Objective: Promote alternative pathways while ensuring the quality of TVET</i>	
<ul style="list-style-type: none"> • Support the delivery of short vocational training courses by private sector and civil society training providers through a hybrid model (e.g., online and cooperation with businesses, hospitality sector, and other sectors including electricians, masons etc). H • Support the enrolment of youth in apprenticeships for on-the-job learning within the private sector and/or civil society that is supported with a hybrid model of learning • Provide online learning to ensure learning continuity (currently ongoing) H 	<ul style="list-style-type: none"> • Continue supporting access through open learning and looking at then supporting implementation of alternative and complementary learning models (this will continue to be important even if there is an improvement of the political and operating landscape) N
<i>Sub-programme 1.3: Access for vulnerable students</i> <i>Strategic Objective: Ensure TVET provision for vulnerable students</i>	

<ul style="list-style-type: none"> • Define criteria for vulnerabilities to provide targeted support N • Strengthen the capacities of CSOs/NGOs and private TVET providers to mainstream the needs of youth with disabilities (currently ongoing) H • Support improved accessibility of both training venues and workplaces • Increase awareness and conduct advocacy with communities, employers, and families for disability inclusion and gender sensitivity • Strengthen the capacities of local CSOs in IDP camps to ensure that they are able to design TVET programmes that are responsive to labour-market needs (currently ongoing) H • Provide adapted support to crisis-affected and vulnerable adolescents and youth to enroll in vocational training courses, including soft-skills and business trainings, MHPSS, and the provision of learning materials H • Offer accommodation and stipends to most vulnerable learners attending specific training that are only available in cities H • Distribute tablets and internet packages to vulnerable learners and provide specific training Support interventions aimed at addressing gender barriers to accessing TVET (examples: transportation for girls and adolescents/female teachers/trainers facing restricted mobility due to gender norms, gender-responsive WASH and Menstrual Health and Hygiene (MHM) (dignity kits and menstrual kits), H 	<ul style="list-style-type: none"> • Continue strengthening the capacities of local CSOs in IDP camps for quality, market-responsive TVET provision H • Identify factors hindering remote teaching and learning/teaching and learning taking place outside the classroom for vulnerable youth and communities H • Support the re-opening and full functioning of privately-run/community-based centres H • Foster pathways from non-formal to formal training courses, notably through discussion with MoE N
<p><i>Sub-programme 1.4: Students and education personnel's safety, including COVID-19 prevention</i> <i>Strategic Objective: Ensure students and education personnel's safety is prevented in the learning/training environment</i></p>	
<p>COVID-19 prevention</p> <ul style="list-style-type: none"> • Support non-public TVET providers to meet COVID-19 health and safety compliance requirements H • Support safe return to face-to-face training at TVET institutions and other learning spaces, by ensuring greater ability to accommodate social distancing and supporting COVID-19 prevention and monitoring of related guidelines including that of vaccination (currently ongoing) H • Support Community-based learning (currently ongoing) H • Create safe learning spaces in IDP camps and communities to ensure learning continuity (currently ongoing) H • Support local CSOs' public awareness raising campaigns, including mask campaigns (currently ongoing) H 	<p>COVID-19 prevention</p> <ul style="list-style-type: none"> • Ensure safe return to face-to-face training, including by ensuring classrooms renovation and ventilation systems are functioning H • Ensure TVET institutions have greater ability to accommodate social distancing (double-shift, additional trainers, etc.) H • Continue to support COVID-19 prevention and monitoring of related guidelines including that of vaccination, including in TVET institutions managed by de facto authorities H

<p>Other safety needs</p> <ul style="list-style-type: none"> • Provide explosive ordnance/mine risk awareness raising trainings H • Support the provision of student-led disaster risk reduction H • Provide awareness raising, messaging, monitoring and reporting on attacks on education H • Support the prevention of sexual exploitation and abuse H • Strengthen/create reporting mechanisms within education institutions for protection cases H 	<p>Other safety needs</p> <ul style="list-style-type: none"> • Support the development of institution-level multi-hazard contingency plans and ensure safe TVET buildings N • Continue providing mine risk awareness raising trainings H • Increase targeted protection efforts on the prevention of early marriage N
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PROGRAMME 2: QUALITY LEARNING AND SKILL DEVELOPMENT	
Phase 1	Phase 2, scenario 2 <i>(N.B. Phase 2, scenario 1 consists in pursuing or scaling up as relevant and feasible the activities undertaken in phase 1)</i>
<p>Sub-programme 2.1: Curriculum Strategic Objective: Ensure that the curriculum is aligned with the markets needs and is easily adaptable to the evolution of the market</p>	
<ul style="list-style-type: none"> • Provide non-formal programmes based on minimum standards/skills H • Tailor TVET programmes to specific needs of regions N • Ensure quality assurance in non-formal context N 	<ul style="list-style-type: none"> • Foster pathways from non-formal to formal education N • Continue the harmonization of the non-formal curriculum in the medium term N
<p>Sub-programme 2.2: Skills development Strategic Objective: Ensure students have relevant training and skills, aligned with evolving market needs</p>	
<ul style="list-style-type: none"> • Through local CSOs and ethnic education providers, ensure provision of soft skills and knowledge sharing activities to vulnerable youth to ensure their reintegration or engagement in skills training and income generation measures (e.g., by setting up a new micro-business, or strengthening an existing micro-business, cash-based interventions etc.) (currently ongoing) H when supporting local CSOs in humanitarian settings • Implement labour market survey to analyse the labour market needs H • Support a mix of short- and long-term training, including for self-employment, to match the needs of employers and provide opportunities for the most vulnerable to access appropriate training H • Support the provision of soft skills including MHPSS, SEL and life skills (e.g., dealing with conflict in workplace, communication skills, 	<ul style="list-style-type: none"> • Put in place a skills and vocational development framework N • Further support TVET partners at state/region level for emerging skills development and employment N

<p>goal-setting, etc.) as part of TVET H</p> <ul style="list-style-type: none"> • Ensure provision of skills training is gender responsive in design and in selection of participants, without gender stereotyping the type of TVET training for boys and girls 	
<p>Sub-programme 2.3: Assessment and certification and quality assurance Strategic Objective: Ensure assessment, certification and quality assurance of TVET training</p>	
<ul style="list-style-type: none"> • Support the accreditation and recognition of certifications offered through alternative/complementary systems N 	<ul style="list-style-type: none"> • Support the development of occupational competency standards and ensure skills recognition to meet the new demand of the labour market N • Continue supporting the accreditation and recognition of certifications offered through alternative and complementary systems N
<p>Sub-programme 2.4: Trainers Strategic Objective: Ensure trainers have relevant capacities to teach in the changed environment (alternative education, open learning, remote learning, etc.)</p>	
<ul style="list-style-type: none"> • Support local CSOs and ethnic education providers as implementation partners for strengthening the capacity of TVET trainers through ToT in the regions (currently ongoing) N • Mainstream ToT trainings across institutions N • For non-formal sector in Rakhine, develop new curriculum for trainers and include methodology training through online modalities (currently ongoing) N • Ensure knowledge sharing among organizations and education institutions on teacher training (e.g. initiative “TPD at scale”) N • Provide scholarships for teacher training (currently ongoing) N • Create platforms to transfer skills to other trainers/ensure knowledge sharing of teacher training N 	<ul style="list-style-type: none"> • Further engage with the private sector to enhance the quality of teacher training, work specific skills training packages and assessment mechanisms offer and match between TVET offer and context N • Further support the establishment of a pool of TVET trainers (non-formal setting) at state/region level N • Support the hiring and training of additional teachers by TVET institutions, with a specific focus on e-learning and methodology training, specifically for teachers with a technical background N • Include awareness raising in teacher training on gender disparities and learners with special needs, reflecting on barriers to participation of disadvantaged groups in programme development N

<p>PROGRAMME 3: SYSTEM STRENGTHENING, MANAGEMENT, AND COORDINATION</p>	
<p><i>Phase 1</i></p>	<p><i>Phase 2, scenario 2</i> (N.B. Phase 2, scenario 1 consists in pursuing or scaling up as relevant and feasible the activities undertaken in phase 1)</p>
<p>Sub-programme 3.1: TVET System strengthening Strategic Objective: Ensure capacity-building of TVET actors and integrate TVET in all major education interventions</p>	
<ul style="list-style-type: none"> • Foresee non-formal technical and vocational trainings based on needs assessment and planning conducted by communities in 	<ul style="list-style-type: none"> • Create pathways for the several programmes to ensure that children and youth can have access to either TVET high schools or formal system N

<p>collaboration with the private sector (currently ongoing) N</p> <ul style="list-style-type: none"> • Mapping of implementation of TVET programmes N • Emphasize skills components in all major education interventions and coordination mechanisms (GPE, ECW, education cluster, etc.) N • Strengthen capacities of TVET management personnel including via the provision of scholarships, organization of conferences and training workshops N 	
<p><i>Sub-programme 3.2: Coordination</i> <i>Strategic Objective: Foster coordination mechanisms and platforms across stakeholders for the effective implementation of TVET programmes</i></p>	
<ul style="list-style-type: none"> • Maintain the coordination mechanism for non-formal TVET delivery in Rakhine State, in collaboration with local CSOs and TVET actors, to continue the regional and community-based TVET programme, skills development, and employability measures for vulnerable youth (currently ongoing) N • Put in place a systematic referral mechanism for all TVET providers working for children (link with child protection sector) and youth N • Strengthen collaboration with livelihoods sector and support market/cash injection N • Facilitate the knowledge exchange on TVET provision within Myanmar N • Foster coordination of the response among all relevant actors, including CSOs and DPs N • Facilitate knowledge exchange on COVID-19 experience as part of regional TVET coordination platform (currently ongoing) N 	

Nicole Starkey
Myanmar Education Cluster Coordinator
nicole.starkey@savethechildren.org

Hnin Su Wai
Myanmar Education Cluster Information Management
Officer
hnin.wai@savethechildren.org

Axelle Chazal
Myanmar Education Cluster Coordination Specialist
cs.myanmaredcluster@humanitarianresponse.info

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