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December 2021 – May 2022

ACRONYMS

AAP: Accountability to Affected Population

AoR: Area of Responsibility

CBO: Community Based Organisation

CSO: Civil Society Organisation

CWD: Children with Disabilities

INGO: International Non-Governmental Organisation

EAO: Ethnic Armed Organisation

EiE: Education in Emergencies

GCA: Government Controlled Area

GBV: Gender-Based Violence

HNO: Humanitarian Needs Overview

HRP: Humanitarian Response Plan

IDP: Internally Displaced Person

MHF: Myanmar Humanitarian Fund

MHPSS: Mental Health and Psychosocial Support

MPA: Minimum Preparedness Actions

NGCA: Non-Government Controlled Areas

NNGOs: National Non-Governmental Organisation

PDF: People Defense Force

PSEA: Prevention of Sexual Exploitation and Abuse

PTA: Parent Teacher Association

SOP: Standard Operating Procedures

PSS: Psychosocial Support

WASH: Water, Sanitation and Hygiene

BACKGROUND, OBJECTIVE AND ALIGNMENT

Background

Members of the Education in Emergencies (EiE) coordination group in Kachin prepared this contingency plan for the education sector. The EiE coordination group includes Civil Society Organisations (CSOs), national Non-Government Organisations (NNGOs), International NGOs (INGOs), and UN agencies. The contingency plan was also supported with inputs and contributions from the WASH cluster coordinators for Kachin, as well as representatives from child protection and the Kachin Protection Sector to ensure coordination and alignment between the planned activities. The contingency plan was prepared over two half-day workshops, a work hour workshop with a task team, as well as with inputs from EiE coordination group members to finalise the plan.

Objective and timeline of the contingency plan

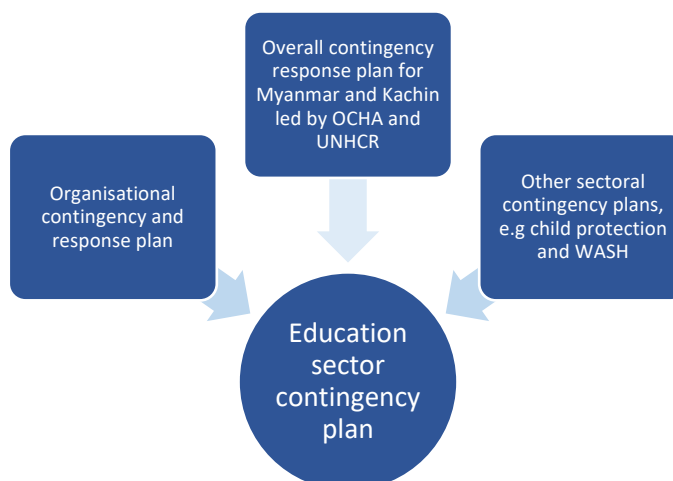
The overall objective of this contingency plan for the education sector in Kachin aligns to the overall objective of the Education in Emergencies (EiE) Sector Strategy for Myanmar, 2021-2022. The objective is *“The education sector in Kachin – including local and national NGOs, CSOs, UN agencies and education spaces have increased capacity to prepare for and respond to shocks and crises – including conflict, displacement and disasters”*.

The timeline for the Contingency Plan for the Education Sector is for an initial period of six months starting from November 2021 ready for review and updating in April 2022.

How this contingency plan for the education sector aligns to other contingency plans

The contingency plan for the education sector in Kachin aligns to organisational contingency plans, the overall contingency plan for Myanmar as well as other sectors contingency plans, especially those related to WASH and child protection. The table below outlines the different types of contingency plan in Kachin and Myanmar more broadly and their purpose.

Plan	Purpose
Organisational contingency plans	Contingency plans for individual organisations that incorporate their own operations
Education sector contingency plan	Specific to the education sector. Clarifies coordination arrangements between education sector partners and linkages with other plans such as child protection and Water, Sanitation and Hygiene.
Overall contingency plan	Led by OCHA and covers all sectors



PLANNING ASSUMPTIONS

The Contingency Plan for the Education Sector in Kachin identifies the following planning assumptions.

Planning assumption	More detailed information
Access (လက်လှမ်းမီမှု)	Access to the most vulnerable communities is a serious constraint and must be a key consideration for the planning assumptions. It is also recognised that temporary and long-term displacement further constrains access.
Operational capacity (လုပ်ငန်းဆောင်ရွက်မှုဆိုင်ရာစွမ်းရည်)	Many organisations will struggle to gain access and have the supporting operational capacity to reach the hardest to reach areas.
The need to look at Government Controlled Areas (GCAs) and Non-Government Controlled Areas (NGCAs).	This contingency plan recognises the need to appreciate differences in GCA and NGCA areas and the impact this has on access. In the current situation, difficulty in accessibility in both GCA and NGCA is more or less the same.
Safety of children returning to education (ပညာရေးသို့ပြန်လာသောကလေးများ၏လုံခြုံမှု)	There are differences in the feelings of safety among children in returning to school in GCA and NGCA areas
Engagement with local authorities or education authorities	In case of return and resettlement to solutions villages, before the renewed conflict, we relied substantially on local authorities to support/construct/repair/reopen school facilities and provide teachers. Now that has not been the option so communities are relying mainly on humanitarian assistance/own limited resources. Engagement/non-engagement question will have a major impact on possible options/responses.
Realities and challenges of coordination (ညှိနှိုင်းဆောင်ရွက်ခြင်း၏ လက်တွေ့များနှင့်စိန်ခေါ်မှုများ)	It has been recognised that coordination, whilst important, also presents some challenges for partners which should be appreciated in this contingency plan.
Rapid deterioration of the current security context (လက်ရှိလုံခြုံရေးအခြေအနေမှာလျင်မြန်စွာယိုယွင်းနေခြင်း)	It is recognised and understood with high probability that the security context could deteriorate further in Kachin and this would further impact the access organisations have to provide EiE support to children and youth.
Role of children, youth and communities (ကလေးသူငယ်များ၊ လူငယ်များနှင့်လူ့အဖွဲ့အစည်းများ၏ အခန်းကဏ္ဍ)	The role of children – especially girls and boys, children with disabilities, youth and communities is critically important and must be appreciated in contingency planning efforts of education partners.
Funding (ငွေကြေးထောက်ပံ့မှု)	Access to funding to support the implementation of EiE programmes is a serious constraint for many partners. This limits their ability to implement EiE programmes.
Support from decision makers within each organisation on the contingency plan for the education sector (ပညာရေးကဏ္ဍ ၏ အတွက်အဖွဲ့အစည်းတစ်ခုချင်းစီမှဆုံးဖြတ်ချက်ချမှတ်သူများထံမှပံ့ပိုးမှု)	It is recognised that in order to ensure implementation of this contingency plan for the education sector that there is support for the plan from decision makers within each organisation.

LESSONS LEARNED & RECOMMENDATIONS

One of the sessions in the sub-national workshops for Kachin explored lessons learned from experience from current and previous emergency responses to inform the contingency plan for the education sector. Together education partners explored what has worked well, what can be improved and any recommendations for this contingency plan to address for the future.

Topic	Best practices and lessons learned	Recommendation
Capacity building by the cluster	The education cluster offers training opportunities and shares resources, tools, and information. Education cluster creates platforms to share best practice, e.g Myanmar EiE Community of Practice for Home-based Learning.	Should invite more partners to involve in training and provide capacity building.
Coordination and cluster functioning	Cluster leads on coordination meetings, joint training – PIN and NRC's joint training. EiE partners coordinate and share tools, information, resources each other so that partners can adapt the resource as relevant to their activities, and for their volunteer teachers. <u>Lesson learned</u> is that this joint training is cost and time effective. The sharing of tools and resources is helpful for partners.	The education cluster should coordinate more broadly with other education actors such as ethnic education providers including in NGCA for formal and non-formal education setting.
Funding	Education is being prioritised by the Myanmar Humanitarian Fund (MHF). <u>Lesson learned:</u> funding for the education sector is very limited and not sufficiently prioritised.	Education cluster including partners should advocate to donors for more funding opportunities. Education cluster should have their own cluster funds to be able to respond quickly to the emergencies. It is good to have resource mobilization mapping.
Needs assessment	Some organizations are currently using need assessment tools. It is possible to get data from the organizations that have conducted needs assessment. Most partners adapted the situation and performed needs assessment as much as they can. Some partners also did community consultations. Training volunteers from the camp to conduct needs assessment is a great adaptation for Covid-19 and for current situation. <u>Lesson learned-</u> Some tools are not included to complete information and need to improve coordination between organizations.	In order to have meaningful participation, by listening the voice of the beneficiaries and by doing consultation/awareness session, we should have an inclusive need assessment tool which can cover for all organization, need to consider and include information from various fields such as GBV, disabilities when develop need assessment questions.
Immediate response	<u>Lesson learned:</u> there is no specific system for immediate response in the education sector	Need a channel to refer from organization to organization, sector to sector. Need to have specific SOP for education.
Preparedness	Best Practice- forming volunteer teacher groups, youth group for Education in the camps, there have Parent Teacher Association (PTA) groups in community schools Lesson learned- they do not get enough awareness sessions	Need to have specific and adequate budget for preparedness to conduct capacity building and awareness to be strengthened, and need to be inclusive from various fields in preparedness part. For logistics in emergency, EiE cluster should support/lead/coordinate where to contact, how to get supplies, and what are the channels to deliver the assistance. Moreover, we should also consider different local context.

SCENARIOS AND EXPECTED IMPACTS ON CHILDREN, YOUTH AND THEIR EDUCATION

The education cluster partners explored the potential impacts of an increase in active armed conflict and displacement as scenario one, and the potential for flooding and landslides in scenario two. The purpose of dividing the scenarios at this point is to explore whether or not there are any different impacts for either scenario. It is however recognized that these scenarios need to be looked at together.

<p>Scenario 1: Increase in active armed conflict and displacement (လက်နက်ကိုင်ပဋိပက္ခများနှင့်နေရာရွှေ့ပြောင်းမှုများဖြင့်တက်လာခြင်း)</p>
<p>Impacts of the scenario</p> <ul style="list-style-type: none"> Active armed conflict highlighted as the most likely scenario People continue living in protracted displacement sites Expected increase in short-term displacement that expands to new geographical areas Potential for child safeguarding and PSEA risks during the emergency. Covid-19
<p>Likelihood of the scenario (between 1-5): 4.5</p>
<p>Potential impact of the scenario (between 1-5): 4.5</p>
<p>Impacts of the scenario on children, youth and their access to education</p> <p>General points</p> <ul style="list-style-type: none"> Covid-19 can also impact children’s education - especially in conflict-affected areas and displaced children. Other platforms to access education such as online learning are not possible for them. Armed conflict can happen in GCA such as towns and cities not only between EAOs and Tattmadaw but also in between People Defense Force (PDF) and Tattmadaw. Therefore, both displaced children and children from communities can be affected. There may be knock on effects from other shocks and stressors on education prospect -- economic pressure on parent (as a result of economic downturn, increased poverty, lack of livelihood and rising commodity prices) will influence spending pattern and resource level the household has to support children’s education. Displaced at camp like settings where schools and temporary learning spaces are not available. Changes in teachers also affect in their learning. Children have to adapt new environment and face problems such as language problem. Parents lost their livelihood and do not prioritize education for their children so that children/youth are not interested in education and want to work to help their family. Once they are out of school, they are more likely to use drugs. There is no place or activities for recreational activities and psychosocial support for children/youth. Children become too ‘old’ for school grades and don’t feel they can go back to schools; education disrupted. Children age out and don’t feel they can go back to schools; education disrupted and children enter work sector. <p>NGCA/GCA differences</p> <ul style="list-style-type: none"> In GCA, children are more likely to be together with their family in the camp and more chance to get education. In NGCA, children are not with their family. When there is armed conflict, people flee/displace temporarily or back and forth to the forest and there is no schools in the forest. So parents send their children to the boarding houses where it is safe and to get the education. Those displaced children at the boarding houses might feel despair when they see other children who are not IDP and get full support from parents while they depend totally on boarding house’s support. IDP children are also worried where to back home when school year ends because their home is not safe and might face for EAOs recruitment and not able to back to education. Parent find solutions by sending their children away to continue education in other areas; so separation from family or early marriage. <p>Access and participation (different in GCA and NGCA)</p> <ul style="list-style-type: none"> Schools closed or no access to school Access to education is be different for NGCA and GCA. Due to easy access and transportation in GCA, it is possible for humanitarian agencies to provide support. It is also possible for education partners to provide response timely but in NGCA, bad road situation, very remote, many checkpoints can make delay to response. Travel to and from boarding houses. According to the available data, boys access education more than girls. Children with disabilities have less access and they are more affected by the current crisis situation. Poverty and

disabilities are linked and CWD are more affected and face more challenges.

- Increased dropout rate

Psychosocial

- Psychosocial distress,
- Lost their dreams, lost interest in education, behind in education due to no access to schools for a long time and they need help to catch up the lessons.
- Parents lost their livelihood and do not prioritize education for their children so that children/youth are not interested in education and want to work to help their family.
- Once they are out of school, children and youth are more likely to use drugs.
- There is no place or activities for recreational activities and psychosocial support for children/youth.

Teaching and learning

- Educational materials lost/destroyed
- Limited available teachers and different teachers. Changes in teachers also affect in their learning. Children have to adapt new environment and face problems such as language problem.

Additional child protection concerns

- Increased child labour, fraud, recruitment (child soldiers), Exploitation.
- Increased vulnerabilities among marginalized children (e.g children with disabilities and learning difficulties and minority groups, etc)
- Concerns regarding children and youth using drugs (also adults) in the camps among IDPs.

Scenario 2: Flooding and landslide

(ရေကြီးခြင်းနှင့်မြေပြိုခြင်း)

Likelihood of the scenario happening (between 1-5): 4

Impacts of the scenario

- Heavy rains could cause further flash flooding and landslides.
- Rivers may overflow causing widespread flooding.
- Flooding could cause further displacement and affect people living in protracted displacement sites
- Potential for child safeguarding and PSEA risks during the emergency.
- Covid-19

General points

- Less flooding and landslide events in Kachin and the impact can just for temporary. We can identify specific location and population where flooding and landslide are likely to happen. The whole community is not affected eg, it happens only in the lowland area or the area near the river.
- If this event happens in a crisis situation, the impact will be more complex and displaced people will be affected as multiple crisis such as current situation.
- Seasonal flooding and landslide are temporal and location specific (people know whether they are likely to be affected based on where they are and rainfall level) -- and so it has a clear end date whereas armed conflict is highly unpredictable and tend to result in prolonged displacement --hence sudden and sustained disruption of education.

Access and participation

- Access constraints in affected areas
- Safety issues

Psychosocial

- Affects to mental health and psychosocial wellbeing

Teaching and learning

- Education materials lost/destroyed

Livelihoods, health and WASH

- Disease outbreaks
- Economic pressure and loss of livelihoods means decreased spending on textbooks and education

Activities and Standard Operating Procedures

This section of the Contingency Plan for the Education Sector in Kachin identifies key activities and Standard Operating Procedures (SOPs). It includes Minimum Preparedness Actions (MPAs) that are on-going and can be implemented as part of preparedness for a sudden or rapid deterioration of the current situation. It also includes rapid response activities to be undertaken in the event of a sudden rise in conflict, displacement or flooding/landslides.

On-going Minimum Preparedness Actions (MPAs) for the Education Sector in Kachin

The Minimum Preparedness Actions (MPAs) identified for the Education Sector in Kachin outlined in this section include: key actions, who should lead, who participates, by when, and identify any resources required. The priority MPAs to be implemented over the next six months and are covered in more detail in this section include:

1	Establish an Early Warning System for the Education Sector in Kachin
2	Pre-position education emergency supplies and identifying any gaps
3	Strengthen preparedness of children and communities, including teachers
4	Revise the education needs assessment tool and socialising the tool to all education partners in Kachin
5	Resource mobilization and advocacy for funding to support education partners prepare for and respond to shocks and crises
6	Coordinate with other sectors and clusters to initiate joint activities

Activity I: Establish an Early Warning System for the Education Sector in Kachin				
Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who participates?	By when? မည်သည့်အချိန်	Resource required (financial, human, etc)
Appoint risk monitoring focal point ဘေးအန္တရာယ်ကိုစောင့်ကြည့်လေ့လာရန် focal point တစ်ယောက်ကိုခန့်ထားသည်	Sub- national Edu Cluster coordinator		Ongoing	Time of sub-national coordinators
Monitor (monthly, weekly, daily) the threat by gathering information from relevant agencies သက်ဆိုင်ရာအေဂျင်စီများမှသတင်းအချက်အလက်များစုဆောင်းခြင်းဖြင့်ဘေးအန္တရာယ်ဖြစ်လာနိုင်သည့်အခြေအနေကို (လစဉ်၊ အပတ်စဉ်၊ နေ့စဉ်) စောင့်ကြည့်သည်	Sub- national Edu Cluster coordinator	Cluster members/ UNOCHA, UNHCR	Ongoing (if not emergency is predicted—monthly, if predicted, weekly or daily)	Time of sub-national coordinators
Prepare a set of agreed key messages for children and communities on how to protect themselves in different hazards ကလေးများနှင့်ရပ်ရွာများအနေဖြင့်မိမိကို	Sub- national Edu Cluster coordinator	Cluster members	Within six months so the messages are ready for when emergency is	Financial support to prepare a set of key messages for different hazards.

<p>ယ်ကိုမည်သို့ကာကွယ်ရမည်ကိုပြောပြသည့် သဘောတူထားသောအဓိကသတင်းစကား များကိုပြင်ဆင်သည်</p>			predicted	
<p>Establish who will share early warning information with whom, and how often and how (phone call, text message, email, etc). မည်သူက ကြိုတင်သတိပေးခြင်းအချက်အလက်များကို ဘယ်သူ့ကို၊ ဘယ်နှစ်ကြိမ်၊ မည်သို့ (ဖုန်းခေါ်ဆိုမှု၊ စာတိုပေးပို့ခြင်း၊ အီးမေးလ်စသည်) ဝေမျှမည်ဆိုသည်ကိုသတ်မှတ်သည်။</p>	Education cluster coordinator, with sub-national coordinators	Cluster members	Ongoing	<u>Budget</u> Phone bill Internet bill
<p>Prepare a diagram or map that clearly explains the early warning system coordination structure and system for the education sector ကြိုတင်သတိပေးစနစ်အားရှင်းလင်းစွာရှင်းပြထားသောပုံတစ်ပုံကိုပြင်ဆင်ပါ</p>	UNOCHA, Edu IMO, National Coordinator and sub-national coordinators	Cluster members	Within six months	Time of coordinators
<p>Maintain contact list of education cluster partners and other key contacts ၏မိတ်ဖက်အဖွဲ့အစည်းများနှင့်အခြားအဓိကဆက်သွယ်ရမည့်သူများ၏အဆက်အသွယ်စာရင်းကို ထိန်းသိမ်းသည်</p>	Edu cluster	Partners	Monthly	

Activity 2: Pre-position education emergency supplies ကြိုတင်ပြင်ဆင်ခြင်း - အရေးပေါ်အတွက်ပစ္စည်းများကို ကြိုတင်စုဆောင်းနေရာချထားခြင်း				
Actions လုပ်ဆောင်ချက်များ	Who leads? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who participates?	By when? မည်သည့်အချိန်	Resources required (human and financial)
<p>Map out education partners existing emergency supplies and consult on additional supplies that should be pre-positioned and where အရေးပေါ်အတွက်ပစ္စည်းများရှိသောပညာရေးမိတ်ဖက်အဖွဲ့အစည်းများကို ရှာဖွေမှတ်သားထားသည်။ ကြိုတင်စုဆောင်းနေရာချထားသင့်သော ထပ်ဆောင်းပစ္စည်းများနှင့်</p>	Edu Cluster coordinators	All partners	Monthly	Workshop

မည်သည့်နေရာတွင်ဆိုသည်ကို တိုင်ပင်သည်။				
Agree on any gaps and produce a list of education emergency supplies that should be pre-positioned and most strategic locations ပညာရေးအရေးပေါ်ပစ္စည်းစာရင်းကိုသဘောတူသည်။	Edu Cluster Coordinators	All partners	Quarterly	Budget to procure and store emergency supplies

Activity 3: Strengthen preparedness of children and communities, including teachers ကြိုတင်ပြင်ဆင်ခြင်း - ဆရာများအပါအဝင် ကလေးများနှင့်ရပ်ရွာလူထုများ၏ကြိုတင်ပြင်ဆင်မှု အားကောင်းစေခြင်း				
Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who participates?	By when? မည်သည့်အချိန်	Resources required (human and financial)
Agree a set of resources for use by education partners to raise awareness with children and communities on preparedness ကြိုတင်ပြင်ဆင်မှုများနှင့် ပတ်သက်၍ ကလေးများနှင့်ရပ်ရွာလူထုများအား အသိပညာမြှင့်တင်ရန်ပညာရေးမိတ်ဖက်များအသုံးပြုရန်အတွက်အရင်းအမြစ်များကိုသဘောတူသည်။	Edu cluster and partners		quarterly	Budget for resource production
Distribute to communities and children (how?) ကလေးများနှင့်ရပ်ရွာလူထုသို့ ဖြန့်ဝေသည်။ (မည်ကဲ့သို့)	Partner	Edu cluster coordinators	quarterly	Budget for resource distribution
Forming community based group for emergency preparedness	Partner	Edu cluster coordinators	quarterly	Budget to establish and support community groups

Activity 4: Revise the education needs assessment tool and socialising the tool to all education partners in Kachin ကြိုတင်ပြင်ဆင်ခြင်း - လိုအပ်ချက်များကိုဆန်းစစ်အကဲဖြတ်ခြင်း				
Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who participates?	By when? မည်သည့်အချိန်	Resources required, human, financial, other

Revise and simplify the education needs assessment template to include voices of beneficiaries, GBV, disabilities, etc. တွင်အကျိုးခံစားခွင့်ရှိသူများ၊ GBV၊ မသန်စွမ်းသူများစသည်တို့၏ အသံများပါဝင်ရန် ၎င်းကိုပြန်လည်သုံးသပ်ရန် စဉ်းစားသည်။	Edu cluster coordinator	Cluster members, GBV members, Disabilities orgs, CP sector members,	quarterly	Workshops
Conduct refresher trainings so that the rationale and methods for conducting an education needs assessment are understood by partners အခြေခံအကြောင်းများနှင့် education needs assessment ပြုလုပ်ရန်နည်းလမ်းများကိုမိတ်ဖက်အဖွဲ့အစည်းများကနားလည်သည်။	Edu cluster and tool developer partner	All relevant partners	quarterly	Workshops

Activity 5: Resource mobilization and advocacy for education funding in Myanmar ကြိုတင်ပြင်ဆင်ခြင်း - ကွဲပြားသောအထောက်အပံ့အမျိုးအစားများကိုရှာဖွေခြင်းလုပ်ငန်းစဉ် နှင့် မြန်မာနိုင်ငံတွင် ပညာရေးထောက်ပံ့ငွေအတွက် စည်းရုံးလှုံ့ဆော်ခြင်း				
Actions လုပ်ဆောင်ချက်များ	Who leads? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who participates?	By when? မည်သည့်အချိန်	Resources Required
Map out donors to target for resource mobilization for education ပညာရေးအတွက်ကွဲပြားသောအထောက်အပံ့အမျိုးအစားများကိုရှာဖွေခြင်းလုပ်ငန်းစဉ်ကိုရည်ရွယ်ရန် အလှူရှင်များကိုရှာဖွေမှတ်သားသည်။	National and Sub-national Edu Cluster coordinator	Education partners	Within six months	Budget: resource mobilization support
Prepare advocacy documents (talking points, briefing papers, etc), to influence donors to fund education အလှူရှင်များအားပညာရေးကိုထောက်ပံ့ရန်အတွက် စည်းရုံးနိုင်ရန် စည်းရုံးရေးစာရွက်စာတမ်းများ (စကားပြောအချက်များ၊ အကျဉ်းချုပ်စာတမ်းများ) ကိုပြင်ဆင်သည်။	National Edu Cluster	Education partners	quarterly	Advocacy support
Prepare advocacy briefs/talking points, etc on the response and education needs	National Edu Cluster and Sub-national coordinator	Partners	Ongoing and within 2-8 weeks after an escalation	Advocacy support
Advocate to local authorities on the education needs	Cluster lead, co-lead and All	Partners	2-6 months	

Activity 6: Coordinate with other sectors and clusters to initiate joint activities				
Actions လုပ်ဆောင်ချက်များ	Who leads? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who participates?	By when? မည်သည့်အချိန်	Resources Required
Share education preparedness activities with other clusters and sectors ပညာရေးအတွက်ကြိုတင်ပြင်ဆင်မှုလုပ်ဆောင်ချက်များကို အခြား clusters and sectors များနှင့်မျှဝေသည်။	Edu Cluster coordinators	Partners	Quarterly	
Education partners are briefed on the child protection referral system ကလေးသူငယ်ကာကွယ်စောင့်ရှောက်ရေးလွှဲပြောင်းပေးမှုစနစ်အကြောင်းကိုပညာရေးမိတ်ဖက်အဖွဲ့အစည်းများကိုများကရှင်းလင်းတင်ပြသည်။	CP sector with education cluster coordinators	All partners	Township Child Rights Committee (TCRC)/ State Child Rights Committee (SCRC) meetings, quarterly	Support from child protection sector
Agree on joint activities to be implemented by the education cluster and the child protection Area of Responsibility AoR and education cluster and WASH	Sub-national education cluster coordinators	National coordinator and partners	Within six months	Time of education cluster coordinators and other cluster focal points
Share education preparedness activities with other clusters and sectors ပညာရေးအတွက်ကြိုတင်ပြင်ဆင်မှုလုပ်ဆောင်ချက်များကို အခြား clusters and sectors များနှင့်မျှဝေသည်။	Edu Cluster coordinators	Partners	Quarterly	

Rapid response - following sudden deterioration in the current situation

This section contains activities to be initiated following a sudden deterioration of the current situation as a result of an increase in conflict and displacement, or flooding and landslides. The timeline for implementing the activities is between 0-72 hours, 72 hours to one week, two-eight weeks and two to six months. The priority activities identified and explored in this section include:

1. Call an urgent education cluster meeting
2. Establish a task force to work together during the emergency response
3. Conduct a joint needs assessment
4. Update information management

Activity 1: Call an urgent Education Cluster meeting				
Actions	Who should lead?	Who participates?	By when? 0-72 hours 72 hrs to one week 2-8 weeks 2-6 months	Resources required
Cluster co-leads hold a meeting inviting education partners listed in the contacts list. The meeting to be held in Myanmar language.	Cluster co-leads	Partners	0-72 hours	Cluster co-leads and partner time
Set the date, time, location and agenda for the meeting. Send out invitations	Cluster co-head	Partners	0-72 hours	
Hold meeting to agree: <ul style="list-style-type: none"> - Priority activities - Set up a task force and agree who will participate in the activity - How to communicate - Where information will be stored 	Cluster co-lead and All		0-72 hours	
Share information on the emergency	Cluster co-lead		0-72 hours	
Take meeting notes and share with partners (via email)	Cluster co-lead		0-72 hours	
Agree on assessment tool	All		0-72 hours	
Follow up update information before circulate meeting minutes	Cluster co-lead and All		0-72 hours	

Activity 2: Establish a task force to work together during the emergency response				
Actions	Who should lead?	Who participates?	By when? 0-72 hours 72 hrs to one week 2-8 weeks 2-6 months	Resources required
Following the urgent cluster meeting, agree task force members who are operational in the affected area who will work together to share information	Cluster co-leads	Task force members	0-72 hours	Time of task force partners
Agree on initial frequency of task force meetings. Set the time, location and send out invitations. Meetings to be held in Myanmar language.	Cluster co-head	Task force	72 hours – 1 week	Time of partners
Review education emergency supplies in place and make estimate on requirements	Task force	National coordinator, IMO	Within 1 week	Time of task force
Send a request to OCHA, UNHCR and other partners informing them of the need to include an education focal point in any future assessments	National coordinator	Task force members	0-72 hours	
Identify an education focal point from the task group who will participate in multi-sector assessments including: <ul style="list-style-type: none"> - Joint rapid assessments led by OCHA and UNHCR - Child protection assessments, etc. 	Agreed task force member	All task force partners	72 hours – 1 week or longer depending on timeframe of partners	Budget to support task force members to participate in the assessments.
Identify priority advocacy messages	Task force members	National coordinator	From 0-72 hrs then on-going	Time of partners
Discuss and agree recommended EiE programming approaches (e.g distance learning, temporary learning spaces, PSS, etc)	Task force members	All education cluster partners	On-going within one week	Time of partners
Coordinate with other sectors (e.g child protection and WASH) to agree any joint programming approaches	Task force members	CP AoR, WASH cluster, etc.	Two weeks onwards	Time of task team and sector reps
Share information on the emergency	Task force members	All	On-going	To be determined
Other activities as identified by the task force	Task force members	All	On-going	To be determined
Report back to EiE coordination group on a regular basis during monthly meetings	Task force members	Partners and cluster co-leads	On-going	Time of task force members

Activity 3: Conduct a Joint Education Needs Assessment				
Actions	Who leads?	Who participates?	By when?	Resources required
Conduct needs assessment in affected communities	All		72 hrs to one week	
Compile needs assessment information	Cluster lead and Co-lead	Partners	72 hrs to one week	
Data Analysis / Identify needs and gaps	Cluster lead and Co-Lead	Partners	72 hrs to one week	
Share with relevant partners	Cluster lead and Co-Lead	Partners	2-8 weeks	

Activity 4: Update information management				
Actions	Who leads?	Who participates?	By when?	Resources required
			0-72 hours 72 hrs to one week 2-8 weeks 2-6 months	
Update the 5W to include who is doing what, where	Cluster co-lead and IMO	All partners	Within one week	Partner inputs and time of IMO and cluster co-leads
Conduct meeting for 5W data collection and activities mapping	Cluster co-lead and IMO	All partners	2-8 weeks	Partner inputs and time of IMO and cluster co-leads
Update contact information	Cluster co-lead and IMO	All partners	2-8 weeks	Partner inputs and time of IMO and cluster co-leads

RISKS AND CHALLENGES

Risk and challenges	Mitigating measures
Operational Challenges	
<ul style="list-style-type: none"> • Constraints in supply chain due to limitation from authorities (to crisis affected areas) • inflations and unstable exchange rate, cash flow (out of country procurement and logistics) • Limited data flow, data, communication and information gaps (disrupted by the authorities, fighting) • Limited oversight on the implementation, M&E constraints (couldn't access into the affected areas) 	<ul style="list-style-type: none"> • Flexibility on the logistic /transport and contingency plan for the risk of halt by authorities on way • Collaborating with local partners to reduce long transport and to get ground level security information • Assign data focal for data management at national and sub-national level • consensus to organize ad hoc calls and regular meeting as and when necessary • Remote monitoring, 3rd party monitoring, innovative approaches using online mechanism

<ul style="list-style-type: none"> • Funding sources? Challenge to gather evidence /information when there are access constraints. Impacts on ability to do advocacy. 	<p>for oversight</p> <ul style="list-style-type: none"> • Coordination between country level and filed level, decentralization on budget to sub-national and field level • proposition of supplies to sub-national and township level nearest to the potential hazard and crisis areas • Cash and procurement forecasting plan/ contingency budget in each organization
Local partnership and field implementation	
<ul style="list-style-type: none"> • Tightened rules and regulations over organizations registrations most CBOs, CSOs are not registered • Coordination between different sectors a challenge due to limited resources and HR at the implementation level • Risks for supporters and Implementers at field level 	<ul style="list-style-type: none"> • Engagement with authorities for access and for humanitarian considerations • Contingency plan in placed at each organization and coordinated with different sectors • Flexibility for humanitarian works (teleworking), business continuation plan developed • Security risk assessments and guidelines should be in placed
Other	
<ul style="list-style-type: none"> • Difficult access / continuity to education (disruption by conflicts, pandemic) • Multiple risks Health, hygiene, transport (rainy season) disease outbreaks, security concerns • Instability and continuous movement of locations due to flaring of fights and conflicts. 	<ul style="list-style-type: none"> • Strengthen partnership at filed level and explore (alternative learning (home based learning, open/remote learning) • WASH and health services are incorporated and include children with disability/ MPHSS/ • Get the views and voices of beneficiaries for AAP.

ANNEXES

This section will include all relevant tools and templates relevant to the education sector in Myanmar.

1. EiE sector capacity mapping template
2. Education needs assessment tool
3. List of pre-positioned supplies