

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