

**ENHANCING YOUTH ACCESS TO SAFE LEARNING OPPORTUNITIES THROUGH SUSTAINABLE PARTNERSHIPS**



Training of trainers in Rakhine State

**CONTEXT**

Myanmar is one of the poorest nations in Asia, ranking 148 out of 188 countries in the 2018 UNDP Human Development Index. Although the country began transitioning to a democratic government in 2011, the situation in the country remains precarious - many children and adolescents remain out of school, with school attendance dropping to around 30% by age 17 and schools struggling to give young people the strongest start in life and the skills needed to engage in employment opportunities.

Some of the key challenges in Myanmar includes limitations in the quality of education services at all levels, weak school infrastructure as well as a general lack of employment and livelihood opportunities both in urban and rural. The lack of employment opportunities and growing unemployment in the country's rural areas are driving large numbers of Myanmar youth to migrate to urban centres as well as Thailand. Nearly 1 in 5 young people (ages 15-24) in Myanmar have migrated from their place of birth due to the lack of employment opportunities.

In addition, protracted conflicts and emergencies are disrupting many children's path to learning in Myanmar. Around 184,000 children aged 3-17 in conflict-affected areas of Kachin, Rakhine and the northern Shan States are most at risk of missing out on education.

**NEEDS OVERVIEW**



Approximately 271,000 children (5-17 years) are in need of humanitarian education services



17% of youth (15-24 years) are out of school or unemployed



7,200 learning personnel in Kachin, Shan, Kayin and Rakhine states require immediate support

**OUR SUPPORT**



Targeting the most vulnerable children and youth, ACTED's approach to the persistent educational and employment gaps is three-fold and supports the following SDGs :



## Learning Space Rehabilitation and Construction

ACTED aims **to improve the safety and capacity of learning spaces (primary schools, GTHS, etc.) for students and education personnel**, through rehabilitations, upgrades, and construction works. These works are community driven and based on participatory assessments co-conducted with teachers, parents, community leaders and relevant authorities, to ensure that the works address the structural needs of the school all the while promoting a positive, safe, and dignified learning space for the students; and are overseen by ACTED's technical team. The works are accomplished through Cash-for-Work schemes or by construction students, as relevant, to promote the participation of local youth, who benefit from technical and safety trainings delivered by ACTED.

## Provision of Tailored Vocational Training Opportunities for Vulnerable Youth

ACTED provides tailored Vocational Trainings (VT) for vulnerable youth within sectors pre-identified as in demand through targeted labor market assessments. Through a combination of technical and life skills trainings and internships, ACTED not only provides an **opportunity for isolated youth to access recognized relevant skills but also enhance their capacity to successfully secure sustainable livelihoods**. ACTED further support these youth in accessing livelihood opportunities through the facilitation of job placement and small business start-up grants.

## Promoting meaningful and sustainable partnerships with Education institutional actors

ACTED's Education Strategy is framed within its overall partnership with institutional Education actors, particularly the Ministry of Education and the Department of Technical and Vocational Education and Training, with whom ACTED signed a Memorandum of Understanding. Partnering with schools and working closely with teachers at the local level, ACTED's intervention strategy is embedded within existing Education policies and tailored to local needs of education partners. ACTED proactively promotes best practices and exchanges of lessons learnt at the local, State, Union, and even international levels through exchanges, workshops, and advocacy.

## Key Achievements



42,658 beneficiary youth completed vocational training



621 beneficiaries participated in training of trainers to improve their facilitation skills and gain basic teaching capacities



264 students completed an internship



30 learning facilities rehabilitated/constructed



200 'Classroom in a box' kits distributed



Vocational training in Rakhine State

Since 2018, ACTED has supported **vulnerable youth in rural areas to find formal job opportunities beyond their communities** by enhancing their technical skills and providing them with basic support to establish linkages to private companies (*phase 1*). To ensure the maximum sustainable impact, ACTED is looking for financial commitment to extend the project beyond the current scale and implement two additional phases focused on job placement (*phase 2*) and business development (*phase 3*) as described below:

**Phase 1: ACTED’s achieved and on-going activities**

- Assessment of the labour market in Tannintharyi focused on identifying the necessary skills and gaps of knowledge.
- Development of three short-term vocational training courses tailored to the Myanmar job market.
- Training of 10 teachers in the developed curriculum.
- Awareness campaigns in rural areas to attract vulnerable youth.
- Construction of 5 additional classrooms in Dawei and Myeik.
- Strengthening of livelihoods of 200 vulnerable youth through technical training within construction, mechanics, IT and life skills (how to prepare for an interview, how to write a CV, etc.)



Vocational training of vulnerable youth within mechanics in Tanintharyi Region

**Phase 2: Job placement activities and creation of an enabling environment**

- Establishment of internships for 300 graduated youth in relevant private companies.
- Organization of career fairs among businesses of the private sector, the Government Technical High Schools (GTHS) and government institutions, where trained students will be able to meet various businesses in search of qualified employees.
- Development of a complementary manual and curriculum, covering good practices, lessons learned and advice on conducting VT trainings to be shared with all VT stakeholders in Myanmar.
- Organisation of workshops and training sessions to build the capacity of institutional stakeholders involved in the development and promotion of technical and vocational education and training.

**Phase 3: Business development activities**

- Validation and registration of diplomas for graduated students through NSSA exams.
- Facilitation of cross-border exchange with Thailand of know-how and good practices, GTHS/IT teachers, government institutions, donors, and NGOs at national and international levels.
- Provision of tailored business development support to trained students.
- Provision of Small Enterprise Development grants based on needs identified via individual business plans to support start-up/expansion of business operations for selected trained students.



Vocational training of vulnerable youth within construction in Tanintharyi Region

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