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Until we are all equal

Overview and Mapping Inclusive Quality Education

Programme and Projects (2020-2024), APAC

FOREWORD & ACKNOWLEDGEMENT

Plan International Asia Pacific (APAC) region, in 2024, conducted the mapping of the country office Early Childhood Education (ECD) and Inclusive Quality Education (IQE) programmess and projects that were active from 2020 and continue beyond 2024.

Colleagues from each country office filled out the mapping document, which served as a compilation and a synopsis of the projects carried out in their respective countries.

🔗 **IQE Project and Programme Brief (2020-2024)**

The Project brief included the following information per country project:
- Brief summary of the country's overall strategy and approach
- Key words highlighting core projects
- Target beneficiaries
- Project name, ID/Code, duration, donor
- Brief project description
- Key interventions/innovations
- Support required from APAC
- Project list table format) including gender transformative features and expected milestones Project evaluation information (table format).

The **Overview and Mapping of the IQE Program of APAC (2020-2024)** has been documented based on the list of projects of ECD Program Brief.

The Asia Pacific Regional office commissioned a Learning Review of the ECD and IQE Programs to determine how country programmes are contributing to the global strategy and identify promising practices that have been developed within each country office in the region that can be scaled, replicated, and promoted as a global programme model. One of the key resources of the Learning review drew from the mapping of the IQE and ECD projects.

🔗 **ECD and IQE Learning Review**
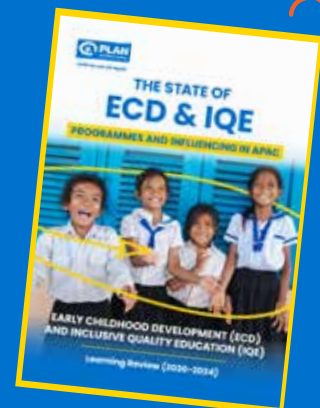
Special thanks to the members of the APAC Education Network. Through them, all APAC country offices were able to contribute data and information to complete the project mapping. This mapping and learning review are made possible by the time and active engagement of the following: Chen Xue (China), Lam Sony and Im Bee (Cambodia), Ngurah Ida (Indonesia), Soumen Ghosh and Anamika Sharma (India), Wanvira Yodwangjai (Thailand), Kyaw Zaw Aung Lin (Myanmar), Laxmi Pathak (Nepal), Dillyana Ximenes (Pacific), Dipa Das, Saydul Huq (Bangladesh), Ariel Frago (Philippines), Vilasack Viraphanh (Laos), Viet Dang Quoc (Vietnam) and Maria Sarmento (Timor Leste). Nghia Trinh Trong from the DRM team also provided data and information from the Regional Safe School Project.

Plan International APAC acknowledges Ruxana Hossain Parvin, APAC Regional Education Adviser, for the overall management of the learning review and analysis and write-up of this document on Overview and Mapping of ECD Projects and Programmes (2020-2024).

Finally, special thanks to the APAC Hub Management Team, whose guidance and support made the work possible.

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ECD and IQE Learning Review

ABBREVIATIONS

ALS	Alternative Learning System
AOGD	Areas of Global Distinctiveness
BCC	Behavior Change Communication
EGRA	Early Grade Reading Assessment
CBLF	Community Based Leaning Facilities
CCA	Climate Change Adaptation
CEFM	Child Early and Forced Marriage
CCCD	Child Centered Community Development
CCDNs	Community Child Development Networks
CLC	Community Learning Centers
CSSF	Comprehensive School Safety Framework
CSSF	Child-Sensitive Social Protection Framework
CWD	Children with Disabilities
DePED	Department of Education
DLC	Digital Learning Centre
DORP	Drop Out Reduction Program
FDMN	Forcibly Displaced Myanmar Nationals
FLN	Functional Literacy and Numeracy
GEMS	Gender Equity Movement in Schools
GESI	Gender Equality and Social Inclusion
GEI	Gender Equality and Inclusion
GRSCSI	Gender Responsive School and Community Safety Initiatives
HMGs	Home Mother Groups
ICT	Information and Communications Technology
IEC	Information, Education and Communication
IRWSCK	Improving Reading and Writing Skill Of Children In Kalikot
MAM	Moderate Acute Malnutrition
MoEYS	Ministry of Education, Youth and Sport
MRWinS	Minimum Requirements for WASH in Schools
MHM	Menstrual Hygiene Management
MUAC	Mid Upper Arm Circumference
MYRP	Multi-year Resilience Program
NRC	Nutrition Rehabilitation Centre

OSG	Out of School Girls
OS	Out of School
OOSC	Out-of-School Children
OOSC/Y	Out of School Children and Youth
PIE	Promoting Inclusive Education
PFA	Psychosocial First Aid
PSHEA	Protection from Sexual Harassment, Exploitation and Abuse
SAM	Severe Acute Malnutrition
SAP	Systems, Applications and Product
SARDO	Students at Risk of Dropping Out
SC	Students Cabinet
SEL	Socio-emotional Learning
SEM	Socio-Ecological Model
SIP	School Improvement Plan
SISTER	Safe & Inclusive School Towards Enhanced Resilience
SMCs	School Management Committees
SRHR	Sexual and Reproductive Health and Rights
STF	School Task Force
TESDA	Technical Education and Skills Development Authority
TOT	Training of Trainers
TLC	Temporary Learning Centre
TVL	Technical Vocational Livelihood
TVET	Technical Vocational Education and Training
UHND	Urban Health & Nutrition Days
VAWC	Violence against Women and Children
WSUG	Water and Sanitation User Groups
YPE	Youth Peer Educators
ZOD	Zero Open Defecation

OVERVIEW OF INCLUSIVE QUALITY EDUCATION (IQE) PROJECTS AND PROGRAMMES, APAC (2020-2024)

Introduction

Plan International's Inclusive Quality Education (IQE) aims to provide access to age-appropriate, gender-responsive and learner-centered education to girls, young women and other vulnerable children and young people. The work on IQE includes building the capacities of young people to act to address the barriers to accessible and quality of education. This also involves supporting relevant public and private institutions and agencies to deliver accessible and quality learner-centered education and skills for young people to enable them to transition to decent work.

In accordance with Plan International's Global Strategy, the country offices in APAC prioritize girls' rights and gender equality in all programming and influencing, focusing on the most vulnerable school children, out-of-school children and youth, and those most affected by disaster and conflict. All of the countries in Asia Pacific have made significant progress in raising education levels, with girls currently outnumbering boys in terms of enrollment and, in some cases, school completion. However, inequities continue across the country for girls living in underprivileged and rural areas. The Plan International COs in the region promote education by increasing access to gender transformative education for the most vulnerable, girls and women, as well as empowering stakeholders, teachers, and communities to support their children's education.

This section will present a summary and overview of the IQE projects completed between 2020 and 2024. Disaster Risk Reduction (DRR), climate change adaptation, improved learning outcomes in crisis, and child protection are all part of the emergency scenario. This section includes Bangladesh and Myanmar's education programs under Education in Emergency (EiE), and DRR and Climate Education within the IQE core component of School Environment.

4.1 TEACHING AND LEARNING PRACTICES FOR IMPROVING LEARNING OUTCOME

Quality of Education in Asia-Pacific Countries

Ensuring universal access to and completion of a full 12 years of basic education is still an unfilled goal. Sustainable Development Goal 4 (SDG 4) on inclusive, quality education also spotlights another emergency regarding students who are already in school, including the

quality of their education and learning outcomes. The Asia-Pacific region has made considerable strides in increasing the accessibility of basic education, but challenges remain[16]. About 16 million primary school-aged children and 34 million lower secondary-aged adolescents are out of school in the region, two-thirds of whom are in South Asia.

An estimated 9 out of 10 children and adolescents (241 million) in low-income countries in the Asia-Pacific, and 3 out of 4 children and adolescents in low middle-income countries, are enrolled in school but do not achieve basic literacy and numeracy skills.

The focus of the 5th Asia-Pacific Meeting on Education 2030 (APMED2030) in Bangkok (2023) was on progress and recommendations for

"**Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes"** SDG 4 Target 4.1

"**Esure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy."** SDG 4 Target 4.6

The Southeast Asia Primary Learning Metrics (SEA-PLM) conducted by UNICEF and the Southeast Asian Ministers of Education Organization (SEAMEO) in 2019 show that many children do not have foundational reading

and numeracy skills, highlighting the massive challenge to achieving inclusive and equitable quality education for all. Across participating countries, 1 out of 3 children in Grade 5 is still performing at the level expected in the early years of primary education[47].

The current CSPs of APAC country offices' country context review shows that significant progress has been made toward enrollment and achievement of access to primary education across APAC countries. However, increasing school enrolment and participation is not sufficient. By the end of primary school, children should be able to read and write, as well as grasp and apply fundamental mathematical and scientific principles. Children need to learn and develop 21st-century abilities. Nevertheless, the CSP documents review provide a grim picture of quality education in APAC Cos, some examples of which are given below.

Timor Leste- Gross primary and secondary enrolment rates have grown impressively since independence, however, repetition and drop-out rates remain high. Education quality is a major problem, with many children emerging from primary school barely literate. Many university graduates cannot do upper primary/lower secondary level mathematics.

Vietnam has made huge progress in increasing education levels, with girls now over-taking boys in enrolment and completion rates in school. Despite this, inequalities persist for girls in rural and mountainous areas and especially among ethnic minority girls and children living with disabilities.

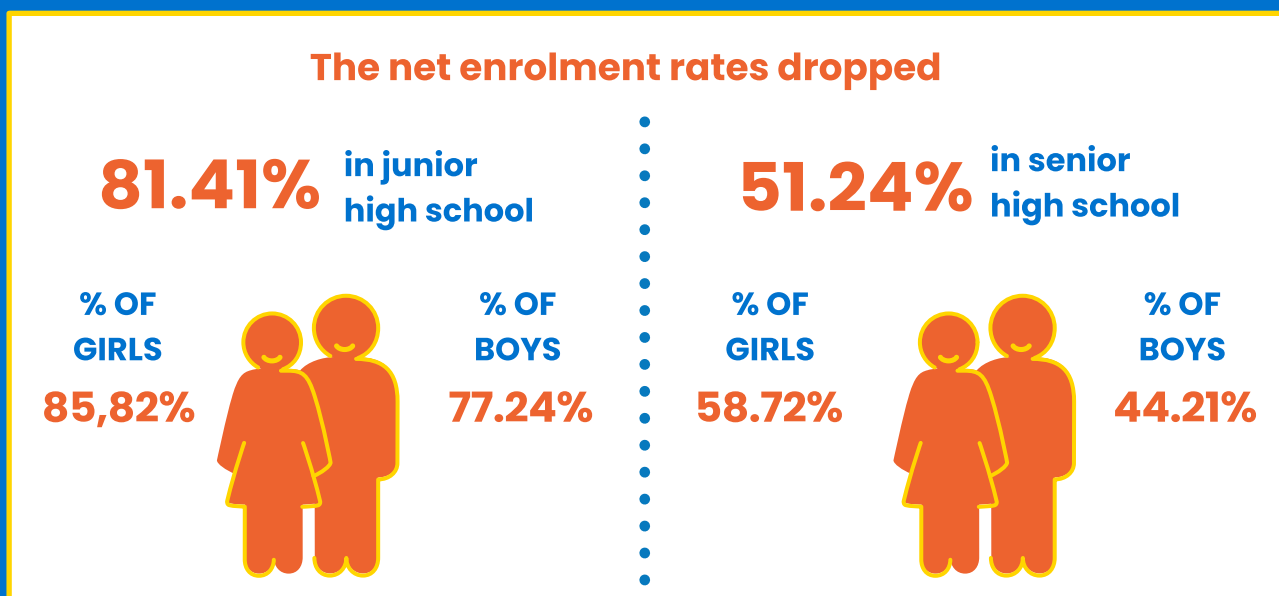46. https://thediplomat.com/2019/11/the-asia-pacifics-education-crisis/ The Asia-Pacific's Education Crisis Educational gaps and shortcomings in the Asia-Pacific could make or break the 2030 SDG challenge.
47. https://www.seaplm.org/PUBLICATIONS/regional%20results/SEA-PLM%202019%20Main%20Regional%20Report.pdf

In China, although over 99% of children are enrolled in primary schools and receive free, compulsory education, they still drop out of school because of economic difficulties. A survey found that among Hui ethnic group there is significant gender difference in annual dropout rate that is 7% for girls and 4% for boys, and the rate increases with child's age. There is a high opportunity cost for attending school. Additionally, children's inability to perform in a highly competitive education system, coupled with unfriendly learning and living environment at school plays a major role in pushing the children to drop out of the education system

Among Hui ethnic group there is significant gender difference in annual dropout rate

% OF GIRLS

7%

% OF BOYS

4%
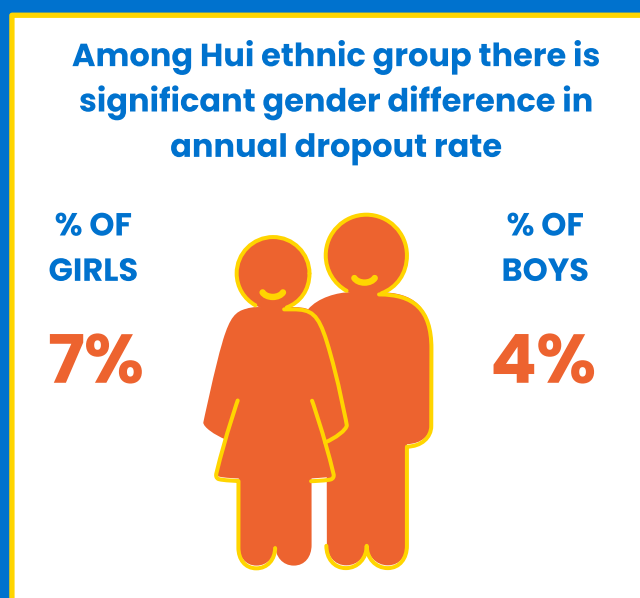
Access to quality education is a long-standing issue in the Philippines, especially in rural areas. According to the Philippine Statistics Authority (PSA), the net enrolment rates dropped in junior high school, to 81.41% (77.24% for boys and 85.82% for girls) and in senior high school, at 51.24% (44.21% for boys and 58.72% for girls). Whereas a third do not complete secondary education. Although girls are more likely to complete primary school than boys, 15.4% of all primary school age children do not attend school.

The net enrolment rates dropped

81.41% in junior high school

% OF GIRLS
85,82%

% OF BOYS
77.24%

51.24% in senior high school

% OF GIRLS
58.72%

% OF BOYS
44.21%

Teaching and Learning– core foundational component of IQE (AOGD)

The component includes learning outcome improvement of children through supporting and promoting quality teaching and learning process. The component includes building capacities and commitment for gender-responsive teaching and inclusive learner-centred methodologies, social and emotional learning / psychosocial support; addressing

school-related and school-based DRM tailored to the specific context.

This section will highlight some of the most promising projects that use innovative solutions from pre-primary to secondary education, both in non-formal and formal settings, to support and promote effective pedagogy and approaches to increasing student learning, basic education, and creating a 21st century skills learning environment.

4.1.1 Projects for Reading Enhancement of Children

Teaching and Learning- core foundational component of IQE (AOGD)

A good quality basic education system should provide children with the reading skills necessary for learning in the home, school, and community. Yet in many countries, students enrolled in school for as many as six years are unable to read and understand a simple text. Children who cannot read with ease and understand what they are reading by the time they are in third grade are less likely to transition from 'learning to read' to 'reading to learn' core subjects in fourth grade and beyond. This places them at risk of dropping out of primary education and lessens their potential to function as productive and effective members of society.[48]

Basic literacy is the foundation children need to be successful in all other areas of education. Children first need to *"learn to read"* so that they can *"read to learn."* That is, as children pass through the grade levels, more and more academic content is transmitted to them through text, and their ability to acquire new knowledge and skills depends largely on their ability to read and extract meaning from text. For example, math is an important skill, but using a math book requires the ability to read. Students are also increasingly required to demonstrate their learning through writing, a skill integrally tied to reading and reading comprehension. Moreover, a low level of literacy severely constrains a person's capacity for self-guided and lifelong learning that is so important beyond the classroom walls into the world of adult responsibilities.

Furthermore, children should learn in their mother tongue, particularly in early grades. In Timor-Leste, school dropout rates are attributed to a lack of preparation and a language barrier, as many children do not speak Portuguese or Tetun, the languages of teaching in schools. School dropout rates are high for children living with disabilities and among some ethnic minority groups - 32.78% and 41.4% of H'mong children dropout from primary and lower secondary school respectively, with an estimated 50% due to language barriers.

Some of the projects mapped include those that have implemented efforts to increase children's reading ability. Teacher training has been identified as a significant strategy in all of the projects here.

Projects for Reading Enhancement
From Plan Internatioanal China, Nepal, Cambodia, Philippines and Thailand

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48. https://www.wvi.org/sites/default/files/STAR%20Guidance_v1.3.pdf

Child-Friendly Reading Space: Plan International China[49], under Sponsorship Program worked for the age group of 7-12 years, to develop reading and social emotional skills of children to prepare them for long-term success in life. Students recruited and trained as librarians to manage school libraries. The project supported schools to improve child-friendly reading spaces with children's extracurricular books and provided children's books with gender perspective. Child-led campus reading activities and events stimulated children's interest in reading. The experience sharing, learning activities, and review meetings have also been organized for teachers from project schools to build on their skills on children reading promotion.

Community-Based Learning Centres Plan International Nepal[50] developed project to improve reading and writing skills among children in grades 1-3 in the targeted communities. Key Interventions are: Support to establish community-based learning stations; Support to reading materials (supplementary books, stationaries; support to conduct EGRA, parenting awareness and support for one home one learning corner, support on community-based learning stations and joint workshop to the respective stakeholders for promoting reading and writing skills of early grade student.

Plan International Cambodia[51] under the Lifelong Learning Programme, implemented in the collaboration with the Ministry of Education Youth and Sport, Department of Primary Education, aims to provide opportunities to early grade students and over-aged children to fulfill their rights to primary education through the improvement of the quality of learning and teaching methodology. The areas of focus are to update the accelerated learning textbook to ensure friendliness for students and teachers, to improve the reading competency of early-grade students and to launch the primary teachers' psycho-pedagogy guidance to all relevant stakeholders.

Community Learning Hubs/Kiosks: Plan International Philippines under the Community Learning Hubs/Kiosks set in a safe space within a community, aims to help the youth continue from their disrupted education. The intervention serves as a depository for learning modules and IEC materials for students and the youth can learn how to read, write, and improve their reading comprehension skills.

Plan International Nepal has also increased provision for enhancing students' skills on literacy and numeracy performance **by piloting Learning Kiosk** in one school.

Hope Library: Plan International Thailand[52] for the children to promote self-learning education and cultivate a safe learning environment to increase the quality of education through the establishment of the *"Hope Library"* at Wat Manorom School, which serves school students and educators as well as those from nearby school locations to improve their literacy, knowledge, and awareness. The project also incorporates a Gender Transformative Approach, which includes gender-inclusive training for students and instructors, to create an enabling and empowering atmosphere. Overall, the library serves

49. Children Reading Promotion '(FY21-FY23)-China,
50. Improving Reading and Writing Skill of Children in Kalikot (IRWSCK), (Duration: July 2021 to June 2024)-Nepal
51. Cambodia-Improving Lifelong Learning for Early Grade Learning (I2LEARN)
52. Thailand-"Hope Library'"- (January 2023 – February 2024)

as a hub for alternative learning resources and a safe space for gender diversity, including LGBTIT+.

Community based Reading and Playing Group, developed by Plan International Vietnam

through the project[53] improved the Child-friendly Education Environment including to improve children's language skills, including Vietnamese language and prepare them for transition to school. The group includes children include aged from 4 to 11 years old in a village and they are facilitated by trained local Women Union (parenting group facilitators), community volunteers and older children (grades 4, 5). The children are selected who have Lacking of play ground in remote mountainous areas,

Lacking of Vietnamese language communication environment for ethnic minority children at home and community and limited child reading and education knowledge and skills of parents and caregivers. The sessions promote children's language skills and Vietnamese through communicating with others, reading books, language games and expand their understanding of the world and life skills through reading books, playing games and interacting with friends and adults including other interactive games.

Hope Library: Plan International Thailand[54] for the children to promote self-learning education and cultivate a safe learning environment to increase the quality of education through the establishment of the *"Hope Library"* at Wat Manorom School, which serves school students and educators as well as those from nearby school locations to improve their literacy, knowledge, and awareness. The project also incorporates a Gender

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53. Improving the Child-friendly Education Environment- Vietnam
54. Thailand-"Hope Library'"- (January 2023 – February 2024)

Transformative Approach, which includes gender-inclusive training for students and instructors, to create an enabling and empowering atmosphere. Overall, the library serves as a hub for alternative learning resources and a safe space for gender diversity, including LGBTIT+.

Educational exchange program in teaching Thai-Khmer languages[55]– (Collaboration of Thailand and Cambodia) (Language)

(The project extension was cut short because SIDA funds were being allocated for humanitarian assistance in Ukraine)

The pilot project on the *"Educational exchange program in teaching Thai-Khmer languages"* was designed in response to the needs of migrant children and children living at the border between Cambodia and Thailand. The bilingual course educated them so that they could continue their studies when moving back to Cambodia, an issue facing Cambodian migrant children. Furthermore, they can access information on safe migration so that they can prevent themselves from any form of exploitation. Direct beneficiaries:

- ✔ Cambodian children aged 7-18 years who are staying on Thai side and who are studying in Cambodian border area,
- ✔ Piloting group, Cambodian children 30-50 persons (in one classroom)

The Project worked in partnership with NGOs, Mahidol University and Education Ministries in piloting schools and supported the three piloting schools' online classroom by providing the facilities/teaching materials: 40 video clips and a 40-hour curriculum.

Some technology-focused interventions are shared in this section that can be thought of more broadly as technology integrated interventions that are useful instruments for enhancing reading, improving access and quality of education. STEM in education including education technology is discussed further in next section.

4.1.2 STEM Approach in Education

Science, Technology, Engineering, and Mathematics (STEM)education is key to achieving the Sustainable Development Goals (SDGs, especially SDG 4- ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all). All aspects of STEM education are vital to achieving the SDG 4 because they commonly use real world problems in learning contexts through inquiry-based and experiential methods for promoting 21st century skills. STEM education also promotes employability skills, entrepreneurship, and innovation by integrating engineering and technology with science and mathematics.

Plan International is committed to ensuring the right to education for all, and emphasize the

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55. Educational exchange program in teaching Thai-Khmer languages- (Thailand)

importance of promoting equitable access to safe, gender-transformative quality education as well as to taking measures to close the gender gap in STEM and digital divie. STEM approach in education is priority for some COs to promote creativity and 21st Century Skills.

Projects in APAC on STEM in Education
Plan Internatioanal **China, Nepal, Cambodia, Philippines and Thailand**

STEM in Education
Plan International China

Currently in China, STEM education concepts and content are implemented in schools with better educational resources as a national priority, while rural children's equal rights to STEM education are not yet guaranteed. Rural schools lag behind urban schools in science and technology education, and if they do not catch up with STEM education trends in time, rural children's equal rights to science and technology education and future career development opportunities will be even more disadvantaged.

The Girls STEM Education Project (Jan 2022 to December 2024): The project aims to provide STEM learning opportunities for rural children, especially girls (age 10-14/grade 4-8), through training teachers on gender-responsive curriculum

and supporting with basic hardware and software required. PIC's STEM education model has been adopted by local education bureaus in two counties of Shaanxi and they started to take initiative to promote STEM education at more schools.

The key intervention includes

Providing hand-on learning experience of robotic programming for girls in rural schools; Promoting Growth Mindset among girls and highlighting female role models and collaborating with local education authorities, high-tech enterprise, and caregivers to build gender equality and supportive environment for girls to participate into STEM learning.

STEAM AHEAD: Plan International Nepal[56] is the first organization among development agencies in Nepal to embrace STEAM education approach in its education program. Plan has been working with Government of Nepal (GoN), academia and stakeholders in promoting STEAM education approach, which highlights the cultivation of essential skills such as creative and critical thinking, problem-solving, and design thinking as integral part of

teaching-learning processes with a holistic and integrated learning approach. This aim is to increase equal participation of girls, children with disabilities in classroom teaching and learning process. The idea of STEAM education was proposed to promote productive engagement among learners in issues and problems associated with science, mathematics and related curricular areas. The 'A' in STEAM education is helpful to address the otherwise unaccounted approach to integration. For example, arts-based methods (painting, building models) help teachers and students to connect various disciplinary skills in science and mathematics. Plan International has developed STEAM education training manual, training to teachers and CSOs members on STEAM approach in education to make the education system more informed responsive and accountable and devoted significant efforts to enhancing the capacity of educational officials and teachers on STEAM education approach.

Model School: Plan International India[57] initiated the 'Model School' project with an aim to provide quality education to disadvantaged children with new technology and improved infrastructure and they have access to "safe and joyful learning environment" in the school. The Model school project, in addition to key outcome objectives, also emphasizing in providing training to teachers, designing appropriate digital curriculum, and making necessary improvements in STEM laboratories and creating school library to improve learning outcomes.

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56. Nepal- STEAM AHEAD Project
57. India-Comprehensive upgrade for a holistic development programme in three Schools of Pune-Maharashtra (Duration: Sept 2022- March 2025)

The **Girls Empowerment through Education**[58] project was designed for the Out **of School Children** especially for girls and **Early Childhood Education (ECE)** for bringing lifelong returns for children. The project was implemented to make child friendly and accessible for children for a joyful learning, increase enrollment in school and attendance with focus on STEM education by developing customized STEM Lab curriculum and infrastructure in schools including STEM labs.

In Cambodia, Plan International is supporting girls to learn science, technology, engineering, and mathematics (STEM) skills to close the gender gap and take us closer to achieving gender equality.

STEM to enhance School Safety: (Thailand and Indonesia)

Plan International Thailand[59], for the children of Primary to junior high school students and teachers, initiated project to increase resilience and protection against disasters and natural hazards through the adoption of the Comprehensive Safe School Framework (CSSF) in 3,600 schools over 12 provinces. The project challenges traditional gender norms by providing opportunities for students and teachers, especially females to learn STEM education and computer coding to design inventions/innovations that enhance school safety. Targeting students and teachers to develop STEM projects to tackle identified issues. In addition, the consultant developed a coding learning website to expand access to Coding and STEM education, ensuring that all children and learners can learn effectively and equally.

Plan International Indonesia[60] also adopted digital learning at the national level to capacitate teachers on climate education, DRR, and GESI and integrated DRR and CCA into national education curriculum and modules for learning subjects and additional, under the project **Safe Schools Model Province in Indonesia.**

4.1.3 Education Technology (Ed-Tech) for Enhancing Learning

Why Ed-Tech is Vital?

With the rapid technological advancements across the areas of life and work, children need to be digitally literate and connected to access of possibilities and to grow with full potential. The pandemic showed that learning can occur anywhere and anytime by effective use of technology. Besides, gender gaps in access to and use of digital technology exists all around the world. Digital learning presents an excellent opportunity to bridge the digital gender divide and bring quality in education. Without equal access to technology, girls and

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58. Project Girls Empowerment through Education, (Duration: Oct 2020-Mar 2023)-India
59. Innovating Disaster Management for Safe Schools (Duration: 1 September 2022 – 31 August 2025)-Thailand
60. Safe Schools Model Province in Indonesia

women will not able to equally participate in digital societies. Holding back girls and women in this area affects every aspect of their lives, including their ability to speak out and campaign on issues that affect them.

> **Technology in Education projects in APAC**
> **From Plan Internatioanal China, Nepal, Cambodia, Philippines and Thailand**

❯ Learning kiosks in Community

Plan International Philippines established learning kiosks with the help of the youth groups and the support of the village leaders, teachers, and communities, mostly during the COVID-19 pandemic. The objective was to support learners who had difficulties in learning independently and completing and submitting their modules. The kiosks provided tutorial programs, and easy-to-access teaching-learning resources, and assisted learners in navigating modular distance learning.
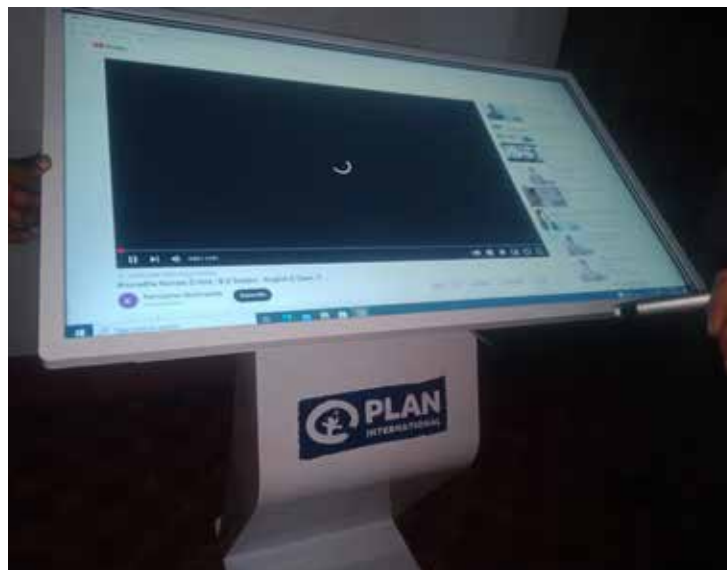
❯ Learning Kiosk in School

Plan International Nepal is piloting Learning Kiosk in one school. The purpose of the learning Kiosk in school is to encourage children to learn by using technology to enhance access and continue learning process. Children can learn through various digital text books' content, supplementary books and informative videos uploaded in the Kiosk. The learning Kiosk is a good source to increase children's attention on the uploaded materials and ultimately support their learning. This provision is for enhancing their skills on literacy and numeracy performance.

❯ Nepal: ICT Lab

Plan International Nepal is committed to address the 21st century requirements and practical need of quality education by using digital technology in education. Under the ICT in education interventions- it underpins on the needs of transforming pedagogy by introducing technology-integrated teaching-learning activity in the classroom, which has been largely facilitated by support of ICT lab in schools, the support which includes desktop computer, laptop, memory stick, inverter/solar, computer table/chair, internet connection, projector with online/offline learning resources and teacher capacity building on the use of ICT in classroom.

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61. Plan Philippines- Community Learning Hubs/Kiosks- with support of local community leaders and teachers:

> **Remote Intelligent Teaching and Research Guidance Center: Plan International China**[62], under the Sponsorship Program, with provincial education department and county education bureau to integrate technology strategically into education systems, such as mobile recording classroom in project school and Shaanxi Remote Intelligent Teaching and Research Guidance Center, provide more convenience and flexible access to quality learning content for teachers and students in rural areas.

Plan International India[63]

Project Name: LEHAR- Digital Learning Initiative

Children from disadvantaged communities get access to quality education and digital learning opportunities in the government schools. Plan India implemented a digital education program to ensure continuity of education, especially for adolescent girls. The model framework, and digital interventions was fully aligned to the government of India's flagship Digital Initiatives, where in the government strive hard to make the country ready for the digital economy boom, digital literacy for all.

Key Intervention Strategies

Promote active and personalized learning in Mathematics, Science & English of the girls enrolled from grade 9 to 10 through innovative digital learning app installed in digital devices.

Establish Digital Learning Centres with inbuilt modular curriculum and contents in Mathematics, Science, English at the identified government schools/ community centers, with the aim to ensure increased interests among children with improved learning outcomes and to provide supplementary learning support for girls and boys enrolled in middle schools from Grade 6 to 8. These smart digital learning classes enabled teachers to use offline learning contents in a classroom set-up via android box and TV screen.

Build capacities of the government school teachers on using digital class rooms and understanding the importance of digital learning, technological content knowledge, and innovative teaching pedagogies by organizing participatory trainings.

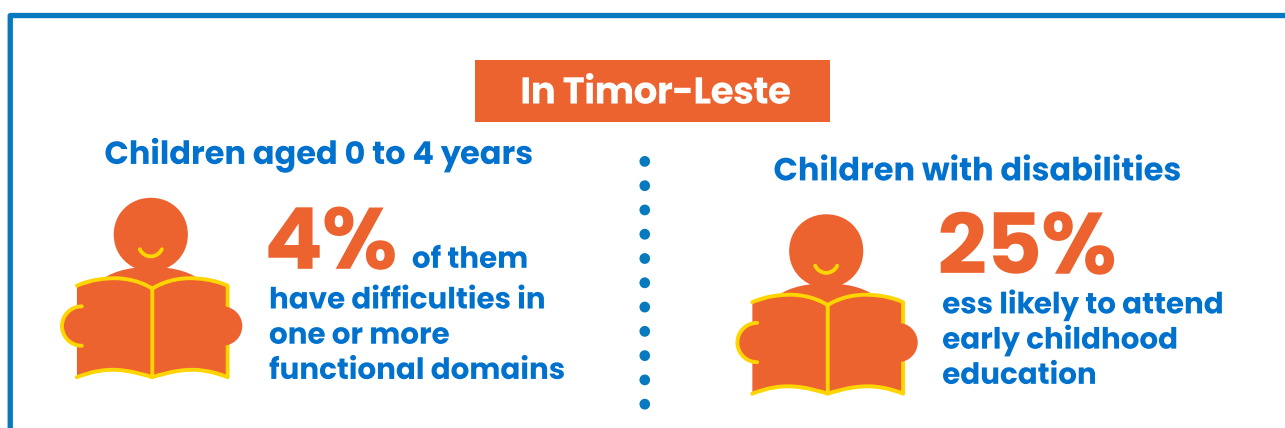### Digital Learning Centre on AEP for Out of School Children

Plan India established Digital Learning Centres (DLC), for providing Accelerated Education Program to girls and young women of 12-25 years age group, who have dropped out of school education system. The project made to bridge the learning gap and supplemented school-based education with innovative technology solutions. The project implemented in partnership with Plan India partners where video conferencing technology used to amplify the reach of a teacher

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62. China-Education Technology Promotion for Rural Schools Project, in FY21-22

4.1.4 Inclusion and Disability In Teaching Learning Practices

Why?

Plan International believes that mainstream education systems can and should be adapted to meet the needs of all learners, and should offer learning opportunities for every child. Children with disabilities have an equal right to access an inclusive, quality education, and a right to the support and adaptations necessary to facilitate their learning. Overall, it is found that there is room for improvement in disability inclusion in the teaching learning process. Violence and neglect are widespread, with disabled children. Many children with disabilities, especially girls, never attend school. For example, in Timor-Leste, among children aged 0 to 4 years, 4% of them have difficulties in one or more functional domains and children with disabilities are 25% less likely to attend early childhood education.

In Timor-Leste

Children aged 0 to 4 years

4% of them have difficulties in one or more functional domains

Children with disabilities

25% ess likely to attend early childhood education

Vietnam has made huge progress in increasing education levels, with girls now over-taking boys in enrolment and completion rates in school. Despite this, inequalities persist for girls in rural and mountainous areas and especially among ethnic minority girls and children living with disabilities. **In China**, there is a high dropout rate among the rural school students, especially in ethnic minorities and for girls. Although over 99% of children are enrolled in primary schools and receive free, compulsory education, they still drop out of school because of economic difficulties. There is a high opportunity cost for attending school. Additionally, children's inability to perform in a highly competitive education system, coupled with unfriendly learning and living environment at school plays a major role in pushing the children to drop out of the education system. A survey found that among Hui ethnic group there is significant gender difference in annual dropout rate that is 7% for girls and 4% for boys, and the rate increases with child's age. Education system heavily relies on rote memorization with limited opportunity for creative learning, hence reinforcing the dropout trend

A holistic and multisectoral approach to learning for children with disabilities is crucial, including parental support and support for transitions from home to an ECCE setting and then to formal school[63]. Inclusion in programs needs to be strengthened, with mainstreaming and targeted approaches, including monitoring of progress of children.

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63. Global Report on ECCE (UNESCO and UNICEF 2024)

A smaller number of projects in APAC have been found to forcus primarily on children with disabilities and children from Ethnic minority groups. Here are a few projects shared that are doing great work under this theme

From Plan International **Nepal, Vietnam, Cambodia and Philipines**

The education program in **Plan International Vietnam**[64], aimed to improve learning conditions for children at schools, with a focus on marginalized ethnic minority groups. Efforts were made to provide comprehensive care and education to boys and girls from these groups, while also addressing issues such as gender equality and safeguarding and supporting children with disabilities.

Plan international Cambodia[65] through the **Promote Safe School Initiative in Cambodia** provide training to the teachers for engaging with students, including those with disabilities and from indigenous communities, to promote awareness and action on safe school practices.

In partnership with UNICEF Philippines, the **Social and Behavior Change (SBC) for the Alternative Learning System (ALS)**[66] project of Plan International Philippines was launched in May 2022 to scale up the earlier SBC through the development of a national SBC strategy for ALS and a context-specific ALS SBC strategy in Maguindanao del Sur. The project collaborated with the Department of Education (DepEd) and other education offices. Key achievements of the SBC project included the development of a National ALS SBC toolkit and roll-out guide, training sessions for Regional ALS Focal Persons and other stakeholders, training on SBC communication skills for DepEd and MBHTE ALS implementors, and the training of ALS community champions. The training covered various areas such as localization of SBC strategies, safe programming for children and adolescents, gender and disability-inclusive communication, and monitoring and evaluation.

Promoting Inclusive Education (PIE)
Plan International Nepal67

The PIE project was designed and implemented with major objectives for developing access of girls and boys especially children with disabilities and children from Dalit families in Nepal to quality learning opportunities in an enabling, empowering and safe environment.

As per the Nepal Flash Report 2021/2022, less than 1% of students are disabled, much lower than in the general population. School enrolment data from Plan International's surveys confirm that that drop-out rates of children from Dalit communities in Nepal and children with disabilities are substantially higher than that of the general population. The project provided support to improve physical environment as child-gender-and-disability

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64. Vietnam-Improving Child Friendly Education Environment
65. Promote Safe School Initiative in Cambodia Projects (Duration: 1 September 2022 – 31 August 2025)
66. Social and Behavior Change (SBC) for the Alternative Learning System (ALS), Plan International Pilipinas Foundation Inc.
67. Gender Transformative Inclusive Education Project (NORAD) and Equity and Inclusion (USAID) - Nepal

friendly by constructing and renovating physical facilities such as ramp in the entrance of schools and classroom, inclusive playground, WASH/MHH facilities in schools and construction of hostel buildings in the existing resource schools for children with disabilities to make these infrastructures accessible and safe for all children including children with disabilities and their easy access in education in the project implementing five districts. Necessary medical support and assistive devices were provided to the identified children with disabilities for making them functional independent. In the same time, children with disabilities and those were in vulnerable situation and at risks of school dropout provided educational assistantship support, extra tutorial/remedial class support to bridge their learning gap and make them ready to go to school.

To improve the pedagogical environment the project includes model classroom which includes friendly seating arrangement support, print and digital rich learning environment with sign language content, book corner in the classroom. The project working with National Blind Association (NAB) and support to set up Braille press at NAB office with aim to make easy availability of braille book to blind children. Teachers are the key actors to deliver the content with student in schools. Considering the fact, the project provided support for teacher's professional development in different skills such as low/no cost teaching learning materials development, gender transformative inclusive classroom management, teachers training on sign language, braille scripts and teaching and caring to children with disabilities

Areas of Consideration (Teaching and Learning Section)

Reading Enhancement

The projects featured here have implemented interventions to help children improve reading abilities by providing educational resources and establishing community-based children's reading corners. In addition to supplying children with story books and printed materials, teacher training has become increasingly important in initiatives. In certain projects, parents are trained to help their children read at home.

Reading skill refers to children's basic literacy skills, and when children gain these skills in the early grades, they are more likely to stay in school and continue learning. Prioritizing children's capacity to read will make a big contribution to increasing the quality of education and continuing to learn, which will play a vital part in obtaining the marginal competence as expected.

In general, reading skills with fluency and comprehension could be seen as a priority for supporting children in every primary and secondary education program.

Education Technology
The employment that are available now will change in 10 to 15 years, and with

them, the skills required for those jobs. The children need to be trained in the skills that are anticipated to be needed in the future, such as data science and analytical abilities, coding, sales and marketing, accountancy and consulting skills, design and creative skills, and so on. Technical education and training, which should begin in formal primary and secondary schooling or through non-formal education, have no substitute in the future. In order for Plan International to remain a youth-focused organization, new business development geared toward ICT and technical education for children needs to be explored.

Promoting technology education is critical for meeting the demands of the twenty-first century and fulfilling the practical need for quality education. Only a few country offices focus on ICT in education. This could be one of the primary emphasis areas for influencing and developing new projects. Teachers' capacity development in using ICT as teaching tools, including the use of more interactive content and software applications, as well as online resources, to improve educational quality and efficiency. Non-formal education may also include computer-assisted learning, digital learning tools, and alternate modalities of instruction such as remote education, online education, and virtual education.

♥ STEM in Education

Special attention should be paid to children and especially girls in order to provide equitable access and knowledge systems through the teaching of natural science, technology, engineering, and mathematics (STEM subjects) and increasing participation of women in STEM careers. Every student needs to be equipped to participate in the study of science, scientific methods, and the moral implications of scientific advancements in knowledge and technology. This will help them to be better equipped to tackle long-term solutions to present issues and ready for the future as a result.

♥ Inclusive (Children with Disabilities) Education Project

Each country's CSP has prioritized the inclusion of children with disabilities (CWD) in the program, as seen by the objective sets and results. However, a few programs have been identified that are solely dedicated to their development and integration in mainstream programs. The project description states that children with disabilities suffer a gap in their early learning. In the areas where Plan International works, a rigorous survey of types of disability and required support can be conducted, and based on the results, more programs can be developed to ensure the education of disabled children, including creating an enable learning environment and opportunities for them to learn alongside other children.

It is noted here that Plan International India and Plan International Nepal are found implementing comprehensive programs from Early Learning,

4.2 EDUCATION FOR OUT OF SCHOOL CHILDREN AND YOUTH

Out of School Children in the APAC Region

Twenty-four million adolescents in East Asia and the Pacific are still not in school, and of those who are in school, one in three do not meet the requirements for lower secondary reading and math proficiency. UNESCO estimates that the number of children out of school in the region has increased by 4 per cent after COVID-19. In Laos, However, among the 700,283 adolescent girls aged 10 to 19: 41.8% are out of School, , 23.5% are married, 42.6% are anaemic and 42.4% are in child labour (CSP). Philippine Statistics Authority (PSA), the net enrolment rates dropped in junior high school, to 81.41% (77.24% for boys and 85.82% for girls) and in senior high school, at 51.24% (44.21% for boys and 58.72% for girls) (CSP). In Bangladesh, a third of its citizens are below the age of 18, a quarter are young (aged 10-24). Overall, 61.6% of females and 18.6% of males ages 15-24 are not involved in education, employment or training (NEET).

In Laos

700,283
adolescent girls aged 10 to 19

Out of School
41.8%

Anaemic
42.6%

Married
23.5%

Child labour (CSP)
42.4%

Philippine Statistics Authority

81.41%
Junior high school
Boys: 77.24%
Girls: 85.82%

51.24%
Senior high school
Boys: 42.72%
Girls: 58.72%

In Bangladesh

61.6%
Females

18.6%
Males

ages 15-24 are not involved in education, employment or training (NEET).
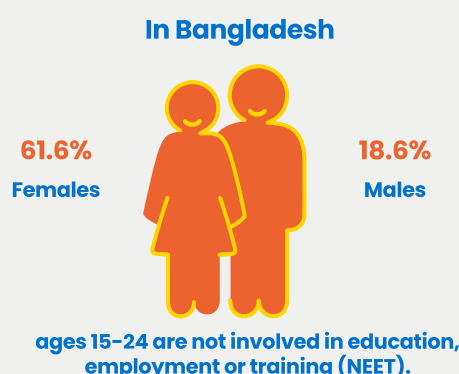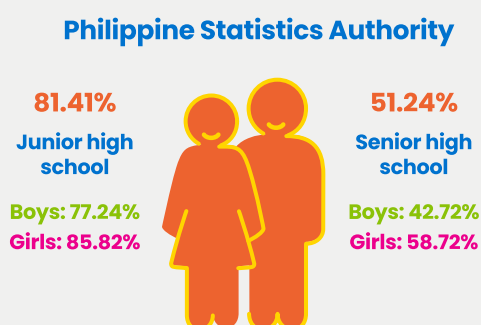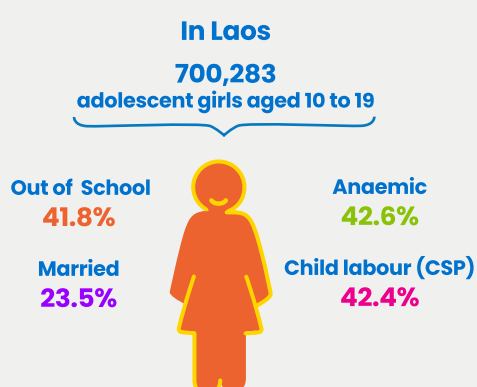
Complementary component - Out of School Children & Youth under the IQE AOGD- comprise interventions that support the development and improvement of alternative education opportunities; encourage and support community-led education initiatives; and strengthen school entry / re-entry mechanisms, such as bridge programs and accelerated learning.

During the project mapping phase, it was observed that COs helped students enrolled in schools through after-school programs at community-based learning centers (CLCs). The goal is to assist students in staying in formal secondary education and address any gaps in learning that may exist in the classroom, although this type of support in formal secondary school was not observed much in projects. CLCs mostly provided support who are not enrolled in the formal school system. Remedial sessions and the Accelerated Education Program (AEP) are intended outcomes of the projects.

These kinds of programs go by several names, including Functional Literacy and Numeracy (FLN), Accelerated Education Program (AEP), Non-formal Education (NFE), Remedial Class, and Second Chance Education. Some such projects are mentioned here.

> After-school education support for secondary school students to help them retention in school (Primary and Secondary).
> **From Plan International Bangladesh, Nepal, Cambodia, India, and the Philipines**

Plan International Bangladesh[68] provided access to Alternative Education Support Centers in order to address learning gaps of children. Under the Sponsorship Program, children who suffered from learning gaps as a result of the extended closure of schools during the COVID-19 pandemic were provided with extra tutorials before or after their school sessions. Learning resources and financial support were given to this community-based intervention to help with their academic pursuits, guaranteeing their continued education. The students are responding well to this intervention, which is still in progress.

Plan International Nepal assisted out-of-school children in enrolling in secondary schools under the **Girls Get Equal project**, which aims to prevent child marriage and early child marriage. In order to keep girls in school and provide accelerated or alternative basic education classes for the out-of-school support, Nepal CO also conducted the **Telethon: Girls, not Bride**[69]. A training manual on positive parenting, a school code of conduct, gender-transformative inclusive classroom management, safe school frameworks, and training for teachers, SMCs, and PTAs on gender-transformative inclusive management were developed as part of the project for the children in grades 6 through 10. The project focused on enhancing child clubs' capabilities and organizing them to raise awareness of gender-transforming facilities including supports in like WASH and MHH availability in schools.

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68. Bangladesh-Sponsorship Program
69. "Telethon: Girls, not Bride" Duration: January 2022 to December 2025

Plan International Nepal[70] developed out of school children (OOSC) identification and school enrollment guideline and supporting local government to strengthen their institutional capacity on periodic OOSC survey and school enrollment in age appropriate grades by bridging the learning gap through accelerated learning class. After school enrollment support is also providing through Recovery and Accelerated Learning Plan(ReAL) implementation, which includes remedial class support, parenting engagement in education, peers support, self- learning, technology integration in learning, learning through community reading fair etc.

Plan India, under the project 'Empowering Girls through Education, Pre-vocational and Vocational Skill Building' provided to increase enrolment, retention and improve regularity of 200 out of school (OS) girls (13-18 years) in target areas through remedial support.

Plan International Myanmar and Bangladesh, under Emergency in Education Programs, delivered functional literacy and numeracy to adolescents and youth including socio-emotional learning. The projects empowered girls, boys, adolescents, and community members with the knowledge, skills, and capacity to actively contribute to the well-being of their families and communities studying in NFE (Non-formal Education) centres. ECW project, helped out of school children to continue access to safe, quality and protected education, whilst strengthening systems for educational governance for long-term sustainability.

Plan International Cambodia[71], in project Enhancing Quality Learning for Out of School Children (EQUAL) (for primary school students) provided support to marginalized children, including indigenous children, through accelerated learning programs, transportation assistance, cash scholarships, and re-entry and remedial classes. As a result, the project has achieved a high promotion and transition rate to lower secondary schools, with 92.31% of school girls successfully transitioning. To achieve the objectives, the project focuses on school mapping to find out of school children and youths, catch-up courses, family livelihoods improvement, re-entry classes, scholarship support, peer-to-peer learning group, peer education, equivalence classes, accelerated learning, and remedial programming.

> Here are two more projects that were implemented within the formal school system and worked directly with the goverment.
> **From Plan International India and the Philipines**

Plan India's[72]

Balika Shivir: Accelerated Learning Centre, project set up of Balika Shivir centres to cater to the dropped out adolescent girls in the project intervention locations.

The key objectives of the project are to- support 3600 girls (13-18 years) complete secondary and senior secondary school education through the National Institute of Open

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70. Empowering Girls through Education, Pre-vocational and Vocational Skill Building project
71. Enhancing Quality Learning for Out-of-School Children (EQUAL)
72. India-Balika Shivir: Accelerated Learning Centre

Schooling (NIOS)(a board of education under the Government of India); Build capacities of girls and young women (19-24 years) in vocational training for livelihood preparation through NIOS and to increase enrolment, retention and regularity of other community girls in schools through the alumni group called Sakhi Sangam (an informal group of female peers). Collaboration with District Administration (DA): DA has appointed Nodal Persons to work closely with project team and extend support for effective implementation of the project in all the project locations. Plan India is being given space in the district convergence meeting with line departments like Department of Women and Child development, Department of Social Welfare, animal husbandry, Life Skills department creating an opportunity to leverage support especially for trained NEET women.

Plan International Philippines[73] have interventions, **Alternative Delivery Modes of Learning in Formal Schools** to provide flexible and alternative ways of providing continuing education for learners who cannot easily access or benefit from the conventional educational system in a modality that fits their distinct situations and needs. Alternative Learning System for Out of School Children and Youth (OSCY) provides as a second chance education program, aiming to empower OSCY to continue learning in a manner, time and place suitable to their preference and circumstances, and for them to achieve their goals of improving their quality of life and becoming productive contributors to society and intervention, Drop-Out Reduction Program (DORP), to reduce the high dropout rate and improve learning outcomes in public and private schools of the country, using formal, non-formal and informal approaches. While working with the out of school children or community learning centres, the projects work to create enabling environment in the formal schools by capacity development of teachers, supporting in MHM and WASH facilities and other supports so that supported children's transition from CLCs to formal schooling.

Areas of Consideration (Education for Out of School Children)

Out of School Children Enrollment in the Formal School System: Projects are being observed to offer non-formal or alternative education to children not in school. The percentage of children who enroll in and complete secondary education in the formal system is measured by the IQE AOGD result and outcome indicator. Enrolled in formal education refers to being registered to take part in formal education, which is defined as being approved by the national education system or a comparable private school system. Few projects have adopted these outcome level indicators. The majority of projects that were observed examined the proportion or number of children who attended non-formal sessions, but one top priority might be getting children ready to transfer to a formal education system and complete secondary school education.

For instance, It was discussed in section 2 that Bangladesh, Cambodia and China adopted IQE result indicator that % of CAY who transition from non-formal

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73. Philippines-Alternative Learning System for Out of School Children and Youth (OSCY) and Drop-Out Reduction Program (DORP)

education programmes to continue their formal education or training and % of CAY who start lower secondary who successfully transition on to upper secondary level, which are good targets for promoting girls to continue their education, however, more interventions with public schools for retaining girls in secondary school would be effective.

- ♥ **Foundational Functional Literacy and Numeracy (FLN): Conversely,** many of the CO's target students may be unable to complete their education in the formal system. In such instance, the children might be ensured an Accelerated Education Program's with the foundational Functional Literacy and Numeracy (FLN) curriculum based on their grade and age. Many projects have used AEP programs, including in the emergency situation. After reviewing the evaluations of all of these programs and adhering to the Global AEP guidelines, a Global Program Model could be developed in which each CO ensures that the children enrolled in the non-formal program obtain a marginal education qualification in accordance with their government's curriculum.

- ♥ **Program upscaling and mainstreaming in the government system:** Furthermore, country offices in India, Cambodia, the Philippines, and Laos have taken positive steps to collaborate with the government system. This might be one strategic emphasis and priority for COs to mainstream interventions in the government system for long-term project closure and handover of evidence-based interventions in the government system. In that situation, programming and influencing could entail prioritizing project design to program implementation while aligning to national targets policies, and partnership with the government.

4.3 EDUCATION PROJECTS FOR PROMOTING APAC REGIONAL INFLUENCING PRIORITIES

> **"**
> **Girls and young women in Asia Pacific experience major increases in their ability to make decisions about their own lives and engage in collective actions to shape the world around them."**
> is the overarching Influencing goal of Asia Pacific region

The APAC hub identified three regional influencing priorities:

> *1) Ending Child, Early, Forced Marriage,*
>
> *2) Girls Leadership in Climate Change Actions*
>
> *3) Youth and Civic Space.*

These are not entirely new issues to APAC COs but the prioritization calls for purposive programming and influencing around these three themes. An attempt has been made in this report to identify the initiatives that support the regional influencing priorities. For example, CSPs and projects aimed to end child marriage, prioritize girl-led education initiatives, or focus on girls' skill development. In addition, some of the projects on Climate Change Education and the initiatives that have targeted youth resilience to climate adaption, are also included.

4.3.1 Empower Girls through Education and Skills to combat CEFMU

Why Educating Girls is Important to Combat Child Marriage?

Child marriage – marriage before the age of 18, is a violation of human rights. It adversely affects education, health and well-being of girls and perpetuates cycles of poverty. On the contrary, child marriage is the consequence of lack of access to education and school dropouts. The longer a girl stays in school, the less likely she is to be married before the age of 18 and have children during her teenage years. There is a strong connection between access to education and child marriage. When a girl dropped out from school and forced to marry young, her personal development is stunted. She is left with less negotiation skills and therefore has limited decision-making power in her new household. The uneducated and unskilled child brides are completely dependent on their husbands and in-laws to survive. Girls are often not yet mature or skilled enough to properly perform household tasks or care for their husbands and children. Child marriage also deprives girls of the valuable and necessary skills required to enter the labour market, therefore denying her the opportunity to help lift herself – and her family – out of poverty. Plan International believes that promoting education particularly Gender transformative Education to Children Adolescent and Youth (CAY) could prevent the root causes of inequality, child marriage and systems of oppression and thus should be utilized in all parts of education system from policies to pedagogies.

APAC CO Strategic Priorities on Ending Child Marriage

It is observed that almost all the country offices made strategic choices to promote gender equality with specific focus on advancing the situation and position of girls and young women. The country offices are providing equitable education, skill or trainings for the girls of most marginalized. For example. the overall goal of Plan India's current strategy is to make Girls empowered to act and get equal. The goal is rooted in the core elements of gender transformative programming. Plan India seeks to enable all girls to learn, lead, decide and thrive through multi-sectoral approach, and one of the key programs approached

is ensuring that Girls must have access to the right to education, life skills and right to economic skills to succeed in the work place.

Plan International Nepal, made priorities for delivering gender transformative education – IQE and SOYEE under the LEARN program framework. The two thematic interventions are mutually reinforcing ending CEFM for inclusive, just, and safe society for Nepal's girls, adolescents. and young women. Plan International Nepal invests in effective approaches for marginalized and vulnerable in- and out-of-school students (girls, children with disability and the crisis affected) to help them to continue education (retain), enter and re-enter schools. Plan International Philippines's one of strategic objectives is providing access of age-appropriate, gender-responsive, and learner-centered education for Girls, young women, and other vulnerable children and young people, that also involves skills for young people to enable them to transition to decent work.

Cambodia has implemented various projects and programs in the field of education, with a focus on improving lifelong learning, enhancing quality education, and promoting safe schools. These initiatives aim to address challenges such as high dropout rates, limited access to education in remote areas, and the need for gender-responsive and inclusive education targeting cambatting CEFMU.

Child marriage is still prevalent in **Vietnam** despite the Law on Marriage and Family setting the legal minimum age at 18 for women and 20 for men, impacting girls, particularly from ethnic minorities in mountainous communities. According to the 2014 MICS, 11.1% of women aged 20-49 were married before their 18th birthday, however PIV data estimates up to 60% of H'mong girls in Plan programme areas are married before the age of 18. Child marriage in some ethnic minority communities is driven by cultural norms, is influenced by both families and peers and is practiced in part due to a perceived lack of options (for example further education or job opportunities). Child marriage is strongly associated as both a cause and effect, with dropping out of school and increased adolescent birth rates (CSP of PIV).

In **Plan Indonesia**, while deep-rooted traditions play a role in driving child marriage in many regions across the country, poverty and economic factors—such as lack of employment opportunities—also contribute. Based on a national survey in 2021, over 20 percent of youth in Indonesia get married before the regulated age for marriage of 19 years. Further research suggests that many of these marriages are the result of unwanted pregnancies—suggesting a strong link between SRHR and child marriage.

> Here are some of the CO project that have taken education interventions to end CEFMU
> **From Plan International Bangladesh, Vietnam and Nepal**

Plan International Bangladesh[74], implemented project Child Bride to Book Worm to create a supportive, inclusive learning environment that promotes education, empowers children, and combats early marriage. These efforts include capacity building sessions for teachers, increased parental engagement in supporting their children. Teachers trained in

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74. Child Bride to Bookworm, (for 11 to 15+ years students) of Grade-6, Grade-7, Grade-8), closed in December 2023

Gender Equity Movement in Schools (GEMS) and received Gender-Responsive Pedagogy Training in capacity-building sessions. Moreover, parents have become more actively engaged in supporting their children with a particular emphasis on fostering the dreams and aspirations of girl children. These initiatives promote girl-friendly communities and schools, combat early marriage, reduce school dropouts, ensure gender equality and inclusion, and create better learning environments at home and in schools.

Plan International Vietnam[75], through the Project, Ethnic minority (EM) adolescents and young people with the objective to protect ethnic minority adolescents and young people aged 11-24 in Ha Giang Province from becoming victims of child early and forced marriage. According to a research report conducted by Plan International Vietnam in 2022, unwanted pregnancy was one of the primary causes of child marriage in Ha Giang province. To address the issue, the project targeted that young people have increased capacity to be youth activists on shifting CEFM and SHRH norms and harmful practices and have increased understanding about the risks of CEFM through Comprehensive Sexual Education (CSE).

Plan Nepal adopt two different thematic interventions yet they mutually reinforce ending CEFM to pave way for inclusive, just, and safe society for Nepal's girls, adolescents. and young women. LEARN will invest in effective approaches for marginalised and vulnerable in- and out-of-school students (girls, children with disability and the crisis affected) to help them to continue education (retain), enter and re-enter schools. Young people especially young women will be prioritized by expanding and strengthening their technical, entrepreneurial and life skills to leverage employment and economic empowerment.

Girls Get Equal: Preventing Child Early and Forced Marriage[76] Plan International Bangladesh and Nepal

Plan International implement the 'Girls Get Equal (GGE)' projects in selected areas in six countries including Bangladesh and Nepal from APAC, to campaign on girls' equality and leadership as part of a connected global initiative. The project combats early/forced marriage by strengthening girls' education, youth economic empowerment, Strengthening local government structure and awareness of sexual and reproductive health and rights (SRHR). The plan includes multiple outcomes such as the retention of girls in school through safe and inclusive environments, and training educational staff in code of conduct and inclusive pedagogy.

Second phase of GGE Project: (Both adolescent girls and boys) At present, with the technical support of NNO, the second phase GGE project for 5 years, starting

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75. Vietnam-Project: Ethnic minority (EM) adolescents and young people Duration: 1/4/2023- 30/3/2026
76. Girls Get Equal: Preventing Child Early and Forced Marriage (PIB- Duration: January 1, 2020-December 31, 2024 and NPL- Duration: January 2020 to December 2024), Target Age Group: 10-24-year, Donor: NORAD

from 2025, is under the development stage and Plan Myanmar will be included with Plan Bangladesh and Nepal. The second phase of GGE project will be in operation with an integrated model of Education, Child Protection, SOYEE and SRHR. The projects will be providing financial support, improving infrastructure and security, raising awareness, offering career guidance, and enhancing educational quality to promote girls' as well as boys' education and empowerment.

Proposed possible key interventions:

- Promote Safe and Inclusive Learning Environment in Schools

- Ensure Out-of-school children participate in accelerated or alternative basic education classes for bridging their learning loss and support their retention in education

- Support to improve school environment as child, gender and disability friendly-improvement of WASH and MHH facility in schools

- Communities embrace norms that value the girls and support girls and boys to delay marriage; community members receive awareness-raising on gender equality, child rights and CEFM

Empower Girls through Education and Skills Development

Skills Development for Girls to Prevent CEFMU

Quality education should provide children and young people with the necessary skills and knowledge, attitudes and behaviours to lead positive and productive lives and to be responsible and active citizens. Plan International works with governments and partners to reach the most vulnerable and provide them learning opportunities that prepare children and adolescents with the knowledge and skills they need to succeed in life. In APAC, inequalities are observed in the development of skills of girls. For Example, in **Vietnam**, there are fewer women (32%) than men (39.6%) employed with a formal contract. Young women and girls in the informal sector lack social insurance and labour protections, receive lower wages and have limited access to skills development and training (CSP Vietnam 2020-2025).

Indonesia's youth unemployment rate remains the highest among other age group populations causing the risk of youth becoming a demographic burden for the economy, despite the growing number of the youth population as a demographic bonus. Statistics reveal that young people aged 16-30 years old who are not in education, employment and training (NEET) reached 26.64 percent, a figure dominated by young women (CSP)

Technical Vocational Education and Training (TVET)
Projects shared From Plan **International Bangladesh, Vietnam and Nepal**

Western Samar, one of the poorest provinces in the Philippines is providing skills development support to girls through

> *1) Improving the agency of adolescent girls, young women, and young men over decision-making regarding their education and skills development.*

> *2) Increasing the capacity of school systems to address student dropouts, as well as providing gender-responsive Technical Vocational Education and Training (TVET)*

> *3) Enhancing the youth's access to skills trainings and job linkages.*

Plan International Philippines
Learn and Stay Protected Project (Duration: March 2023 – February 2025)

The primary objective of this project is to enhance the agency of adolescent girls, enabling them to exercise their rights to education and protection against gender-based violence in Maguindanao, Philippines. Through this project, Plan International Philippines provides targeted support to girls and young women, actively involving parents, communities, schools, and local government stakeholders. The aim is to create safe environments where girls can openly discuss issues and concerns and challenge harmful gender norms. The project also seeks to empower at-risk girls and young women, helping them assert their rights, actively participate in discussions on disempowering issues, and gain access to safe spaces with the support of their communities.

Youth Peer Educator's Training of Trainers: The activity equipped 36 youth who will lead as peer educators on ASRHR, GEI. Child protection, mental health and youth empowerment to help address youth-related issues in their respective schools and communities.

Distribution of Menstrual Hygiene & Management kits

The project distributed MHM kits to 3,097 adolescent girls and young women aged 10-24 years old. Sessions on adolescent, reproductive health and rights (ASRHR) including the introduction of OKY, a newly developed menstrual tracker app were also conducted prior to the distribution of kits.

Plan International Bangladesh[77], is working to build the confidence and capacity of girls so that they can take decisions regarding their lives and prevent early marriage. The proposed project aims to reduce early and forced child marriage by increasing the secondary school retention rate through improving WASH facilities in schools, economic sustainability for out-of-education girls and engaging community stakeholders to support girls' life decisions. The project established, establish 24 Alternative Education Support Centers to support students with difficulties in learning.

India hosts the largest population of children and young people (citizens under 24 years of age) with 37 percent under-18 years and 12 percent in the age group of 18 to below 24 years12. As per 2020 estimations, the youth population in India stands at 680 million

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77. Empower Girls through Education and Skills Project' (Duration:15 May 2023-14 May 2025)

persons of which 330 million are girls. Empowerment efforts by the governments and society with children and young people today, will help determine the quality, scale, speed of development, recovery and the future prospects of India. Through the Country Strategy-V Update (2022-27), Plan India mandates itself to actively support and catalyse the leadership of girls and young women, and empower them through gender transformative, direct interventions to overcome the myriad denials and deprivations they face during their life cycle.

Plan International India[78] under the project **Career Guidance to Children and Youth**, through its intervention, 29,000 project participants have been reached out, both directly and indirectly in the states of Delhi and UP. The project caters to the needs of children and youth in the ages of 15-24 years, with primary focus on girls. Through career fairs, community interactions, sessions in schools, coaching centers and colleges, the project has been able to expand its reach to wider audience in the communities and gather support from important stakeholders to sensitize them to support youth for pursuing higher education and career options of their choices. The project aimed to establish a strategic and meaningful linkages with influential key stakeholders in Government, Corporate and CSO levels. One more project of **Plan India**[79]**, Empowering Girls through Education, Pre-vocational and Vocational Skill Building,** aspires to reduce Child Early and Forced Marriage (CEFM) through continued mainstream education and vocational skill enhancement of girls. The project implemented during Pandemic, when the stress of the vulnerable families has been increased in many folds due to loss of income generation opportunities and uncertainty getting surrounding the entire families, this increases the possibilities of girls getting married in their early age.

Plan International Cambodia [80], targeting for the Primary and Lower Secondary School students, through Inclusive & Quality Education (IQE), Technical & Vocational Educational Training (TVET) Skills. The project aims to support and decent employment-Career Guidance and Counseling to Children, through collaboration with Ministry of Education Youth and Sport, department of Vocational Orientation. The project support 14 lower secondary school in which 10,200 (including 5,524 girls) benefit from the project. The areas of focus in this FY24 is establishing and functioning the service of vocational orientation and counseling skills to students, Developing and improving the quality vocational learning skill for students and lifelong learning through vocational skill development and counseling, and Establish vocational counseling place at the target schools is established.

Areas of Consideration (Empower Girls through Education and Skills to ending CEFMU)

- **Girls Education to End CEFMU:** Ending child marriage is a regional priority. Ending child marriage and education are inextricably linked. More programmes are needed to promote girls and young women to have access to inclusive,

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78. Paramarsh- An initiative to provide Career Guidance to Children and Youth' from Jan 2021- Jun 2023.
79. Empowering Girls through Education, Pre-vocational and Vocational Skill Building, (Duration: Sept 2020- Dec 2021),
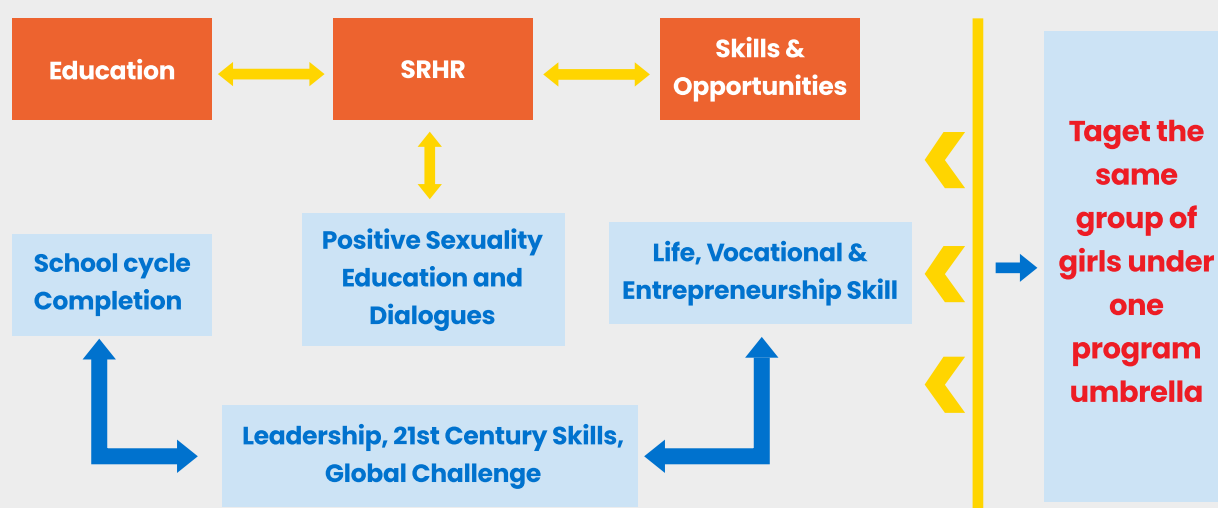80. Improving Lifelong Learning Program

high-quality, safe, and relevant education that will allow them to make informed decisions about preventing child marriages. It is clear that projects that prioritized ending child marriage and included education in the outcome level have had an impact. This might be applied to all COs in relevant projects.

Integration of SOYEE and IQE: SOYEE projects prepare girls for the future by equipping them with the skills, knowledge, and attitude necessary to secure job and entrepreneurial opportunities. The Plan Global GH focuses on the integration of SOYEE and IQE AOGD. At the project design and implementation level, better coordination of the IQE and SOYEE programmes will guarantee that girls receive fundamental literacy and numeracy skills while also preparing them to participate in employment or income-generating efforts.

Comprehensive Sexuality in Education (CSE) within IQE programmes: Countries in the APAC region have CSE programmes (Bangladesh, Cambodia, India, Laos, Myanmar, Nepal, Philippines, Thailand, Timor-Leste, Vietnam), but while gathering project information for the IQE mapping, no country, with the exception of Vietnam CO, indicated CSE interventions in schools. It demonstrates that sometimes we only consider the CSE programme under SRHR. One of the key interventions in IQE, under the core component of Curriculum and Learning Materials, is to incorporate Comprehensive Sexuality Education into the curriculum and train teachers to administer it. More collaborative approaches between the IQE and SRHR could be strengthened to influence policymakers and school authorities to ensure the successful implementation of CSE in schools.

Integrated Model of Education, SOYEE and SRHR: In view of the above discussion, it is clear that for the full development of a girl, all three AOGD programmes must collaborate and complement each other in project design and implementation.

Proposed Model of Integrated Approach for Girls' Full Potential Advancement (GGE Project-PIB,NPL, MMR)

| Education | ⟷ | SRHR | ⟷ | Skills & Opportunities |

| School cycle Completion | Positive Sexuality Education and Dialogues | Life, Vocational & Entrepreneurship Skill | Taget the same group of girls under one program umbrella |

| Leadership, 21st Century Skills, Global Challenge |

4.3.2 Climate Change Education and Adaptation

Why is climate change education so important?

The Asia Pacific region is highly exposed to climate change, where over half of global disaster losses occur annually. By 2100, this could result in GDP losses of 32% in Southeast Asia, 35% in India, and 24% in all of South Asia, with the Pacific Island Countries also facing severe climate impacts, according to World Bank.

Inclusive quality education has a key role to play to secure a sustainable future for all and must address the root causes and key drivers of current climate and environmental crises. In 2024, Plan International published **Capacity Statement on Climate Change Education**. The purpose of this capacity statement is to build knowledge and understanding of Plan International's work on climate change education and inform the development of future programming and advocacy work on this thematic area. It seeks to inform Plan International partners and stakeholders about the organization's work, capacity and added value to the sector on climate change education.

Plan International articulate the multiple benefits of building climate resilience to advance environmental sustainability to achieve inclusive quality education for all and has well established advocacy and programming work in both the inclusive quality education and climate change thematic priorities. Through key strategic partnerships, Plan International builds capacity and collaborates with cross-sectoral civil society and youth-led organizations, UN agencies, Ministries of Education, Ministries of Environment and Climate change and respective National Disaster Management Agencies to initiate and strengthen integrated work in the sector on climate change education (Plan Climate Change Capacity Development Statement 2024).

> Projects and country office strategy on Chimate Change Adaptation and Education,
> **From Plan Internatioanal Philippines, Laos, India and Indonesia**

Plan International Philippines' strategic direction and work over the next five years has adopted resilience, a cross-cutting theme which covers disaster management and climate change adaptation, focusing on girls and young people, its ongoing drive to become more youth-centered. Key interventions and initiatives include, integrate into the curriculum and support teacher capacity to deliver comprehensive sexuality education, Disaster Risk Reduction, and Climate Change Adaptation, and Conflict Sensitive processes and practices and Address school-related and school-based DRM by supporting the safe school program.

For Plan International Laos, Climate resilience and environmental sustainability has become a cross-cutting theme across all of CO programme work. There is a strong in-built linkage to climate resilience and environmental sustainability particularly in the YEE and Adolescence programmes. In the current 5-year strategic Plan, Plan International Laos will

work within PII and in partnership with individuals, groups and organizations to gain technical expertise and learning in this relatively new area.

Plan International India[81], supported by CAF and Oracle, to improve eco education among the children and teachers in the schools and villages by forming the Child Forums in schools and communities and Environment Protection Committees (EPCs), with the objectives - to capacitate children, youth and adults in 40 schools and communities to champion climate change adaption measures; and to provide enriching schooling experience through extra-curricular activities on climate change adaptation.

Plan International Indonesia has made seven thematic programs under the current country strategy, aiming to substantially respond to the needs of CAY and marginalised communities in Indonesia. Gender-responsive Disaster Preparedness and Humanitarian Response, Youth-led Climate Resilience and Resilient School. There are five cross-cutting areas that underpin thematic programmes and youth agency/leadership (youth self-development/life skills, youth activism and meaningful participation in decision making is one of them.

Timor–Leste belongs to the category of Small Island Developing States (SIDS), characterised by susceptibility to natural disasters, vulnerability to external shocks and fragile environments. Plan International Country Strategy has taken one of the priorities to address climate change through enhancing child-centred community resilience and disaster preparedness. The entry point for this work are schools as well as Suco councils to engage on sustainable use of natural resources and disaster risk mapping. The initiatives include schools have effective strategies and solutions for facilitate gender equal and inclusive School Disaster Management Committees (SDMC), Participatory Vulnerability and Capacity Assessment (PVCA), participatory community risk mapping and action planning; Implement small scale preparedness, mitigation, prevention and climate smart adaptation measures (Safe School, SALT/Terracing, tree planting, water source protection, evacuation plan, Early Warning System/EWS etc.) which take account on gender transformative and inclusion aspect; conduct extra-curricular activities for all children specially girls and special needs and youths as well as clubs for out-of-school children that promote gender transformation and inclusion of minorities and young people with disabilities.

Plan International Vietnam, envision to 'enable girls to be active drivers of change in realising their rights'. The ambition is to continue supporting 2 million girls to learn, lead, decide and thrive – to contribute toward the global ambition of 100 million girls.

Plan International Indonesia
Resilient School Model

As a disaster-prone country, Indonesia routinely faces unexpected threats from natural disasters such as volcanic eruptions, earthquakes and tsunamis. Furthermore, Indonesia is ranked in the top third of countries in terms of climate risk, with high exposure to flooding, drought (accentuated by the El Nino event), fires, tropical cyclones, and extreme heat. The

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81. March 2020- Mar 2021, implemented "Child Friendly Schools in Environmentally Sensitive Communities" project

intensity of these hazards is expected to grow as the climate changes. Children and girls are generally more vulnerable victims when a disaster occurs. Schools in a disaster-prone country like Indonesia can play critical roles in promoting disaster education and disaster resilient schools often function as displacement centres and safe places for children to pursue education in a time of crisis. The presence of resilient schools that can protect the rights of children and meet their needs for education at all times becomes imperative.

Goal: To contribute to building a safer, inclusive, and continuous learning environment for CAY in all their diversity, particularly girls and young women, in development and humanitarian contexts, and the nexus.

Target Impact Group: Children, Adolescent and Youth (school children) aged 6 - 18 Adults (teachers, government officials)

Key Activities:

- CAY actively engage in resilient school (integrated preparedness, safe, and inclusive access, education continuity. protection. WASH, and health (MHM, SRH. NCD prevention), climate education. and relevant educational skills)

- Schools Communities actively engage local authorities and other key stakeholders to implement gender- responsive and inclusive safe school.

- Authorities at national and subnational levels have increased capacity to continue education services

Areas of Consideration (Climate Change Education and Adaptation)

All country office prioritize climate change education in their Country Strategy Document, in this case Plan International Capacity Statement on Climate Change Education could be a good resource to review and apply.

Plan International Capacity Statement on Climate Change Education

Capacity Statement - Climate change education for a more sustainable, just and gender equal world, published in 2024

All country office prioritize climate change education in their Country Strategy Document, in this case Plan International Capacity Statement on Climate Change Education could be a good resource to review and apply.

Plan International has developed extensive experience in climate change education programming since 2011 and is integrated with proven organizational approaches on inclusive quality education, comprehensive school safety, education in emergencies and resilience pathways.

Plan International will focus working to advance climate change education across three priority areas, as of Plan Climate Change Capacity Development Statement.

First, ensuring continuity of inclusive, quality education during climate shocks and stressors. This includes through increased investment and political support for climate change adaptation and preparedness across risk reduction, anticipatory action, education in emergencies and strengthening resilience.	**Second,** ensuring inclusive quality climate change education is included in formal and informal curricula, ensuring children, adolescents and youth in all of their diversity develop the knowledge, skills, attitudes and behaviours they need to keep themselves safe and improve disaster preparedness and resilience of their communities	**Thirdly,** ensuring climate education and learning leads to child, adolescent and youth, especially girl-led, climate action and advocacy, including in climate change policy and processes at the national, regional and international level. Creating the enabling environments to ensure learning leads to child, youth and girl-led action is a critical element of Plan's approach to climate education.

- The Asia-Pacific area is especially vulnerable to climate change. Climate change education, as part of education for sustainable development, could be integrated into curricula and across subjects to help students understand and address the effects of the climate crisis, promote climate justice, and equip them with the knowledge, skills, values, and attitudes required to act as change agents. It should be learner-centered, experiential, contextualized, solution-focused, and action-oriented. To set a good example, education programs and schools could take a comprehensive approach to climate change.

Youth Led Climate Resilience Education

Plan International is committed to working with children and young people, especially girls, and their communities to reduce climate risks, adapt to climate change, and strengthen resilience, integrating a justice-centred and gender-transformative[82] approach throughout this work. The Youth Led Climate Resilience movement works in two folds, one is developing the capacity of adolescents, and youth (CAY) to act as the effective drivers of change to act and lead disaster risk reduction and climate change adaptation and the other one is creating and strengthening enabling environment for CAY, particularly for girls and

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82. https://plan-international.org/eu/blog/2019/01/24/blog-alex-munive-gender-transformative-approach/

young women, to actively participate in and take actions to influence public decision-making in climate change adaptation.

- In 2023, Plan International Australia provided support to Bangladesh and Nepal for a youth climate awareness research project. This study's final report is attached, and by employing the same methods, it could be possible to carry out comparable research projects with young people in different COs.

For Our Futures– Youth Voiced for Climate Action
Gender and youth responsive climate adaptation:
Youth activists from Indonesia, Nepal and Australia– Support of Plan Australia

The 2023 youth-centred project (the Project) implemented focusing on the theme of climate change, specifically on gender and youth responsive climate adaptation and on the intersections of climate adaptation with gender equality, education, and youth leadership. The project implemented in Feminist Participatory Action Research approach – young people are co-researchers and research conducted to make change. The research question was: How is climate change impacting girls' right to an education? The overall objective of the Project is to provide a platform for young women, girls and gender diverse young people to articulate a vision of youth-led climate action, specifically climate adaptation and worked to

- Increase decision-makers' understanding of the key issues for girls, young women and gender diverse young people in relation to gender and youth responsive climate adaptation and deliver climate policies that are responsive to those needs.

- Advocate for decision-makers to recognise girls and young people as partners in climate decision-making.

- Disrupting power and supporting the autonomy of young people, particularly girls, and gender-diverse youth, to become powerful advocates to lead gender and youth responsive climate adaptation.

- Equip young people with the policy and campaign skills to advocate for recommendations that result in changes to climate policies, programs, collaboration and laws.

Final Report For Our Project

Plan International Bangladesh
Program on Girls Led Climate Action named "Durbar"

Plan International Bangladesh has launched a six-year program on Girls Led Climate Action named *"Durbar"* for the youth, especially for girls of age between 10 – 24 living in the most climate-vulnerable communities in Bangladesh.

Along with the Bangladesh Government's vision to become a smart Bangladesh, Plan Int would like to work side by side with a vision that *"Youth in all their diversity, especially young girls in Bangladesh are resilient to climatic shocks and stresses."* To achieve this vision, the Project has built, in consultation with girls and youth living in climate-vulnerable communities, on three pillars of the pathway to resilience.

> In order to ensure that *"youth, especially girls, are equipped with the right and adequate climate knowledge, information, and skills to cope and adapt with shocks and stresses,"*

the first pillar aims to develop *"Agency"* among girls and adolescents. In order to achieve the goal that *"Girls and youth are the active drivers of anticipatory, adaptive, and transformative climate actions in their communities,"* the second pillar supports *"Climate Actions"* led by girls and youth. To ensure that *"Policy frameworks of government, families, communities, and service providers are accountable to girls and youth and protect them from shocks and stresses,"* the third pillar calls for the creation of a *"Enabling Environment."*

By collaborating with partners and climate advocates, Plan Bangladesh will reach 15 million people through the *"Climate Champions"* campaign throughout Bangladesh and beyond national borders.

Youth Led Climate Adaptation Projects under Pacific Office

Papua New Guinea – Disaster READY 2 PLAN Consortium (DR2PLAN–PNG

The Consortium will assist communities and schools to guarantee that women, teenage girls and boys, and individuals with disabilities have an active part in climate resilient disaster preparedness, building on the successes of the previous 4.5 years under Disaster READY 1 (DR1). As an illustration, engage in inclusive early warning systems and communications, find and execute inclusive adaptation and eco-systems-based solutions, and conduct inclusive periodic risk profiling. Additionally, we will support local civil society actors in enhancing their capacity to prepare for disasters in a climate resilient manner. In order to guarantee strong ties with local civil society, schools, and communities, the consortium increases cooperation with national and subnational governments.

Project in Solomon Island[84]– The Girls' Tekem Akson lo Climate Change (GTACC)

The overarching goal of GTACC is to: Encourage young women and girls from the Solomon

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83. Papua New Guinea: Disaster READY 2 PLAN Consortium – (DR2PLAN-PNG)
84. Project in Solomon Island: The Girls' Tekem Akson lo Climate Change (GTACC), (started on 07th October 2021 until 30th June 2026)

Islands to demonstrate leadership and have an impact on local, provincial, and national climate change decision-making; and investigate ways to further this at the Pacific, regional, and international levels. The GTACC's initiatives are designed to increase people's ability to adapt to the wide range of effects of climate change while lowering their vulnerability as individuals and as communities. A number of actions will be taken to accomplish these goals for three particular goals:

- Young people and adolescent girls are empowered to actively identify, promote, and drive their own agendas for climate action.

- Adolescent girls, young people, and leaders of local climate action are included in decision-making processes within communities, organizations, and government; they are also connected to regional and global networks of climate youth activists. Adolescent girls, young people, and leaders of local climate action have access to improved economic knowledge, skills, and opportunities to support themselves and drive local climate action.

In order to develop the capacity of young people from throughout the Solomon Islands to cultivate their leadership potential through advocating for and leading on actions that will support locally relevant efforts to respond to climate change, the GTACC project will work with well-trained young leaders (from SINYC) and partner with relevant government ministries and Civil Society Organizations.

Project in Fiji[85]– AHP DR 2.0 – Fiji, DFAT–AHP, ANO

Adolescent Girls in Climate Resilient Disaster Preparedness (AGCRDP), a project financed by DFAT and the ANCP and carried out in Fiji and PNG, reached 408 individuals, 207 of whom were men and 201 of whom were women. Among the major accomplishments of FY23 were the training programs on gender and child protection, environmental education, and climate change awareness. The youth groups' creation of the climate resilience action plan marked the end of these trainings. We plan to continue these efforts in FY24, adding a few more trainings and providing seed money to help some of the initiatives that young people have suggested.

Areas of Consideration (Education Programme for Youth)

Education for Youth Holistic Development

The world of today faces a number of issues, including economic injustice, violent conflicts, and disruptions in education. Youth must be given the tools they need to advance peace, grow into responsible global citizens, and support sustainable development in order to ensure a brighter future.

In most of the APAC COs, youth population is more than 50% of the total population. For instance, Vietnam has a population of 96 million living across 64 provinces of which approximately 70% are under the age of 35. Myanmar's estimated population in 2018 was 3.6.8 million with an annual population growth of 0.6% and approximately 37% of the

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85. Project in Fiji: AHP DR 2.0 – Fiji, DFAT-AHP, ANO(Start date 1st July 2022 and end date 30th June 2027)

population is below the age of 14.

To fully harness this huge youth population and safeguard and prepare them from the harmful effects of climate change, this age group must be involved with comprehensive climate change education initiatives, whether formal or non-formal.

A comprehensive support system for children's fundamental education, mental health and psychological assistance, and the capacity to handle and facilitate conflict prevention and resolution, green skills could all be a part of the educational system.

4.4 PROJECTS ON SCHOOL ENVIRONMENT– DISASTER RISK MANAGEMENT AND SAFE SCHOOL PROGRAM

Plan International works to reduce the risks of disasters and conflict. When disasters happen, Plan International responds to the needs of children and youth with quality programmes and continue to support their recovery. One of the key strategic priorities for Plan International programming is ensuring that girls and boys are safe and education is not disrupted by disaster and conflict.

How Natural Disaster affects School

The APAC region has a history of major disasters caused by natural hazards, including earthquakes, floods, cyclone, landslide and extreme temperatures. These frequently devastating events affect all of the population involved, with severe social and economic consequences for the most vulnerable communities, children and girls. Natural disasters can have a devastating impact on education, including:

- Damage to infrastructure- Disasters can damage schools, including classrooms, office buildings, water supply and sanitation facilities, furniture, teaching materials, and playgrounds.

- Displacement- Disasters can displace students, teachers, and families.

- Loss of materials- Students may lose their learning materials.

- Transportation issues - Students may have trouble getting to school if there are problems with the transportation system.
  Increased costs - Damage to infrastructure can increase the cost of attending school.

- Reduced demand - When businesses are operating below capacity after a disaster, the potential returns on additional schooling may be reduced, which can lower demand for education.

These impacts can disrupt educational activities, reduce access to safe water and sanitation facilities, and lower the quality of learning sessions. High dropout rates may also occur, as parents may pressure children to work instead of going to school. Restoring educational services after a disaster is important, as it can provide critical assistance for children. Disaster preparedness can help mitigate the impacts of disasters on schools.

Safe School Initiative in APAC (2020-2024)

The COs are implementing projects under Safe School and using the Comprehensive School Safety Framework. The DRM team is primarily working with these initiatives. The Education and DRM collaborate on the learning exchange of these programs at the regional level under the Safe School Taskforce.

Comprehensive School Safety Framework 2022-2030 (CSSF2030) by the Global Alliance for Disaster Risk Reduction and Resilience in Education Sector (GADRRRES)

In the face of growing risks–and their interconnectedness and compounding impacts–for children and learners globally, GADRRRES initiated the update of the Comprehensive School Safety (CSS) Framework in November 2020 with the aim to strengthen the collaboration and collective impact of humanitarian and development actors involved in education-related planning processes. The purpose of the CSSF 2022-2030 is to provide strategic guidance to duty bearers and their partners to promote safe, equitable and continuous access to a quality education for all.

The Framework describes the Enabling Systems and Policies needed to support child rights, sustainability, and resilience in the education sector, as well as three intersecting pillars, that involve different groups of actors, scope and responsibilities:

- **Safer Learning Facilities**
- **School Safety and Educational Continuity Management**
- **Risk Reduction & Resilience Education.**

Safe School Task Force

Together with the launch of the updated Comprehensive School Safety Framework 2022-2030 (CSSF2030) by the Global Alliance for Disaster Risk Reduction and Resilience in Education Sector, Plan APAC, continues its effort aiming at strengthening the resource capacity of school safety programming in Asia-Pacific through reactivation of the APAC Safe School Task Force (SSTF). The SSTF consists of representatives from Country Offices in

Asia-Pacific region and experts from Plan International's National Offices. The main objective of the taskforce is to build in-house technical capacity of Plan country staff in countries in Asia-Pacific including APAC Safe Schools Taskforce on Comprehensive School Safety.

Click for more information summary **Safe School Taskforce_updated_Jun 24.docx**

> Projects, and country office strategy on Climate Change Adaption and Education
> **From Plan Internatioanal Philippines, Laos, India and Indonesia**

Plan international Cambodia[86] implemented two projects to **'Promote Safe School Initiative in Cambodia and Promoting Stronger Safe in Schools - Be Clean Be Cool** for the primary school students. Both the projects implemented in collaboration with Ministry of Education, Youth and Sports (MoEYS) to ensure strategic alignment and coordination of efforts. Promote Safe School Initiative project focused on creating safe and inclusive learning environments. The project specifically focuses on working at the national level, DMS, to adapt the Guideline on Safe School Framework and to provide technical support to DMS/MoEYS for strengthening their capacity and knowledge on CSSF 2022-2030. Furthermore, the key delivery is to update and contextualize climate change adaptation (CCA) curriculum and develop teacher handbooks for piloting in primary schools through the MoEYS. **The Promoting Stronger Safe in Schools - Be Clean Be Cool** project, benefit 24,000 school children consisting of 12,100 girls and their parents/caregivers through trainings and promotion of Safe WASH and Covid-19 prevention measures. Fun and interesting video and materials used in interaction with students and their parents in the education and awareness-raising sessions.

Plan International Laos[87]The project focuses on improving female-friendly Water, Sanitation, and Hygiene (WASH) facilities and sanitary and hygiene practices. Create a comfortable and safe school sanitation environment for all children, including menstruating girls, through improved access to water and sanitation facilities including gender-segregated toilets. The project focus on empowering women, especially girls. Gender responsiveness and inclusion are included in all levels of the project cycle, from design, planning, implementation, monitoring and evaluation. Girls, boys, women, men, teachers and local authorities are consulted throughout the project's lifetime. The specific focus is on the participation of girls and women.

Thailand remains at risk of natural hazards and disasters in coming years as climate scenario projection shows an increase in average temperature, delayed rain, shifting seasons, and more frequent and intense hazards are unavoidable. **Two projects**[88]

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86. 'Promote Safe School Initiative in Cambodia Projects (Duration: 1 September 2022 – 31 August 2025) and Projects Promoting Stronger Safe in Schools - Be Clean Be Cool (1st Sept 2023 – 31st August 2024)
87. GENDER RESPONSIVE HYGIENE IMPROVEMENT AT PRIMARY AND LOWER SECONDARY SCHOOLS, 1st April 2023-31st March 2026 (36 months)
88. Influencing nation-wide Safe and Resilient School in Thailand" and "Innovating Disaster Management for Safe Schools (Duration: 1 September 2022 – 31 August 2025)"

implemented aiming to increase resilience and protection against disasters and natural hazards through the adoption of the CSSF. The project targets vulnerable CAY of Primary to junior high school students in remote areas of the northern region which is the disaster-prone area. The project encourages the active participation of children and youth in order to enable them to implement appropriate measures and formulate disaster management plans when emergencies occur in schools. The Safe School project is implemented directly within the education sector, focusing on schools. The stakeholders include students, teachers, school directors, and government agencies at local and national levels and closely collaborates with the Department of Education and Disaster Prevention and Mitigation sectors to design and implement the project in target area. The approach integrates climate change and disaster risk management knowledge, including survival skills, into the school curriculum to ensure children are prepared and able to respond effectively.

The project provides an online learning platform for teachers and school directors, helping them to identify and understand their risks, manage risk reduction and mitigation, and design curricula that can be taught and implemented in schools. The innovative approach equips both students and teachers with the skills to incorporate Disaster Risk Reduction practices into their STEM learning activities, enabling them to proactively generate ideas for mitigating risks within their school environments.

Gender Responsive Schools and Community Safety Initiatives (GRSCSI)[89]

APAC Region in collaboration with Plan International Bangladesh and Plan International Nepal along with their local partners implemented the "Gender Responsive School and Community Safety Initiatives (GRSCSI) project in 8 schools and its surrounding 24 communities funded by Plan International Japan (JNO) Appeal Fund. During the 3 (three) years of project implementation, the project aims to achieve a gender transformative, safer education and learning environment both at school and community levels that responds to and prepares for multi-hazards risks. To achieve the aims, the project formed School Taskforce, Youth clubs, reformed Ward Disaster Management Committees (WDMC). To strength capacity for multi-level stakeholders, project organized trainings, awareness sessions, workshops, campaigns on Disaster Risk Reduction (DRR), Climate Change Adaptation (CCA),

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89. Gender Responsive Schools and Community Safety Initiatives (GRSCSI), (1 July 2021 to 30 June 2024)

Gender & Inclusion, Safeguarding, Leadership and infra-structural activities on promoting Safer and gender responsive environment in the targeted educational institutions; enhanced community DRM capacities that are gender responsive, inclusive and integrated with school preparedness initiatives. Promoted of gender-responsive safe school initiatives at local, provincial, national, and regional levels. The project carried out gender-responsive vulnerability assessment of all educational institutions (Primary and secondary) of targeted municipalities using mobile application and shared the findings with government-MHRA app, supported schools to establish disaster resilient, gender and disable friendly infrastructures and WASH facilities including MHH facilities. Knowledge management products are developed and such as case stories, booklets, assessment report, video, training manuals. Awareness sessions, advocacy efforts, and knowledge management tools were used for disseminating information and engaging with government authorities. The project ended in June 2024, helped to make schools and communities safer for children and adolescents.

Youth-led Safe Schools Model Province in Indonesia

Plan International Indonesia[90] represents a groundbreaking approach to enhancing school safety, targeting senior high school students of 16 – 19 years. Centered on meaningful youth engagement and the adoption of gender-transformative climate education, this project aims to develop a replicable model at the provincial level. The project is developed through embracing meaningful youth participation in strengthening enabling policies and adopting gender transformative climate education. The project, works to achieve the aim by co-developing the model with stakeholders at the national and province levels through the development of a provincial level safe school strategic plan, targeting safe school institutional capabilities, the growth of qualified provincial safe school facilitators and school-level champions, and the support to the implementation of safe school Action Plan for schools within the authority of the Provincial Government. The project strengthened the adoption of digital learning at the national level to capacitate teachers on climate education, DRR, and GESI and integrated DRR and CCA into national education curriculum and modules for learning subjects and additional.

Disaster Risk Management Information System (DRRMIS): this project focuses on:

☐ Collecting and enhancing the number of Safe school implementation data based in around Indonesia through integration e-monev into SULINGJAR (Compulsory survey hosted by MoECRT)

☐ Developing disaster impact data on schools to have real time and standardized assessment of disaster impact to schools

Areas of Consideration (School Environment and Safe School Project)

Increased more collaboration with School Safety Initiative and Student Learning: Several projects have been undertaken under the comprehensive School Safety Framework to promote an accessible, protected, and safe school environment, including safeguarding capacities. The primary goal is to create and implement creative disaster management initiatives that are specifically geared to protect the educational environment for all children, with a focus on girls, through education. The DRM and Education team could work to explore more interventions to support and promote involvement of students in improving learning environment and capacity development of teachers to facilitate an environment in which all children, adolescents and youth can achieve and enjoy their learning. At the CO project implementation level would be beneficial to determine how Safer Learning Facilities and interventions promote learning and long-term educational outcomes.

4.5 EDUCATION IN EMERGENCIES (EIE)

EiE Programmes in Plan International

Inclusive Quality Education includes EiE that aim to provide safe, quality formal and non-formal education opportunities to meet the needs (psychological, developmental, and cognitive) of children who have been affected by humanitarian crises. EiE is part of the Humanitarian Team at Plan International, with a focus on the provision of education through crises and disruption, using an HPD nex/ c vvus approach. EiE provides immediate, lifesaving and life-sustaining support from early childhood into adulthood.

Core Skills & Competencies and Education Standards in EiE

Knowledge and skills in education technical areas such as safe and equitable access to education, PSS-SEL, pedagogy and inclusive, gender-aware, child-centred approaches, assessment, early learning, accelerated education, teacher professional development, supervision, school management, etc are key in EiE. Furthermore, understanding of integrated, resilient programming, particularly the natural linkages with child protection, and how it can improve humanitarian outcomes by addressing the holistic needs of CAY

Plan International follow the INEE Minimum Standards framework for quality, coordinated humanitarian response. They include 19 standards, organised under five domains, each with accompanying key actions and guidance notes. These standards are contextualized

to the emergency situation. Plan International supports formal pre-primary, primary and secondary education, as well as 'alternative education' that includes accelerated education programmes (AEPs), short-term programmes and second chance education such as remedial, bridging and catch-up programmes. It also includes non-formal early learning programmes and alternative delivery of formal education. The programmes often integrate interventions specifically target youth employability, including technical and vocational education and training (TVET) that may lead to professional qualifications and apprenticeships through on the job training and work experience.

Plan International Indonesia

EiE and Gender-responsive Disaster Preparedness and Humanitarian Response- In Plan International Indonesia, the Programme is divided into sub-thematic focuses, namely Child Protection in Emergencies (CPiE), Education in Emergencies (EiE) and WASH in Emergencies (WASHiE). The Program's goal is to meet the rights of the most affected children, adolescents and youth (CAY) and their through gender responsive disaster preparedness and humanitarian response, in a relevant and timely manner.

Plan International Philippine

Disaster Risk Reduction, Climate Change Adaptation and Conflict Sensitive Processes and Practices: Under the IQE Program Strategic Objective, Plan International Philippines targets to build capacities and commitment for gender-responsive teaching and inclusive learner-centered methodologies, social & emotional learning / psychosocial support, address school-related and school-based DRM by supporting the safe school program and promote the involvement of students in improving the learning environment. The Influencing priorities included to national and international humanitarian actors to allocate adequate resources for appropriate gender-responsive education programmes in emergency settings and implement laws and policies and allocate adequate resources for the quality implementation of a whole range of education specifically alternative learning systems and flexible learning options, capacity development, and training programmes to realize the intended outcomes for young women and men in crisis.

Plan International Bangladesh

Education in Emergency and Rohingya Crisis Response: There are more than 978,000 Rohingya refugees and Forcibly Displaced Myanmar Nationals (FDMN) and 538,000 host community members in need. The humanitarian situation of the Rohingya refugees/ Forcibly Displaced Myanmar Nationals (FDMN), in Bangladesh remains a protracted crisis. About 95% of all Rohingya households are moderately to highly vulnerable and remain entirely dependent on humanitarian assistance. Plan International

Bangladesh has served as a key implementing partner in education, protection sector including GBV sub-sectors for the Rohingya Humanitarian Crisis Response. The programmes have covered Protection, Education, Mental Health, and Psychosocial Support (MHPSS), and Health and Nutrition, Skills and livelihood Interventions. The Pre-service capacity development of the female Rohingya/FDMN population has contributed significantly to bringing gender transformative humanitarian action in crisis settings.

Plan International Myanmar

Lifesaving/Response and Recovery support: The overall situation in Myanmar is characterized by a complex combination of vulnerability to natural disasters, food and nutrition insecurity, armed conflict and serious human rights violations, inter-communal tensions, statelessness, displacement, trafficking and often large-scale irregular migration. Conflict-affected settings in Myanmar exacerbate all forms of vulnerability. More specially, the protracted crises in Kachin and Rakhine States disproportionately affect women and girls and social inequalities, gender-based violence, and discrimination. One of the core outcomes of the CO is providing lifesaving/response and recovery support to build resilience and protection of girls and young women living in high-risk conflict and vulnerable areas.

Education in Emergencies
Plan International Bangladesh | Cox's Bazar Rohingya Influx Response

Plan International Bangladesh is currently implementing 6 projects with education components in two sub-districts funded by UNICEF, MYRP-ECW (Education Cannot Wait), Japan Platform (JPF), Sesame Workshop, BMZ and Australian Humanitarian Partnership (AHP).

The primary goal of the Rohingya Refugee EiE program is to prepare the children and community for continued education and adoption, with the hope that they would return to their home country soon

Plan International Bangladesh works in three main areas of education (ECD, Myanmar Curriculum & Adolescent and Youth Education), serving learners ages 3-24 in the camps and host communities in Cox's Bazar. All of Plan Bangladesh's learning spaces in Cox's Bazar are community-based learning facilities; spaces within homes in the Rohingya and host communities are identified and community members are trained as facilitators to deliver education by and for the local community. In line with Plan International's Global Strategy as well the Bangladesh country strategy, all education programming has a strong emphasis on gender transformative programming and ensuring the needs of girls.

Major Interventions:

- Integrated Early Childhood Development (ECD) for 3-5 years learners to stablish the ECD as reference point and ensure children holistic development

- Myanmar Curriculum (primary & Secondary) for 6-14 years learners

- Adolescent and Youth education for 15-24 years learners (Functional Literacy Numeracy)

- Parenting Education

- Pre-service capacity Development (PSCD) training for Rohingya female to create a teachers' pool to support Myanmar Curriculum

- Gender responsive Pedagogy training

- Close communication and collaboration with parents, community people and different stakeholders

Education in Emergencies
Plan International Myanmar

The overall objective of EiE programming of Myanmar is crisis-affected children and youth have continued access to safe, equitable and inclusive access to educational opportunities that are free of violence and support gender equality.

The key outcomes of the EiE projects are

> **Outcome 1: Access** Increased, inclusive and sustained access to education for children affected by conflict.

> **Outcome 2: Quality:** Improved quality education through continuous teacher professional development and quality learning materials

> **Outcome 3: System Strengthening:** Improved conflict-sensitivity and sustainability of community systems and organizations to provide safe, inclusive, quality education in emergencies.

The interventions under each of the outcomes are remedial class, catch-up clubs, non-formal education, pre vocational training, teachers' training, temporary learning center, community-based education management committee and PTA strengthening. Gender equality remains a major focus of PIM's work in education. Provision of the teaching learning materials, student kits, teacher kits, school kits, MHPSS support to all students and educators, training provision on Psychological First Aid and CP, including referral to CP actors for teachers and provision of IEC materials are activities of EiE programming.

During 2020 to 2024, PIM has been implementing 4 EiE projects funded by UNICEF, DFAT and ECW. These projects are

(1) Strengthening Education Opportunities for Children and Adolescents affected by Crisis in Rakhine State (GPE_ESPIG),

(2) Community Based Remedial Learning and Social Cohesion – Phase 2,

(3) Multi-Year Education in Emergencies Programme in Myanmar and Thailand,

(4) Education cannot wait.

Areas of Consideration – EiE

Explore Global Fund for EIE

The global fund for education in emergencies and protracted crises within the United Nations, Education Cannot Wait **(ECW)**, along with its strategic donor partners, government, UN agencies and civil society, has supported holistic education opportunities for both Rohingya and host community children in Bangladesh. Since November 2017. More than US$50 million in funding, delivered through a consortium of partners – including government counterparts, PLAN International, Save the Children, UNESCO, UNHCR, UNICEF and other local partners – has reached over 325,000 girls and boys with quality education. Over the years, the programmes have provided learning materials for close to 190,000 children, financial support to over 1,700 teachers, and rehabilitated over 1,400 classrooms and temporary learning spaces. Despite strong support from donors – as shown in this powerful **joint statement** by Japan, Norway, Sweden, Switzerland and the United States following their visit to the refugee camps in Cox's Bazar in May of this year – the Rohingya requires additional assistance. **The Rohingya Humanitarian Crisis Joint Response Plan 2024**[91] calls for a total of US$852 million in funding, including US$68 million for education. To date, only US$287 million has been mobilized toward the plan. More concerning still, only 12.8% has been mobilized towards the education response, according to **OCHA's Financial Tracking Service**[92].

Emergency education and response programming of <u>Plan International Bangladesh</u> demonstrated excellent, innovative, and effective program approaches for the Rohingya; nonetheless, funding is insufficient in light of the tremendous demand. There is a potential to seek additional funding by investigating and determining what is required to promote and disseminate relevant and successful education programs in Bangladesh as this is also a global priority for providing quality educational services to them.

- Education Continuity to the government education system is an issue in Bangladesh, as Rhohingyas are not allowed to participate in mainstream schooling under national policy. In such cases, designing and implementing curricula for them is difficult.

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91. https://rohingyaresponse.org/project/2024-jrp/
92. OCHA's Financial Tracking Service

- As previously stated in the ECD section, <u>Plan International Myanmar</u> plans to grow more EIE-funded ECD initiatives and is eager to expand the PUP model in existing emergency circumstances. Funding support would be critical for this expansion.

- Both Bangladesh and Myanmar are doing outstanding programs that require more sharing/documentation of evidence for learning and have potential for funding opportunities.

4.6 INTEGRATED PROGRAM APPROACH FOR CHILDREN FROM PRE-PRIMARY TO SECONDARY EDUCATION

Finally, two further integrated program approaches are shared here, which Bangladesh and Cambodia are adopting during this mapping period. Such integrated approaches are particularly helpful in preparing a child from school readiness to secondary education or a target program for multiple age groups inside a single program

Plan International Bangladesh, implementing Integrated Sponsorship Projects targeting the Sponsor Children in three geographical areas of the country for the children of 3-24+ years.   PIB has implemented a variety of Education interventions to address the needs of children and youth in Sponsorship Communities.

Key Interventions:

- Parenting Education for the parents of 0-8 years children

- Shishu Bikash Kendro for 3-5 years children.

- Additional Education supports for the learners from preschool to grade 10 through community learning centres

- SRHR & Life skills support for school students

- Technical & Vocational Education for 16-24 years Youths

Improving Lifelong Learning Projects for the Primary and Lower Secondary School students, Cambodia

Plan Cambodia is implementing the *"Improving Lifelong Learning Programme"* as part of the Fourth Country Strategy (CS) 2021-2026. The programme was developed based on an analysis of children's rights, girls' rights, and equality situation, and it assessed the root causes and gaps at the household, community, subnational, and national levels. These programs have been intended to address significant challenges impacting Cambodian girls and young women, and each program incorporates aspects from other sectoral programs to ensure mutual reinforcement.

The key projects in the Life Long Learning Program are:

Enhancing Quality Learning for Out- of-School Children (EQUAL) aims to provide opportunities and fulfil their rights to primary education and smooth transition to lower secondary school through quality education that is inclusive and gender transformative.

To support and decent employment-Career Guidance and Counseling to Children: The area of focus is the establishing and functioning the service of vocational orientation and counseling skills to students, Developing and improving the quality vocational learning skill for students and lifelong learning through vocational skill development and counseling.

Improving Lifelong Learning for Early Grade Learning (I2LEARN): The project aims to provide opportunities to early grade students and over-aged children to fulfill their rights to primary education through the improvement of the quality of learning and teaching methodology.

Improving Lifelong Learning through Reaching School Model Standard (iREACH): Through the collaboration with Ministry of Education Youth and Sport, Department of School Health, the project contribute to improve the good health and hygiene for school children through the development and dissemination of school education materials as part of school standard, the capacity building and promotion materials on school health's topic especially girls' menstruation management, food safety and WASH