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ANNEX II

to the Commission Implementing Decision on the financing of the Special Measure in favour of the people of Myanmar for 2022

Action Document for Quality Basic Education Pathways for Children (QBEP4Children)

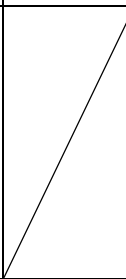
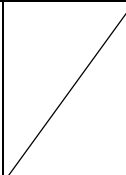
ANNUAL MEASURE

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Quality Basic Education Pathways for Children (QBEP4Children) OPSYS number: ACT - 61210 Financed under the Neighbourhood, Development and International Cooperation Instrument (<u>NDICI-Global Europe</u>)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out in Myanmar
4. Programming document	Special Measure in the absence of a MIP
5. Link with relevant MIP(s) objectives / expected results	N.A
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Basic Education
7. Sustainable Development Goals (SDGs)	Main SDG (1 only): SDG 4 - Education SDG 5 on gender equality SDG 8 on decent work and economic growth SDG 10 on reduced inequalities
8 a) DAC code(s)	Main DAC code – 112 Basic Education Sub-code 1 – 11120 Education facilities and training Sub-code 2 – 11130 Teacher training Sub-code 2 – 11220 Primary education Sub-code 3 – 11231 Basic life skills for youth Sub-code 5 – 11240 Early childhood education
8 b) Main Delivery Channel	N/A

9. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Internal markers and Tags	Policy objectives	Not targeted	Significant objective
Digitalisation @		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services		YES <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
Connectivity @		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
digital connectivity energy transport		YES <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

	health education and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Migration @ (methodology for tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @ (methodology for marker and tagging under development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	Budget line(s) (article, item): 14.020131 South and East Asia Total estimated cost: EUR 23 000 000 Total amount of EU budget contribution EUR 15 000 000 This action is co-financed by Finland for an amount of EUR 8 000 000			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing ¹	Indirect management with the entity selected in accordance with the criteria set out in 4.3.1			

1.2 Summary of the Action

Following the double crisis of the COVID-19 pandemic and the coup of February 2021, Myanmar and its people continue to suffer from a highly volatile and unstable political situation and an increasing socio-economic deterioration. As a consequence of the coup conflict has, expanded into areas that were formerly stable, affecting an increasing number of people. This situation has a major impact on access of children and youth to basic education. Myanmar is facing an acute learning crisis, affecting particularly children and youth in the most vulnerable situations. Schools closures, due to the COVID-19 pandemic and the coup of February 2021, in combination with the resulting political and socio-economic crisis have negatively affected the learning of millions of children. The context is characterised by an increased politicisation of education, and a deteriorating security situation, resulting in a number of barriers preventing the children living in the most vulnerable situations access to basic education.

The **Overall Objective (Impact)** of this action is to contribute to re-engagement with learning and continuous access to quality, inclusive and equity-focused² basic education for the most vulnerable children and youth.

The **Specific Objectives (Outcomes)** of this action are to:

1. Improve access to safe and equitable learning in selected areas³;
2. Improve the availability of quality teaching and learning for the most vulnerable children and youth in selected areas;
3. Improve community-level monitoring and accountability in education and service delivery with the focus on the most vulnerable children and youth.

¹ Art. 27 NDICI

² Equity-focused is defined as focusing on the vulnerable groups (including learners from poor households, learners living in rural and/or conflicted-affected areas, learners with disabilities or developmental delays, internally displaced learners, ethnic and linguistic minorities and girls, children of migrant workers) who also face higher protection risks due to the interruption of essential school-based services.

³ The selection of specific areas will be done later at the inception stage and depend on the security context, coordination and complementarities with other programmes areas of support, reaching the most marginalised children (focus on selected disadvantaged areas within both government controlled and non-controlled areas), areas where CSOs partners are able to operate.

This action will contribute to the operationalisation of the Joint Response Framework (JRF)⁴ for the education sector, which has been prepared by development partners in response to the education crisis in Myanmar. More specifically, the action contributes to the basic education component of the JRF and has been jointly developed with Finland, who is also co-financing it. The action will be closely coordinated with other programmes funded by other donors in support of the JRF. The action will ensure a do-no-harm and conflict sensitive methodology, while a specific focus will be on ensuring an inclusive and gender balanced approach aiming at equity, strongly reflecting human rights-based considerations. In the absence of a MIP 2021-27 for Myanmar, this action is prepared as a Special Measure for adoption in 2022. The action contributes to the realisation of EU's Gender Action Plan III⁵, in particular regarding the 'Thematic area - Promoting economic and social rights and empowering girls and women'. It implements the Global Gateway Strategy⁶ of the European Union through its focus on education, as well as the EU strategy for cooperation in the Indo-Pacific⁷.

This action contributes to SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. It also contributes to SDG 5 on gender equality, SDG 8 on decent work and economic growth, and SDG10 on reduced inequalities.

2 RATIONALE

2.1 Context

General context

More than one year into direct military rule following the 1 February 2021 coup, Myanmar settles in between consolidation of the regime in some areas, notably urban centers of the Myanmar heartland and protracted conflict in other areas, notably ethnic areas and some Myanmar rural areas. Despite a critically weak economy and massive pandemic challenges, some basic services have resumed and there is a large segment of the population that has no choice but to continue making a living. In some areas, however, the armed resistance has grown and spread throughout the country, led by pro-democratic opposition forces who continue attacking military targets and infrastructure. The de-facto authorities cannot retain control and resume basic administrative functions everywhere. Tensions between the de-facto authorities and some of the long-established Ethnic Armed Organization (EAOs), which have openly joined or voiced support for the resistance movement, have picked up leading to an escalation of conflict in Myanmar's ethnic border areas and hundreds of thousands of new Internally Displaced Persons (IDPs). The resisting People Defense Forces (PDF) are increasingly killing military and police personnel, although exact numbers are not known.

In the meantime, Myanmar is experiencing a major socio-economic and humanitarian crisis with risk of massive poverty, and collapsing healthcare, education and banking sectors, while displacement numbers are both staggering and growing. UNDP's poverty analysis shows a predicted doubling of the poverty rate in Myanmar in 2022, with nearly half the population expected to be in poverty in 2022 and devastating individual impact. Many households have lost their income and are having to cut back on food, selling assets to cope and need children to contribute to the family income and/or cannot afford cost associated to education, which is keeping them from returning to education. The Humanitarian Needs Overview (HNO) 2022 identifies 14.4 million people in need⁸. In the HNO, the education cluster identified 5.4 million people in need including 4.78 million school-aged children, and 383 000 youth. The highly feminised sectors of health and education are among the first and most active in their engagement with the Civil Disobedience Movement (CDM) and women civil servants account for at least 64% of all public employees sanctioned or dismissed. Moreover, as armed violence spreads throughout Myanmar, it is increasingly difficult for aid agencies to safely access those affected by armed violence.

The EU and its Member States, as well as most likeminded partners, have condemned the coup and reverted to economic sanctions against the regime whilst continuing to support the people. Following the coup of February 2021, the preparation of the MIP 2021-2027 and associated Team Europe Initiatives (TEI) was abruptly interrupted. In line with the FAC Conclusions of February 2022, the EU and its Member States agreed to withhold any support for

⁴ In 2022 the development partners developed a Joint Response Framework (JRF) to serve as a broad operational framework guiding engagements and framing and informing future interventions in the education sector.

⁵ Joint Communication: Gender Action Plan III 2021-2025, An ambitious agenda for gender equality and women's empowerment in EU external action, SWD(2020) 284 final, 25.11.2020

⁶ https://ec.europa.eu/info/strategy/priorities-2019-2024/stronger-europe-world/global-gateway_en

⁷ JOIN(2021)24

⁸ [Myanmar Humanitarian Needs Overview 2022](#)

government policy reforms and avoid legitimising the coup d'état, and focus instead on responding to basic needs of an increasing number of people and communities in vulnerable situations, and supporting civil society. The EU adjusted its ongoing portfolio, accordingly, including the full suspension of the Education Sector Budget Support programme.

Overview of the education sector context:

As a consequence of the dual crisis, Myanmar is facing an acute learning crisis. The school closure due to the COVID-19 pandemic during most of 2020 and 2021, and the coup with all its consequences, have affected the learning of millions of children and youth as they are facing significant challenges in continuing their education. The context is characterized by an increased politicisation of education, and a deteriorating security situation⁹. Since the coup, at least 216 attacks against schools and school personnel have been reported by early December 2021, along with incidents of military use of education facilities (209) by the security forces.¹⁰

According to the latest data, 9.7 million learners in total were enrolled in Myanmar's basic education system for the 2019-2020 academic year. This number includes an estimated 300,000 students enrolled in Monastic schools. An estimated 420,000 children¹¹ are in addition attending schools managed or supported by ethnic basic education providers (EBEPs). Across Myanmar, an estimated 2.7 million children were already out of school prior to the COVID-19 pandemic and the coup on 1 February 2021¹².

There is limited information regarding the effective functioning of schools which depend on information from the de facto Ministry of Education (MoE). The MoE announced that it is continuing the implementation of the Kindergarden (KG) + 12 years of education system, which was only introduced in the 2016-2017 academic year in the framework of the 2016-21 National Education Sector Plan (NESP) of the previous government. In this 2022-23 academic year, the de facto MoE will conduct more Training of Teachers activities for selected grades and for new curricula during this and next year. In parallel, opposition National Union Government (NUG), declared a 'terrorist organisation' by the de-facto authorities, presented an interim education plan which cover basic education, TVET and Higher Education (HE). It promotes home-schooling as an alternative education for those students who do not want to attend de facto MoE schools, and prepared learning resources that are available online. The NUG also plans to distribute offline materials. Currently, a large share of donor funded programmes in education have been suspended. Development partners prepared a Joint Response Framework (JRF), serving as a broad operational framework guiding engagements and framing and informing future interventions in the education sector. The development of the JRF included consultations with a number of stakeholders and was finalised in March 2022. The JRF is an important tool to ensure that the response to the education needs in this challenging political and operational context is provided in a coordinated, coherent, aligned, and transparent way. It has been developed considering Education in Emergency (EiE) needs. The JRF covers a duration of three years (2022-2025) and is foreseen to be reviewed annually and on an ad-hoc basis if necessary.

Education is a fundamental human right and one of the main foundations of human development,. It is a pillar of the Global Gateway Strategy¹³, and is part of the EU strategy for cooperation in the Indo-Pacific¹⁴. Myanmar ratified the International Covenant on Economic, Social and Cultural Rights (ICESCR) in 2017, which establishes the right to education. The action aims at contributing to basic needs and rights of the Myanmar population, particularly the children and youth, and will ensure an important attention to equity as it will focus on the children living in the most vulnerable situations, including out of school children and children with disabilities. Attention will be paid to gender equality. The action supports the Commission's priority on Sustainable Growth and Jobs by contributing to the access for the children and youth in Myanmar to the foundational skills needed for life and work. It also contributes to the priority on digitalization as it will be contributing to laying the foundations for digital skills through early year literacy and numeracy. This action should also support the priority on Governance, Peace and Security, as education can

⁹ Draft JRF_310322

¹⁰ as of 6th December 2021

¹¹ JRF 2022

¹² Ministry of Education, UNESCO International Institute for Educational Planning and UNICEF. (2018). *Myanmar Report on Out-of-School Children Initiative* (OOSCI).

¹³ https://ec.europa.eu/info/strategy/priorities-2019-2024/stronger-europe-world/global-gateway_en

¹⁴ JOIN(2021)24

contribute to mitigating the effects of conflict on children. The action contributes to the realisation of EU's GAP III, in particular regarding the 'Thematic area - Promoting economic and social rights and empowering girls and women'. This action will be implemented in partnership with other Development Partners, including International NGO and local Civil Society Organisations (CSOs), that through their engagement at community level should contribute to the assessments of local contexts through consultations with communities, contributing to a conflict sensitive approach, by ensuring that a context appropriate set of interventions is proposed.

2.2 Problem Analysis

While official enrolment and attendance figures are not available, the available information suggests that after a long period of school closure with limited access to organised learning many children and youth remain without access to basic education. After almost two years of school closures due to COVID-19, de facto MoE schools have reopened in November 2021. However, the limited available data sources indicate that only low numbers of children have gone back to school, with enrolment and attendance rates varying significantly across the different regions of Myanmar. According to unofficial data around 4.7 million children were enrolled in government basic education schools (primary, middle, and high schools) as of 22 November 2021¹⁵ with lower attendance. The information regarding barriers to access to education is also limited, but according to an EiE needs assessment conducted in November 2021, the main barriers preventing children accessing formal primary and secondary school were security concerns due to conflict, fear of COVID-19, reluctance of parents to send their children to school following the coup, limitation in the number of schools/classrooms that reopened, and financial barriers. Further analysis and in particular localised analysis would be required to better understand the barriers faced by children to access basic education, which vary between different geographical areas and specific locations, including gender related barriers affecting girls and boys in the current context.

Exams were cancelled during the 2020-21 academic year due to school closures. The number of children who signed up for the matriculation exams for the 2021-2022 academic year was significantly lower than the previous years, as it showed a decrease of more than two-thirds from two years earlier, and also marked the first decline in registrants in the last seven years. There are also geographical variations in participation in the matriculation exams. In the southeast, data showed a decrease of 38% in Kayin and 47% in Mon State from the 2019-2020 school year¹⁶.

There is limited data regarding the effective functioning of de facto MoE schools. The available information however suggests a teachers shortage following the coup, as a number of teachers participate in the civil disobedience movement (CDM), and 125 900 basic education teachers were reported as suspended from their duties, which is estimated to represent 31% of basic education staff.¹⁷ While it was indicated that nearly 7 000 new teachers had been appointed to make up for the shortfall¹⁸, it was also stated that some teachers had not returned to work due to social disturbances and fear for their safety. Many of the teachers may in addition not be sufficiently equipped to handle a 'condensed curriculum' necessary for the catch up on learning and attend to students' well-being.

Available information also suggests a lack of sufficient learning materials for the children who are attending formal, ethnic, faith-based and community schools for this school year. Children face a lack of learning materials to use at home, and limited connectivity to the internet as a result of power cuts and a lack of access to devices.

Furthermore, the dual crisis of conflict and COVID-19 continues to have a toll on the mental health and wellbeing of children, communities and education personnel across Myanmar. In addition to missing out on foundational skills of literacy, numeracy and Social and Emotional Learning (SEL), prolonged school closure and the impact of the current highly unstable context in Myanmar has disrupted access to health, nutrition and child protection services provided by schools.

The education sector in government-controlled areas¹⁹ of Myanmar has been historically dependent on a largely centralized government system, and communities are not currently sufficiently equipped to support children that are

¹⁵ Obtained unofficially. The data is not verified.

¹⁶ Data from State Education Departments.

¹⁷ <https://www.reuters.com/world/asia-pacific/more-than-125000-myanmar-teachers-suspended-opposing-coup-2021-05->

¹⁸ Press release from 16/11/21 issued by Ministry of Information, Union Government of Myanmar

¹⁹ In non-government-controlled areas (NGCAs), education is provided through a range of non-state education service providers such as monastic schools and ethnic education working groups and departments.

out of organised learning re-engagement in education and more generally children and youth catch up on lost learning. Following the coup, direct support to government education policies and system is not possible for the time being. Instead, in coordination with other partners, support has to be provided through non-governmental education service providers, including ethnic education providers, CSOs, monastic education, and others. The capacity of these providers will have to be strengthened. The risk that such support activities could be perceived as creating a parallel system requires close attention by all concerned.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

CSOs and local communities, including parents, will be the main stakeholders of the action. It is proposed to reach children via community structures, such as community learning centres, including community libraries that are owned by the community and are not part of the de facto MoE system. The implementation is planned to be carried out by a pillar-assessed entity in the indirect management mode and its local partners and communities however if community consultations identify the need to establish a new structure, the action will have that flexibility. Educators facilitating learning in the communities will be important stakeholders of the action.

Technical engagement with de facto MoE schools, including with teachers, and local de facto education authorities might in addition be decided on a case-by-case basis, in line with the approach considered by the JRF following developments in the political and operating environments and based on consultations at community level. This would be subject to a risk analysis on a case-by-case basis and only if the context allows it, since the overall policy is not to support government and to legitimise the coup.

Local CSOs and NGOs will deliver most of the education services supported by this programme, under the overall management of the Implementing Partner. EBEPs and monastic schools, which are providing basic education services, might also be involved in the implementation of the programme, depending on the geographic locations selected as priority areas of interventions, and other Development Partners ongoing support.

Local communities and ultimately children and youth of Myanmar (age 3-18), particularly those living in the most vulnerable situations, will be the main beneficiaries of the action.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The **Overall Objective (Impact)** of this action is to contribute to re-engagement with learning and continuous access to quality, inclusive and equity-focused basic education for the most vulnerable children and youth.

The **Specific Objectives (Outcomes)** of this action are to:

1. Improve access to safe and equitable learning in selected areas²⁰;
2. Improve the availability of quality teaching and learning for the most vulnerable children and youth in selected areas;
3. Improve community-level monitoring and accountability in education and service delivery with the focus on the most vulnerable children and youth.

The **Outputs** to be delivered by this action contributing to **Specific Objective 1** are:

- 1.1 Social and material barriers faced by children and youth living in the most vulnerable situations in accessing basic education in selected areas (indicatively Rakhine, Kachin, etc) are mitigated;
- 1.2 Increased availability of a child-friendly, safe, protective and inclusive learning physical environment for children and youth living in the most vulnerable situations;

²⁰ The selection of specific areas will be done later at the inception stage and depend on the [security context, coordination and complementarities with other programmes areas of support, reaching the most marginalised children \(focus on selected disadvantaged areas within both government controlled and non-controlled areas\), areas where CSOs partners are able to operate.](#)

- 1.3 Increased availability of alternative basic education pathways in community learning and wellbeing centres for children and youth living in the most vulnerable situations.

The **Outputs** to be delivered by this action contributing to **Specific Objective 2** are:

- 2.1 Improved capacities of educators to deliver quality basic education to children and youth living in the most vulnerable of situations in selected areas;
- 2.2 Increased availability of context specific, inclusive and equity-focused teaching and learning resources;
- 2.3 Increased capacity of educators to respond to wellbeing and protection needs of children and youth living in the most vulnerable situations.

The **Outputs** to be delivered by this action contributing to **Specific Objective 3** are:

- 3.1 Strengthen capacities of community structures, parents, and caregivers to support and monitor learning programmes in selected areas;
- 3.2 Monitoring and quality assurance systems are established to promote accountability, coordination and sustainability of community level structures.

3.2 Indicative Activities

Indicative Activities relating to Output 1.1 include

i) provision of assistance to promote access to learning for the most marginalised children with attention to gender equality, ethnic inclusion, children with disabilities, etc, ii) provision of material/in-kind support such as school backpacks, pencils, clothing etc. and learning resources such as worksheets, exercise books, etc, and iii) gender and disability inclusive community consultations and social mobilisation.

Indicative Activities relating to Output 1.2 include

i) the equipment and upgrading/rehabilitation of community learning centres including reasonable accommodation such as ramps, handrails, and ii) the provision of assistive devices to support children with disabilities, as well as maintenance of gender and disability-sensitive WASH facilities, COVID-19 prevention and transmission protocol materials, and iii) training of educators on basic concepts and principles of inclusive education.

Indicative Activities related to Output 1.3 include

provision and expansion of alternative basic education pathways, including Non-Formal Primary Education (NFPE) programme, literacy and numeracy, and life skills (including activities such as training for educators, incentives for educators, and teaching and learning materials), and activities related to the set-up of remote learning options for NFPE including low tech, audio-based and where possible digital options.

If the conditions for an expansion allow, the following indicative activities could be envisaged under Outcome 1: expand 'back-to-learning' campaigns to encourage re-engagement in learning - in de facto MoE schools, or other education facilities, based on the preference of communities/parents.

Indicative Activities related to Output 2.1 include

i) the provision of trainings and resource packs to educators (including to help them teach children in their mother tongue, and on quick tools for simple diagnostic/learning assessment), ii) activities related to the mobilisation of parents and communities to support children learning, and iii) activities related to the provision of catch up/remedial education with a special focus on numeracy and literacy (including activities such as the training of educators, incentives, the provision of teaching and learning materials including for self-study).

Indicative Activities related to Output 2.2 include

i) the provision of learning materials for the various catch up/remedial, alternative learning pathways that will be provided by the community centres and supplementary reading material, ii) provision of recreational material, iii) provision of teaching materials, iv) provision of audio materials and tool kits to support all learners, v) support expanded access to online platforms where appropriate.

Indicative Activities related to Output 2.3 include

i) the training (including in child protection, Social and Emotional Learning (SEL), Mental Health and Psychosocial Support (MHPSS) of educators, parents/caregivers and community and ii) development of related materials, including available ethnic languages.

If the conditions for expansion allow, the following indicative activities could be envisaged under Outcome 2: training of de facto MoE teachers or focal points at local level, MoE led training for volunteer teachers for new curriculum and advocacy for the accreditation and recognition of non-formal learning to ensure possibility of continuity of learning for the children.

Indicative Activities related to Output 3.1 include

i) capacity development of CSO partners for efficient operations and to strengthen localisation, ii) the promotion of education as a priority within community, capacity development of communities including for the creation of management committees/parent's committees, and to maintain safe education spaces and continuity of learning, or to use open learning.

Indicative Activities related to Output 3.2 include

Capacity development for CSO partners, communities and educators related to i) the monitoring of the implementation of the various education pathways including participation and learning achievements, ii) quality of the service delivery, document lessons learned and good practice, iii) needs assessments.

If the condition for expansion allows, the following indicative activities could be envisaged: Support community and parents to ensure that community learning and de facto MoE systems are not just complementary but actively supporting each other.

3.3 Mainstreaming

Environmental Protection & Climate Change

Outcomes of the SEA screening (relevant for budget support and strategic-level interventions)

The Strategic Environmental Assessment (SEA) screening concluded that no further action was required.

Considering that the EU has decided to put on hold immediately after the coup of 1 February 2021 all activities that are directly supporting the government and can be interpreted as legitimising the actions of the military. A SEA is not required as this action does not have a strategic-level support dimension.

Outcomes of the EIA (Environmental Impact Assessment) screening (relevant for projects and/or specific interventions within a project)

The EIA (Environment Impact Assessment) screening classified the action as Category C (no need for further assessment).

Outcome of the CRA (Climate Risk Assessment) screening (relevant for projects and/or specific interventions within a project)

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk (no need for further assessment).

By committing to provide context responsive, equity focused quality teaching and learning and improving safe and equitable access to learning with a special focus on children who are not currently participating in any organised learning, the action foresees to provide the targeted communities as well as the educators with skills needed to effectively respond to climate change and future crises.

Gender equality and empowerment of women and girls

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1 This implies that gender is a significant objective. While girls consistently outperformed boys at higher levels of education at the national level, there were state/regional variations, with significant differences in school attendance rates between girls and boys at the state/region level. Gender equality will be promoted through an attention at activity level based on the possible

challenges faced at local level, notably based on new barriers due to the current context, to equal access to education opportunities for girls and boys.

The action contributes to SDG 5 on gender equality and SDG 8 on decent work and economic growth. Girls and women will be equitably targeted as programme beneficiaries. This also includes interventions that will be put in place to provide in-kind support and learning resources, operate training courses to educators to improve learning outcomes of children and adolescents that will equitably benefit the most marginalized girls and female trainees. The action contributes to the EU's Gender Action Plan (GAP) III.

Human Rights

This action will contribute to ensure the children's right to education, protection and well-being for the most marginalised children in Myanmar who have been deprived from basic education due to the COVID-19 pandemic and the coup, or because they live in underserved communities. The whole set of activities are designed to ensure participation of all children. It will moreover contribute to parents' right to choose the type of education for their child. The action also contributes to SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the special attention to inclusion will be given in the objective 1 and 2 of this action, which foresees equipping and upgrading community learning and wellbeing centers with reasonable accommodation including ramps, handrails and the provision of assistive devices, developing individual learning plans and provision of teaching and learning materials including audio-visual materials and tool kits to support children with disabilities, training of educators on basic concepts and principles of inclusive education. The action also contributes to SDG 10 on reduced inequalities.

Democracy

When striving for democracy in Myanmar, the widely agreed determination among stakeholders includes advancing towards establishing a federal democracy state. Outcome 3 of the action will play an enabling force to strengthen the capacity of parents, caregivers and CSO partners for the upcoming democratic transition endeavour.

Conflict sensitivity, peace and resilience

Building on knowledge and experiences from the implementation of the ongoing projects *CASE2LEARN - Conflict Area Support for Education 2 Learn* project (ref: ACA/2019/407-351) and *Education for Change: Education Assistance to Children in Rakhine State* (ref: ACA/2018/395-544), a conflict sensitive approach will be applied to the overall programme implementation. Given the crisis context in selected areas, the action will be implemented on the ground largely through local CSOs and local institutions respecting the human rights-based approach working principles of participation, non-discrimination, accountability and transparency. As the context varies significantly between different regions a local level conflict sensitivity analysis/risks analysis will be done before engaging. A high degree of conflict sensitivity will be fundamental to the design and delivery of the action, including a specific focus on the needs related to linguistic and cultural diversity (for example mother-tongue based education in available languages. The action will also be implemented in line with the results and recommendations of the Conflict Analysis Screening finalised in December 2021 and carried according to the CAS methodology for the MIP programming exercise.

Disaster Risk Reduction

Myanmar ranks at 18 out of 191 countries at the Mid – 2021 Index for Risk Management (INFORM), which identifies risk of humanitarian crisis globally including, scores 7.1 out of 10 under the DRR indicator and is categorised 'High' in the Risk Class. The programme does not directly support DRR but flexibility in training delivery management will be put in place to respond flexibly if natural or manmade disaster occurs, or the COVID-19 Pandemic continues to affect freedom of movement, access to internet or mobile data, etc.

Other considerations if relevant

N.A

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
1 – External Environment	The political, conflict, natural disasters, COVID-19 restrictions and the security situation in the country do not allow for effective implementation of programmes	H	H	Human rights due diligence and conflict sensitivity protocols will be put in place. Close monitoring during the life of partnerships and projects. A conflict sensitive approach will be applied. The delivery of support might require continued crisis declaration and flexible procedures. The activities of the programme should be communicated (at local level) as neither promoting going to school or learning at home, but at contributing to continuity of learning and childrens' right to education, greater inclusion of minorities and greater gender equality.
1 – External Environment	Civil society and/or local actors cannot operate freely, either for security or other practical reasons, or do not have sufficient capacity to deliver and monitor	M	M	EU and its Member States will engage with CSOs in line with the CSO Strategy. Partners will establish rules and protocols for engagement and duty of care of their staff and ensure capacity development.
1 – External Environment	The education activities supported are perceived as being establishing a parallel system to formal schooling	M	M	Centres at community level are chosen as they are not a parallel system to the formal education system in Myanmar and are not a replacement for formal education. Be clear in communications with all stakeholders that additional activities are chosen due to their complementary/ supplementary nature and schedule learning so that it does not clash with formal systems operating. The activities will be non-formal education activities (i) aimed at older out of school children, and (ii) catch up/remedial learning, which will be aimed at a) children who may have missed out on education as a result of the multiple crises affecting Myanmar since 2020, b) children attending formal schools (and supplementary to the formal schooling programme) and c) children not currently attending school.

1 – External Environment	Cultural barriers for girls and children (including CWDs as well as children whose mother tongue is an ethnic minority language) and maintaining their level of engagement may challenge equal participation in all activities conducted in this action.	H	H	<p>Close monitoring will be based on data disaggregated, at least, by sex, age, disability and specific groups when applicable in order to promote equal participation and non-discrimination. All key stakeholders will be meaningfully consulted, prior to activities and be involved in the monitoring. Where feasible specific upgrades to centres to encourage participation of girls and CWDs, such as gender segregated lockable toilets and ramps will be implemented.</p> <p>Teachers/educators/facilitators' will be trained in identification and management of specific needs of children, and ensuring that learning centre activities are designed to appeal to the interests of both girls and boys.</p> <p>Flexible learning pathways and schedules and the use of mixed modalities (face-to-face teaching, provision of self-study material, outreach programs to children in remote areas) to balance the need to support household income and/or care responsibilities with learning needs</p>
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Lessons Learnt:

Given the change in the political context, only a limited number of lessons learned from the previous programming period in education in Myanmar are useful to inform the proposed action. The action is however aligned to priorities and approaches of the JRF, which have been developed based on available information and evidence, analysis and lessons learned of a number of partners, notably shared during the JRF consultation process.

Children who are not participating in any organised learning, are facing multiple barriers to education across Myanmar in the current political and operating context. This action proposes to reach children through existing and possibly new community structures, such as community learning and wellbeing centres, that are owned by the community and are not part of the national public education system in order to mitigate these. Working with community learning and wellbeing centres is a successful intervention that is already being piloted across Myanmar by several CSO, so far mostly focussing on community and parent engagement in community libraries, aiming at improving literacy through support to libraries and with various activities around reading. These centres have been established by philanthropists prior to the crisis to support cultivating the reading habits of children and are supported by volunteer resource persons and facilitators. They, however, have capacity gaps to support children to catch up on lost learning, especially considering the diverse age groups, grades, languages and access requirements of children within the community that the action would seek to support through this programme. Many of the centres are in need of upgrades to ensure the safety and accessibility of facilities for all children, especially children with disabilities, as well as teaching and learning materials. Various CSOs engaged with these centres could demonstrate the effectiveness of working with community centres, particularly libraries, and engaging communities and parents to support children to improve their literacy skills.

Community and parent involvement in education is recognised as an important contribution to children's engagement in education and learning. Lessons learned on the involvement of community centres in learning activities in Myanmar, as well as on individual activities as part of the package of activities, are available from Myanmar or from other contexts. However, no lessons learned are yet available from Myanmar on a more comprehensive support to

community centres and community engagement in learning as proposed by this action. A much smaller DP funded intervention with a similar approach ('Bring Back Learning Programme'), which is starting implementation in mid-2022, should bring some valuable lessons learned, which will inform the detailed formulation of this intervention and its implementation.

The EU has extensive experience in implementing multi-donor actions in Myanmar and will draw lessons learned to feed into the reflections on the design of the proposed governance structure and implementation arrangements for this action. Based on these experiences and given the potential of other donors joining the support to the JRF, this action will underline the importance of aligning the overall support by establishing a mechanism for dialogue and joint prioritisation, as well as joint monitoring and reporting. As part of the Multi Donor Education Fund (MDEF)²¹ the EU has funded successive education programmes over the period 2013-2019. Though the political and operating context has now changed, these programmes contributed to the implementation of some of the non-formal pathways proposed for expansion under action, for implementation by experienced CSO. These programmes also provided lessons learnt regarding the cohesion of partnerships, the importance of communication and information sharing, and of clear roles and responsibilities.

3.5 The Intervention Logic

The underlying intervention logic for this action is that

If community learning and wellbeing centres are supported with technical and material resources to support children's learning and wellbeing, through a range of learning pathways, including outreach programmes and all girls and boys, including children in the most vulnerable situations and youth with disabilities can safely access equipped and inclusive learning and wellbeing centres and outreach;

and

If educators are enabled to provide relevant, quality Gender Equality Disability and Social Inclusion (GEDSI) sensitive education support focusing on literacy, numeracy and social emotional learning through a range of learning pathways;

and

If families and communities support children's access to education opportunities and have capacity to access guidance to assist their children's learning and wellbeing;and

If CSO partners are supported to provide children, especially those who have experienced substantial learning discontinuity, with relevant learning and wellbeing support, including Social and Emotional Learning (SEL) and Mental Health & Psychosocial Support (MHPSS) through a range of learning pathways;

and

If CSOs/NGOs/local partners technical capacities to maintain quality of services are strengthened;

Then girls and boys, including children and youths in the most vulnerable situations, will be able to (re-)engage in learning and receive the support necessary to continue access to quality, inclusive and equity-focused basic education in a safe and protective environment in the targeted geographical locations.

and

If improvements in the political and operating environment results in an increased access and engagement'

²¹ DCI-ASIE/2011/023-167 Quality Basic Education Programme (QBEP)

Then more girls and boys, including children and youth in the most vulnerable situations, will receive the support necessary to continue access to quality, inclusive and equity-focused basic education in a safe and protective environment in the targeted geographical locations.

This action will work with community structures as a key approach to support children catch up and continue learning. The action should contribute to the availability and accessibility of several non-formal (alternative and remedial/catch up) learning pathways, with distinct features responding to the differing learning needs. These will be offered by the community centres, and through outreach from the community centres where needed.

The JRF includes early learning with basic education, which will be reflected in the action which will cover a limited number of activities aimed at younger children, taking the opportunity of the programme to offer these in the community learning centres supported. Similarly, the basic literacy and numeracy non formal education programme courses offered to the older out of school youth will also include life skills, going beyond basic education.

A do-no-harm approach, involving community consultations and risk management will be applied both during the detailed design of the intervention and during its implementation.

The action is aligned to the JRF, which foresees a two-phase approach. Implementation modalities considered for the first phase of the response, which correspond to the education response considered in the current political and operational context, are limited to community-based modalities or open learning, as no engagement with the de facto authorities at all levels is possible. The second phase of the JRF foresees the possibility, in the case of an improved political and operating environment to consider an engagement with the (de facto) Ministry of Education at sub-national level (e.g., with teachers), and additional activities linked to this broadened engagement. This could be starting progressively in some regions and localities, if and when the conditions allow, children can be safe and the communities agree to engage. While responding to immediate needs in response to the current political and operational environment, this action will have a medium to long term duration, including the consideration of a possible broadening of the engagement beyond the engagement with community structures, if conditions allow.

While the possibility of a joint programme in support of basic education under the JRF was considered by a number of development partners, engagements are following different time schedules and other actions cannot be confirmed yet. This action will closely coordinate with the Global Partnership for Education (GPE), as it is also considering a renewed engagement in the education sector. GPE contributions could potentially represent a substantial additional engagement, and joint efforts should be strongly pursued. Also, Education Cannot Wait (ECW) has initiated the preparation of a Multi-Year Resilience Programme (MYRP), which is expected to be aligned to the JRF. This action is also complementary to other EU interventions, notably supporting ethnic basic education providers, and actions engaged under the Special Measure in favour of the people of Myanmar for 2021 in support to Technical and Vocational training, non-formal education and online learning and mobility opportunities for students and young professionals.

3.6 Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

Results	Results chain (@): Main expected results (maximum 10)	Indicators (@): (at least one indicator per expected result)	Baselines (values and years)	Targets ²² (values and years)	Sources of data	Assumptions
Impact	To contribute to re-engagement with learning and continuous access to quality, inclusive and equity-focused basic education for the most vulnerable children and youth	1. Total number of children (cumulative) benefiting ²³ from all learning pathways in targeted geographical locations, disaggregated by sex, disability and region, and learning pathway.	1. 0	1. 160000, 50% F	1. Baseline and endline reports, Final report 2. Final report, Evaluation report	<i>Not applicable</i>
Outcome 1	Improved access to safe and equitable learning in selected areas ²⁴ ;	1.1# of children and youth accessing community learning spaces disaggregated by sex, age, disability, status (displaced, refugee), pathway and locality (**GERF 2.37 for all and GERF 2.20 for refugee children)	1.1 0	1.1: 128,000, 50% F	1.1 Baseline and endline reports, reports collected by Implementing Partners (IPs)	Conflict does not prevent children and youth to access community learning spaces. Involvement of communities, families, caregivers, and children themselves is sustained and promoted by the CSOs.
Outcome 2	Improved availability of quality teaching and learning for the most vulnerable children and youth in selected areas;	2.1 Annual completion rate ²⁵ by programme, disaggregated by learning pathway, age, sex, disability status, locality	2.1: 0	2.1: 80%,	2.1 Baseline and endline surveys, reports collected by IPs	CSO partners continue to have access to the communities and children, including outreach access in hard-to-reach areas.
Outcome 3	Improved community-level monitoring and accountability in education and service delivery with the focus on the most vulnerable children and youth.	3.1 # of CSOs/NGOs/local partners who demonstrate increased capacity to manage and monitor education programmes and service delivery at the community level, disaggregated by type and locality	3.1: 0	3.1: 100 learning centres and 10 NGOs/CSO partners)	3.1 Baseline and endline, training reports, Third Party Monitoring	Required local human resources are mobilised to facilitate and monitor the community wellbeing and learning centres, as well as outreach services.

²² Targets are currently indicative and will be reviewed during the detailed preparation of the intervention, and completed (if needed) once baselines are available at the beginning of its implementation. It is also considering the chances for expanding the activities.

²³ ‘Benefitting’ is defined as children and youth enrolling in and completing at least one educational year in any educational pathways supported by the programme. Children or youth who enrol in multiple pathways throughout the programme will be counted and reported once per pathway, per year, but counted only once for impact-level reporting, as this represents the total cumulative total number of children benefitting from the programme.

²⁴ The selection of specific areas will be done later at the inception stage and depend on the [security context, coordination and complementarities with other programmes areas of support, reaching the most marginalised children \(focus on selected disadvantaged areas within both government controlled and non-controlled areas\), areas where CSOs partners are able to operate.](#)

²⁵ ‘Completion’ is defined as those children who complete the attendance requirements for their chosen pathway in one educational year, and who pass (minimum 50% or more) an assessment of learning for their pathway during the educational year.

Output 1.1 relating to Outcome 1	1.1 Social and material barriers faced by children and youth living in the most vulnerable situations in accessing basic education in selected areas are mitigated;	<p>1.1.1 Number of children benefiting from targeted assistance²⁶ by the Action to access basic education in target areas, disaggregated by sex, age, disability, learning pathway, locality</p> <p>1.1.2 # of children, community members, parents and caregivers access guidance to reduce barriers to education, through community consultations, disaggregated by sex and locality</p>	<p>1.1.1 0</p> <p>1.1.2 0</p>	<p>1.1.1: 128000 50% F</p> <p>1.1.2: 3000</p>	<p>1.1.1 Reports collected from IPs, distribution lists</p> <p>1.1.2 Reports collected from IPs, distribution lists.</p>	<p>Distribution plans are not disrupted by weather events or conflict.</p> <p>More stabilised economy and no increase in inflation rate.</p>
Output 1.2 relating to Outcome 1	1.2 Increased availability of a child-friendly, safe, protective and inclusive physical learning environment for children and youth living in the most vulnerable situations	<p>1.2.1 # of community learning and wellbeing centres supported by the programme, i.e. infrastructure disaggregated by location (rural, urban)</p> <p>1.2.2 % of community learning and wellbeing centres supported with improved safety through rehabilitation, improvement of gender and disability-sensitive WASH facilities, and/or COVID-19 prevention measures</p>	<p>1.2.1: 0</p> <p>1.2.2: 0</p>	<p>1.2.1: 100</p> <p>1.2.2: 80%</p>	<p>1.2.1 Reports collected from IPs, Third Party Monitoring (TPM) report</p> <p>1.2.2 Reports collected from IPs, TPM report</p>	<p>Conditions are favourable in unserved communities to set up and expand educational learning services.</p>
Output 1.3 relating to Outcome 1	1.3 Increased availability of alternative basic education pathways in community learning and wellbeing centres for children and youth living	1.3.1 # of children accessing non-formal education pathways through community learning and wellbeing centres, disaggregated by sex, locality	1.3.1: 0	1.3.1: 32 000 (50% female)	1.3.1: Reports collected from IPs, TPM report	<p>Age and level appropriate non-formal pathways – with teaching and learning</p>

²⁶ , in-kind support, or educational supplies

	in the most vulnerable of situations.					materials are developed and available for use for children and youth
Output 2.1 relating to Outcome 2	2.1 Improved capacities of educators to deliver quality basic education to children and youth living in the most vulnerable of situations in selected areas.	2.1.1# of educators trained to support children's education in the community learning and wellbeing centres, disaggregated by sex , locality	2.1.1: 0	2.1.1: 1,200	2.1.1 Training Report, Reports on disbursement, TPM	Educators are available to attend the trainings. Educators use the knowledge and skills to further deliver education to and protect the vulnerable children and youth
Output 2.2 relating to Outcome 2	2.2 Increased availability of context specific, inclusive and equity-focused teaching and learning resources.	2.2.1# of children and youth benefitting from remedial/catch up learning in targeted areas provided with context-specific, inclusive and equity-focussed learning materials, disaggregated by sex, locality	2.2.1: 0	2.2.1 : 128000 , 50% F	2.2.1 Reports on distribution, TPM	<p>Appropriate context-specific, inclusive and equity-focussed learning materials are available and relevant to their needs.</p> <p>Distribution plans are not disrupted by weather events or conflict.</p> <p>More stabilised economy and no increase in inflation rate.</p>
Output 2.3 relating to Outcome 2	2.3 Increased capacity of educators to respond to the wellbeing and protection needs of children and youth living in the most vulnerable situations.	2.3.1 # of educators receiving capacity building required to provide SEL, MHPSS, disability inclusion, disaggregated by sex and locality	2.3.1: 0	2.3.1 : 1200	2.2.3 Training Report, TPM	Educators are available to attend the trainings
Output 3.1 relating to Outcome 3	3.1 Strengthened capacities of community structures, parents, and caregivers to support and	3.1.1 # of parents/caregivers/community members accessing guidance to support and monitor	3.1.1: 0	3.1.1: 1200	3.1.1 Reports from partners, and TPM	Community members, parents, caregivers, and children themselves are

	monitor learning programmes in selected areas.	learning programmes disaggregated by sex , role, locality				available to attend trainings
Output 3.2 relating to Outcome 3	3.2 Monitoring and quality assurance systems are established to promote accountability, coordination and sustainability of community level structures.	<p>3.2.1 # of community learning and wellbeing centres with monitoring and quality assessment arrangements</p> <p>3.2.2 # of community-level monitoring and quality assessment arrangements that disaggregate data on enrolment, completion by sex, age group, learning pathway and disability</p>	<p>3.2.1: 0</p> <p>3.2.2: 0</p>	<p>3.2.1: 100</p> <p>3.2.2: 80</p>	<p>3.2.1: Reports from partners, availability of system in place, TPM</p> <p>3.2.2: Reports from partners, availability of system in place, TPM</p>	Capacity for monitoring and quality assurance is applied to community level monitoring and quality assurance systems at community level.

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the partner country.

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures²⁷.

4.3.1 Indirect Management with a pillar assessed entity

This action may be implemented in indirect management with an entity²⁸, which will be selected by the Commission's services using the following criteria:

- Demonstrated experience in the area of basic education in Myanmar;
- Demonstrated effective working experience with community learning and wellbeing centres as well as in supporting community facilitators, communities and parents in learning activities;
- Demonstrated experience and ability to provide quality basic education services to conflict-affected populations through collaboration with CSOs in conflict-affected areas and ethnic areas;
- Demonstrated experience in conflict-sensitive and human rights-based development projects/programmes and in due diligence compliance;
- Established operational capacity in Myanmar, including a strong presence at local level, and continued ability to operate in Myanmar.
- Willingness to accept EU's leading role in policy/political dialogue with all stakeholders, to promote a Team Europe approach and to provide adequate visibility to the EU as per the EU visibility guidelines.

The implementation by this entity entails the contribution to the achievement of the Objectives and corresponding Outputs as outlined in section 3.1.

If due to the circumstances outside of the Commission's control this action cannot be implemented in indirect management, it will be implemented in direct management in accordance with the implementation modalities identified in section 4.3.2

4.3.2 Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances (one alternative second option)

In case of exceptional circumstances outside of the Commission's control the implementation modality described in section 4.3.1 could be changed from indirect management with a pillar assessed entity to direct management through grants.

(a) Purpose of the grant(s)

²⁷ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

²⁸ In agreement with article 154 of the Financial Regulation.

The grants under direct management would contribute to achieve all objectives and results mentioned above in section 3.

In this case, there would be the need to select one or more grant beneficiaries who would take over the role foreseen for the organisation to be selected in indirect management (see section 4.3.1.). This/these organisations would then sub-grant to smaller/local CSOs to deliver activities as described in section 3 above.

(b) Type of applicants targeted

The applicants to be targeted would be international NGOs with the experience and capacity to operate in the country and to manage the cooperation and sub-granting to local CSOs, taking into account the other criteria mentioned in section 4.3.1.

4.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realization of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.5 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)	Contribution by Finland (amount in EUR)
Implementation modalities – cf. section 4.3		
Overall Objective: Contributions to re-engagement with learning and continuity of access to quality, inclusive and equity-focused basic education for children and youth in the most vulnerable situations in Myanmar composed of	15 000 000	8 000 000
Indirect management with a pillar assessed entity – cf. section 4.3.1	15 000 000	8 000 000
Evaluation – cf. section 5.2 Audit – cf. section 5.3	Will be covered by another Decision	N.A.
Totals	15 000 000	8 000 000

4.6 Organisational Set-up and Responsibilities

This action will be governed by a Steering Committee. The responsibilities of the Steering Committee will include to monitor implementation progress and challenges and to take strategic decisions for implementation. The terms of reference of the Steering Committee including its responsibilities and tasks will be established at the beginning of the implementation of the action. It will be co-chaired by the EU and Finland and organised and attended by the implementing partner. Key beneficiaries and other relevant stakeholders, including possible future donors supporting basic education under the JRF, may be invited to attend specific committee meetings as deemed necessary.

The Steering Committee will be set up in close coordination with the governance structure to be established for the implementation of the JRF. This aims to ensure alignment of processes and close coordination with

other actions contributing to the implementation of the JRF, and more broadly in the framework of education sector coordination among development partners.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Gender equality and the human rights based approach will be mainstreamed into the monitoring and evaluation of the project and indicators will be sex-and age-disaggregated and disaggregated by other relevant aspects whenever possible.

Roles and responsibilities for data collection, analysis and monitoring:

- Baselines setting: data collection for setting/confirmation of baselines and targets will be conducted during the first six months of the action. The data collection and analysis will be under the responsibility of the implementing partner and their costs may be included in the budgets.
- Stakeholder participation: Community consultations will be undertaken as part of the action to ensure context specific response. Communities' capacities to engage in education and in the learning, activities offered in the community centres should also be reinforced, ensuring a continued monitoring.
- Monitoring and evaluation will be based on indicators that are disaggregated by sex and age. In order to monitor development and inequalities, data/indicators will be disaggregated even further, including disability, group, location/country/region, ethnic background, displacement/migratory status, etc., when applicable. Key stakeholders will be involved in the monitoring process.

5.2 Evaluation

Having regard to the nature of the action, mid-term and final evaluations will be carried out for this action or its components via independent consultants.

The mid-term evaluation will be carried out for problem solving and learning purposes, in particular with the aim to provide recommendations towards ensuring project alignment with the JRF, which is expected to evolve over time, and, if conditions allow, move towards additional activities as outlined in section 3.1.

A final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the extraordinary context of the COVID-19 context and the coup.

Evaluations will rely on teams including gender and human rights expertise, who will assess the progress made regarding gender equality, the gender and sex-disaggregated indicators and the relationsation of human rights, as well as the application of the HRBA and its working principles (applying all human rights for all, meaningful and inclusive participation and access to decision-making, non-discrimination and equality,

accountability and rule of law for all, and transparency and access to information supported by disaggregated data).

The Commission shall inform the implementing partner at least 20 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination²⁹. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

Evaluation services may be contracted under a framework contract

The financing of the evaluation will be covered by another measure constituting a Financing Decision.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

²⁹ See best [practice of evaluation dissemination](#)