

EDUCATION

Capacity Statement

Who We Are

World Vision International Myanmar (WVIM) is a humanitarian and development organization committed to improving the well-being of the most vulnerable children, their families, and communities across the country. Since 1993, we have worked in both stable and fragile contexts, addressing the root causes of poverty and injustice through long-term community development and lifesaving humanitarian response. With nearly three decades of presence, WVIM partners closely with government ministries, civil society organisations including faith-based groups and community-based organisations, local leaders, and communities to deliver integrated programs in education, child protection, health and nutrition, WASH, livelihoods, and disaster response. Our locally rooted teams ensure culturally relevant, community-owned solutions that support children to thrive. Each year, our programmes reach millions, reflecting our commitment to ensure children are educated, protected, and cared for in safe and resilient communities.

Our Value Proposition

We recognize that Myanmar's education system is enduring an unprecedented crisis fueled by conflict, displacement, climate-related disasters, and deliberate attacks on schools. Millions of children, especially those in marginalized, remote, and conflict-affected communities, face prolonged learning disruption, exclusion from formal education, and weak foundational learning outcomes.

We respond to this urgent need with education programming designed for contexts of instability while also supporting longer-term development.

Our value lies in delivering Education in emergencies-informed, community-based, and inclusive solutions that sustain learning continuity during shocks, protect children from harm and exploitation, strengthen literacy and early learning, and reinforce local education systems with accountability.

Where We Work



We deliver education interventions across 41 townships in 5 Regions and 5 States, and Naypyidaw Union Territory.

Main Education Interventions

Strengthening community engagement and accountability. We collaborate with parents, PTAs, and committees to promote safe, inclusive education. Together, we raise awareness, prevent SRGBV, and empower communities to advocate for equitable schooling in fragile contexts.

Supporting early learning and foundational literacy. We equip parents and caregivers with ECD parenting skills, home-based learning support, Positive Parenting skills and Reading Awareness Workshops for parents of primary school children. We also provide children with reading clubs, literacy activities, and numeracy activities.

These initiatives strengthen early childhood development and build strong foundational literacy and numeracy skills for children aged 3–12.

Context-responsive and inclusive education programming. We establish safe, resilient, inclusive learning spaces, provide SEL and MHPSS support, and tailor interventions with GEDSI, literacy, and crisis-responsive approaches to ensure equitable, continuous learning across diverse contexts.

Improving teaching quality and school management. We train teachers, facilitators, PTAs, and school leaders in inclusive pedagogy, ECD, EiE, and classroom management – strengthening teaching quality, governance, and locally led education systems for sustainable impact.

Ensuring sustainability. Sustainability drives our work. We foster local ownership, partnerships, and advocacy across households, communities, and national platforms. Parents, PTAs, and committees champion safe, inclusive schools and prevent gender-based violence. Embedding resilience and accountability ensures communities, even in fragile contexts, sustain quality education beyond projects.

Tools and approaches

Early Childhood Development (ECD)

We believe investing in early childhood education is essential for lifelong learning and well-being. Our evidence-based Learning Roots Project Model creates secure, play-centric environments for children aged 3–5, fostering holistic development. We engage families, teachers, and communities to strengthen caregiving, home learning, reading clubs, and community literacy. By promoting inclusive nurturing practices and

disability-friendly spaces, we ensure smooth transitions to primary school and build strong foundations for future learning success.

Strengthening Literacy

Through our Unlock Literacy Project Model, we deliver early-grade reading programs for children in Grades 1–3 (ages 6–12) to improve comprehension and promote equity for vulnerable learners affected by poverty, disability, or disruption. Our approach integrates play-based learning, social-emotional learning, and Universal Design for Learning, while strengthening teacher capacity and engaging communities.

Alternative & Flexible Learning

For crisis-affected and out-of-school children, we offer flexible, community-based learning opportunities including community spaces, home-based programmes, play clubs, reading clubs, adolescent clubs, book banks, and libraries. These safe and child-friendly environments uphold children's dignity and support learning continuity.

Our Catch-Up Programme helps children regain foundational skills, close learning gaps, and successfully transition back into formal education, creating equitable pathways for their long-term success.

Education in Emergencies EiE

We support children aged 3 to 17 in conflict- and disaster-affected areas to strengthen their literacy and numeracy skills as well as their holistic development. We establish temporary learning centres, distribute education kits and home-based learning resources, and provide Socio-Emotional Learning (SEL) and Mental Health and Psychosocial Support (MHPSS). We also deliver Disaster Risk Reduction (DRR) training for teachers, school staff, PTAs, community educators, and education committees.

Through these interventions, we create child-friendly, safe, gender-responsive, and disability-inclusive learning spaces that protect children, sustain education continuity, and build community resilience during emergencies.

EVIDENCE OF IMPACT - FY 2025



12,618

children reached with strengthened early learning – 86.32% of 4–5-year-olds developmentally on track

34,021

individuals trained and empowered – 225 teachers, 3,713 committee members, and 30,083 parents driving sustained education gains

2,504

earthquake-affected students supported to resume learning – supplies provided, 4 temporary centres established, and 198 primary schools strengthened

184

teachers trained in Unlock Literacy, with 120 equipped in MHPSS, SEL, and disaster resilience to ensure safe, supportive classrooms

168

SMC/PTA members trained in leadership and school resilience, strengthening community-driven school governance

36,536

children reached with strengthened literacy and non-formal learning through 379 reading clubs, 28 literacy hubs, and 130 outreach programs

1,060

educators and facilitators trained to lead playgroups, reading activities, and community libraries

5,262

children supported to improve equitable access – 725 received inclusive education and 4,537 received cash assistance to reduce financial barriers to sustained learning

Our Partners

We actively participate in the Education Cluster as well as the National and Sub-National Education Clusters, working closely with government departments to strengthen education systems. We are also proud members of the Early Childhood Care and Development Working Group (ECCD) and the Teacher Education Working Group (MTEWG). Our partnerships extend to the Department of Basic Education, Department of Social Welfare, Ethnic Education States and Regions (EESR), Development Partnership Group, Organization for Building Better Society, Plan International Myanmar, ADRA, Meikswe Myanmar, and at community level with CBOs such as PTAs and FBOs.

Our Donors



AHP

Australian Humanitarian Partnership

For more information

[WVIM Strategy Brief](#), [WVIM GEDSI Capacity Statement](#)



JOIN US IN MAKING A DIFFERENCE

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