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ANNEX II

of the Commission Implementing Decision on the financing of the Special Measure in favour of the people of Myanmar for 2021

Action Document for Youth Training and Leadership Opportunities in Myanmar

SPECIAL MEASURE

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and measures in the sense of Article 23 of NDICI-Global Europe Regulation.

1. SYNOPSIS

1.1. Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Youth Training and Leadership Opportunities in Myanmar OSPYS/CRIS number: NDICI ASIA/2021/ 043-229 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	No
3. Zone benefiting from the action	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	Non-formal education/TVET/Higher Education
7. Sustainable Development Goals (SDGs)	Main SDG (1 only): SDG 4 - Education SDG 1 on poverty reduction SDG 5 on gender equality SDG 8 on decent work and economic growth SDG 10 on reduced inequalities

8 a) DAC code(s) ¹	Main DAC code – 110 Education Sub-code 1 – 11231 Basic life skills for youth Sub-code 2 – 11330 Vocational training Sub-code 3 – 11420 Higher Education Sub-code 4 – 11430 Advanced technical and managerial training			
8 b) Main Delivery Channel @	Non-Governmental Organisations and Civil Society - 20000Public sector Institution – 10000			
9. Targets ²	<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 ³ <input type="checkbox"/> Human Rights, Democracy and Governance ⁴			
10. Markers ⁵ (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 checked="" type="checkbox"/>	<input 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"/>

¹ DAC sectors (codes and descriptions) are indicated in the first and fourth columns of the tab ‘purpose codes’ in the following document: <http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/dacandcrscodelists.htm>

² Actual contribution to targets will be confirmed ex-post based on a standardised methodology.

³ This target is specific to INTPA. If the action is marked as contributing to the Education target, please make sure the target on “Social inclusion and Human Development” is also marked.

⁴ Thematic target for geographic programmes (at least 15%) in delegated act.

⁵ For guidance, see <https://www.oecd.org/development/financing-sustainable-development/development-finance-standards/> (go to “Data collection and resources for reporters”, select Addendum 2, annexes 18 (policy) and 19 (Rio) of the reporting directive).

If an action is marked in the DAC form as contributing to one of the general policy objectives or to RIO principles as a principal objective or a significant objective, then this should be reflected in the logframe matrix (in the results chain and/or indicators).

	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 markers⁶ and Tags⁷:	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation @ Tags: digital connectivity digital governance digital entrepreneurship job creation digital skills/literacy digital services	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Connectivity @ Tags: transport people2people energy digital connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	Budget line: B2021-14.020131-C1-INTPA Total estimated cost: EUR 15 000 000 Total amount of EU budget contribution: EUR 15 000 000			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing⁸	Direct management through: - Grants - Procurement			

1.2. Summary of the Action

On 1 February 2021, the Myanmar military took control of the government, and declared a nationwide State of Emergency. Immediately following the coup citizens organised a nation-wide civil disobedience movement (CDM) and joined large street protests in cities and towns and held nation-wide strikes. Youth activists, specifically Generation Z, have played a major role in organising and leading these protests. The demonstrations were repressed

⁶ The internal markers have been created to report on the implementation of the Commission's own policy priorities in areas where no DAC reporting tool is available. For the sake of consistency and comparability, the methodology is equivalent to the DAC markers, with three possible positions (main target, significant target, not targeted)

⁷ Methodology for additional tagging providing granularity on internal markers is under development.

⁸ Art. 27 NDICI

by the military resulting in hundreds of deaths (as of 11th June 861 civilians killed). Many thousands of people have been detained.

All government run schools and educational institutions have been closed since the start of the COVID-19 pandemic in March 2020 and there has been no formal learning for an estimated 9.5 million students. Parents and communities have been forced to arrange learning for their children on their own. Many parents are refusing to enrol their children in governmental schools due to safety fears and their support for CDM. Millions of students will be without access to education in the foreseeable future.

The Overall Objective (Impact) of this action is to protect Myanmar's next generation human capital with education and training. The Specific Objectives (Outcomes) of this action are to:

- 1 Improve access to quality technical and vocational training targeted communities in ethnic and crisis-affected border areas, including Rakhine;
- 2 Enhance options for online learning and mobility for students and young professionals, who are affected by recent interruptions of university education and employment.

Specific Objective 1 of the proposed action will address the current situation where millions of young people have lost access to education and technical and vocational training. Students and youth in ethnic and crisis-affected areas are one of the most vulnerable groups, especially those displaced by conflict and young women and girls. Youth in conflict-affected areas are at higher risk of being trafficked by criminal networks, exploited in harsh, low-paid manual labour, and recruited to fight with little or no training.

Specific Objective 2 of the proposed action will address the current situation where an entire generation of students have lost access to formal post-secondary learning. Hundreds of thousands of university students have been unable to pursue higher education or professional development opportunities. Thousands of youth have fled to border areas and neighbouring countries.

This action will support implementation of the EU Draft NEXUS Plan of Action for Myanmar (2018) and it is strongly aligned with the Directorate-General for International Cooperation and Development Strategic Plan (2020-2024) contributing to human development. This action will support achievement of Myanmar's education sector Humanitarian Response Plan (2021) and the National Education Strategic Plan (NESP) 2021-30 Summary completed for official cabinet submission immediately prior to the military coup.

Specific objective 1 of this action aligns with long-term technical and budget support provided by the EU over the last five years to the secondary and TVET sub-sectors across Myanmar. The EU education team has an in depth understanding of Myanmar's education sector and it is widely recognised as one of the lead development partners supporting secondary and TVET reforms and improved service delivery, especially for marginalised and disadvantaged youth in communities in ethnic and crisis-affected areas.

Specific objective 2 of this action brings unique EU added value by offering students and young professionals access to universities and organisations in the EU's 27 member states. This action will enhance effectiveness of EU Member States' scholarship schemes, offer beneficiaries access to the systems under the European Higher Education Area, mobilise EU development funding in the education sector and, connect to the existing systems and networks of the EU SHARE programme in the ASEAN region.

This action will contribute to the achievement of 5 SDGs in Myanmar: SDG 1 – Poverty Reduction, SDG 4 – Quality Education, SDG 5 – Gender Equality, SDG 8 – Decent Work and Economic Growth, SDG 10 – Reduce inequality within and among countries.

2. RATIONALE

2.1. General Context

Overview of the Myanmar country context: On 1 February 2021, Myanmar's military declared the results of the November 2020 general election as invalid and took control of the government. It declared a year-long state of emergency and stated its intent to hold a new election at the end of the state of emergency period. A State Administrative Council (SAC) was formed to manage state and public affairs.

In the days following the coup activists quickly organised a nation-wide civil disobedience movement (CDM) and coordinated street protests and strikes. Youth activists, specifically Generation Z, have played a major role in organising and leading these protests.

Violence erupted resulting in more than 830 civilian deaths to date, including more than 70 children. Many thousands of people have been detained.

The crisis led to large numbers of internally displaced citizens across the country, with many citizens going into hiding due to fear of arrest. The CDM has been successful in severely disrupting state functions and crippling the economy in order to undermine military rule. On April 16, leaders of elected parliamentarians formed a parallel civilian-led National Unity Government (NUG).

Following the coup many international development agencies terminated or put on hold cooperation agreements to ensure that no development aid was provided directly to the SAC or other military led Government entities.

Rakhine: Rakhine is one of Myanmar's most fragile areas. Ongoing conflict with clashes between religious groups, poor socio-economic conditions and repeated human rights violations, an exodus of 730,000 Rohingya in August 2017 to Bangladesh and 120,000 internally displaced persons living in camps make Rakhine one of Myanmar's least developed regions, with high rates of poverty, unemployment and the lowest literacy rate in the country. Rakhine, where the support for the CDM movement remained weak, was less directly affected by the military coup, with no major demonstration taking place. Its fragile socio-economic situation is nevertheless exacerbated by the impact of the coup on the national economy, with disruption of transport and supply chains, disruption of banking services, increase of food and oil prices and shrinking remittances from Yangon. According to the 2014 population census, Rakhine is the state with the highest gender disparities in school attendance and unemployment of females.

An estimated 580,000 Rohingya are currently living in Rakhine (about 240,000 in Northern Rakhine and 340,000 in central Rakhine). Before the coup about 38% of the children under the age of 5 were underweight and 14% were actually malnourished. Youth from the Rohingya communities, who are not prepared or trained for the labour market, and who were underemployed or unemployed before the coup, have now even less opportunities to have an income. Unicef estimates that Myanmar has around 141,000 children aged 3–17 in conflict-affected areas of Rakhine, Kachin and northern Shan States who are most at risk of remaining out of school and unable to access learning opportunities.

Overview of the education sector context:

Education crisis situation:

According to the UN UPR (January 2021), despite the steady increase in the government budget allocation for education, many children still remain out of school. Conflict, economic hardship, and poor quality and relevance of education, were reported to be among the reasons for dropping out of school. This has been compounded by rural-urban disparities, and State and region disparities. Ethnic minority states, representing the geographical areas of seven main ethnic groups, had historically received the smallest budget allocations for education in the country, and literacy rates in those areas were all below the national average. There are also documented cases where the Tatmadaw had taken over schools and monasteries to use them as bases for their military operations.

All government run schools and educational institutions have been closed since the start of the COVID-19 pandemic in March 2020 and there has been no formal learning for an estimated 9.5 million students for the last 15 months. Parents and communities have been forced to arrange learning for their children on their own, with limited support from the Ministry of Education (MoE) and development partners pre-coup in 2020.

Since the coup an estimated 125,900 basic education teachers (31%) and 19,500 higher education staff (55%) have been suspended from their positions after joining the CDM movement. This has significantly challenged the delivery of education services.

The SAC announced the reopening of all schools and educational institutions on June 1st, 2021, however, it is unclear how many students have returned to BE schools and universities. Many families refuse to send their children to school as sign of solidarity to the CDM movement. Others fear the increasing attacks on school facilities. Attacks were also targeting teachers and administrators who have returned to work following the coup.

It is highly unlikely that the SAC MoE will be able to reopen schools and enrol students at full scale in the coming months. This will result in millions of students without access to education in the foreseeable future.

Policies and Strategies:

The most relevant Myanmar policy and strategy document that will be supported by this action is the National Education Strategic Plan (NESP) 2021-30 Summary, which continues the reforms undertaken under the national Education Strategic Plan (2015-20). The NESP (2021-30) Summary was completed and under preparation for official cabinet submission and approval under the newly elected government, in the week immediately prior to the military coup on February 1, 2021.

In the NESP Summary the importance of both TVET and higher education sub-sectors in supporting poverty reduction strategies and economic growth are highlighted. From the beginning of its first term the previous government has made policy commitments to invest in human resources to boost social development, productivity and economic growth. Both TVET and higher education feature prominently in a high-level strategy and policy chapter in the NESP Summary, called Education for Economic Growth Agenda 2030, which commits to “provide the country with the leaders, workers, researchers, professionals, innovators and entrepreneurs it needs to achieve sustainable development goals and economic growth targets, and effectively respond to climate change and future crises”. In addition, the NESP Summary includes the two specific objectives and education sub-sectors of this action – technical and vocational education and higher education mobility.

The action will moreover contribute to the national Strategic Plan for Advancement of Women (2013-2022) by providing opportunities for women to pursue education and training and access to employment.

This action is strongly aligned with the Strategic Plan (2020-2024) of the Directorate-General for International Cooperation and Development contributing to foster human development. The action is supporting the Commission’s priority on Sustainable Growth and Jobs by delivering skills for life and work and by increasing individual earnings, economic growth and by reducing gender gaps. It also contributes to progress towards the objectives of Digitalisation by improving digital skills, media literacy and providing connectivity to communities. The action also aims at achieving progress towards the objectives of the Green Deal by raising awareness on climate change and environment.

This action will support implementation of the EU Draft NEXUS Plan of Action for Myanmar -- *strengthening the NEXUS between reducing humanitarian need and securing the path to peace and sustainable development* (2018), and it will contribute to the achievement of the plan’s Specific Objective and Outcomes. The proposed action will support the NEXUS plan principles of “resilience – building” and “self – reliance” to guide a more effective and efficient response, with humanitarian and development actors working in partnership to strengthen the capacity of the local actors, and respecting humanitarian principles of neutrality and impartiality. In this regard, the action will be complementary to the action ‘Building resilience and peace with and through local actors’ proposed in the framework of the AAP2021.

The action will contribute to progress on a number of Sustainable Development Goals as identified above and consequent fulfilment of economic and social rights, and gender equality, in line with Myanmar’s international human rights commitments.

Moreover, this action contributes to the EU Gender Action Plan (GAP) III thematic areas “promoting economic and social rights and empowering girls and women” and “addressing the challenges and harnessing the opportunities offered by the green transition and digital transformation” among others.

This action focusses on students and young professionals and aims at strengthening their resilience and resourcefulness. It will empower them to take care of themselves and their communities, and will equip them with knowledge and skills relevant for gender equality, climate change, environment and governance, so that they will be able to advance Myanmar’s democratic process and to eventually run the country.

2.2. Problem Analysis

Priority Area and sectors : Inclusive Human Development/Education

The MIP before the coup included Human Development/Education as one of its three focal sectors, which remains the priority area of the present Action.

While it may not be possible to address the sub-priority of education governance, this Action intends to:

- Support technical and vocational training and non-formal education with special attention to equity and inclusivity.
- Expand its focus to post-secondary education and professional development (as post-secondary education is the subsector most affected by the military takeover).

1 Technical and vocational training and non-formal education

Short problem analysis: Millions of young people have lost access to education and technical and vocational training during the COVID-19 pandemic and following the military coup. Students and youth in ethnic and crisis affected border areas and Rakhine State are one of the most vulnerable groups in Myanmar, a condition that has been exacerbated due to the recent events that caused food insecurity, internal displacements and a significant decline in

household income. Young people in crisis-affected areas are, moreover, suffering from trauma and exposure to chronic stress. These young people are at high risk of: (a) being victims of sexual violence and abuse, trafficked by criminal networks within Myanmar and externally to neighbouring countries; (b) being exploited in harsh, low-paid manual labour, outside any oversight due the collapse of central and local government institutions and systems; and, (c) being recruited to fight on the frontlines of a violent civil war with little or no training. Women are particularly vulnerable in conflict affected areas and face increased challenges to pursue their education, training and professions. TVET attracts more male student and trainees (according the World Economic Forum Gender Gap Report 2021: 39% men, 26% women in TVET) and women participation in the labour market has been chronically low. In addition, in the weeks after the military coup thousands of young women that were employed in the garment sector have returned to their villages of origin far from training and employment opportunities offered in urban areas.

Specific objective 1 of this action aligns with long-term technical and budget support provided by the EU over the last five years to the secondary and TVET sub-sectors in States and Regions across Myanmar. The EU education team has an in depth understanding of Myanmar's education sector and it is widely recognised as one of the lead development partners (DPs) supporting secondary and TVET reforms and improved service delivery, especially for marginalised and disadvantaged youth in communities in ethnic and crisis-affected areas with particular focus on girls and women. The EU education team has a well-established network of national and international partner organisations that it has been working with for over a number of years. This action supports and directly complements ECHO funded education sector interventions to support TVET and improve livelihoods in ethnic and crisis affected communities.

Key cross-cutting issues:

The Myanmar student population in technical and vocational education and training is predominantly male and the disparities increased slightly during recent years. Expanding access to technical and vocational training for women, accompanied by measures to ensure labour market opportunities for them, would be crucial for the economic development of the country. Gender equality in this action will be ensured through (i) equal access to education and training for male and female students and youth, (ii) promotion of woman participation in training courses, (iii) inclusion of gender equality principles in training and capacity development activities.

Priority area 1 targets primarily young people in ethnic and crisis affected areas. These are also areas with the highest number of internally displaced persons who are fleeing military rule and conflict. At the beginning of the action a contextualised conflict analysis will be conducted in each region of intervention. And a conflict sensitive approach to planning and implementation will be applied to minimize the risk that intervention could exacerbate conflict dynamics.

The non-formal education and technical and vocational training courses offered in the framework of this action will include sessions to promote climate change and environmental awareness.

And finally, the action will contribute to fulfil the right to education and training and will apply the Abidjan principles of equality and non-discrimination and inclusivity.

Identification of main stakeholders and corresponding institutional and/or organisational issues: The main stakeholders are students and youth between the ages of 15 and 24, the rights-holders. Wider stakeholders are INGOs, NGOs and CBOs, youth groups, parents' associations (in non-government controlled areas), women associations, local community representatives and leaders, leaders of cooperatives, business owners and faith-based organisations.

2 Post-secondary education and professional development

Short problem analysis: Higher education institutions in Myanmar have been closed for the last 15 months due to COVID-19 and the coup. An estimated 80-90 percent of students are refusing to return to their universities in protest of the military takeover. Approximately, 20,000 university staff (more than half of all salaried university staff) have been suspended since May 2021 for their involvement in the national civil disobedience movement (CDM). As a result of the pandemic and military takeover, an entire generation of students have lost access to formal post-secondary learning. Youth in the urban centres and rural and ethnic areas have been leading and actively participating in protests against the military coup, and thousands have been imprisoned and hundreds killed. Thousands of youth have fled to border areas or into neighbouring countries. Hundreds of thousands of university students have been unable to pursue higher education or professional development opportunities.

Specific objective 2 of this action brings unique EU added value by offering access to and involvement of universities and organisations in 27 EU member states. It will also: (a) enhance coordination and effectiveness beyond EU Member States' scholarship schemes; (b) offer Myanmar beneficiaries access to the systems under the European Higher Education Area in terms of quality assurance, recognition of qualifications and credit transfer; (c) mobilise EU development funding in the education sector; (d) supplement ongoing EU Member State's scholarship

programmes for Myanmar students or filling the gaps where Member States' scholarships are no longer available; (e) "plug into" existing systems and networks of EU SHARE in the ASEAN region; and, (f) provide an alternative pathway to learning perspectives when applications to Erasmus+ opportunities are very challenging or *de facto* impossible for Myanmar students, academics and HE institutions due to the post-coup crisis

Key cross-cutting issues:

A larger proportion of higher education degree holders in Myanmar are female, with 7.9% of the female youth and adults having completed higher education studies, compared to 5.6% of male youth and adults. Female participation in higher education is growing faster than that of male confirming the predominance of women in tertiary education. The present action will build gender equality of priority 2 into the selection and nomination methodology for beneficiaries of scholarships for virtual and physical mobility.

University courses for Myanmar students enrolled in EU universities will include topics on climate change and environmental awareness, and human rights.

A high degree of conflict sensitivity will be fundamental to the design and delivery of the action. The action will contribute to fulfil the right to education and training and will apply the Abidjan principles of equality and non-discrimination and inclusivity.

Identification of main stakeholders and corresponding institutional and/or organisational issues: The main stakeholders are students, youth leaders, influencers, young professionals prevented from continuing their studies and professions, especially those who have had to flee their homes. Wider stakeholders include: (i) informal networks of teachers, researchers and academics who are no longer able to work in their institutions, and other civil society initiatives; and, (ii) academics and higher education institutions in EU and ASEAN countries with cooperation and/or joint research agreements (e.g. Erasmus+ capacity building) and networks with Myanmar.

3. DESCRIPTION OF THE ACTION

3.1. Objectives and Expected Outputs

The Overall Objective (Impact) of this action is to: Protect Myanmar's next generation human capital with education and training.

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

1. Improved access to technical and vocational training, non-formal education and employment opportunities for youth in targeted communities in ethnic and crisis-affected border areas and in Rakhine
2. Enhanced use of online learning and mobility opportunities for students and young professionals, who are affected by recent interruptions of university education and employment.

The Outputs to be delivered by this action contributing to the corresponding Specific Objective 1 (Outcome 1) are:

- 1.1 Community owned and human rights based and gender-responsive action plans for non-formal education and technical and vocational training for economic development are developed;
- 1.2 Increased availability of education and training opportunities for young women and men based on local community needs, including local businesses and industries;
- 1.3 Enhanced skills of trained graduates to secure employment
- 1.4 Enhanced access to information, education and training in safe learning spaces including Community and Digital Libraries⁹
- 1.5 Digital Library of non-formal learning content and TVET courses is set up (online portal) and made widely accessible to all.

The Outputs to be delivered by this action contributing to the corresponding Specific Objective 2 (Outcome 2) are:

- 2.1 Workable procedures for promotion, selection/nomination and mobilisation of beneficiaries in place;

⁹ The projects aims at strengthening the network of the Myanmar Book Aid and Preservation Foundation (MBAPF) that modernized 240 communities libraries with Internet access, tablets and laptops and was funded by the Bill and Melinda Gates Foundation, Microsoft, USAID and Asia Foundation

- 2.2 Increased access to virtual mobility and online studies at EU institutions for Students, youth leaders and young professionals.
- 2.3 Increased availability of mobility learning opportunities in ASEAN countries and in the EU for students, youth leaders and young professionals

3.2. Indicative Activities

Activities related to expected output 1.1:

Development of a methodology for the selection of target communities in ethnic and crisis-affected areas in order to also target communities and persons living in the most vulnerable situations. Consultations with local community representatives (including with women), NGOs, partner organisations in targeted communities to understand local leadership networks. Labour market and value chain assessment to establish a baseline of the current situation. Support communities to build relations with business to ensure labour market relevance. Support communities in the development of inclusive action plans.

Activities related to expected output 1.2:

Equipment and infrastructure support for training facilities. Review of all existing non-formal education and technical and vocational training courses, with special attention to remove gender biases. Adapting existing courses and developing new courses to meet the needs of target communities and their action plans. Implementation of training courses for Master-trainers. Support for Master-trainers to deliver training courses for beneficiaries in target communities. Follow-up monitoring of training course graduates.

Activities related to expected output 1.3:

Identification and training of community or region-based mentors and/or local partners to support training course graduates. Partnerships with local industries and businesses for work experience, employment placements and internships for graduates of training courses. Design of a small business support programme for graduates to develop business plans and receive start-up kits. Improve access to finance, working with business associations. Monitoring and learning from small business start-ups.

Activities related to expected output 1.4:

Consult with communities to establish Community Libraries. Establishment of Community Library Management Committees. Identification and training of managers and trainers for Community Libraries. Upgrading of Community Library facilities and provision of equipment. Provision of information and learning support for children and youth accessing Community Libraries. Monitoring and learning from community management and use of libraries.

Activities related to expected output 1.5:

Collection of teaching and learning materials from all non-formal learning and TVET courses delivered in Myanmar by partner organisations in the last five years. Design a Digital Library (online portal) for listing collected content. Consultations with stakeholders and partners to continuously improve the Digital Library and ensure that the service and digital channels are gender-responsive, meet needs of women and girls, and are enhancing women and girls' inclusion and access to education.

Activities related to expected output 2.1:

Design of a workable set of procedures for promotion, selection/nomination and mobilisation of young women and men for the EU Mobility Programme for Myanmar (EMPM). Procedures will leverage existing alumni and interpersonal networks and the target group of rights-holders will be defined to include students, youth leaders, influencers, young professionals, artists, activists etc. Procedures will allow the EMPM to reach beneficiaries who have been displaced from urban centres and are staying in rural, ethnic and border areas. Management of EMPM alumni.

Activities related to expected output 2.2:

Tailoring of virtual mobility trainings specifically to individuals and to groups with similar training needs. A catalogue of relevant online trainings – short courses, summer courses, etc. - offered by EU universities and institutions will be made available to beneficiaries and all necessary connections (correspondence, registration, etc.) will be facilitated. Short-term language training will be made available where relevant and feasible. Beneficiaries are supported during their virtual mobility with internet access and, where relevant, with the provision of a safe learning environment.

Activities related to expected output 2.3:

Identification of relevant short-term mobility programmes in ASEAN countries and in the EU and curation of a network of relevant universities and agencies. Mobilisation of beneficiaries from Myanmar to take up short-term trainings abroad, including support with travel, visa, financial matters, housing and logistics. The EMPM acts as a facilitator between the beneficiary and the host institution abroad before, during and for the completion of the beneficiary's stay. Support of beneficiaries' return to Myanmar after completion of their study abroad.

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 from 1st February 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 doesn't 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).

This Action is aiming to improve access to qualitative education with a special attention to promotion of climate change issues and environmental awareness. By increasing awareness and concern, this action can encourage people to reduce their impact on the environment through more efficient use of energy and water supplies, especially in areas of resource scarcity.

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 quality technical/vocational training and improving access to formal post-secondary learning, the action foresees to provide the targeted communities as well as the leaders, workers, innovators and entrepreneurs specific skills to effectively respond to climate change and future crises.

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that gender is a significant objective.

Girls and women are equitably targeted as programme beneficiaries. This also includes interventions that will be put in place to operate training courses that will equitably benefit female trainees.

Human Rights

This action will contribute to ensure the right to education and training for young people (student, young professionals, at-risk youth) in Myanmar who have been deprived from education, training and professional development due to the COVID-19 pandemic and the military coup, or because they live in underserved communities. It will moreover contribute to educate young people about human rights.

Disability

Special attention to inclusion will be given in the objective 2 of this action, which foresees promoting virtual and physical mobility among students and young professionals.

Democracy

When fighting for restoration of democracy in Myanmar, the widely agreed determination among stakeholders does not only mean returning to the status quo but advancing towards establishing a federal democracy state. Output 2 of the action will play an enabling force to build capacity of young professionals 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 and *Education for Change: Education Assistance to Children in Rakhine*

State, a conflict sensitive approach will be applied to the overall programme implementation. Given the crisis context in the targeted areas, the action will be implemented through strong partnership with local CSOs and local institutions respecting the human rights based approach working principles of participation, non-discrimination, accountability and transparency.

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

NA

3.4. Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
1 – External Environment	Political and security situation in the country does not allow for effective implementation of programmes	H	H	Due diligence protocols will be put in place; Close monitoring during the life of partnerships and projects. A conflict sensitive do no harm approach will be applied. The delivery of support might require continued crisis declaration and flexible procedures.
1 – External Environment	Civil society and/or local actors cannot operate freely, either for security or other practical reasons, which hinder an effective implementation of programmes	M	M	EU and its Member states will engage with CSOs in line with the CSO Strategy, and promote the creation of community-based groups using gender transformative approaches.. Partners will establish rules and protocols for engagement and duty of care of their staff
1 – External Environment	For Outcome 1 – Business start-up mentors may not be available in target communities. For Outcome 2 - Beneficiaries of outbound mobility do not receive permission to travel abroad and /or visas from the host countries and/or no suitable flights are available	M	M	For Outcome 1 – provide additional support for mobility of business mentors to work in target communities. Support mentors to access available technology to provide regular mentoring support. Ensure target groups can equally access technology in their local Community Library and they have adequate skills. For Outcome 2 - Adjust programme activities according to travel possibilities, i.e. increase virtual mobility activities if physical mobility is challenging. Provide additional support for Internet access in form of equipment to the

	Students and trainees can access the internet in Myanmar;			community libraries and to the scholarship beneficiaries.
1 – External Environment	<p>For Outcome 1 – Cultural barriers and conflict may challenge equal participation of all in activities conducted in the framework of his action</p> <p>Risk of human rights violations committed by the private sector</p>	H	H	<p>For Outcome 1 – conduct a contextualised gender and human rights analysis in the areas of intervention and apply its recommendations at the latest during the inception phase</p> <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 and heard, prior to activities and will be participating in the monitoring of the action.</p> <p>An explicit commitment for all private sector actors to abide by the UN Guiding Principles on Business and Human Rights.</p>

Lessons Learnt:

Technical and vocational training and non-formal education The action’s first priority builds on findings from the Education Sector Analysis (ESA) conducted by the Ministry of Education from September to November 2020. The ESA highlighted the problematic access to education and training in rural and ethnic areas, for families with low income and in conflict affected regions. The ESA also pointed out that social exclusion in Myanmar, including in education, is associated with ethno-linguistic identity, and that Education services are insufficiently adapted to local context, notably in ethnic minority regions. As regards TVET, despite improvements in recent years the main constraint of the Myanmar’s TVET sub-sector continues to be the mismatch between the TVET options offered and the skills demanded for economic development. The ESA moreover emphasised the need to expand TVET opportunities for disadvantaged groups such as people with disabilities, vulnerable youth, ethnic minority groups, the illiterate, underemployed and unemployed.

During consultations with ECHO and its partner organisations, and development partners the need to involve communities from ethnic and crisis-affected areas in the planning process of education and technical and vocational programmes and activities was stressed, to ensure that the developed programmes respond to local context and labour market needs. This action aims at applying a participatory approach to ensure full ownership by the communities with positive implication on the implementation and sustainability of activities. Non-formal education and technical and vocational training will be used as a catalyst to grow and expand local businesses and industries, as well as to support youth to start small businesses. This approach starts with community consultations with local leaders, businesses and industries, to better understand the needs and priorities for non-formal education and technical and vocational training to respond to local needs and to support community economic development. A key focus of this approach is to retain graduates within their communities and prevent a “brain-drain” of workers through outward migration to cities.

Post-secondary education and professional development

The second priority area of the action builds on and extends the EU’s Support to Higher Education in the ASEAN Region (EU SHARE) programme, which has been providing short-term student mobility opportunities and institutional capacity building to Myanmar in a regional ASEAN context. EU SHARE supports ASEAN’s vision of building an ASEAN Scholarship Scheme at the centre of the emerging Higher Education Area in the region, inspired by the Erasmus Scholarship Scheme in Europe. Funded by DG INTPA, 500 scholarships have so far been awarded to undergraduate students in any academic discipline from a network of 32 public and private universities across ASEAN, and 100 scholarships to ASEAN students to study at EU universities. EU SHARE is currently in an extension phase running until December 2022; the programme’s main beneficiary is the ASEAN Secretariat; it is managed by the EU Delegation in Jakarta and is implemented by a consortium consisting of British Council, DAAD, Nuffic and ENQA

(during the project's main implementation phase the consortium also included Campus France and EUA). EU SHARE has developed and applied systems for promotion, selection, and implementation of short-term (credit) mobility for ASEAN students. Students from Myanmar have been the largest contingent of applicants for SHARE scholarships and have been awarded more scholarships than students from any other ASEAN country. This points to a significant demand for international mobility opportunities, which the action can build on. In the face of the COVID-19 impact on international travel, EU SHARE is exploring virtual mobility concepts to augment its physical mobility offerings, thereby potentially providing additional lessons learnt for EU programmes in the future.

This action which focusses on TVET and non-formal education for youth, and on higher education and professional development, is complementary to the programmes implemented by the WB, GPE, DFID, DFAT, JICA in Myanmar that are supporting basic education, which a strong focus on the early grades.

3.5. The Intervention Logic

The underlying intervention logic for this action is that:

- IF Action plans for non-formal education and training for economic development are developed; youth are educated and trained through non-formal education and TVET courses; graduates receive post-training support to secure work experience and employment; community safe learning spaces are established providing access to information, education and training; and digital libraries of non-formal learning content and TVET courses are set up (online portal), **THEN access to technical and vocational training, non-formal education and employment opportunities in ethnic and crisis-affected border areas and Rakhine will be improved.**
- IF an EU Mobility Programme for Myanmar (EMPM) is established with workable procedures for promotion, selection/nomination and mobilisation of students, youth leaders and young professionals; beneficiaries are trained within Myanmar through virtual mobility and online studies at EU institutions; and beneficiaries are trained through short-term mobility programmes in ASEAN countries and in the EU, **THEN options for online learning and mobility for students and young professionals, who are affected by recent interruptions of university education and employment will be enhanced.**
- IF access to quality technical and vocational training in ethnic and crisis-affected areas, with a focus on border regions and Rakhine is improved and options for online learning and mobility for students and young professionals, who are affected by recent interruptions of university education and employment are enhanced, **THEN the EU will have contributed to protecting Myanmar's next generation human capital with education and training,** BECAUSE Myanmar's youth currently does not have sufficient access to formal education and training in the aftermath of the military coup and beneficiaries in the action will be better placed to become local, regional or national leaders in the future as a result of the relevant training they have received.

This action assumes that:

- The EU cannot engage with the military regime;
- The EU remains committed to supporting Myanmar people, particularly those living in the most vulnerable situations;
- Community leaders and community representatives and local businesses will develop, own and support implementation their action plans;
- Communities will manage and support their Community Libraries over the long-term;

3.6. Logical Framework Matrix

At action level, the indicative logframe should have a maximum of 10 expected results (Impact/Outcome(s)/Output(s)).

It 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	Indicators: (at least one indicator per expected result) ¹⁰	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	Protect Myanmar's next generation human capital with education and training	Percentage of beneficiaries reporting strengthened knowledge and skills and directly applying lessons from completion of education and training courses and mobility programmes, disaggregated by sex, age, disability, group Percentage of beneficiaries reporting multiple benefits from completing education and training courses and mobility programmes, disaggregated by sex, age, group and disability	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x% of total beneficiaries (at least 30% of whom are women) directly applying lessons at the end of the project period x% of total beneficiaries (at least 30% of whom are women) reporting multiple benefits at the end of the project period	1.1 Baseline and endline surveys conducted and budgeted by the EU-funded intervention 1.2 Post-training courses and mobility programme tracer studies	<i>Not applicable</i>
Outcome 1	Improved access to technical and vocational training, non-formal education and employment opportunities for youth in targeted communities in ethnic and crisis-affected border areas and in Rakhine	1.1 Percentage of youth achieving assessed competencies (learning outcomes) for non-formal education and technical and vocational training courses they have enrolled in 1.2 Percentage of youth graduates reporting increased income and other benefits following their training courses, disaggregated by sex, age, disability, groups	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x% of total beneficiaries (at least 30% of whom are women) achieve course competencies x% of total beneficiaries (at least 30% of whom are women) report increased income and other benefits	1.1 Pre- and post-training tests Training completion reports 1.2 Post-training courses and mobility programme tracer studies	All relevant stakeholders remain committed to supporting Myanmar under this action
Outcome 2	Enhanced options for online learning and	2.1 Number of virtual/physical studies, trainings, residencies,	Baseline data will be collected	x beneficiaries trained through virtual mobility	2.1 Baseline and endline	Internet access is possible

¹⁰ Date collected and analysed will be disaggregated by gender, ethnic background and displacement status as recommended in the Gender Action Plan III.

	mobility for students and young professionals, who are affected by recent interruptions of university education and employment	internships completed by Myanmar beneficiaries	prior to the start of each activity. Baseline data is not available at this time	y beneficiaries trained through physical mobility in EU and ASEAN (at least 50% of beneficiaries are female)	studies conducted and budgeted by the EU-funded intervention	International travel to ASEAN and EU is possible
Output 1 related to Outcome 1	1.1 Community owned and developed gender-sensitive Action Plans for non-formal education and technical and vocational training for economic development are developed	1.1.1 Percentage of target communities that successfully implement their Action Plans with the support of the EU-funded intervention	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x% of target communities implement their Action Plans y% of target communities receive support from local stakeholders	1.1.1 Baseline and endline studies conducted and budgeted by the EU-funded intervention	Community leaders will actively support implementation of their action plans
Output 2 related to Outcome 1	1.2 Increased availability of education and training opportunities for young women and men based on local community needs, including local businesses and industries;	1.2.1 Percentage of community-identified TVET courses listed in Action Plans addressed with TVET training courses with the support of the EU-funded intervention	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x% of community identified TVET needs are met with TVET courses	1.2.1 Progress reports for the EU-funded intervention	Technical experts can be contracted to design community-identified TVET courses and deliver TOT courses
Output 3 related to Outcome 1	1.3 Enhanced skills of trained graduates to secure employment	1.3.1 Percentage of trained graduates selected for post-training mentoring that complete all requirements, disaggregated by sex, age, disability, group 1.3.2 Percentage of trained graduates accessing work experience, employment placements and internships with support of the EU-funded intervention, disaggregated by sex	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x% of graduates selected for post-training mentoring meet all requirements (at least 30% of whom are women) x% of trained graduates access work experience or employment placements or	1.3.1 Baseline and endline studies conducted and budgeted by the EU-funded intervention	Business mentors are available near target communities to provide mentoring support Local businesses are willing to provide work, experience, placements and internships

				internships (at least 30% of whom are women)		
Output 4 related to Outcome 1	1.4 Enhanced access to information, education and training in safe learning spaces including Community and Digital Libraries	1.4.1 Number of people accessing information and education through using digital tools in Community Libraries, disaggregated by sex, age, disability, group 1.4.2 Number of people accessing non-formal education short training courses in Community Libraries, disaggregated by sex 1.4.3 Number of people trained by the EU-funded intervention with increased knowledge and/or skills on... , disaggregated by sex 1.4.4 Number of Community and Digital Libraries established with the support of the EU-funded intervention	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x% of Community Libraries are open and accessible during high-demand hours determined by communities x% of Community Libraries offer short training courses for interested children, youth and adults	1.4.1 Monitoring reports 1.4.2 Monitoring reports 1.4.3 Pre- and post-training tests 1.4.4 Monitoring reports	Communities are able to identify existing facilities to establish Community Libraries
Output 5 related to Outcome 1	1.5 Digital Library of non-formal learning content and TVET courses is set up (online portal) and made widely accessible to all	1.5 Number of non-formal and TVET courses accessible for free on the Digital Library	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	20 non-formal and TVET courses accessible on the Digital Library	1.5 Monitoring reports	INGOs and UN agencies agree to share their TVET course materials to list on the Digital Library
Output 1 related to Outcome 2	2.1 Workable procedures for promotion, selection/nomination and mobilisation of beneficiaries in place;	2.1.1 Number of beneficiaries selected/nominated with the support of the EU-funded intervention, disaggregated by sex 2.1.2 Number of beneficiaries mobilised for virtual/physical mobility with support of the EU-	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x beneficiaries are selected/nominated to the EMPM (at least 50% of beneficiaries are female)	Progress reports by implementers & Evaluation Reports	Internet access is possible

		funded intervention, disaggregated by sex				
Output 2 related to Outcome 2	2.2 Increased access to virtual mobility and online studies at EU institutions for Students, youth leaders and young professionals.	2.2.1 Number of beneficiaries trained with support of the EU-funded intervention, disaggregated by sex 2.2.2 Number of adults trained by the EU-funded intervention with increased knowledge and/or skills on... , disaggregated by sex 2.2.3 Number of virtual exchanges organised	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x beneficiaries are trained online, and Y virtual exchanges are organised (at least 50% of beneficiaries are female)	Progress reports by implementers & Evaluation Reports 2.2.2 Pre- and post-training tests	Internet access is possible
Output 3 related to Outcome 2	2.3 Increased availability of mobility learning opportunities in ASEAN countries and in the EU for students, youth leaders and young professionals	2.3.1 Number of beneficiaries who undertook short-term mobility in ASEAN with support of the EU-funded intervention, disaggregated by sex 2.3.2 Number of beneficiaries who undertook short-term mobility in EU with support of the EU-funded intervention, disaggregated by sex	Baseline data will be collected prior to the start of each activity. Baseline data is not available at this time	x beneficiaries complete a short-term mobility stint in an EU and/or ASEAN country (at least 50% of beneficiaries are female)	Progress reports by implementers & Evaluation Reports	International travel to ASEAN and EU is possible

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 measures¹¹.

4.3.1. Direct Management (Grants)

Grants: (direct management)

(a) Purpose of the grant(s)

The grant(s) will contribute to achieve specific objective 1 *Improved access to non-formal education, technical and vocational training and employment opportunities for targeted communities in ethnic and crisis-affected border areas and Rakhine*, as described in section 3.

(b) Type of applicants targeted

In order to be eligible for a grant, the applicant(s) must:

- be a legal person and
- be non-profit-making and
- be a specific type of organisation such as: non-governmental organisation, public sector operator, local authority, international (inter-governmental) organisation as defined by Article 156 of the EU Financial Regulation ; and
- be directly responsible for the preparation and management of the action with the co-applicant(s) and affiliated entity(ies), not acting as an intermediary.

(c) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the grant(s) may be awarded without a call for proposals to a non-governmental organisation, public sector operator, local authority, international (inter-governmental) organisation as defined by Article 156 of the EU Financial Regulation, selected using the following criteria:

¹¹ 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.

- Expertise in the fields of technical and vocational training, non-formal education and access to employment opportunities for youth;
- Expertise in the field of gender equality and Human Rights Based Approach (HRBA)
- Managerial, operational and logistical capacities to implement the action in the benefitting zone.

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposals is justified because the country is in a crisis situation referred to in Article 2(21) of the Financial Regulation at the date of the Financing Decision, and/or because of the nature of the action with regard to Article 27(3) NDICI-Global Europe Regulation (current situation in the country qualifies under the provisions of article 27(3), and may require financing actions in situations where there is a serious lack of fundamental freedoms, including violation of human rights, threats to democratic institutions, escalation of crisis or armed conflict, where human security is most at risk, as well as financing human rights defenders or actors involved in crisis and armed conflict related dialogue, conflict resolution, reconciliation and peace building).

4.3.2. Direct Management (Grants)

Grants: (direct management)

(a) Purpose of the grant(s)

The grant(s) will contribute to achieve specific objective 2: *Enhanced options for online learning and mobility for students and young professionals, who are affected by recent interruptions of university education and employment*, as described in section 3.

(b) Type of applicants targeted

In order to be eligible for a grant, the applicant(s) must:

- be a legal person and
- be public or private non-profit-organisation and
- be a specific type of organisation such as: non-governmental organisation, public sector operator, local authority, international (inter-governmental) organisation as defined by Article 156 of the EU Financial Regulation; and
- be directly responsible for the preparation and management of the action with the co-applicant(s) and affiliated entity(ies), not acting as an intermediary.

(c) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the grant may be awarded without a call for proposals to a public or private non-profit organisation. selected using the following criteria:

- expertise in the field of higher education in EU and ASEAN countries;
- Presence in ASEAN region;
- Previous experience in managing mobility schemes;
- Managerial, operational and logistical capacities to implement the action in the benefitting zone.

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposals is justified because the country is in a crisis situation referred to in Article 2(21) of the Financial Regulation at the date of the Financing Decision, and/or because of the nature of the action with regard to Article 27(3) NDICI-Global Europe Regulation (current situation in the country qualifies under the provisions of article 27(3), and may require financing actions in situations where there is a serious lack of fundamental freedoms, including violation of human rights, threats to democratic institutions, escalation of crisis or armed conflict, where human security is most at risk, as well as financing human rights defenders or actors involved in crisis and armed conflict related dialogue, conflict resolution, reconciliation and peace building).

4.3.3. Direct Management (Procurement)

The objective and results of the procurement will contribute to the achievement of specific objectives 1 and 2, as described in sections 3.

This call has been launched in the fourth quarter of 2021 under a suspensive clause prior to the adoption of this Decision. This is justified because of the situation of urgency in Myanmar and the necessity to secure external expertise.

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

For Specific Objective 1, in case it should not prove possible to work in direct management with grants as specified in 4.3.1, due to circumstances outside of the Commission's control, that part of this action may be implemented in indirect management. This part of this action may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria:

- Expertise in the fields of technical and vocational training, non-formal education and access to employment opportunities for youth;
- Expertise in the field of gender equality and Human Rights Based Approach (HRBA)
- Managerial, operational and logistical capacities to implement the action in the benefitting zone.

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 subject to the following provisions.

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 realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI Europe Regulations).

4.5. Indicative Budget

Indicative Budget components¹²	EU contribution (amount in EUR)
Implementation modalities – cf. section 4.3	
Specific Objective 1 - Improved access to technical and vocational training, non-formal education and employment opportunities for targeted communities in ethnic and crisis-affected border areas and in Rakhine composed of	9 500 000
Grants (direct management) – cf. section 4.3.1	9 500 000
Specific Objective 2 - Enhanced options for online learning and mobility for students and young professionals, who are affected by recent interruptions of university education and employment composed of	5 300 000
Grants (direct management) – cf. section 4.3.2	4 500 000
Procurement (direct management) – cf. section 4.3.3	800 000
Grants – total envelope under section 4.3	14 000 000
Communication and visibility – cf. section 6	200 000
Totals	15 000 000

¹² N.B: The final text on audit/verification depends on the outcome of ongoing discussions on pooling of funding in (one or a limited number of) Decision(s) and the subsequent financial management, i.e. for the conclusion of audit contracts and payments.

4.6. Organisational Set-up and Responsibilities

For each objective of this action a steering committee will be set up that will meet twice a year. The steering committees will be chaired by the EU Head of Delegation and composed of the EU, the implementing partners, key beneficiaries and other relevant stakeholders. The steering committee will monitor progress and endorse annual work plans. Terms of reference of the exact composition of the committees, and their responsibilities and tasks will be drafted at the beginning of the implementation period.

Gender equality and the human rights based approach expertise will be ensured during the implementation of the action as possible. They will also be integrated in relevant capacity building activities and documents (i.e. ToRs etc), as minimum requirements of expertise.

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 (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

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).

Roles and responsibilities for data collection, analysis and monitoring:

- **Baselines setting:** data collection for setting 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 partners and their costs will be included in the budgets.
- **Stakeholder participation:** The first objective (Improved access to technical and vocational training, non-formal education and employment opportunities for targeted communities in ethnic and crisis-affected areas) includes a participatory community planning process, during which the targeted communities identify their economic development challenges and try to understand their underlying causes, develop their own action plans with education, training and access to employment activities that are supposed to address the causes of the challenges. Capacities in M&E will be developed so that the targeted communities can monitor the implementation of their action plans and evaluate the results and impact of their activities. For the second objective (Enhanced options for online learning and mobility for students and young professionals, who are affected by recent interruptions of university education and employment) a mechanism for effective participation of stakeholders will be developed during the project design phase.
- **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, a final evaluation will be carried out for this action or its components via independent consultants.

It 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 military coup.

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 shall be shared with the partner country and other key stakeholders following the best practice of evaluation dissemination¹³. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

The financing of the evaluation shall 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. COMMUNICATION AND VISIBILITY

Communication and visibility is a contractual obligation for all entities implementing EU-funded external actions to advertise the European Union's support for their work to the relevant audiences.

To that end they must comply with the instructions given in the [Communication and Visibility Requirements of 2018](#) (or any successor document), notably with regard to the use of the EU emblem and the elaboration of a dedicated communication and visibility plan, to be completed for every action at the start of implementation.

These obligations apply equally, regardless of whether the actions concerned are implemented by the Commission, the partner country (for instance, concerning the reforms supported through budget support), contractors, grant beneficiaries or entrusted entities. In each case, a reference to the relevant contractual obligations must be included in the respective financing agreement, procurement and grant contracts, and delegation agreements.

Communication and visibility measures may be funded from the amounts allocated to the action. For the purpose of enhancing the visibility of the EU and its contribution to this action, the Commission may sign or enter into joint declarations or statements, as part of its prerogative of budget implementation and to safeguard the financial interests of the Union. Visibility and communication measures should also promote transparency and accountability on the use of funds.

Effectiveness of communication activities on awareness about the action and its objectives as well as on EU funding of the action should be measured.

Implementing partners shall keep the Commission and concerned EU Delegation/Office fully informed of the planning and implementation of specific visibility and communication activities before work starts. Implementing partners will ensure adequate visibility of EU financing and will report on visibility and communication actions as well as the results of the overall action to the relevant monitoring committees.

It is envisaged that a contract for communication and visibility may be contracted.

¹³ See best [practice of evaluation dissemination](#)