



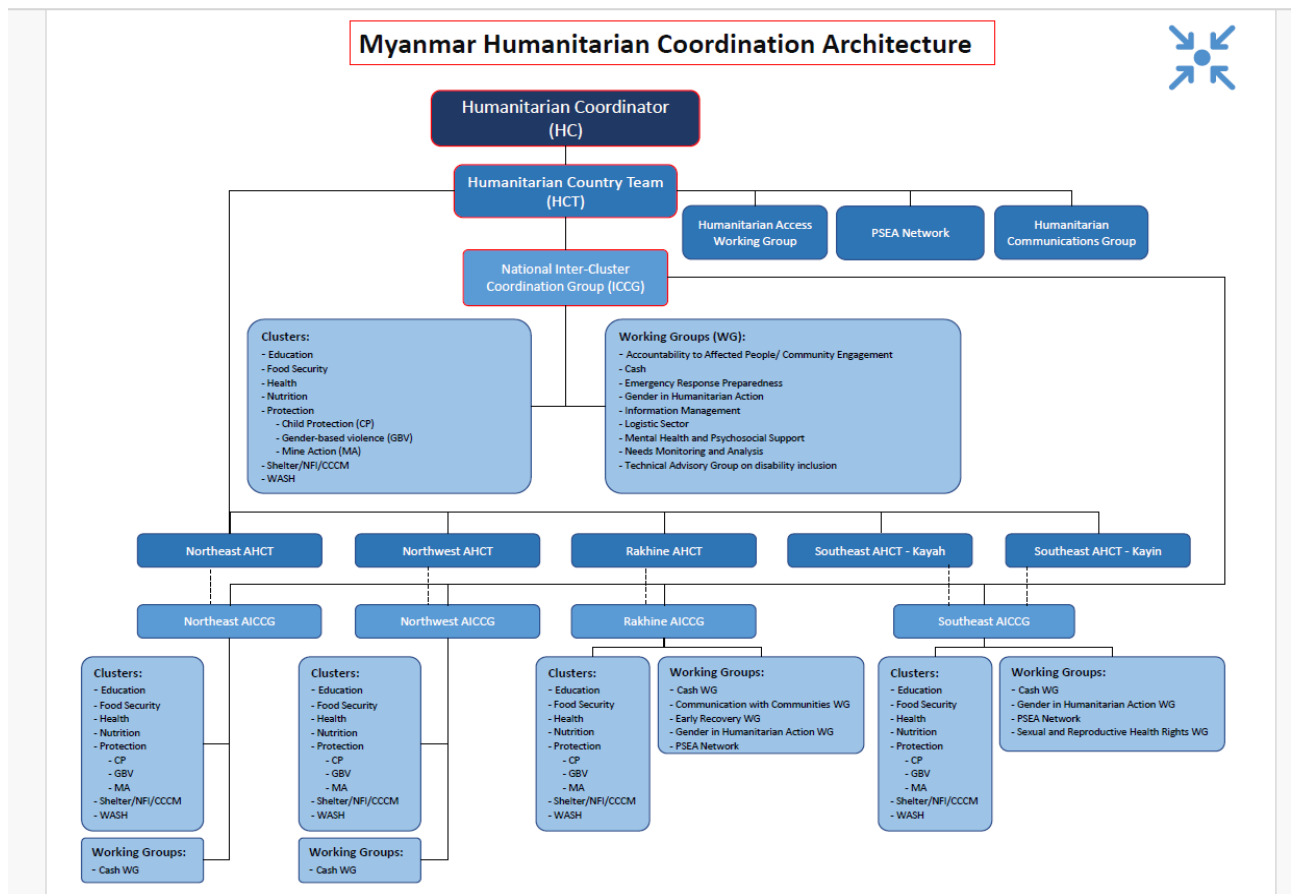
## **COVER DOCUMENT (REF: MYANMAR EDUCATION CLUSTER STRATEGY)**

### **Background**

The context in Myanmar has been continuously evolving since the February 2021 military takeover events. To facilitate streamlined continuity in the absence of a valid National Education Sector Strategic Plan (NESSP), development partners and key stakeholders in the Myanmar education sector space came together in early 2022 to develop the Joint Response Framework (JRF). This is an overarching guiding framework to guide the whole sector (including the humanitarian side) on the way forward regarding education. In August 2021, the cluster coordination mechanism was activated on a national scale in Myanmar, and in 2022 the Education Cluster Strategy was developed to provide a common approach and operational plan among Education Cluster partners in Myanmar, to prepare for and respond to humanitarian situations for a 3-year period until 2025. The education cluster strategy therefore is a guiding framework that outlines the needs, response activities, and collective Cluster priorities for the three-year period from 2022 to 2025 – focusing on the humanitarian ‘sub sector’ of the education sector. The education cluster strategy was aligned with the Joint Response Framework (JRF) alongside three main pillars; (Access, Quality and System Strengthening). As a result of the context changes that have since happened, the two key guidance documents have since gone out of date in one way or other; strategic direction and priorities, scale and evolution of needs (both education specific and interconnected multisectoral ones), and they are due for revision in 2025. The revision process will start with the Joint Response Framework (JRF) and then the education cluster strategy.

### **Brief Context Changes**

The context changes that have taken place in Myanmar since the 2021 military take-over span across all sectors, with the retaliatory actions of various stakeholders in the country vis-à-vis counter-retaliation by Myanmar Armed Forces (MAF) being the key driver for these changes. As a result of the changing dynamics across the country, the cluster coordination architecture has been modified accordingly to be able to support the response as needed, changing the structure of some of the hubs that existed at the start of the humanitarian response post take-over, and the education cluster has got representation and staffing in all the four sub national coordination hubs. Below (Image 1) is the current coordination structure;



Conflict escalations across many parts of the country have led to unprecedented changes in people's living conditions, safety and security, wellbeing, access to essential services including education, the economy, and caused exponential displacement, among others. As we near the end of 2024, displacement figures continue to rise, standing at 3,482,300 (Three Million, four hundred eighty-two thousand three hundred people); a whole 92% (3,204,800 people) increase from only 277,500 Internally Displaced Persons (IDPs) that existed in the country prior to February 2021 events. The effects as well as trends of conflict escalation and displacement vary across states/regions in the country, with some more affected than others. For instance, the northwest part of the country alone (Chin, Magway, Sagaing and Mandalay regions) accounts for 52% (1,257,200 people) of the post February 2021 national IDPs population. Within this coordination hub, Sagaing region alone accounts for 75% of this hub's IDP population, majorly because of conflict escalations, the southeast 31%, Rakhine 11% and northeast 6%. The conflict escalation and resulting displacement have had a huge impact on ability for children to access learning opportunities across the country, demonstrating a strong correlation between conflict and lack of access to education across the different population groups in the states and regions as demonstrated in the two images below (Image 2 and Image 3);

Image 2; Proportion of assessed school-aged children not accessing formal education during the school year 2023-24, per population group:

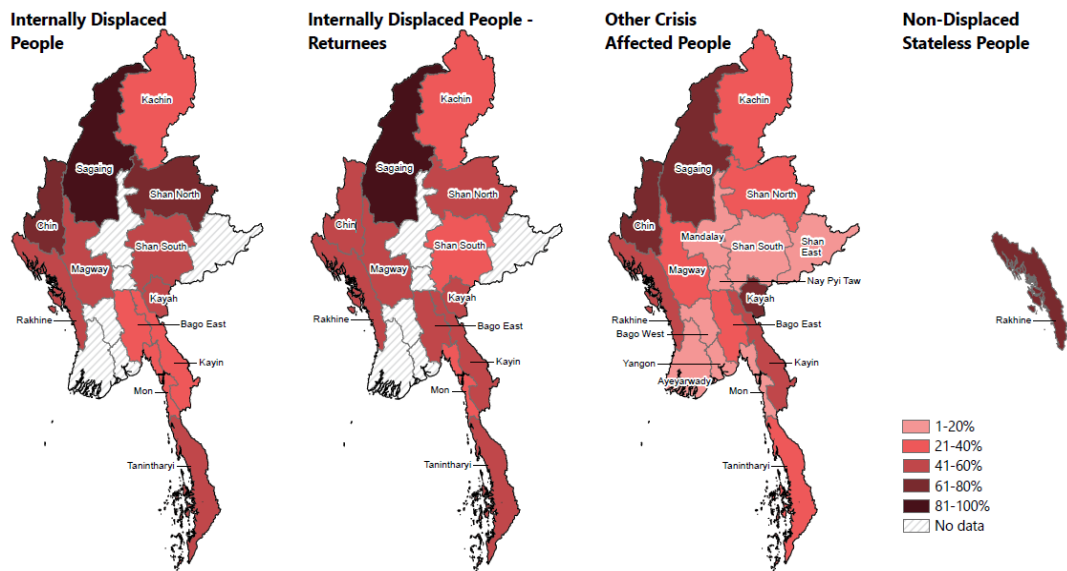
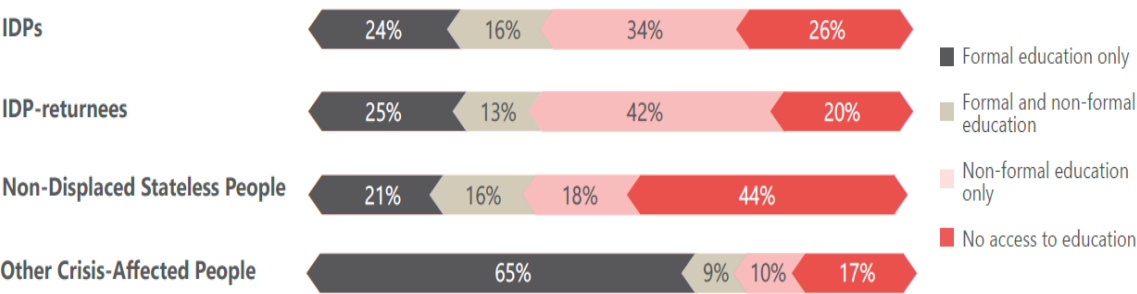


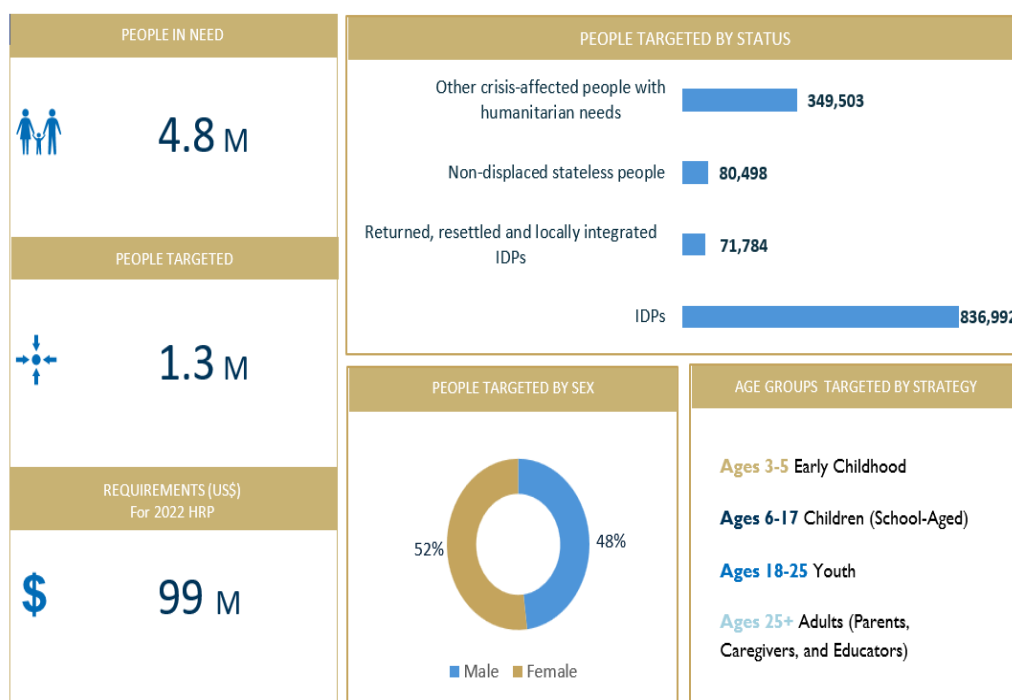
Image 3; Proportion of assessed children aged 5-18 years old reported to access formal and non-formal education during the 2023-24 school year, per population group



According to the Myanmar Multisectoral Needs Assessment 2024, **Conflict dynamics constrained children’s access to formal schooling across the country in 2024**, with more than half of assessed IDP, IDP-returnees and Non-Displaced Stateless children reporting to not have attended formal schooling in the 2023-24 school year, largely due to conflict-induced school closures. For IDP and IDP returnee children, **providers of non-formal schooling** such as community-based and faith-based schools appear to have partly mitigated this gap. **Non-Displaced Stateless children displayed the most severe education needs**, with nearly half of assessed children reported to not have access to any form of education, neither formal nor non-formal.

## 2025 Education in Emergencies (EiE) Needs and Planned Response Figures at a glance:

The below graphic shows a snapshot of the education cluster's 2025 planning figures; from needs, to response and financial requirement.



### Way Forward

In 2025, the education cluster team will work with cluster partners and key education sector stakeholders to review the existing [Myanmar Education Cluster Strategy 2022-2025](#), and revise it accordingly. The cluster strategy revision will follow completion of a similar process for the overarching Joint Response Framework (JRF) in mid-2025.

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