**MYANMAR STRATEGIC RESPONSE PLAN (SRP) 2014**

**– MID YEAR PERFORMANCE REVIEW (July) -**

****

**EDUCATION IN EMERGENCIES SECTOR**

**Overview**

**Key achievements toward Strategic Objectives**

**Rakhine**

Whilst the events in Rakhine State at the end of March led to delays in implementing and expanding existing programmes and starting new (funded) initiatives, progress has been made in 2014 to improve access to education opportunities in Rakhine. ECCD services for children aged 3-5 have started in some Sittwe camps - 526 children are currently attending which is a start (albeit a small one) towards the end-of-year target of 9000. Coverage of education for primary-school-aged IDP children has increased from approximately 50% to 72%,(23,475 enrolled as at end June 2014) and as funding continues to increase this is expected to grow further. Non-formal education services for adolescents in the IDP camps have started and at mid-year 1895 (8%) are registered. Additional funding has been secured to expand these services in 2014, but more is needed to make the end-of-year target of 50% (of the camp adolescent population) achievable.

As part of the move to improve quality, partners have agreed to expand the curriculum for primary-school IDPs to align with the Government system, a move which also aims to facilitate greater Government engagement with IDP education services. A joint initiative between the EiE Sector and Child Protection sub-sector (led by CP) to harmonize and expand the adolescent NFE package in Rakhine State should also result in expanded coverage, as well as improved quality through the incorporation of protective life-skills.

**Kachin & northern Shan**

Although solid data on the extent of the need and coverage in Kachin remains scarce, due to a multi-sector attention, more is now known about the situation in the boarding schools of NGCA (KCA) Kachin and, in response to this, guidelines on intervention were released and new programmes targeting some of these needs started. Small-scale but rapid EiE funding is now available to support responses to the type of displacements recently seen in Kachin and northern Shan.

Additional short-term and longer-term funding to support the KIO Education Department (KIO ED) in NGCA (KCA) Kachin was also accessed during the beginning of 2014, the benefits of which should start registering in the latter part of the year. More middle schools are being opened in the IDP camps of NGCA (KCA) Kachin by the IRRC/KIO ED which is relieving some of the pressure and dependency on the boarding schools.

Although not yet at the implementation phase, planning and consultation on the current Mine Risk Education (MRE) initiative (led by the CP sub-sector) is progressing and when programming commences, the EiE sector stands by to assume its delivery role in this. This may potentially start with the boarding schools in NGCA (KCA) Kachin before the end of the 2014.

In GCA the Government’s approach to providing education to IDP children through regular schools (primary and middle) has been reinforced by a commitment to provide it free of charge, including textbooks. In NGCA (KCA) Kachin, the planned multi-agency education assessment (September 2014) should provide the basis for improving Education sector coordination, strategizing, planning and fundraising in these areas.

**Challenges**

**Rakhine**

Access to land in the IDP camps in Rakhine State means that education sector partners continue to struggle to find suitable sites for temporary learning spaces (TLS). Identifying and retaining suitable candidates as volunteer teachers (particularly females) is also a challenge given the low level of education in many camps. Competition between sectors and organizations for implementing staff compounds this.

Coordination and collaboration with Government education authorities in Rakhine State continues. However, additional support from the Union level MoE to the State level education authorities would significantly improve the overall response, especially in areas without implementing agencies. Additional support from the State Education Department in terms of teacher training and recognition of learning achievements would also be welcome.

**Kachin & northern Shan**

Education in KCA Kachin continues to be negatively affected by continued outbreaks of fighting and resultant displacement. The most recent of these (April 2014) put pressure on education system in areas of northern Shan and caused delays for other students at the start of the new school year. Generally the pace of the peace process continues to limit the funding, access and resources needed to more comprehensively support education in Kachin (particularly NGCA/KCA).

Limited information availability and weak coordination between education actors in Kachin, both in and between GCA and NGCA (KCA), continues to impact on sector strategizing, planning and fundraising. Although the planned multi-agency education assessment in KCA will improve aspects of this (expected to take place in September 2014), a lot more work in needed in terms of building relationships (and trust) and establishing practicable coordination mechanisms. The limited amount of quantitative information in this report is a result of this.

**Recommendations**

**Rakhine**

* Rakhine EiE Sector Coordinator to continue advocating with State level authorities and CCCM to facilitate and identify sufficient land for construction of temporary learning spaces (TLS) needed in order to increase coverage.
* UNICEF to work with the Ministry of Education (MoE) and relevant partners to establish a Rakhine State Education Task Force aiming to improve the coordination between Union and State level on all issues related to education and act as the main advocacy platform.
* National EiE Coordinator and UNICEF to continue promoting other organizations to work in education in Rakhine State, and help identify the funding opportunities to allow this.
* OCHA to actively monitor, coordinate and attempt to regulate incentive rates paid between the sectors/clusters – the education sector is limited in this respect by Government education services and cannot (and should not have to) compete with other sectors.

**Kachin** **& northern Shan**

* The EiE Sector Coordinator to work with UNICEF, Save the Children, Metta and the relevant education authorities in the area to establish practicable coordination mechanisms linking actors and activities centred around Myitkyina, Laiza and Muse. The assessment currently planned involving all education partners in NGCA (KCA) Kachin is an opportunity to work on this.
* OCHA needs to focus on establishing inclusive and accessible coordination mechanism in Kachin which encourage national/local NGO/CSO participation by respecting limitations on time and resources (incl. human) and adapting the mode and medium of the mechanisms to the context.
* The EiE Sector Coordinator to continue to support national organizations working in conflict areas of Kachin and northern Shan to access the new EiE funding available in response to small-scale displacements.

**Changes in context**

**Humanitarian context**

**Rakhine**

The violence in Rakhine State at the end of March 2014 resulted in significant delays in implementation for some education partners due to losses and damage of supplies and property and then reduced staff presence in Sittwe and lack of housing and office spaces. Although most existing education activities were able to continue during this time due to their reliance on on-site local staff (incl. IDPs) this led to delays to the planned expansion of education programmes and in starting new ones (e.g. for adolescents).

**Kachin and northern Shan**

Continued outbreaks of fighting and resultant displacement in Kachin and northern Shan also results in disruptions to education for children caught up in this, and pressures on education facilities to accommodate these new influxes. The most recent of these (April 2014) put pressure on education system in areas of northern Shan and caused delays for other students at the start of the new school year. Generally the pace of the peace process continues to limit the funding, access and resources needed to more comprehensively support education in Kachin (particularly NGCA/KCA).

**Response capacity**

**Rakhine**

Although a new partner is poised to start work in Rakhine, overall sector capacity to implement education programmes remains limited and more partners are needed to expand education coverage in line with sector aims and targets. The contribution of non-education actors to education infrastructure in affected areas of Rakhine is increasing, and although this is welcome, needs to be coordinated with efforts already underway.

**Kachin & northern Shan**

Particularly in NGCA (KCA) Kachin, limitations in the capacity of the primary education provider and in the resources available to support them, means that improving the provision in terms of coverage and quality remains slow and incomprehensive.

**Strategic Objectives 1: Achievements to date**

|  |
| --- |
| Strategic objective 1: Reduce mortality and morbidity amongst affected populations in Rakhine and Kachin as well as populations newly affected by conflict or disaster |

**Progress toward Strategic Objective**

***Kachin:*** *Contribute to reducing the risks of mortality amongst children due to landmines through integrating politically non-sensitive and age-appropriate mine risk education (MRE) into all education delivered to children and adolescents living in affected areas of Kachin State (in close collaboration with the Child Protection sub-sector) (Target 5000)*

Although the mine risk education (MRE) initiative is being led by the Child Protection sub-sector, formal and non-formal education is an ideal medium to bring these protection messages to children and adolescents. Although implementation has not commenced, planning and consultation around the current inclusive initiative is progressing, supported by the EiE sector, and when implementation begins the sector stands by to assume its delivery role in this. This could potentially start with the boarding schools in NGCA (KCA) Kachin before the end of the 2014.

**Indicators: Targets vs. Results to date**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Baseline** | **Target** | **Result**  | **Cluster/sector** |
| % children and adolescents receiving MRE who demonstrate understanding and knowledge of landmine risks in affected areas in Kachin | **0** | **5000** | **0** | Education/CP Sector |

**Strategic Objectives 2: Achievements to date**

|  |
| --- |
| Strategic objectiveS 2: Ensure adequate access to basic services and the restoration of livelihoods for all displaced and conflict-affected populations in Rakhine and Kachin, while linking up with recovery and development effort. |

**Progress toward Strategic Objective**

***Rakhine State:*** *Improve access to and quality of learning opportunities (ECCD, formal, NFE, vocational education) for children and adolescents (3-17 yrs old) in affected areas. (Targets: ECCD – 9000; Primary – 80%; Adolescents – 50%)*

Progress has been made in 2014 to improve access to education opportunities in Rakhine State: ECCD services for children aged 3-5 have started in some Sittwe camps providing access to 526 children; coverage of education for primary-school IDPs has increased to approximately 72%; non-formal education services for adolescents in the camps been initiated and at mid-year registers approximately 8%.

Sector partners have agreed to expand the curriculum for primary-school children to align with the Government system – a move which aims to facilitate greater Government engagement with IDP education services as well as improving the quantity and quality of the service currently provided. A joint initiative between the EiE Sector and CP sub-sector (led by CP) to harmonize and expand the adolescent NFE package in Rakhine should also result in improving quality through the incorporation of protective life-skills.

It is important to note, however, that these programmes are still largely restricted to the IDP camps in Rakhine State, their host communities and some surrounding communities. New programmes targeting isolated communities have not yet started, but some progress towards this is expected in the latter half of 2014 in line with a move towards state-wide approaches to programming.

**Kachin & northern Shan**

Access to education has improved in Kachin due to the opening of middle schools in IDP camps in NGCA (KCA) Kachin, and the Government’s actions to support access for IDPs in areas under its control, including for middle school students. However, weak coordination and information management in Kachin means that quantitative evidence of this is lacking.

**Indicators: Targets vs. Results to date**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Baseline** | **Target** | **Result**  | **Cluster/sector** |
| % of targeted emergency-affected IDP children and adolescents (3-17 yrs old) regularly accessing learning opportunities *(IDP camps in Rakhine State only)* | **ECCD: 0****Primary: 50%****Adolescent Edu:** **7%** | **ECCD: 9000****Primary: 80%****Adolescent Edu:** **50%** | **ECCD: 526****Primary: 72%****Adolescent Edu:** **8%** | Education Sector |

**Strategic Objectives 3: Achievements to date**

|  |
| --- |
| Strategic objective 3: Ensure a protective environment for vulnerable people and individuals at risk among the displaced population in Rakhine and Kachin |

**Progress toward Strategic Objective**

***Rakhine and Kachin & northern Shan:*** *% of targeted schools and education spaces which have established functioning child protection and monitoring mechanisms (in close collaboration with the Child Protection sector)*

Key aspects of Child protection (including psychosocial support and positive discipline) have been incorporated into teacher training delivered in Kachin and Rakhine State in 2014, and delivered directly to teachers and caretakers in some of the boarding houses in NGCA (KCA) Kachin (reaching approx 68 to date over 3 boarding schools/houses). However, no dedicated mechanisms linking education spaces and teachers to established referral pathways have yet been formally established. Efforts to do so, in close collaboration with Protection Sector and CP sub-Sector, will be continued in the second half of 2014. This will prove easier in Rakhine State where a protection referral pathway mechanism is already established; in Kachin none yet exists which may further delay progress against this indicator.

**Indicators: Targets vs. Results to date**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Baseline** | **Target** | **Result**  | **Cluster/sector** |
| % of targeted schools and education spaces which have established functioning child protection and monitoring mechanisms (in close collaboration with the Child Protection sector) | **0** | **60% Kachin; 70% Rakhine** | **0** | Education Sector |

**Strategic Objectives 4: Achievements to date**

|  |
| --- |
| Strategic objectiveS 4 :Strengthen preparedness and ensure response capacity is adequate to meet the needs of people newly affected by conflict, inter-communal violence or natural disasters throughout Myanmar |

**Progress toward Strategic Objective**

**Rakhine:** % of targeted school management committees/ PTAs in Rakhine which have developed plans for reducing risk to disaster for their communities (e.g. cyclone, flood and conflict) (Target 70%)

Progress has been made in the establishment of Parent Teacher Associations (PTAs) in the IDP camps of Rakhine (30 PTAs comprising 303 parents have been set up so far, and trained and meet regularly) and they play an important role in the management of the education facilities in their current communities. However, initiatives to involve these groups in the development of community disaster risk reduction (DRR) plans have not yet started due to the prioritization of other core activities during the time of reduced access, but attempts to do so (or similar initiatives involving parents and students in DRR activities) will be increased in the latter half of the year.

**Indicators: Targets vs. Results to date**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Baseline** | **Target** | **Result**  | **Cluster/sector** |
| **% of targeted school management committees/ PTAs in Rakhine which have developed plans for reducing risk to disaster for their communities (e.g. cyclone, flood and conflict)** | **0** | **70%** | **0** | Education Sector |

**Population In Need/Targeted Reached**

Please complete the table below for your sector/cluster. Use an estimated aggregate to indicate the population reached by the activities of your sector/cluster.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sector/Cluster** | **In Need** | **Targeted** | **Reached** |
| **Kachin** | **Rakhine** | **Kachin** | **Rakhine** | **Kachin** | **Rakhine** |
| **Education** | **56,000** | **156,000** | **39,000** | **76,000** | **\*Est. 12,000** | **35,896** |

*\* The reach figure for Kachin is estimated; data from Kachin remains scarce and this figure is based on known proposals + UNICEF reach figure. In GCA the majority of support for IDPs is provided by the Government, much of which is not closely monitored.*