

EDUCATION CLUSTER SITREP

Thursday 7 August 2008

1. Needs Assessments and Analysis

- A team for school construction design including a UNICEF architect and MoE engineers concluded a first field assessment in Bogalay and Mawlamyinegyun. UNICEF will construct seven schools as a model for future construction to build back better, safer and more child-friendly schools. During the visit, discussions were held with township education officer, head teachers, community members and children to get their views on the type of school they want and need. Analysis was made of the school structures that withstood the cyclone and those that did not. Initial indications are that buildings built by the local community without any engineering expertise mostly collapsed, while those built with input from structural engineers withstood the cyclone. The orientation of the structures was also an important factor, as structures built on the longitudinal direction facing north withstood strong south west winds better. Communities also expressed a strong preference for a school with a kitchen. The team collected samples from various sites to test the load capacity of the soil. This week, the team is in Pyapon, Dedaye and Kyaiklat.

2. Overall Achievements and Response

- In Ayeyarwady (10 townships) and Yangon (11 townships) 960 damaged schools have benefited from repairs, using over 102,000 roofing sheets.
- Where schools have been destroyed, 916 Temporary Safe Learning Spaces (TSLs) are being supported, including 150 tented schools, as well as through partnerships for construction with local Parent Teacher Associations and contractors.
- Replacement school furniture, including desks, chairs and blackboards, has been provided to 145 schools in Labutta, Bogale, Kawhmu and Kungyangon townships.
- 550 Schools-in-a-Box and 570 recreation kits have been distributed, potentially benefiting 44,000 children. 253 kits have also been distributed to support Early Childhood Development activities for 10,000 children under five.
- Packages of essential learning materials (consisting of items such as exercise books, pencils, erasers, a ruler and school bag) have been provided for 150,000 girls and boys.
- 60,000 sets of Grade 1 textbooks and 76,000 sets of Life Skills textbooks for Grades 1-5 have been sent for distribution to schools in affected townships, as have 4,737 teachers' kits and 348 school kits.

3. Challenges

- Coordination at the township level is still weak and as a result, there is no consistent flow of information between the field and the Cluster leads in Yangon. One of the Cluster co-chairs is in the field to help strengthen township level coordination and systematic information sharing within the townships and to Yangon. Where possible, sector focal points will be identified in the townships visited.

4. Gaps and Future Planning

- Since most schools in the delta opened in late June/early July, enrolment data will be collected to monitor children's access to school.

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