

# Myanmar

## Education

### Sectoral and OR+ (*Thematic*) Report

January - December 2018



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## **A. Abbreviations and Acronyms**

AE	Alternative Education
ASEAN	Association of South-East Asian Nations
BoQBEP	Building on Quality Basic Education Programme
CFS	Child Friendly School
DBE	Department of Basic Education
ECCD	Early Childhood Care and Development
ECI	Early Childhood Intervention
EiE	Education in Emergencies
ETVSCG	Education, Technical and Vocational Education and Training Sector Coordination Group
GPE	Global Partnership for Education
HAC	Humanitarian Action for Children
IDP	Internally Displaced Person
KG	Kindergarten
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MoHS	Ministry of Health and Sports
MoSWRR	Ministry of Social Welfare, Relief and Resettlement
MSDP	Myanmar Sustainable Development Plan
NESP	National Education Strategic Plan
NFPE	Non-Formal Primary Education
NFMSE	Non-Formal Middle School Education
NGO	Non-Governmental Organization
OOSCI	Out-of-School- Children Initiative
PTA	Parent Teacher Association
QBEP	Quality Basic Education Programme
SCI	Save the Children International
SITE	School-Based In-Service Teacher Education
SDG	Sustainable Development Goal
SED	State Education Department
SEDP	State Education Development Plan
TEIP	Township Education Improvement Plan
TLC	Temporary Learning Classroom
UNESCO	United Nations Education, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

## **B. Executive Summary**

**Country context** - Myanmar continues to be overshadowed by the events of August 2017 in Rakhine State, which led to the exodus of over 730,000 Rohingya refugees into neighbouring Bangladesh. Some 324,000 people are considered to be in need of assistance in three townships of Maungdaw, Butidaung and Rathedaung. In central Rakhine, some 128,000 Muslims remain in internally displaced persons (IDP) camps, or camp-like settings, with children making up around 53 per cent of the population. In Kachin, over 97,000 people remain displaced across 140 camp-like settings, with children making up around 46 per cent of this population and women another 26 per cent.

The Government launched the Myanmar Sustainable Development Plan (MSDP) in August 2018 to set out the national development vision in a single document. The MSDP now sets a framework supporting the activities of all development partners, including UNICEF's. Complementing the MSDP are various mechanisms that facilitate the planning, implementing and monitoring processes in the different sectors.

**Education sector** - The year 2018 was the second year of the National Education Strategic Plan (NESP) for 2016-2021. The NESP outlines an inclusive approach to improving teaching and learning, and provides the vehicle for Myanmar to achieve Sustainable Development Goal (SDG) 4 for Education. Despite the sector improvement, challenges remain for the country to realize the right to education for all children. According to the Ministry of Education's Out-of-School Children report, completed in 2018 with UNICEF support: 76.6 per cent of children aged 4 years old (pre-school age population); 12.3 per cent of primary school-aged children; and 11.7 per cent of lower secondary school-aged children are out of school<sup>1</sup>.

**Challenges** - A number of challenges affected the education sector overall. In humanitarian situations, limited access to affected areas, both for government staff such as teachers, and partners as well as for UNICEF, continues to be a huge challenge, making it difficult to gather data and analyse the situation on actual needs, and then to provide support to those children. In Rakhine, restriction on freedom of movement and teacher absenteeism, due largely to lack of safety, are adversely affecting children's access to education. Education targets set out in the 2018 Humanitarian Action for Children were not achieved mainly due to: limited funding, resulting in only 43 per cent of the US\$ 6,434,000 target mobilized; restricted access for UNICEF and partners to affected areas to deliver support; too few partners; and additional time needed to ensure 'do no harm'.

The **Government of Myanmar and UNICEF Country Programme for 2018-2022** is comprised of five Programmes: Education, Health and Nutrition, Child Protection, Social Policy and Child Rights Monitoring, and Water, Sanitation and Hygiene (WASH). The Education programme outcome focuses on all children, especially the most disadvantaged, to acquire knowledge and skills in an inclusive, safe, quality learning environment to complete pre-primary, primary, transition to secondary and complete lower secondary education. The programme's three outputs emphasize: (1) preschool and kindergarten; (2) inclusive quality education for all girls and boys and contribution to social inclusion and cohesion; and (3) alternative education for out-of-school children and education in emergencies.

**Results achieved under Output 1** - The National Early Childhood Care and Development Committee adopted on 19 December 2018 the first costed ECCD Strategic Plan for 2018-2022. The ECCD Law (2014) was amended through technical support to the Women and Children's Rights Committee of the Parliament. The indicators for quality assurance of preschools (children aged 3-4 years) and nurseries (children under 3 years of age), run by community, private and public institutions, were updated based on the Association of Southeast Asian Nations (ASEAN) framework. Twenty-five ethnic groups were mobilized, and supported

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<sup>1</sup> Lower secondary school aged children who are in preschool and primary school are considered as 'in school'; thus, not included in the 'out of school' figure.

technically and financially, to develop culturally- and linguistically-appropriate early learning materials (bi-lingual big story books) for 3-4 year-olds.

Early Childhood Intervention (ECI) services, the first of their kind in Myanmar, were piloted by key partners from collaborating ministries: the Ministry of Social Welfare, Relief and Resettlement (MoSWRR), Ministry of Health and Sports (MoHS), MoE, and Ministry of Home Affairs. During the first phase in November 2018, some 563 of 2,116 children under the age of 5 years were screened for developmental delays or disabilities in the three sites.

**Results achieved under Output 2** – UNICEF support to school construction in Rakhine enabled over 7,600 children to access 14 reconstructed or rehabilitated child-friendly schools reaching, cumulatively since 2016, over 30,000 children learning in 93 child-friendly schools in Rakhine. This contributes to the implementation of the Rakhine Advisory Commission's recommendation to expand primary school to all communities especially in northern Rakhine State.

The Out-Of-School Children study was completed in early 2018, under the MoE's leadership and with participation of 10 additional Ministries such as the Ministry of Planning and Finance, the Ministry of Social Welfare, Relief and Resettlement. The study's findings and recommendations were disseminated through workshops at the national and sub-national levels. Thirty-five (35) Townships developed evidence-based, disaster risk-sensitive Township Education Improvement Plans (TEIPs) with 17 Townships finalizing them. With the aim to strengthen equity-based planning and budgeting for education, an Education Budget Brief was produced jointly by MoE and the Ministry of Planning and Finance (MoPF). The Brief will be used to promote equity-based planning and budgeting of education departments

UNICEF completed a study on Child Friendly School (CFS) teacher training, with recommendations endorsed by the MoE. This led to government buy-in and the development of a national framework for in-service teacher education and continuous professional development. Complementarily, 8,062 teachers reinforced their competencies in child-centred teaching methodology through School-based In-Service Teacher Education (5,051 teachers) and CFS training (3,011 teachers), benefitting over 618,000 children. UNICEF also supported innovation in assessment under the Southeast Asia Primary Learning Metrics (SEA-PLM) initiative to transform the assessment from the current memorization focus to competencies focus.

Another key progress towards inclusive learning, especially aimed at children from different ethnic groups, was the local curriculum development in five States of Chin, Mon, Kayin, Kayah and Kachin. Once implemented in classrooms, both ethnic and non-ethnic children will have the opportunity to appreciate local ethnic cultural and language heritage, promoting respect for diversity and social cohesion among various ethnic groups.

**Results achieved under Output 3** - The Alternative Education Subsector Policy Framework document was finalized, outlining a policy environment for the Government and partners to reach more out-of-school children with non-formal education. In 81 townships, 7,896 children (3,367 girls and 4,529 boys) now have access to non-formal primary education (NFPE), with UNICEF support. Additionally, in Rakhine, Kachin and Kayah states, 150 adolescent boys and girls are completing a three-year non-formal middle school education pilot programme at the end of the 2018-2019 school year in March 2019. The pilot will be evaluated in 2019 and the results will inform the Ministry of Education (MoE) on the next steps for scaling up the programme.

In humanitarian situations, UNICEF support enabled a total of 26,472 children (13,765 girls) to access formal and non-formal basic education. In Rakhine, UNICEF supported 13,301 children (5,966 girls and 7,335 boys) affected by conflict to access primary education in temporary learning classrooms. In Rakhine, Kachin and northern Shan, 78,007 children (40,564 girls and 37,443 boys) received EiE supplies to enable

quality learning. In Rakhine, 500 adolescents from IDP camps and crisis-affected villages have access to life-skills education.

As co-leader of the Education in Emergency (EiE) sector, UNICEF continued to take the lead and successfully advocated for the Government to take over the payment of salaries for increased number of volunteer teachers in IDP camps in Rakhine, and for the provision of textbooks for IDP children. MoE's engagement in the EiE sector increased in 2018 as evidenced in the MoE's agreement to prioritise EiE in the MoE's plan for the basic education sector and to engage in discussions with the EiE sector.

The **value of flexible global education** thematic funding has been significant. It has allowed UNICEF Myanmar Country Office to make critical contributions to enable the provision of education to children in disadvantaged areas of Myanmar. Global education thematic funding has helped UNICEF to remain a champion organization to advocate for the right to quality and inclusive education for every child and to deliver education support to the most disadvantaged children in a sustainable way.

**Future Plan** - UNICEF Myanmar will accelerate the delivery of education results in 2019, building on the progress and achievements made in 2018 through the programme's three outputs. Specifically, UNICEF Myanmar Country Office has decided to concentrate on Early Childhood Care and Development (ECCD) and Adolescent programming as part of the Office's Annual Management Plan (AMP) for 2019; therefore, the Education programme will contribute to the office-wide effort to enhancing a multi-sectoral and coordinated approach; promoting and expanding partnerships; and advocating for increased investment and resource mobilization.

**Expression of Thanks** - UNICEF Myanmar would like to express sincere thanks to the Governments, National Committees, NGOs and other UN agencies and corporate donors who generously contributed to the Global Education Thematic Funds and Regular Resources of UNICEF. The collaboration was used to support quality education for the most disadvantaged children in Myanmar in 2018. UNICEF has also laid out a solid and sustainable foundation for the work in 2019 and beyond, so that all girls and boys can enjoy quality and inclusive education, from an early age and throughout their childhood.

### **C. Strategic Context of 2018**

#### **Country context**

Myanmar continues to be overshadowed by the events of August 2017 in Rakhine State, which led to the exodus of over 730,000 Rohingya refugees into neighbouring Bangladesh. For the population in northern Rakhine State, the situation is dire and access to basic social services remains limited. In the Humanitarian Needs Overview for 2019, around 324,000 people are considered to be in need of assistance in three townships of Maungdaw, Butidaung and Rathedaung, 74 per cent of whom are estimated to be women and children. Conditions in central Rakhine are particularly difficult for the Muslim population who have been largely confined to internally displaced persons (IDP) camps since the 2012 inter-communal violence. Some 128,000 Muslims remain in these camps, or camp-like settings, with children making up around 53 per cent of the population. They continue to face restrictions on freedom of movement, which contributes to limited access to livelihoods and essential services, including health and education. The camps are often poorly located, vulnerable to flooding, overcrowded and unsanitary.

The recommendations of the Rakhine Advisory Commission, accepted by both government and development partners, remain the agreed pathway for progress in Rakhine State. In certain sectors such as education and health, important steps have been taken. The Ministry of Education (MoE) has started to take responsibility for paying the salaries of volunteer teachers in the IDP camps; the salaries were formerly supported by development partners. In health, the Government has worked with the UN and others to

help ensure health facilities are accessible by all; adequately trained staff come from the different population groups; and that services reach all those in need. Nevertheless, there is no significant progress in freedom of movement and citizenship which is fundamental to any long-term solution. Moreover, towards the end of 2018, the situation in Rakhine State was further complicated by the conflict intensifying between the Myanmar and the Arakan armies. Should this conflict continue, there could be significantly more displaced people in need of humanitarian assistance in Rakhine State.

On-going conflicts in Kachin and northern Shan States continue to have humanitarian consequences, including displaced populations. In both locations conflict intensified in 2018, despite the on-going 21st Century Panglong Peace process. In Kachin, over 97,000 people remain displaced across 140 camp-like settings, with children making up around 46 per cent of this population and women another 26 per cent. Although children in the IDP camps have access to local schools, Kachin has the highest rate of children dropping out of school in the country. Children affected by the conflict are exposed to severe protection risks, including trafficking, separation from primary caregivers, early/forced marriages, and negative coping mechanisms, including drug abuse. Limited access, particularly to non-government-controlled areas, makes provision of adequate protection services virtually impossible.

The Government launched the Myanmar Sustainable Development Plan (MSDP) in August 2018 to set out the national development vision in a single document. The MSDP is founded on three pillars: peace and stability; prosperity and partnership; and people and planet. The MSDP now sets a framework supporting the activities of all development partners, including UNICEF's. Complementing the MSDP are various mechanisms that facilitate the planning, implementing and monitoring processes in the different sectors.

The revised 1993 Child Law, which is still under review by the national parliament, is intended to bring Myanmar in line with all relevant international conventions relating to children. However, some amendments that have been introduced would diminish the protection of girls and boys, notably the minimum age of marriage; the right to education up to the age of 18; violations against children during armed conflict; penalties for children under juvenile justice; as well as key definitions relating to child labour, physical and psychological violence. The revisions have not yet passed the parliamentary process, so opportunities remain in 2019 to address these issues.

## **Education sector**

The year 2018 was the second year of the National Education Strategic Plan (NESP) for 2016-2021 which is the first joint policy framework to guide both domestic and external education investments. The NESP outlines an inclusive approach to improving teaching and learning, and provides the vehicle for Myanmar to achieve Sustainable Development Goal (SDG) 4 for Education. The NESP provided an opportunity for Myanmar to access the US\$73.7 million Global Partnership for Education (GPE) funds, for NESP implementation in November 2018.

The 2018 Education Budget Brief, prepared by the ministries of Education, and Planning and Finance, with UNICEF technical support, shows that the budget allocation for education has more than doubled over the past six years, as a portion of the total Union budget. The education allocation currently represents 7.75 per cent of total government expenditure, keeping it one of the top five budget holders. Some 77 per cent of the budget is allocated to the Department of Basic Education (DBE), with 17 per cent going to the Department of Higher Education. Around 85 per cent of the DBE's budget is directly transferred to States and regions, based primarily on the number of students in basic education, but with somewhat higher allocations going to more challenging States, such as Chin and Rakhine, with Yangon Region receiving a lower allocation.

There has been good overall progress in the Education sector's performance. The completion rate for primary education increased from 66.8 per cent in 2015 to 68.9 per cent in the 2017-2018 school year, with

boys' rates rising from 64.2 per cent to 67 per cent and girls' rates rising from 69.6 per cent to 71 per cent. The completion rate for lower secondary education increased from 70.92 per cent in 2016 to 77 per cent in 2017-2018, with boys' rates rising from 65.1 per cent to 76.2 per cent and girls' rates rising from 76.6 per cent to 82. However, the enrolment number in kindergarten slightly decreased from 1,001,076 (511,967 boys and 489,109 girls) from the previous year to 961,000 (490,184 boys and 470,976 girls), due to persistent underinvestment in this important sub-sector.

Despite the sector improvement, challenges remain for the country to realize the right to education for all children. According to the MoE's Out-of-School Children report, completed in 2018 with UNICEF support: 76.6 per cent of children aged 4 years old (pre-school age population); 12.3 per cent of primary school-aged children; and 11.7 per cent of lower secondary school-aged children are out of school<sup>2</sup>. Differences between urban and rural areas are prominent: 64 per cent of pre-primary-aged children in urban areas is out of school, while out-of-school-children rate in rural areas is as high as 81 per cent. Rakhine State has the highest out-of-school children rates for primary and lower secondary, 33.8 per cent and 35.6 per cent respectively. Reasons for children being out of school include poverty, inadequate school facilities, lack of conducive learning environments, poor quality of education, and a weak link between the education sector and the labour market.

In Rakhine, Kachin and northern Shan States, children's continuous learning has been a challenge. In these conflict affected areas, UNICEF continued to play a dual role of providing response and supporting the coordination, as Education in Emergencies (EiE) sector co-lead agency. At national level, the first Myanmar EiE strategy has been drafted with UNICEF support. Progress has been made in handing over the responsibility of providing education to children in humanitarian contexts to the Government. UNICEF's continuous advocacy to the MoE, has resulted in increased government allocation to cover salaries of volunteer teachers and the provision of textbooks in temporary learning classrooms in IDP camps.

The Education Sector coordination forum, known as the Education, and Technical and Vocational Education and Training sector group (ETVSCG), established in late 2016, continued to operate and enable the MoE and other ministries such as the Ministry of Planning and Finance (MoPF), the Ministry of Social Welfare, Relief and Resettlement (MoSWRR), as well as development partners and civil society organizations to discuss key issues concerning the education sector. Seven sub-sector working groups, established under ETVSCG, strengthened their performance with support from UNICEF and other partners. The sub-sector working groups were better able to contribute to high level sector dialogue and sector review at ETVSCG level.

As the MoE is not fully addressing key issues concerning children's education rights, such as language related issues, partnerships continued to play an important role. To promote children's early reading and to take into account different languages of ethnic children, culturally and linguistically appropriate materials for children aged 3-4 years in 10 languages have been developed through partnerships with Ethnic Language and Cultural Committees with UNICEF support, under the overall leadership of MoSWRR. The materials are currently being developed in 15 additional languages. The materials, once printed, will be distributed to preschools and other learning facilities. Access to learning in the child's mother tongue has proven highly effective in improving the child's education performance. It is also part of the ECCD policy and contributes to social cohesion which is an essential element for the country's peace process that embraces and respects diversity of the country's 135 ethnic groups.

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<sup>2</sup> Lower secondary school aged children who are in preschool and primary school are considered as 'in school'; thus, not included in the 'out of school' figure.



## Challenges

In humanitarian situations, limited access to affected areas, both for government staff such as teachers, and partners as well as for UNICEF, continues to be a huge challenge, making it difficult to gather data and analyse the situation on actual needs, and then to provide support to those children. In Rakhine, restriction on freedom of movement and teacher absenteeism, due largely to lack of safety, are adversely affecting children's access to education. Moreover, the Government's approval process for activities in Rakhine has become more complicated, with numerous layers for the process both at State and Union level. And lack of clarity on roles between the State and Union levels delays the implementation of programme activities. Security in conflict-affected areas continues to be a major problem.

These challenges had an impact on the UNICEF's education programme implementation in 2018. The MoE's effort to develop the Alternative Education sub-sector framework, which started in 2016, has produced more than one dozen versions because it had to go through a multiple layer approval process, not only within the MoE but also with the National Education Policy Commission. The version by the end of 2018 was considered final, and the English translation started.

Several activities in Rakhine have been adjusted: some school sites for school construction had to be replaced by others, due to poor security and needs changed after 2017 when some villages, where original schools were located, were abandoned. The MoE's decision in 2018 to provide a stipend to students learning at the University of Distance Education (UDE) centres in selected sites in Rakhine presented opportunities but also challenges. In the MoE-UNICEF multi-year work plan, the original agreement was to develop a strategy and provide stipends. UNICEF initiated the work for the strategy development through consultations with stakeholders; however, the MoE decided not to advance the work because the consultative process could create further tensions between Rakhine and Muslim communities. Based on the 'do no harm' principle, it was agreed not to carry out the consultation; instead, alternative solutions to facilitate the teaching at those four centres of UDE were supported.

Education targets set out in the 2018 Humanitarian Action for Children were not achieved mainly due to: limited funding, resulting in only 43 per cent of the US\$6,434,000 target mobilized; restricted access for UNICEF and partners to affected areas to deliver support; too few partners; and additional time needed to ensure 'do no harm'.

### **D. Results Achieved in the Sector**

The **Government of Myanmar and UNICEF Country Programme for 2018-2022** is comprised of five Programmes: Education, Health and Nutrition, Child Protection, Social Policy and Child Rights Monitoring, and Water, Sanitation and Hygiene (WASH). The Education programme outcome focuses on all children, especially the most disadvantaged, to acquire knowledge and skills in an inclusive, safe, quality learning environment to complete pre-primary, primary, transition to secondary and complete lower secondary education.

The Education programme's Outcome: By 2022, children, especially the most disadvantaged, will acquire knowledge and skills in an inclusive, safe, quality learning environment to complete pre-primary, primary, transition to secondary and complete lower secondary education. It consists of three Outputs as below:

- Output 1: MoE and other partners at national and sub-national levels have increased capacity to give a head start to children aged 3-5 years through quality preschool and kindergarten (KG) education
- Output 2: Parents, teachers, communities, the MoE and other partners have increased capacity to actively support inclusive quality education to keep girls and boys (especially the most marginalised) in school, helping them transition and complete quality and inclusive primary and lower secondary education and thereby contribute to social inclusion and cohesion.

- Output 3: MoE at national and sub-national levels have increased capacity to provide out-of-school children aged 10-18 with *quality-assured, certified and nationally accredited alternative education* at primary and lower secondary levels, and continuous learning for children in emergencies, in collaboration with key partners.

Overall, during the first year of the Country Programme between the Government of Myanmar and UNICEF for 2018-2022, solid progress has been made in the education sector towards the realization of inclusive and quality early learning and basic education for children, including those who are out-of-school and affected by conflict. UNICEF support was essential in implementation of the many areas of the 2016-2022 National Education Strategic Plan (NESP) which in turns contributes to the progress towards SDG 4.

**Under Output 1 on Early childhood care and development (ECCD) and early learning,** many important developments were made. The National Early Childhood Care and Development Committee adopted on 19 December 2018 the first costed ECCD Strategic Plan for 2018-2022. The plan guides the implementation of the 2014 ECCD Policy although the ECCD Policy Implementation Institute and other entities that are needed for systematic implementation have not yet been established despite a budget increase in the Ministry of Social Welfare, Relief and Resettlement (MoSWRR).

The indicators for quality assurance of preschools (children aged 3-4 years) and nurseries (children under 3 years of age), run by community, private and public institutions, were updated based on the Association of Southeast Asian Nations (ASEAN) framework. The ECCD Law (2014) was amended through technical support to the Women and Children's Rights Committee of the Parliament.

The Ministry of Education (MoE) developed the kindergarten module for the school-based in-service teacher education programme to promote continuing self-learning for teachers and to help address the ongoing training needs of the new replacement teachers. Additionally, evidence-based advocacy led to the MoSWRR taking the lead, in collaboration with Myanmar Baptist Convention, in the development of early learning materials in mother tongue for young children from ethnic communities. Twenty-five ethnic groups were mobilized, and supported technically and financially, to develop culturally- and linguistically-appropriate early learning materials (bi-lingual big story books) for 3-4 year-olds. Advocacy also helped the Ministry of Ethnic Affairs secure central government's budget for printing big story books in 65 ethnic languages, developed during the previous country programme for 2011-2017.

Early Childhood Intervention (ECI) services, the first of their kind in Myanmar, were piloted by key partners from collaborating ministries: the MoSWRR, MoHS, MoE, and Ministry of Home Affairs. Partial funding from the MoSWRR and facilitation by The Leprosy Mission Myanmar supported the establishment of coordination mechanisms and capacity development of professionals and paraprofessionals. The services were initiated in three pilot sites in Yangon and Ayeyarwaddy regions. During the first phase in November 2018, 563 of 2,116 children under the age of 5 years were screened for developmental delays or disabilities in the three sites. Some 70 key resource people, including four men, from the MoSWRR, MoE and MoHS participated in capacity building workshops and practicum to prepare them as professionals for transdisciplinary teams. These teams will provide developmental assessment and intervention services for children with developmental delays or disabilities. In addition, community volunteers were recruited and trained as paraprofessionals to carry out community outreach services for developmental screening and to identify families eligible for ECI services. Although challenging, high-level intersectoral collaboration on the ECI Steering Committee and Task Force has been achieved. The MoE and the MoSWRR seconded their staff to work for ECI services for two days a week. Institutionalization of ECI in academic institutions is in progress.

**Under Output 2 on Inclusive Education,** a number of progresses were made to make the education system more inclusive and to improve the quality of education, with UNICEF support. Support was also targeted to children in Rakhine State affected by conflicts and natural disasters which, in 2018, enabled over 7,600

children to access 14 reconstructed or rehabilitated child-friendly schools reaching, cumulatively since 2016, over 30,000 children learning in 93 child-friendly schools in Rakhine, including northern townships. With the approach to cover the whole State and focus on most disadvantaged children without any discrimination, the beneficiaries are of children of all communities. School construction support contributes to the implementation of the Rakhine Advisory Commission's recommendation to expand primary school to all communities especially in northern Rakhine State.

Myanmar has participated in the global Out-of-School Children Initiative (OOSCI) which aims to introduce a more systematic approach for assessing the magnitude of the problem of out-of-school children and to guide education sector reforms. As part of the initiative, the Ministry of Education led Out-of-School Children study which was completed in early 2018. The study also involved participation of 10 additional ministries including the Ministry of Planning and Finance and the Ministry of Social Welfare, Relief and Resettlement<sup>3</sup>. The study analyzed and quantified key determinants affecting children's school attendance at pre-primary, primary and lower secondary levels, and led to policy recommendations for targeted interventions. The main barriers found to be hindering children's access to education and children staying in school are related to: household poverty; engagement in child labour; limited early childhood development services; lack of schools at the basic education level; and limited inclusive education services; and distance to school combined with security challenges caused by conflict. The study also highlighted negative attitudes towards children with disabilities by parents, teachers, peers and the community. The study's findings and recommendations were disseminated through workshops at national and sub-national levels, which served as a catalyst for 536 multi-sectoral stakeholders from 11 ministries at sub-national level to raise awareness on this issue in their localities. Alongside with the dissemination, 77 townships of 7 States developed action plans to support the rights of children with disabilities to education, focusing on sensitization among teachers, parents and the community.

Progress was made with the development of evidence-based, disaster risk-sensitive Township Education Improvement Plans (TEIPs), with 35 Townships in the process of developing them and 17 finalizing. The process involved 5,408 people including head teachers, teachers, parents and students as well as 595 government staff. Once these TEIPs are implemented, they will reach over 1,400,000 students of whom 683,000 girls. Additionally, 364 education personnel (129 female) were also trained to facilitate the TEIP process across the country with the MoE's own budget. Consultations were conducted in all 17 States and Regions and eight education Departments elaborated their Human Resource Development plans for education personnel, with advocacy to the central MoE for budget allocation. Additionally, sub-national education administration staff strengthened their skills in participatory dialogue with the support of five State Education Sector Working Groups. State-level education coordination platforms also forged partnerships among government, and non-government education organizations, including ethnic language and cultural groups. In 2018, nine multi-stakeholder dialogues were held, with UNICEF support, in Chin, Kayah, Kayin and Mon States.

With the aim to strengthen equity-based planning and budgeting for education, an Education Budget Brief was produced jointly by MoE and the Ministry of Planning and Finance (MoPF), with UNICEF's technical leadership and support that enabled strong collaboration between MoE and MoPF. The Brief analyses education budget data from 2011/2012 to the 2018 fiscal year, focusing on budget allocations and expenditures, highlighting key issues for improvement. It served as a capacity building exercise, as MoE and MoPF staff themselves undertook the work of collection, verification, analysis and discussion. The Brief will be used to promote equity-based planning and budgeting of education departments.

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<sup>3</sup> Complete list of 10 ministries are: Ministry of Planning and Finance; Ministry of Social Welfare, Relief and Resettlement; Ministry of Labour, Immigration and Population; Ministry of Health and Sports; Ministry of Border Affairs; Ministry of Religious Affairs and Culture; Ministry of Home Affairs; Ministry of Ethnic Affairs; Ministry of Agriculture, Livestock and Irrigation; and Ministry of Industry.

To enhance quality teaching and learning for all children, UNICEF completed a study on child-friendly school (CFS) teacher training, with recommendations endorsed by the MoE. This led to government buy-in and the development of a national framework for in-service teacher education and continuous professional development. The aim is to provide equitable access to in-service education for all teachers, in particular those in remote schools. Complementarily, 8,062 teachers reinforced their competencies in child-centred teaching methodology through the School-based In-Service Teacher Education programme. So far, 5,051 teachers participated in the School-based In-Service Teacher Education and 3,011 teachers took part in the Child-Friendly School training, benefitting over 618,000 children. Head Teacher training was institutionalized in 2018 with UNICEF support, meaning that this became a government-owned training for all 46,000 head teachers to reinforce their instructional leadership skills and knowledge on new topics, including inclusive education and early learning. Some 305 national core trainers, 190 female, were trained on the revised Head Teacher Training modules. UNICEF supported the training of 3,275 head teachers in Rakhine and Chin States while MoE funds were used in the training conducted in other States. UNICEF also supported innovation in assessment under the Southeast Asia Primary Learning Matrix (SEA-PLM) initiative. The first main survey took place in Myanmar in January 2019.

Another key progress towards inclusive learning, especially aimed at children from different ethnic groups, was the local curriculum development in five States of Chin, Mon, Kayin, Kayah and Kachin. Once implemented in classrooms, both ethnic and non-ethnic children will have the opportunity to appreciate local ethnic cultural and language heritage, promoting respect for diversity and social cohesion among various ethnic groups.

**Under Output 3 on Alternative Education and Education in Emergencies**, a number of results were achieved to support children who are currently out of school, and children affected by conflicts and emergencies. The Alternative Education Subsector Policy Framework document was finalized, outlining a policy environment for the Government and partners to reach more out-of-school children with non-formal education. This framework, the overarching policy document on Alternative Education, is a major achievement, representing a milestone in the National Education Strategic Plan (NESP) for 2016-21. The framework carries the Ministry of Education's vision and national objectives for the alternative education subsector and is the guiding document for both government and non-state implementers of alternative Education. It also facilitates work on subsidiary and supporting frameworks, like the Partnership Coordination Framework (PCF) and the Alternative Education Quality Standards Assessment Framework (AEQSAF). The AEQSAF framework's parameters are already set, and consultations are underway for its development. The AEQSAF will also fulfil one of the key requirements of the National Education Strategic Plan (NESP) for 2016-21 that children who lack access to formal education should receive quality, accredited and certified non-formal education.

In 81 townships, 7,896 children (3,367 girls and 4,529 boys) now have access to non-formal primary education (NFPE). UNICEF support included training facilitators, providing NFPE textbooks and paying incentives to facilitators. Additionally, in Rakhine, Kachin and Kayah states, 150 adolescent boys and girls are completing a three-year non-formal middle school education pilot programme. The pilot will be evaluated in 2019 and the results will inform the Ministry of Education (MoE) on the next steps for scaling up the programme.

In humanitarian situations, UNICEF support enabled a total of 26,472 children (13,765 girls) to access formal and non-formal basic education. In Rakhine, UNICEF supported 13,301 children (5,966 girls and 7,335 boys) affected by conflict to access primary education in temporary learning classrooms. In Bago East, 983 children (511 girls and 472 boys) from 10 schools affected by floods received individual learning packages. In Kachin, 4,921 children (2,474 girls and 2,447 boys) are receiving Education in Emergency (EiE) support. In Rakhine, Kachin and northern Shan, 78,007 children (40,564 girls and 37,443 boys) received EiE supplies to enable quality learning. In Rakhine, 500 adolescents from IDP camps and crisis-affected villages have access to life-skills education through the non-formal education model, which focuses on practical

and soft skills, such as critical thinking, communication and dialogue. Also in Rakhine State, roofing sheets have been provided to 90 schools, benefiting 29,900 children of whom 52 per cent are girls.

As co-leader of the Education in Emergency (EiE) sector, UNICEF continued to take the lead and successfully advocated for the Government to take over the payment of salaries for increased number of volunteer teachers in IDP camps in Rakhine, and for the provision of textbooks for IDP children. UNICEF has also advocated for school uniforms for displaced children but this has not yet been agreed upon. As a result of UNICEF advocacy and support, along with other partners, MoE's engagement in the EiE sector increased in 2018 as evidenced in the MoE's agreement to prioritise EiE in the MoE's plan for the basic education sector, to engage in EiE discussions, and to participate in the EiE sector meetings on a quarterly basis including chairing the EiE meetings twice a year.

The **value of flexible global education thematic funding** has been significant. It has allowed UNICEF Myanmar Country Office to make critical contributions to enable the provision of education to children in disadvantaged areas of Myanmar. The most critical support UNICEF provides is technical assistance mainly through UNICEF's own staff. Some of the funding was used to cover part of the salaries of education staff. Regarding programme activities in 2018, the funding was used to support a wide range of both humanitarian and development activities. The funding was used to support the Early Childhood Intervention (ECI) pilot and the development of materials in ethnic languages. The funds were also used to support in-service teacher education using child-friendly school methodology, development of head teacher competency framework, local curriculum development, and Southeast Asia Primary Learning Metrics (SEA-PLM). The funding was used to support non-formal primary education (NFPE), and continuous learning opportunities for children in IDP camps who would not have access to education otherwise. This included the provision of an essential learning package containing backpack, pens, and notebooks among other items. Global education thematic funding has helped UNICEF to remain a champion organization to advocate for the right to quality and inclusive education for every child and to deliver education support to most disadvantaged children in a sustainable way. Government and other partners trust UNICEF because of the way UNICEF staff engages with them.

### Results Assessment Framework

Outcome/ Outputs	Standard Outcome Indicators	Baseline	Target	Status 2018	Source
Outcome	Primary education completion rate (Admin Data)	Total: 66.84%; boys: 64.2%; girls: 69.63% (2015)	Total: 75%; boys: 70%; girls: 80% ( 2022)	Total: 68.94 boys: 67.04 girls: 70.99% (2017-2018 school year)	MoE admin data
	Lower secondary education completion rate (Admin Data)	Total: 70.92%; boys:65.13%; girls: 76.61% (2016)	Total:77%; boys:71%; girls:82% (2022)	Total: 79.98% boys: 76.23% girls: 83.70% (2017-2018 school year)	MoE admin data
	Percentage of children in Kindergarten who have preschool experience	Total: 39.8%; boys: 38.5%; girls: 41.1% (2009)	Total: 66%; boys:65%; girls: 67% (2022)	Not available*	n/a
Output 1 Early Learning	System Strengthening - Early learning - Early learning policy and early learning programme including quality early learning curriculum and standards - score (1-4), see guidance	1 (2017)	1 (2018)	1 (2018)	MoE and UNICEF review meeting minutes
	System Strengthening - Multilingual Ed. - National policy environment supports mother tongue/multilingual education - score (1-4), see guidance	2 (2017)	2 (2018)	2 (2018)	MoE and UNICEF review meeting minutes
	Percentage of target townships with operational ECCD committee that can demonstrate measurable improvements in access to quality preschool education in their townships	0 (2017)	20 (2018)	0 (2018)	MoE and UNICEF review meeting minutes
Output 2 Inclusive Education	System Strengthening - Innovations - Innovations to improve access and learning for the most disadvantaged children are implemented at scale and are sustainable - score (1-4), see guidance	1 (2017)	2 (2018)	2 (2018)	Activity reports prepared by MoE and UNICEF
	System Strengthening - Learning assessment - Existence of a national/system-level large scale assessment, including for early grades - score (1-4), see guidance	2 (2017)	2 (2018)	2 (2018)	Activity reports prepared by MoE and UNICEF
	Existence of In-Service Teacher Education policy framework and/or related guidelines	Score 1: Weak: there is no/limited policy framework	Score 1: Weak: there is no/limited policy framework (2018)	1	Activity reports by MoE and UNICEF; Meeting minutes.

	Number of townships and State/Regions with Education Improvement/Development Plan, partially budget allocated and operationalized	0	52 Townships and 4 States (2018)	35 (2018)	Actual TEIPs. Activity prepared by MoE and UNICEF.
Output 3 Alternative Education and EiE	Service Delivery - Emergency response - UNICEF-targeted children in humanitarian situations accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces), see guidance	Total 16205; Boys 8272- Girls 7933 (2017)	Total 72350; Boys 36175- Girls 36175 (2018)	Total: 26,472 Girls: 12707 Boys: 13,765	EiE partner reports
	Availability of Alternative Education Sub-Sector(Policy) Framework	Score 2 (AE Sub-Sector Framework is drafted) (2017)	Score 2 (AE Sub-Sector Framework is drafted) (2018)	3 AE Policy has been finalized	MoE reports and documents
	<i>Availability of Alternative Education Quality Standards Assessment Framework (AEQSAF)</i>	<i>Score1 (no existence of AEQSAF) (2017)</i>	<i>Score1 (no existence of AE-QSAF) (2018)</i>	<i>2Draft is in place but not yet finalized</i>	MoE reports and documents
	Number of children accessing pre-primary/primary learning opportunities in Rakhine	16500 (2017)	30,000 (2018)	13,301	EiE partner reports

\*MOE planned to collect the data on KG children with preschool experience; however, MOE decided to postpone the implementation to 2019. Closest data available is the number of KG students: 961,160 (boys 490,184 and girls 470,976)

### Case study for Thematic Report; Education in Emergencies in Rakhine

**Top level Results:** UNICEF Myanmar provided children affected by conflict and communal tensions in Rakhine State, including internally displaced children, with the opportunity to access quality and inclusive basic education through formal and non-formal education in temporary learning classrooms (TLCs). Some 30,000 children aged 3-10 years and 5,000 children aged 11-17 were targeted in line with both UNICEF's workplan for 2018-19 and with the 2018 Humanitarian Action for Children (HAC). UNICEF also shared the Education in Emergencies (EiE) coordination role with Save the Children, and advocated for the Government to take more responsibility for the provision of education for internally displaced children.

**Issue/ background:** Myanmar has suffered decades of protracted conflict largely caused by ethnic and religious differences in certain parts of the country, often between armed groups and the government army. An estimated 141,000 children (51 per cent girls) aged 3-17 in conflict-affected states of Rakhine, Kachin and northern Shan, are most at risk of not accessing formal education. These conflicts, which range from long running, low-intensity ones to more extreme violence, have severely hindered access to education for thousands of children. In Rakhine State, fighting between the Myanmar Military and the Arakan Army (AA) has added to the existing tensions between Muslims and other Rakhine communities.

In Rakhine the main challenge for humanitarian workers has been limited access to assist those in need, particularly communities in the northern townships of Rathedaung, Buthidaung and Maungdaw.

**Rationale:** In the five-year country programme for 2018-2022, UNICEF's work in education focuses on the equitable right to education for all children regardless of their circumstances. UNICEF also commits to using education to contribute to social cohesion and inclusion, and to provide alternative education for out-of-

school children and adolescents. This is in accordance with UNICEF Myanmar's multi-year workplan with the Ministry of Education, in which Education in Emergencies (EiE) is included to support children whose education has been disrupted by any kind of emergency. Since 2012 UNICEF has been working in partnerships with other organizations to deliver EiE to conflict-affected children in Rakhine. While some children have gone on to complete their education, more are still in primary education, and learning in temporary learning facilities which are sustained with support from UNICEF. There is, therefore, an obligation to see these children complete their basic education, giving them an opportunity to fully realize their potential, from one academic year to the next.

**Strategy and Implementation:** To deliver services to affected children, UNICEF entered into strategic programme partnerships with international non-governmental organizations Save the Children and Plan International, both have a presence, authority and capacity to work in conflict-affected areas in Rakhine to deliver services to internally displaced and vulnerable children. The NGOs established and maintained temporary learning spaces (TLCs); conducted volunteer teacher training; provided school and individual learner kits (recreation, early childhood development and essential learning packages); supported non-formal primary education (NFPE) classes through teachers' training and teaching; and provided education materials, such as books and motivational items, and incentives for volunteer teachers and facilitators.

UNICEF's Education in Emergencies (EiE) support in Rakhine focused on formal and non-formal primary-level education for children in camps for the internally displaced as well as for surrounding communities in conflict-affected townships. As co-lead of the Education in Emergency sector, UNICEF led advocacy efforts for the Government to take over the payment of salaries for volunteer teachers and to provide textbooks and uniforms for internally displaced children. UNICEF also encouraged and facilitated increased government involvement and leadership in the coordination of Education in Emergencies at central and subnational levels; these efforts are yielding results.

**Human and financial resources needed:** Interventions were successfully implemented largely due to the availability of experienced and dedicated technical personnel from both UNICEF and the implementing partners at central and Rakhine state level. UNICEF used its technical expertise in Education in Emergency (EiE) to plan, coordinate and monitor interventions as well as to engage with government officials. Significant financial resources, almost a million dollars, were spent to realize the objectives. Interventions required funding for maintenance of temporary learning classrooms; payment of salaries for volunteers; provision of teaching and learning materials; and capacitation of parent/teacher associations (PTA). Through programme partnerships with international NGOs, programmes were supported and regularly monitored. Despite improvements in access to education by children in the humanitarian crisis, more resources are still needed to maintain and expand safe learning spaces and improve the quality of education in the affected areas.

**Progress and results:** Through Education in Emergency (EiE) interventions in Rakhine, UNICEF supported 13,301 children affected by conflict to access primary education in temporary learning classrooms (TLCs) and more than 30,000 children received EiE supplies to enable quality learning. This included more than 1,500 out-of-school children being supported to continue with non-formal primary education and 500 adolescents from camps for the internally displaced and crisis-affected villages in Rakhine supported to access life skills education through the non-formal education model. Advocacy efforts resulted in the Government agreeing to take over the payment of salaries for volunteer teachers, with more than 100 volunteer teachers already being placed on the Ministry of Education payroll, and more likely to be added during the new academic year. Factors that enabled progress included the identification of capable partners on the ground and the positive relations that exist between UNICEF and the Ministry of Education at both central and state level. To track progress and achievements, UNICEF used both its own monitoring and evaluation systems and those of EiE partners. The major challenge was security restrictions that limited access to areas like the volatile northern Rakhine districts, where a significant Muslim population resides.



These communities were therefore unable to benefit from the range of services offered to conflict-affected children in other areas.

**Lessons learnt:** The biggest lesson learnt is that children affected by conflict, particularly those in camp settings, require a holistic package of services not just education; they also need water, sanitation and hygiene, psychosocial support, protection, security, food and quality health services. In one of the parent/teacher association (PTA) meetings, parents insisted that UNICEF first addresses freedom of movement and security to ensure access to education for all children. They also expressed concern that the children currently in TLCs know that even when they complete their primary education they cannot leave the camp to look for other opportunities, which demoralizes them, and makes some of them lose interest in pursuing their education. Sector coordination, particularly in conflict originated emergencies, is of paramount importance as partners need to approach the Government as a united front on issues that affect displaced children.

**Moving forward:** For 2019, UNICEF plans to reach more children in both central and northern Rakhine in line with the new Humanitarian Action for Children (HAC) targets, and to increase the scope and range of services that are offered to conflict-affected children and adolescents. To achieve the targets, UNICEF is seeking more strategic partners with a presence and capacity to operate in the complex context of Rakhine, particularly in northern Rakhine, where intercommunal tensions, and movement and operation restrictions still exist. Unlike the current situation where the partnerships are with major international NGOs, UNICEF will instead adopt a strategy of working more with local NGOs, because of their close understanding of the situation and acceptance by local communities. Working with local NGOs is also a way of empowering them and building their capacity to respond to any future emergencies. The quality and experience of volunteer teachers remains a significant challenge, and opportunities to develop teachers' capacity need to be supported. The EiE support to non-formal temporary learning spaces for adolescents in camps for the internally displaced and host communities is still minimal and needs to be increased. UNICEF, therefore, will reinforce sub-national co-ordination of education in emergencies to address the most urgent challenges in the provision of quality education for crisis-affected children.

## E. Financial Analysis

[Table 1: Planned budget for the thematic sector](#)

[Prorated Outcome Area 22: Learn](#)

[Myanmar – 0600](#)

[Planned and Funded for the Country Programme 2018 \(in US Dollar\)](#)

Intermediate Results	Funding Type <sup>1</sup>	Planned Budget <sup>2</sup>
21-08 Early childhood development	RR	702,923
	ORR	666,723
22-01 Equitable access to quality education	RR	809,088
	ORR	2,088,227
	ORE	6,300,000
22-02 Learning outcomes	RR	759,543
	ORR	904,732
25-03 Adolescent empowerment	RR	
	ORR	12,547
	ORE	
<b>Total Budget</b>		<b>12,243,784</b>

<sup>1</sup> RR: Regular Resources, ORR: Other Resources- Regular( add ORE: Other Resources-Emergency, if applicable)

<sup>2</sup> Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost.(only programmable amounts).

**Table 2: Country-level Thematic contributions to thematic pool received in 2018**  
(in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
Netherlands Committee for UNICEF	SC1899040093	284,090	270,562
<b>Total</b>		<b>284,090</b>	<b>270,562</b>

*\*Contribution of SC1499050488 received in 2017.*

**Table 3: Expenditures in the thematic sector by results area**

Prorated Outcome Area 22: Learn, 21-08 &25-03

Myanmar – 0600

2018 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
21-08 Early childhood development	-	535,957	470,733	1,006,690
22-01 Equitable access to quality education	2,095,560	1,598,157	995,640	4,689,358
22-02 Learning outcomes	67,042	1,501,927	1,054,624	2,623,592
22-03 Skills development	786	6,709	(15)	7,480
25-03 Adolescent empowerment	0	17,174	0	17,174
<b>Total</b>	<b>2,163,388</b>	<b>3,659,924</b>	<b>2,520,982</b>	<b>8,344,293</b>

**Table 4: Thematic expenses by results area**

Fund Category	All Programme Accounts
Year	2018
Business Area	Myanmar - 0600
Prorated Goal Area	22 Learn, 21-08, 25-03
Donor Class Level2	Thematic
Row Labels	Expense
Other Resources - Emergency	397,717
21-08 Early childhood development	237,352
22-01 Equitable access to quality education	158,946
22-02 Learning outcomes	634
22-03 Skills development	785
Other Resources - Regular	1,048,416
22-01 Equitable access to quality education	538,357
22-02 Learning outcomes	494,254
22-03 Skills development	3,680
25-03 Adolescent empowerment	12,125
<b>Grand Total</b>	<b>1,446,133</b>

**Table 5: Expenses by Specific Intervention Codes**

Fund Category	All Programme Accounts
Year	2018
Business Area	Myanmar - 0600
Prorated Goal Area	22 Learn, 21-08, 25-03

Specific Intervention Code	Expense in US Dollar
21-08-05 ECD Policy and system strengthening	257,703
21-08-08 Partnerships development for ECD	394,154
21-08-99 Technical assistance - Early childhood development	354,834
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	1,261,160
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	702,203
22-01-06 System strengthening - inclusive education for children with disabilities	6,355
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.	27,909
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	835,249
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	18,561
22-01-13 Education humanitarian cluster/humanitarian sector coordination	91,002
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	491,742
22-01-99 Technical assistance - Equitable access to quality education	767,781
22-02-05 Provision or procurement of accessible learning materials for children with disabilities	371
22-02-11 Provision of inclusive teacher training for children with disabilities	533
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	111,824
22-02-18 System strengthening - learning assessment systems	164,175
22-02-20 System strengthening - teacher development, management, and support	885,951
22-02-24 Education humanitarian cluster/humanitarian sector coordination	5,567
22-02-99 Technical assistance - Learning outcomes	1,065,392
22-03-09 Education humanitarian cluster/humanitarian sector coordination	6,899
25-03-01 System strengthening for adolescent participation and civic engagement (including in humanitarian settings)	17,174
26-01-01 Country programme process (including UNDAF planning and CCA)	2,843
26-01-02 Programme reviews (Annual, UNDAF, MTR, etc.)	51,243
26-02-01 Situation Analysis or Update on women and children	918
26-02-04 Stimulating demand for and capacity to use data	2,885
26-02-05 Administrative data, registers and non-MICS household surveys and censuses	1,604
26-02-08 Programme monitoring	4,601
26-02-09 Field monitoring	5,947
26-03-02 Capacity and skills development for social behaviour change	3,194

26-03-04 Community engagement, participation and accountability	24,336
26-04-01 CO/RO Supply - technical assistance and collaboration in supply chain, procurement of goods and services, and logistics	4,353
26-05-01 Building evaluation capacity in UNICEF and the UN system	782
26-05-03 Country Programme evaluations (including UNDAF evaluations)	506
26-06-01 Parliamentary engagement for policy advocacy	192
26-06-04 Leading advocate	52,520
26-06-08 Emergency preparedness (cross-sectoral)	2,828
26-07-01 Operations support to programme delivery	576,495
27-01-06 HQ and RO technical support to multiple Goal Areas	179,255
28-07-04 Management and Operations support at CO	(36,744)
<b>Grand Total</b>	<b>8,344,293</b>

[Table 6: Planned Budget for 2019](#)

Intermediate Result	Funding Type	Planned Budget <sup>1</sup>	Funded Budget <sup>1</sup>	Shortfall <sup>2</sup>
21-08 Early childhood development	RR	718,514	661,152	57,362
	ORR	668,111	270,181	397,931
22-01 Equitable access to quality education	RR	822,425	814,247	8,177
	ORR	2,729,471	7,370,542	(4,641,071)
	ORE	10,367,316	3,572,613	6,794,703
22-02 Learning outcomes	RR	773,844	686,068	87,777
	ORR	231,810	1,225,076	(993,267)
	ORE	97,207	97,207	0
25-03 Adolescent empowerment	RR	0	0	0
	ORR	71,391	377,288	(305,897)
<b>Sub-total Regular Resources</b>		<b>2,314,783</b>	<b>2,161,467</b>	<b>153,316</b>
<b>Sub-total Other Resources-Regular</b>		<b>3,700,782</b>	<b>9,243,086</b>	<b>(5,542,304)</b>
<b>Sub-total Other Resources-Emergency</b>		<b>10,464,523</b>	<b>3,669,820</b>	<b>6,794,703</b>
<b>Total for 2019</b>		<b>16,480,088</b>	<b>15,074,373</b>	<b>1,405,715</b>

<sup>1</sup> Planned and Funded budget for ORR (and ORE, if applicable ) excludes recovery cost. RR plan is based on total

RR approved for the Country Programme duration. ORR plan is based on FAR allocation 2019 and 2019 UNICEF

Myanmar Humanitarian Action for Children

<sup>2</sup> Other Resources shortfall represents ORR funding required for the achievements for results in 2019.

## **F. Future Work Plan**

UNICEF Myanmar will accelerate the delivery of education results in 2019, building on the progress and achievements made in 2018. UNICEF Myanmar Country Office has decided to concentrate on Early Childhood Care and Development (ECCD) and Adolescent programming. As these two areas are the programme focus and one of the priority results in the Office's 2019 Annual Management Plan, the Education programme will contribute to the office-wide effort to enhancing a multi-sectoral and coordinated approach; promoting and expanding partnerships; and advocating for increased investment and resource mobilization.

Under output 1 on early learning and development, priorities include: successful completion of the Early Childhood Intervention (ECI) pilot to influence ECI scale up; improving the quality of preschool education; development of culturally- and linguistically-appropriate early reading materials in ethnic languages; and advocacy for increased government budget allocation to preschool and other areas of ECCD as per the National ECCD policy.

Under output 2 on inclusive education, priorities are in three areas. First priority is to increase access and promote inclusion through: completion of school construction in Rakhine; development and implementation of communication for development strategies, campaigns and messages to engage parents in supporting their children's education; development of a framework to support children of migrant families; and further development of local curricula in selected States. Second priority is to improve quality of education through: teacher training; development of a framework to systematize in-service teacher training; and completion of the student participation initiative in two States and scale up. Third priority is to strengthen systems through: evidence generation; further development of the Township Education Improvement Plans (TEIPs); education coordination at sub-national level to bring different influential key stakeholders together to discuss and respond to improve education equity and quality issues; and contribution to assessment reform to make assessments competency focused rather than reliant on memorization. The findings and recommendations from the Out-of-School Children study will be continuously used to guide education planning and budgeting at national, state and township levels. The township level action plans (2018) aimed to support the right of children with disabilities to education will be implemented in 2019, with a focus on communication for development.

Under output 3 on alternative education and education in emergencies, the priorities are to further strengthen the education system to support children and adolescents who are currently out of school to return to formal schools or provide second chance opportunities for their education and skill development; and enhance partnerships to deliver quality and relevant alternative education. As per the 2019 Humanitarian Action for Children, the focus is on support for continuous pre-primary, primary and post-primary education opportunities for children affected by conflict and emergencies, and provide teacher training to improve quality and inclusive education to the children.

## **G. Expression of Thanks**

UNICEF Myanmar would like to express sincere thanks to the Governments, National Committees, NGOs and other UN agencies and corporate donors who generously contributed to the Global Education Thematic Funds and Regular Resources of UNICEF. The collaboration was used to support quality education for the most disadvantaged children in Myanmar in 2018. UNICEF has also laid out a solid and sustainable foundation for the work in 2019 and beyond, so that all girls and boys can enjoy quality and inclusive education, from an early age and throughout their childhood.

## H. Annexes: Human Interest Stories and Donor Feedback Form

### *Sewing her way to a better future*

*By Frehiwot Yilma, Communication Specialist, UNICEF Myanmar*

#### MINBYA TOWNSHIP, RAKHINE STATE,

**15 August 2018-** Hu May Yar, 14, has not had the opportunity to go to school. Her parents separated when she was young, and Hu May Yar and her sister, Saw Nu War Bay Gon, live with their father, A Bi Nu Lar, who earns only 5,000 kyats (US\$3) a day as a farmer; that is when he is well enough to work. Recently he has suffered ill health, and has often been unable to work.

The family also lost their home during the inter-communal conflict in 2012 and now live in a small two-storey house with no toilet. Her father sleeps in the basement while Hu May Yar shares a bed with her sister. Just over one year ago, instead of learning, Hu May Yar used to spend her days helping her sister with household chores, like feeding the family's chickens and fetching water.



*Ma Hu May Yar at home in Aung Dine village, Min Byar township, Rakhine State. ©UNICEF Myanmar/2018/Nyan Zay Htet*



*Hu May Yar talking with her father, A Bi Nu Lar ©UNICEF Myanmar/2018/Nyan Zay Htet*

However, in 2017, Hu May Yar's situation began to improve when she was offered a place on an Extended and Continuous Learning (EXCEL) course, a life-skills programme supported by UNICEF, which helps adolescents like Hu May Yar to deal with the challenges of everyday life. The programme is taught by volunteer teachers at a local centre in Aung Taing, in partnership with Plan International.

The centre provides courses that equip young people with practical, personal and interpersonal skills in subjects such as reading and writing, and working with numbers, as well as other vocational training like sewing classes, which Hu May Yar joined.

Kyaw Myint, one of three volunteer teachers in the EXCEL programme for the past three years, says he finds the teaching rewarding. "I am happy to come here and share my knowledge and personal experiences because I can see how inspired Hu May Yar and other students become," he says. "One day, I want all children in this village to be literate and obtain skills that could help them earn some income."



Hu May Yar explains she chose the sewing class because there is currently only one tailor in her village and believes she could become successful once she finishes the course. “I remember how happy I was the day I joined the training,” she says. “I was excited, but at the same time I thought it would be difficult. Now, I have completed the courses in making *longyi*, women’s blouses and skirts, and men’s shirts. Learning how to make *longyi* was the easiest. I feel much more confident.” In addition to sewing, she also enjoys working with numbers. “Learning mathematics really helps me to calculate money more easily,” she says with a smile.



*Hu Ma Yar showing a hand-sewn shirt to her sister, Saw Nu War Bay Gon. ©UNICEF Myanmar/2018/Nyan Zay Htet*

Hu May Yar’s father notices how sewing makes his daughter happy, but he wishes he could afford to buy her a sewing machine. “With her new skills, if I could buy her a machine my daughter could start to earn her own money.”

For the time being, Hu May Yar practises sewing shirts for her father. “Although sewing men’s shirts is difficult, I like the challenge because I want to be able to stitch all types of clothes and I can make clothes for my father.” She hopes that her dream of becoming the second tailor in the village will one day become a reality.

Online donor feedback forms: [English version](#)