



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
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 Digital Education Platform
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
MoPFI	Ministry of Planning, Finance and Industry
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 Centre
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

Since the outbreak was first identified in December 2019, COVID-19 has quickly spread across the world. By 10 May 2020, the total number of cases worldwide had exceeded 4 million¹, 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.

The Government of Myanmar has acted swiftly to respond to the public health threats posed by COVID-19. First, with support from World Health Organization (WHO), US-CDC, Thailand and Japan, the National Health Laboratory began testing for the virus in Myanmar on 20 February 2020. Following the declaration of the pandemic by the WHO on 11 March 2020, an inter-ministerial emergency task force was established under the leadership of the State Counsellor Daw Aung San Suu Kyi. Public health measures were stepped up beginning mid-March 2020, including the closing of borders, suspension of visas on arrival, a ban on all international flights, and isolation of suspected cases at designated hospitals. Social distancing measures have also been implemented, including localized lockdowns of townships, building and streets with confirmed cases, to curb the spread of the virus. 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.

The Government of Myanmar unveiled its COVID-19 Economic Relief Plan (CERP) on 27 April 2020, with a set of comprehensive response measures developed to address the immediate demands brought about 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 Ministry of Education (MoE) is committed to the implementation of a response and recovery plan that shares the same vision and ensures that learning continues as the Myanmar confronts the spread of the virus.

As the developments of the pandemic continue to shift at a rapid pace across the globe, the extent of its impact on the people, health and education system, and economy of Myanmar will depend on the duration and severity of the outbreak within and beyond the borders of Myanmar. According to the latest projections from the World Bank, Myanmar's gross domestic product growth rate will slow to 2 to 3 percent in the current fiscal year (downgraded from the previous forecast of 6.3 percent) due to the pandemic, which will bring upon increased hardships for the poor and vulnerable, and conflict-affected populations across the country.

The education sector will similarly face new challenges. Given that the crisis unfolded at the end of the 2019/20 Basic Education academic year and the end of the first semester for tertiary institutions, it has fortunately not yet disrupted learning to the same extent as in many other countries. Key impacts on the formal education system thus far relate to the delay in marking Grades 5, 9 and 11 examinations, the administration of examinations in some universities and the disruption of face-to-face courses of distance learning programs. However, while the Basic Education academic year and the second semester for tertiary education in Myanmar traditionally begin in June, all education institutions are likely to remain closed beyond June this year due to the pandemic.

Against this backdrop, there is a critical need for alternative learning and training modalities, 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 and education staff in Myanmar, as well as to ensure that teaching, learning and research are progressing and academic requirements are being met. To effectively respond to the COVID-19 crisis, the MoE and its partners have developed a coordinated course of action that allows for

¹ <https://www.bbc.com/news/world-52603017>

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. The Ministry of Education remains committed to realizing ‘no one left behind and no discrimination’, throughout all of its priority programmes in response to COVID-19.

In this context, the MoE, in collaboration with UNESCO, partners for the Education and TVET sector Coordination Group and the Education in Emergencies Sector, 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.

This plan has been elaborated through a consultative process with education officers and stakeholders 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)).

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), 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), 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, 11.6 million learners in total were enrolled in Myanmar's education system during the 2019/20 academic year, 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 1,500 Monastic schools registered with the Ministry of Religious Affairs and Culture, which implement the MoE's curriculum. Pre-school and TVET levels of education have 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.

The spending on the education sector has more than quadrupled since 2012/13, which has contributed to a considerable improvement in education outcomes, including 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. Learning conditions in public schools have improved significantly as a result, 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, the implementation of online learning in public schools and education institutions remains a significant challenge, as resources to rollout online learning are scarce. Many schools and households do not have access to electricity and internet - slightly over half of Myanmar has been electrified as of January 2020², while most poor and marginalized students live in locations with little or weak access to the internet.

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%).

COVID-19's potential impact on the education sector

The immediate impact following the announcement of the first confirmed case of COVID-19 in Myanmar was the closure of all schools and trainings in March 2020. While this coincided with the end of the academic year with no disruption to the matriculation exams, year-end tests of non-formal Primary Education had to be cancelled. However, there will likely be disruptions to the upcoming 2020/21 academic year and the second semester for tertiary education institutions, especially in the context where education institutions are unable to reopen in June. These disruptions will directly impact close to 9.7 million learners in the basic education

² <https://www.moe.gov.mm/en/ignite/contentView/1667>

sector. Moreover, the closure of TVET and Higher Education Institutions will affect respectively 15,712 and 1.5 million students³ respectively.

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

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 reduced⁴. Any future cuts in education investments could reverse the recent gains and notably worsen education quality, posing serious risks to the learning of children, especially the most vulnerable children who have been exposed to greater risks due to the crisis. Vulnerable children, including girls, migrants, refugees, internally displaced person, persons affected by conflicts, persons with disabilities, poor and other marginalized groups are the most affected.

With 939,000 children already out of school⁵, 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.

The mental health and wellbeing of students is also likely to be negatively impacted during the COVID-19 crisis because of the stress and anxiety it may trigger. Children and teachers may have experienced trauma, from the fear of being sick from the disease. The economic hardships brought upon by the crisis are likely to affect students and teachers, and their families in a direct or indirect manner, exacerbating the mental health effects, 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.

³ Myanmar Ministry of Education. DHE, TVET. January 2019.

⁴ <https://thediplomat.com/2020/04/covid-19-could-leave-myanmars-economy-in-ruins/>

⁵ UNESCO Institute for Statistics (UIS). 2018.

	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	<ul style="list-style-type: none"> - 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 6,000 schools have been designated as quarantine facilities. - Some exams were interrupted; the marking of Grades 5, 9 and 11 exams were affected. - Assuming schools stay closed in June, learners will need to be home-schooled. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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.). 	<ul style="list-style-type: none"> - 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.

			<p>will now also have to be trained for online. This will likely have a significant impact on the teaching quality in these grades.</p> <p>- Challenges in monitoring and assessing students learning progresses through distance learning.</p>		
Alternative education	<ul style="list-style-type: none"> - Nationwide closure of NFPE and NFMSE - NFPE Level 1 and Level 2 final assessments were interrupted - Special arrangements may be required for NFPE Level 2 (AY 2019/20) students who need to register in BE middle schools for AE 2020/21 with their Level 2 assessment results. 	<p>- 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.</p>	<ul style="list-style-type: none"> - Facilitators not trained for distance education. - Challenges in objectively assessing the performance of learners from a distance 	<p>- 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.</p>	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Nationwide closure of GTHS, GTIs, and other TVET providers affecting both long and short-term courses they were currently and/or planned to offer. - Middle school and matriculation exam marking was interrupted which impact the 	<ul style="list-style-type: none"> - Concerns about a fair inclusive and transparent admission process. - Difficulty of many technical courses to move to distance learning. - Delay in the labour market integration as remedial action will take time. 	<ul style="list-style-type: none"> - Teachers not trained for distance learning and more specifically online courses. - Challenges to replace the practical part of the learning in a meaningful way. - Curricula not adapted or designed to distance learning. 	<p>- 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.</p>	<ul style="list-style-type: none"> - Challenges in collecting data on access, quality and equity issues during the closure of GTHS, GTIs, and other TVET providers, labour market needs, laureate integration, etc. - Challenges in setting up effective communication channels with students/trainees and teachers/trainers to inform about changes.

	<p>admissions to GTHSs and GTIs</p> <ul style="list-style-type: none"> - Some GTIs' exams/assessments got interrupted by the closure of GTIs in March - Practical part/ on the job training of the training suspended and industry attachment (on the Job training) of the trainees interrupted due to the closure of the industries - Shrinking of opportunities for in-company training due to closure of some businesses. - Tens of thousands of returning migrant workers joined the unemployed workforce and are in need of jobs and/or upskilling. 	<ul style="list-style-type: none"> - Vulnerable youth may not have access to online trainings - Due to dire need for income and livelihoods priorities of workforce shifted to immediate income generating activities-deprioritizing skills training - Fear of virus transmission, restriction of movements, and prohibitions of gathering more than 5 people: discouraged and constrained people from participating in any vocational training. 	<ul style="list-style-type: none"> - Challenges in following-up on apprenticeships and work placements. -Weakening engagement and linkages to specific private sector enterprises in the implementation of quality training programs including in work-based learning (due to COVID impact on industries) - Insufficient existing infrastructure (market driven tools and equipment plus relevant learning resources such as audio-visual equipment) and facilities for quality training programs to cope with the crisis - Challenges in transport and movement restriction for training materials and supplies. - Shrinking opportunities for internship and apprenticeship due to required social distancing and business closures - Challenges to conduct market demand assessment to adapt TVET curriculum 	<ul style="list-style-type: none"> - Women and informal sector workers would have less participation in training and skills development opportunities as they have to prioritize immediate income for survival, and attend to the needs of the children at home as they are unable to go to school. -High risk to ensure improved equity within the TVET / skills development system for inclusive, environmentally conscious, quality and labour market-responsive skills development - Limited resources to provide short-courses through mobile approach to reach rural and underserved areas 	<ul style="list-style-type: none"> - Challenges to respond to urgent skill needs through short training courses (including related to health, paramedical, etc., but also to support broader reskilling). - Challenges in setting up effective communication channels with companies and labour market players. - Challenge in organizing and financing more practical training activities since trainees are unable to obtain needed internship or on-the-job training. - Challenges to respond to urgent skill needs through short training courses (including related to health, paramedic- Challenge in re-training trainers and teachers in delivering training in a more COVID-sensitive manner. - Delay in the organisation of midterm exams that were expected in March 2020 (now expected to take place in July 2020, depending on the reopening calendar).
<p>Higher education, including Teacher Education and Management</p>	<ul style="list-style-type: none"> - Nationwide closure of higher education institutions (HEI) - Some exams were interrupted by the closure of HEIs as exams stopped 	<ul style="list-style-type: none"> - Concerns regarding a fair and transparent admission process - Difficulty for the practical components of some disciplines (sciences, 	<ul style="list-style-type: none"> - Teachers not trained for distance learning and even in normal circumstances some teachers have no pedagogical training 	<ul style="list-style-type: none"> - Vulnerable groups (including students with disabilities, displaced students, students from rural areas, ethnic and linguistic minorities and female young adults) need to be considered while setting up a 	<ul style="list-style-type: none"> - Challenges in collecting data on access, quality and equity issues during HEI closure etc. - Challenges in setting up effective communication channels with

	<p>on 24th March 2020 except for the UDE examinations</p> <ul style="list-style-type: none"> - For the Pre-Service Primary Teacher Training (PPTT) program, entrance exams were written and the results will be announced end of May, but the admission process has been halted. - For the Primary and Middle School Teacher Correspondence Training, the first face-face session has been completed, but the second face-face session in April did not take place and the final exam and practicum scheduled for June may be interrupted. 	<p>engineering, etc.) to move to distance learning</p> <ul style="list-style-type: none"> - Many students do not have access to electronic devices, internet or cannot afford data connections if education provision moves online 	<ul style="list-style-type: none"> - Learning materials not adapted for distance learning - Most learners will only have mobile phones, limiting functionality/capability of online/digital learning approaches - Limited/no experience of assessing online/digital learning - 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 year 1 semester 2 student teachers in the 2019-20 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 	<p>distance approach and catch up with academic programmes.</p> <ul style="list-style-type: none"> - There are wide-ranging differences between universities Some are better prepared for distance learning, while others have limited resources and capacity to implement distance learning. 	<p>students and teachers to inform about changes.</p> <ul style="list-style-type: none"> - Concerns about payment of higher education workforce's salaries.
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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:

1) Education institutions are not likely to reopen in June 2020

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 will not reopen until mid-July, which means that at least 1.5 months of the academic year would be compromised.

Based on these assumptions, the COVID-19 Response and Recovery plan considers two main phases to ensure continuity of learning during the pandemic: 1) The response phase, during which most education institutions will remain closed, and 2) the recovery phase, during which most education institutions will reopen. The phases are described further below.

2) Flexibility regarding the sequencing of the phases and activities is key to the operationalization of the plan

While the aforementioned phases aim to guide the planning and rollout of this plan, flexibility should remain the norm. Indeed, given the rapidly changing situation, 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 mid-July.

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.

In addition, depending on the evolution of the sanitary situation, this plan allows for sufficient flexibility in the sequencing of activities to adapt to:

- Either a phased reopening approach, whereby some schools that are able to put safety measures in place would reopen before others (e.g. upper secondary schools may reopen before lower secondary and primary schools) or a differentiated approach according to States/Regions or even Townships. In that case, some activities from both phases would be implemented in parallel depending on the level of education and/or the specific location State/District/Township in Myanmar;
- Or a more staggered approach, with pre-determined mechanisms to shut down education institutions again depending on the resurgence of the virus in local communities. Evidence from other countries have shown that after a nationwide reopening, some education institutions have had to close down again due to new COVID-19 transmission cases in specific clusters/locations. In that case, some activities of the response phase may have to resume in schools that have to close down again while activities planned as part of the recovery phase would be carried out in other locations.

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.

- 3) **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.**

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**, will mainly aim at ensuring education continuity through diverse distance learning modalities when education institutions are closed.
2. **The recovery phase**, 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. It should be noted that the planning for reopening of education institutions and recovery interventions should start from phase 1 onwards, 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 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 hazards⁶, 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.

As mentioned above, 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

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, 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.

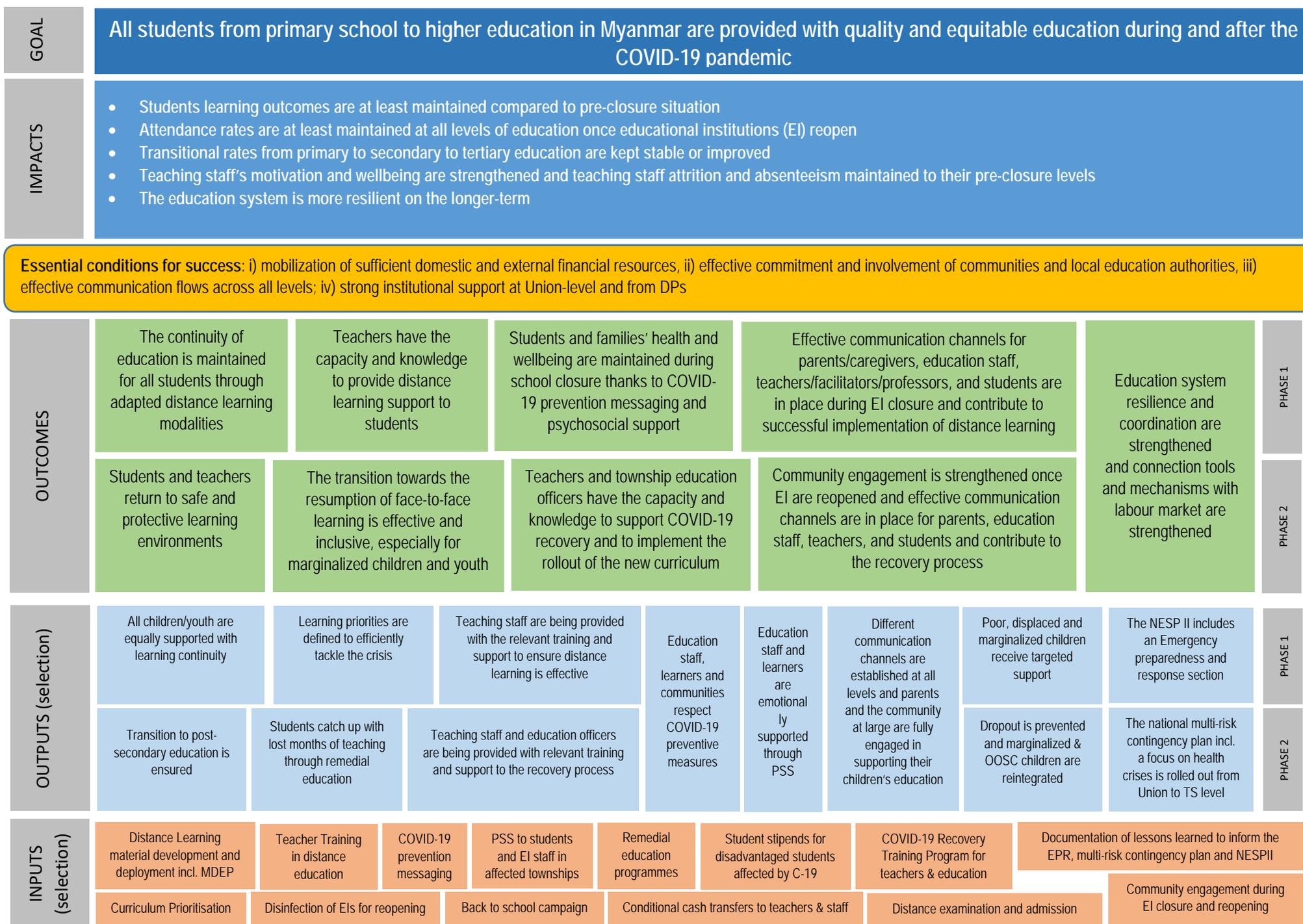
townships. For instance, a second COVID-19 wave may require a return to the response phase after a period of recovery, if new school closures are required.

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.

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 of 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 education institutions reopen.
3. **Do no harm**: throughout the contingency planning phases, it will be crucial to consider the health and 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.
5. 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



PHASE 1: RESPONSE PHASE

The response phase will mainly aim at ensuring the continuity of education through adapted distance learning modalities if the reopening of education institutions 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 services⁸, 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 still cannot access the 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 Digital Education Platform (MDEP) Web and MDEP Program App⁹ and, **but also low tech and no-tech options** including DBE Boxes¹⁰ 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 prioritized 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, and support distance learning where social distancing protocols necessitate a blended learning approach. The materials will also be used to support remedial programs during the 2020-21 school year, and 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 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 Facebook¹¹, 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 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

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 and run by Ministry Departments, designed to offer a range of online teaching and learning services that are accessible to educators, teachers, student and stakeholders 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.

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>

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 with social distancing protocols in place and 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. Registration deadlines shall also be extended.

Moreover, while setting up distance learning approaches and ensuring the completion of the academic year, the MoE will **prioritize 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 centres 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 mainly 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).** Face-to-face teacher training will only be considered if sanitary conditions allow. 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 5, 9 and 11 (matriculation exam) 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 the Myanmar Digital Education Platform (MDEP) 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. 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. 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 to alleviate stress on families, who will, in turn, allow vulnerable learners to continue remote learning and 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 collaboration with the alternative education sector and monastic education, 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 (MoSWRR) to ensure continued learning opportunities for preschool-aged children, focusing on home-based play that fosters children's development.

As detailed in each priority area of DBE's response, the goal of leaving no child behind is a focus. This is in recognition that children and youth who were already vulnerable face the greatest risks in regards to permanent loss of learning and dropping out of school. These vulnerable groups include learners with disabilities, students who are internally displaced or affected by armed conflict, learners in remote communities, ethnic and linguistic minorities, those from lower socioeconomic status, and girls. Additional learners will be vulnerable when their

communities are affected by COVID-19, with especially acute effects for those with more than one vulnerability. Activities in DBE's response will consider how to reach these children when they may already face greater economic barriers to education and lower ownership of technological devices, access to Internet, and digital literacy. Additional support mechanisms for vulnerable students are mainstreamed across DBE's response

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
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 Digital Education Platform (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	As part of the GPE proposal: 9.7 million children supported with home-based distance learning during school closure. 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	Out of above, 30,000 disadvantaged children are reached with complementary support	ADB will support secondary education curriculum
	Development, printing/uploading of guideline to teachers to support students' home-based learning	Out of above, 30,000 disadvantaged children are reached with complementary support	As part of the GPE proposal: 30,000 disadvantaged children reached with complementary support.
	Adaptation of learning materials for students with disabilities/ special needs (closed captions, live sign language interpretation and/or large print)	Out of above, 30,000 disadvantaged children are reached with complementary support	EiE Sector application is submitted to ECW. Humanity and Inclusion will provide technical support for learning packages being used by children with disabilities and guide teachers and caregivers.
	Development of special support mechanisms for 30,000 disadvantaged students	Out of above, 30,000 disadvantaged children are reached with complementary support	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 Digital Education Platform (MDEP), MDEP App to distribute learning materials	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 transported, and are expected to reach townships around mid-May)	VSO could support partners in printing and distribution of distance learning materials (MNEC)
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 guidelines 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 5, and 9 and 11 examinations. (The marking should be completed at national level by mid-June.)	Grades 5, 9 and 11 are marked in all States/Regions	
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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	<p>As part of the GPE proposal: Improved online and offline training content of the new curriculum training for Grades 4, 7 available</p> <p>New curriculum training: All 47,000 BE schools, 418,000 basic education teachers receive training on the new curriculum.</p> <p>MEDG: MEConnect online platform for Monastic Education</p> <p>Distance training under preparation with funding of GPE ESPDG catalytic fund Myanmar received (US\$140,000).</p> <p>The new GPE Accelerated Funding may be used for improving quality of audio and visual materials that the MoE is developing at the moment.</p> <p>ADB/EYE Team is supporting on and offline training for new Gr 7 and 10 curriculum by retooling the contents for online and office including audio lessons for Teacher's Guides and supporting video production.</p> <p>NRC can support limited number of displacement locations with DBE Boxes.</p> <p>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</p> <p>EiE partners are working with MoE to include volunteer teachers in new curriculum trainings</p>
	Low-tech	Transmission by Education Channel/MRTV DBE Box		
	No tech	Hard copy distribution of teacher guides		

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	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		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 centres.	12,000 teachers, school staff and education officials who have worked at the quarantine centres receive one-time financial assistance (conditional cash transfer)	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
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	
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	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	EiE partners can continue to support MoE in awareness raising in areas that they cover VSO to provide COVID-19 awareness raising materials and school kits in Mon and Northern Shan
	Development of the COVID-19 Prevention guidelines for schools in all appropriate languages (as part of the COVID-19 prevention programme)		

	Development of a list of dos and don'ts for parents and students that should be ready when schools reopen		
Psychosocial Support (PSS)	Provision of PSS to students in affected Townships	10,000 students in COVID-19 affected Townships receive PSS	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 COVID-19 affected Townships receive home delivered food during school closure	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.

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	As part of GPE's proposal: PTA Network Communication System operational and App software launched 3,000,000 parents reached with bulk text messages sent through the PTA Com. Network
	Undertaking of regular information dissemination through text messages to all stakeholders registered in the network	3,000,000 parents reached with bulk text messages sent through the PTA Com. Network	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
	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		AVSI is supporting information sharing among households of students involved in ongoing project in Kayah-South Shan State

1.2 Alternative education

Throughout the response phase, the alternative education sub-sector aims at ensuring that out-of-school children and youth continue 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 to ensure **students and families' health and wellbeing (Priority Programme 2)**. To this end, WASH training modules and health and hygiene messages will 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	Proposed contribution by DPs
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: <ul style="list-style-type: none"> • 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	As part of the GPE proposal: AE is included in GPE's support for 9.7 million children for home-based distance learning during school closure.
	Supply of distance learning support materials, e.g. radio, social media, DVDs, external hard drives		
	Use social media to keep children engaged: regularly updated media and lessons being uploaded		
	Provision of IT Equipment to build DAE capacity to hold virtual coordination meetings		
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 children and facilitators	Awareness-raising on COVID-19 safety measures through the provision of COVID-19 prevention guidelines in line with MoHS through radio, directed at facilitators and children Development of the COVID-19 Prevention guidelines for non-formal education centres in all appropriate languages (as part of the COVID-19 prevention programme)	All children enrolled in NFPE/NFMSE centres receive information 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	

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
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	
	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/pamphlets and personal hygiene kits)		
	Recruit, train and deploy new NFPE and NFMSE facilitators		
Psychosocial support	Psychosocial support training workshops for facilitators	300 facilitators in COVID-19 affected TS receive PSS training workshops	
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			
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 their role in 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	As part of the GPE proposal: AE is included in GPE's support to establish effective two-way communication with teachers and parents and improved awareness among parents and participation in their local school
Provision of psychosocial support knowledge to parents/guardians/caregivers to 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	

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 for GTHS, and with the midterm break for GTIs, the abrupt closure of TVET institutions took place during the GTIs' examination period and disrupted some of the end of the year exams. Additionally, technical training programmes were put on hold.

During the response phase, it is expected that GTHSs and GTIs will have to stay closed to prevent 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. This may require a reorganisation of the learning programme to prioritise theoretical components and soft skills, and postpone the practical on-site training components until TVET institutions reopen. Additionally, in order for the prioritisation of training curriculum to better match the changing demand in the labour market as a result of the pandemic, a labour market analysis will be conducted in order to assess immediate training needs for the skills more needed during the response phase. While for GTHSs, distance learning will almost exclusively focus on the core curriculum components that are aligned with the basic education curriculum and that could be delivered via the Myanmar Digital Education Platform (MDEP) and through EduChannel, TV etc., supplemented by some activity worksheets, and online tests (e.g. Google Forms), for GTIs, disciplines and training courses that can be taught via blended learning will be identified, taking into account the results from the labour market analysis and the sectors that will have higher labour demand or immediate workforce requirements.

To ensure education continuity, DTVET will coordinate efforts to scale up existing distance learning materials. In the development of distance learning materials and modalities, 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, TVET institutions will ensure digital, low tech and no tech solutions are available to students. Additionally, administrative adaptations will be undertaken to ensure safe, equitable and transparent admission procedures in GTHSs and GTIs during the response period, taking into account regional challenges, and the registration period to TVET institutions will be extended to take into account the delay in the availability of middle school and matriculation exam results.

Training and support for TVET personnel on distance learning approaches and support for TVET management staff (Priority Programme 2) is necessary to allow them to take on these new responsibilities. Capacity upgrade trainings will be designed to support TVET teachers and trainers in the delivery of offline and online distance training on the restructured curriculum. TVET teachers will notably be provided with laptops and internet package. An e-learning course will also be implemented for management staff on the management of vocational training centres. Furthermore, DTVET will 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, psychosocial support will be provided for **students' health and wellbeing (Priority Programme 3)** through their GTHSs and GTIs.

Finally, it is necessary for TVET institutions to set up an **effective communication strategy (Priority Programme 4)**, to foster communication between stakeholders at all levels. These strategies shall include different communication channels between GTHSs and GTIs of different regions, education institutions, their staff, students and private companies involved in the TVET sector, the Union of Myanmar Federation of Chambers of

Commerce and Industry and representatives of major industries, to be able to exchange updated information about the latest developments and strategies put in place to mitigate the impact of COVID-19 in the TVET sector. In addition to keeping all stakeholders engaged and informed, DTVET will implement a back to school campaign to prevent dropouts from the TVET institutions. In order to ensure all students/trainers/caregivers are reached, communication channels will include telephone, social media (e.g. Facebook accounts of TVET institutions) and TVET institutions' websites. In remote areas, community leaders will also play a central role in conveying key relevant information.

Priority Area	Activities	Output indicator and target	Proposed DP Contribution
<p>Priority programme 1: Education continuity during the closure of TVET institutions (GTHS and GTIs) particularly for the 2 or 3 -year programmes</p> <p>Overall objective: The continuity of education is maintained for all students and learners in GTHSs and GTIs through adapted distance learning modalities</p> <p>Key output indicator: Proportion of students affected by GTHS and GTI closure accessing distance learning</p>			
<p>Prioritisation of training curriculum</p>	<p>Conduct an analysis to identify the changing demand in the labour market based on existing TVET reviews and studies on labour market responses to COVID-19 considering differences between specific industries and different regions. Based on this analysis, identify immediate training needs (skills might be more needed during COVID response).</p>	<p>An analysis of the changing demand in the labour market is conducted during the response phase</p>	<p>EU is conducting a literature review of existing labour market information. This review could include needs of the labour market.</p> <p>JICA will support JMASVTI to establish an Internship Program system (including information about current situation of private companies after COVID-19).</p>
	<p>Identification of GTIs disciplines/training courses that can be taught via blended learning. The definition of blended learning options for TVET will:</p> <ul style="list-style-type: none"> - Take into account reflections on the COVID-19 Relief plan and of the aforementioned labour market analysis. This will also be discussed with the Private Sector to understand which sectors will have higher demand and identify employment intensive projects with immediate workforce requirements - Focus on foundational skills to ensure students/trainees remain 	<p>Some GTIs' disciplines/courses that can be taught via blended learning are identified</p>	<p>JICA will support JMASVTI to establish a distance learning plan for students (e.g. Review of the 1st Semester (confirmation of basic knowledge and skills)</p> <p>NRC is contributing to the creation of a National Foundation Certificate (NVFC), designed to create an alternative education pathway for out-of-school children who will not have any other opportunities to get an official certificate.</p>

Priority Area	Activities	Output indicator and target	Proposed DP Contribution
	<p>engaged and feel less isolated in the current context crisis context</p> <ul style="list-style-type: none"> - Inclusion of Occupational Safety and Health concerns (including COVID-19) in curriculum 		
	<p>Identification of GTHS core curriculum components that are aligned with BE curriculum and that could be delivered via the Myanmar Digital Education Platform (MDEP) and through EduChannel, TV etc., supplemented by some activity worksheets, and online tests (e.g. Google Forms).</p>	<p>GTHS students access the MDEP platform to follow selected BE courses</p>	
	<p>Reorganisation of learning program for GTHS/GTIs to prioritise components that do not necessitate practical on-site training (focus on theoretical components and soft-skills), and postpone the practical part to when institutions reopen.</p>	<p>The learning programme for GTHS/GTIs is reorganised</p>	<p>EU can support DTNET to conduct survey and analysis to provide recommendation for investment priorities.</p> <p>JICA will support JMASVTI to establish a distance learning plan for students (e.g. Review of the 1st Semester (confirmation of basic knowledge and skills)) JICA will also support JMASVTI to develop a curriculum for (a) the 2nd Semester in Academic Year 2019/20 and (b) for Academic Year 2020/21 (in preparation of re-opening).</p> <p>SDC: VSDP can support the curriculum reform in subjects for which the project has expertise (e.g. service stream, life skills and other based on further agreement).</p>
<p>Scaling up of existing distance learning/ training materials</p>	<p>Undertaking a survey and analysis of Internet Access of TVET institutions and students and related materials for e-learning online courses and trainings.</p>	<p>A survey and analysis of internet access and TVET institutions and students is undertaken</p>	<p>SDC: VSDP will support installation of some IT support in the NVTI.</p>
	<p>Review of existing TVET distance learning materials that can be adapted to the Myanmar TVET context</p>	<p>Existing TVET distance learning materials that can be adapted to the Myanmar context are reviewed</p>	

Priority Area	Activities	Output indicator and target	Proposed DP Contribution
	Use or scaling up of existing online & offline learning materials by GTHS, GTIs, and other TVET providers	Existing learning materials are adapted	SDC: VSDP is developing limited materials for use in online learning of its ongoing short courses. There is limited scope for distance, online training in competency-based training, in particular for low (entry) level TVET occupations.
	Online Pilot Test of online learning courses for TVET students (based on existing materials adapted for the Myanmar context) Inclusion of GTHS students in the Myanmar Digital Education Platform (MDEP) Establishment of partnerships with internet providers to zero-rate education platforms and student's internet access.	Online learning is piloted in the TVET sector	FRC will pilot an online curriculum on basic motorcycle maintenance. This will be piloted at GTHS Loikaw and GTHS Myitkyina.
	Offline Provision of TVET courses via EduChannel, TV or suchlike Hard copy distribution of TVET textbooks/course materials including activity worksheets for GTI/GTHS regular courses Distribution of hard copy materials for specific short courses by development partners. Use of a digital library with off-line access in which all the TVET short-courses curriculum could be uploaded	Offline distance learning is piloted in the TVET sector	FRC: distribution of motorcycle course materials JICA will also support JMASVTI to develop a curriculum for (a) the 2nd Semester in Academic Year 2019/20 and (b) for Academic Year 2020/21 (in preparation of re-opening). NRC is supporting: 1) Piloting an off-line digital box with TVET content either short-term or long-term; 2) Digital Vocational application with video tutorial and practical exercises.
Administrative adaptations to ensure new admissions and	Facilitation of distance admission/registration for GTHSs/GTIs (via post) taking into account regional challenges and postpone registration	All students who want to enrol in GTHS/GTIs can do so in a safe manner	

Priority Area	Activities	Output indicator and target	Proposed DP Contribution
students' transition to the next year	period to ensure middle school and matriculation exam results are available.		
Priority programme 2: Management Staff and TVET Teacher Training and Support			
Overall objective: All TVET teachers /trainers and non-teaching staff have the capacity and knowledge to provide distance learning support to students			
Key output indicator: Proportion of GTHS and GTI closure affected teachers/trainers and non-teaching staff receiving relevant training and support			
Support for management of TVET institutions	Implementation of an E-Learning Course on Management of Vocational Training Centres	An e-learning course on management of Vocational Training Centres is implemented	EU will conduct 1. TVET teachers training (curriculum team) on curriculum review and analysis. This could be part of management courses; 2. Training for Head of Professional Development (HoPD) is now implemented in online mode. SDC: VSDP is developing Standard Operating Procedures for the management of short-courses in NVTI.
Teacher/ Trainer Training in Distance Learning Support	Capacity Upgrade Trainings to enable TVET trainers/teachers to provide offline and online distance training on the restructured curriculum	5000 teachers/trainers are supported for distance teaching	EU TA: Can facilitate discussions with DTVET to review their existing training materials and to plan for online training. FRC will provide training on online teaching and learning to GTHS Loikaw and GTHS Myitkyina teachers.
	Supply of 5,000 laptops, hosting accounts, internet package cost for 6 Months for 5000 teachers		JICA: Remote TOT for teachers of JMASVTI on Automobile Maintenance and Electrical courses via Skype. NRC: provision of trainings in the use of the digital library and vocational application NRC could share appropriate guidelines.
	Provision of guidelines for facilitators and volunteer trainers who will support distance learning/engagement of students and trainees		FRC: provide guidelines to teachers, motorcycle mechanics who will host students to support distance learning
GTHS Teacher/ Trainer Training in BE new curriculum	Ensuring teachers from GTHS are included in the Grade 10 Teacher Training on the BE new curriculum.	All GTHS academic teachers receive training on the new curriculum	
Psychosocial support	Establishment of "Psychosocial Support Focal Point System" amongst TVET	At least one PSS focal point is designated and	NB: To be covered by DPs. DTVET will not be able to cover this activity.

Priority Area	Activities	Output indicator and target	Proposed DP Contribution
	teachers (Provision of cascade training to other staff)	trained per TVET institution	FRC will provide PSS to GTHS Loikaw and GTHS Myitkyina teachers and students based on need. NRC can provide training on its global Better Learning Programme designed to help teachers guide students in managing stressful conditions. The PSS curriculum has an off-line application to be used by the teachers to refresh the exercises at any time.
Priority programme 3: Students/Trainees Health and Wellbeing			
Overall objective: Students wellbeing is maintained during GTHS and GTI closure thanks to psychosocial support			
Key output indicator: Proportion of GTHS and GTI closure affected students/trainees with access to psychosocial support			
Psychosocial Support	Through the “Psychosocial Support Focal Point System” TVET teacher Focal Points provide cascade awareness raising sessions and disseminate reliable information, psychosocial support and wellbeing resources to other staff and students	All TVET students receive PSS through cascade awareness raising	FRC: provide PSS to motorcycle repair practitioners and trainees based on need NRC: provide Better Learning Programme sessions to students
Priority programme 4: Communication at all levels			
Overall objective: Effective communication channels between GTHS, GTIs, students/trainees, staff and private companies involved in the TVET sector are in place during GTHS, GTI closure and contribute to successful implementation of distance learning			
Key output indicator: Proportion of students/ trainees being reached by GTHS, GTIs, during institution closure			
Prevention of dropout	Design and implementation of a back to school campaign for the TVET sector	A back to school campaign for the TVET sector is designed and implemented	
Communication between students and teachers	Setting up of distance communication with students/trainees through two-way mobile communication and/or social media	Effective communication channels between stakeholders are setup	FRC will set up mobile communication (teacher and student) for motorcycle online training JICA: to support JMASVTI to establish a communication system between JMASVTI/teachers and students.

Priority Area	Activities	Output indicator and target	Proposed DP Contribution
<p>Communication between GTHS, GTIs, and other TVET providers, students/trainees and staff and private companies involved in the TVET sector</p>	<p>Establishment of communication channels at all levels to keep stakeholders (including private companies involved in the TVET sector, the Union of Myanmar Federation of Chambers of Commerce and Industry and representatives of major industries) informed about the current situation, provide updated information about closures of GTHS, GTIs, and other TVET providers, processes being put in place, resources available, expectations around distance learning etc.</p> <p>In order to ensure all students/trainers/caregivers are reached, communication channels will notably include telephone, social media (e.g. Facebook accounts of TVET institutions) and TVET institutions' websites. In remote areas, community leaders will also play a central role in conveying key relevant information.</p>		

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 largely coincided with the semester break, some of the end of the year examinations were disrupted by the abrupt closure of HEI when examinations were stopped on 24 March 2020. In addition, the admission process for the Pre-service Primary Teacher Training (PPTT) program has been halted. The second face-to-face session for the Primary and Middle School Teacher Correspondence Training was cancelled, with the final exam and practicum scheduled for June likely to be interrupted.

During the response phase, the main priority for the Department of Higher Education (DHE) is to **ensure education continuity during HEI closure through the development and deployment of distance learning materials, in addition to adaptations to administrative and academic matters especially around examinations, assessments and admissions (Priority Programme 1)**. Disciplines and courses that can be taught via distance learning will be identified, in accordance to quality assurance guidelines for learning materials which will be developed. The development of distance learning materials will be carried out in close consultation with the heads of institutions and relevant academic personnel and will take into consideration the different capacities of universities to implement distance learning in a short timeframe, assuming that universities would reopen towards the end of September at the latest. Special attention will also be given to take 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. The continuity of the ongoing EC curriculum reform – a key component of the teacher education reform under the NESP 2016-2021 - will remain an important priority for DHE to ensure that key milestones are achieved as planned.

Interruptions to administrative and academic matters at HEI will need to be addressed with necessary adjustments in response to COVID-19, to ensure that students can transit and progress to the next level. The marking of the matriculation examinations, which typically involves 45,000 teachers and staff gathered in one place, must be adapted given the current circumstances. In this regard, DHE will undertake necessary adaptations in line with sanitary protocols and safety measures during the marking process to ensure that matriculation students from academic year 2019-20 will be able to enrol into the first year of university for the upcoming academic year 2020/21.

The current situation and new learning modalities may prove challenging for professors and academic personnel. To ensure the effective deployment of distance learning approaches, **training and support on distance learning approaches will be extended to teaching and non-teaching staff (Priority Programme 2)**. In addition, university teachers and non-academic staff, as well as teacher educators and student teachers at ECs, may face difficulties coping with the changes brought upon by COVID-19. To address this, a Psychosocial Support Focal Point System will be established to train at least one teacher at every university, and at least one teacher educator per EC.

Given the unprecedented challenges experienced during the COVID-19 crisis, **the health and wellbeing of students and student teachers must be at the centre of all response interventions (Priority Programme 3)**. Leveraging on the “Psychosocial Support Focal Point System”, DHE will ensure that HEI continues to serve as a source of reliable information for students and their families. Focal points at each university and Education College will provide awareness raising sessions and disseminate reliable information. COVID-19 prevention guidelines will also be developed in line with MoHS guidelines, in preparation of the reopening of HEI.

Finally, **external and internal communication strategy for communication will be established at all levels (Priority Programme 4)**. Effective communication channels will be set up between HEIs, academic staff and students to facilitate and foster the exchange of updated information about latest developments and strategies put in place to mitigate the impact of COVID-19 on the higher education system. At ECs, communication between student teachers and teacher educators will be promoted through two-way mobile communication,

social media and the E-library. Distance communication with Student Unions and University Teacher Associations will be critical to ensure measures introduced to mitigate the impact of COVID-19 are in line with student needs.

HIGHER EDUCATION

Priority Area	Activities	Output indicator and target	Proposed DP contribution
<p>Priority programme 1: Education continuity during higher education institution (HEI) closures</p> <p>Overall objective: The continuity of education is maintained for all students in HEI through adapted distance learning modalities</p> <p>Key output indicator: Proportion of students affected by HEI closure accessing distance learning</p>			
<p>Distance Learning Material Development</p>	<p>Survey and Analysis of Internet Access, and of the types of device available to students for online courses as well as of the needs of teachers and students</p>	<p>Survey and analysis completed</p>	<p>Rectors' Committee conducted survey for MMREL and it can be referred to in term of preparation for the online teaching/learning system.</p>
	<p>Identification of disciplines/courses that can be taught via distance learning (for Diploma, Bachelor, Master and PhD level)</p>	<p>All HE students have access to distance learning</p>	<p>1) TIDE Project is creating online courses (contextualised version) for TIDE participants (mainly Arts and Science Universities) and it will be available in OpenLearn Create (OU platform). TIDE/Open University - offers 4 online programmes (a) Digital literacy (b) Teaching online (c) Getting started online teaching (d) Online facilitation. These courses can be made available on "Open Learn Platform" and on-going conversation with MEDP for further collaboration. 2) US Embassy - Planning stage of online training of (a) English presentation Skills (b) Student-centred learning for English sub © Curriculum development. 3) Myanmar Digital Education Platform (MDEP)- welcome HE institutions to corporate on the MDEP for future teaching/learning. Telenor Communication Service provider has offered Zero cost in accessing the MDEP from their network. Further communication is on-going between Ministry of Education (MoE) and Ministry of Transport and Communication (MoTC). 4) MyEqip - ICT readiness survey was conducted last year and would share with the group by next week for the future online teaching/learning system. 5) EIFL - In Developing MMREL, EIFL has been uploading materials and 3000 publications from MM universities onto the platform. There will be further communication in the collaboration with MDEP. 6) US Embassy - Developing an online "Bridge Engineering and Inspection" course with Pyay Technological Univ. and possibly</p>
	<p>Review, contextualization and translation by DPs of pre-prepared cross-cutting online course content for the short- to medium-term in selected universities. Online courses should be adapted for both web-based & mobile optimised learning platforms. Such courses could put an emphasis on the development of critical thinking and expression.</p>		
	<p>Development of guidelines for the Quality assurance of learning materials at the HEI level</p>		
	<p>Development of learning materials for students with special needs in some universities (for example, converting soft copies of learning materials into braille or recording audio versions of learning materials)</p>		
<p>Distance academic learning Deployment</p>	<p>Piloting Online Teaching in selected universities where the necessary infrastructure is in place</p>		
	<p>Establishment of partnerships with internet providers to zero-rate education platforms</p>		
	<p>Support for students through different modalities including social media (e.g. Facebook communities)</p>		
	<p>Online seminars for undergraduate final year (for Technological Universities) and post graduate</p>		

Priority Area	Activities	Output indicator and target	Proposed DP contribution
			Mandalay Technological Univ. for civil engineering students in Myanmar. The pilot start date is July/Aug. 2020.
Administrative and academic adaptations (especially regarding examinations, assessments and admissions)	Marking of the matriculation examinations across Myanmar, in line with clear sanitary protocols and safety measures, in order to ensure the admission of matriculation students to the 1 st year of university. Such activity involves approximately 45,000 teachers and staff from schools and universities coming together in one place. Staff could be gathered in 10 different locations and effectively quarantined during the marking/correction process. After the marking of matriculation examinations is completed, the 10 universities should be disinfected.	The matriculation examinations are marked in all States and Regions	DFID funds the Assessment and Education Reform Support (AERS) programme, which provides support to the MoE on assessment and offered support for arranging the marking of the matriculation exams.
	In universities where it is feasible, provision of digital access to materials to new students instead of having students collect them when they register	Materials for the new academic year are digitalised and uploaded online in universities that have the necessary infrastructure in place	
	Development of distance registration and admission processes for universities including online and offline options, in close collaboration with universities to ensure their varied requirements are addressed	All admitted students have the possibility to register for university	TIDE Project-Creation of orientation package for UDE students are under discussion and there is little progress in this area. Online registration and payment plans are piloted in some universities.
	Extension of deadline for registration and admission, in close collaboration with universities to ensure their varied requirements are addressed		
Priority programme 2: Teaching and non-teaching Staff Training and Support			
Overall objective: All HEI teaching and non-teaching staff have the capacity and knowledge to provide distance learning support to students			
Key output indicator: Proportion of HEI closure affected teaching and non-teaching staff receiving relevant training and support			
Professor/Academic Personnel and Staff training in	Training/support on distance learning approaches through the provision of clear guidelines for academic personnel and staff	All professor/academic personnel and staff receive support in	Through TIDE: In 40 Arts and Science universities, teachers training continues to be provided to academics and ICT support staff on online pedagogy, teaching approaches and developing educational resources (Open Education Resources (OERs)),

Priority Area	Activities	Output indicator and target	Proposed DP contribution
Distance Learning Support		distance education through guidelines	webinars and online seminars for some thematic courses (Education of Environmental Science/Studies).
Psychosocial support	Establishment of “Psychosocial Support Focal Point System” amongst university teachers (Provision of cascade training to other staff)	At least one PSS focal point is designated and trained per university	
Priority Programme 3: Students wellbeing			
Overall objective: Students wellbeing is maintained during HEI closure thanks to psychosocial support			
Key output indicator: Proportion of HEI closure affected students with access to psychosocial support			
Psychosocial Support	Through the “Psychosocial Support Focal Point System” University teacher Focal Points provide cascade awareness raising sessions and disseminate reliable information, psychosocial support and wellbeing resources to other staff and students	All students receive PSS through cascade awareness raising	
COVID-19 prevention	Development of COVID-19 prevention guidelines in line with MoHS to be prepared to distribute them when HEI reopen	COVID-19 prevention guidelines for HEI are developed in line with MoHS	
Priority Programme 4: Communication at all levels			
Overall objective: Effective communication channels between HEI, students and teaching and non-teaching staff, including Students Unions and University Teachers Associations, are in place during HEI closure and contribute to successful implementation of distance learning			
Key output indicator: Proportion of students being reached by HEI during institution closure			

Priority Area	Activities	Output indicator and target	Proposed DP contribution
Communication between HEI, students, teaching staff and non-teaching staff but also with other Ministries	<p>Setting up of effective communication channels, including through MDEP, 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. Distance communication with Student Unions and University Teacher Associations will also be ensured.</p> <p>Communication will also be ensured with other Ministries.</p>	<p>Communication channels are setup between stakeholders at all levels</p>	<p>TIDE has been setting up a Facebook community for the academics and support staff who participate in TIDE professional development.</p>

TEACHER EDUCATION AND MANAGEMENT

Priority Area/ Output	Activities		Output Indicator & Target	Proposed DP contributions
Priority programme 1: Education continuity for student teachers during Education College (EC) closure				
Overall objective: The continuity of education is maintained for all student teachers in EC through adapted distance learning modalities				
Key output indicator: Proportion of student teachers affected by ECI closure accessing distance learning				
Distance Learning Material Development (including PPTT and Primary/Middle School Correspondence Courses)	Survey on online learning and teaching feasibility to teacher educators and student teachers in May and June		Survey and analysis completed	British Council through TREE (Dfid) is conducting a survey with EC principals and TEs on online learning capacity. They will also conduct research and FGDs as part of TREE pilot to inform online courses
	Prioritisation of curriculum content/subjects for distance learning progression during EC closure.		All student teachers (including those in the PPTT and Primary/Middle School Correspondence Courses) have access to learning	STEM (UNESCO, Finland, Australia and DFID) will support the mapping and prioritisation of activities
	Development of online learning materials for new curriculum in ECs (including redesigning of all current curriculum into e-learning materials). Online content development will aim to continue integrating theory and practice through “communities of practice” and peer learning/practicing.			STEM (UNESCO, Finland, Australia and DFID) is developing online learning modules for the E-library (ICT-integration; inclusive pedagogy, assessment, psychosocial support, EC training modules, etc.) for ECs (teacher educators, student teachers, management)
	Quality assurance of adapted Learning Materials			TREE (Dfid) has developed a QA mechanism for online materials, undertaken platform security review and is implementing a strict code of conduct for trainers and beneficiaries to protect data privacy.
		STEM (UNESCO, Finland, Australia and DFID) conducts both internal and external QA for all learning resources developed involving the Curriculum Core Team (CCT) of DHE/MoE, DERPT, UoE, DBE, subject/inclusion/EPSP experts.		
Distance academic learning Deployment (including PPTT and Primary/Middle School	Online	Development, piloting and rollout of e-learning platform to support curriculum development and implementation		TREE (Dfid) is piloting using Zoom as an e-platform with TEs and Leadership teams (EC principals, deputy principals, HoDs) to support curriculum implementation.
		E-library with learning materials, enrichment courses, training videos, PSS, COVID-19 materials etc.	STEM (UNESCO, Finland, Australia and DFID) has been uploading learning materials, training videos, COVID-19 materials, etc. to the E-library. Through STEM Facebook page, and E-library announcement page, STEM keep educators/student teachers engaged with the resources in the E-Library.	

Priority Area/ Output	Activities		Output Indicator & Target	Proposed DP contributions
Correspondence Courses)		Establishment of partnerships with internet providers to zero-rate education platforms		
		Distance support for student teachers through two-way mobile communication, social media, E-library		STEM (UNESCO, Finland, Australia and DFID) is exploring the options
	Offline	Distribution of Preparing Pre-Service Primary Teacher Training Programme (PPTT) syllabus to trainees for self-study		
Administrative and academic adaptations	Development of distance registration and admission processes for PPTT program for which registration did not take place in March 2020 for the 2020-21 academic year, through online and offline options (postal admissions, telephone hotlines, online admission), and depending on the duration of the response phase, also for other EC programs		All admitted students have the possibility to register for the PPTT and regular EC program AY 2020-21	
	Reorganisation of learning program (including PPTT and Correspondence Course) to prioritize theoretical program for distance learning and postponing in-person practicums to the recovery phase when basic education schools reopen.		The learning program for ECs (including PPTT) is reorganised	STEM (UNESCO, Finland, Australia and DFID) is conducting research on the best practices for PPTT and will share findings with DHE.
Continuation of ongoing reforms	Continuing EC Curriculum Reform with Curriculum Core Team Members <ul style="list-style-type: none"> • Approval process for year 2 syllabus by Board of Studies progressed through teleconferencing by June 2020 • Continue Year 2 Curriculum TB and TG development through teleconferencing • Providing training of year 1 semester 2 syllabus and TB and TG, and references to teacher educators • Proceed with Year 3 curriculum development through teleconferencing 		Key milestones in the Curriculum Reform process are achieved as planned prior to the COVID-19 crisis	STEM (UNESCO, Finland, Australia and DFID) is supporting the continuation of EC Curriculum Reform process as per the original schedule, only the modality of the rollout has changed and is mainly online. STEM is providing data packages for CCT members to participate in online sessions.
	Teacher Competency Standards Framework (TCSF) Implementation <ul style="list-style-type: none"> • Formal approval of TCSF Beginning Level 		TCSF is formally approved and distributed to all States and Regions	STEM program (UNESCO, Finland, Australia and DFID) is supporting TCSF finalisation and dissemination.

Priority Area/ Output	Activities	Output Indicator & Target	Proposed DP contributions
	<ul style="list-style-type: none"> Finalisation of TCSF validation study report by May and implementation plan by July, through teleconferencing Developing awareness raising materials on TCSF for dissemination via online means May to December 2020. Printing and distribution of TCSF 		

Priority programme 2: Teacher Educator and non-teaching Staff Training and Support

Overall objective: All EC teaching and non-teaching staff have the capacity and knowledge to provide distance learning support to students

Key output indicator: Proportion of ECI closure affected teacher educators and non-teaching staff receiving relevant training and support

New curriculum rollout teacher educator training for year 1 semester 2	Digital	Home based learning (EC Learning Platform/Social media: Facebook, YouTube, Viber, Messenger)	All 1834 teacher educators are trained in the new curriculum	STEM (UNESCO, Finland, Australia and DFID) is implementing the Year 1 Semester 2 training to all 1834 TEs, starting from 20 May 2020. A total of 8 sessions (2 orientation sessions; involving DHE, EC principals, HoE, ICT teacher educators, and 6 Q&A sessions) will be conducted using Zoom. A multi-media training package has been developed and is available on the E-Library, YouTube, and Facebook. Daily announcements will be delivered through the E-library. TEs will self-study, and will be connected through their ECs and Head of Departments, using FB page, FB messenger, Viber, phone, etc. UNESCO will provide further guidelines for the frequently raised questions.
		EC E-Library with Teacher Guides, Textbooks, training manuals and CPD materials		STEM (UNESCO, Finland, Australia and DFID) is finalising the multi-media package for year 1 Semester 2 training (hard copy training manual and DVDs including PPT slides, videos, training materials, student teacher textbooks and teacher educator guides etc.). Each EC will distribute to all their TEs. Distribution plan has been developed by each EC.
	Low-tech	Teacher Educator training materials, curriculum resources, training manual and videos on DVD		TREE (DfID) will contribute to the E-library with the online courses plus additional CPD materials in Mentoring; Action Research and ICT TREE (DfID) will provide supplementary materials through videos/DVDs for TEs

Priority Area/ Output	Activities		Output Indicator & Target	Proposed DP contributions
	No tech	Hard copy distribution of teacher guides, textbooks to teacher educators		<p>TREE (Dfid) will distribute hard copies of supplementary materials in English, Inclusion, Mentoring, Acton Research and ICT.</p> <p>STEM (UNESCO, Finland, Australia and DFID will provide hard copies of training manuals to all teacher educators by 27 May 2020.</p>
Teacher Educator training in Distance Learning Support	Training on distance learning approaches for teacher educator to support student teachers home-based learning		All 1834 teacher educators receive support in distance education through guidelines	To support Year 1 implementation process, STEM conducted two teleconference sessions on assessment strategies in March involving over 400 EC principals and teacher educators.
Online Teacher Educator training courses to support EC curriculum implementation in: English proficiency and pedagogy; Inclusive practices; developing communities of practice for mentoring skills and action research skills		TREE (Dfid) has developed online materials/ courses in English (proficiency and pedagogy); inclusive practices; ICT and Action Research. Pilot begins 20 May and rollout planned for mid-June. TREE is using its FB page and website to engage TEs in online activities for English. Piloting of TREE courses run from 20 May – 2 June 2020 and after assessing the pilot; roll out from mid-June.		
Provision of data packages and hardware for teacher educators in selected remote locations to support student teacher distance learning and participation in online trainings		STEM (UNESCO, Finland, Australia and DFID) will develop modules on competency-based/inclusive pedagogy The TREE (Dfid) project will provide data packages to all its beneficiaries in 25 ECs including TEs and leadership teams (principals, deputy- principals and HoD) for up to 3 months. STEM (UNESCO, Finland, Australia and DFID) has provided all ECs with laptops and internet connection.		
Psychosocial support	Establishment of “Psychosocial Support Focal Point System” with 25 teacher educators from 25 Education Colleges for non-academic staff. (Provision of cascade training to other staff)		At least one PSS focal point is designated and trained per EC	<p>STEM program (UNESCO, Finland, Australia and DFID) established the Psychosocial Support Focal Point System in all ECs and the Focal Persons in each of the 25 ECs have been trained in psychosocial first aid and support.</p> <p>TREE (Dfid) has developed Psychosocial materials as ‘home-packs’ which can be adapted for ECs..</p>

Priority programme 3: Student Teachers and families’ Health and Wellbeing

Overall objective: Students wellbeing is maintained during EC closure through psychosocial support

Key output indicator: Proportion of EC closure affected students with access to psychosocial support

Priority Area/ Output	Activities	Output Indicator & Target	Proposed DP contributions
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 25 ECs.	All student teachers receive information on COVID-19 prevention measures	
Psychosocial Support	Through the “Psychosocial Support Focal Point System” with 25 teacher educators Focal Points from 25 Education Colleges provide awareness raising sessions and disseminate reliable information and psychosocial support and wellbeing resources to other staff and student teachers	All 7,000 student teachers receive PSS through cascade awareness raising	STEM program (UNESCO, Finland, Australia and DFID) established the Psychosocial Support Focal Point System in all ECs and the Focal Persons in each of the 25 ECs have been trained in psychosocial first aid and support.
<p>Priority programme 4: Communication at all levels</p> <p>Overall objective: Effective communication channels between ECs, student teachers and teaching and non-teaching staff, are in place during EC closure and contribute to successful implementation of distance learning</p> <p>Key output indicator: Proportion of students being reached by EC during institution closure</p>			
Communication between student teachers and teacher educators	Communication between student teachers and teacher educators through two-way mobile communication, social media and the E-library.		TREE (DfID) has well established communication channels: FB, website; email and phone calls. TREE has thorough communication mechanisms, led by a Communications Manager, which enable them to communicate at all levels. TREE has 1. 8 closed TREE FB groups for core TEs; 2. TREE public FB; 3) TREE microsite public; 4) 3 closed TREE Teams; 5) 3 closed TREE WhatsApp groups
Communication between ECs, student teachers and staff	Establishment of effective communication channels at all levels to keep stakeholders informed about the current situation, provides updated information about EC closures, processes being put in place, resources available, expectations around distance learning etc. In order to ensure all students/trainers/caregivers are reached, communication channels will notably include telephone, social media (e.g. Facebook accounts of ECs where they exist) and the E-library.	Communication channels are established between stakeholders at all levels	STEM (UNESCO, Finland, Australia and DFID) is communicating with ECs through three Facebook groups (1. UNESCO STEM public group, 2. closed group for Curriculum Core Team Members, 3. Closed group for EC ICT Teacher Educators), e-mail, messenger/Viber groups, phone calls, via news and announcement of E-library. STEM is also supporting ECs to establish effective communication channels among teacher educators. During the Year 1 Semester 2 training ECs will establish reporting/monitoring channels. In addition, orientation and Q&A sessions can further strengthen communication between ECs

PHASE 2: RECOVERY PHASE THROUGH THE REOPENING OF EDUCATION INSTITUTIONS

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 teachers and Township education officers (TEOs) 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 activities 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, teaching staff and non-teaching 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 water and sanitation facilities. This will go hand in hand with the provision of guidance on COVID-19 Prevention to all educational institutions and the orientation of staff, teachers and parents on protocols 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 COVID-19 prevention kits/resources in appropriate languages to education institutions, the MoE and its partners will also ensure 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 **teaching and non-teaching staff, heads of education institutions and Township 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

It is important to note that sequencing of the activities planned by DBE in the recovery phase will be adapted according to the school reopening schedule. In the event that a phased reopening approach is confirmed, whereby upper secondary schools could reopen before lower secondary and primary schools for instance, activities from both phases would be implemented in parallel depending on the level of education. As mentioned previously, it is also likely that some specific schools would have to close down again, depending on the resurgence of the virus in local communities. Moreover, the reopening schedule is likely to depend on the readiness of each school, which calls for additional flexibility in the operationalization of both the response and recovery phases.

Regardless of these considerations, 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, hostels and school ferries 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 in appropriate languages on COVID-19 Prevention and Control to all educational institutions, essential learning kits and COVID-19 preventing kits and resources (masks, soap, etc.) to all schools. 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. DBE will also consider the appointment of additional teachers where needed to allow for social distancing measures to be respected in the classrooms,

and will ensure administrative staff and teachers are trained on implementing social distancing measures. Such measures will also be enforced in school ferries.

In primary schools, DBE may also consider the construction of additional classrooms, where feasible and relevant, to reduce the number of children in the same space. The construction of additional classrooms will be part of DBE's regular capital budget, as these will be used to accommodate one more grade in primary level schools once the new KG+ system enters into force.

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 Townships¹². 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 the COVID-19 crisis, those from lower socio-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.

¹² The MoE will tap into international and local best practices, 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.

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.
- (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	Activities	Output Indicator & Target	Proposed contribution by DPs
<p>Priority programme 1: Return to safe learning environments while ensuring the wellbeing and protection of students, teachers and staff in schools</p> <p>Overall objective: Students, teachers and staff return to safe and protective learning environments</p> <p>Key output indicator: Proportion of crisis-affected children and youth with access to safe and protective learning environments</p>			
<p>Defining and implementing a school reopening sanitary protocol in line with IASC Guidance on COVID-19 Prevention and Control in Schools</p>	Development, printing and distribution of a protocol for cleaning and disinfection of educational institutions, hostels and school ferries.	All BE schools in Myanmar (including all schools based in affected Townships) implement a school reopening sanitary protocol.	<p>As part of the GPE proposal: 1,000 government schools, monastic schools, non-formal education centres and temporary learning classrooms will be disinfected.</p> <p>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.</p>
	<p>Training of community members in cleaning and disinfection protocols</p> <p>Cleaning and disinfection of educational institutions used as community facility quarantine centres by community members</p> <p>Monitoring and supervision of cleaning and disinfection exercise by MOHS and Township Education Offices</p>		
	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	<p>As part of the GPE proposal: 1,000 educational institutions will receive repair and maintenance grants</p> <p>UNICEF is working with MoE to upgrade WASH facilities</p> <p>WFP is also working with partners to improve access to water and sanitation</p> <p>EiE partners will identify WASH gaps in TLCs/education centres/schools attended by displaced and conflict-affected students and work to fill those gaps, dependent on resourcing available</p> <p>VSO is supporting upgrading of WASH facilities in schools in Mon</p>
<p>School-based COVID-19 prevention</p>	<p>Providing essential learning Kits/COVID preventing kits for COVID 19 response in all appropriate languages</p> <ul style="list-style-type: none"> 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 	<p>50,000 schools supported with COVID-19 prevention measures.</p> <p>All schools in Myanmar will receive basic COVID-19 prevention resources (masks, soap)</p>	<p>As part of the GPE proposal: 80,000 children provided with learning kits, 2,000,000 children provided with hygiene and sanitation materials for COVID-19 prevention 50,000 schools supported with COVID-19 prevention measures.</p> <p>SDC can contribute some funding to distribution of COVID-19 response kits</p> <p>VSO to provide prevention kits for schools and adapt COVID-19 guidelines into local languages in Mon and NSS</p>

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
	<p>teachers and school staff, menstrual hygiene packages).</p> <ul style="list-style-type: none"> • Orientation of teachers and school staff on how to use COVID prevention kits • Improvement of ventilation in classrooms and other places of learning 		<p>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.</p>
	<p>COVID 19 Prevention Programme:</p> <ul style="list-style-type: none"> • Implementation of social distancing measures at schools: this may imply the instauration of double shifts, the training of administrative staff and teachers on implementing social distancing and the recruitment of additional teachers as needed to allow for social distancing in the classrooms. • Provision of guidance on COVID-19 Prevention and Control to all educational institutions and school ferries • Orientation of headteachers, teachers, staff and parents on the Guidance and protocol to promote social distancing (see bullet point above) • Provision of a list of dos and don'ts in the context of school reopening for parents and students • Monitoring of learner and teacher health 	<p>All schools in Myanmar will receive Guidance on COVID-19 Prevention.</p>	<p>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.</p>
<p>Wellbeing and protection of students, teachers and staff in schools</p>	<p>School and Community Counselling Programme:</p> <ul style="list-style-type: none"> • 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 	<p>45,000 teachers attend psychosocial support and referral training</p> <p>250,000 children provided with psychosocial support</p>	<p>As part of the GPE proposal: 45,000 teachers attend psychosocial support and referral training 250,000 children provided with psychosocial support</p> <p>Save the Children is working on a hotline or text-messaging counselling service</p> <p>EiE partners have PSS tools and programs for children, teachers, and caregivers available for use</p>

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
	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)	WFP is working with MoE to continuing the school feeding program.
<p>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</p> <p>Overall objective: The transition towards the resumption of face to face learning is effective and inclusive, especially for marginalized children</p> <p>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</p>			
Prevention of dropout and reintegration of marginalized and out of school students	Provision of a school stipend to students in townships with confirmed COVID-19 cases, from low socio-economic backgrounds and those at risk of falling into child labour (including students with disabilities, students from NFPE, NFME, TLC-IDP, children with special needs are a must)	Additional 25,000 students will receive a stipend	As part of the GPE proposal: In total 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	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	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 for the most vulnerable students	DFID-funded TREE Recovery Work together with TEs.
	Printing and distribution of remedial program guidelines.		EiE partners can support delivery of remedial education in IDP sites and areas of operation
	Appointing of volunteer teachers for remedial teaching		As part of GPE proposal: In total (BE and AE) 250,000 children benefitting from remedial teaching
	Provision of stipend for teachers involved in remedial teaching		
	Implementation of remedial education		
	Monitoring of teaching and learning in schools by township authorities to ensure that children are not lagging behind.		

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
Support to Early Literacy and Numeracy	<ul style="list-style-type: none"> • 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	
Administrative & academic adaptations (academic calendar including examinations)	<p>Adaptation of the school calendar, including holidays, school hours, etc. to make up for lost time</p> <p>Updated assessment plan/approach for 2020-21 school year depending on the number of months lost:</p> <ul style="list-style-type: none"> • 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. 	An adapted academic calendar is developed	
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	EYE/ADB Team will support secondary education

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
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: <ul style="list-style-type: none"> • 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	As part of GPE proposal: 150,000 children in schools provided with COVID-prevention/learning kits through EBEPs; 1,500 schools supported with COVID-19 Prevention measures through EBEPs; 2,000 teachers completing training MEC support for EBEPs, including liaison and contextualisation
<p>Priority programme 3: Training and support to teachers and township education officers for COVID-19 recovery</p> <p>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</p> <p>Key output indicator: Proportion of teachers and TEOs receiving training for COVID-19 recovery and for new curriculum (grades 5, 8 and 11)</p>			
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) including distribution of tablets to senior teachers; (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 4,000 tablets are distributed to senior teachers	As part of the GPE proposal: 250,000 BE teachers, volunteer teachers, community teachers, non-formal education facilitators and Township education officers complete a school-based, multi-module COVID-19 Recovery Training Program250. Save the Children will work with PTAs and child groups to support child-led COVID-prevention awareness and promotion

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
In-service teacher training	Teacher training on condensed curricula	418,000 basic education teachers receive short in-service training.	EYE/ADB Team will support the secondary education teacher training
	Training of teachers in catch up and remedial methodology		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)		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: Community 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	<p>PTA Student and School Improvement Program</p> <ul style="list-style-type: none"> 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; 	<p>Parent Teacher Association (PTA) Student and School Improvement Guidelines are distributed to all schools</p> <p>3,800,000 parents (50% women) mentored by trained PTA parent leaders to support their child's learning at school and at home</p>	<p>Denmark is supporting the PTA Improvement Program</p> <p>Save the children will work with PTAs and child groups to support child-led COVID-prevention awareness and promotion</p> <p>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; 190,000 PTA parent leaders (80,000 women and 80,000 men) trained in PTA Student and School Improvement Guidelines; 4,500,000 parents from BE schools attend one or more monthly PTA Student and School Improvement Program activities during the school year (2021-22); 4,500,000 parents attend one or more PTA activities organized under the PTA Student and School Improvement Program (Version 2.0) in the academic year; 3,800,000 parents (50% women) mentored by trained PTA parent leaders to support their child's learning at school and at home.</p>
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Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
Pursue communication at all levels	Pursue the communication efforts initiated in phase 1. Prioritize communication between education authorities at Township level, schools and school communities.		DFID's AERS program and EU can provide communications expertise

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 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. DAE will also ensure assessments that were postponed in March are reorganized, and will make a special arrangement with DBE to allow NFE students who meet the requirements to enter the formal system (formal middle schools) once their results for the Level 2 assessments are available.

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

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
<p>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</p> <p>Overall objective: Students, facilitators and staff return to safe and protective learning environments</p> <p>Key output indicator: Proportion of crisis-affected children and youth with access to safe and protective non-formal learning environments</p>			
<p>Defining and implementing an NFPE/NFMSE reopening sanitary protocol in line with IASC Guidance on COVID-19 Prevention and Control in Schools</p>	Development, printing and distribution of a protocol for cleaning and disinfection of educational institutions	450 NFPE/NFMSE in COVID-19 affected Townships have been cleaned/disinfected	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		
	Cleaning and disinfection of educational institutions by community members		
	Monitoring and supervision of cleaning and disinfection exercise by MOHS and Township Education Offices		
	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	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		
Ensure learning is provided through small group modalities respecting physical distancing measures	Learning is provided with small group modalities		
<p>NFPE/NFMSE-based preventive and life-saving messaging (health, hygiene, etc.)</p>	<p>Providing essential learning kits/COVID preventing kits for COVID-19 response in all appropriate languages</p> <ul style="list-style-type: none"> • 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 	450 NFPE/NFMSE in COVID-19 affected Townships are provided with learning kits and COVID-19 prevention kits	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.
	<p>COVID 19 Prevention Programme:</p> <ul style="list-style-type: none"> • Provision of guidance on COVID-19 Prevention and Control to all educational institutions 	450 NFPE/NFMSE benefit from the COVID-19 Prevention Programme	As part of the GPE proposal, NFPE/NFMSE are part of the education institutions nationwide that will receive the Guidance on

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
	<ul style="list-style-type: none"> Orientation of facilitators and parents/caregivers on the Guidance and protocol to promote social distancing Monitoring of learner and teacher health 		COVID Prevention, benefitting more than 9.7 million children
Training of non-formal education facilitators on COVID-19 recovery	<p>Training of non-formal education facilitators on COVID-19 recovery</p> <p>This activity is implemented as part of the COVID-19 Recovery Training Program, which includes non-formal education facilitators</p>	All 915 non-formal education facilitators are trained on COVID-19 recovery	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, teachers and staff in schools	Provide PSS to students by facilitators who have received training as part of the School and Community Counselling Programme	80% of students, teachers and staff in NFPE/NFMSE centres in the COVID-19 affected Townships are provided with PSS	As part of GPE proposal: NFPE/NFMSE centres are part of the 3,900 education institutions in the COVID-19 affected townships that will be covered by psychosocial support and counselling interventions.
	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		FCA is piloting student counselling with DBE. They can provide student counselling curriculum, trained counsellors and technical support
<p>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</p> <p>Overall objective: The transition towards the resumption of face-to-face learning is effective and inclusive, especially for marginalized and out of school children</p> <p>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</p>			
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	As part of the GPE proposal: In total (B25,000 children in townships with confirmed COVID-19 cases will receive stipends.
	Design awareness-raising materials and implement a back to class campaign		

Priority Area	Activities	Output Indicator & Target	Proposed contribution by DPs
	Mobilize community to find children who have not returned to school (Funds for engagement of community mobilizers)		
Remedial Education Program in all NFPE/NFMSE	Developing remedial program guidelines	90% NFPE/NFMSE are covered by catch up and remedial lessons	As part of GPE proposal: In total (BE and AE) 250,000 children benefitting from remedial teaching
	Printing and distributing remedial program guidelines to NFPE/NFMSE		
	Appointing and training of NFE teachers for remedial teaching		
	Providing stipend for teachers involved in remedial teaching		
Administrative and academic adaptations	Organization of the Level 1 and 2 final assessments that were cancelled in March	NFE students are assessed and can transition to the next level	
	A special arrangement is made with DBE to ensure students from NFE level 2 can access formal middle school		
Pursue investment in remote and distance learning to prepare 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	

2.3 Technical and Vocational Education and Training

Given the rapidly changing situation, the timeline of priority areas and activities outlined in the recovery phase can be adapted to match different scenarios. More specifically, depending on the evolution of the sanitary situation and on the decisions taken by authorities, the TVET plan allows for sufficient flexibility in the sequencing of activities to adapt to:

- A phased reopening approach, whereby GTHSs would follow the same reopening schedule as upper secondary basic education schools and GTIs would follow the same reopening schedule as universities. In that case, some activities from both the response and the recovery phases would be implemented in parallel;
- A staggered approach, with pre-determined mechanisms to shut down education institutions again depending on the resurgence of the virus in local communities. In that case, some activities of the response phase may have to resume in TVET institutions that have to close down again while activities planned as part of the recovery phase would be carried out in other GTHSs/GTIs.

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 protocols and clear guidelines on hygiene and safety rules for students, teaching and non-teaching staff (Priority Programme 1)**. DTVET will be leading efforts in the development and distribution of protocols for cleaning and disinfection of learning environments and hostels, physical distancing and hygiene measures, and clear guidance to monitor the health and wellbeing of all students and staff members. To effectively reduce the number of students in the same classroom or workshop, a review of timetable will be undertaken to ensure that physical distancing measures are observed in learning environments, with double shifting to be introduced as necessary. Additional steps will be taken, in collaboration with local communities, to upgrade facilities and equipment, in order to increase the proportion of GTHS and GTIs with safe water, handwashing stations and cleaning supplies. The psychosocial support established during the response phase will be sustained for students, trainees and TVET staff in areas affected by COVID-19.

Once TVET institutions are able to reopen, DTVET will prioritise key programmes to 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)**. First, an assessment in reopened institutions will be undertaken to evaluate the progress made during the distance learning period, in order to design remedial programmes to address any gaps in learning outcomes. Adaptations to administrative and academic matters such as registration and examinations will be implemented, including a reorganization of the GTIs' examinations which were stopped in March. To strengthen the preparedness of the overall TVET system to potential future crises, the blended learning initiated during the response phase will be sustained, with a longer-term view of leveraging on the Myanmar Digital Education Platform (MDEP) to prioritise materials that can be adapted for the platform at a later stage. DTVET will also explore possibilities for the establishment of an online registration or admission system.

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, in close coordination with the private companies involved in the sector.

Priority Area	Activities	Output indicator and target	Proposed DP contribution
<p>Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of students/trainees, teachers/trainers and staff in TVET institutions</p> <p>Overall objective: GTHS/GTIs students/trainees, teachers and staff return to safe and protective learning environments</p> <p>Key output indicator: Proportion of crisis-affected students/trainees with access to safe and protective learning environments</p>			
<p>Defining and implementing reopening sanitary protocol for GTHS, GTIs, in close collaboration with MoHS</p>	<p>Development, printing and distribution of a protocol for cleaning and disinfection of TVET institutions and hostels and enterprises/companies providing practical training.</p>	<p>All GTHS/GTIs implement a reopening sanitary protocol</p>	
	<p>Upgrading and maintenance of facilities and equipment to increase the proportion of GTHS, 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</p> <p>Collaboration with the local communities to support the upgrading/maintenance</p>	<p>The GTHS/GTIs used as community facility quarantine centres are disinfected</p>	<p>FRC can support GTHS Loikaw and GTHS Myitkyina (as per coverage of MoU) contingent upon funding</p> <p>SDC: VSDP has and can further contribute to improving facilities in selected GTHS/GTIs.</p> <p>JICA: Supporting JMASVTI to prepare sanitary items (consumable) such as masks, commodities for handwashing (aligned with DTNET's policy), if there is shortage.</p>
	<p>Development and distribution of protocols on physical distancing and hygiene measures, including transparent separators for technical workshops and disinfectant for tools that are used by multiple students/trainees.</p>	<p>All GTHS/GTIs with least developed hygiene conditions have improved water and sanitation facilities</p>	<p>JICA to support JMASVTI to develop a curriculum for (a) the 2nd Semester in Academic Year 2019/20 and (b) for Academic Year 2020/21 (in preparation of re-opening JMASVTI).</p> <p>SDC: VSDP can support with selected GTHS/GTI in this context</p>
	<p>Development and distribution of clear guidance to monitor student and staff health and establish procedures if students or staff become unwell.</p>	<p>All GTHS/GTIs are provided with COVID-19 prevention resources</p>	<p>SDC: VSDP can support with selected GTHS/GTI in this context</p>
	<p>Provision of hand sanitizer to TVET institutions</p>		
	<p>Distribution of face masks for students and teachers</p>		
	<p>Preventive and life-saving messaging (health, hygiene, etc.) in GTHS, GTIs,</p>	<p>Provision of COVID-19 prevention guidelines for GTHS, GTIs, and Vocational Training Institutions under MoE providing practical training, in close collaboration with MoHS</p>	<p>COVID-19 prevention guidelines are provided to all TVET institutions under</p>

Priority Area	Activities	Output indicator and target	Proposed DP contribution
and other TVET providers		MoE providing practical training	
Staff and teachers/trainers training on COVID-19 prevention	Training of administrative staff and teachers/trainers on implementing physical distancing and school hygiene practices.	All teachers/trainers are trained on COVID-19 prevention	SDC: VSDP can support with selected GTHS/GTI in this context
Wellbeing and protection of students/ trainees, teachers/trainers and staff	Through the “Psychosocial Support Focal Point System”, TVET teacher Focal Points provide cascade awareness raising sessions and disseminate reliable information, psychosocial support and wellbeing resources to other staff and students	All students and staff receive PSS through cascade awareness raising	FRC: provide to GTHS Loikaw and GTHS Myitkyina (as per coverage of MoU)
	Re-establishment of regular and safe delivery of essential TVET institutions based services (sanitation and health services, protection referrals)	The delivery of essential services within TVET institutions is re-established	FRC: provide to GTHS Loikaw and GTHS Myitkyina (as per coverage of MoU)
<p>Priority programme 2: Effective transition towards the resumption of face to face technical and vocational education, practical training and apprenticeship programmes for all students including marginalized students</p> <p>Overall objective: The transition towards the resumption of face to face theoretical learning and practical training is effective and inclusive and takes into account the impact the current crisis has on the labour market.</p> <p>Key output indicators: Proportion of GTHSs and GTIs offering restructured/adapted courses to make up for time lost during the closure period and new labour market realities.</p>			
Assessing learning progress/skills acquisition progress	Design and implementation of an assessment to assess progress made during the distance learning period.	All students take an assessment to measure the progress made during the distance learning period	FRC w will pilot assessment of students using both online quizzes and virtual Q&A for motorcycle online learning training
Administrative and academic adaptation (registration/examinations)	Exploration of possibilities for the setup of an online registration/admission system (Ensuring online registrations/admissions would strengthen the resilience of the system to potential forthcoming crises).	Examinations that were stopped in March are held during the recovery phase	
	Organization of GTIs' examinations that were stopped in March		

Priority Area	Activities	Output indicator and target	Proposed DP contribution
Assessment of long term labour market needs	Conduct an analysis to assess the long-term impact of the crisis on the economy and identify new labour market needs, which might contribute to a consistent curriculum revision.	An analysis of the changing demand in the labour market is conducted	
Redefinition of learning and practical training modalities to prevent the spread of COVID-19	Review of the timetable of TVET institutions to further explore the feasibility of full implementation of blended approaches to reduce the number of students in the same classroom/workshop and therefore ensure the respect of physical distancing measures and introduce double shifting as necessary. This may imply the need either to recruit and train teachers at GTHS and GTIs on a case by case basis or to let teachers work longer.	Learning and practical training modalities are redefined to prevent the spread of COVID-19	JICA: Support JMASVTI to develop a curriculum for (a) the 2nd Semester in Academic Year 2019/20 and (b) for Academic Year 2020/21 (in preparation of re-opening JMASVTI).
	Development and implementation of blended learning approaches where physical distancing protocols necessitate	Teaching and non-teaching staff are trained on these new learning modalities	
Increase investment in blended learning to be prepared for a recurrence of disease transmission that would necessitate re-closing of GTHS and GTIs	Maintain the IT infrastructure and pursue the efforts on blended learning initiated in phase 1 (1) to prepare for future rounds of closings of GTHS, GTIs, and other TVET providers, (2) to strengthen teaching and learning where closures remain in effect in affected Townships. The TVET subsector will on the longer term also be able to benefit from the Myanmar Digital Education Platform (MDEP) learning platform and will therefore start to identify/prioritize materials that can be uploaded at a later stage on this platform.	Budget allocated for the maintenance of distance/blended learning resources is sustained	
Priority programme 3: Communication at all levels			
Overall objective: Effective communication channels between GTHS, GTIs, students/trainees, staff and private companies involved in the TVET sector are sustained including communication with TVET authorities at the union level (DTVET).			
Key output indicator: Proportion of TVET students/trainees being informed about Union level decisions via official communication channels of GTHS, GTIs.			
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 Union level TVET authorities, heads of TVET institutes, and students/trainees as well as private companies involved in the TVET sector.	Communication efforts are sustained	

2.4 Higher Education

During the recovery phase, **the safety and wellbeing of students, teachers and HE personnel is of utmost importance in the course of the reopening of HEI (Priority Programme 1)**. DHE will ensure that universities, degree colleges and education colleges follow a strict reopening sanitary protocol to rehabilitate and disinfect all learning environments, including laboratories, hostels, as well as all HEI used as community facility quarantine centres. DHE will coordinate efforts to upgrade water and sanitation facilities and equipment to increase the proportion of HEI with safe water, handwashing stations and cleaning supplies. DHE will aim to provide COVID-19 prevention kits to all HEIs, including masks for academic and non-academic staff. Clear guidance on hygiene and physical distancing measures will be disseminated to students, and HEI academic and non-academic staff, with additional support for the distribution of hand sanitizers. As students return to the classrooms, all staff members will have an important role to play in implementing physical distancing and hygiene practices, and training on COVID-19 prevention guidelines will be provided to all HEI personnel. To further ensure that physical distancing practices are observed at HEI, DHE will work closely with all HEI to perform a review and adaptation of timetables at universities and education colleges, to reduce the number of students in the same classroom or auditorium. Double shifts will be introduced at HEI where classroom sizes are too large.

DHE will also establish measures to ensure the **effective transition towards the resumption of face-to-face academic teaching and practical training for all students, including marginalized students (Priority Programme 2)**. An assessment to evaluate learning progress through distance learning implemented during the response phase will be performed, in order to determine the suitable support programmes to be prioritized. Additionally, depending on the teaching time lost during the closure of institutions, HEIs will have to adapt their academic programme to the current situation, including the development of a condensed version of the syllabus or some disciplines for the remainder of the 2019/20 academic year. For pre-service teacher training at ECs, a reprioritisation of curriculum will be considered as a last resort, in order for student teachers to progress to the next level. Examinations at HEI which were postponed due to the nationwide closure in March will be reorganised and held during the second semester. To strengthen the preparedness of HEI for recurrence of disease transmission and future crises, DHE will coordinate efforts to increase investments in remote and distance learning modalities in anticipation of possible future rounds of HEI closures. Additional provisions will be made to extend the registration deadlines for HEIs and ECs for the academic year 2020-21, if the marking and release of the matriculation examination results are delayed.

Finally, the **communication efforts initiated in phase 1 will be sustained during the recovery phase, to keep stakeholders at all levels informed and updated about the situation (Priority Programme 3)**. Effective communication between DHE authorities at Union level, heads of HEI, and students (including Student Unions) will be ensured through different channels, with a focus on the reopening of HEI.

HIGHER EDUCATION

Priority Area	Activities	Output indicator & target	Proposed DP contribution
Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of students, professors and staff in higher education institutions (HEIs)			
Overall objective: HEI students, teachers and staff return to safe and protective learning environments			
Key output indicator: Proportion of crisis-affected students with access to safe and protective learning environments			
Defining and implementing a HEIs reopening sanitary protocol	Rehabilitation/disinfection/cleaning of HEI used as community facility/quarantine centres, as well as ferries transporting students, university hostels/accommodation	All HEI and university hostels in Myanmar implement a reopening sanitary protocol.	
	Upgrading of water and sanitation facilities and equipment to increase the proportion of HEIs as well as university hospitals and clinics with safe water, handwashing stations, cleaning supplies and, wherever possible, establish or expand sex segregated toilets or latrines including provisions for menstrual hygiene management	The HEI used as community facility quarantine centres are disinfected.	
	Development and distribution of protocols on physical distancing and hygiene measures	All HEI with least developed hygiene conditions have improved water and sanitation facilities.	
	Development and distribution of clear guidance to monitor student and staff health and establish procedures if students or staff become unwell		
	Provision of temperature scanners and other relevant equipment to prevent COVID-19	All HEI have been provided with COVID-19 prevention resources	
	Production of hand sanitizer by 48 HEI to be used in their institutions		
	Distribution of face masks for university teachers and staff as well as for students from lower socio economic backgrounds		
HEIs-based preventive and life-saving messaging (health, hygiene, etc.)	Provision of HEIs with COVID-19 prevention guidelines in line with MoHS	All HEI in Myanmar receive COVID-19 Prevention guidelines	
Staff and teachers training on COVID-19 prevention	Training of administrative staff and teachers on implementing physical distancing and HEI hygiene practices and increase staff at HEIs as needed.	All administrative staff and teachers are trained on	

Priority Area	Activities	Output indicator & target	Proposed DP contribution
	Cleaning staff should also be trained on disinfection and be equipped with personal protection equipment to the extent possible.	implementing physical distancing and hygiene practices in HEI.	
Wellbeing and protection of students, teachers and staff in higher education institutions (HEIs)	Through the “Psychosocial Support Focal Point System”, University teacher Focal Points provide cascade awareness raising sessions and disseminate reliable information, psychosocial support and wellbeing resources to other staff and students	All students and staff receive PSS through cascade awareness raising	
<p>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</p> <p>Overall objective: The transition towards the resumption of face to face academic teaching and practical training is effective and inclusive</p> <p>Key output indicators: Proportion of HEI offering restructured/adapted courses to make up for teaching time lost during the closure period</p>			
Assessing learning progress	Implementation of an assessment to evaluate the extent to which distance learning brought about learning progress and to evaluate the potential of blended learning approaches in the future, with a view to supporting crisis preparedness	All students participate in back to HEI assessment	
Restructuring of the content of some disciplines/ subjects	Development of a condensed version of the syllabus for some disciplines for the academic year 2019/20 with approval from the Board of Studies	A restructured version of the syllabus for a selected number of disciplines is developed	
Increase investment in remote and distance learning to be prepared for a recurrence of disease transmission that necessitates re-closing of HEIs	Pursue the efforts initiated in phase 1 to: (1) prepare for future rounds of HEIs closings, (2) strengthen teaching and learning where closures remain in effect in affected Townships In the longer term, the HE subsector will benefit from the Myanmar Digital Education Platform (MDEP) and will therefore start to identify/prioritize and quality assure materials that can be uploaded on this platform.	Budget allocated for the maintenance of distance learning resources is sustained	1) TIDE project - On going discussion of the creation of "Myanmar Open University" with NEPC, RC, DHE and a wide range of stakeholders. TIDE is also working on a range of longer term strategies for NESP2, to strengthen 1 campus 2 systems Universities, the enabling environment for DE, and scaling up of MDEP services (both in terms of potential reach and scale).
Redefinition of learning modalities to	Review the timetable of universities to reduce the number of students in the same classroom/auditorium and ensure the respect of physical distancing measures. Introduce double shifting as necessary and feasible.	Learning modalities are redefined to prevent the spread of COVID-19	

Priority Area	Activities	Output indicator & target	Proposed DP contribution
prevent the spread of COVID-19	Development and implementation of blended learning approaches where physical distancing protocols necessitate, on the basis of the learning materials developed under phase 1		
Administrative and academic adaptations (regarding examinations, admissions and registration)	Organization in October/November of UDE's face to face sessions that were cancelled in March	Face to face sessions that were cancelled in March are held in October/November	
	Reorganisation of university exam during the 2nd Semester of academic year 2019/20 for universities that had to stop examinations in March	All the exams for the academic year 2019/20 that were stopped in March 2020 are held	
	Consider extension of HEIs registration deadline for the academic year 2020-21 depending on when matriculation results become available	All students can register for university in due time	
	Organise safe Selection Committee meetings and processes (if necessary online)		
Priority programme 3: Communication at all level			
Overall objective: Effective communication channels between DHE, HEI, students, teachers and staff are sustained, including with Students Unions and University Teachers Associations			
Key output indicator: Proportion of students being informed about DHE/Union level decisions via official communication channels of HEI			
Adjust and pursue the efforts around the communication strategy	Pursue the communication efforts initiated in phase 1 with a focus on HEI reopening. Prioritize communication between HE authorities at Union level, heads of HEIs, University Teachers Association and students/trainees, including Student Unions.	Communication efforts are sustained	

TEACHER EDUCATION AND MANAGEMENT

Priority Area	Activities	Output Indicator & Target	Proposed DP Contributions
<p>Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of student teachers, teacher educators and staff in Education Colleges (ECs)</p> <p>Overall objective: EC students, teachers and staff return to safe and protective learning environments</p> <p>Key output indicator: Proportion of crisis-affected students with access to safe and protective learning environments</p>			
<p>Defining and implementing a HEIs reopening sanitary protocol</p>	<p>Rehabilitation/disinfection/cleaning of ECs used as community facility/quarantine centres, as well as EC hostels/accommodation.</p>	<p>The ECs used as community facility quarantine centres are disinfected.</p>	<p>STEM has adapted the Framework for Re-opening Schools (UNESCO, UNICEF, World Bank and WFP) and a series of UNESCO education issues notes on Covid-19 response to distribute to ECs.</p>
	<p>Upgrading of water and sanitation facilities and equipment to increase the proportion of ECs with safe water, handwashing stations, cleaning supplies and, wherever possible, establish or expand sex segregated toilets or latrines including provisions for menstrual hygiene management</p>	<p>All ECs with least developed hygiene conditions have improved water and sanitation facilities.</p>	
	<p>EC Recovery Plan: Development and distribution of protocols on physical distancing and hygiene measures.</p>	<p>All ECs and hostels in Myanmar implement a reopening sanitary protocol</p>	
	<p>Development and distribution of clear guidance to monitor student and staff health and establish procedures if students or staff become unwell.</p>		
	<p>Provision of temperature scanners and other relevant equipment to prevent COVID-19</p>		
<p>ECs-based preventive and life-saving messaging and resources (health, hygiene, etc.)</p>	<p>Providing COVID-19 prevention kits for ECs including face masks for all student teacher, teacher educators and staff; providing ECs COVID-19 prevention guidelines, in appropriate languages where feasible</p>	<p>All ECs are provided with sufficient face masks for a total of 2500 staff and 22,000 students as well as COVID prevention resources All ECs in Myanmar receive COVID-19 Prevention guidelines</p>	
<p>Staff and teacher educators training on COVID-19 prevention</p>	<p>Training of administrative staff and teacher educators on implementing physical distancing and EC hygiene practices and increase staff at ECs as</p>	<p>All administrative staff and teachers are trained on implementing physical</p>	

Priority Area	Activities	Output Indicator & Target	Proposed DP Contributions
	needed. Cleaning staff should also be trained on disinfection and be equipped with personal protection equipment to the extent possible.	distancing and hygiene practices in ECs	
Wellbeing and protection of students, teacher educators and staff in ECs	Provision of Psychosocial Support and Social Emotional Learning Training to 25 Focal points. Delivery of PSS & SEL activities for teacher educators and student teachers and staff at ECs.	All students and staff receive PSS through cascade awareness raising	TREE (Dfid) will adapt 'home-packs' Psychosocial Materials as Training materials for ECs to implement during the Recovery stage. In the recovery phase, STEM will equip Focal Persons in the ECs with psychosocial support (PSS) and social emotional learning (SEL) competencies to deliver activities/interventions to promote psychosocial well-being of student teachers and staff as well as to build resilience to future crisis
	Establishment of regular and safe delivery of essential EC-based services (sanitation and health services, protection referrals)	30% of student teachers have access to health and protection services	
Priority programme 2: Effective transition towards the resumption of face to face academic teaching and practicums for all students including marginalized students			
Overall objective: The transition towards the resumption of face to face \academic teaching and practical training is effective and inclusive			
Key output indicators: Proportion of ECs offering restructured/adapted courses to make up for teaching time lost during the closure period			
Assessing learning progress	Implementation of an assessment in COVID-19 affected Townships where ECs had to close down to determine learning progress of student teachers during distance learning.	All students participate in back to ECI assessment	
	Revision of the end of year examinations/assessments if the curriculum/face-to-face training in the regular and PPTT programs are adapted for the remainder of the academic year.	Assessments for all EC programs are revised according to changes in the curriculum	
Restructuring of teaching time and learning content	Adjustment of teaching time/days to account for teaching time lost during EC closure.	Teaching time/days are adjusted for all EC programs	
	Distribution of hard copy materials of the new curriculum to student teachers	All student teachers receive year 1, semester 2 textbooks	STEM (UNESCO, Finland, Australia and DFID) has sent all finalised Year 1 Semester 2 student teacher

Priority Area	Activities	Output Indicator & Target	Proposed DP Contributions
	<p>EC Recovery Plan:</p> <ul style="list-style-type: none"> Depending on the extent of teaching time lost, and with approval from the Board of Studies, DHE may consider, as a last resort, reprioritisation of the curriculum for pre-service teacher training, prioritizing content/subjects required for student teachers to progress. For the PPTT and Correspondence programs DHE will consider shortening the Face to Face sessions depending on the time lost. 	<p>EC Recovery Plan is developed</p> <p>ECC programs curriculum is reprioritized if required</p>	<p>textbooks and teacher educator guides to the DHE for printing.</p>
<p>Increase investment in remote and distance learning to be prepared for a recurrence of disease transmission that necessitates re-closing of ECs</p>	<p>Pursue the efforts initiated in phase 1 to: (1) prepare for future rounds of ECs closings, (2) strengthen teaching and learning where closures remain in effect in affected Townships</p> <ul style="list-style-type: none"> Strengthen the use of e-learning platform and e-library for accessing teaching and learning resources in the longer term in combination with low and no technology solutions such as hardcopies and DVDs, for future phases in case ECs have to close again. Take measures to increase the accessibility of these online platforms. 	<p>Budget allocated for the maintenance of distance learning resources is sustained</p>	<p>As of GPE proposal: Improved distance-based pre-service teacher training systems in Education Colleges available.</p>
<p>Redefinition of learning modalities to prevent the spread of COVID-19</p>	<p>Review of the timetable of ECs to reduce the number of students in the classroom and ensure the respect for physical distancing measures. Introduce double shifting as necessary and feasible.</p> <p>Development and implementation of blended learning approaches where physical distancing protocols necessitate.</p> <p>Ensuring that teaching practicums can happen safely and that schools where student teachers, PPTT and Correspondence Course students are placed adhere to the required health and safety COVID-19 prevention measures.</p>	<p>Learning modalities are redefined to prevent the spread of COVID-19</p>	

Priority Area	Activities	Output Indicator & Target	Proposed DP Contributions
Administrative and academic adaptation (examinations, admissions and registration)	Reorganisation of EC exam during the 1st Semester of academic year 2019/20 for the examinations that had to stop in March. This requires approximately 9 days.	All exams that were postponed are held during the second semester	
	Consider extension of EC registration deadline for the academic year 2020-21 depending on when matriculation results become available	All students can register for university in due time	
	Organisation of safe Selection Committee meetings and processes (if necessary online)		
Priority programme 3: Training and support to teacher educators and non-teaching staff for COVID-19 recovery			
Overall objective: All teacher educators and non-teaching staff have the capacity and knowledge to support COVID-19 recovery and to implement the rollout of the new learning modalities			
Key output indicator: Proportion of teacher educators receiving training for COVID-19 recovery and for new learning modalities adopted by ECs			
Teacher Educator training	Teacher Educator training on redefined learning modalities determined by DHE (possibly double shifts, or condensed curricula)	All teacher educators receive training in redefined learning modalities	
	Teacher Educator Training for new year 2 curriculum (online trainings/ home based learning)	All teacher educators receive training in the new year 2 curriculum	In addition to the Practicum, TREE (DfID) will pilot an after-school programme – STs will be trained by TEs to provide support to children from disadvantaged backgrounds (including special needs)
Continuous Professional Development	COVID-19 continuous professional development: social distancing and school health protocols etc.	All 1,834 TEs in 25 ECs and 145 principals and deputy principals participate in online CPD courses	
	Providing free online courses for English proficiency, pedagogy and inclusive practices, conducting research and ICT for Teacher Educators		
Priority programme 4: Community engagement and communication at all levels			
Overall objective: Effective communication channels between DHE, ECs, student teachers, teacher educators and staff are sustained,			
Key output indicator: Proportion of students being informed about DHE/Union level decisions via official communication channels of HEI			
Adjust and pursue the efforts around the communication strategy	Pursue the communication efforts initiated in phase 1 with a focus on EC reopening/remedial education. Prioritize communication between Teacher Education authorities at Union level, heads of ECs, and student teachers.	Communication efforts are sustained	

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's 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 (MoSWRR), 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. 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 prioritized 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.

MoE Union level

- Planning and Union-level coordination with MoHS, MSWRR and GAD
- Resource mobilization and partnerships
- Consolidation of data to inform further implementation of the plan and potential corrective action
- Documentation of good practices and lessons learned to inform parallel or forthcoming planning processes

MoE Region/State level

- Regional planning & coordination with EiE sub-working groups
- Regional implementation
- Reporting to Union level on the implementation of the plan and educational progress achieved

MoE District level

- Consolidates and channels information from Township level to Regional level

MoE Township level

- Coordination with other township level departments, including health education office and general administration department
- Outreach and communication with school communities
- Implementation of the plan at local level in close collaboration with communities
- Monitoring of the plan and of educational progress through data collection

Strengthening Public Financial Management Systems

The operationalization of the plan will rely on the effectiveness of MoE financial management systems to ensure COVID-19 response-related resources are mobilized, implemented and reported upon. This is particularly important in the context of recent moves to borrow from the International Monetary Fund (IMF) and other donors placing conditions on tracking spending that mitigates the impact of COVID-19.

During the initial first response phase, MoE budget absorption capacity may be tested as additional emergency funding is made available with limited time for planning and procurement. The focus will have to be placed on tailored fast-tracking options for procurement and effective cash management in order to cover immediate spending needs. In the second recovery phase, financial reporting mechanisms and oversight will become more critical to ensure continuity and accountability of the funds flows and track impact on the emergency response and service delivery.

The Ministry of Planning, Finance and Industry (MoPFI) is the government institution responsible for all PFM policies regarding COVID-19 response and the CERP (action plans 7.1.1 and 7.1.2) includes clear actions to address the need for more agile and flexible financial mechanisms and ensure operational efficiency in the mobilisation of resources for the emergency response. However, MoE will take the opportunity of this plan to integrate lessons learned from the financial debottlenecking analysis¹³ carried out in 2019 and use its own PFM roadmap identifying priorities to strengthen PFM systems from Union to township level in Education service delivery in order to meet expectations and promote the best-fitted solutions for the sector.

¹³ See: <https://www.opml.co.uk/projects/analysing-financial-barriers-for-improving-education-quality-in-myanmar>

Monitoring and Evaluation (M&E) Framework

Key expected plan impacts and corresponding KPI

		Baseline		Target	
		Academic year 2018-2019		Academic year 2021-2022*	
		Total	GPI ²	Total	GPI ²
Basic Education (Grade 1-12)					
Access	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, %	30% ³	0.56 ³	50%	
	Graduation rate, %				
Teaching staff's motivation and wellbeing					
	Percentage of teachers who report high level of satisfaction, %	Na	Na	80 ¹	
	Absenteeism, %				
	Attrition rate, %				
System resilience and disaster risk reduction					
	The NESP II includes an Emergency preparedness and response section	NO		YES	
	The national multi-risk 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

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

³DHE 4-year data

Na: information not available

Key Output Indicators

Phase 1:

Output indicators:	Baseline 2019/20	Targets 2020/21
Education continuity during education facility closure		
Proportion (as a % of targeted) of school-closure affected primary students 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 students 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 with access to psychosocial support	0	95%

* Targets related to distance education will be relevant only if education institutions stay closed for an extended period that requires distance learning to be setup.

Phase 2:

Output indicators:	Baseline 2019/20	Targets 2020/21
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 and youth re-enrolling to school/non formal education centres/GTHS and returning to GTI/HEI after the closure of education institutions	Na	80%
Proportion (as % of targeted) crisis-affected students with access to gender sensitive latrines	58% ¹	70%
Proportion (as % of targeted) crisis-affected children and youth 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) of education institutions that implement a back to school assessment to measure the learning progress made during the closure of institutions	0	85%
Proportion (as % of targeted) education institutions that implement Remedial Education	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) provided with relevant COVID-19 recovery relevant training	0	90%
Proportion of Township education officers provided with relevant COVID-19 recovery relevant training	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%
Proportion of students being reached by HEI during institution closure	NA	90%
Proportion of students/trainees being reached by GTHS, GTIs, during institution closure	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 each sub-sector outlined in the plan: Basic Education, Alternative Education, TVET, Higher Education (including Teacher Education and Management). 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 Development	Proposed Contribution from GPE
PHASE 1: RESPONSE				
BASIC EDUCATION	10 151 330	2 285 000	5 615 000	2 251 330
Priority programme 1: Education continuity during school closures if school opening is delayed	5 116 330	1 585 000	2 325 000	1 206 330
Priority programme 2: Pre- and in-service teacher training and support	1 440 000	700 000	190 000	550 000
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	495 000	-	-	495 000
ALTERNATIVE EDUCATION	120 670	38 000	67 000	15 670
Priority programme 1: Alternative education continuity during the closure of non-formal primary education (NFPE) and non-formal middle school education (NFMSE) centres	60 670	20 000	30 000	10 670
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
HIGHER EDUCATION	2 025 800	1 875 800	150 000	
Priority programme 1: Education continuity during higher education institution (HEI) closures	1 945 000	1 835 000	110 000	
Priority programme 2: Teaching and non-teaching Staff Training and Support	70 000	30 000	40 000	
Priority Programme 3: Students wellbeing	10 800	10 800	-	
Priority Programme 4: Communication at all levels	-	-	-	
TEACHER EDUCATION	219 250	161 250	58 000	
Priority programme 1: Education continuity for student teachers during Education College (EC) closure	198 000	155 000	43 000	
Priority programme 2: Teacher Educator and non-teaching Staff Training and Support	17 500	2 500	15 000	
Priority programme 3: Student Teachers and families' Health and Wellbeing	3 750	3 750	-	
Priority programme 4: Communication at all levels	-	-	-	
TVET EDUCATION	3 980 000	3 753 300	226 700	
Priority programme 1: Education continuity during the closure of TVET institutions (GTHS and GTIs) particularly for the 2 or 3-year programmes	71 000	12 000	59 000	
Priority programme 2: Management Staff and TVET Teacher Training and Support	3 747 500	3 735 500	12 000	
Priority programme 3: Students/Trainees Health and Wellbeing	1 000	1 000	-	
Priority programme 4: Communication at all levels	160 500	4 800	155 700	
PHASE 2: RECOVERY				
BASIC EDUCATION	15 581 250	2 974 700	1 650 000	10 956 550
Priority programme 1: Return to safe learning environments while ensuring the wellbeing and protection of students, teachers and staff in schools	5 017 500	894 700	1 400 000	2 722 800
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	4 848 750	90 000	150 000	4 608 750
Priority programme 3: Training and support to teachers and township education officers for COVID-19 recovery	4 295 000	1 990 000	-	2 305 000
Priority programme 4: Community engagement and communication at all levels	1 420 000	-	100 000	1 320 000
ALTERNATIVE EDUCATION	359 200	293 250	5 000	60 950
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	98 200	66 000	5 000	27 200
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	227 250	-	33 750
HIGHER EDUCATION	2 453 560	641 560	1 812 000	
Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of students, professors and staff in higher education institutions (HEIs)	2 143 560	631 560	1 512 000	
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	310 000	10 000	300 000	
Priority programme 3: Communication at all level	-	-	-	
TEACHER EDUCATION	544 500	67 500	327 000	150 000
Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of student teachers, teacher educators and staff in Education Colleges (ECs)	239 500	67 500	172 000	-
Priority programme 2: Effective transition towards the resumption of face to face academic teaching and practicums for all students including marginalized students	205 000	-	55 000	150 000
Priority programme 3: Training and support to teacher educators and non-teaching staff for COVID-19 recovery	100 000	-	100 000	-
Priority programme 4: Community engagement and communication at all levels	-	-	-	-
TVET EDUCATION	512 000	222 000	290 000	
Priority programme 1: Return to safe learning environment while ensuring the wellbeing and protection of students/trainees, teachers/trainers and staff in TVET institutions	417 000	222 000	195 000	
Priority programme 2: Effective transition towards the resumption of face to face technical and vocational education, practical training and apprenticeship programmes (Short Courses) for all students including marginalized students	95 000	-	95 000	
Priority programme 3: Communication at all levels	-	-	-	
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	25 732 580	5 259 700	7 265 000	13 207 880
Alternative Education: Response and Recovery	479 870	331 250	72 000	76 620
Higher Education: Response and Recovery	4 479 360	2 517 360	1 962 000	
Teacher Education: Response and Recovery	763 750	228 750	385 000	150 000
TVET Education: Response and Recovery	4 492 000	3 975 300	516 700	
PHASE 3: EDUCATION SYSTEM STRENGTHENING THROUGH CRISIS-SENSITIVE PLANNING	76 000			76 000
TECHNICAL ASSISTANCE	990 000			990 000
Overall Total	37 013 560	12 312 360	10 200 700	14 500 500