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Myanmar Education Cluster Bridging Strategy

January 2026 – December 2027



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List of Acronyms and Abbreviations

ABC – Area-Based Coordination
ADRA – Adventist Development and Relief Agency
AICCG – Area Inter-Cluster Coordination Group
AoR – Area of Responsibility
CAAC – Children and Armed Conflict (CAAC)
CBOs – Community-Based Organisations
CDM – Civil Disobedience Movement
CP – Child Protection
CRFM – Community Response Feedback Mechanisms
CSOs – Civil Society Organisations
CVA – Cash/Voucher Assistance
CwDs – Children with Disabilities
EOs – Ethnic Armed Organizations
EDPG – Education Development Partners Group
EEOs – Ethnic Education Organisations
EiE – Education in Emergencies
ESG – Education Sector Group
ESRG – Education Sector Representative Group
FCA – Finn Church Aid
GCPEA - Global Coalition to Protect Education from Attack
HCT – Humanitarian Country Team
ICCG – Inter-Cluster Coordination Groups
IDP – Internally Displaced People
INGOs – International Non-Governmental Organisations
JRF – Joint Response Framework
KIs – Key Informants
MSNA – Multi Sectoral Needs Assessment
NDSP – Non-Displaced Stateless
NGCAs – Non-Government-Controlled Areas
NGOs – Non-Governmental Organisations
NRC – Norwegian Refugee Council

OCAP – Other Crisis Affected Population
OSAP – Other Shock Affected Population
PIN – People In Need (the organisation)
PiN – (People in Need (people assessed to have substantial level of sectoral vulnerability – for humanitarian assistance)
PwDs – People with Disabilities
SAC – State Administrative Council
SAG – Strategic Advisory Group
SDR – Situation Data Repository
TLCs – Temporary Learning Centres
TwG – Technical Working Group
UN – United Nations
UNESCO – United Nations Educational, Scientific and Cultural Organization
UNICEF – United Nations International Children's Emergency Fund
WASH – Water Sanitation and Hygiene
WFP – World Food Programme

Executive Summary

Myanmar's education system stands at a crossroads, shaped by the ongoing armed conflict, displacement, a declining economy and fragmentation between state, ethnic, monastic, and community-based education providers. This has led to a critical learning crisis for children, adolescents and young adults across the country, in terms of education access, quality and equity.

Following the 2021 military takeover, over 17.6 million children have faced repeated disruptions to schooling (CP-Education Joint Needs Assessment, 2022). To date, more than 3.5 million people have been displaced across the country and according to the 2025 Multi Sectoral Needs Assessment (MSNA), school closures due to armed conflict were the main barrier to formal education, accounting for 35% of school drop-outs across population groups nationwide.

The armed conflict has heavily damaged education infrastructure – worsening the learning environment. The defacto authorities' tough response to all forms of civil action post the February 2021 military takeover – especially the Civil Disobedience Movement has left a big teacher deficit, causing the system to heavily rely on volunteers which has an impact on the quality of actual learning taking place in the classroom, with country wide results showing that the majority of children assessed are falling behind in their foundational literacy and numeracy skills. The upcoming elections being planned amidst the prevailing context characterised by increasing tension creates an additional cause to worry about potential deterioration of the political situation in the country.

Despite the multi-sectoral nature of humanitarian needs driven by the multifaceted crisis unfolding in Myanmar, education remains a primary sector of concern for many displaced and returned households. There is need for enhancing access but also improving quality of learning, in particular given the reliance on volunteer teachers in many parts of the country. Programmes will continue to include targeted psychological and psychosocial support and continue to advocate with all parties that schools are not targeted and become safe and protective environments for children.

Localization efforts, already initiated in the previous strategy, will continue and prioritise having local partners lead cluster coordination in at least one or two sub national hubs and fostering linkages with the envisaged the Area-Based Coordination approach. This should also set a good foundation for transition when the right time comes in future.

The Education Cluster in Myanmar will continue its efforts to bridge the Humanitarian and Development nexus and continue engaging development partners and local stakeholders as appropriate. The Cluster will revise this bridging strategy after the finalization of the Joint Response Framework II (JRF II) to ensure alignment. Transition options for coordination of the EiE response after a potential de-activation of the cluster in the years to come will be explored.

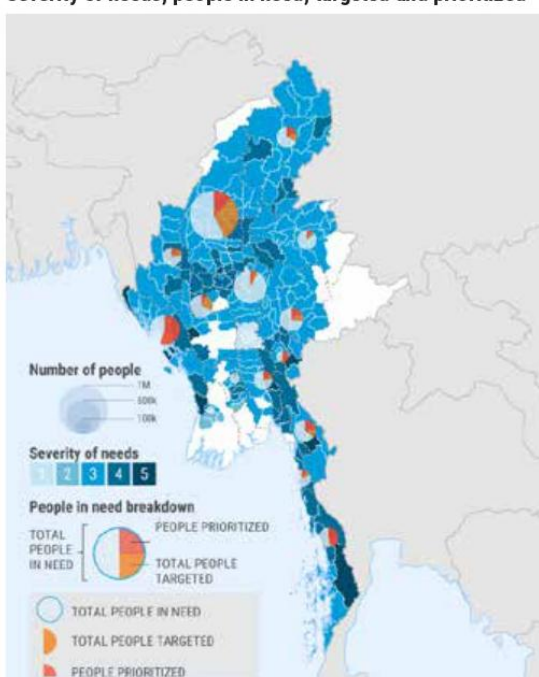
Response Plan at a Glance (2026)

3.2 Education



People in Need	People Targeted	People Prioritized	Requirements (US\$)	Prioritized Requirements (US\$)
3.5M	1.1M	614K	88M	47M

Severity of needs, people in need, targeted and prioritized



People in need, targeted and prioritized breakdown

	by population group				by sex & age			
	IDPs	Returned IDPs	Non-displaced stateless people	Other shock-affected people with humanitarian needs	Sex	Age	Persons with disability	
PEOPLE IN NEED	731K	82K	56K	2.7M	Female: 1.8M Male: 1.7M	Children: 3.4M Adults: 77K	428K	
PEOPLE TARGETED	729K	82K	56K	269K	Female: 594K Male: 542K	Children: 1.1M Adults: 23K	141K	
PEOPLE PRIORITIZED	378K	66K	56K	115K	Female: 321K Male: 293K	Children: 602K Adults: 12K	83K	

Myanmar Education Cluster Structure

The Myanmar Education Cluster is co-led by Save the Children and UNICEF and 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, while liaising with the overall sector coordination mechanism beyond the humanitarian response.- to promote the humanitarian-development-peace nexus approach 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 cluster is supported at national level by a Cluster Coordinator, Information Management Officer, and Coordination Specialist, through funding and management of the co-lead agencies. The Education Cluster has a Strategic Advisory Group (SAG) comprised of the two co-lead agencies, two INGOS (NRC and PIN) and one NNGO (Succor Foundation) - (as of December 2025). The Education Cluster is active in all five Sub-National Coordination hubs of the current Myanmar Humanitarian Coordination Architecture. These are; Rakhine (Rakhine state and Paletwa township of Southern Chin), Northwest (Chin, Magway, Sagaing and Mandalay), Kachin, Southeast (Kayin, Bago, Mon, and Tanintharyi), and the All Shan and Kayah hub. Each of these hubs is led by a fulltime dedicated sub national education cluster coordinator, with exception the All Shan and Kayah hub which was recently created – and is currently supported through the joint efforts of the Coordinators for southeast and Kachin hubs.

The four dedicated Sub-National Education Cluster Coordinators are co-hosted by Save the Children and UNICEF (Rakhine and Northwest hubs), Finn Church Aid and People in Need (Kachin), Norwegian Refugee Council and Adventist Development and Relief Agency (Southeast).

The Education Cluster participates in the Inter-Cluster Coordination Groups (ICCG) and Area Inter-Cluster Coordination Group (AICCG) at national and subnational levels respectively. 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 – the Education Sector Group (ESG) and Education Sector Representative Group - ESRG (which replaced the Local Education Group post military takeover), promoting a humanitarian-development-peace nexus approach. Post 1 February 2021, the co-chairship arrangement with Ministry of Education ceased.

Education Sector-wide Coordination Structure

Summary

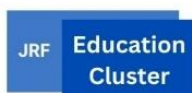


Overview of Education Sector Groups



Source: 2022 ESG ToR

In detail (below)



High-level agreement on broad aims

Ultimate decision-making body on behalf of ESG, for JRF implementation, serves as the LEG for GPE and ECW

ESRG (Education Sector Representative Group)
Representatives of EHC, EDPG, EESR
Co-facilitators: FCDO

Ensure mutual accountability and ownership within the ESG wider group

Forum for consultation by the ESRG on GPE, ECW, and JRF, advocacy to influence decision-making ESG (Education Sector [Nexus] Group)

Founding groups

Education Humanitarian Cluster (EHC)
CSOs, NGOs, UN agencies
Subnational CA: STC / UNCIEF

Education Development Partner Group (EDPG)
DPs (main donor group)
Co-chair now: FCDO, DFAT

The Ethnic Education in States and Regions (EESR)
Co-chairs: MEC / ADRA

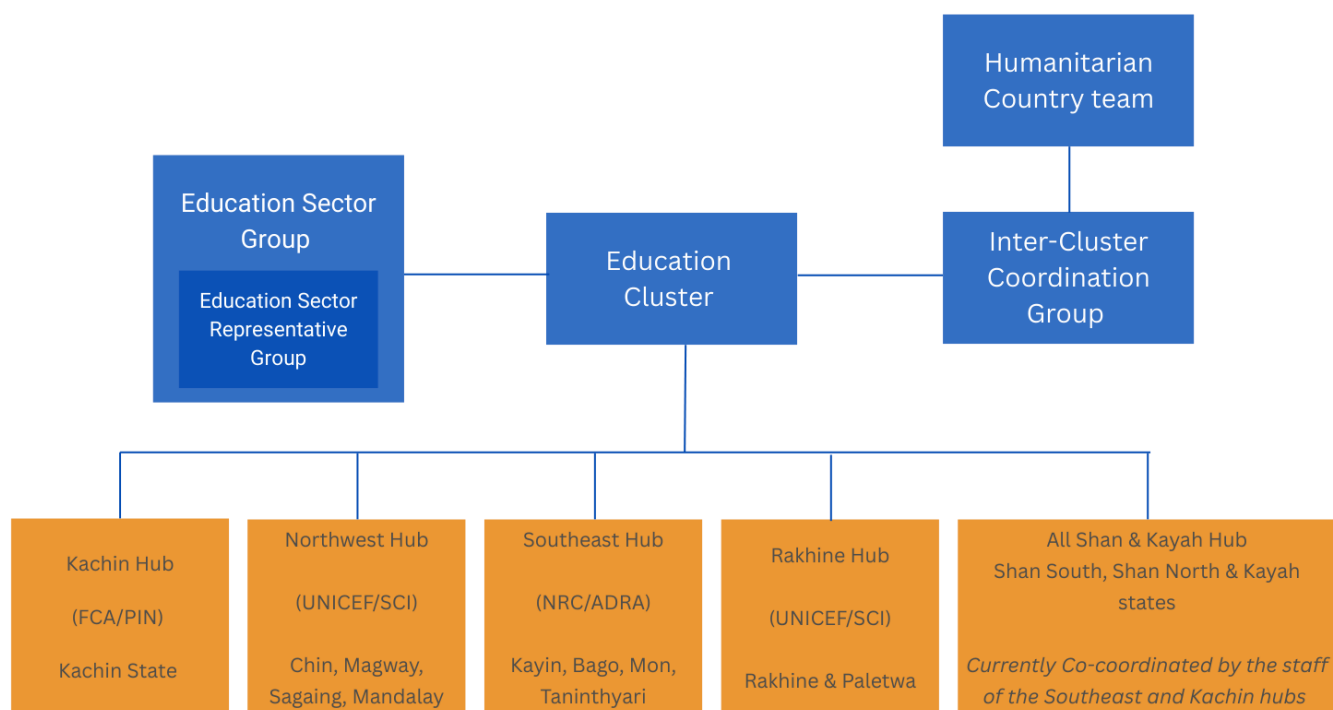
Partners: National and int. HPs or DPs with a focus on education

Membership: open to all organizations supporting sectors in collaboration with education

EDPG: previously EDPG (Education Development Partner Coordination Group)

Source: UNESCO ESPIG Project Document

Myanmar Education Cluster Structure



Principles of Strategy Development

Consultation

As part of the development of the Bridging Strategy, in October 2025 the Education Cluster engaged partners in brainstorming sessions for consultation to inform the new strategy. Participation of the partners across the cluster constituents was; UN (17%), CBOs/CSOs (35%), INGOs (43%) and Other (5%) - with representation at both national and sub national levels. A Technical Working Group (TwG) was constituted for the purposes of leading and collaborating to develop the strategy. All constituents of the partners across cluster membership were represented in the TwG; UN (13%), CBOs/CSOs (27%), INGOs (55%) and Other (5%), as well as the seven - member education cluster team. Once a first draft was developed, it was shared with Cluster Lead Agencies, cluster partners, and Strategic Advisory Group (SAG) for input and validation.

At a sector-wide level, the education Cluster team (as a member of the Working Group) is closely engaged in the ongoing development process of the Joint Response Framework II (JRF II), led by UNESCO, which is running parallel to the development of the Education Cluster Strategy, hence the decision to develop a Bridging Strategy 2026-2027 that could be adjusted later to better align to the JRF II once the latter is completed. This position has enabled provision of alignment to as much extent feasible in the circumstances, with room for re-adjustment at a later date as may be needed.

Evidence

The needs analysis included in this strategy was developed based on triangulation of various data available through the Myanmar Education Cluster Situation Data Repository (SDR) maintained updated by the Education Cluster. Some of the secondary data used included: the 2022 Joint Education and Child Protection Needs Assessment, Multi sectoral Needs Assessments (MSNAs), 2025 Education Sector Situation Analysis led by UNESCO (still draft), Access Severity Overview, Humanitarian needs and response plans, subnational coordination data from the Education Cluster hubs.

Alignment

The Education Cluster is fully engaged and contributing to the development of the Education Joint Response Framework II (JRF II), led by UNESCO, as a member of the Technical Working Group leading the process. Alignment has been made to the extent feasible in the circumstances. For this reason, the Myanmar Education Cluster Strategy is developed as a Bridging Strategy to offer flexibility for further adaptation at a later stage once the JRF II has been finalized and endorsed. Once this is done, the Education Cluster Strategy will be reviewed, updated, and adjusted to ensure coherence and firmer alignment with JRF II objectives, implementation modalities, and monitoring mechanisms.

Needs Overview (2020-2025)

National Landscape

Between 2020 and 2025, Myanmar's education sector has been profoundly affected by a multifaceted humanitarian crisis including armed conflict, political upheaval, protracted humanitarian crises and natural disasters. The February 2021 military takeover and subsequent widespread insecurity negatively affected the economy, triggered teacher strikes (in form of Civil Disobedience Movement – CDM), school closures and mass displacement that not only severely disrupted people's lives, but by extension also disrupted children's learning across the country. Many teachers joined the Civil Disobedience Movement (CDM) and the official education system's legitimacy was rejected in several regions – leading to a shift of more children from the public schools (under SAC) towards the monastic, ethnic and community-based education services providers. The waves of teacher attrition that followed created an unprecedented teacher vacuum that persists to date, forcing communities to heavily rely on volunteers to teach children. As thus, communities and alternative education providers have become focal points for delivery of education services and learning opportunities across the country. Education workers may face intimidation, arrests, and displacement and the non-recognition of interim certificates have further complicated the delivery of consistent education services. The subsequent economic shocks and loss of livelihoods have further eroded families' coping mechanisms and their ability to afford costs associated to their children's education.

On March 28, 2025, a powerful earthquake of magnitude 7.7 struck Myanmar, with its epicentre near Sagaing and Mandalay regions, causing widespread devastation among 8.5 million people and 3471 deaths; damaging more than 24,200 units of infrastructure including schools and learning centres across 442 villages, with 24 per cent rendered uninhabitable.

According to the draft National Education Sector Analysis 2025, enrolment plummeted from approximately 9.7 million in the 2019/20 academic year to a low of around 4.8 million in late 2021, following the military takeover and subsequent unrest¹.

Although recent figures indicate a gradual recuperation, with enrolment climbing back above 8 million in 2024, many students remain out of school for extended periods. It is estimated that about 3 million children have missed at least two years of education, and many are placed in grades that do not correspond to their age, reflecting high rates of grade repetition and dropouts². These disruptions may have lasting impacts on children's

¹ DRAFT - Myanmar Education Sector Situation Analysis, October 2025

² Ibid

personal and academic development, highlighting the need for targeted support. Highest prevalence of overage children feature highest in Sagaing (up to 61%), Tanintharyi and Bago East (43%).

Post the 2021 military takeover, there is an incremental trend observed in terms of more children not accessing education every year that passes. The 2025 Multi-Sector Needs Assessment (MSNA) highlights that 60% of children in conflict-affected households did not access formal education during the 2023–2024 school year and that up to at least 24% of children attending formal schools full time nationwide faced disruption, and nationwide school closures due to conflict were the main barrier to formal education, accounting for 35% of school drop-outs across population groups. Financial barriers came second, as reported at 23% of the school-age children nationwide, a 9% increase from 14% the previous year.

Representatives from ethnic education administrations report that 427,530 children were enrolled across 4,410 schools and learning spaces under ethnic education administrations³. When excluding incomplete samples (e.g., Kachin and Chin), this marks a 70% increase from 2022-2023 and a 43% increase from 2023-24. The most significant growth occurred in Karenni and Ta'ang administrations, in areas where the SAC MoE has no presence following shifts in territorial control. This growth stems from both increased demand – as children shift away from SAC MoE schooling due to displacement or local preference – and expanding supply, including opening new schools, extending grade levels (e.g. pre-primary and upper secondary), and administrative consolidation. However, increases in enrolment are not evidence of broader gains in access to education but rather an internal reallocation of provision within the education landscape. In other words, it is not that previously out-of-school children are now accessing education, but rather that students previously enrolled in schools administered by the de facto authorities in Naypyitaw (i.e., the SAC MoE) are now enrolled in ethnic education provisions⁴. The upcoming elections being planned amidst the prevailing context characterised by increasing tension creates an additional cause to worry about potential deterioration of the political situation in the country.

Education: a priority for children and communities

Despite the multi-sectoral nature of humanitarian needs driven by the multifaceted crisis unfolding in Myanmar, education remained a primary sector of concern for many displaced and returned households. When households with school-aged children were asked about the most significant challenges faced at the time of data collection, approximately one third of the assessed IDP Returnee (32%), one quarter of the IDP (27%)

³ Data do not include Rakhine, Kokang and other parts of Shan. ERICC Access to education within parallel education systems in Myanmar, August 2025

⁴ ERICC Access to education within parallel education systems in Myanmar, August 2025

and 1 out of 5 Non-Displaced Stateless households (21%) cited access to education for children (compared to 9% for assessed Other Crisis Affected households)⁵.

As part of the Post Earthquake Needs Assessment conducted by the Myanmar Early Recovery Cluster, communities were asked to provide the top three priorities in terms of urgency for restoration. Overwhelmingly prioritized was the restoration of religious and cultural facilities, with schools and educational facilities come second, with 79 localities highlighting the need to reopen classrooms, ranking higher than WASH facilities, hospitals or road infrastructure. According to communities, getting classrooms back up not only allows children to resume learning but also frees parents—especially mothers—to return to work. The demand was strongest in rural Mandalay and Shan South where classrooms often double as safe shelters⁶.

Teachers, Quality and Learning⁷

Following the February 2021 military takeover, a large number of teachers joined the Civil Disobedience Movement. Consequently, in May 2021, the Ministry of Education fired more than 125,000 of the country's 430,000 basic education teachers. The same month, the Myanmar Teacher's Federation estimated that half of the country's teachers had joined this movement. Hundreds of teachers were political prisoners, charged with serious crimes in relation to their participation in protests, the Civil Disobedience Movement, or other forms of opposition to the de facto government.⁸

In 8 townships assessed as part of the Education and Child Protection Needs Assessment in 2022⁹, KIs on Education reported that at least 50% of currently active teachers in their townships started working as teachers after the military takeover (volunteer teachers). The school survey provided evidence supporting this finding, as an average of 47% of currently working teachers in assessed schools started working in the school after February 1, 2021. While this does not necessarily mean that all of them were not working previously in other schools, this could also suggest a huge turnover after the military takeover and the Civil Disobedience Movement (CDM)¹⁰.

An average of only 30% of teachers in assessed schools with the minimum teaching qualification (i.e., at least has graduated from the University of Education or has a

5 REACH: 2024 Myanmar Multi-Sector Needs Assessment (MSNA)

6 Myanmar Early Recovery Cluster, Needs Assessment, Myanmar Earthquake, 15 August 2025

7 Ibid

8 The Civil Disobedience Movement (CDM) is a general strike mobilisation spearheaded by hundreds of thousands of civil servants in Myanmar, that emerged as an act of defiance after the military coup on 1 February 2021. For more information about the CDM, see The Centrality of the Civil Disobedience Movement (CDM) in Myanmar's Post-Coup Era - Policy Briefing – SEARBO

⁹ CP-Education Joint Needs Assessment, 2022

¹⁰ Ibid

postgraduate teaching diploma). In addition, 40% of assessed schools reported not having clear selection criteria to hire teachers.

Another reason that significantly disrupted the teacher workforce in Myanmar has been the Conscription Law, that drove younger teachers to flee conflict zones, increasing the reliance on older, less trained educators and creating a climate of insecurity and psychological stress. This hampers both the immediate delivery of education and long-term capacity development in conflict-affected areas. Many teachers, especially those under age 35, have fled their communities to avoid being conscripted into the military. Teachers in ethnic territories tend to be less affected by conscription, but in conflict zones, the law creates a significant threat. The migration or fleeing of teachers due to conscription exacerbates existing shortages, risking the quality and continuity of education¹¹.

The implementation of initiatives like the Teacher Competency Standards Framework and efforts to standardize salaries demonstrate progress, but systemic gaps persist. Notably, teacher training, particularly ongoing in-service professional development, is often superficial, infrequent, or poorly tailored to regional and contextual needs, reducing its effectiveness. Teachers report that without continuous support, mentorship, and resources, translating training into meaningful classroom improvement remains difficult, further hampering learning outcomes and inclusivity.

Evidence suggests that already before the pandemic breakout learning outcomes among Myanmar children were, on average, poor, and that the crisis worsened them. The country wide results show that the majority of children assessed are falling behind in their literacy and numeracy skills. Only 43.2% of children are reading at a level 4 (Grade 2 competency) and only 44.2% are children are doing mathematics at a level 4 (Grade 2 competency).

The impact of Myanmar's twin crises has therefore had a profound and multifaceted effect on learning outcomes across the country. The disruption to regular schooling, military takeover led with declines in educational quality and emotional strain on students, has resulted in significant learning losses, particularly in foundational skills such as reading and mathematics. The decline in students taking matriculation exams further highlights the widening gap in higher-level achievement, raising concerns about long-term educational attainment and socio-economic prospects for Myanmar's youth.

Many schools rely on traditional record-keeping methods, often hampered by inconsistent data collection, outdated tools, and limited training. While some institutions, especially NGO and boarding schools, benefit from community support and external aid, others face difficulties adapting assessments to diverse learner needs, with shortages of materials and trained staff posing obstacles. Variability in evaluation methods, ranging from formal

11 DRAFT - Myanmar Education Sector Situation Analysis, October 2025

exams to informal teacher observations, reflects the differing levels of capacity and stability among schools, affecting their ability to reliably track progress and identify learning gaps.

Most of the schools assessed as part of the Education and Child Protection Needs Assessment in 2023 reported operating in a solid finished building (70%). This proportion is larger among formal schools (85%) and lower among informal ones (67%). Overall, 18% of the classrooms among assessed schools were reported to be tents or temporary structures. Regarding sanitation facilities, assessed schools reported an average of 1 sanitation facility per 53 students, with informal schools recording a higher ratio. The overall average is quite high taking as a reference the sphere standards on WASH at school, especially for girls. In addition, 66% of schools reported that toilets are not separated for children and adults, 45% that they are not gender-segregated, and 27% that they cannot be locked from the inside. Sanitation in such conditions might aggravate protection concerns for users, especially girls. In addition, only 16% of the assessed schools reported to having at least one toilet that is accessible to those with limited mobility or vision. Most schools reported not having a feeding programme currently operative (60% of assessed schools), and among the almost 40% that reported having one, not all of them provide food every day or in enough quantities¹².

The average pupil-classroom ratio is reported at 28 students per shift. This ratio varies depending on whether the school is formal or informal, with formal schools recording a lower pupils per classroom ratio than informal schools (respectively 19 and 32 on average). However, among informal schools, the ratio skyrockets to 98 in the case of Temporary Learning Centers (TLC), which are primarily located in Rakhine.

Gender and Inclusion

Vulnerable groups, including children with disabilities, those from impoverished families, girls, and ethnic minorities, face disproportionate barriers. According to the Disability Brief of the 2023 Multi-Sector Needs Assessment (MSNA), around one in six people was reported to live with a milder, moderate or severe disability across assessed population groups. In terms of education, lower enrolment rates in formal schooling were reported for school-aged children (6-17) living with a disability when compared to children without a disability. The biggest reported disparity in enrolment was among the OCAP population group, despite having the highest overall enrolment rate. Specifically, only 35% of assessed school-aged children with a disability in this group were enrolled in formal schooling, compared to 77% of assessed children without a disability. In addition, among school-aged children effectively enrolled in formal schooling, children without a disability

¹² CP–Education Joint Needs Assessment, 2022

displayed slightly higher attendance rates than children living with a disability, across all population groups.

Among children with a disability not enrolled in formal schooling, disability-related constraints appeared to be key issues preventing HHs from enrolling their children in formal schooling. While school closures due to conflict was the main reported barrier preventing enrolment for all population group among HHs without children with a disability, HHs with children with disabilities consistently reported as main barriers to formal schooling that they preferred not to send their child to school due to their disability, that their children could not be enrolled due to their physical disability or that learning spaces lacked facilities for children with disabilities.

Based on the World Bank report¹³, while primary enrolment among children with disabilities remains relatively high, their participation at middle and high school levels drops sharply, often falling below 5%.

According to the Education Cluster Joint Education and Child Protection Analysis in 2023¹⁴, the most reported barrier that boys and girls with disability face to access education in the assessed townships is the lack of adequate infrastructure for them. Indeed, 45% of assessed schools did not have accessible classrooms, 80% lacked toilets that catered to limited mobility or vision, 45% lacked accessible hand-washing facilities, and almost 50% did not have recreational spaces that were accessible to children with disabilities. In almost 60% of assessed schools, it was reported that no, or almost no teachers, have been trained to cater for the needs of children with disabilities.

In formal education, gender parity seemed to be achieved across population groups and school-age cycles¹⁵. This is in line with previous research in Myanmar, which highlighted gender parity for enrollment rates in primary and secondary schools. However, further research considering the quality and adequacy of education through a gender-sensitive lens, in addition to access conditions, could help understand the extent to which both boys and girls are given equal opportunities to reach their full potential in schools. Regardless of population group or gender, access to formal school decreased progressively as children advanced through the school-age cycle. The drop in attendance between primary and upper-secondary levels was particularly noteworthy given the specific vulnerabilities that adolescents have been documented to face in crisis contexts¹⁶. In particular, socio-economic factors, safety concerns, health and hygiene and WASH facilities in schools,

13 World Bank Group (2024) Educational Access and Disparities in Myanmar, November 2024, Report number 194677

14 Myanmar Education and Child Protection Joint Needs Assessment 2022

15 REACH: 2024 Myanmar Multi-Sector Needs Assessment (MSNA) - A notable exception is for IDP boys aged from 11 to 14 years old: those assessed were more likely to access schools than girls of the same age. However, the difference is less stark when looking at net attendance rates (boys and girls aged 11 to 14 who were attending lower secondary school or upper secondary school) which means that access figures could be artificially inflated by the presence of overaged learners, notably for boys

16 UNHCR, Plan International, UNICEF, The missing piece: Secondary education in crisis contexts, 2023.

early or forced marriage and child labour and conflict-related recruitment. Ethnic minority groups and children in rural and conflict zones are particularly disadvantaged, with many unable to access consistent and quality education, exacerbating existing inequalities.

Two-thirds of assessed school-aged children with moderate/severe disabilities and nearly one-third of assessed children with mild/moderate/severe disabilities were completely out-of-education.

Mental Health and Psychosocial Support, Child Protection and Attacks on Education

Chronic exposure to violence, uncertainty, and displacement has left children and teachers experiencing deep psychosocial distress. The protection environment for children has deteriorated sharply since 2020. Out-of-school children face increased risks of child labour, recruitment by armed actors, gender-based violence, and early marriage. Adolescents, particularly boys in conflict zones, are at heightened risk of recruitment and exploitation.

In the Education and Child Protection Joint Needs Assessment in 2022 cases of child marriage were reported by KIs in all the assessed townships, being the most reported child protection risk in the sample by KIs on child protection. Girls feeling unsafe in the community was also among the most reported child protection risks (in 19 out of 25 townships). The second most reported child protection risk was child labour in the case of both girls and boys (cases were reported in 22 out of 25 townships). Cases of children being seen with armed groups or forces in the proximity of the township were also among the most reported child protection risks (in 17 townships)¹⁷.

Reports by the United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict (CAAC), Global Coalition to Protect Education from Attack (GCPEA)¹⁸ and local NGOs document multiple “grave violations” against children: recruitment and use in armed conflict, attacks on schools, denial of humanitarian access, killing/maiming, abduction, and sexual violence.

This was confirmed during the KIs held as part of the Education and Child Protection Joint Needs Assessment in 2023. When asked about trends of child protection risks in their areas since February 2021, KIs reported an increase in number of child labour, recruitment of children by armed forces and groups, and arbitrary arrests in most of the townships. KIs on child protection were asked about the key protection concerns for in-school and out-of-school girls and boys (described in the following two bullet points).

¹⁷ Education and Child Protection Joint Needs Assessment in 2022

¹⁸ Education Under Attack 2024, Country Profiles, Myanmar

Child protection issues affecting girls: child marriage seems to be one of the main protection concerns for girls, both in and out of school. However, for out-of-school girls, this risk was more frequently reported. Suffering from physical or verbal harassment or violence (not sexual) was also one of the main concerns for girls. Child labour was much more reported as one of the main protection concerns for “out of school” girls (in 10 of the 25 townships) than for “in school” girls (in 5 townships). Something similar happens for the protection risk “suffering from sexual violence (including rape and forced prostitution)” that was reported in 8 townships as one of the main protection risks for out-of-schools girls vs 5 townships for in-school girls¹⁹.

Child protection issues affecting boys: being involved in drug use and abuse seems to be one of the main child protection concerns for boys, regardless of their school attendance status. Hazards consequence of armed conflict and suffering from physical or verbal harassment or violence (not sexual) are also among the main protection risks reported by KIs regardless of their education situation (similar to girls). Similar to girls, child labour was more reported for “out of school” boys (in 7 townships out of 25) than for “in school” boys (in 4 townships)²⁰.

Both boys and girls being recruited by armed forces and armed groups also appear among the most frequently reported risks, with 25% of caregivers reporting this as a concern for both genders who are out of school.

Attacks on schools: Attacks on education continue to erode learning continuity. GCPEA (2024) documented over 500 attacks and military occupations of schools since 2021. In 2022, GCPEA identified over 130 attacks on schools²¹ of which 78 were verified by the UN²² and in 2023 117 attacks on schools verified by the UN²³.

Attacks on students and staff: as education in Myanmar became increasingly politicized during the current reporting period, the UN reported that the military arrested teachers and students for teaching at, or attending, schools connected to opposition groups²⁴. The UN also reported that, as some children needed to pass checkpoints to access schools, attendance decreased amid fears of violence, harassment, and forced recruitment²⁵. GCPEA also identified reports of teachers being targeted at home, based on whether they work in the school system under the military junta, or alternative opposition-supported

19 Education and Child Protection Joint Needs Assessment in 2022

20 Ibid

21 Full list of references in GCPEA's website, https://protectingeducation.org/wp-content/uploads/eua_2024_references.pdf.

22 UN General Assembly and Security Council, “Children and Armed Conflict: Report of the Secretary General,” A/77/895-S/2023/363, June 5, 2023, para. 142

23 Education Under Attack 2024, Country Profiles, Myanmar

24 UN General Assembly, “Report of the Special Rapporteur on the situation of human rights in Myanmar - Advance Unedited Version,” A/78/527, October 12, 2023, para. 6

25 OCHA, “Myanmar Humanitarian Needs Overview 2023 (January 2023),” January 15, 2023, p. 44

schools. In 2022, GCPEA identified 34 reported attacks²⁶ on school students and staff and 6 attacks on teachers in 2023²⁷.

Military occupation of schools: GCPEA collected at least 190 reports of the military occupation of schools or universities. In most cases, schools and universities were used as military bases, although they were also used as fighting positions and interrogation centers. The UN reported that soldiers occupied schools while children were present, potentially endangering their lives, amid concerns that children could be used as human shields²⁸.

Regional Needs Analysis

North East (Kachin)

The North East continues to experience protracted armed conflict involving multiple Ethnic Armed Organizations (EAOs) and the Myanmar Armed Forces (MAF). In Kachin, frequent airstrikes and ground clashes have forced families into displacement camps.

Education in non-government-controlled areas (NGCAs) operates primarily through ethnic education systems, often under-resourced and isolated from national frameworks. Children receive instruction in ethnic languages, which supports inclusion but does not receive recognition and certification – highlighting the accreditation issues faced across the country, especially for children outside the MoE schools.

Teacher shortages are acute. Many teachers who joined the Civil Disobedience Movement fled or set-up local education initiatives, but without standardized pay, training or curriculum. Schools in IDP camps are overcrowded, with limited materials and no psychosocial support.

North West (Sagaing, Chin, Magway, Mandalay)

The North West is among the most heavily impacted region since 2021 with near-continuous fighting, mass displacement, and widespread school destruction. Satellite data and partner assessments indicate that over 2,000 schools were burned or destroyed. According to the UN, while reported enrolment in schools run by the de facto authorities increased in 2022, this did not always indicate attendance, and demand for alternative

²⁶ Education Under Attack 2024, Country Profiles, Myanmar. A full list of references can be found on GCPEA's website, https://protectingeducation.org/wp-content/uploads/eua_2024_references.pdf.

²⁷ Ibid

²⁸ OCHA, "Myanmar Humanitarian Needs Overview 2023 (January 2023)," January 15, 2023, p. 30

and non-formal education systems increased²⁹. This dual education system continued to put teachers and students in both systems at risk of attack, as attendance could be construed as either support for the military junta, or for the resistance³⁰.

In Sagaing, on top of the ongoing conflict, the earthquake of March 2025 severely disrupted daily life, with thousands losing their homes and the displacement of teachers and students, leaving many children out of school, increasing risks of learning loss and dropout. The prolonged use of schools as emergency shelters may also lead to the deterioration of buildings and equipment, further compromising children's safety and the future availability of learning spaces. 6% of in-school children have seen their education disrupted due to the school being occupied by armed forces/non-state armed groups and 3% due to the school being used as shelter by displaced persons during the 2023-2024 school year³¹.

In Magway, 24% of primary school-aged children were at least two years older than the expected age for their grade³².

Many children in displacement sites rely entirely on informal education, community teachers, or remote learning via small volunteer groups. Connectivity remains poor, and digital divides exacerbate exclusion. Teachers report trauma and exhaustion due to repeated displacement and lack of income.

Protection risks are severe. Adolescents face high risks of recruitment by armed actors, child labour, and early marriage. In Chin and upper Sagaing, some children have missed three or more consecutive school years.

Rakhine State and Paletwa township in Southern Chin state

Rakhine's education crisis is compounded by ethnic tensions, natural disasters, and displacement. The protracted displacement of Rohingya and other minorities has left more than 600,000 children dependent on humanitarian assistance for education. According to the findings from the MSNA 2024³³, the situation of assessed Non-Displaced Stateless children appeared particularly concerning, with 45% not attending any type of school - the highest proportion among all population groups assessed in Rakhine state.

Access remains unequal. Movement restrictions in IDP camps prevent children from attending formal schools. Non-Rohingya populations also face challenges as renewed fighting in northern Rakhine displaces communities and damages schools. Language and certification barriers further complicate access. Humanitarian agencies support

29 OCHA, "Myanmar Humanitarian Needs Overview 2023 (January 2023)," January 15, 2023, pp. 23-24

30 OCHA, "Myanmar Humanitarian Needs Overview 2023 (January 2023)," January 15, 2023, pp. 23-24, 44

31 Myanmar March 2025 Earthquake – Education Vulnerabilities & Updated Needs (RNA Insights)

32 Ibid

temporary learning centres (TLCs) in the IDP camps, but teachers face limited training and burnout. Girls, particularly adolescents, are often kept home due to cultural norms and safety concerns.

Following Cyclone Mocha in May 2023, UN estimates indicated that over 1,200 schools had been damaged in Rakhine state and the northwest³⁴. According to the UN, children with disabilities were heavily impacted by the conflict, in particular their access to education, as school buildings with accessibility features were destroyed³⁵.

All Shan and Kayah (Kayah, Shan North and Shan South)

This is the newest sub national coordination hub, carved out of the northeast and south east hubs. In Shan, ongoing instability along trade corridors affects teacher mobility and school safety. Like other parts of the country that have been experiencing conflict escalation and increased displacement trends, education of children has been disrupted.

South East (Kayin, Mon, Bago, Tanintharyi)

The South East remains highly fragmented, with a mix of conflict-affected, disaster-prone, and relatively stable areas. Education systems are pluralistic, with ethnic administrations running parallel schools. Flooding, landslides, and tropical storms regularly damage infrastructure. Teachers and children often cross conflict lines to access education. Ethnic education providers have maintained relatively stable systems but require recognition, materials, and support. Despite community resilience, learning outcomes remain well below pre-crisis levels.

34 UNICEF, "UNICEF Myanmar Humanitarian Situation Report No. 4: 1 May - 30 June 2023," July 3, 2023, pp. 1-2

35 OCHA, "Myanmar Humanitarian Needs Overview 2023 (January 2023)," January 15, 2023, p. 44

Caseload and Prioritization

More than 3.5 million people (98 per cent children) need education-in-emergencies assistance. These are broken down into four separate population groups, based on their displacement status. These are; Internally Displaced People - IDPs (21%), Returned, resettled, and locally integrated IDPs (2%), Non Displaced Stateless People - NDSPs (2% Rohingya make up the majority of this group), and Other Shock-Affected People OSAPs (75%). At state/regional level, Sagaing and Rakhine exhibit the highest severity of needs (28% and 10%) respectively, of the total national caseload. Intensified conflict and severe displacement are common denominators underpinning the vulnerability of the populations in these states specifically.

The Education Cluster will target 1.1 million people (32 per cent of those in need), including 519,000 boys and 594,000 girls, with 141,000 children with disabilities. 98% of the targets prioritised are children, while adults (educators and key education stakeholders like PTAs) account for 2 per cent of the target. The most vulnerable and marginalised population groups (IDPs, returnees and NDSP children) representing 76 per cent of the target are priority number for the cluster's focus in the response. The host community (Other Shock-Affected People OSAPs) make up 24% of the cluster targets. Sagaing and Rakhine take the largest share (38 per cent and 18 per cent) of the target owing to the high levels of vulnerability and needs as highlighted by the PiN calculation.

Table 1: Snapshot of People in Need and People Targeted (2026)

Summary (by Age + Disability)			Summary (by Displacement Status)			Summary (by Gender)		
Age	2026 Targets	% of Targets	Displacement Status	2026 Targets	% of Targets	Gender	2026 Targets	% of Targets
Children (3-17)	1,112,835	98%	IDP	728,761	64%	Female	605,427	53%
Adults	22,711	2%	Returned, resettled and locally integrated IDPs	81,701	7%	Male	530,119	47%
People with Disability (included in above)		12%	Non-displaced stateless people	55,935	5%			
			Other shock-affected people with humanitarian needs	269,149	24%			

	Total		People targeted by Displacement Status			
	People in need	People targeted	IDP	Returned, resettled and locally integrated IDPs	Non-displaced stateless people	Other shock-affected people with humanitarian needs
Ayeyarwady	27,514	-	-	-	-	-
Bago (East)	142,961	31,076	21,740	524	-	8,812
Bago (West)	41,273	2,578	916	-	-	1,661
Chin	137,122	31,705	24,378	442	-	6,885
Kachin	175,590	57,178	36,024	7,202	-	13,951
Kayah	58,558	32,285	26,814	1,565	-	3,906
Kayin	194,593	67,047	48,591	2,593	-	15,863
Magway	206,047	64,447	48,180	578	-	15,689
Mandalay	449,722	35,391	12,168	-	-	23,222
Mon	131,745	26,021	8,864	1,550	-	15,607
Nay Pyi Taw	68,722	-	-	-	-	-
Rakhine	367,920	200,999	96,864	19,656	55,935	28,544
Sagaing	993,656	428,972	324,496	7,355	-	97,121
Shan (North)	148,885	20,124	7,052	4,571	-	8,502
Shan (South)	225,245	65,060	32,813	12,612	-	19,635
Tanintharyi	153,752	72,662	39,858	23,053	-	9,750
Total	3.5 M	1.1 M	728,761	81,701	55,935	269,149

Response Framework

SUMMARY MYANMAR EDUCATION CLUSTER 2026 HNRP RESPONSE FRAMEWORK/LOG FRAME



STRATEGIC OBJECTIVE (SO 1): Suffering, morbidity, and mortality are prevented or reduced among 4.6 million crisis-affected people through equitable, safe, and dignified access to timely, multisectoral, life-saving assistance, ensuring their well-being and preventing further deterioration of their humanitarian conditions.

[Hyperlink to the Response Framework](#)

NEEDS	CLUSTER OBJECTIVE	CLUSTER ACTIVITY	OUTPUT INDICATOR (ActivityInfo)	LINKAGE TO CLUSTER STANDARDS
Lack of safe education infrastructure; classrooms, WASH facilities (including gender-segregated), etc	CO 1: Crisis-affected and other vulnerable children and youth with humanitarian needs have continued access to safe, inclusive, quality learning opportunities	CA: Establish/rehabilitate TLSs that are accessible to all crisis affected children and youths (including those with physical disabilities)	# of temporary learning spaces established/rehabilitated	Standards Batch 2; Annexes A,B,C,D,E
		CA: Provide/improve safe accessible context appropriate and gender segregated WASH facilities in learning spaces	# of education spaces with improved WASH facilities	Standards Batch 2; Annexes A,B,C,D,E
		CA: Provide/expand safe, relevant, accessible, quality and inclusive non formal education opportunities for all crisis and displacement affected children and youth (ECCD, and basic education)	# of children/adolescents/youth enrolled in/benefitting from non-formal education opportunities provided	Standards Batch 1: Learners' Kits - Section A; Pages 4-14 Teachers' Kits - Section B; Pages 16-17, & "Children with Disabilities"; Pages 17-19 Hygiene Kits (Individual child and School level); Section C; Pages 19-20 School/NFE Kits: • "For whole school/TLS/Learning Centre" excluding ECCD and CwDs; Section C; Pages 22 - 26, • "ECCD and Kindergarten levels Only"; Section C; Pages 26 - 27 • "CwDs"; Section C; Pages 27 - 31 First Aid Kits for School/TLS/Learning Centre; Section F; Pages 31 - 33 Recreational Kits for School/TLS/Learning Centre; Section G; Pages 33-34
Lack of key education materials; curricula, supplies e.g stationery, furniture, uniform, supplementary learning materials, , etc		CA: Provide individual age/ task-appropriate, and inclusive learning materials/education supplies/ for use by learners and educators (learners and educators kits - note books, pencils, pens, backpacks, uniforms/school clothing, etc)	# of individuals receiving learning materials (learners' kits + teachers' kits)	Standards Batch 1: Learners' Kits - Section A; Pages 4-14 Teachers' Kits - Section B; Pages 16-17 Teachers' Kits (Children with Disabilities); Pages 17-19
		CA: Equip learning spaces with appropriate supplies (e.g black boards, furniture, chalk, etc)	# of learning spaces with improved learning environment	Standards Batch 1: Hygiene Kits (Individual child and School level); Section C; Pages 19-20 School/NFE Kits: • "For whole school/TLS/Learning Centre" excluding ECCD and CwDs; Section C; Pages 22 - 26 • ECCD and Kindergarten levels Only; Section C; Pages 26 - 27 • CwDs; Section C; Pages 27 - 31 First Aid Kits for School/TLS/Learning Centre; Section F; Pages 31 - 33 Recreational Kits for School/TLS/Learning Centre; Section G; Pages 33-34
		CA: Provide inclusive age and context-appropriate, supplementary open learning materials/ resources to conflict and displacement-affected children and youth to support their education	# of people (learners and educators) receiving supplementary/open learning materials/resources for basic education (formal and non formal)and youth to support their education	
Financial constraints to affording costs associated with education		Provide cash and voucher assistance for education (based on feasibility)	# of school age children receiving education-related cash and voucher assistance	Guided by the intersectoral MEB (Minimum Expenditure Basket) Rates

NEEDS	CLUSTER OBJECTIVE	CLUSTER ACTIVITY	OUTPUT INDICATOR (ActivityInfo)	LINKAGE TO CLUSTER STANDARDS
Gender-specific barriers such as menstruation for adolescent school age girls, and lack of appropriate support	CO 1: Crisis-affected and other vulnerable children and youth with humanitarian needs have continued access to safe, inclusive, quality learning opportunities	CA: Provide age and context-appropriate menstrual hygiene and health management information sessions and materials/supplies (sanitary pads/ napkins/towels) to adolescent girls in learning spaces	# of adolescent school age girls receiving menstrual management materials/supplies and information sessions	Standards Batch 1: Menstrual Health and Hygiene Management Kits (For Adolescent girls in schools); Section D; Page 21
Lack of teacher salaries/ remuneration	CO 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	CA: Recruit and retain quality educators through provision of incentive payments for educators	# of educators supported with incentive payments or other financial support	Standards Batch 1: Rewards and Incentives for Teachers/ Educators/ Volunteers ; Section H; Pages 34-37
Lack of qualified teachers/ heavy reliance on volunteers		CA: Provide EiE relevant capacity building to volunteer and community educators (EiE, learner centered pedagogy, SEL, PSS, DRR, CP, Child safeguarding, etc)	# of teachers/educators trained	
		CA: Train educators and or parents/caregivers in effective use of supplementary learning materials	# of teachers/ educators and or parents/caregivers receiving capacity building in use of supplementary learning materials	
Limited local response capacity	CO 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	CA: Strengthen EiE response capacity of CSOs, NGOs, ethnic, monastic and local partners (incl MRE, PSEA, advocacy, coordination, resource mobilization, contingency plans, AAP, etc)	# of Cluster partner staff receiving capacity building (EiE, inclusion, PSEA, and/or AAP, etc) # of organisations receiving funding support (from eg MHF, and other funders) for EiE response	
		CA: Establish/ and or build capacity of education committees/PTAs to actively participate in education in their communities	# of education committees/PTAs established and/or trained	
High exposure to protection risks due to the ongoing crisis; child marriage, recruitment into armed groups, human trafficking, child labour, sexual exploitation and abuse, etc	CO 1: Crisis-affected and other vulnerable children and youth with humanitarian needs have continued access to safe, inclusive, quality learning opportunities	CA: Protection mainstreaming in cluster activities	% of sectoral projects or activities that include a protection risk analysis and mitigation measures throughout the program cycle.	
		Prevention of Sexual Exploitation and Abuse	# of children and adults engaged through awareness-raising activities and community mobilisation interventions on PSEA (disaggregated by gender, age and disability).	

Operationalizing the Response

Standards Harmonization for a Quality Response

In 2023 the Education Cluster embarked on a consultative process of development and contextualization of quality standards, to provide a guiding framework for partners' implementation of various key cluster prioritized EiE activities and ensure quality assurance and harmonization among the partners within the education response. The standards cover a range of EiE prioritized activities; from EiE Infrastructure (including WASH) to incentives for educators/volunteer teachers, and various categories of educational supplies (including those for Children with Disabilities - CwDs). The standards are divided into 2 Batches. [Batch 1 Myanmar Standards, Kits and Incentives](#) while Batch 2 focuses on infrastructure ([Batch 2 Myanmar Standards, Temporary Learning Spaces designs and Bills of quantity](#)). As part of this strategic period the Cluster will do a mapping of the various curricula being used across the different education providers, with the aim to understand who is using what curriculum across formal/non formal/informal education and strengthen alignment.

Localization and Capacity Strengthening

To continue growing the scale of assistance delivery, the education cluster will build upon the already established localization efforts; onboarding and supporting more local field level local partners to lead the response especially in locations with complicated access – leveraging their proved capabilities on the same as so far demonstrated. The Cluster will also continue strengthening Partners' Capacity by providing capacity-building initiatives and mentoring for local actors to improve programme delivery but also access to financial resources. The Cluster will prioritize having local partners lead cluster coordination at least one or two sub national hubs. This is in line with not only localization but also fostering a locally-led coordination and the envisaged Area-Based Coordination approach and should also set a good foundation for transition when the right time comes in future. Partners' capacity will also be strengthening through engaging them in regular cluster activities, such as the regular review/update of clusters' standards, the upcoming mapping of curricula being used across formal/non-formal and informal education as well as during the process of updating preparedness plans.

Cash and Voucher Assistance

Assistance will combine in-kind support and cash/voucher assistance (CVA), depending on market functionality and security conditions. CVA will support access to learning materials and education costs where feasible, while in-kind modalities remain essential in areas with disrupted markets or restricted access.

Protection Gender and Inclusion (PGI)

To ensure system-wide coherence, the Education Cluster has also – and will continue to – strengthen the alignment with other clusters and Areas of Responsibility (AoRs), including

but not limited to the Child Protection AoR (CP AoR), Gender-Based Violence AoR, WASH and Nutrition clusters. This alignment has been reflected across the different steps of the Humanitarian Programme Cycle:

- Shared needs analysis - [joint EiE-Cp assessment \(JENA 2023\)](#) to reflect the interconnected drivers of learning loss, psychosocial distress, and gendered barriers to access.
- Integrated programming models - included in the Education Cluster Results framework, particularly with CP AoR on risk mitigations to ensure safe learning environments, protection from Explosive Ordnance Risk Education (EORE) as well as child safeguarding measures, GBV/PSEA training for educators and referral pathways; with WASH to ensure minimum standards of school hygiene and sanitation as well as to promote Menstrual Hygiene Management in learning spaces; with Health and Nutrition to ensure integrated school-based services.

Through these measures, the Education Cluster will continue to uphold humanitarian principles, promote equitable access to learning, and ensure that education response efforts in Myanmar are coherent, mutually reinforcing, and responsive to the evolving context.

In the same spirit, the Education cluster will continue to use all relevant fora to advocate for safety of education from all forms of attack. Through appropriate channels will continue urging all parties to the conflict to desist from attacking and using schools for non-education purposes regardless of Myanmar not being a signatory to the Safe Schools Declaration (SSD) yet.

Preparedness, Anticipatory Action and Rapid Response

Myanmar is one of the world's most disaster-prone countries with its geographical location exposing it to multiple hazards including earthquakes, floods, heatwaves, strong wind/cyclones, storm surge, periodic low rainfall, forest fires, tsunamis, industrial and technological hazards, some of which have the potential to impact large numbers of people. Education is included in the [OCHA-led intercluster Myanmar 2025-2026 Emergency Response Plan](#) with pre-identified EiE preparedness and response activities. The Inter cluster coordination group in Myanmar has also contextualized Rapid Needs Assessment and MIRA tools in Kobo for partners to use in the aftermath of an emergency. On an annual basis the Myanmar National Education Cluster also supports partners to develop and regularly update preparedness plans at subnational level. During the timeline of this strategy the cluster will also adapt the GEC Rapid Needs Assessment questions bank to the Myanmar context so partners can use a specific Education harmonized RNA template in the event of a sudden onset.

Monitoring the Response

The Education Cluster will continue to use the ActivityInfo platform, introduced in 2024, to track and report on response progress on a quarterly basis. Periodic ActivityInfo

orientation sessions will be organised for partners' reporting focal points before each reporting cycle and whenever there are changes in personnel. Additionally, more frequent orientations will be offered to local partners to strengthen their understanding of the platform and improve the completeness and quality of their reporting.

Each quarter, reported data will be consolidated and analysed, and the results presented in dashboards that visualise response progress, remaining gaps and coverage by population group and location. These dashboards will guide partners' targeting and prioritisation across geographical areas throughout the year. In line with the low-visibility operating modality required by the current political context, partner identities will continue to be anonymised in public-facing products to safeguard operations. Dashboards and related analyses will be made available to all cluster partners via the Education Cluster online platforms and MIMU.

Accountability to Affected Populations

Individual education cluster partners will continue to implement their own Community Response Feedback Mechanisms (CRFM). The Education Cluster also receives Education-specific trends through the Wai Hmya Par Platform, a humanitarian joint feedback mechanism set up in Myanmar and managed by WFP to analyse trends of feedback from affected populations received by INGOs, NNGOs and UN Agencies and support evidence-based decision-making and coordination. These trends are discussed at ICCG and HCT and clusters take actions as appropriate. An extract from the July-September 2025 report that results in concrete actions from the cluster: *Education support requests were common, with teachers and parents asking for books, whiteboards, markers, and incentive support for teachers (covered in the cluster activities/Results framework). When incentives end parents try to pay the teachers directly but they do not have sufficient resources (important point for cluster advocacy with donors). Volunteer teachers also requested certificates when incentives were not possible, explaining that the certificates were important to prove they had taught and could be useful when applying to jobs in the future (important point for the cluster to discuss with partners).*³⁶

Costing

The costing of the strategy is largely guided by the cluster standards jointly developed with partners. However, due to the fluid economic context, the unit costs have been adjusted accordingly in consultation with key stakeholders. Also, a modest addition to unit cost has been considered to cover partner operational costs/assistance delivery related costs. Costing should be reviewed on annual basis to continue being relevant in a fast-changing market situations in the country.

³⁶ Wai Hmya Par report, July-Sept 2025

Resource Mobilization and Advocacy

The Cluster will establish a Resource Mobilization and Advocacy Task Team to engage donors more proactively. Tasks may include but not be limited to: defining advocacy audiences and channels, maintaining a funding map to analyse funding trends and gaps (including projections of funding required, % increase or decrease from previous years, allocation benchmarks for local implementing partners in Country based pooled funding), support joint messaging for donors' alignment across humanitarian-development (including as part of the cluster engagement in the Joint Results Framework development process), prioritization of funding/partnerships with local organizations. This should link to the efforts undertaken towards a potential transition of EiE coordination in the years to come. Additionally, education cluster will continue actively engaging in the wider education sector coordination mechanism; interfacing with key stakeholders across the humanitarian-development-peace nexus to ensure opportunities for resource mobilization and visibility are maximized.

Transition

Given Myanmar's complex operational environment—including the presence of a de facto government, diverse ethnic service providers, and an active local civil society—transition must be adaptive, risk-informed, and grounded in humanitarian principles. In consultation with the Humanitarian Country Team and Cluster lead agencies, the Education Cluster will consider transition or partial/complete deactivation only when the following conditions are met:

- **Reduced or stabilized humanitarian needs**, including sustained safe access to learning opportunities for crisis-affected learners.
- **Predictable national or sub-national education coordination structures** capable of convening partners without compromising humanitarian principles of neutrality, impartiality, and independence.
- **Adequate development financing and systems**, allowing humanitarian mechanisms to shift toward longer-term education sector support.
- **Operational space for local actors**, including local NGOs (LNGOs), community-based organisations (CBOs), and ethnic education organisations (EEOs), to lead or co-lead coordination without increased risk to their staff or beneficiaries.
- **Acceptance from all relevant authorities**—including the de facto authorities, ethnic administrations, and local governance actors—allowing for safe, principled education delivery and coordination.

Given Myanmar's volatile context, the cluster anticipates a phased or hybrid approach, with potential for sub-national deactivation in some areas while maintaining activation in others – this may also link to the Area-based coordination mechanisms currently being established. The development of a transition plan, including risk considerations, if and

when applicable, will be developed in consultation with National and sub-national cluster partners, Local NGOs and community-based education actors and Education Development Partners.

Role of Myanmar Local NGOs and Community-Based Actors in Transition

Where feasible and safe, local NGOs (LNGOs), community-based organisations (CBOs) may slowly assume greater leadership in sub-national working groups, thematic task teams, and coordination of local responses. It is to note that the Myanmar Education Consortium already offers coordination with and amongst ethnic education organisations (EEOs) operational in Myanmar. As part of the Cluster Bridging strategy results framework 2026-2027, capacity enhancement of local NGOs is included. The cluster will facilitate capacity-strengthening to support local leadership, ensuring inclusivity of women-led and youth-led organisations. Local actors already deliver the majority of frontline education responses; transition will formalize this reality by integrating their structures into longer-term coordination mechanisms. Community-based systems will be prioritised as key custodians of education continuity in areas with limited external access.

Role of Development Actors During Transition

The Education Cluster is already an active member of the Education Sector Representative Group (ESRG) which provides a great opportunity to interface with Education Development Partners in the EDPG in Myanmar, to ensure the alignment/Nexus is embedded as part of the Joint Response Framework. It is essential that conversations with Development partners continue and for the following principles to be considered when supporting systems strengthening, aligned with locally legitimate education authorities, including EEOs and community education systems. Any transition to development coordination must *not* assume seamless alignment with de facto Government led systems; instead, it may decide to adopt a pluralistic model that recognizes the coexistence of multiple education authorities

Operational Modalities for a Phased Transition

Once a decision for transition or deactivation of the Education cluster is taken, the process will be sequenced and flexible, potentially including:

1. Sub-national transition plans that reflect local authority structures, conflict dynamics, and the capacity of local education systems.
2. Hybrid coordination models (e.g., co-led humanitarian-development working groups) in relatively stable areas while maintaining cluster activation in conflict-affected regions.
3. Preservation of surge capacity so the cluster can be reactivated rapidly in the event of escalation, natural hazards, or mass displacement.

Documentation and knowledge transfer, ensuring local actors and development partners can maintain coordination functions without disruption.

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