Myanmar COVID-19 National Response and Recovery Plan for the Education Sector

Myanmar Ministry of Education

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List of acronyms

DAE	Department of Alternative Education
DBE	Department of Basic Education
DERPT	Department of Education Research, Planning and Training
DHE	Department of Higher Education
DM&E	Department of Monitoring and Evaluation
DME	Department of Monitoring and Evaluation
DMNL	Department of Myanmar Nationalities' Languages
DTPC	Department of Technology Promotion and Coordination
DTVET	Department of Technical and Vocational Education and Training
EBEP	Ethnic Basic Education Providers
ECW	Education Cannot Wait
EGMA	Early Grades Math Assessment
EGRA	Early Grades Reading Assessment
EIE	Education in Emergencies
EPR	Emergency Preparedness and Response
GAD	General Administration Department
GTHS	Government Technical High Schools
GTI	Government Technical Institutes
HEI	Higher Education Institution
IAQE	Inclusive Access and Quality Education Project
IASC	Inter-Agency Standing Committee
ICT	Information and Communication Technology
IDPs	Internally Displaced Peoples
MDEP	Myanmar Distance Education Program
MHPSS	Mental Health and Psychosocial Support
MIIT	Myanmar Institute of Information Technology
MLRC	Myanmar Literacy Resource Centre
MoE	Ministry of Education
MoHS	Ministry of Health and Sports, Myanmar
MOSWRR	Ministry of Social Welfare, Relief & Resettlement
NCEL	National Centre for English Language
NESP	National Education Strategic Plan

NFMSE	Non-formal Middle School Education
NFPE EP	Non-formal Primary Education Equivalency Programme
NGO	Non-Governmental Organisation
PTA	Parent Teacher Association
STEM	Strengthening Pre-service Teacher Education in Myanmar
TEO	Township Education Officer
TLC	Temporary Learning Center
TPTC	Technical Promotion Training Centre
TS	Townships
TVET	Technical and Vocational Education and Training
WFP	World Food Programme
YUDE	Yangon University Of Distance Education

Introduction

In only a few months, COVID-19 has quickly spread all over the world causing major socio-economic disruptions, including in the provision of education and training services. For many countries, this new health crisis is an additional burden on struggling education systems and vulnerable populations, notably in crisis-affected and displacement settings.

Myanmar confirmed its first two official cases of COVID-19 on 23 March 2020. On 31 March 2020, the Committee for Coronavirus Disease 2019 (COVID-19) was formed by President Win Myint to fight the spread of COVID-19 in Myanmar. Prior to this announcement, the Ministry of Education (MoE) called for the closing of all schools, higher education institutions and TVET institutes. The MoE is not currently a member of the Committee established by the President. Myanmar unveiled its COVID-19 Economic Relief Plan (CERP) on 27 April 2020, designed with a set of comprehensive response measures tailored to address the immediate demands posed by COVID-19, and reaffirms the government's long-term strategic direction. The CERP consists of 7 Goals, 10 Strategies, 36 Action Plans and 76 Actions, and emphasizes a coordinated "whole-of-nation" approach, underlined by the principle of leaving no one behind. In this context, the MoE is committed to the implementation of a response and recovery plan that shares the same vision, to place the country in a strong position to rebound to the strong economic growth witnessed in the last few years.

Since the crisis unfolded at the end of the 2019/20 academic year, it has fortunately not yet disrupted learning as it has been the case in many other countries. Most effects have primarily had to do with the marking of Grades 4 and 8 examinations, as well as the administration of examinations in some universities. However, while traditionally the academic year in Myanmar begins in June, for the 2020/21 academic year, a configuration whereby all education institutions would reopen remains at this stage highly unlikely.

Against this backdrop, there will be a critical need for alternative options for learning and training, across all sub-sectors, as well as for proper planning to ensure the safe reopening of education facilities when sanitary conditions allow. More specifically, the MoE is responsible for the protection of the health and well-being of learners, teachers/trainers/professors, education staff in Myanmar, and to ensure that teaching, learning and research are progressing and that academic requirements are being met. To effectively respond to the COVID-19 crisis, the MoE and its partners need to develop a coordinated course of action that allows for emergency response strategies as well as for more sustainable interventions to ensure continuous learning for all, the safety and wellbeing of learners and education staff, and the protection of gains made in education in past years.

In this context, the MoE, in collaboration with UNESCO and partners for the Education and TVET sector Coordination Group, has developed a national response and recovery plan for the education sector. This plan is holistic, covers all States and Regions in Myanmar, as well as all education sub-sectors under MoE and provides an overall framework of strategies and interventions that aim at: i) ensuring education continuity for all learners in Myanmar despite the likely scenario of education facility closures beyond June, ii) ensuring a proper planning for the reopening of education institutions, and iii) contributing to safer and more resilient education environments. This plan is aligned with the overarching aims of the current 2016-2021 National Education Strategic Plan (NESP) to "Improve teaching and learning, vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and educational institutions", and provides an opportunity to inform priority setting for the ongoing preparation of the next NESP.

Given the critical need to develop a plan for a coordinated national approach before the new academic year is scheduled to begin in June, this plan has been elaborated through a rapid consultative process with education officers represented in the subsector working groups.

As the evolution of the sanitary situation at global, national and sub-national level is still highly uncertain, this COVID-19 Response and Recovery plan should be considered as a living document, which will undergo an iterative planning and operationalization process, and will be adapted in order to take into consideration:

i) the evolution of the COVID-19 outbreak in Myanmar;
ii) the specific evolving needs, challenges and programmatic responses of States and Regions in Myanmar;
iii) the specific evolving needs, challenges and programmatic responses of subsectors (Preschool and kindergarten education, Basic Education (BE), Alternative Education (AE), Technical and Vocational Education and Training (TVET), Higher Education (HE)). In-depth consultations will be held at a later stage with the relevant MoE Departments and sub-sector working groups (SSWGs) in order to specify the details of the programmatic response for each subsector. [1]

Objectives of the COVID-19 Response and Recovery Plan

The overall objective of this national sector-wide Response and Recovery plan is to provide an overall framework to ensure the continuity of quality and equitable education in Myanmar during the COVID-19 pandemic in the short, medium and long-term.

In the short-term (response phase - May to September 2020), the plan provides an outline for the development and provision of key strategic actions to ensure education continuity during the closure of school/Higher Education Institutions/TVET Institutions closures.

In the mid-term (recovery phase – October 2020 to October 2021), the plan provides a course of action for the re-opening of Early Childhood Care and Development (ECCD) facilities, Basic Education schools, Higher Education Institutions and TVET Institutions, mainly Government Technical High Schools (GTHS) and Government Technical Institutes (GTI) and for the recovery phase that includes accelerated action to fulfil the objectives set in the NESP 2016-2021.

The plan also includes concrete provisions to draw lessons from the current COVID-19 crisis in order to design evidence informed crisis-sensitive education sector plans as well as emergency preparedness and response policy frameworks at all levels of education to prevent, prepare for and mitigate the different types of risks affecting the education sector.

Brief assessment of COVID-19 impact on the education sector

Key features of the Myanmar Education System

Myanmar's education system is divided into five segments: early childhood care and development (ECCD), basic education, alternative education, technical and vocational education and training (TVET), and higher education. The alternative education segment targets groups that have dropped out of school or do not have access to the formal education system.

According to the latest figures, for the 2019/2020 academic year, 10.8 million learners in total were enrolled in Myanmar's education system, almost half of whom were enrolled in primary school (5.2 million). There are 4.5 million learners in both levels of secondary education, while higher education accounts for 1.5 million students. These numbers include students enrolled in the 1500 Monastic schools registered with the Ministry of Religious Affairs and Culture, which implement the MoE's curriculum. Pre-school and TVET levels of education remain

[1] As of May 11, 2020, this plan provides for a detailed framework of intervention for the Basic Education and Alternative subsectors. Specific COVID-19 response and recovery plans for the TVET, HE and Preschool and kindergarten education subsectors are still under development.

relatively poorly developed, with a total enrolment of about 90,000 and 15,000 learners respectively. The system is still primarily public, as private education accounts for only 5% of primary school enrolments. 300,000 children receive education provided by ethnic organizations (armed or not), with well-established systems operating in Karen, Mon, Kachin, and Kayah States.

In terms of the sector's performance, the most recent figures portray a fairly efficient education system in quantitative terms, particularly for basic education. In 2018/19, the completion rate was 95% for primary and 80% in lower secondary. In the same year, the gross enrolment rate in primary school was 112% and 78% for lower secondary school, with little disparity between girls and boys. Repetition and dropout rates also remain very low in basic education, since in 2018/19, they were estimated at less than 1% for primary and lower secondary education. However, dropout remains a major problem for upper secondary (around 30%).

The learning conditions are also attractive, with a pupil-teacher ratio of 24:1 for primary school, 28:1 for lower secondary school and 23:1 for upper secondary school. However, until now, Myanmar has not implemented online learning in public schools. Resources to rollout online learning are scarce and many schools and households do not have access to electricity and internet.

COVID-19's potential impact on the education sector

If not properly addressed at the national level, the COVID-19 pandemic is expected to have a long-lasting negative impact on the education sector in Myanmar.

First, given the economic slowdown resulting from the COVID-19 global pandemic, and the impact of the health crisis on international trade, investment, growth, employment and small-scale income mechanisms, there is a risk that Government of Myanmar's spending on education may be reduced[2]. Several policy reforms since 2012/2013 had helped improve education outcomes. Spending on education had quadrupled with the elimination of primary and secondary education school fees, compulsory primary education, hiring of teachers, expansion of the stipend program for poor students, and block grants to schools.[3] Any future cuts in education investments could reverse the recent gains and notably worsen education quality. In addition to the 939,000 children already out of school[4], the likely closure of schools due to COVID-19 will directly impact close to 9.7 million learners in the basic education sector. Moreover, the closure of TVET and Higher Education Institutions will affect respectively 15,712 and 1.5 million students[5].

In addition, student dropout and the number of out-of-school children are highly likely to increase, as students and teachers alike have limited exposure to distance learning. The current health crisis carries the risk of further increasing educational inequalities, exacerbated by the rural-urban, socio-economic and gender divides. Dropouts are indeed likely to be aggravated by income inequalities as it is anticipated that dropouts will be higher for students from households affected by unemployment and loss of income due to COVID-19, notably in rural areas. There is a major risk that children from these households will be drawn into child labour to mitigate the economic impact on families, and will thus not return to school. Girls and female youth will also be more at risk of dropping out when education institutions reopen, due to the aggravation of the burden of domestic chores in the current context, but also to the risk of early marriage in poorest households, worsened by school closure.

[2] https://thediplomat.com/2020/04/covid-19-could-leave-myanmars-economy-in-ruins/
[3] https://www.worldbank.org/en/country/myanmar/publication/myanmar-public-expenditure-review-realigning-budgets-to-development-priorities
[4] UNESCO Institute for Statistics (UIS). 2018.
[5] Myanmar Ministry of Education. DHE, TVET. January 2019.

The mental health and wellbeing of students is also likely to be negatively impacted during the COVID-19 crisis and the stress and anxiety it may trigger, especially if teachers, parents and caregivers are poorly equipped to deal with socioemotional support.

The following table lists the potential impacts/risks for access, quality and equity and management in education if education institutions have to remain closed after the holiday period. It should be noted that given their specificities, each State and Region will need to further elaborate the impact analysis of COVID-19 on the education system in their respective areas.

	Situation update	Summary of potential impacts of a prolonged closure of educational institutions (basic education schools, GTHS/GTIs, NFPE, NFMSE, HEIs) after June 2020			
		Impact on access	Impact on quality	Impact on equity	Impact on management
Preschool and Basic Education	- Closure of all Early Childhood Education centres - Closure of all BE schools shortly before the end of the school year. - So far the school closure period mainly coincided with the summer holiday period. - An estimated 3000 schools have been designated as quarantine facilities. - Some exams were interrupted; the marking of Grades 4 and 8 exams were affected. - Assuming schools stay closed in June, learners will need to be home-schooled.	- High dependency on 'traditional' classroom teaching and learning methods, and slow adaptation of educational technologies. - Concerns about access to remote learning opportunities and the lack of family support. - Higher risk of school dropouts. School closures will take place at the beginning of the school year, which will further impact the likelihood of students to return to school, especially those transitioning to a new phase or entering KG.	- Inadequate access to remote learning means that teaching and learning is interrupted when traditional classroom methods are not available. - Concerns about the safety and well-being of learners (potential lack of protection, interruption of school meals, lack of psychosocial support, etc.). - Lack of materials adaptation for distance learning and lack of teachers training for distance learning negatively impact quality of learning. - Concerns about teachers' capacity to support learners and engage with parents/caregivers in distance learning. With the new school year, teachers will have new students in their classes with whom they have not established a relationship or introduced the curriculum of the new grade to. - The challenge of distance learning is compounded by the fact that teachers will need to teach a new curriculum in Grades 4, 7 and 10 in the 2020-21 school year for which they	- Inequality in terms of access to remote learning, especially digital learning, among learners from various regions and households (those with access to internet and electricity and those without). - Return to normal schooling after the current COVID-19 pandemic will find learners at different levels of learning. - Higher risks of dropout for vulnerable groups (including learners with disabilities, displaced students, ethnic and linguistic minorities and girls), that need to be considered while setting up a distance learning approach and remedial education once schools reopen. - Higher protection risks for vulnerable groups due to the interruption of essential school based services (school feeding, WASH and health services, protection referrals (MHPSS, gender-based violence, abuse, etc.), specialized services for children with disabilities, etc.).	- Challenges in collecting data, particularly on access, quality and equity issues during school closure. - Schools used as quarantine centres will have to undergo a thorough disinfection process in coordination with sanitary authorities. - Challenges in setting up effective communication channels with students and teachers to inform about changes. - Concerns about payment of education workforce's salaries. - Return to normal schooling after the current COVID-19 pandemic will find learners at different levels of learning, which has implications on school level assessment, and the high stake national examinations.

			will now also have to be trained for online. This will likely have a significant impact on the teaching quality in these grades. - Challenges in monitoring and assessing students learning progresses through distance learning.		
Alternative education	- Nationwide closure of NFPE and NFMSE	- If children enrolled in the non-formal sector cannot continue their education either remotely or in the NFPE and NFMSE centres due to COVID-19, chances are high that they find it difficult to re-enrol again and that they may be permanently out of school.	- Facilitators not trained for distance education. - Challenges in objectively assessing the performance of learners from a distance	- The situation of children enrolled in NFPE centres is of particular concern because they have been previously disadvantaged by missing out on formal education due to different circumstances.	- Inadequate monitoring and evaluation arrangements for the existing remote learning interventions to inform improvements, and targeted interventions for the unreached students. - Challenges in setting up effective communication channels with children and facilitators to inform about changes. - Concerns about payment of non-formal education workforce's salaries.
TVET	- Nationwide closure of GTHs and GTIs - Some exams/assessments got interrupted by the closure of GTHs and GTIs - Practical part of the training suspended	- Concerns about a fair and transparent admission process. - Difficulty of many technical courses to move to distance learning.	- Teachers not trained for distance learning. - Challenges to replace the practical part of the learning in a meaningful way. - Curricula not adapted to distance learning. - Challenges to involve companies in	- Higher risks of dropout for vulnerable groups (including students/trainees with disabilities, displaced students/trainees, ethnic and linguistic minorities and girls), that need to be considered while setting up a distance learning/training approach and remedial training once TVET institutions reopen.	- Challenges in collecting data on access, quality and equity issues during GTHS/GTI closure, labour market needs, laureate integration, etc. - Challenges in setting up effective communication channels with students/trainees and teachers/trainers to inform about changes.

			evaluation/certification due to the lockdown. - Challenges in following-up on apprenticeships and work placements.		- Challenges to respond to urgent reskilling needs. - Challenges to respond to urgent skill needs through short training courses (related to health, paramedical, etc.). - Challenges in setting up effective communication channels with companies and labour market players. - Failure to exploit the potential of TVET institutions to contribute to the response to COVID-19 (production of masks, hydro-alcoholic hydrogel, etc.).
Higher education	- Nationwide closure of higher education institutions (HEI) - Some exams got interrupted by the closure of HEI as exams stopped on 24th March 2020 - Impact on the timing for admission processes especially if matriculation examinations are not marked in time.	- Concerns regarding a fair and transparent admission process - Difficulty of some disciplines (medical, science etc.) to move to distance learning - Many students do not have access to devices or cannot afford data connections if education provision moves online	- Professors not trained for distance learning and even in normal circumstances the majority of professors have had no pedagogical training - Learning materials not adapted for distance learning - Most learners will only have mobile phones, limiting functionality/capability of online/digital learning approaches - In Education Colleges, responsible for pre-service teacher education, the challenge of distance learning is compounded by the fact that teacher educators will need to teach a new curriculum to	- Vulnerable groups (including students with disabilities, displaced students, ethnic and linguistic minorities and female young adults) need to be considered while setting up a distance approach and catch up with academic programmes.	- Challenges in collecting data on access, quality and equity issues during HEI closure, labour market needs, laureate integration, etc. - Challenges in setting up effective communication channels with students and professors to inform about changes. - Concerns about payment of higher education workforce's salaries. - Challenges in setting-up effective communication channels with companies and labour market players.

			second year student teachers in the 2020-21 school year for which teacher educators will now also have to be trained for online. This will likely have a significant impact on the teaching quality.		

Key policy and programmatic responses

Underlying assumptions

The COVID-19 crisis is a constantly-evolving situation, complete with many rapid changes and significant uncertainty. As such, the COVID-19 Response and Recovery Plan for the education sector is based on the following assumptions:

- COVID-19 is likely to further spread locally in Myanmar. While the transmission, spread and affected population is difficult to predict, even in the best case of limited localized transmission of COVID-19, education institutions are expected to remain closed beyond the holiday period and will thus likely not reopen as planned in June.
    - This COVID-19 Response and Recovery Plan is based on a scenario whereby education institutions may reopen in September, which means that at least 3 months of the academic year would be compromised.
    - The timeline of priority areas and activities outlined in the below framework of intervention can be adapted to match a scenario whereby education institutions would reopen before or after September.
        - On the one hand, if education institutions can reopen earlier than anticipated, activities planned as part of the second phase (recovery phase) would be implemented earlier and the scope of activities planned as part of the first phase (response) would be phased out.
        - On the other hand, if education institutions have to stay closed for a longer period, the duration of phase 1 can be extended and the activities planned under phase 2 can be postponed.
- International assistance and funding will be made available for the implementation of response and recovery activities to ensure that learners are able to continue their education.

Based on these two assumptions, the COVID-19 Response and Recovery plan considers two main phases to ensure continuity of learning during the pandemic. While these phases aim to guide the planning and rollout of this plan, flexibility should remain the norm. Depending on the evolution of the situation, the Government of Myanmar may decide to open all education institutions that are able to put safety measures in place, to have a differentiated approach according to States/Regions or even Townships, and/or to go for a more staggered process in stages, with pre-determined mechanisms to shut down education institutions again depending on the resurgence of the virus in local communities.

It should be noted that until a vaccine or effective treatment is widely available, home-based and in-school learning strategies will most likely alternate or be implemented in parallel in different Regions/States depending on the circulation/transmission of the virus.

Response and recovery planning framework

Fully aligned with the overarching aim of the 2016-2021 National Education Strategic Plan (NESP) to "improve teaching and learning, vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and educational institutions", the objective of this COVID-19 Response and Recovery plan is to provide an overall framework to ensure the continuity of quality and equitable education in Myanmar during the COVID-19 pandemic in the short, medium and long-term.

In order to achieve this goal, this plan is structured around two main chronological phases, and one crosscutting phase spanning over response and recovery:

1) **The response phase**, which will span from May to September 2020, will mainly aim at ensuring education continuity through diverse distance learning modalities when education institutions are closed.
2) **The recovery phase**, which will span from October 2020 to October 2021, will mainly focus on planning for the effective reopening of education institutions while protecting the health and well-being of learners and of the education workforce. While this phase is only expected to be implemented from October onwards, the planning for reopening of education institutions and recovery interventions should start now, in order to be ready when sanitary conditions allow for the reopening. On the other hand, some interventions that have to be implemented immediately will also have to be pursued in the mid- to longer-term. For instance, investments in distance learning should be continued and increased, notably to be prepared for future crises, which may imply the reclosing of education institutions.
3) In addition to these two chronological phases, this framework provides for a crosscutting focus on **education system strengthening through crisis sensitive educational planning**. While the COVID-19 outbreak poses challenges, it also provides opportunities to strengthen the education system, including through strengthening MoE preparedness for the different risks that have the potential to affect the education sector. Given Myanmar's high exposure to hazards[6], it is crucial to draw good practices, gaps and lessons learned from the current crisis to build the capacity of the system to be able to withstand future emergencies, notably through crisis sensitive educational planning. It is expected that this phase/focus will span throughout the duration of the plan.

It should be noted here that the implementation of the priority areas will have to be sequenced according to the situation in the different States/Regions and Townships. For instance, the disinfection/rehabilitation of schools should give first and foremost priority to schools that have been used as quarantine centres, and the provision of student stipends should primarily focus on disadvantaged students in COVID-19 affected townships.

While the plan outlines a tentative timeline for response and recovery phases, it should be recognised that with the COVID-19 crisis there will likely be several waves of infection at different times both globally and in different parts of the country. Therefore, it is likely that the response and recovery phases may take place iteratively and may occur at different times for different states/regions, districts or townships. The first COVID-19 wave may continue beyond September and therefore require an extension of the response phase if schools remain closed. At the same time, a second COVID-19 wave may require a return to the response phase after a period of recovery, if new school closures are required.

As previously mentioned, the priority areas of interventions provided in this national response and recovery planning framework will be further specified for each subsector at Departmental level and operationalized at sub-national level by the respective education departments, in close collaboration with development and humanitarian partners. This will also include more detailed scenario planning, in order for the MoE to adopt a flexible approach in implementing response and recovery interventions as the situation evolves. As part of this living document, the below programmatic responses will therefore be regularly updated to adapt to the evolving sanitary situation and strengthen the education sector preparedness and response capacities to deal with the crisis' multidimensional impacts.

[6] Myanmar is one of the most disaster-prone countries in Asia, with a complex combination of vulnerability to natural disasters, armed conflict and displacement. It ranks 3rd out of 187 countries in the Global Climate Risk Index. It also ranks 12th out of 191 countries in the Index of Risk Management (INFORM) and fourth highest in terms of exposure to natural hazards, including cyclones, storms, floods, landslides, earthquakes, tsunamis, drought and forest fires. Historical data shows that medium to large/scale natural disasters occur every few years.

Key principles

1. **Learning is at the core of this framework of intervention and should continue as much as possible,** safely if education institutions open, and through different distance learning mechanisms if education institutions do not open. It should be acknowledged though that students are unlikely to make equal progress at home as they would have through face-to-face modalities and that students will not all make equal learning progresses. Vulnerable and marginalized children and youth, including those with special needs, students from lower income level households, girls, and internally displaced students and youth run the risk of facing additional challenges in terms home based learning.
2. There should therefore be a strong focus on the **most vulnerable and marginalized children and youth**, including those not currently enrolled and those speaking ethnic languages which are not Burmese, while setting up a distance learning/training approach and remedial education once educations institutions reopen.
3. **Do no harm**: throughout the contingency planning phases, it will be crucial to consider the health of wellbeing of learners, education staff, and parents/caregivers, as well as to mitigate protection risks for children (psychosocial, SGBV and other forms of abuse, cyberbullying, lack of access to nutritional food).
4. One should be realistic about what type of learning will take place while students are out of school, especially in most disadvantaged circumstances. There is therefore a need to **prioritize subjects and learning content** and trim the curriculum accordingly. Back to school assessments can support teachers to determine the learning that took place during the closures of education institutions and be responsive to individual student needs by introducing remedial education and restructuring learning for the remainder of the school year.

   The response should focus on immediate actions, but also, importantly emphasise the **recovery phase** which should be planned for in parallel to better understand what currently needs to be prioritized.

Theory of change

GOAL

All students from primary school to higher education in Myanmar are provided with quality and equitable education during and after the COVID-19 pandemic

IMPACTS

- **Students leaning outcomes are at least maintained compared to pre-closure situation**
- **Attendance rates are at least maintained at all levels of education once educational institutions (EI) reopen**
- **Transitional rates from primary to secondary to tertiary education are kept stable or improved**
- **Teaching staff's motivation and wellbeing are strengthened and teaching staff attrition and absenteeism maintained to their pre-closure levels**
- **The education system is more resilient on the longer-term**

Essential conditions for success: i) mobilization of sufficient domestic and external financial resources, ii) effective commitment and involvement of communities and local education authorities, iii) effective communication flows across all levels; iv) strong institutional support at Union-level and from DPs

OUTCOMES

The continuity of education is maintained for all students through adapted distance learning modalities	Teachers have the capacity and knowledge to provide distance learning support to students	Students and families' health and wellbeing are maintained during school closure thanks to COVID-19 prevention messaging and psychosocial support	Effective communication channels for parents/caregivers, education staff, teachers/facilitators/professors, and students are in place during EI closure and contribute to successful implementation of distance learning	Education system resilience and coordination are strengthened and connection tools and mechanisms with labour market are strengthened	PHASE 1
Students and teachers return to safe and protective learning environments	The transition towards the resumption of face-to-face learning is effective and inclusive, especially for marginalized children and youth	Teachers and township education officers have the capacity and knowledge to support COVID-19 recovery and to implement the rollout of the new curriculum	Community engagement is strengthened once EI are reopened and effective communication channels are in place for parents, education staff, teachers, and students and contribute to the recovery process		PHASE 2

OUTPUTS (selection)

All children/youth are equally supported with learning continuity	Learning priorities are defined to efficiently tackle the crisis	Teaching staff are being provided with the relevant training and support to ensure distance learning is effective	Education staff, learners and communities respect COVID-19 preventive measures	Education staff and learners are emotionally supported through PSS	Different communication channels are established at all levels and parents and the community at large are fully engaged in supporting their children's education	Poor, displaced and marginalized children receive targeted support	The NESP II includes an Emergency preparedness and response section	PHASE 1
Transition to post-secondary education is ensured	Students catch up with lost months of teaching through remedial education	Teaching staff and education officers are being provided with relevant training and support to the recovery process				Dropout is prevented and marginalized & OOSC children are reintegrated	The national multi-risk contingency plan incl. a focus on health crises is rolled out from Union to TS level	PHASE 2

INPUTS (selection)

Distance Learning material development and deployment incl. MDEP	Teacher Training in distance education	COVID-19 prevention messaging	PSS to students and EI staff in affected townships	Remedial education programmes	Student stipends for disadvantaged students affected by C-19	COVID-19 Recovery Training Program for teachers & education	Documentation of lessons learned to inform the EPR, multiirisk contingency plan and NESPII
Curriculum Prioritisation	Disinfection of EIs for reopening	Back to school campaign	Conditional cash transfers to teachers & staff		Distance examination and admission		Community engagement during EI closure and reopening

PHASE 1: RESPONSE PHASE (MAY TO SEPTEMBER 2020)

The response phase, which will span from May to September 2020, will mainly aim at ensuring the continuity of education through adapted distance learning modalities if the reopening of education institution closures is delayed.

Indeed, the likely closure of educational institutions during the COVID-19 outbreak requires the education system in Myanmar to address the issue of access from a new approach. Given the extremely varied characteristics of Myanmar's States and Regions, no one-size fits all approach to remote learning would be able to address the wide-ranging needs and the specific challenges of learners across the country.

Since the economic reforms in 2013, Myanmar has experienced an unprecedented growth rate of mobile connectivity.[7] It was estimated that, in 2017, 90% of Myanmar's population lived within reach of 3G or 4G services[8], and that social media connectivity stood at 41% in January 2020. Such connectivity rates are not uniform across Myanmar and some Townships in a few ethnic States can still not access internet for various reasons. **Therefore, for each subsector, the development and deployment of distance learning materials will require both digital options** (including, for instance, the use of Myanmar Distance Education Program (MDEP) Web and MDEP Program App[9] and, **but also low tech and no-tech options** including DBE Boxes[10] for the basic education sector, TV, radio, and distribution of textbooks/print outs through regular distribution channels where possible or the postal service. The distribution and use of the distance learning materials and platforms will be closely monitored to determine the accessibility of these measures for the most vulnerable, especially in displacement sites where conflict in many cases are ongoing, for girls and other children and youth who may not be prioritised for continued learning within their households and children and youth with disabilities. If the school year begins as usual and Myanmar does not experience a closure of education institutions due to COVID-19, the materials and platforms developed will be used to complement school-based learning, support distance learning where social distancing protocols necessitate a blended learning approach and remedial programs during the 2020-21 school year and will be used to support the learning of existing out of school children.

In the shorter-term though, while content production for distance learning materials will be required, priority should be given to adapting already existing materials, especially for printing and focus on developing student guidance/worksheet etc. Prioritisation of the curriculum will also be key to ensure distance learning progression, with a focus on high stake examinations for Basic Education students and identification of disciplines/training courses that can be taught via distance learning for Higher Education and TVET.

In order to ensure learning progress can be achieved through distance education, the deployment of distance learning materials should be accompanied by **substantial support to students and caregivers in home-based learning**. Here again, in parallel to ensuring offline support to learners in remote areas and for marginalized and vulnerable learners, it will be essential to tap into the extensive use of smartphones and social media, notably Facebook[11], in order to provide distance support to students through two-way mobile communication and to set up effective communication channels between teachers/facilitators/professors and learners.

Cognizant of the fact that the shift to distance learning runs the risk of worsening educational inequality, the MoE will ensure the focus is put on **addressing the needs of the most marginalised learners**. Such support could

[7] The number of mobile connections in Myanmar rose from 13% at the end of 2013 to 126% of the total population in January 2020.
[8] https://www.telenor.com.mm/sites/default/files/Telenor_digital_myanmar_en_final.pdf
[9] In recent months, the MoE has fast-tracked the establishment of the Myanmar Digital Education Platform (MDEP), a technical platform developed, run and supported by Ministry Departments, designed to offer a range of online teaching and learning services that are widely accessible to educators, teachers, student and other stakeholders. The overall aim of MDEP is to provide technology-related services that will support the development of high-quality digital education at all levels of the education system to complement existing delivery systems in schools, colleges and HEIs. MDEP is organised into Learning Management System components designed for teacher and student groupings at Basic, TVET, Alternative Education and Higher Education levels.
[10] Hardware issued to schools with uploaded resources such as textbooks, teacher guides etc.
[11] https://seasia.yale.edu/myanmar-facebook-internet-and-internet-facebook

take the form of ensuring the translation of distance learning materials into some ethnic languages where feasible, ensuring the material development minimises barriers to their use by taking into consideration differently-abled students, prompting low-tech solutions to prevent the worsening of inequalities resulting from the digital divide, providing data package support, ensuring communication channels are set up between teachers/facilitators/professors and learners, supporting learners with special needs and children and youth in temporarily learning centres, and strengthening linkages with Ethnic Basic Education Providers (EBEPs) and Monastic Education.

In parallel to working on remote learning modalities across all subsectors, the MoE will ensure administrative adaptations and adjustments of the academic calendar are facilitated notably in order to:

- ensure the completion of the academic year 2019/2020, especially for grades/levels of education for which end of year examinations were affected. Some of these adjustments may include the completion of examination marking from a distance or administering examinations that were postponed during the 1st semester of academic year 2020/21, in view of ensuring the transition of students to the next grade/level, with a focus on transition to post-secondary education.
- ensure that admission processes for the academic year 2020/21 continue from a distance, especially for higher education institutions, GTHSs and GTIs. This will include the development of both online and offline distance registration and admission processes, (e.g. postal admissions, telephone hotlines, online admission, etc.). Registration deadlines shall also be extended.

Moreover, while setting up distance learning approaches and ensuring the completion of the academic year, the MoE will **prioritise teachers/facilitators/professors' training and support, in order to ensure they are ready to support learners in remote learning**. However, it is important to note here that teachers/facilitators/professors are considered by the MoE throughout this crisis as more than providers of basic education services, and should be entitled to care and protection in the current COVID-19 context. As such, teachers and school staff who are working as volunteers at schools used as quarantine centers will benefit from conditional cash transfers and psychosocial support. Throughout the COVID-19 crisis, the MoE will ensure government teachers' salaries continue to be paid and that the allowance for volunteer teachers, who are particularly key in IDP camps, monastic schools and in the non-formal education sector, will continue to be provided.

Students' health and wellbeing is also at the core of this framework of intervention across subsectors. In addition to raising awareness among students, teachers and staff on COVID-19 prevention measures, the MoE will ensure students in affected Townships will benefit from counselling and psychosocial support, which will be provided in close collaboration with EiE partners and NGOs/CSOs. Furthermore, DBE will work with WFP on the issue of school feeding to consider community distribution if schools remain closed after June.

Finally, **community engagement and communication at all levels** will be promoted throughout the response phase. It is indeed crucial to ensure effective communication at all levels and through multiple communication channels to keep stakeholders informed about the current situation, provide updated information about school closures, processes being put in place, resources available, expectations around distance learning during education institutions' closure, staff salaries etc. Relevant and targeted use of social media will also be particularly advantageous to counter misinformation, spread COVID-19 related prevention information as well as lifesaving health and hygiene messages to learners, education staff, parents and caregivers. Community engagement will be a crosscutting priority across all proposed interventions, notably through outreach to parent-teacher associations (PTA) and caregivers for the basic education and alternative education subsectors to assist with homework and other curriculum and non-curriculum activities. Community engagement shall also ensure that school communities, who are the most knowledgeable about the local context and dynamics, are at the forefront of the response, and that key information related to COVID-19 and education response reaches the local level.

The four MoE priority programmes for the response phase are summarized in the below table:

Priority programme 1	Priority programme 2	Priority programme 3	Priority programme 4
Education continuity during education institutions' closures if EI reopening is delayed	**Training & Support to BE Teachers/NFE Facilitators/TVET teachers/HEI professors**	**Students Health and Wellbeing**	**Community engagement and communication at all levels during EI closure**

It is worth noting here that while setting up distance learning options is fundamental in the current COVID-19 context and should be implemented without further delay as part of the response phase, such investment will also be essential in the medium to longer-terms for three main reasons:

1) during the recovery phase, the implementation of social distancing protocols may necessitate a blended learning approach, using the materials and resources developed during the response phase, to reduce the number of students attending school at the same time.
2) the COVID-19 outbreak is likely to resurge in different Townships at a later stage, which would require localized closures of education institutions and therefore the implementation of distance learning,
3) Myanmar is prone to many other risks and hazards (earthquakes, floods and storms, fire outbreaks, landslides, conflicts etc.) that also have the potential to disrupt education continuity.

Therefore, while efforts on distance learning approaches are expected to take place from May onwards, they will have to be pursued in the medium and longer-term.

Meanwhile, most activities that are foreseen to be implemented as part of phase 2 (recovery) will have to be planned during phase 1 (response) to ensure they can be effectively implemented as soon as the education institutions reopen.

1.1 Basic Education

The Department of Basic Education (DBE) has been active from the early stages to adapt its activities in response to COVID-19, especially in the area of teacher training. Much before the COVID-19 outbreak, the Ministry of Education had embarked upon a reform of the basic education curriculum.

Under the National Education Strategic Plan 2016-2021, one of the objectives was indeed to redesign a new basic education curriculum in line with the new KG+12 structure "that focuses on relevant 21st-century knowledge and skills". The new kindergarten (KG) curriculum, Grade-1 curriculum, Grade-2 curriculum were disseminated in the academic year of 2016-17, 2017-18, and 2018-19 respectively. The new curriculum for Grade-3 and Grade-6 were most recently implemented in the academic year 2019-2020. Face to face teacher training for Grades-4, 7, and 10 curriculum was foreseen to take place from March to June 2020. However, due to COVID-19, DBE decided to stop face-to-face activities and focus on filming and distributing videos of the teacher training for the new curriculum for Grades 4, 7, 10. **Teacher training will therefore be provided through home-based learning via different channels (MDEP Platform/Social media/DBE Stick, transmission by Education Channel/MRTV, hard copy distribution of teacher guides) to be able to reach all teachers involved (Priority Programme 2)**. DBE's focus on teacher training also includes professional support to ensure BE teachers' readiness to provide students with distance education and support, notably through the development, printing/uploading and dissemination of guidelines for teachers to support students' home-based learning. In addition, teachers and facilitators will be provided with data packages and potentially some hardware to support student distance learning and participate in online trainings. The MoE will also ensure that the pre-service teacher education curriculum reform and the training of student teachers continue in order to ensure that the qualification of new BE teachers is not interrupted.

In parallel to working on remote learning modalities and supporting teachers, students and parents/caregivers, DBE will undertake administrative adaptations, notably to ensure the marking of Grades 4 and 8 in view of ensuring the transition of students to the next level.

Beyond teacher training, DBE's interventions focus on ensuring **continued learning for all 9,7 million basic education students during the closures of the more than 47,000 basic education schools as well as monastic schools, community schools and temporary learning centres (TLCs) and for students in MoE recognised schools managed by Ethnic Based Education Providers, while achieving the objectives of no one left behind, no discrimination and no school dropouts (Priority Programme 1).** In order to ensure that the most vulnerable and marginalized students can access distance education, DBE will work, in addition to the Deployment of Myanmar Distance Education Program (MDEP) Learning platform and MDEP App, on low-tech and no-tech options for distance learning are available to students from remote areas and lower-income households. These options will include the distribution of DBE boxes with all learning materials uploaded and the hard copy distribution of textbooks to all students and schools along with simple guidelines for students as well as for parents/caregivers so that they can use textbooks to begin remote self-learning. The translation of distance learning materials into ethnic languages will also ensure that, when studying from home, students who do not speak Burmese as their first language, notably ethnic minority students from remote areas, are not left behind. In addition, DBE will foster, as part of this response phase, the development and provision of learning materials and special support mechanisms for students with special needs and for internally displaced students, in close coordination with EiE sector partners. It should also be noted that a specific learning programme for students who will take the matriculation examination in 2021 will be provided.

As mentioned in the above overview of the response phase, **students' health and wellbeing will also be at the core of DBE's intervention (Priority Programme 3)**. The psychosocial well-being of children, teachers and families are likely to be affected due to disruptions caused by COVID-19. In this regard, the MoE will provide psychosocial support and counselling, and establish a referral mechanism for cases where specialized mental health services are needed in close collaboration with EiE partners and NGOs/CSOs. DBE will also ensure awareness-raising on COVID-19 prevention measures, in line with MoHS guidelines, directed at teachers and children. In addition, the provision of meals to students in affected Townships in collaboration with WFP, will support help alleviate stress on families, who will, in turn, allow vulnerable learners to continue remote learning and will also mitigate the risk of dropout once schools reopen.

Finally, **community engagement and communication at all levels (Priority Programme 4)** will be promoted throughout the response phase. DBE will ensure effective communication and community engagement at all levels through multiple communication channels, including through the establishment a national mobile telephone-based Parent Teacher Association (PTA) Communication Network App linking parents of students enrolled in BE schools with all Head Teachers, teachers and MOE officials working at national, State/Region, district and Township levels as well as regular information dissemination through text messages and social media to all stakeholders registered in the network. The objective is to keep education stakeholders and school communities informed in a fast, explicit and reliable way about the situation, provide updated information about school closures, processes being put in place, resources available, expectations around distance learning, etc. Community engagement will be mainstreamed across all DBE interventions, notably through parent-teacher associations (PTA) to ensure effective support to students with homework and other curriculum and non-curriculum activities. Where two-way communication is established, especially with students, child protection concerns will need to be taken into account and integrated into teacher training.

The basic education response will be rolled out in close connection with the non-formal education sector and monastic education, notably to ensure all children are reached, including those out-of-school. DBE will also work closely with the Ministry of Social Welfare, Relief and Resettlement (MSWRR) to ensure continued learning opportunities for preschool-age children, focusing on home-based play that fosters children's development.

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Education continuity during school closures if school opening is delayed **Overall objective:** The continuity of education is maintained for all students and learners through adapted distance learning modalities **Key output indicator:** Proportion of school-closure affected children accessing distance learning during school closure					
Distance Learning Material Development	Prioritisation of curriculum content/subjects for distance learning progression during school closure.	A restructured curriculum is developed			CREATE team developed guidelines for learning material development. CapED (UNESCO, Finland, Norway, Sweden, Dubai Cares) can support MOE to plan prioritization of curriculum content during distance learning ADB/EYE Team will support prioritisation of the secondary education curriculum
	Development of online and offline learning materials (Myanmar Distance Education Program (MDEP) Web, Myanmar Distance Education Program App, DBE Box, print outs, potentially, TV, radio)	All 9,7 million basic students have access to adapted distance learning Out of above, 30,000 disadvantaged children are reached with complementary support	DERPT	DBE, DHE, DAE	TREE (DFID funded) proposing educational TV/radio programmes. EiE partners developing a home-based low and no tech learning package with literacy, numeracy, PSS, WASH and caregiver support materials. Life skills curriculum for youth and adolescents (on and offline) is available. EIE partners can provide TA through its distance learning task force. ADB is working with MYME to develop Distance Learning Materials for the new curriculum Grade 6, Grade 7 and Grade 10
	Development of worksheets and learning plans for different subjects and grades				ADB will support secondary education curriculum
	Development, printing/uploading of guideline to teachers to support students' home-based learning				
	Translation of distance learning materials into ethnic languages where feasible and through partnerships with EBEPs Support Program.				In collaboration with EBEPs from partnership framework under IAQE, with the support of Myanmar Education Consortium (MEC) and VSO EIE partners will support provision of learning materials in different ethnic languages.
	Adaptation of learning materials for students with disabilities/ special needs				EIE Sector application is submitted to ECW. Humanity and Inclusion will provide technical support for learning packages

	(closed captions, live sign language interpretation and/or large print)					being useable by children with disabilities and guide teachers and caregivers.
	Development of special support mechanisms for 30,000 disadvantaged students					VSO will support partners in rolling out special support mechanisms for IDP and migrant learners (MNEC, TEI) EIE sector is developing guidelines for learning materials in vulnerable settings
Distance Learning Deployment/ Distribution of Learning Materials	**Digital**	Deployment of Myanmar Distance Education Program (MDEP) Learning platform, MDEP App to distribute learning materials		DERPT	DBE, DHE, DAE	Monastic Education Development Group (MEDG): Materials can be distributed through the MEConnect online platform for Monastic Education
		E-Library (under MDEP) for parents to use in schools that remain closed				Denmark is supporting the development of the E-library
		Establishment of partnerships with internet providers to zero-rate education platforms				
		Distance learning support for students through two-way mobile communication deployed with specific child protection measures (MDEP App, WhatsApp, Facebook Viber)				ADB is supporting distance teaching and support for students through mobile communication (new curriculum Grade 6, Grade 7 and Grade 10)
	Low-tech	Distribution of DBE box in most remote schools with all the learning materials uploaded				
		TV and Radio				
	No tech	Hard copy distribution of textbooks to all students and schools along with simple guidelines for students and parents/caregivers so that they can use textbooks to begin remote self-learning (ongoing: textbooks for all students in basic education sector are currently being				VSO could support partners in printing and distribution of distance learning materials (MNEC)

		transported, and are expected to reach townships around mid-May)				
		Distribution/dissemination of guideline to teachers to support students' home-based learning				
	Implementation of a specific distance learning program for students who will write the matriculation examination in 2021					
Completion of the Academic year	Provision of guideline and support by DBE (e.g.-lunch, masks, transportation fees, hand sanitizer) to ensure each State/Region develop a plan for the marking of grades 4 and 8 examinations. (Already done in 8 States/Regions)		Grades 4 and 8 are marked in all States/Regions			
	Distance marking of matriculation examinations to ensure transition to post-secondary education		Matriculation examinations are marked	YU, DGN, PT, MLM, ST, MU, TG, MG, MYA, MKN, DHE	DBE, DMNE	AERS will develop options for marking/scoring.
Priority programme 2: In-service distance teacher training and support **Overall objective:** All basic education teachers have the capacity and knowledge to provide distance learning support to students **Key output indicator:** Proportion of school-closure affected BE teachers receiving relevant training						
In service new curriculum rollout teacher training for grades 4, 7,10 (ongoing)	**Digital**	Home Based learning (MDEP Platform/ Social media: Facebook, YouTube, Viber, Messenger/ DBE Stick)	All 418,000 basic education teachers receive training in the new curriculum	DBE	DERPT, DAE, DHE, DME and DTPC	As part of the GPE proposal: New curriculum training: All 47,000 BE schools, 418,000 basic education teachers receive training on the new curriculum. MEDG: MEConnect online platform for Monastic Education Distance training under preparation with funding of GPE ESPDG catalytic fund Myanmar received (US$140,000). The new GPE Accelerated Funding may be used for improving quality of audio and visual materials that the MoE is development at the moment. ADB/EYE Team is supporting on and offline training for new Gr 7 and 10 curriculum by retooling the contents for online and
	Low-tech	Transmission by Education Channel/MRTV DBE Box		DAE	DBE, DERPT	
	No tech	Hard copy distribution of teacher guides		DBE		

						office including audio lessons for Teacher's Guides and supporting video production. NRC can support limited number of displacement locations with DBE Boxes. PIN (with JRS and KBC): developing teacher training videos for teachers in crisis contexts: 1) Pedagogy, 2) Curriculum and Planning, 3) Child Protection and Wellbeing, 4) Teacher's Role and Wellbeing, 5) an intro to PSS and 6) basic subject training. To be distributed by USB/SD/social media EiE partners are working with MoE to include volunteer teachers in new curriculum trainings
In-service teacher support for distance learning	Development, printing/uploading and distribution/dissemination of guideline for teachers to support students' home-based learning	All 418,000 basic education teachers receive support in distance education through guidelines 1,200 teachers in selected remote locations are reached through mechanisms to inform them on how to support students' home-based learning	DBE		As part of GPE proposal: 1,200 teachers in selected remote locations reached through mechanisms to inform them on how to support students' home-based learning
	Provision of data packages and hardware for teachers in selected remote locations to support student distance learning and participate in online trainings		DBE		VSO to support teachers of marginalised learners in child-centred risk perception approaches, especially while communicating with learners
	Communication with teachers and education officers (TEOs, DEOs and S/REOs) to provide complementary support for home based learning				
Conditional Cash Transfers for teaching personnel	Transfer of cash to COVID-19 affected families that have school aged children and to teachers who are working as volunteers at schools used as quarantine centers.	12,000 teachers, school staff and education officials who have worked at the quarantine centres receive	DBE		As part of GPE Proposal: 6,000 teachers, school staff and education officials who have worked at the quarantine centres receive financial assistance. EIE partners can support cash transfers in the areas they are active

		one-time financial assistance (conditional cash transfer)			
Volunteer Teacher Allowance	Provision of allowance for volunteer teachers continues during the COVID-19 crisis (including NFPE, NFME, monastic education and IDP camps)	All volunteer teachers for the Covid-19 response receive an allowance	DBE	DAE	
Psychosocial Support (PSS)	Provision of PSS to teachers and non-teaching staff in affected Townships	All BE teachers and non-teaching staff have access to PSS	DBE		Save the Children is developing a digital teacher training (on and offline) on Social Emotional Wellbeing (including teacher self-care, and supporting student SEL)
Priority programme 3: Students and families' health and wellbeing **Overall objective:** Students and families' health and wellbeing is maintained during school closure thanks to COVID-19 prevention messaging and psychosocial support **Key output indicator:** Proportion of school-closure affected children and youth with access to lifesaving messages related to COVID-19					
COVID-19 Prevention messaging targeting children and teachers	Awareness-raising on COVID-19 safety measures through the provision of COVID-19 prevention guidelines in line with MoHS through radio, directed at teachers and children	All children and teachers receive information on COVID-19 prevention measures	DBE, MoHS	DBE	EiE partners can continue to support MoE in awareness raising in areas that they cover VSO to provide COVID awareness raising materials and school kits in Mon and Northern Shan
Psychosocial Support (PSS)	Provision of PSS to students in affected Townships	10,000 students in COVID-19 affected TS receive PSS	DBE		TREE (DFID) is developing PSS content and stay at home materials for children and teens. Finn Church Aid is piloting student counselling with DBE. They can provide student counselling curriculum, trained counsellors and technical support, EiE partners have programs on PSS including supporting teachers to use PSS activities with students PSS activities that can be used by caregivers with their children.
School feeding	Provision of meals to students in affected townships despite the closure of schools	10,000 disadvantaged students in	DBE		DBE and WFP will consider provision of take-home rations, home delivery of food or provision of cash or vouchers in 11 States/Regions except Yangon, Delta and Bago region.

		COVID-19 affected TS receive home delivered food during school closure			
Priority programme 4: Community engagement and communication at all levels during school closure **Overall objective:** Effective communication channels for parents/caregivers, education staff, teachers, and students are in place during school closure and contribute to successful implementation of distance learning **Key output indicator:** Proportion of families accessing the PTA Communication Network App					
Ensure effective communication and community engagement at all levels (through multiple communication channels)	Establishment of a national mobile telephone-based Parent Teacher Association (PTA) Communication Network App linking parents of students enrolled in BE schools with all Head Teachers, teachers and MOE officials working at national, State/Region, district and Township levels	40 % of parents and caregivers access the PTA Communication Network App 3,000,000 parents reached with bulk text messages sent through the PTA Com. Network	DBE		As part of GPE's proposal: Design and launch of the PTA Network Communication System and App and undertake regular communication through bulk text messages and updates on the App DFID's AERS program and EU can provide communications expertise EiE partners to provide materials and capacity building for caregivers to support children to learn at home. Under ECW proposal to develop parent support networks by phone NRC Can support with outreach in person and online/ telecoms (no fund required) VSO to support caregivers of MNEC students in non-curriculum activities
	Undertaking of regular information dissemination through text messages to all stakeholders registered in the network		DBE		
	Relevant and targeted use of social media to counter misinformation, spread COVID-19 related prevention information and share key updates to learners, education staff, parents and caregivers		DBE		

1.2 Alternative education

Throughout the response phase, the alternative education sub-sector aims at ensuring that out-of-school children and youth keep learning through the **provision of alternative education during the COVID-19 pandemic despite the closure of non-formal primary education (NFPE) and non-formal middle school education (NFMSE) centres (Priority Programme 1).**

The response is structured around the same priority areas as basic education and linkages and common approaches between both systems will be fostered to avoid duplication of efforts and encourage sharing of resources and solutions.

An emphasis will be put on ensuring distance learning is implemented through home learning and ensuring that COVID-19 prevention messaging targeting children, caregivers and facilitators, is disseminated notably to ensure **students and families' health and wellbeing (Priority Programme 2).** To this end, WASH training modules and health and hygiene messages will notably be embedded in the regular facilitator training course. Facilitators will also be trained on distance NFE learning approaches and on psychosocial support to ensure they have the **relevant capacity and knowledge to provide distance support to students (Priority Programme 3).**

Outreach to parents/guardians/caregivers (Priority Programme 4) will also enable awareness-raising information on the role they have to take for the progress of their children's education and to support their children's socioemotional wellbeing in the current context.

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Alternative education continuity during the closure of non-formal primary education (NFPE) and non-formal middle school education (NFMSE) centres **Overall objective:** The continuity of education is maintained for all students and learners through adapted distance learning modalities **Key output indicator:** Proportion of school-closure affected children accessing distance learning during the closure of non-formal primary education (NFPE) and non-formal middle school education (NFMSE) centres school closure					
Implementation of distance learning	Support to distance learning through radio and TV: - Development and recording of teaching sessions - Recording of animation videos developed from life skills storybooks	All children enrolled in NFPE/NFMSE centres have access to adapted distance learning	DAE, MLRC DAE		
	Supply of distance learning support materials, e.g. radio, social media, DVDs, external hard drives		DAE,MLRC		
	Use social media to keep children engaged: regularly updated media and lessons being uploaded		DAE, MLRC		
	Provision of IT Equipment to build DAE capacity to hold virtual coordination meetings		DAE		
Priority programme 2: Students and families' health and wellbeing **Overall objective:** Students and families' health and wellbeing is maintained during the closure of NFPE/NFMSE centres thanks to COVID-19 prevention messaging and psychosocial support **Key output indicator:** Proportion of NFPE/NFMSE-closure affected children and youth with access to lifesaving messages related to COVID-19					
COVID-19 Prevention messaging targeting	Awareness-raising on COVID-19 safety measures through the provision of COVID-19 prevention guidelines in line with MoHS	All children enrolled in NFPE/NFMSE centres receive information	DAE, MoHS	DAE	

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
children and facilitators	through radio, directed at facilitators and children	about COVID-19 prevention measures			
Psychosocial Support (PSS)	Provision of PSS to children in affected Townships	3,000 children enrolled in NFPE/NFMSE in COVID-19 affected TS benefit from PSS	DBE	DM&E (Research/ Education)	
Priority programme 3: Support for facilitators & master trainers **Overall objective:** All facilitators have the capacity and knowledge to provide distance support to students **Key output indicator:** Proportion of facilitators receiving relevant training					
Facilitators Training in Distance Learning Support and COVID 19 prevention	Training of facilitators on distance NFE learning approaches	915 facilitators are trained on Distance Learning Support and COVID-19 prevention	DAE		
	Embedding WASH training module together with health and hygiene messages in the regular facilitator training course (Printing and distribution of WASH brochures, COVID-19 message posters and pamphlets and distribution of personal hygiene kits)		DAE, MLRC		
	Recruit, train and deploy new NFPE and NFMSE facilitators		DAE, MLRC		
Psychosocial support	Psychosocial support training workshops for facilitators	300 facilitators in COVID-19 affected TS receive PSS training workshops.	DAE		
Priority programme 4: Support to parents, guardians and caregivers **Overall objective:** Parents, guardians and caregivers have the capacity and knowledge to support their children during the closure of non-formal education centres					

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Key output indicator: Proportion of families provided with information on psychosocial support and the role they have to take for the progress of their children' education					
Provision of awareness-raising information to parents/guardians/ caregivers on the role they have to take for the progress of their children' education	Printing and distribution of brochures of program outline and key messages	All families have been provided with information on the role they have to take for the progress of their children' education.	DAE		
Provision of psychosocial support knowledge to parents/guardians/caregivers psychosocial support so that they can support their children's mental health	Printing and distribution of psychosocial support information and self-learning materials (guidance for parents)	All families are aware of ways to support the mental health of their children	DAE		

1.3 Technical and Vocational Education and Training

TVET institutions including Government Technical High Schools (GTHS) and Government Technical Institutes (GTI) were closed towards the end of March to stop the spread of COVID-19. While the closure period so far mainly coincides with the yearly break in the school calendar, the abrupt closure of GTHSs and GTIs at the end of March took place during the examination period and disrupted some of the end of the year exams. Additionally, technical training and apprenticeship programmes were put on hold.

The below priority programmes and areas remain tentative at this stage and will be further detailed and expanded after consultations with the relevant TVET subsector working group during the week of the 11th of May. A specific TVET subsector response and recovery plan will be developed in that respect and will be integrated into the present national COVID-19 Response and Recovery Plan for the education sector at a later stage.

During the response phase, it is expected that GTHSs and GTIs will have to stay closed to avoid the transmission of COVID-19 and special measures will be needed to allow for **education and training continuity during the closure period (Priority Programme 1).** Given the particular nature of TVET which combines theoretical learning and practical training, DTVET's decisions on content and mode of dissemination of learning materials will be made in close collaboration with the heads of institutions and training personal as well as companies involved in alternate training and apprenticeship programmes.

It is important to note that the TVET sector can play a crucial role to tackle the current crisis through short training courses in professions essential for the COVID-19 response. While the TVET sector can contribute to a successful response, it also needs to consider how the current crisis might affect future labour market needs and adjustment its offer accordingly.

To ensure education continuity, GTHSs and GTIs will develop distance learning materials starting with priority areas that are essential to tackle the COVID-19 crisis. In the development of these materials, GTHSs and GTIs will be taking into account the limited internet access of some students and the need of special support of specific groups (such as IDPs, ethnic minorities, girls and students with disabilities) to allow for equal access to distance learning for all students and trainees. Therefore, when distance learning is deployed, GTHSs and GTIs will ensure digital, low tech and no tech solutions are available. In close collaboration with companies involved in technical training in Myanmar, DTVET will develop means of certification of skills developed during the distance learning period. Additionally, GTHSs and GTIs will need to ensure safe, equitable and transparent admission procedures during the response period.

The current situation and new learning modalities also prove challenging for TVET teachers and trainers. **Training and support for TVET personal on distance learning approaches (Priority Programme 2)** is necessary to allow them to take on this new responsibility. Furthermore, DTVET shall provide psychosocial support to TVET teaching and non-teaching staff in Townships affected by COVID-19.

GTHSs and GTIs often serve as a source of reliable information for students, especially in crisis contexts, as well as an essential service to ensure the health and wellbeing of the student community. Therefore, GTHSs and GTIs need to continue to play this essential role and promote **COVID-19 Prevention** in line with MoHS guidelines. In affected Townships, **students' health and wellbeing (Priority Programme 3)** also depends on psychosocial support through their GTHSs and GTIs.

Finally, it is necessary for TVET institutions to set up an **effective communication strategy (Priority Programme 4).** These strategies shall include different communication channels between GTHSs and GTIs of different regions and between education institutions, their staff, students and companies involved in alternate learning and apprenticeship programmes to be able to exchange about latest developments and strategies put in place to mitigate the impact of COVID-19 on the TVET system.

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Education continuity during TVET institutions (GTHSs and GTIs closures)					
Prioritisation of training curriculum	Identification of disciplines/training courses that can be taught via distance learning NB. Definition of distance learning options for TVET should also include reflections on TVET institutions' immediate adaptation to a changing labour market in the current crisis context)		DTVET		
	Prioritisation of disciplines/training courses that are relevant to overcome the COVID-19 crisis (health workers, logistics etc.)		DTVET		
Distance learning/training material development	Undertaking of a survey and analysis of Internet Access and related materials for e-learning online courses and trainings		DTVET (HQ) HRD and Admin		
	Development of online and offline learning materials by GTHSs and GTIs supported by the MoE (Myanmar Distance Education Program (MDEP) Web, Myanmar Distance Education Program App)		TPTC (Baelin) KMTTTI HRD DPs		
	Quality assurance of adapted Learning Materials		DTVET		
	Development of learning materials and special support mechanisms for students/trainees with special needs		DTVET		
	Development of learning materials and special support mechanisms for IDP students		DTVET		

Priority Area	Activities		Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
				Focal Department	Coordinating Department	
Distance Learning Deployment	**Digital**	Support to the required Internet Access and related materials based on analysis of survey results		DTVET(HQ) Budget and Buying All Schools under DTVET DPs		
		Implementation of an E-Learning Course on Management of Vocational Training Centres		With GIZ		
		Conduct online courses for students/trainees Deployment of Myanmar Distance Education Program (MDEP) Learning platform, MDEP App to distribute learning material		TPTC(Baelin) KMTTTI		
		Establishment of partnerships with internet providers to zero-rate education platforms		DTVET		
		Distance support for students/trainees through two-way mobile communication		DTVET		
	Low-tech	Distribution of discipline-specific learning materials in most remote TVET institutions with all learning materials uploaded		DTVET		
	No tech	Hard copy distribution of all textbooks/course materials		DTVET		
Ensure admission processes continue from a distance	Development of distance admission processes for GTHSs and GTIs including online and offline options (postal			DTVET		

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	admissions, telephone hotlines, online admission)				
Priority programme 2: In-service TVET Teacher Training and Support					
Teacher/Trainer Training in Distance Learning Support	Capacity Upgrade Trainings by using ICT for Trainers and Resource Persons		TPTC(Baelin) KMTTTI HRD		
	Conduct online courses such as management, teaching methodology, life skills and other necessary technical skills for teachers and trainers by e-learning		TPTC(Baelin) KMTTTI		
Psychosocial support	Provision of PSS to teachers/trainers and non-teaching staff in affected Townships		DTVET		
Priority programme 3: Students/Trainees Health and Wellbeing					
COVID-19 Prevention	Awareness-raising on COVID-19 safety measures, health and hygiene-related life-saving measures through the provision of COVID-19 prevention guidelines in line with MoHS by all GTHS/GTI		DTVET		
Psychosocial Support	Provision of PSS to students in affected Townships		DTVET		
Priority programme 4: Communication at all levels					
Communication between students and teachers	Set up of distance communication with students/trainees through two-way mobile communication		DTVET		
Communication between GTHS/GTIs, students/trainees and staff	Establishment of communication channels at all levels to keep stakeholders informed about the current situation, provide updated information about GTHS/GTI		DTVET		

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	closures, processes being put in place, resources available, expectations around distance learning etc.				

1.4 Higher Education

Higher Education institutions (HEI) were closed towards the end of March to stop the spread of COVID-19. While the closure period so far mainly coincides with the yearly break, the abrupt closure of HEI end of March took place during the examination period and disrupted some of the end of the year exams.

The below priority areas remain tentative at this stage and will be further detailed and expanded after consultations with the relevant HE subsector working group during the week of the 11th of May. A specific HE subsector response and recovery plan will be developed in that respect and will be integrated into the present national COVID-19 Response and Recovery Plan for the education sector at a later stage.

During the response phase, it is expected that HEI will have to stay closed to avoid the transmission of COVID-19 and **special measures will be needed to allow for education continuity during the closure period (Priority Programme 1)**. Given the particular nature of Higher Education Institutions, DHE decisions on content and mode of dissemination of learning materials will be made in close collaboration with/or by the heads of institutions and academic personnel responsible for the academic disciplines.

To ensure education continuity, HEI will develop distance learning materials starting with priority disciplines/areas taking into account the limited internet access of some students and the need of special support of specific groups (such as IDPs, ethnic minorities, girls and students with disabilities) to allow for equal access to distance learning for all students. Therefore, when distance academic learning is deployed, DHE will ensure digital, low tech and no tech solutions are available.

DHE is also planning to continue pre-service teacher education curriculum reform[12], and will provide additional support to Education Colleges (ECs) to ensure that the curriculum reform and the training of student teachers continue with minimal disruptions. This includes training and support program for Teacher Educators (training on the new curriculum and using ICT in teaching, psychosocial support) and training and support program for Student Teachers. Teacher educators will be trained to provide student teachers with distance education and support, in addition to the development of learning materials for both current and new curriculum for the e-learning platform, where 1,829 teacher educators will be trained on the new Year 2 Semester 1 curriculum. The Year 1 Semester 1 and Year 2 Semester 1 curriculum will be implemented in December 2020 using the online platform, targeting 20,754 student teachers.

As **admission and exam processes** were interrupted by the HEI closure, one of the priorities during the response phase is to reschedule examinations and organise safe, equitable and transparent admission procedures. While the Basic Education matriculation examinations were completed, marking has not yet taken place. This exercise is led by DHE in collaboration with the DBE and the Department of Myanmar National Examinations and usually involves 30 000 teachers from schools and universities gathers in one place. A priority in the response phase will be to ensure matriculation examinations are marked in order for grade 10 students (2019-20 school year) to enrol in Universities in the 2020-21 school year.

The current situation and new learning modalities also prove challenging for professors and academic personal. **Training and support for academic personal on distance learning approaches (Priority Programme 2)** is necessary to allow them to take on this new responsibility. Furthermore, DHE shall provide psychosocial support to HEI teaching and non-teaching staff in Townships affected by COVID-19. In addition, a "Psychosocial Support Focal Point System" will be established with 25 teacher educators from 25 Education Colleges.

HEI often serve as a source of reliable information for students, especially in crisis contexts, as well as an essential service to ensure the health and wellbeing of the student community. Therefore, HEIs need to continue to play this essential role and promote COVID-19 Prevention in line with MoHS guidelines. In affected

[12] 1864 teacher educators from all Education Colleges received training on how to use the e-library as the role of teacher educators during the year 1 semester 1 curriculum training in October-November 2019.

Townships, **students' health and wellbeing (Priority Programme 3)** also depends on psychosocial support through their HEI.

Finally, it is necessary for HEIs to set up an **external and internal communication strategy (Priority Programme 4)** including communication channels between HEIs and between HEIs, academic staff and students to be able to exchange about latest developments and strategies put in place to mitigate the impact of COVID-19 on the higher education system. Consultation with student unions the Higher Education response will be critical to ensure measures introduced to mitigate the impact of COVID-19 is in line with student needs. Communication with other Ministries who have universities under their authority must be established to ensure a consolidated Higher Education response, and to provide the opportunity for learning from the approaches taken by other Ministries.

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Education continuity during higher education institution (HEI) closures					
Pre-service teacher education in Education Colleges (Ongoing)	Improvement of ICT infrastructure to support digital learning (complementary to the ongoing work being undertaken by UNESCO and the TREE Project team to strengthen the Pre-service Teacher Training Program)	.	DHE		GPE's proposal proposes to address any funding gaps that cannot be covered by the MoE budget, UNESCO, the TREE Project, or other development partners supporting the pre-service teacher education sub-sector STEM (UNESCO, Finland, Australia, DFID): Developing an ICT/distance learning module for teacher educators. This can be shared with basic education teachers
	Development of e-learning platform to support curriculum development and implementation		DHE		
	Development of online learning materials for new curriculum in ECs (including redesigning of all current curriculum into e-learning materials)		DHE		
New curriculum rollout in Education Colleges	Piloting new online platform with Curriculum Core Team		DHE		
	Training on distance learning approaches to deliver new curricula for Year 1 Semester 1 (implemented December 2019) and Year 2 Semester 1 via e-learning platform		DHE		
	Development of special support mechanisms for disadvantaged student teachers		DHE		
Distance Learning Material Development	Identification of disciplines/courses that can be taught via distance learning (for Bachelor, Master and PhD level)		DHE		

Priority Area	Activities		Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
				Focal Department	Coordinating Department	
	Prioritisation of disciplines/courses that are relevant to overcome the COVID-19 crisis (medicine, ICT, e.g. Making Robot Trolley to Supporting staffs in hospitals in Waibargae and Phaunggyi, etc.)			DHE		
	Survey and Analysis of Internet Access and related materials for e-learning online courses			DHE, each Univ.	DAE, DTPC	
	Development of online and offline learning materials by HEI supported by the MoE			DHE		
	Quality assurance of adapted Learning Materials			DHE		
	Development of learning materials and special support mechanisms for students with special needs			DHE		
	Development of learning materials and special support mechanisms for IDP students			DHE		
Distance academic learning Deployment	**Digital**	Piloting Online Teaching		MIIT, NCEL, YUDE, some CUs	DHE	
		Establishment of partnerships with internet providers to zero-rate education platforms		DHE		
		Distance support for students through two-way mobile communication		DHE		
		Online Master and PhD seminars and discussion (via Zoom)		Respective Universities	DHE	
	Low-tech	Distribution of discipline/course-specific learning materials in		DHE		

Priority Area	Activities		Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
				Focal Department	Coordinating Department	
		most remote HE institutions with all learning materials uploaded				
	No tech	Hard copy distribution of course materials		DHE		
Completion of the Academic year	Reorganisation of university exam during the 1st Semester of academic year 2020/21 for universities that had to stop examinations in March			Respective Universities	DHE	
	Extension of the registration deadline to accept UDE students (June)			Respective Universities DHE		
	Development of distance registration and admission processes for HEI, including online and offline options (postal admissions, telephone hotlines, online admission)			Respective Universities	DHE	
	Development of distance assessment methods for Bachelor, Master and PhD level			DHE		
Priority programme 2: Professor/Academic Personal Training and Support						
Professor/Academic Personal and Staff training in Distance Learning Support	Training on distance learning approaches (including teacher educators at ECs)			DHE		
Psychosocial support	Provision of PSS to professors and non-teaching staff in affected Townships			DHE		
Priority programme 3: Students Health and Wellbeing						

Priority Area	Activities	Output Indicator & Target	Coordination and Funding		Proposed contribution by DPs
			Focal Department	Coordinating Department	
COVID-19 Prevention	Awareness-raising on COVID-19 safety measures, health and hygiene-related life-saving measures through the provision of COVID-19 prevention guidelines in line with MoHS by all HEI (including all 25 ECs)		DHE		
Psychosocial Support	Provision of PSS to students in affected Townships		DHE		
	Establishment of "Psychosocial Support Focal Point System" with 25 teacher educators from 25 Education Colleges		DHE		
Priority programme 5: Communication at all levels					
Communication between students and teachers	Distance communication with students/trainees through two-way mobile communication		DHE		
Communication between HEI, students and staff	Set of effective communication channels to keep stakeholders informed about the current situation, provides updated information about HEI closures, processes being put in place, resources available, expectations around distance learning etc.		DHE		

PHASE 2: RECOVERY PHASE THROUGH THE REOPENING OF EDUCATION INSTITUTIONS (OCTOBER 2020 TO OCTOBER 2021)

The priority of the Ministry of Education in the recovery phase will be twofold: i) Ensuring that all education institutions can reopen safely once sanitary conditions allow, in a way that ensures the wellbeing of students, teachers/facilitators/professors and education; and ii) Ensuring that the resumption of face-to-face education leaves no one behind and prevents the exacerbation of disparities among students across the different subsectors. This will require an important focus on training and support to BE teachers/NFE facilitators/TVET teachers/HEI professors and Township education officers for COVID-19 recovery as well as a continued focus on communication and community engagement.

It should be noted here that the timing for the two phases remains flexible and that actives foreseen to be implemented as part of the recovery phase can be sequenced differently to match the sanitary conditions and requirements at country level. It is nonetheless essential that the MoE starts planning for the safe reopening of education institutions from phase 1 onwards in order to ensure the readiness of infrastructure, teachers/facilitators/professors/educators and students to resume face-to-face education once sanitary conditions in Myanmar allow. During the recovery phase, the MoE is working on the preparation of **education institutions' reopening sanitary protocols for all levels of education (Preschool, BE, AE, TVET, HE) while ensuring the wellbeing and protection of students, teachers/facilitators/professors and staff.** Such efforts will focus on the rehabilitation/disinfection/cleaning of education institutions and their hostels when relevant, with a priority given to facilities used as community facility/quarantine centres, as well as on the upgrading and maintenance of WASH facilities. This will go hand in hand with the provision of guidance on COVID-19 Prevention and Control to all educational institutions and the orientation of staff, teachers and parents on the Guidance and protocol to promote social distancing. The wellbeing and protection of students, teachers and staff in education institutions will be a priority of MoE during and after the reopening phase. As such, in addition to providing essential learning kits and COVID-19 preventing kits in appropriate languages in the schools based in affected Townships, the MoE and its partners will also ensure, through the School and Community Counselling Programme, the support for specialized mental health service and the establishment of a referral mechanism between Ministry of Education, Department of Social Welfare and Ministry of Health and Sports.

Once education institutions reopen, the MoE will pursue efforts to guarantee an **effective transition towards the resumption of face-to-face learning at all levels of education**. Evidence around the world suggests that despite the efforts undertaken, distance learning is likely to increase educational inequalities. As education institutions reopen in a safe manner, the MoE will therefore put a strong focus on remedial education/training to mitigate learning loss and prevent the exacerbation of the disparities among students. Back to class strategies reaching out to local communities and adapted for each subsector will be required to prevent dropouts. As part of these efforts to resume face to face education and training, the MoE will work closely with heads of education institutions to ensure academic and administrative adaptations are facilitated in order to: i) adapt the academic calendar for the remaining school year; ii) adjust examinations content and timeline depending on the number of lost months; iii) ensure admission and registration processes to post-secondary education are not disrupted.

To support the recovery of the education system from the COVID-19 pandemic and improve service delivery in the aftermath of the crisis, the MoE recognises that **teachers/facilitators/professors, heads of education institutions and education officers** should be adequately equipped with the necessary knowledge and skills. The MoE will therefore ensure the capacities of actors at the forefront of the operationalization of the plan are strengthened and that their knowledge on COVID-19 related topics is improved.

Finally, the MoE will sustain the **communication efforts** initiated in phase 1 to keep all stakeholders informed about the situation, provide updated information about the measures taken to ensure the safe reopening of education institutions and encourage **community engagement** at school level.

As previously mentioned, given the uncertainty of the evolution of the sanitary situation, the need for flexibility will be critical as education institutions in specific Townships may be confronted with situations where new waves of infections occur at the local level, requiring local risk assessments, effective communication flows and swift decision-making processes on how to protect students and education staff, including through possible short-term closures of education institutions. Therefore, as face-to-face teaching and learning progressively resumes, the MoE will not stop investments initiated in phase 1 on remote and distance learning across subsectors. On the contrary, these efforts will be reinforced to be prepared for a recurrence of disease transmission that would necessitate re-closing schools as well as to strengthen teaching and learning where closures remain in effect in affected Townships.

The four priority programmes for the recovery phase are summarized below:

Priority programme 1	Priority programme 2	Priority programme 3	Priority programme 4
Return to safe learning environments while ensuring the wellbeing and protection of students, teachers/facilitators/professors and staff in education institutions	**Effective transition towards the resumption of face-to-face learning for all students, including marginalized and out-of-school children, through remedial education and academic calendar adjustments**	**Training and Support to BE teachers/NFE facilitators/TVET teachers/HEI professors and Teacher and Township education officers for COVID-19 recovery**	**Community engagement and communication and at all levels**

2.1 Basic Education

The Department of Basic Education will put a particular emphasis on the **safe reopening of BE schools, monastic schools, community schools, and temporary learning centres (TLCs), in line with the Framework for Reopening Schools (Priority Programme 1).** In addition to ensuring and monitoring the cleaning and disinfection of educational institutions and hostels by community members as well as the upgrading of WASH facilities in schools to increase the proportion of education institutions with safe water, handwashing stations and cleaning supplies, DBE will coordinate the dissemination of school-based preventive and life-saving messaging through the provision of guidance on COVID-19 Prevention and Control to all educational institutions, essential learning Kits and COVID-19 preventing kits for COVID 19 response in appropriate languages. DBE will also emphasise the health and wellbeing of students, teachers and staff through the implementation of school and community counselling as well as the re-establishment of regular and safe delivery of essential school-based services (school feeding, WASH and health services, protection referrals and specialized services for children with disabilities). In order to implement social distancing protocols, double shifts will be put in place in schools where class sizes are too big to reduce the number of students attending school at the same time.

Once the schools are reopened, DBE will implement a range of measures to ensure the **effective transition towards the resumption of face-to-face learning for all students, including marginalized and out-of-school children (Priority Programme 2).** First and foremost, if the school year cannot open at the scheduled time in June 2020, the MoE will develop a curriculum recovery plan, to take into account teaching time lost during school closure and prioritize content/subjects required for grade progression. Such a plan will take into account the need of younger learners for more teacher interaction given the greater reliance on play-based learning to ensure foundational skills are well developed. This plan will be shared with all Township Education Offices and head teachers. Secondly, DBE is well aware that disruptions to teaching and learning or extended periods out of school can have negative impacts on a child's ability to learn. DBE will thus prioritize the development, implementation and expansion of remedial learning/catch-up for children impacted by school closures, on the

basis of the outcome of a back to school assessment in COVID-19 affected Townships[13]. DBE will specifically target disadvantaged children in all schools and learning centres including monastic schools, community schools, TLCs in IDP camps. Remedial lessons will help learners to close learning gaps and reconnect with previous learning because they would have been gone for more than 3 months out of class. Government teachers, non-formal education facilitators and volunteer teachers will be trained in catch up and remedial teaching methodology. Thirdly, DBE will consider the adaptation of the school calendar for the remaining school year, depending on the impact of the crisis, and explore adjustments of the holiday period and school hours to make up for lost time. While these decisions will have to be taken at a local level depending on the duration period of school closing, DBE will facilitate this process through the provision of guidelines and orientation to school principals. The content and the timeline of examinations for the school year 2020/21 may also have to be adapted, taking into account the need to prioritize high stakes examinations such as the matriculation examination. Depending on schools' ability and facilities to implement social distancing protocols, double shifts may be put in place and consideration will be given to the implementation of a blended learning approach, using the materials and resources developed during the response phase, to reduce the number of students attending school at the same time.

As part of these efforts towards the resumption of face-to-face learning, DBE will endeavour to prevent the risk of dropout, and to reintegrate marginalized and out of school children. Indeed, it is anticipated that the COVID-19 pandemic will have major economic implications, which are likely to lead to further dropout due to economic hardships and children falling into child labour. The number of children and households living below the national poverty line is expected to dramatically increase in Myanmar following the COVID-19 crisis. Targeted support to poor households will help mitigate this risk. As such, a Student Stipends Program will be put in place for 25,000 disadvantaged children who are further challenged by COVID-19 crisis, those from lower social-economic backgrounds and children at risk of falling into child labour. In parallel, the regular MoE Student Stipend Programme will continue to provide stipends to 240,000 students. At the same time, the MoE-led back to school campaign will ensure families have the right information around school reopening, which will notably assure local communities that the MoE is taking the necessary measures to ensure the safety of their children at school.

DBE is cognizant of the importance of the key role of teachers and township education officers to lead the recovery of the national education system. As such, at the heart of the recovery phase will feature the **training of BE teachers, volunteer teachers, community teachers, non-formal education facilitators, as well as Township education officers (Priority Programme 3)**. The objective is to provide these actors with the knowledge and skills that will enable them to support students, schools and communities when schools reopen, and to help the national education system recover from the COVID-19 crisis. This COVID-19 Recovery Training Program will aim to motivate and empower approximately 418,000 BE teachers, volunteer teachers, community teachers, non-formal education facilitators and Township education officers to work together in new ways and to take on new roles outside the classroom. In order to reach all the relevant actors, including in the most disadvantaged areas, the COVID-19 Recovery Training Program will be implemented through three training delivery systems:

(a) Digital school-based distance training system, which will involve the delivery of training materials to teachers and officers for school- and Township-based group training through: i) the Myanmar Digital Education Platform (MDEP) website; or ii) offline training on tablets and flash drives issued to schools and Township education offices.

(b) Print school-based distance training system (PDTS): The MoE will send PDTS materials packages to all BE schools, Monastic schools, NFLCs and Township education offices and Township officers.

[13] The MoE will tap into international and local best practice, tools and techniques to assess students upon their return to the classroom so that the instructional objectives of the curriculum can be tailored to student achievement levels, as impacted by their absence from formal education studies. The assessment results will provide a picture of current achievement status that will inform remedial programs to be put in place for students.

(c) Blended school-cluster training system (BSCTS) in targeted BE schools when government regulations and policies allow for citizens to participate in group-based training activities.

In addition to COVID-19 Recovery Training Program, the MoE will continue the rollout of a new curriculum for all BE schools for Grades 5, 8 and 11, if the normal schedule for training is re-established following the COVID-19 crisis. The MoE is proposing to build upon the achievements and lessons learned to date, and design and deliver a BE Curriculum Training Program for these new grades. This will likely include the development of a comprehensive set of digital training materials for all basic education teachers to access either online or offline through the DBE Box.

Finally, DBE will increase **community engagement** at the school level, notably to enable parents to take a more active role in their child's education and school through the PTA Student and School Improvement Program, and will pursue the communication efforts initiated in phase 1, prioritizing **communication between education authorities at Township level, schools and school communities (Priority Programme 4).**

The recovery programme will include support to ethnic basic education providers (EBEPs) to provide targeted support for continuity of learning and retention in MOE recognised schools managed by EBEPs through the implementation of an EBEPs Support Program targeting students and teachers in schools such as those managed by Mon National Education Committee (MNEC) and the Karen Education and Culture Department (KECD). The program will provide support in providing MoE Covid-19 prevention kits, supporting remote learning programs, including essential learning kits, planning for Safe Re-Opening, teacher subsidies and support for community teachers' continuous professional development.

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Return to safe learning environments while ensuring the wellbeing and protection of students, teachers and staff in schools **Overall objective:** Students, teachers and staff return to safe and protective learning environments **Key output indicator:** Proportion of crisis-affected children and youth with access to safe and protective learning environments					
Defining and implementing a school reopening sanitary protocol in line with IASC Guidance on COVID-19 Prevention and Control in Schools	Development, printing and distribution of a protocol for cleaning and disinfection of educational institutions and hostels.	All BE schools in Myanmar (including all schools based in affected Townships) implement a school reopening sanitary protocol. The 1000 schools used as community facility quarantine centers are disinfected.	DBE	MoHS	As part of the GPE proposal: 1,000 government schools, monastic schools, non-formal education centres and temporary learning classrooms will be disinfected. EiE Sector partners are adapting global guidance for schools used as quarantine centres (identification, use, rehabilitation/disinfection) for Myanmar. EiE Sector can support community-level monitoring of these processes in the areas they are present.
	Training of community members in cleaning and disinfection protocols		DBE		
	Cleaning and disinfection of educational institutions used as community facility quarantine centers by community members		DBE		
	Monitoring and supervision of cleaning and disinfection exercise by MOHS and Township Education Offices		DBE		
	Upgrading and maintenance of WASH facilities at schools to increase the proportion of schools with safe water, handwashing stations, cleaning supplies through the provision of grants.	All schools with least developed hygiene conditions will have improved WASH facilities.	DBE	MoHS	As part of the GPE proposal: 1,000 educational institutions will receive repair and maintenance grants UNICEF is working with MOE to upgrade WASH facilities WFP is also working with partners to improve access to water and sanitation EiE partners will identify WASH gaps in TLCs/education centers/schools attended by displaced and conflict-

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
					affected students and work to fill those gaps, dependent on resourcing available VSO is supporting upgrading of WASH facilities in schools in Mon
School-based preventive and life-saving messaging (health, hygiene, etc.)	Providing essential learning Kits/COVID preventing kits for COVID 19 response in all appropriate languages • Provision of individual and school kits including backpacks, notebooks, pencils, etc. Provision of hygiene and sanitation materials for COVID-19 prevention to schools and other learning centres (incl. buckets, soap, reusable masks for teachers and learners and school staff and hand-sanitizer for teachers and school staff, menstrual hygiene packages). • Orientation of teachers and school staff on how to use COVID prevention kits • Improvement of ventilation in classrooms and other places of learning	6,700 schools in Myanmar (including all schools based in affected Townships) will be provided with Kits/ hygiene and sanitation materials for COVID-19 prevention.	DBE	DAE, DMNL	As part of the GPE proposal: 6,700 government schools, monastic schools, private schools, non-formal education centres and temporary learning classrooms in COVID-19 affected townships will be provided with school kits and hygiene and sanitation materials for COVID-19 prevention, benefitting more than 2 million children. SDC can contribute some funding to distribution of COVID-19 response kits VSO to provide prevention kits for schools and adapt COVID-19 guidelines into local languages in Mon and NSS EiE partners will provide essential learning kits to children in IDP and conflict-affected areas, and can align with and support distribution led by MoE. EiE Sector will develop a minimum package and additional recommended supplies for learning kits / COVID-19 prevention kits.
	COVID 19 Prevention Programme: • Provision of guidance on COVID-19 Prevention and Control to all educational institutions	All schools in Myanmar will receive Guidance on	DBE		As part of the GPE proposal: Nationwide: 47,000 government schools, private schools, monastic schools, non-formal education centres and temporary learning classrooms in the country will receive the Guidance on COVID Prevention, benefitting more than 9.7 million children.

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	• Orientation of headteachers, teachers and parents on the Guidance and protocol to promote social distancing • Monitoring of learner and teacher health	COVID-19 Prevention.			
Wellbeing and protection of students, teachers and staff in schools	School and Community Counselling Programme: • Training of teachers in psychosocial support, including how to identify acute cases and make referrals for specialized services • Support for psychosocial support for parents • Support for specialized mental health service (including individual counselling) • Establishment of a referral mechanism between Ministry of Education, Department of Social Welfare and Ministry of Health and Sports	45,000 teachers attend psychosocial support and referral training 125,000 children provided with psychosocial support	DBE	DM&E (Research/ Education)	As part of the GPE proposal: A total of 3,900 government schools, private schools, monastic schools, non-formal education centres and temporary learning classrooms in the COVID-19 affected TS will be covered by PSS and counselling interventions, benefitting more than 45,000 teachers, reaching more than 125,000 children. Save the Children is working on a hotline or text-messaging counselling service EiE partners have PSS tools and programs for children, teachers, and caregivers available for use
	Re-establishment of regular and safe delivery of essential school-based services (school feeding, protection referrals and specialized services for children with disabilities), while following social distancing measures to reduce risk of infection	80% of all schools re-establish school feeding programmes (especially in poorer communities)	DBE		WFP is working with MoE to continuing the school feeding program.

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 2: Effective transition towards the resumption of face to face learning for all students, including marginalized and out-of-school children, through remedial education and academic calendar adjustments **Overall objective:** The transition towards the resumption of face to face learning is effective and inclusive, especially for marginalized children **Key output indicators:** Proportion of schools offering remedial education and catch up programmes in COVID-affected townships; Proportion of IDP students, disabled students and girls receiving financial support					
Prevention of dropout and reintegration of marginalized and out of school students	Provision to students in townships with confirmed COVID-19 cases, from low socio-economic backgrounds and those at risk of falling into child labour of a school stipend (including Disable students, students from NFPE, NFME, TLC-IDP, Children's with special needs are a must)	Additional 25,000 students will receive a stipend.	DBE	DAE	As part of the GPE proposal: 25,000 children in townships with confirmed COVID-19 cases will receive stipends.
	Design and implementation of a back to school campaign through increased community engagement, especially in disadvantaged townships, displacement and conflict-affected areas	Countrywide back to school campaign implemented.	DBE		NRC can implement back to school campaign and use digital messaging via community youth groups VSO to work with partners to support back to school campaign in Mon and NSS
Assessing distance learning progresses	Implementation of a back to school assessment	All students participate in back to school assessments.	DBE		AERS will support development of quality assessment tools required for effective remedial programs in primary to middle school.
Remedial Education Program in all BE schools including monastic and private schools for selected students	Development of remedial program guidelines	All schools in Myanmar will implement Remedial Education Programmes	DBE		DFID-funded TREE Recovery Work together with TEs.
	Printing and distribution of remedial program guidelines.		DBE		EiE partners can support delivery of remedial education in IDP sites and areas of operation
	Appointing of volunteer teachers for remedial teaching		DBE		250,000 children benefitting from remedial teaching

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
		for the most vulnerable students.			
	Provision of stipend for teachers involved in remedial teaching		DBE		
	Implementation of remedial education		DBE		
	• Monitoring of teaching and learning in schools by township authorities to ensure that children are not lagging behind.				
Support to Early Literacy and Numeracy	• Revision/development, printing and distribution of "Guidebook for early reading" and "Guidebook for early numeracy" • Training to teachers. • Provision of workbooks, picture books and storybooks. • Monitoring of students' literacy and numeracy skills.	25,000 children will receive support to develop early literacy and numeracy skills.			As part of GPE proposal: 25,000 children will receive support to develop early literacy and numeracy skills.
Restructuring of the curriculum during the recovery phase	Development and implementation of a condensed version of the curriculum for the academic year 2020/21 once schools reopen, which takes into account teaching time lost during school closure and prioritizes content/subjects required for grade progression and developing foundational skills of younger children.	A restructured curriculum is developed	DBE	DERPT	
Administrative & academic adaptations (academic calendar including examinations)	Adaptation of the school calendar, including holidays, school hours, etc. to make up for lost time	An adapted academic calendar is developed	DBE		
	Updated assessment plan/approach for 2020-21 school year depending on the number of months lost:		DBE		

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	• Plan for high stakes exams such as Grade 11 exams to ensure fair assessment • Plan for assessing new prioritized content in all grades and deciding on progression.				
Increase investment in remote and distance learning to be prepared for a recurrence of disease transmission that necessitates re-closing schools	Pursue the efforts initiated in the response phase 1 to prepare for future rounds of school closures, to strengthen teaching and learning where closures remain in effect in affected Townships and enable a blended learning approach where social distancing protocols necessitate such measures	Budget allocated for the maintenance of distance learning resources	DBE		EYE/ADB Team will support secondary education
Support Ethnic Basic Education Providers	Provision of targeted support for continuity of learning and retention in MoE recognised schools through implementation of EBEPs Support Program: • Providing MoE Covid-19 prevention/learning kits • Supporting Remote Learning Programs, including Essential Learning Kits • Planning for Safe Re-Opening • Teacher subsidies • Support for community teachers' continuous professional development	Support reaches 150,000 children and 2,000 EBEP-supported community teachers.	DBE		As part of GPE proposal: Five Ethnic Basic Education Providers working across 3,000 MoE recognised schools under EBEPs, directly reaching 150,000 children (of the 420,000+ children in EBEP's support school systems) and 2,000 EBEP-supported community teachers in Mon, Kayin, Kayah, Shan, Kachin and Taninthayri Regions. MEC support for EBEPs, including liaison and contextualisation

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 3: Training and support to teachers and township education officers for COVID-19 recovery **Overall objective**: All teachers and township education officers have the capacity and knowledge to support COVID-19 recovery and to implement the rollout of the new curriculum **Key output indicator**: Proportion of teachers and TEOs receiving training for COVID-19 recovery and for new curriculum (grades 5, 8 and 11)					
COVID-19 Recovery Training Program for BE teachers, volunteer teachers, community teachers and non-formal education facilitators and Township officers	Implementation of COVID-19 recovery training for 250,000 BE teachers, volunteer teachers, community teachers, non-formal education facilitators and TEOs who will be provided with knowledge and skills across a range of COVID-19 related topics, through group and individual part-time learning in schools and TEOs. Training delivery approach: (a) Digital school-based distance training system (DDTS); (b) Print school-based distance training system (PDTS); and, (c) Blended school-cluster training system (BSCTS). The COVID-19 Recovery Training Program will also be implemented in all Monastic schools through an existing digital learning platform, called MEConnect, established by the Monastic Education Development Group (MEDG), under the Ministry of Religious Affairs and Culture.	250,000 basic education teachers, volunteer teachers, community teachers, non-formal education facilitators and Township education officers receive COVID-19 recovery training.	DBE		As part of the GPE proposal: 250,000 basic education teachers, volunteer teachers, community teachers, non-formal education facilitators and Township education officers receive training on COVID-19 prevention. Save the Children will work with PTAs and child groups to support child-led COVID-prevention awareness and promotion
In-service teacher training	Teacher training on condensed curricula.	418,000 basic education	DBE		EYE/ADB Team will support the secondary education teacher training

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	Training of teachers in catch up and remedial methodology	teachers receive short in-service training.	DBE		As part of the GPE proposal: 10,000 teachers trained to provide catch up and remedial education.
	In-service Teacher Training for grade 5, 8,11 new curriculum (online trainings/ home based learning)		DBE		As part of the GPE proposal: GPE accelerated funding could contribute to the next cycle of national cascade training to introduce new curriculum for Grade 5, 8 and 11 in the school year 2021-2022. EYE/ADB Team will support Teacher Training for grade 8 and 11 new curriculum
Priority programme 4: Community engagement and communication at all levels **Overall objective: C**ommunity engagement at school level is strengthened and effective communication channels for parents/caregivers, education staff, teachers, and students are in place after school reopening and contribute to the recovery process **Key output indicator:** Proportion of schools training parents on the PTA Student and School Improvement Guidelines; Proportion of families accessing the PTA Communication Network App;					
Increased community engagement at school level	PTA Student and School Improvement Program • Draft, print and distribute Parent Teacher Association (PTA) Student and School Improvement Guidelines (Version 2.0); • Train parents in the PTA Student and School Improvement Guidelines in all BE schools; •	Parent Teacher Association (PTA) Student and School Improvement Guidelines are distributed to all schools. 3,800,000 parents (50% women) mentored by	DBE		Denmark is supporting the PTA Improvement Program Save the children will work with PTAs and child groups to support child-led COVID-prevention awareness and promotion As part of GPE proposal: Draft, print and distribute Parent Teacher Association (PTA) Student and School Improvement Guidelines (Version 2.0) and train 4 parent PTA leaders from every BE school
Pursue communication at all levels	Pursue the communication efforts initiated in phase 1. Prioritize communication between education		DBE		DFID's AERS program and EU can provide communications expertise

Priority Area/ outputs	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	authorities at Township level, schools and school communities.	trained PTA parent leaders to support their child's learning at school and at home			

2.2 Alternative education

In the same vein as the basic education sector, the alternative education sector will also **prioritize the return to a safe non-formal education environment (Priority Programme 1)** and will ensure COVID-19 prevention in NFPE and NFMSE centres, in line with IASC Guidance on COVID-19 Prevention and Control in Schools. In line with its mandate, DAE will put a particular focus on the reintegration of marginalized and out-of-school children **(Priority Programme 2)**, through the same kinds of mechanisms as DBE (Student Stipends Program, which will be expanded to children in NFPE/NFMSE from COVID-19 affected townships and poorer economic backgrounds, and targeted back to class campaign). Community engagement will be at the core of the alternative education recovery intervention in order notably to identify children who have not returned to school.

As for the response phase, linkages and common approaches between the basic education and the alternative systems will be fostered to avoid duplication of efforts and encourage sharing of resources and solutions.

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Return to safe non-formal education environments while ensuring the wellbeing and protection of students, facilitators and staff in NFPE/NFMSE centres **Overall objective:** Students, facilitators and staff return to safe and protective learning environments **Key output indicator:** Proportion of crisis-affected children and youth with access to safe and protective non-formal learning environments					
Defining and implementing an NFPE/NFMSE reopening sanitary protocol in line with IASC Guidance on COVID-19 Prevention and Control in Schools	Development, printing and distribution of a protocol for cleaning and disinfection of educational institutions	450 NFPE/NFMSE in COVID-19 affected TS have been cleaned/disinfected	DAE	MoHS	As part of the GPE proposal, NFPE/NFMSE are part of the 3,000 schools that will be targeted for cleaning and disinfection.
	Training of community members in cleaning and disinfection protocols		DAE		
	Cleaning and disinfection of educational institutions by community members		DAE		
	Monitoring and supervision of cleaning and disinfection exercise by MOHS and Township Education Offices		DAE		
	Upgrading of WASH facilities and equipment to increase the proportion of NFPE/NFMSE centres with safe water, handwashing stations, cleaning supplies	450 NFPE/NFSME have upgraded WASH facilities	DAE, TMs, TEOs	MoHS	As part of the GPE proposal, NFPE/NFSME are part of the 1,000 educational institutions will receive repair and maintenance grants.
	Ensure security and maintenance of WASH infrastructure		DAE, TMs, Focal persons		
	Ensure learning is provided through small group modalities respecting physical distancing measures		DAE		
NFPE/NFMSE-based preventive and life-saving messaging (health, hygiene, etc.)	Providing essential learning Kits/COVID preventing kits for COVID-19 response in all appropriate languages	450 NFPE/NFMSE in COVID-19 affected TS are	DAE, MoHS		As part of the GPE proposal, NFPE/NFMSE are part of the 3,900 education institutions in 45 COVID-19 affected townships that will receive learning kits and COVID-19 prevention kits.

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	• Provision of individual and school learning recreation kits • Provision of COVID-19 prevention kits to schools and other learning centres • Orientation of teachers and school staff on how to use COVID prevention kits • Improvement of ventilation in classrooms and other places of learning	provided with learning kits and COVID-19 prevention kits			
	COVID 19 Prevention Programme: • Provision of guidance on COVID-19 Prevention and Control to all educational institutions • Orientation of headteachers, teachers and parents on the Guidance and protocol to promote social distancing • Monitoring of learner and teacher health	450 NFPE/NFMSE benefit from the COVID-19 Prevention Programme	DAE		As part of the GPR proposal, NFPE/NFMSE are part of the education institutions nationwide that will receive the Guidance on COVID Prevention, benefitting more than 9.7 million children
Training of non-formal education facilitators on COVID-19 recovery	This activity is implemented as part of the COVID-19 Recovery Training Program, which includes non-formal education facilitators	All 915 non-formal education facilitators are trained on COVID-19 recovery	DBE		As of GPE proposal: 250,000 BE teachers, volunteer teachers, community teachers, non-formal education facilitators and Township education officers successfully complete a school-based, multi-module COVID-19 Recovery Training Program
Wellbeing and protection of students,	Provide PSS to students by facilitators who have received training as part of the	80% of students,	DAE		As part of GPE proposal: NFPE/NFMSE centres are part of the 3,900 education institutions in the COVID-19 affected

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
teachers and staff in schools	School and Community Counselling Programme	teachers and staff in NFPE/NFMSE centres in the COVID-19 affected TS feel are provided with PSS			townships that will be covered by psychosocial support and counselling interventions. FCA is piloting student counselling with DBE. They can provide student counselling curriculum, trained counsellors and technical support
	Re-establishment of regular and safe delivery of essential school-based services (protection referrals and specialized services for children with disabilities), while following social distancing measures to reduce risk of infection		DAE		
Priority programme 2: Effective transition towards the resumption of face to face learning and reintegration of marginalized and out-of-school children through remedial education **Overall objective**: The transition towards the resumption of face-to-face learning is effective and inclusive, especially for marginalized and out of school children **Key output indicators**: Proportion of non-formal education centres offering remedial education and catch up programmes in COVID-affected townships; Proportion of IDP students, disabled students and girls in NFPE/NFMSE receiving financial support					
Prevention of dropout and reintegration of marginalized and out of school students	Student Stipends Program: Children in NFPE/NFMSE from COVID-19 affected townships, from low socio-economic backgrounds receive a school stipend	3,000 children in NFPE/NFMSE from COVID-19 affected townships, come back to non-formal education centres after the crisis	DBE	DAE	
	Design awareness-raising materials and implement a back to class campaign		DAE, MLRC, TMs, RMs, Facilitators, GAD		
	Mobilize community to find children who have not returned to school (Funds for engagement of community mobilizers)		DAE, UNICEF, TEOs, GAD,		
	Developing remedial program guidelines		DAE		

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Remedial Education Program in all NFPE/NFMSE	Printing and distributing remedial program guidelines to NFPE/NFMSE	90% NFPE/NFMSE are covered by catch up and remedial lessons	DAE		As part of the GPE proposal, non-formal education centres are part of the 3,900 education institutions in the COVID-19 affected townships that will be covered by catch up and remedial lessons, benefitting more than 2.5 million children.
	Appointing and training of NFE teachers for remedial teaching		DAE		
	Providing stipend for teachers involved in remedial teaching		DAE		
Pursue investment in remote and distance learning to be prepared for a recurrence of disease transmission that necessitates re-closing NFPE/NFMSE	Pursue the efforts initiated in the response phase 1 to prepare for future rounds of NFE centres closures and to strengthen teaching and learning where closures remain in effect in affected Townships	Technical and financial investment in remote and distance learning is sustained	DAE		

2.3 Technical and Vocational Education and Training

As for the first phase, the below priority areas for the second phase remain tentative at this stage and will be further detailed and expanded after consultations with the relevant TVET subsector working group during the week of the 11th of May. A specific TVET subsector response and recovery plan will be developed in that respect and will be integrated into the present national COVID-19 Response and Recovery Plan for the education sector at a later stage.

During the recovery phase, it is foreseen that strategies and modalities for distance education that were developed during the response phase need to be sustained as periods of closure and reopening of education institutions may alternate until a vaccine against the COVID-19 virus is available. To guarantee safe learning environments once GTHSs and GTIs are able to reopen, TVET institutions shall follow a strict **reopening sanitary protocol** including measures to rehabilitate and disinfect learning and training environments including hostels as well as clear guidance on hygiene and safety rules for students and teaching and non-teaching staff **(Priority Programme 1)**.

While DTVET will ensure psychosocial support for students, trainees and TVET staff in areas affected by COVID-19, essential services shall reopen following strict hygiene and safety rules mitigating the risk of COVID-19 transmission.

TVET institutions will also ensure an **effective transition towards the resumption of face to face technical and vocational education, practical training and apprenticeship programmes for all students including marginalized students (Priority Programme 2).** Periods of educational institutions closure risk exacerbating inequalities and especially the most vulnerable students and trainees risk to drop out. Therefore, back to school campaign for the TVET sector and special support for marginalised groups will be launched to mitigate these risks.

Specific to the TVET sector is the close link to the labour market and the collaboration with private sector companies. During the recovery phase, alternate training and apprenticeship programmes shall resume. However, DTVET will define hygiene and safety rules that companies need to follow before trainees can return to their workplace.

Finally, TVET institutions will pursue the **communication efforts initiated in phase 1 with a focus on reopening/remedial training. (Priority Programme 3).** Communication between TVET authorities at Union level, heads of GTHS/GTI, and students/trainees will be ensured through different channels.

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of students/trainees, teachers/trainers and staff in TVET institutions					
Defining and implementing a GTHSs/GTIs reopening sanitary protocol	Development, printing and distribution of a protocol for cleaning and disinfection of educational institutions and hostels.				
	Upgrading of WASH facilities and equipment to increase the proportion of GTHSs/GTIs with safe water, handwashing stations, cleaning supplies and, wherever possible, establish or expand sex segregated toilets or latrines including provisions for menstrual hygiene management				
	Development and distribution of protocols on physical distancing and hygiene measures.				
	Development and distribution of clear guidance to monitor student and staff health and establish procedures if students or staff become unwell.				
GTHSs/GTIs -based preventive and life-saving messaging (health, hygiene, etc.)	Providing COVID-19 preventing kits for GTHSs/GTIs in affected townships in all appropriate languages; providing COVID-19 prevention guidelines in all appropriate languages in GTHSs/GTIs				
Staff and teachers/trainers training on COVID-19 prevention	Training of administrative staff and teachers on implementing physical distancing and school hygiene practices and increase staff at GTHSs/GTIs as				

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	needed. Cleaning staff should also be trained on disinfection and be equipped with personal protection equipment to the extent possible				
Wellbeing and protection of students/trainees, teachers/trainers and staff	Provision of psychosocial support for the mental wellbeing of students/trainees, teachers/trainers, staff in COVID-19 affected townships				
	Re-establishment of regular and safe delivery of essential GTHSs/GTIs-based services (WASH and health services, protection referrals and specialized services for students/trainees with disabilities)				
Priority programme 2: Smooth transition towards the resumption of face to face technical and vocational education, practical training and apprenticeship programmes for all students including marginalized students					
Assessing learning progress/skills acquisition progress	Implementation of a back to GTHSs/GTIs assessment in COVID-19 affected Townships where TVET institutions had to close down				
Restructuring of some courses/TVET curriculum	Develop and implement an accelerated version of some courses/trainings for the year 2020/21 on a case by case basis				
Prevention of dropout	Design and implement a back to school campaign for the TVET sector				
Defining a sanitary protocol for trainees and apprentices for practical training and at the workplace	Development and distribution of protocols on physical distancing and hygiene measures at the workplace.				
	Development and distribution of clear guidance monitor student/trainee and				

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	staff health and establish procedures if student/trainees or staff become unwell.				
Increase investment in remote and distance learning/training to be prepared for a recurrence of disease transmission that necessitates re-closing of GTHSs/GTIs	Pursue the efforts initiated in phase 1 (1) to prepare for future rounds of GTHSs/GTIs closings, (2) to strengthen teaching and learning where closures remain in effect in affected Townships				
Administrative & academic adaptations (academic calendar, examinations, admissions, etc.)					
Priority programme 3: Communication at all levels					
Adjust and pursue the efforts around the communication strategy	Pursue the communication efforts initiated in phase 1 with a focus on TVET institutions reopening/remedial training. Prioritize communication between TVET authorities at Union level, heads of GTHS/GTI, and students/trainees.				

2.4 Higher Education

As with the response phase, the below priority areas for the recovery phase remain tentative at this stage and will be further detailed and expanded after consultations with the relevant HE subsector working group during the week of the 11th of May. A specific HE subsector response and recovery plan will be developed in that respect and will be integrated into the present national COVID-19 Response and Recovery Plan for the education sector at a later stage.

During the recovery phase, it is foreseen that strategies and modalities for distance education that were developed during the response phase need to be sustained as periods of closure and reopening of education institutions may alternate until a vaccine against the COVID-19 virus is available.

To guarantee safe learning environments once HEIs can reopen institutions shall follow a strict **reopening sanitary protocol (Priority Programme 1)** including measures to rehabilitate and disinfect learning environments including laboratories and hostels as well as clear guidance on hygiene and safety rules for students and HE personal.

While psychosocial support for students, academic and administrative staff in areas affected by COVID-19 needs to be sustained, essential services including the canteen shall reopen following strict hygiene and safety rules mitigating the risk of COVID-19 transmission.

HE institutions will also ensure an **effective transition towards the resumption of face-to-face face academic teaching and practical training for all students including marginalized students (Priority Programme 2).** Periods of educational institution closure risk exacerbating inequalities and especially the most vulnerable students and trainees risk to drop out. Therefore, back to school campaigns and special support for marginalised groups will be launched to mitigate these risks.

Additionally, HEIs will have to adapt their academic programme and research activities to the current situation. The learning progress of the newly implemented curriculum under the ongoing curriculum reform in ECs will be assessed and taken into consideration in the planning of the next phase of curriculum development. HEIs will also ensure students are trained in research practice (including for example laboratory research) while following safety and hygiene rules developed by the DHE. The Selection Committee will define a safe, equitable and transparent process for student admission in order to ensure University Admissions are not interrupted.

Finally, HE institutions will pursue the **communication efforts initiated in phase 1 (Priority Programme 3).** Effective communication between DHE authorities at Union level, heads of HEI, and students will be ensured through different channels.

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of students, professors and staff in higher education institutions (HEIs)					
Defining and implementing a HEIs reopening sanitary protocol	Rehabilitation/disinfection/cleaning of HEI used as community facility/quarantine centres				
	Upgrading of WASH facilities and equipment to increase the proportion of HEIs with safe water, handwashing stations, cleaning supplies and, wherever possible, establish or expand sex segregated toilets or latrines including provisions for menstrual hygiene management				
	Development and distribution of protocols on physical distancing and hygiene measures.				
	Development and distribution of clear guidance to monitor student and staff health and establish procedures if students or staff become unwell.				
HEIs-based preventive and life-saving messaging (health, hygiene, etc.)	Providing COVID-19 preventing kits for HEIs in affected townships in all appropriate languages; providing COVID-19 prevention guidelines in all appropriate languages in HEIs				
Staff and professors training on COVID-19 prevention	Training of administrative staff and professors/lecturers on implementing physical distancing and HEI hygiene practices and increase staff at HEIs as needed. Cleaning staff should also be trained on disinfection and be equipped				

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
	with personal protection equipment to the extent possible.				
Wellbeing and protection of students, professors and staff in higher education institutions (HEIs)	Provision of psychosocial support for the mental wellbeing of students, teachers, staff and caregivers in COVID-19 affected townships				
	Re-establishment of regular and safe delivery of essential HEI-based services (WASH and health services, protection referrals and specialized services for students with disabilities)				
Priority programme 2: Transition towards the resumption of face to face academic teaching and practical training (e.g. in laboratories, hospitals etc.) for all students including marginalized students					
Assessing learning progress	Implementation of a back to HEIs assessment in COVID-19 affected Townships where HEIs had to close down				
Restructuring of the content of some disciplines/subjects	Develop and implement a condensed version of some disciplines for the academic year 2020/21				
	Assess progress of student teachers, and develop and implement a condensed version of curriculum at pre-service teacher training, which takes into account teaching time lost during school closure and prioritizes content/subjects required for student teachers				
Increase investment in remote and distance learning to be prepared for a recurrence of disease transmission	Pursue the efforts initiated in phase 1 (1) to prepare for future rounds of HEIs closings, (2) to strengthen teaching and learning where closures remain in effect in affected Townships				

Priority Area	Activities	Output Indicator & Target	Coordination		Proposed contribution by DPs
			Focal Department	Coordinating Department	
that necessitates re-closing of HEIs					
Defining a sanitary protocol for students to follow during practical training	Development and distribution of protocols on physical distancing and hygiene measures in the laboratory (or similar facility).				
	Development and distribution of clear guidance monitor student and staff health and establish procedures if student or staff become unwell.				
Preparing for University Admission	Organise safe Selection Committee meetings and processes (if necessary online)				
Priority programme 3: Communication at all level					
Adjust and pursue the efforts around he communication strategy	Pursue the communication efforts initiated in phase 1 with a focus on HEI reopening/remedial education. Prioritize communication between TVET authorities at Union level, heads of GTHS/GTI, and students/trainees.				

CROSSCUTTING FOCUS: EDUCATION SYSTEM STRENGTHENING THROUGH CRISIS-SENSITIVE PLANNING

As previously mentioned, in addition to the two chronological phases focusing on the response and the recovery, this response and recovery planning framework also provides for a crosscutting focus on education system strengthening.

Indeed, while the COVID-19 outbreak poses a wide range of challenges to the MoE, it also provides opportunities to strengthen the education system, including through strengthening MoE preparedness for the different risks that have the potential to affect the education sector. Given Myanmar's high exposure to hazards, it is crucial to draw good practices, gaps and lessons learned from the current crisis to build the capacity of the system to be able to withstand future emergencies, notably through crisis sensitive educational planning.

It is expected that this work under carried out under the 3rd phase will span throughout the duration of the plan, the rationale being that, in order to strengthen the resilience of the system in the longer term, some of the policy and programmatic measures that are implemented as part of phases 1 and 2, will have to be designed in a way that they are mainstreamed into the regular planning and implementing processes of the MoE.

Beyond the institutionalization of relevant COVID-19 response and recovery practices into the education system, the following specific activities will be undertaken:

1. **Documentation of lessons learned for basic education, alternative education, higher education, and TVET subsectors from phases 1 and 2 to strengthen the capacity of the education system to respond to future crises** that have the potential to disrupt learning (including health crises, conflict/violence, natural hazards and/or climate change effects such as drought, flooding, landslides, storms, etc.).

2. Draw lessons from the current crisis to inform the **Emergency preparedness and response policy framework (EPR) and the multi-risk contingency plan** that will be developed as part of the EPR programme supported by UNESCO, IIEP and the Education in Emergencies Cluster co-facilitated by UNICEF and Save the Children. The objective of this programme is to ensure that the Ministry of Education in Myanmar and its partners are better equipped to provide equitable access to quality education for crisis-affected learners by improving planning and coordination of the education sector response to emergencies that affect students and/or schools.

   The following aspects and how they would have been dealt with during the COVID-19 crisis may be addressed as part of the EPR policy framework in order to define relevant ways to strengthen Union-, State and Region-, District-, Township-, and school level crisis sensitive planning processes:
   - National curriculum
   - Distance learning
   - Infrastructure preparedness
   - Use of ICT for education
   - School emergency preparedness
   - Teacher training and professional development
   - Student and education workforce well-being
   - Examinations
   - Community engagement
   - Communication flows and Coordination
   - MoE officials capacity-building

- Data production and management, including EMIS.

In addition, the present COVID-19 Response and Recovery plan will notably be integrated into the multi-risk national contingency plan for the education sector in Myanmar, prepared by the Ministry of Education, in close collaboration with State/Region and Township education officers as well as MSWRR and GAD representatives.

3. Draw lessons from the current crisis to inform the **preparation of the NESP II**, in terms of priority setting. In particular, the preparation of NESP II will explore key lessons learned in terms of post-crisis reprioritization of the sub-sectors' focus.

Coordination arrangements

To ensure an effective response, different Ministries (MoE, Ministry of Health and Sports (MoHS), Ministry of Social Welfare, Relief and Resettlement (MSWRR), the General Administration Department, take action in a coordinated and complementary way, at Union level, but also at State/Region, District and Township levels.

The education related COVID-19 preparedness and response activities are led by the Ministry of Education, supported by the Education Cluster and its partners. For Basic education, States/Regions, Districts and Townships play a key role in liaison with headteachers, teachers, parents and students and to ensure the rollout and implementation of the COVID-19 Response and Recovery plan. For other subsectors, Departments at Union level work closely with the heads of higher education and TVET institutions.

Operationalization and Monitoring of the plan

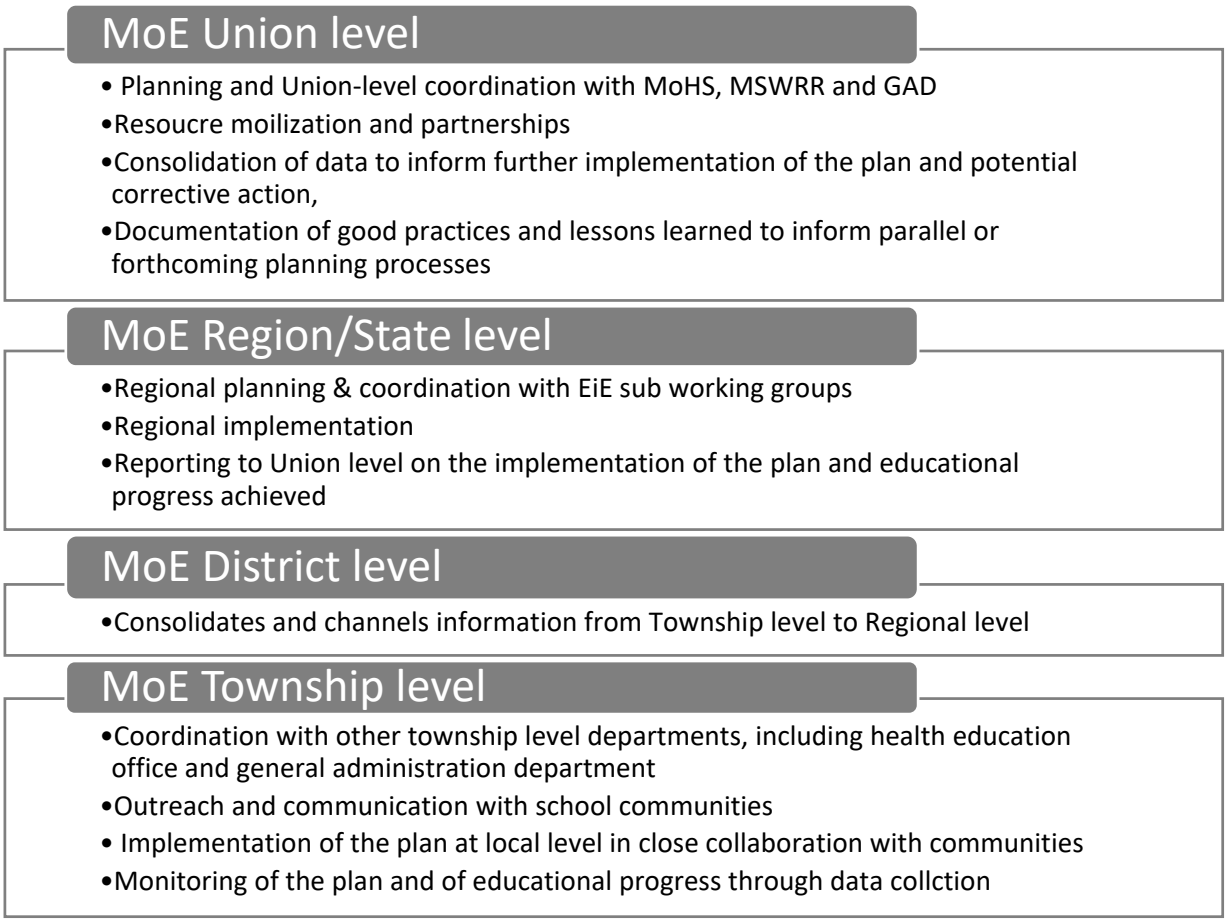
The implementation of the COVID-19 Response and Recovery Plan is the responsibility of the Ministry of Education at all levels, in close coordination with its development and humanitarian partners. At sub-central level, the State/Region level will be crucial in the planning and adaptation of the strategies to their respective regional context and the 330 Township education officers across the country, at the forefront of the response and in direct contact with school communities, will be key in the implementation of the response and in the monitoring of the activities undertaken (collection of data and information at school and community level).

Continued monitoring will be ensured in close collaboration with Township level authorities and heads of education institutions, who will adapt their data collection processes to the current context characterised by the necessity to observe physical distancing measures. Throughout the response and recovery phase, it will be notably essential to collect data on key indicators that will contribute to the adaptation and implementation of the contingency plan. These indicators will include: the number of closed and open/operational education facilities, the number of learners who have received or have at their disposal home-based learning materials/learning kits, the number of learners following distance education, the number of learners who did not come back to school, the number of teachers/professors/trainers/facilitators having received professional support on distance education, the number of teachers/professors/trainers/facilitators who are supporting learners in home-based learning.

Collection of disaggregated data will be important to determine the accessibility of response and recovery measures introduced by the most vulnerable, especially in displacement sites where conflict in many cases are ongoing, for girls and other children who may not be prioritised for continued learning within their households and children with disabilities. This will be important to adapt the plan,

but also for learning lessons which will shape future emergency response and the use of different distance learning approaches.

The figure below illustrates key implementation and monitoring responsibilities at each level of the system.



Monitoring and Evaluation (M&E) Framework

Key expected plan impacts and corresponding KPI

		Baseline Academic year 2018-2019		Target Academic year 2021-2022*	
		Total	GPI[2]	Total	GPI[2]
Basic Education (Grade 1-12)					
Acces	Net enrolment rate, primary, % (UIS)	97.9	0.95	98.0	0.95
	Net enrolment rate, lower secondary, % (UIS)	67.6	0.95	71.0	0.95
	Net enrolment rate, upper secondary, % (UIS)	42.3	0.8	45	0.8
Completion and transition	Primary completion rate (Grade 5)	99.0	0.95	99.0	0.9
	Lower secondary completion rate (Grade 9)	99.0	0.95	99.0	0.9
	Upper secondary completion rate (Grade 12)	Na (old system G11)	Na	Na	0.7
	Transition rate G5-G6, %	98.0	Na	99.0	Na
	Transition rate G9-G10, %	98.0	Na	99.0	Na
	Repetition rate, Primary, %	0.15	1.3	0.15	1.0
	Repetition rate, Lower secondary, %	0.08	1.5	0.08	1.0
	Repetition rate, Upper secondary, %	5.7	0.9	5.0	1.0
	Drop-out, Primary, %	0.5	0.6	0.7	0.8
	Drop-out, Lower secondary, %	2.45	0.8	1	0.9
	Drop-out, Upper secondary, %	30.6	0.6	25	0.8
Additional non-formal education data					
	Adult literacy rate (15+), %	89.0	Na	93.0	Na
	Youth literacy rate (15-24), %	94.0	Na	96.0	Na
	OOSC of primary school age (5-9), %	2.0	Na	2.0	Na
	OOSC of lower secondary school age (10-13), %	20.9	1.1	20.0	1
Vocation and technical training					
	Enrolment in TVET programs (all) as % of total secondary, %	16.7	0.7	30	0.8
Higher education					
	Transition rate between upper secondary and higher education, % Graduation rate, %	Na	Na	50%	
Teaching staff's motivation and wellbeing					
	Percentage of teachers who report high level of satisfaction, % Absenteeism, % Attrition rate, %	Na	Na	80[1]	
System resilience and disaster risk reduction					
	The NESP II includes an Emergency preparedness and response section	NO		YES	
	The national multirisk contingency plan including a focus on health crises is rolled out from Union to Township level	NO		YES	

* All target values are based on the 2016-2021 NESP unless otherwise stated

[1] estimations

[2]GPI = Gender Parity Index = % Male / % Female

Na : information not available

Key Outcome Indicators

Phase 1:

Outcome indicators:	Baseline 2019/20	Targets 2020/21	Verification means
Education continuity during education facility closure			
Proportion (as a % of targeted) of school-closure affected primary pupils accessing distance learning during school closure, %	0	50%	
Proportion (as a % of targeted) of school-closure affected lower secondary students accessing distance learning during school closure, %	0	70%	
Proportion (as a % of targeted) of school-closure affected upper secondary students accessing distance learning during school closure, %	0	80%	
Proportion (as a % of targeted) of school-closure affected TVET learners accessing distance learning during school closure, %	0	80%	
Proportion (as a % of targeted) of school-closure affected higher education students accessing distance learning during school closure, %	0	80%	
Proportion (as a % of targeted) of school-closure affected NFE learners accessing distance learning during school closure, %	0	50%	
Training & Support to BE Teachers/NFE Facilitators/TVET teachers/HEI professors			
Proportion (as a % of targeted) of school-closure affected BE teachers who receive relevant training	0	95%	
Proportion (as a % of targeted) of school-closure affected NFE facilitators who receive relevant training	0	95%	
Proportion (as a % of targeted) of school-closure affected TVET teachers who receive relevant training	0	95%	
Proportion (as a % of targeted) of school-closure affected HEI professors who receive relevant training	0	95%	
Students Health and Wellbeing			
Percentage of school-closure affected children and youth (boys and girls aged 3-18) with access to lifesaving messages related to COVID-19	0	95%	

Phase 2:

Outcome indicators:	Baseline	Targets	Verification means
Return to safe learning environments while ensuring the wellbeing and protection of students, teachers/facilitators/professors and staff in education institutions			
Proportion (as % of targeted) crisis-affected children youth/girls and boys 3-18 with access to safe, protective and quality learning spaces	Na	70%	
Proportion (as % of targeted) crisis-affected children youth/girls and boys 3-18 with access to gender sensitive latrines	58%[1]	70%	
Proportion (as % of targeted) crisis-affected children youth/girls and boys 3-18 with access to water	70%[2]	80%	
Transition towards the resumption of face to face learning for all students, including marginalized and out-of-school children, through remedial education and academic calendar adjustments			
Proportion (as % of targeted) schools apply the Remedial Education Program assessment system to place students in remedial education classes.	0	85%	
Proportion (as % of targeted) schools report improvements in student learning achievement among students who complete the Remedial Education Program.	0	95%	
Training and Support to BE teachers/NFE facilitators/TVET teachers/HEI professors and Teacher and Township education officers for COVID-19 recovery			
Proportion of teachers (all levels) trained on education in emergencies and pandemic preparedness, response and recovery	0	90%	
Proportion of Township education officers trained on education in emergencies and pandemic preparedness, response and recovery	0	90%	
Community engagement and communication and at all levels			
Proportion of female and male PTA leaders trained in the PTA Student and School Improvement Program achieve their target of mentoring parents in their community to take a more active role in their child's education at home and in school.	Na	60%	
Head Teachers in BE schools report much greater participation of both women and men parents in PTA meetings and monthly PTA activities listed in the PTA Student and School Improvement Program Guidelines (Version 2.0)	NA	90%	

1: Average of primary (59.8%), lower secondary (58.2%) and upper secondary (55.2%)
2: Average of primary (64.6%), lower secondary (86.5%) and upper secondary (93.4%)
Source: Ministry of Education

Cost and Financing Framework

The below Cost and Financing Framework provides a summary of the costing breakdown for each Priority Programme to be implemented under the Basic Education and Alternative Education sub-sectors. An updated costing framework will include detailed costing for TVET and Higher Education, once the COVID-19 response plans for these two sub-sectors have been fully developed. The framework is based on the assumption that international assistance will be secured for the implementation of the plan. Financing will thus be covered by contributions from Government budget as well as financial contributions from partners and the Global Partnership for Education.

	Total Cost (USD)	Proposed Contribution from Govt	Proposed Contribution from LEG	Proposed Contribution from GPE
PHASE 1: RESPONSE (MAY TO SEPTEMBER 2020)				
BASIC EDUCATION	**10,813,500**	**2,285,000**	**5,615,000**	**2,913,500**
Priority programme 1: Education continuity during school closures if school opening is delayed	5,333,000	1,585,000	2,325,000	1,423,000
Priority programme 2: Pre- and in-service teacher training and support	1,890,000	700,000	190,000	1,000,000
Priority programme 3: Students and families' health and wellbeing	3,100,000	-	3,100,000	-
Priority programme 4: Community engagement and communication at all levels during school closure	490,500	-	-	490,500
ALTERNATIVE EDUCATION	**120,000**	**38,000**	**67,000**	**15,000**
Priority programme 1: Alternative education continuity during the closure of non-formal primary education (NFPE) and non-formal middle school education (NFMSE) centres	60,000	20,000	30,000	10,000
Priority programme 2: Students health and wellbeing	30,000	10,000	20,000	-
Priority programme 3: Support for educators & master trainers	8,000	8,000	-	-
Priority programme 4: Support to parents, guardians and caregivers	22,000	-	17,000	5,000
PHASE 2: RECOVERY (OCTOBER 2020 TO OCTOBER 2021)				
BASIC EDUCATION	**14,059,000**	**3,708,300**	**1,650,000**	**10,430,700**
Priority programme 1: Return to safe learning environments while ensuring the wellbeing and protection of students, teachers and staff in schools	5,017,000	1,508,300	1,400,000	2,108,700
Priority programme 2: Effective transition towards the resumption of face to face learning for all students, including marginalized and out-of-school children, through remedial education and academic calendar adjustments	4,007,000	110,000	150,000	4,797,000
Priority programme 3: Training and support to teachers and township education officers for COVID-19 recovery	3,615,000	2,090,000	-	2,205,000
Priority programme 4: Community engagement and communication at all levels	1,420,000	-	100,000	1,320,000
ALTERNATIVE EDUCATION	**354,250**	**270,200**	**5,000**	**79,050**
Priority programme 1: Return to safe non-formal education environments while ensuring the wellbeing and protection of students, facilitators and staff in NFPE/NFMSE centres	93,250	67,200	5,000	21,050
Priority programme 2: Smooth transition towards the resumption of face to face learning and reintegration of marginalized and out-of-school children through remedial education	261,000	203,000	-	58,000
PHASE 3: EDUCATION SYSTEM STRENGTHENING THROUGH CRISIS-SENSITIVE PLANNING				
Documentation of lessons learned from the current crisis to inform the development of the Emergency preparedness and response policy framework (EPR) and the National Education Sector Plan II in order to o strengthen the capacity and resilience of the education system.	76,000			76,000
TECHNICAL ASSISTANCE				
Technical Assistance for the implementation of the Response and Recovery Phase	990,000			990,000
Total Basic Education: Response and Recovery	24,872,500	5,993,300	7,265,000	13,344,200
Total Alternative Education: Response and Recovery	474,250	308,200	72,000	94,050
Overall Total	**26,412,750**	**6,301,500**	**7,337,000**	**14,504,250**