

# CASE2LEARN





**'Conflict Areas Support for Education 2 Learn' Project | 1 June 2019 - 31 May 2024**

The CASE2Learn Project's objective is to contribute to a peaceful inclusive society for sustainable development in Myanmar. The project will improve access to Indigenous education services, including Early Childhood Care and Development (ECCD), basic education, Non-Formal Education (NFE) and Technical Vocational Education and Training (TVET), and improved learning outcomes for Indigenous children, youth and women living in ethnic conflict affected and post-conflict affected areas of Myanmar.

**Contract Number:** ACA/2019/407-351 **Total Budget:** € 21,052,631.58

**Contracting Partner:** Adventist Development and Relief Agency (ADRA) Myanmar

<p><b>Project Location:</b></p> <p>The CASE2Learn project is implemented within 9 areas in; Kachin State, Sagaing Region, Shan State, Chin State, Kayah State, Mon State, Bago Region, Kayin State and Tanintharyi Region.</p> <p>The project head office is located in Pyin Oo Lwin, Mandalay Region.</p> 	<p><b>Target Groups:</b></p> <p>Indigenous children, teachers and schools in 10 states and regions of Myanmar including Kayin, Mon, Shan, Kachin, Chin, Kayah, Tanintharyi, Bago, Sagaing and Mandalay</p> 
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## Beneficiaries:

<b>384,991</b>	Indigenous Children participating in Basic Education Services including:
<b>355,801</b>	Indigenous Children in Primary Education
<b>29,190</b>	Indigenous Primary School Aged Children Accessing Formal Education Services for the first time in their Communities
<b>24,000</b>	Indigenous Teachers Supporting Indigenous Children within/alongside:
<b>4,927</b>	Schools
<b>18,552</b>	SMC 'School Management Committee' Members and School Leaders
<b>46,195</b>	PTA 'Parent Teacher Association' Members
<b>762</b>	Teachers working exclusively in 523 TEES Schools
<b>22,330</b>	Children and Youth will have Access to Services including:
<b>18,000</b>	Children will access ECCD/KG Services
<b>900</b>	Children will access Inclusive Education Services
<b>2,800</b>	Children will access Non Formal Education Services
<b>630</b>	Youth will access TVET Services

Illiterate Women will be Supported to Participate in Women's Literacy Classes

## Expected Outputs:

<b>Output One</b>	School supported by the Rural Indigenous Sustainable Education (RISE) have effective leadership management, policies and practices in place to support student learning.
<b>Output Two</b>	Indigenous teachers have basic teaching competencies to support student learning.
<b>Output Three</b>	Indigenous providers of education have relevant programs in place to support out of school children, youth and illiterate women.
<b>Output Four</b>	Parents, caregivers and community are actively engaged in community and school-based activities that support student learning and school functions.
<b>Output Five</b>	Indigenous providers of education become increasingly engaged in policy and practice dialogue on topics of relevance to their sustainability and complementarity with government education services.

## Main Activities:

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| <b>1.1.1</b> Capacity Development of Indigenous Providers of Education on organisational development, quality standards and data management.  | <b>3.2.1</b> Provide Inclusive Education(IE) training for teachers specializing in IE and resources for schools as relevant to the needs of children with disabilities and in line with their individual development plans. |
| <b>1.1.2</b> Review and update RISE school quality standards annually as part of RISE Education Management Information System (EMIS) continuous improvement.  | <b>3.3.1</b> Train Indigenous teachers in NFE and provide relevant teaching and learning resources to schools interested to run NFE classes.  |
| <b>1.2.1</b> Distribute teacher stipends quarterly/biannually.  | <b>3.4.1</b> Support Vocation Training (VT) currently provided by Indigenous providers.   |
| <b>1.3.1</b> Train school leaders/school management on quality standards, instructional leadership, gender and disability inclusion.  | <b>3.4.2</b> Link RISE partners to current VT providers and establish referral pathways for Indigenous youth to VT program providers.   |
| <b>1.4.1</b> Distribute school teaching and learning resources, including mother tongue-based resources, story books in mother tongue and Myanmar language and curriculum support where needed.         | <b>3.4.3</b> Review and adaptation of available Life skills/ functional literacy and numeracy curriculum and support delivery as a pre-VT program.  |
| <b>1.5.1</b> Conduct disaster preparedness and hazard mapping events including training on Disaster Risk Reduction (DRR) & Mine Risk Education (MRE) to SMC and PTA.                                    | <b>3.5.1</b> Create partnerships with women's organisations and support women's participation in literacy classes.  |
| <b>1.5.2</b> Conduct awareness raising events with parents, teachers and students on hygiene and sanitation including support to schools in WASH design and infrastructure improvement.                 | <b>4.1.1</b> Conduct Education sensitization events.  |
| <b>2.1.1</b> Finalise Teacher Professional Development (TPD) implementation guidelines and update annually.   | <b>4.2.1</b> Review/update and produce SMC/PTA guidebooks.  |
| <b>2.1.2</b> Support Teacher Professional College (TPC)/ Teacher Training College (TTC)'s in pre-service Teacher Training (TT) provision.   | <b>4.2.2</b> Provide training and operational budget for SMC/PTA events.  |
| <b>2.2.1</b> Conduct summer vacation in-service teacher training on child centred pedagogy and subject matter specialization including specialized early literacy and numeracy teacher training.        | <b>4.3.1</b> Produce community literacy and numeracy IEC and curriculum.  |
| <b>2.3.1</b> Establish peer learning opportunities including teacher networks.  | <b>4.3.2</b> Train MTTs and community volunteers to establish and support caregiver and reading/maths clubs in communities.   |
| <b>2.4.1</b> Conduct Mobile Teacher Trainer (MTT) school visits for supportive supervision.   | <b>4.3.3</b> Provide book boxes/library resources for reading clubs and community literacy activities.  |
| <b>2.4.2</b> Complete teacher performance reviews based on the relevant Teacher Competency Framework (TCF) and professional development undertaken and update the teacher profiles in the TPD database. | <b>4.3.4</b> Provide stipends for community volunteers.   |
| <b>3.1.1</b> Provide teaching and learning resources to Indigenous providers for ECCD/KG facilities and train early childhood educators on play based early learning and inclusion.                     | <b>5.1.1</b> Conduct policy and advocacy capacity building and training events for RISE partners.   |
|   | <b>5.1.2</b> Develop RISE advocacy strategy and review annually   |
|   | <b>5.2.1</b> Undertake research on key education reform issues and produce and disseminate policy papers.   |
|   | <b>5.3.1</b> Participate in national, state and local education stakeholder meetings.   |
|   | <b>5.3.2</b> Host Education for Myanmar's Indigenous children's Conferences.  |