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ECW Multi-Year Resilience Programme ECUADOR

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Table of Contents

Programme Summary	3
1. Situational and Institutional Analysis	4
1.1. Country Context	4
1.2. Education Needs Overview	4
1.3. Aligned Strategies and Plans	5
1.4. Ensuring Humanitarian-Development Coherence	7
1.5. Funding Context and Funding Gaps for Education	8
1.6. Stakeholder Consultation Process	8
2. Programme Description	9
2.1 Theory of Change	9
2.2. Programme Description	10
2.2.1 Access	10
2.2.2 Continuity	11
2.2.3 Quality Education	11
2.2.4 Protection and wellbeing	12
2.3 Gender Equity and Inclusion	12
2.4 Prioritizing the Most Disadvantaged	13
3. Leveraging Resources to Scale Up MYRP Results	14
3.1 Resource Mobilisation and Advocacy	14
3.2 ECW Seed Fund Scale-Up Strategy	16
3.3 Communications and Visibility Plan	17
4. Monitoring, Evaluation, Accountability and Learning	17
4.1 Monitoring and Evaluation Plan	17
4.2 Learning Outcome Measurement	18
5. Implementation Arrangements	19
5.1 Governance Structure	19
5.2 Grantee Selection Process	20
5.3 Child Safeguarding	20
Annex A: Map	22
Annex B: MYRP and Seed Fund Budgets	23
Annex C: Results Framework	25
Annex D: Risk Assessment and Mitigation Matrix	27

ECW Multi-Year Resilience Programme for Ecuador

Programme Title	Increasing access to inclusive and equitable quality education for refugee, migrant and host community children and youth in Ecuador	
Duration	36 months (1 December 2020 - 30 November 2023)	
Targeting	105,000 children and youth, including 64,000 girls and adolescent girls, and 10,000 children with disabilities	
Funding Overview	Total resources required	US\$ 39.3 million
	Total allocated resources	US\$ 7.4 million
	Unfunded budget	US\$ 31.9 million

Programme Summary

The overarching goal of the ECW Multi-Year Resilience Programme (MYRP) for Ecuador is to ensure continued access to inclusive and equitable quality education for approximately 105,000 refugee, migrant and host community children and youth. It targets five provinces in the north and in the west of the country where many Venezuelans have settled after fleeing the continuing political chaos in their home country. The programme aims to reach at least 24,000 children through pre-primary education, 53,000 through primary education, and 28,000 through secondary education. Within each of these target groups, the programme will strive to reach 64,000 girls and adolescent girls and 10,000 children with disabilities.

The programme is underpinned by a whole-of-child approach, making the necessary investments to improve the quality of teaching and learning, while also addressing critical Mental Health and Psycho-Social Support (MHPSS) and protection needs. In addition, the programme aims to address some of the systemic barriers that prevent refugee, migrant and the most vulnerable host community children and youth from accessing inclusive and equitable quality education. This includes further development of institutional capacities to better prepare for, and respond to, crisis.

While the focus will be on integrating refugee and migrant children and youth into the formal education system, support will also be provided to vulnerable host community children and youth, especially girls and adolescent girls. Therefore, the programme also includes several activities that specifically engage girls and adolescent girls, such as rolling out community mobilisation campaigns to promote girls' education and putting in place flexible accelerated education programmes to re-engage out-of-school girls and adolescent girls in learning.

Programme and Resource Mobilisation Outcomes

Outcome 1	Refugee, migrant and host community children and youth access education that meets their learning and broader developmental needs
Outcome 2	Refugee, migrant and host community children and youth in the education system, experience reduced discrimination and lower barriers, and those who dropped out are reintegrated
Outcome 3	Refugees, migrant and host community children and adolescents achieve holistic learning outcomes
Outcome 4	Refugees, migrant children and adolescents and their families access child protection services, including those on the prevention of gender-based violence
Outcome 5	The Multi-Year Resilience Programme is adequately resourced to implement all the required strategies

1. Situational and Institutional Analysis

1.1. Country Context

As the political and socio-economic crisis in their home country has continued to deepen, more and more Venezuelans have been forced to flee their homes and find shelter in neighbouring countries. According to UNHCR, more than 4.5 million Venezuelans are now living abroad, most of them in neighbouring countries across Latin America and the Caribbean.

Since 2015, about 1.5 million Venezuelans have made their way to Ecuador and while many of them travelled onward to Peru and to other countries, some 380,000 people remain. A relatively small country with a population of just over 17 million, Ecuador has been grappling to come to terms with this massive influx of refugees and migrants: the country is labouring under US\$ 60 billion of public debt, while the economy has been hit hard by the COVID-19 pandemic and a sharp drop in oil prices.

Against the backdrop of already widespread poverty, the government has been forced to make drastic budget cuts as part of a debt-restructuring deal with the International Monetary Fund. This has had a profound impact on its ability to deliver basic services, including education and health. At the same time, a recent survey by the National Institute of Statistics and Censuses found that 21% of urban households and 62% of rural households in Ecuador are unable to meet their basic needs.

The refugees and migrants from Venezuela are even more vulnerable: recent data from the World Bank indicates that more than 30% of them suffer from chronic malnutrition. Most of them lack access to education, health, housing and livelihoods, and many have been victims of sexual and gender-based violence and (trafficking for) sexual exploitation.

Ecuador has historically been very open to hosting refugees. It has some of the most progressive human rights, migration and asylum laws in the region. These laws include the Human Mobility Law (2017), which is very clear about the need to regularise the status of refugees and migrants as soon as possible. It also commits the country to the principles of non-refoulement, non-discrimination and integration. However, some policies that have been put in place over the last couple of years have eroded the strongly principled approach enshrined in the law. They have thus made it much harder for Venezuelans to enter the country, to regularise their status, and to access livelihoods.

In August 2018, Ecuador declared a state of emergency in response to a sudden spike in the number of Venezuelans entering the country. Under the cover of this state of emergency, the government imposed new restrictions on arriving Venezuelans. Instead of simply presenting their national identity cards, they now had to show valid passports to be able to cross the border. Additional entry requirements imposed in early 2019 made it even more difficult for them to enter the country, forcing them to explore other, much more perilous pathways.

Those who enter Ecuador irregularly, i.e. without going through the official registration process, are particularly vulnerable to exploitation and abuse. They are unable to regularise their status, they are often forced to work illegally and this exposes them to an array of risks and vulnerabilities. The UN recently warned that, despite the Human Mobility Law, access to regular status is now the main challenge for Venezuelans living in Ecuador.

1.2. Education Needs Overview

Despite these challenges, the number of Venezuelan children and youth enrolled in Ecuador's formal education system has more than quadrupled over the last two years, from 10,730 in 2018 to 47,319 in 2020. According to the latest figures from the Ministry of Education, the number of primary school students went up by 14,139 and the number of secondary school students by 7,606. Yet, despite this increase, it is estimated that approximately 35,000 Venezuelan children and youth living in Ecuador are still out of school, robbed of the opportunity to learn, to grow, and to reach their full potential.

Based on available data, more boys than girls are out of school, presumably because they are required to work to support their families. At the same time, many girls and adolescent girls do not go to school because of their engagement in non-economic activities such as childcare and household work. In addition, many adolescent girls are forced to abandon their education because they get married and/or become pregnant.

Disability impedes both girls and boys alike. In addition to the fact that children with disabilities often struggle to move around and get to school, many schools in Ecuador lack the resources to ensure that their facilities are indeed accessible for all. Moreover, children with disabilities often experience discrimination and marginalisation, both at the hands of other children and at the hands of teachers and other education personnel.

After it was forced to close all the schools because of COVID-19 pandemic, the Ministry of Education facilitated the rollout of several distance learning initiatives, including through different social media platforms. However, these platforms are often extremely difficult to access for refugee and migrant children. As a result, most of them do not attend online classes and only receive one-on-one tutorials when it is possible for teachers to phone them directly.

At the time of writing this programme, Ecuador has the second highest COVID-19 infection rate in Latin America after Brazil, and the highest death rate. The pandemic has caused many Ecuadorians to feel extremely stressed and worried, not only because of the risk of becoming infected but also because of the risk of (potential) economic loss and unemployment. According to a recent study commissioned by the World Bank, 48% of Ecuadorians presently experience severe stress and anxiety, compared to 22% in 2014. When it comes to Venezuelan refugees and migrants, this percentage is even higher - 62% of them indicated that they are feeling “very stressed and anxious”.

Teachers and other education personnel are also struggling. Many have had to assume additional responsibilities that they are not necessarily trained or prepared for, such as organising online classes and using digital platforms. In addition, they had to become social workers, providing support to parents and being a sympathetic ear for students. Perhaps unsurprisingly, a teacher survey carried-out by UNICEF a few months ago found that almost 10% of them felt overwhelmed by the demands placed upon them, 13% had difficulties to differentiate between their professional and their personal lives. In addition, 18% were chronically sleep-deprived, and 22% had disruptive mood swings.

The pandemic has also led to a sharp rise in reports of domestic violence and other forms of sexual and gender-based violence. In response to a survey conducted by the Refugee and Migrant Working Group, 13% of Venezuelan women indicated that family fights had become more frequent and more severe due to the lockdown measures. According to a recent report issued by CARE, Venezuelan women and girls face elevated risks of sexual and gender-based violence, including by authorities, while the government is largely unable to provide the necessary support to victims/survivors.¹

1.3. Aligned Strategies and Plans

The table below demonstrates how the MYRP for Ecuador is aligned with existing humanitarian and development plans and strategies. To the extent possible, the MYRP responds to critical gaps in their implementation, including by further scaling up activities and by building synergies between them.

Relevant Plan or Strategy	How the MYRP Aligns
Ministerial Agreement 0025 A	The purpose of this agreement is to put in place the mechanisms to ensure that refugee and migrant children and youth are included in the formal education system, regardless of their status and the time of the year when they request a slot. The MYRP will support its implementation by supporting

¹ CARE (2020). An Unequal Emergency: CARE Rapid Gender Analysis of the Refugee and Migrant Crisis in Colombia, Ecuador, Peru and Venezuela.

	administrators to enrol vulnerable children and youth, helping teachers to manage larger and more diverse classes, and working towards sustainably improving accessibility of school facilities. In addition, the MYRP will support the Ministry of Education to upgrade its data management system to monitor progress.
Refugee and Migrant Response Plan (2020)	In line with the Refugee and Migrant Response Plan, the MYRP aims to address the immediate education needs of refugee and migrant children and youth in Ecuador by supporting their enrolment in the formal education system. The MYRP will also address their MHPSS and protection needs. In addition, the MYRP is geared towards strengthening the linkages with other related sectors including food security, health, nutrition, and WASH to ensure a holistic approach.
Plan de Respuesta Humanitaria COVID-19 Ecuador - Equipo Humanitario de País (2020)	The MYRP also responds to the education objectives set out in the Humanitarian Response Plan for Ecuador. These include ensuring continued access and prioritising MHPSS, while also making significant investments in system-strengthening.
Continuity, Retention and Progressive Use of Education Institutions Plan	The MYRP builds on the Continuity and Retention Plan which was launched by the Ecuadorian Ministry of Education earlier this year. Developed in close conjunction with UNICEF, the plan lays out how the Ministry of Education intends to address the most urgent education needs and at same time ensure that the formal education system becomes better prepared for future crises.
Aprendamos Juntos en Casa and Juntos Aprendemos y Nos Cuidamos	The Ministry of Education has also prepared a contingency plan to ensure that vulnerable children and youth are in school and learning. The MYRP is specifically designed to support the rollout of the plan, including through sustained capacity development support for teachers and administrators and the distribution of additional teaching and learning materials.
Inclusion Toolkit for Teachers	This toolkit has been developed by the Refugee and Migrant Working Group and validated by the Ministry of Education. The MYRP will help to scale up its use to ensure the inclusion of Venezuelan refugees and migrants into the formal education system.
Education Sector Plan	It should be noted that there is currently no education sector plan in place in Ecuador. In the past, such plans were elaborated for ten-year periods and were widely supported and accepted. A new plan may be developed after the election which are scheduled to take place next year.

The MYRP's Added Value

The MYRP supports the Ministry of Education in its efforts to respond to the current crisis, while also strengthening institutional capacities and building resilience. Aimed at ensuring that the education needs of refugee and migrants are met, the MYRP is also geared towards ensuring that the national education system becomes more responsive and inclusive.

As humanitarian and development assistance is being provided simultaneously, there is a risk that the different interventions are implemented without proper coherence, coordination and linkages drawn between them. Therefore, one of the key objectives of the MYRP is to strengthen the humanitarian-development nexus and bring local, national and international actors together to work towards achieving collective outcomes. This means employing the unique, demonstrated capacity and expertise of different responders to meet the needs of the most vulnerable children and youth and set Ecuador on a path towards fully achieving SDG4.

The MYRP is underpinned by a holistic approach, ensuring strong linkages with other sectors to ensure that all the needs of refugee and migrant children and youth are met. It prioritises the needs of those left furthest behind, helping the government to follow through on the commitments it has made in the context of the Quito Process, especially when it comes to facilitating the socio-economic integration of refugees and migrants from Venezuela.

Teachers and administrators often lack the capacity to adequately address the MHPSS needs of their students. The MYRP provides an opportunity to mainstream MHPSS through sustained approaches to capacity

strengthening and through the provision of technical expertise. As the MYRP is specifically intended to help the sector to become more responsive, it is hoped that MHPSS can be fully integrated into curricula and policies over the course of its implementation.

The MYRP is specifically designed to advance gender equity and inclusion, and to break down the barriers to education for the youngest children, adolescent girls, and children with disabilities. Multi-year planning and targeted resource mobilisation, including the diversification of funding, will improve the predictability of funding and the capacity to respond.

1.4 Ensuring Humanitarian-Development Coherence

Ensuring coherence between humanitarian and development assistance is a strategic priority for the MYRP. This is a critical focus considering that the current migration out of Venezuela is not expected to slow in the near future and the education needs of crisis-affected children will therefore require a longer-term response. Efforts to strengthen humanitarian-development coherence will focus on:

Norms and Standards

- Analyse humanitarian and development education plans and strategies to identify synergies, such as on gender, children with disabilities and early childhood education.
- Promote the education continuum for children from 3-18 years old which places emphasis on developing foundational and transferrable skills, from early childhood education through primary education to secondary education.
- Align interventions with the policies, plans and priorities of the Ministry of Education.

Capacities and Coordination

- Strengthen the capacity of national and local education systems to better respond to and coordinate emergency responses.
- Focus on collective planning and coordinated implementation between government, humanitarian and development actors, donors, civil society and communities.
- Establish and strengthen mechanisms to support dialogue between educators; support the role of the Education Working Group to coordinate education response with the government.
- Strengthen the linkages between the education sector and other related sectors including food security, health, nutrition, protection and WASH to ensure a holistic approach. For example, the MYRP implementation and delivery will be closely coordinated with:
 - The health sector on the prevention of, and continuing response to, COVID-19;
 - The protection sector on identifying and responding to protection cases, and the development of key messages on protection, gender, and well-being; and
 - The WASH sector, especially when it comes to the establishment and rehabilitation of gender-responsive WASH facilities and the coordination of disinfection activities in schools;
- Increase the agency of local communities by strengthening school committees to ensure that schools are conducive to learning.
- Ensure improved collaboration and ownership through the MYRP Steering Committee structure.

Implementation

- Address immediate needs but also invest in system-strengthening.
- Develop a learning assessment tool and methodology in conjunction with the Ministry of Education to respond to the lack of a regular nationwide learning assessment.
- Further strengthen teacher training and professional development to incorporate inclusive pedagogical approaches. This will include focus on inclusive and gender sensitive education.
- Actively contribute to child protection system strengthening efforts. Children and families identified to be at risk will be linked with protection services to receive timely and appropriate support.

1.5 Funding Context and Funding Gaps for Education

As highlighted earlier, Ecuador is labouring under US\$ 60 billion of public debt, while its economy has been hit hard by the COVID-19 pandemic and a sharp drop in oil prices. The United Nations Economic Commission of Latin America and the Caribbean expects Gross Domestic Product to shrink by 9% this year.

In response to the urgent need for financing, the government is pushing for fiscal consolidation, while also trying to access funding from multilateral institutions. To reduce spending, the government has announced a series of austerity measures, such as the liquidation of public enterprises, reduction of the wage bill and the merging of government agencies. As part of these measures, the education budget was cut by 15%.

The Ministry of Education estimates that it costs about US\$ 700 per year to educate a child. This implies that it will cost approximately US\$ 24.5 million to integrate the approximately 35,000 Venezuelan children and youth who are still out of school. Clearly, this is going to be a tall order without additional financing. The government has applied for a US\$ 23 million loan from the Inter-American Development Bank, but the agreement is yet to be finalised.

According to OCHA's Financial Tracking System, in 2019, funding through the Refugee and Migrant Response Platform reached USD 52.2 million, which represented 45% of the total budget required. Main donors in 2019 were the US Government with 80% of total funding in Ecuador, followed by the Government of Japan and the European Commission (ECHO) with 5% each. Exclusive education funding in 2019 reached USD 501,672.

As of July 2020, the Financial Tracking System reports USD 36.2 million under the Refugee and Migrant Response Platform with the US Government (79%), the Government of Japan (7%) and the ECHO (5%) remaining the top 3 donors. Education specific funding in Ecuador for 2020 was only USD 56,434 as of July 2020.

1.6 Stakeholder Consultation Process

In February 2020, ECW fielded a scoping mission which included two ECW staff as well as representatives from the Inter-agency Network for Education in Emergencies and the Regional Education Working Group for Latin America and the Caribbean.

The mission met with a wide range of actors and stakeholders, including representatives from the Ministry of Education, the Education Working Group, the Refugee and Migrant Working Group, and the co-leads from the Refugee and Migrant Coordination Platform. In addition, the mission met with representatives from the IOM, Plan International, RET International, Save the Children UNICEF, UNHCR, as well as with many students, parents, teachers and administrators.

Following the scoping mission, the Education Working Group established a dedicated task team to spearhead the development of the Multi-Year Resilience Programme. The task team worked closely with the members of the Refugee and Migrant Working Group as well as with other working groups including: the Child Protection Working Group; the Gender Working Group; the Health Working Group; the Protection Working Group; and the WASH Working Group. The task team members also cooperated closely with the Ministry of Education as well as several other government agencies and entities.

The draft programme document was first circulated in early July, allowing all the key stakeholders to provide inputs. Their feedback was duly incorporated, after which the programme document was formally endorsed by the members of the Education Working Group, including the Ministry of Education.

In addition to ensuring full alignment with the policies, plans and priorities of the Ministry of Education, extensive consultations have been undertaken with other institutional partners and forums conducted with civil society organisations and academic institutions. Their feedback has been integrated into the programme design. This commitment to national ownership is not limited to the programme development phase of course but will be infused throughout all aspects of programme delivery and implementation.

2. Programme Description

2.1 Theory of Change

Goal	Ensure that refugee, migrant and host community children and youth alike learn and thrive in an environment of human mobility and health emergency			
Outcome level	<i>Refugee, migrant and host community children and youth access education that meets their learning and broader developmental needs</i>	<i>Refugee, migrant and host community children and youth in the education system, experience reduced discrimination and lower barriers, and those who dropped out are reintegrated</i>	<i>Refugee, migrant and host community children and youth achieve holistic learning outcomes</i>	<i>Refugee, migrant children and youth and their families access child protection services, including prevention of gender-based violence</i>
Sub-outcome level results	<p>Learning spaces are available and nearby for children, with priority for children with disabilities</p> <p>Parents/caregivers are aware of the needed requirements for enrolment at the right time and obtain support from local education services</p> <p>Parents/caregivers have resources for the education of all children in the household, or they benefit from social safety nets</p> <p>Alternative education modalities catering to the needs of a) frequently moving households, b) pregnant adolescents, and c) working adolescents are in place</p> <p>Children safely access learning opportunities during COVID outbreaks</p>	<p>Migrants and refugee adolescent dropout re-enter the education system</p> <p>Adolescent girls at risk of dropping out of school received assistance to continue studying. Parents/caregivers understand the benefits of continuing education</p> <p>Parents/caregivers have resources to ensure their children's education in ECW supported communities</p> <p>Children and adolescents obtain the needed psychosocial support upon reintegration in the education system</p> <p>Children who were in education pre-COVID access adequate learning material to continue education at home</p> <p>Children who were in education pre-COVID do not experience discrimination</p>	<p>Social and emotional learning-focused actions are strengthened in the context of the COVID-19 emergency</p> <p>Teachers are provided with spaces for psychosocial support and the development of self-care tools</p> <p>Teachers are trained to develop new content related to socio-emotional development and holistic learning</p> <p>Intercultural and psychosocial support perspectives are incorporated into the education approach</p> <p>New learning measurement systems are designed to include holistic learning outcomes</p> <p>Children out of school gain access to remedial courses, placement tests and accelerated programs</p>	<p>Vulnerable families in a situation of human mobility and from the host community receive cash transfers</p> <p>Girls, adolescents and their families receive tools for the prevention of gender-based violence and unwanted pregnancies. Pregnant adolescents receive monitoring, support and protection continue with their studies</p> <p>Teachers identify psychosocial support needs and have tools to refer to the student counselling department</p> <p>Systems are established for the early identification of situations of violence. Protection protocols are activated in cases of violence</p> <p>Families with children under five have clear pathways for child protection and child development services</p> <p>Girls, adolescent women and mothers who are victims of violence receive psychosocial support in their educational community</p>
Assumptions	<p>The National Education System implements flexible educational services for all ages</p> <p>Public education has the necessary resources to guarantee the right to access, participation, retention, promotion and completion of education</p> <p>The mechanisms for identifying students outside the education system proposed in the MYRP are executed in conjunction with the other activities of the programme</p>	<p>The implementing partners are fully committed to providing alternative education programs</p> <p>The education community is committed to inclusive education practices</p> <p>Priority is maintained to close the digital divide for children during the COVID-19 pandemic</p>	<p>Psychosocial support is the priority in the current education context</p> <p>There is a consensus on strengthening educational quality during and after the health emergency period</p>	<p>The MoE has psychosocial and psycho-pedagogical care personnel to support and monitor students in schools and personnel for inland planning</p> <p>The public policy of education includes among its principles gender, intercultural, intergenerational, inclusive and rights approaches</p> <p>The Rights Protection System strengthens its local intervention; its members articulate their actions to address rights violations and violent situations</p>
<p>The actors in the education sector provide a coordinated response through EiE groups</p> <p>Program partners are committed to advocacy and fundraising to meet the needs of the MYRP</p> <p>Disaggregated data (gender, age, nationality and disability) are available for impact assessment and decision-making</p>				

2.2. Programme Description

2.2.1 Access

ECW Thematic Priorities: Access, Continuity & Gender Equality

Refugee, migrant and host community children and youth access education that meets their learning and broader developmental needs

The MYRP will ensure access and retention within the education system for migrant and refugee children and adolescents, particularly, children with disabilities, pregnant teenagers and working adolescents.

- Expand holistic learning processes from early childhood to adolescence for vulnerable migrant and refugee populations and those furthest left behind.
- Promote access and inclusion of Venezuelan refugee and migrant children and adolescents through new education alternatives and modalities. This will strengthen the capacities of public officials of the Ministry of Education to ensure access to public, certified and inclusive education.
- Implement teacher guidelines for the implementation of *Ministerial Agreement 025A* so that teachers integrate students who join their classrooms outside of the regular registration period and who are in vulnerable situations. It will also address the design and application of new modalities to ensure that the universal right to education is met. All contents that are produced or adapted (handbooks, manuals, plans, etc.) will be reviewed, analysed, and adjusted from a gender equality perspective and will use inclusive language.
- Support teachers and educators with training and coaching in the following areas:
 - i. Teaching literacy, numeracy, science, technology, engineering and mathematics;
 - ii. Gender responsive pedagogy, prevention of school-based gender-based violence and gender responsive learning environments;
 - iii. Inclusive pedagogy, application of universal design for learning and use of assistive devices to optimize learning in classrooms;
 - iv. Digital pedagogical skills, including skills to teach effectively using online platforms (e.g. Moodle, Google classrooms);
 - v. Incorporating social and emotional learning into curriculums: 1) self-awareness - stress reduction, identifying and managing emotions, etc; 2) interpersonal skills - listening skills, communication skills, empathy, conflict resolution; and 3) identification and referral of children with MHPSS needs.
- Deliver additional and personalized academic support through remedial programs. This will ensure that those that have fallen behind are able to catch-up and achieve their learning potential. This will ensure their access and retention within the education system, improved learning outcomes and promotion to higher levels of education.
- Promote education for all beyond schooling, encouraging learning within and outside the formal school system. To this end, parental support promoting participation of both parents and/or caregivers will be leveraged to support children's learning. Inspired by a life-long approach to learning, parents and caregivers will be equipped with skills to engage in simple learning activities through games, reading and mathematics activities.

2.2.2 Continuity

ECW Thematic Priorities: Continuity & Gender Equality

Refugee, migrant and host community children and youth in the education system, experience reduced discrimination and lower barriers, and those who dropped out are reintegrated

The MYRP seeks to support and encourage students to remain in the system whilst also bringing those who have abandoned their education back into the system through the following approaches:

- Produce campaigns against xenophobia and discrimination with the participation of social organizations, teachers, parents, caregivers, and students.
- Support schools to identify students' special needs and vulnerabilities. Socio-economic protection and psychological support for families with children under 5 years old and for pregnant adolescents will be provided. This will be done by implementing case by case identifications and accompaniment systems, and by designing a strategy to strengthen care for the most vulnerable.
- The online portal "Plan Educativo Covid-19"² contains learning from the primary level of education to 3rd year secondary level. It includes digital texts, information, guides and key resources developed by different institutions. Resources for students with visual and hearing disabilities have also been developed by international education organizations. The "My Online Classroom" platform will facilitate communication between students and teachers through Microsoft Teams.

2.2.3 Quality Education

ECW Thematic Priorities: Quality & Gender Equality

Refugees, migrant and host community children and adolescents achieve holistic learning outcomes

The MYRP for Ecuador is geared towards promoting the physical, emotional and cognitive development of vulnerable populations, migrant and refugee children and adolescents. It will also improve their well-being and holistic learning outcomes and lay the foundations for their future development and contributions to society. It will do this through the following approaches:

- Develop a comprehensive, blended teacher professional development program, aligned with the priorities of the national and provincial Ministry of Education. This programme under the MYRP will aim to take a blended learning approach (wherever connectivity and COVID-19 restrictions permit). On-line and/or in-person workshops and peer learning circles will equip teachers and educators with the skills needed to improve their own well-being and children's learning. This will include social and emotional learning skills as well as tools to develop inclusive agendas in the schools in which they work.
- Measure learning achievements from a holistic approach that considers the application of existing tools such as tests of the National Evaluation Institute that can generate information at the national level. This information can be complemented with the use of a specific test adapted to education in emergencies with focus on literacy, numeracy, and life skills which will be applied in selected schools.
- Further deepen and strengthen a holistic approach to education that considers socio-emotional aspects as central to learning processes and outcomes.
- Develop a process of emotional assistance for education personnel due to the extra burden of managing psychosocial support activities, especially when teachers must address anxiety, depression, burnout and post-traumatic stress.

² See www.rekursos2.educacion.gob.ec

Refugees, migrant children and adolescents and their families access child protection services, including those on the prevention of gender-based violence

Protection is a fundamental issue in the context of a migratory crisis and has added importance considering the current effects of the pandemic. The MYRP focuses on protection although this also constitutes a crosscutting theme throughout the programme's formulation.

- Promote comprehensive MPHSS³ approaches in all interventions carried out by the Ministry of Education to allow for early risk identification as well as for adequate and effective referral to specialized services. It also guarantees that all children and adolescents, as well as teachers and caregivers, receive appropriate MHPSS.
- Adapt responses to meet Vulnerable populations specific needs through the implementation of an interdisciplinary model, focused on monitoring the well-being of children, adolescents and their families.
- The MHPSS strategy integrates social and emotional learning skills and proposes interventions by education sublevel which recognize the psycho-evolutionary component of people.
- Promote remote psychosocial support based on existing positive experiences and through strengthening the capacities of student counsellors and teachers. Messages will also be disseminated to caregivers so that they become familiar with and learn to apply: a) managing and preventing tension at home guidelines; b) guidelines to organize daily family life taking into account the physical and emotional needs of children and adolescents at home; c) responses in crisis situations through personal communication with families; and d) ways to identify and refer specific cases and activate protocols.
- Ensure the well-being of teachers and educators by creating support networks that will help them cope with stress. It will also strengthen the education of children and adolescents in emergency contexts and the system's capacities to ensure a healthy and safe teaching and learning environment. It will also help build teacher capacities in: 1) the implementation of the adapted curriculum that promotes interculturality, peace, global citizenship and human rights in education; and 2) implementation of the existing and enhanced special care and protocols to prevent and respond to violence, discrimination or any other situation that may pose a threat to their student's health and well-being.

2.3 Gender Equity and Inclusion

The MYRP will prioritize the needs of girls and adolescents in this context through the design and implementation of communication campaigns, capacity development programming, flexible teaching modalities and the disaggregation of all data by sex. The MYRP will address discrimination and exclusion through the following approaches:

- Mainstream gender equality throughout the MYRP via the framework of the humanitarian programme cycle. Global guidelines, recommendations and practical strategies will be integrated into the MYRP as a way to articulate the principles of equality and non-discrimination, and the exercise and guarantee of human rights as described in Ecuador's 2008 Constitution and the Organic Law on Intercultural Education. These guidelines include the *IASC Guidelines for Integrating Gender Based Violence Interventions in*

³ Based on the Inter Agency Standing Committee Guide to Mental Health and Psychosocial Support in Emergencies and Disasters and the Protocol for Mental Health Care and Psychosocial Support in emergencies, disasters and catastrophes published by Ecuador's Ministry of Public Health, the National Service for Risk Management, UNICEF Ecuador and HIAS Ecuador.

*Humanitarian Action*⁴, the *IASC Gender Handbook for Humanitarian Action*⁵, the *UNFPA Interagency Minimum Standards for Gender Based Violence in Emergencies*⁶ and the *INEE Pocket Guide to Gender*⁷.

- Equip public schools with support devices to guarantee that children with disabilities can attend school with their peers and receive support according to their particular learning needs.
- Train teachers to improve their knowledge on gender equality and equity while student-led school and community campaigns will be organized to raise awareness about gender-based violence and ways to prevent it.
- Promote safe and continuous access to education for girls and adolescents through flexible and alternative education programmes. This is one of the main activities of Outcome One and is specifically designed to support pregnant and working adolescents, and adolescent mothers. The risk assessment actions at school level include the physical safety of learning environments to prevent gender-based violence.
- Establish guidelines to detect different forms of discrimination and gender-based violence with the participation of migrant and refugee families, and to act on them. This is important specifically for the enrolment of, and assistance to, girls, boys and non-binary children. The application of protocols in schools included in the MYRP at the local level will be monitored and documented in these new emergency contexts. The capacities of local Ministry of Education staff will be strengthened to expand their ability to care for families who suffer violence.
- All data in the MYRP will be disaggregated by sex (and age) to understand how gender interacts with children and adolescent's access to and retention in education, as well as their learning outcomes.

2.4 Prioritizing the Most Disadvantaged

While the outcomes listed in section 2.2 above provide a principled foundation for the MYRP approach, it is important to understand how they will address the needs of specific target groups.

Refugees and migrants from Venezuela: Refugee and migrant girls and boys arriving in Ecuador from Venezuela have faced persistent hardship that over time has increased. Many children have had their education interrupted for an extended period and have faced administrative, economic and social barriers to accessing learning. The MYRP proposes a set of strategies that aims to increase access and improve learning and well-being for refugee and migrant children. Information interventions will focus on access to non-formal and formal education. This will include the process of registration, including placement tests, recognition and certification of previous education. Children who are outside the educational system will benefit from accelerated education programmes or remedial courses that will ensure children can reintegrated into formal education at the appropriate level when space is available. Children and adolescents will receive psychosocial support upon participation into appropriate learning opportunities that will support their retention. Inclusive education and non-discrimination of migrant and refugee children and adolescents will feature prominently as part of training and professional development of Ministry of Education officials, teachers and education communities. This will help ensure that migrants and refugee children and adolescents can participate in learning without fear. Households under extreme poverty conditions will receive cash transfers to cover basic needs and to mitigate opportunity-cost decisions that may put children at risk.

Girls and adolescent girls: Many girls, and adolescent girls in particular, face numerous obstacles to pursue an education. Girls are often engaged in non-economic activities, such as childcare and household work. For adolescent girls, many are forced to leave school early because they marry at an early age and/or become pregnant. The MYRP advances interventions that address inclusion at the family, community and school levels.

⁴ [Inter-Agency Standing Committee \(2015\). Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action.](#)

⁵ [Inter-Agency Standing Committee \(2018\). The Gender Handbook for Humanitarian Action.](#)

⁶ [UNFPA \(2019\). The Interagency Minimum Standards for Gender Based Violence in Emergencies Programming](#)

⁷ [The Inter-Agency Network for Education in Emergencies \(2010\). Gender Equality in and through Education. INEE Pocket Guide to Gender.](#)

Parents and caregivers will receive information and will be supported to understand the social, health-related and economic benefits of girls' education. For families that are facing severe financial hardship, cash-based incentives will be explored as an opportunity to off-set high opportunity costs. For adolescent girls with children, community led efforts will ensure that childcare is available so that girls can continue their education without interruption. Teachers will be trained on gender-responsive approaches and on child protection referral mechanisms to ensure that they can observe and recommend cases to appropriate authorities and service providers.

Children with disabilities: The MYRP takes a multi-faceted approach to ensuring that children with disabilities are supported to access education in a safe, protective and inclusive environment. Communities and school leaders will be involved to identify out of school children with disabilities and work with parents to facilitate their return to education. Physical learning spaces will be enhanced and rehabilitated to facilitate access to the entire learning environment, including WASH facilities. Teaching and learning materials will be available along with other equipment. This will be matched with teacher professional development programmes that support teachers to manage inclusive environments and refer children for additional support based on classroom observations. Discrimination and marginalization will be addressed through classroom-based activities and specialized teacher training programmes to ensure that children feel welcome and safe at school and in learning spaces. In this way, the MYRP supports the government to realize the vision established by the Ministerial Agreement 0025A.

Youngest children: While Ecuador has an open-door policy allowing children to enrol in formal education, in practice many children face long interruptions in their education. For children reaching school age while in displacement, it is critical to ensure that learning opportunities are provided from an early age. This allows for children to develop important foundational skills needed to continue their education, without which they will be at a disadvantage when they can start school. The MYRP promotes an approach to providing learning opportunities for the youngest and support their transition through age and grade-appropriate learning.

3. Leveraging Resources to Scale Up MYRP Results

3.1 Resource Mobilisation and Advocacy

The total cost of the MYRP over three years is US\$39,329,109. ECW Seed Funding will provide a total of US\$ 7,410,000, leaving a gap of US\$ 31,919,109 to be addressed through concerted resource mobilization and advocacy work.

It is evident in Ecuador that the long-term presence of refugees and migrants will create increasing pressure on delivering quality social services, including education, to all boys and girls. The government of Ecuador is forecasting a trend of increasing costs to absorb refugees and migrants within its education system. While the government has policies in place to facilitate access, budget reductions to the education sector, coupled with limited space make it difficult for the system to meet demand. The MYRP provides a programme that will focus public and private sector partners to invest in critical areas.

The resource mobilization approach in Ecuador is two-fold:

- Build on existing (public and private) partnerships to align their investment with the goals of the MYRP
- Explore new opportunities with private sector and non-traditional donors to support and sustain interventions, at national and local levels, particularly in information, communication and technology in Education innovations.

A fully-fledged resource mobilization strategy will be developed during the first year of implementation of the MYRP and will:

- Improve dialogue with key donors and the private sector using data and clearly demonstrating needs, gaps and opportunities;

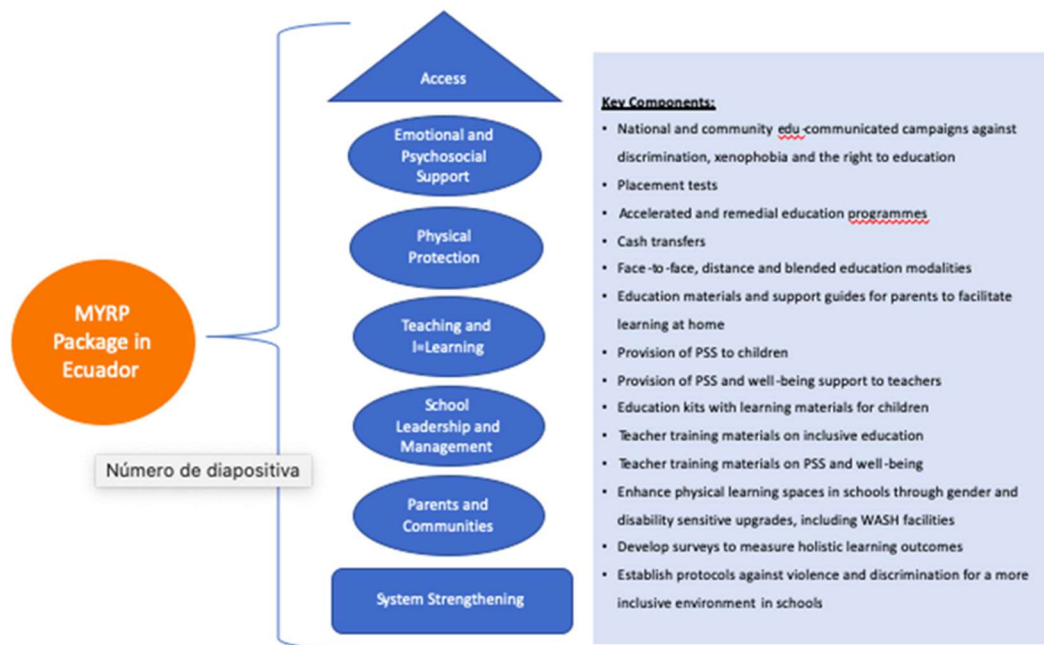
- Improve information and communication flows;
- Identify synergies to invest in programming that will have an impact across refugee, migrant and host communities; and
- Be based on the scale-up approach outlined in section 3.2 below. As additional funding is mobilized, education opportunities will be delivered in additional locations. Prioritization will be based on locations with the highest level of population flows and human mobility, with a focus on host communities.

The MYRP Steering Committee will lead the development of this seed fund scale-up strategy, raising the profile of the response and making a clear case for investment with donors and private sector partners. The strategy will:

- Include a mapping of existing funding opportunities, an analysis of donor trends and their strategic priorities and interests. It will also look at how the MYRP can capitalize on other pledges such as those made under the Refugee and Migrant Response Plan and the Quito Process.
- Systematize efforts to document and share stories from the field, maintain a donor database and develop strategies to reach out to donors through high level meetings.
- Outline that substantial in-kind donations will be also sought
- Scale up several information, communication and technology in Education approaches to expand access, continue learning during interruptions, and support teachers with their professional development, while minimizing time away from the classroom. Such programmes include: “Plan Educativo Covid-19 and the “My Online Classroom” platform. These create opportunities to explore public-private partnerships with private sector industry in Ecuador and across borders
- Recommend the establishment of a commission that will identify synergies with other donors and mobilize matching funds. The commission will be supported with MYRP partners contributing human resources, technical knowledge, strategic guidance, and facilitating access to national and international networking of participating institutions and organizations to map calls for proposals, develop and submit proposals, identify synergies, and mobilize matching funds. Similarly, each institution and organization will make contributions including human resources, technical knowledge, strategic guidance, and national and international networking.
- Entail hiring outside expertise in the form of a consultant(s) or firm with expertise in fundraising for sectors including education, humanitarian responses and management, human mobility, and child protection. Previous fundraising experience from organizations including UNICEF will help to engage the private sector and the international community more broadly.
- Strengthen the programme management team with a focus on international cooperation. This will allow the grantee (UNESCO) to map the diverse international calls for funding, monitor project implementation, establish partnerships, and mobilize new funds that together, will strengthen the MYRP. This team will be foster international, national and local partnerships.
- Capitalize on efforts undertaken by the Government to explore collaboration with the International Development Bank to fund a multi-sectoral health and education initiative.
- Encourage the Education Working Group, Refugee and Migrant Working Group and the MYRP Steering Committee to proactively reach out to donors through high level meetings, showcasing the situation, needs and gaps using and analyzing sex disaggregated data. With the contribution of the Education Working Group members, key private sectors will be identified, and new partnerships will be developed and strengthened.

3.2 ECW Seed Fund Scale-Up Strategy

The scale-up strategy is based on the concept of promoting a holistic package of interventions which can be replicated in additional geographic areas as additional funds are mobilised. Drawing on the programme description outlined in Section 2 above, the key elements of this holistic package are as follows:



The cost of the support package amounts to approximately US\$ 130 per beneficiary. The ECW seed funds will cover 19% of the total identified needs for the MYRP and will reach 50 schools. In the selection of these schools, territorial representativeness, complexity and heterogeneity has been sought to help generate knowledge that will best serve schools and communities in subsequent areas of implementation.

The ECW seed funding will enable in-country partners to reach 33,258 refugee and migrant children and youth out of the planned 104,454 target. As more funds are mobilised, the programme will expand to also address the needs of vulnerable host community children and youth.

The table below presents the number of beneficiaries in the provinces of Azuay, Guayas, Imbabura, Manabí and Pichincha, disaggregated by sex. Current projection planning presents two scenarios:

- Scenario A: If the MYRP Steering Committee is able to mobilise another 75% of the funding gap, the number of beneficiaries will increase by 53,397 in Pichincha, Guayas, Manabi, Azuay, and Imbabura.
- Scenario B: If the MYRP Steering Committee is able to mobilise the full US\$ 31.9 million gap, the number of beneficiaries will increase by 71,197 in Pichincha, Guayas, Manabi, Azuay, and Imbabura and include new provinces of El Oro, Esmeraldas, Carchi and Sucumbíos.

If resource mobilization and funding activities exceed expectations, then activities will be expanded to the northern border provinces of Carchi, Esmeraldas and Sucumbíos – provinces with entry points for Venezuelan migrant and refugee populations but not the provinces where they remain for long periods of time.

3.3 Communications and Visibility Plan

The communication and visibility plan will be developed in close conjunction with the grantee and subgrantees, with participation from local and international media. The Coordination Platform for Refugees and Migrants from Venezuela web portal that has been launched will play a key role in ensuring visibility and disseminating information about the programme.⁸ The visibility includes targeted communication to ensure accountability to MYRP beneficiaries and donors.

The plan will be designed during the inception phase and will provide an overview of the key communication approaches, ensuring adequate visibility in accordance with the guidelines established by ECW. Visibility activities will include the circulation of a bimonthly bulletin and the sharing of human-interest stories with photos through printed and social media. In addition, a series of advocacy events will be organised with the participation of donors and private sector partners.

All content that is produced, created and/or adapted will be gender-sensitive and inclusive. Child protection protocols will be stringently applied. All partners will ensure that written consent is obtained from parents or caregivers before a child participates in communication and visibility work, and that children and youth participate in decision-making about their involvement in campaigns and research. Parents and caregivers will be informed that they can withdraw their consent anytime.

4. Monitoring, Evaluation, Accountability and Learning

4.1 Monitoring and Evaluation Plan

The Monitoring, Evaluation, Assessment and Learning (MEAL) framework will provide the information needed to assess and capture the results and overall impact of the MYRP. Tools and instruments will be developed that allow for the assessment of the results chain, processes, contextual factors and causality. Overall, the MYRP will be measured by its effectiveness, efficiency, sustainability and impact. Section 4.2 addresses the specific interventions related to the measurement of learning outcomes.

ECW Seed Fund Programme

The grantee will develop a robust MEAL framework to go with the implementation plan of the seed fund programme. The following beneficiary groups will be targeted during MEAL activities. Specific data collection tools, such as surveys, focus groups discussions and in-depth interviews will be designed to ensure that the programme responds to their specific needs.

Beneficiaries	MEAL activities
<i>Children and youth</i>	Access and retention challenges and measurement of achievements in holistic learning
<i>Parents and caregivers</i>	Socio-economic situation, delivery and use of monetary and non-monetary transfers, difficulties in their children's access to and retention in learning
<i>Teachers</i>	Knowledge, attitudes and practices related to MHPSS; assessment of seed fund interventions

⁸ See: <https://r4v.info>

Student counselling departments

Knowledge, attitudes, and practices related to MHPSS; assessment of seed fund interventions

Annual review meetings will provide a forum for stringent quality control and review of progress. This will entail determining deliverables and achievement of benchmarks, alongside opportunities for fine-tuning and adjustments, including any prioritisation of activities in the event that the MYRP is not fully funded.

In addition, the grantee will commission an independent outcome evaluation to assess the level of progress made towards achieving the outcomes articulated in the programme document. For children and youth, the evaluation will measure access, retention, holistic learning, and healthy and peaceful interactions with their peers and education community. For teachers and administrators, it will assess knowledge, attitudes and practices related to MHPSS, and constructive interactions with their peers, students, and the larger education community. Data and results will be disaggregated by gender, age, status and disability.

Joint monitoring and reporting

As a member of the Humanitarian Country Team, the grantee will receive updated information on emergencies situations in the country, including on COVID-19. The grantee will participate in sharing data and information on implementation as the MYRP aligns with the Humanitarian Response Plan. This ensures that the programme is contributing to monitoring and reporting at the sector level as well as at the response coordination level. Participation in the Humanitarian Country Team will also advance the objective of keeping education high on the humanitarian agenda.

The MYRP will also benefit from and contribute to the statistical review which the government conducts on an annual basis. This review is based on the administrative records of the Ministry of Education, the annual surveys of the National Institute of Statistics and Censuses, the National Institute of Education Evaluation, and the records provided by the Emergency Operations Centre. Programme outcomes and suggested activities will be adapted, as necessary, to adjust to changes affecting the achievement of overall goals. If realignment is required, the grantee will present a formal request to the MYRP Steering Committee and the ECW Secretariat for approval.

4.2 Learning Outcome Measurement

As the focus of the MYRP will be on integrating refugee and migrant children and youth into the formal education system, the assessment and measurement of learning outcomes will be based on the policies and methodologies used by the Ministry of Education. The MYRP will provide differentiated investments to ensure equal learning opportunities and maximise its impact among the most vulnerable. The programme aims to improve learning in the provinces of Azuay, Guayas, Imbabura, Manabí, and Pichincha. A baseline measurement of learning outcomes will be conducted in the 65 selected schools by the end of the first year of implementation.

The assessments will not only focus on improvement in literacy and numeracy; social and emotional learning will also be assessed within the holistic approach to measuring learning outcomes. This will include three main components: 1) self-awareness (stress reduction, identifying and managing emotions, etc.); 2) interpersonal skills (listening skills, communication skills, empathy, conflict resolution); and 3) identification and referral of children with MHPSS needs as refugee and migrant children and youth are often more emotionally vulnerable.

At the territorial level, learning measurements will be adapted and tailored for each context to ensure that the implementation of different learning modalities is contextualised. Such differentiated modalities will focus on academic/socio-emotional learning, formal and non-formal education, in- and out-of-school children, and virtual and face-to-face learning. Results will be disaggregated by gender, age, status, and disability.

5. Implementation Arrangements

5.1 Governance Structure

Governance Body	Roles and Responsibilities
ECW Secretariat	The ECW Secretariat will provide technical support and assistance throughout the entire programme cycle, while also ensuring quality assurance and oversight. If necessary, it will approve programmatic changes made necessary because of changing conditions on the ground, including any budget revisions, no-cost extensions and/or requests for reprogramming put forward by the MYRP Steering Committee. In addition, ECW will support the resource mobilisation efforts spearheaded by the MYRP Steering Committee and the Programme Management Unit, including by launching a dedicated social media campaign in early 2021 to help close the funding gap.
MYRP Steering Committee	The MYRP Steering Committee brings together key stakeholders to discuss and agree upon the strategic direction of the programme. It oversees all aspects of programme implementation, and it ensures that the programme stays on track. Its meetings will provide a forum for stringent quality control and review of progress. This will entail determining deliverables and achievement of benchmarks, alongside opportunities for fine-tuning and adjustments, including any prioritisation in the event that the MYRP is not fully funded. In addition to anchoring the accountability aspect of the programme, advantage will be taken of the unique composition of the Steering Committee to also use the convening opportunity for policy dialogue and meaningful discussion of key policy challenges facing the programme. The Steering Committee will be co-chaired by a senior official from the Ministry of Education and a representative from the Refugee and Migrant Working Group. Other members will include representatives from the Education Working Group and the (in-country) donor community.
Programme Management Unit	The Programme Management Unit will be an efficiently resourced unit whose core responsibilities centre on delivering the MYRP results and on implementing the Monitoring Evaluation Accountability and Learning framework. In addition, the Programme Management Unit is responsible for the consolidation of reports and supporting the resource mobilisation efforts by the MYRP Steering Committee.
Education Working Group	As per its mandate, the Education Working Group will ensure complementarity with other education assistance programmes, while also underpinning the MYRP Steering Committee's resource mobilisation efforts. The Education Working Group has also agreed to facilitate field missions, both by the ECW Secretariat and other donors.
Grantee	The grantee is responsible and accountable for the successful implementation and delivery of the MYRP. By signing the grant confirmation letter, the grantee assumes full financial accountability for the funds made available for the purpose of the implementing the programme in accordance with the programme document. The grantee also leads on partner capacity-building and child safeguarding oversight; financial and fiduciary management; receipt, contracting and distribution of funds to implementing partners in line with accountability and risk management requirements in accordance with the UN Harmonized Approach to Cash Transfers (HACT); and conducting evaluations and financial audits.
Subgrantees	The subgrantees are contracted by the grantee to help implement parts of the programme. As per the subgrant agreement, they undertake the activities described in an agreed-upon proposal and budget and keep the grantee and the MYRP Steering Committee informed of the progress, including through the submission of the regular narrative and financial reports. The subgrantees will be selected by way of a competitive selection process.

5.2 Grantee Selection Process

Grantee selection was conducted through an open and transparent process. An independent and neutral selection committee was established. Membership was carefully selected to avoid any conflicts of interest. Membership was discussed at a meeting of the Education Working Group on 28 September 2020. It was determined that the selection committee met the requirements of independence as no members had direct or indirect ties to any of the organisations applying to be a grantee. The committee was responsible for facilitating the entire process, including developing the selection criteria, application templates and selecting the grantees. The committee included the following members:

- Ministry of Education
- International Organization for Migration
- ECHO
- RIADIS⁹
- Resident Coordinator's Office

The selection criteria were based on the MYRP approach, including the geographical locations, target populations and package of interventions, assessing organisations' capacity to manage funds, deliver results and ensure coordination with the Education Working Group, Ministry of Education and other stakeholders, including the local education and donor partner groups.

The process involved two levels of selection – an Expression of Interest which was used to invite applicants to submit full applications. The invitation was sent to all members of the Education Working Group. The Committee met as planned and evaluated proposals based on predetermined criteria.

All organizations were regularly informed of the MYRP design. Consultations between the Selection Committee and the ECW Secretariat continued throughout to refine and adjust the procedures and to ensure a transparent and inclusive process.

The selection committee decided that UNESCO will be the grantee.

5.3 Child Safeguarding

The MYRP Steering Committee is fully committed to child safe programming, ensuring that children and youth are not deliberately or inadvertently harmed and that there are specific measures in place to prevent, detect and respond to child safeguarding concerns.¹⁰ The grantee has a robust child safeguarding policy in place which applies both to their own staff and to their associates. Child safeguarding requirements will also be included in agreements with consultants, subgrantees and suppliers.

As the grantee, UNESCO is responsible for ensuring that its subgrantees also have the capacity to take the necessary child safeguarding measures. The risk assessment and mitigation plan which the grantee and its subgrantees are to develop jointly will be reviewed periodically. The grantee will carefully examine subgrantees' child safeguarding policies and procedures before signing the grant agreements.

Both the grantee and the subgrantees will ensure that programme staff are recruited in accordance with safe recruitment practices and receive proper child safeguarding training, while also ensuring that risk mitigation measures are in place when involving volunteers in activities. The grantee will ensure that child safeguarding measures are used to safeguard children with disabilities, including by putting in place activity- and site-specific protocols.

⁹ *Red Latinoamericana de Organizaciones no Gubernamentales de Personas con Discapacidad y sus Familias*

¹⁰ Programme level child safeguarding risks have been detailed in the risk assessment and mitigation plan.

A referral protocol will be established, identifying focal points in each organisation for confidential referrals and follow up. In addition, a reporting mechanism will be established for community members, including children and youth. Communities will be informed about how they can report their child safeguarding concerns through various channels (linking them to existing community-based mechanisms where appropriate).

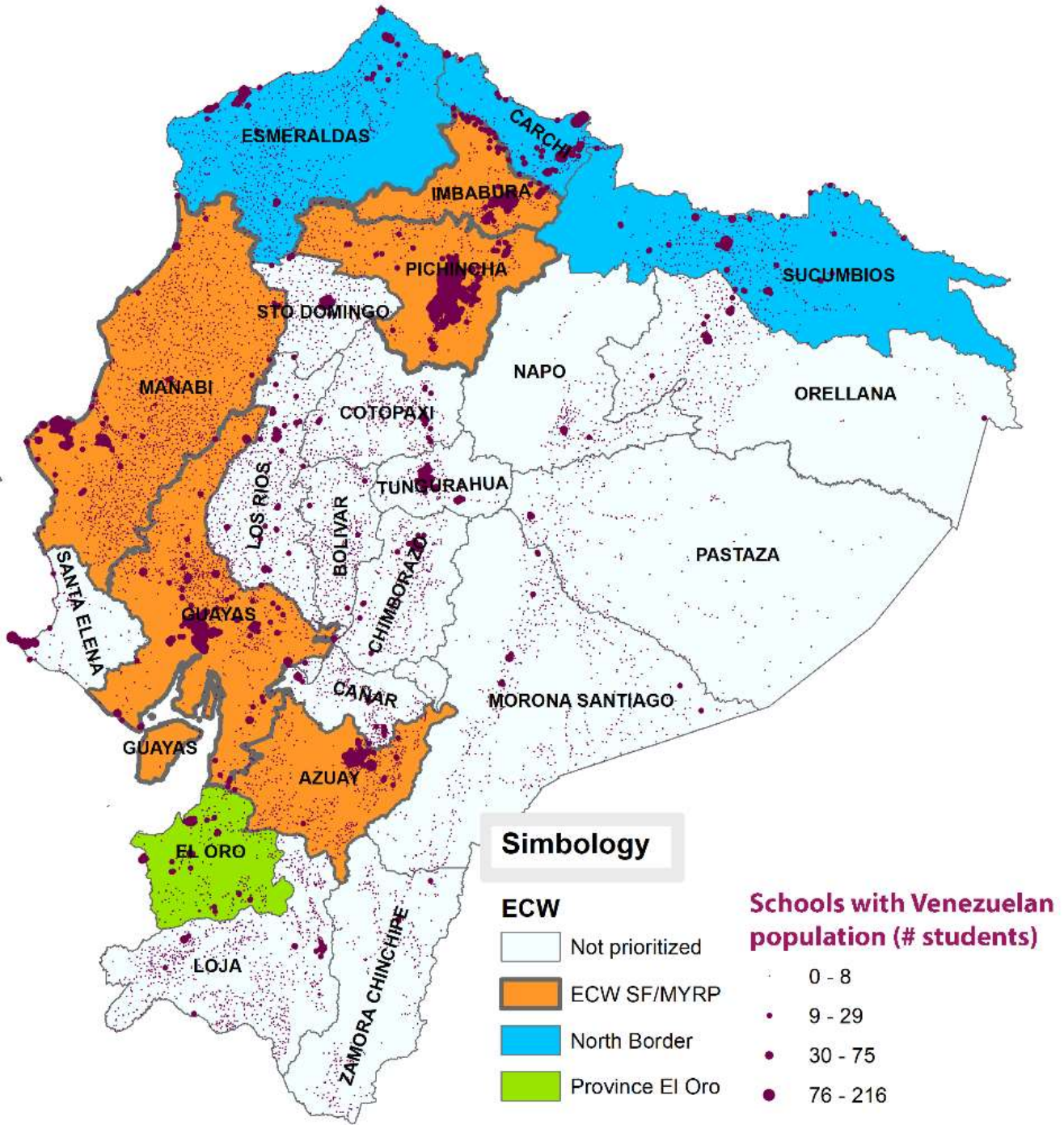
The grantee and subgrantees will agree on actions to be taken in case of an incident, including referral to appropriate MHPSS and health services. Child safeguarding concerns will be investigated in a timely, confidential and safe manner. All reports will be recorded in accordance with data privacy best practice and monitored to track trends and identify opportunities for further measures to promote the welfare of children and youth and protect them from harm.

Protection from sexual exploitation and abuse and sexual harassment

UNESCO also has its robust strategies, policies and procedures in place to ensure the protection of children, youth and adults from sexual exploitation and abuse, and sexual harassment. Applying the same approach that will be followed for child safeguarding, UNESCO will ensure that its subgrantees adopt and apply all necessary policies and procedures to protect children, youth and adults from sexual exploitation and abuse, and sexual harassment.

This will include ensuring access to incident reporting mechanisms, affording protection to whistle-blowers, and referring victims/survivors to appropriate MHPSS and health services. UNESCO will support subgrantees with investigative capacity as needed. All subgrantees will be required to undergo a thorough PSEA assessment. Further details are included in the risk assessment matrix in Annex D and will be incorporated into the MYRP risk assessment and mitigation plan.

Annex A: Map



Source: Ministry of Education, August 2020

Annex B: MYRP and Seed Fund Budgets

Overall MYRP Budget				
	Year 1	Year 2	Year 3	Total
PROGRAMME COSTS				
OUTCOME 1: Refugee, migrant and host community children and youth access education that meets their learning and broader developmental needs	\$ 5,031,578	\$ 2,131,578	\$ 2,131,578	\$ 9,294,734
OUTCOME 2: Refugee, migrant and host community children and youth in the education system, experience reduced discrimination and lower barriers, and those who dropped out are reintegrated	\$ 1,352,777	\$ 772,777	\$ 772,777	\$ 2,898,331
OUTCOME 3: Refugees, migrant and host community children and adolescents achieve holistic learning outcomes	\$ 19,650,912	\$ 1,074,012	\$ 744,612	\$ 21,469,536
OUTCOME 4: Refugees, migrant children and adolescents and their families access child protection services, including those on the prevention of gender-based violence	\$ 834,092	\$ 624,392	\$ 604,392	\$ 2,062,876
OUTCOME 5: The Multi-Year Resilience Programme is adequately resourced to implement all the required strategies	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000
Sub-total Programme Costs	\$ 26,899,359	\$ 4,632,759	\$ 4,283,359	\$ 35,815,477
OPERATIONAL COSTS				
Sub-total Operational Costs	\$ 326,600	\$ 282,800	\$ 331,300	\$ 940,700
Total Programme and Operational Costs	\$ 27,225,959	\$ 4,915,559	\$ 4,614,659	\$ 36,756,177
Indirect (7%)	\$ 1,905,817	\$ 344,089	\$ 323,026	\$ 2,572,932
Grand Total	\$ 29,131,776	\$ 5,259,648	\$ 4,937,685	\$ 39,329,109

ECW Seed Fund Budget

	Year 1	Year 2	Year 3	Total
PROGRAMME COSTS				
OUTCOME 1: Refugee, migrant and host community children and youth access education that meets their learning and broader developmental needs	931,840	1,005,840	526,000	2,463,680
Output 1.1: Policy makers, administrators and teachers have increased capacity to develop inclusive education approaches, including the assurance of the right to learn in mother tongue, for the most vulnerable of learners including refugees and migrant children, pregnant adolescents, and adolescents who have joined the workforce	193,840	193,840	100,000	487,680
Output 1.2: Information and support are provided to migrant and refugee parents and caregivers for the process of registration in formal education including placement tests.	200,000	200,000	200,000	600,000
Output 1.3: Learning materials are available to parents and caregivers of migrant and refugee children to support learning at home and thereby, reduce access barriers to education.	85,000	170,000	170,000	425,000
Output 1.4: School infrastructure is improved in order to accommodate children with disabilities. .	40,000	40,000	56,000	136,000
Output 1.5: Information gathering and procedures are strengthened and implemented to identify out-of-school children and adolescents, and those at risk of dropping out.	188,000	102,000	-	290,000
Output 1.6: Learning environments are improved and made safer with updated and appropriate WASH facilities.	225,000	300,000	-	525,000
OUTCOME 2: Refugee, migrant and host community children and youth in the education system, experience reduced discrimination and lower barriers, and those who dropped out are reintegrated	584,101	368,851	368,851	1,321,803
Outcome 2.1: Parents' and caregivers' receive training and information in order understand the social, health-related and economic benefits of girls' education.	200,000	200,000	200,000	600,000
Output 2.2: The Ministry of Education monitoring systems are strengthened to engender inclusivity through improved data on migrant, refugees, and host community children of secondary school age.	125,000	50,000	50,000	225,000
Output 2.3: Children have increased access to online education and receive learning materials for continuity of education at home.	140,250	-	-	140,250
Output 2.4: Children and adolescents receive psychosocial and pedagogical support, upon reintegration and continuity in the education system.	37,536	37,536	37,536	112,608
Output 2.5: Capacities of Ministry of Education officials, teachers and education communities are strengthened on inclusive education and nondiscrimination of migrant and refugee children and adolescents, thereby supporting the development of strategies for inclusion and re-incorporation of children who have dropped-out.	81,315	81,315	81,315	243,945
OUTCOME 3: Refugees, migrant and host community children and adolescents achieve holistic learning outcomes	521,548	386,948	157,747	1,066,241
Output 3.1: Teachers' and administrators' capacities and competencies are strengthened to achieve the minimum level of competency on subject knowledge, curriculum planning or pedagogy.	73,200	73,200	-	146,400
Outcome 3.2: Teachers receive materials to facilitate and teach life skills education and to provide psychosocial support to children.	66,600	-	-	66,600
Outcome 3.3: Children who are outside the educational system gain access to accelerated education programs or remedial courses and are later reintegrated in formal education at the appropriate level.	66,000	66,000	66,000	198,000
Outcome 3.4: The Ministry of Education has supporting staff and updated data in order to support children in improving their holistic learning with a focus on literacy, numeracy and life skills as well as to facilitate monitoring mechanisms	130,547	125,547	60,547	316,642
Output 3.5: Teachers' receive psychosocial support and training on how to look after their own well-being and self-care.	31,200	31,200	31,200	93,600
Output 3.6: Support is provided to teachers to improve their own psychosocial well-being / self-care.	46,000	31,000	-	77,000
Output 3.7: Parents and caregivers' capacities are strengthened to achieve the minimum competencies required to tutor their children in the educational process at home.	108,000	60,000	-	168,000
OUTCOME 4: Refugees, migrant children and adolescents and their families access child protection services, including those on the prevention of gender-based violence	472,748	382,048	312,048	1,166,844
Output 4.1: Households under extreme poverty conditions receive cash transfer to cover basic needs and to mitigate opportunity-cost decisions that may put children at risk.	150,000	75,000	75,000	300,000
Output 4.2: Educational staff are trained to identify child victims of violence and to refer them to appropriate psychosocial, legal and case management services.	286,448	271,448	221,448	779,344
Output 4.3: Local government and civil society actors' capacity is strengthened to implement measures that reduces pregnancy in adolescents and provides follow-up support for pregnant students.	9,000	-	-	9,000
Output 4.4: Teachers' capacities are strengthened in the provision of psychosocial and well-being.	15,600	15,600	15,600	46,800
Output 4.5: Support is provided to learning spaces supported by ECW to schools to implement protocols against violence available on site.	11,700	20,000	-	31,700
OUTCOME 5: The Multi-Year Resilience Programme is adequately resourced to implement all the required strategies	15,000	15,000	-	30,000
Output 5.1: Mobilized additional resources in order to finance strategies for the promotion of the rights of migrant, refugee and host communities' children and adolescents	15,000	15,000	-	30,000
Sub-total Programme Costs	2,525,237	2,158,687	1,364,646	6,048,568
OPERATIONAL COSTS				
Sub-total Operational Costs	326,600	278,800	271,265	876,665
Total Programme and Operational Costs	2,851,837	2,437,487	1,635,911	6,925,233
Indirect (7%)	199,629	170,624	114,514	484,766
Grand Total	3,051,465	2,608,111	1,750,425	7,410,000

Annex C: Results Framework

Level	Result statement	Indicator (click for technical guidance)	Baseline	Target	Source of verification	Disaggregation
Outcome 1	Out of school refugee, migrant and host community children and adolescents gain safe access to protective education services	Gross enrolment ratio in national and ECW-supported communities for Refugees, migrant children	Total: 58,5 Female: 60,4 Male: 56,6	Total: 67,1 Female: 68,5 Male: 65,7	Administrative records MoE (annual periodicity)	Sex, level of education, age, human mobility (and the Venezuelan population in this situation), ECW-supported communities
Output 1.1	Policy makers, administrators and teachers have increased capacity to develop inclusive education approaches, including the assurance of the right to learn in mother tongue, for the most vulnerable of learners including refugees and migrant children, pregnant adolescents, and adolescents who have joined the workforce.	Number of teachers / administrators that demonstrate increased knowledge on subject knowledge, emergency curriculum, holistic learning and SEL	0	SF: 1300	Administrative records MoE (annual periodicity), MYRP monitoring surveys (six-monthly periodicity)	Sex
		Percentage of learners in primary education whose first or home language is the language of instruction at ECW-supported learning spaces	0	SF: 70%	Administrative records MoE (annual periodicity), MYRP surveys	Sex
Output 1.2	Information and support are provided to migrant and refugee parents and caregivers for the process of registration in formal education including placement tests.	# of children who enrolled after receiving support	0	SF: 2000 new students	Ngos records (quarterly periodicity), Administratives records MoE (annual periodicity)	Sex, level of education, age, human mobility (and the Venezuelan population in this situation).
Output 1.3	Learning materials are available to parents and caregivers of migrant and refugee children to support learning at home and thereby, reduce access barriers to education.	# of caregivers who report sufficient [or insufficient] income [or assistance] to send all of their children to school	4659	SF: 2600	Ngos Records (quarterly periodicity), GTRM Rapid need Assessments, MYRP monitoring surveys (six-monthly periodicity)	Sex, level of education, age, human mobility (and the Venezuelan population in this situation).
Output 1.4	School infrastructure is improved in order to accommodate children with disabilities.	# of schools constructed or rehabilitated that are accessible for children with disabilities (ramps, bars, etc.)	0	SF: 50	Ngos records (quarterly periodicity)	disability
Output 1.5	Information gathering and procedures are strengthened and implemented to identify out-of-school children and adolescents, and those at risk of dropping out.	# of boys and girls of a) refugees and migrant children b) pregnant adolescents and c) adolescent workers who access quality education via alternative modalities tailored to their needs.	An estimated of 8991 adolescents	Families on transit: 1100 Pregnant adolescents: 572 Adolescents workers: 633	Administrative records MoE (annual periodicity), MYRP survey (six-monthly periodicity)	Sex, level of education, age, human mobility (and the Venezuelan population in this situation).
Output 1.6	Learning environments are improved and made safer with updated and appropriate WASH facilities.	# of ECW-supported learning spaces with access to (i) drinking water, (ii) single-sex basic sanitation facilities, and (iii) basic hand-washing facilities for crisis-affected children and youth	0	SF: 50 schools	Ngos records (quarterly periodicity)	Sex, level of education, formal vs non-formal, Human mobility (and the Venezuelan population in this situation), disability status
Outcome 2	Refugee, migrant and adolescents are integrated in the education system experience reduced discrimination and lower barriers to continuity in education, while those who have dropped out are reintegrated in learning .	Attendance rate for ECW-supported boys and girls and youth in formal or non-formal equivalent.	58%	SF: 65% in territories of intervention	Administrative records MoE (annual periodicity)	Sex, age, level of education
Output 2.1	Parents' and caregivers' receive training and information in order understand the social, health-related and economic benefits of girls' education.	# of caregivers who report increased understanding of the importance of girls' education	0	SF: 50%	MYRP monitoring surveys (six-monthly periodicity), GTRM monitoring system	human mobility (and the Venezuelan population in this situation), age
Output 2.2	The Ministry of Education monitoring systems are strengthened to engender inclusivity through improved data on migrant, refugees, and host community children of secondary school age.	Number of migrant and refugees of secondary school age enrolled in secondary education in ECW-supported communities	12199	SF: 13800	Administrative records MoE (annual periodicity)	Sex, age, level of education
Output 2.3	Children have increased access to online education and receive learning materials for continuity of education at home.	Number of children 3 -18 who benefitted from learning materials for education at home	0	SF: 2400	Ngos records (quarterly periodicity)	Sex, level of education, formal vs non-formal, refugees others, disability
Output 2.4	Children and adolescents receive psychosocial and pedagogical support, upon reintegration and continuity in the education system.	# of crisis-affected children that are referred to a psychosocial, legal and case management services where appropriate due to ECW-supported programmes	0	SF: 2400	Ngos records(quarterly periodicity)	Sex, level of education, formal vs non-formal, refugees others, disability status
Output 2.5	Capacities of Ministry of Education officials, teachers and education communities are strengthened on inclusive education and nondiscrimination of migrant and refugee children and adolescents, thereby supporting the development of strategies for inclusion and re-incorporation of children who have dropped-out.	% of migrant and refugees children who report concerns about experiencing discrimination	6.2% not attending	SF: 4%	MYRP monitoring surveys (six-monthly periodicity), GTRM monitoring system	Sex, age, level of education, disabilities

Outcome 3	Refugees, migrant and host community children and adolescents achieve holistic learning outcomes.	% of migrant and refugee children who achieve minimum proficiency in reading and mathematics and SEL	0	SF: 40%	INEVAL tests, MYRP monitoring surveys (six-monthly periodicity)	Sex, level of education, formal vs non-formal, refugees others, disability status
Output 3.1	Teachers' and administrators' capacities and competencies are strengthened to achieve the minimum level of competency on subject knowledge, curriculum planning or pedagogy.	Proportion of teachers in ECW-supported communities who have received at least one of the following: a) the minimum organized teacher training pre-service or in-service required for teaching at the relevant level; b) organized training in line with the INEE Training for Primary School Teachers in Crisis Contexts (TICC) standards	0	SF: 55%	MYRP monitoring surveys (six-monthly periodicity)	Sex
Output 3.2	Teachers receive materials to facilitate and teach life skills education and to provide psychosocial support to children.	Number of children completing courses based on gender sensitive life skills/SEL/PSS curricula that include specific lessons on understanding oneself (e.g. identifying emotions, regulating emotions, stress reduction, mindfulness, reframing negative thoughts to positive or neutral, etc.) Number of children completing courses based on gender sensitive life skills/SEL/PSS curricula that include specific lessons on getting along with others (e.g. conflict resolution, negotiation, active listening, assertive communication, empathy, etc.)	0	SF: 6072 MYRP: 8500	Surveys of holistic measurements (annual periodicity)	Sex, level of education, formal vs non-formal, human mobility (and the Venezuelan population in this situation), disability status
Output 3.3	Children who are outside the educational system gain access to accelerated education programs or remedial courses and are later reintegrated in formal education at the appropriate level.	# of formerly out of school boys and girls who are reintegrated into FE after completion of AEP	25,885 students	SF: 2000 reintegrated	Ngos records (quarterly periodicity), Administratives records MoE (annual periodicity)	Sex, level of education, age, human mobility (and the Venezuelan population in this situation).
		Number of classrooms or temporary learning spaces supported with materials to enhance the learning environment	0	SF: 5	Administrative records MoE (annual periodicity), MYRP monitoring surveys (six-monthly periodicity)	Sex, level of education, age, human mobility (and the Venezuelan population in this situation)
Output 3.4	The Ministry of Education has supporting staff and updated date in order to support children in improving their holistic learning with a focus on literacy, numeracy and life skills as well as to facilitate monitoring mechanisms.	Percentage of children that improve their holistic learning with a focus on literacy, numeracy and life skills.	Not available	SF: 40%	Surveys of holistic measurements (annual periodicity)	Sex, level of education, age, human mobility (and the Venezuelan population in this situation)
Output 3.5	Teachers' receive psychosocial support and training on how to look after their own well-being and self-care.	Number of teachers / administrators that demonstrate increased knowledge on subject knowledge,emergency curriculum, holistic learning and SEL	0	SF: 1300	Administrative records MoE (annual periodicity), MYRP monitoring surveys (six-monthly periodicity)	Sex
Output 3.6	Support is provided to teachers to improve their own psychosocial well-being / self-care.	Number of teachers who report improvements in psychological well-being / self-care	0	SF: 1300	MYRP monitoring surveys (six-monthly periodicity)	Sex
Output 3.7	Parents and caregivers' capacities are strengthened to achieve the minimum competencies required to tutor their children in the educational process at home.	Number of Caregivers who attained the skills to tutor their children at home.	0	SF 900	Ngos records (quarterly periodicity)	Sex, level of education
Outcome 4	Refugees, migrant children and adolescents and their families are enabled to access child protection services, including prevention of GBV.	Proportion of ECW-supported schools/learning environments that meet safe learning environment standards, including disaster risk reduction and gender-specific issues.	0	SF:60%	Administrative records MoE (annual periodicity)	
Output 4.1	Households under extreme poverty conditions receive cash transfer to cover basic needs and to mitigate opportunity-cost decisions that may put children at risk.	Number of households in ECW-supported communities receiving cash transfers for basic needs	0	SF: 900	Ngos records (quarterly periodicity)	Human mobility (and the Venezuelan population in this situation)
Output 4.2	Educational staff are trained to identify child victims of violence and to refer them to appropriate psychosocial, legal and case management services.	# of crisis-affected children that are referred to a psychosocial, legal and case management services (as appropriate) in ECW-supported schools or communities	0	SF: 1000	MoE (annual periodicity), Ngos Records	Sex, level of education, disability status
Output 4.3	Local government and civil society actors' capacity is strengthened to implement measures that reduces pregnancy in adolescents and provides follow-up support for pregnant students.	# of adolescents trained on prevention of pregnancy	0	SF: 4800	MoE Administrative records (annual periodicity), Ngos records (quarterly periodicity)	level of education, age, human mobility (and the Venezuelan population in this situation).
Output 4.4	Teachers' capacities are strengthened in the provision of psychosocial and well-being.	Number of teachers / administrators trained on PSS	0	SF: 1000	MoE Administrative records (annual periodicity)	Sex
Output 4.5	Support is provided to learning spaces supported by ECW toschools to implement protocols against violence available on site.	Percentage of ECW-supported learning spaces whereby a protocol is enforced and teachers and communities are trained on its application	0	SF: 50%	MoE (annual periodicity), MYRP monitoring surveys (six-monthly periodicity)	Human mobility (and the Venezuelan population in this situation)
Outcome 5	The MYRP mobilizes additional financial resources to supplement the ECW seed funding.	Number of new funding and in-kind support agreements with organizations supporting educational inclusion of the migrant and refugee children and adolescents and of the host communities	0	agreements or four medium size agreements SF: 7,410,000 USD	Budget ECW MYRP (six-monthly periodicity)	
Output 5.1	Mobilized additional resources in order to finance strategies for the promotion of the rights of migrant, refugee and host communities' children and adolescents	Number of new agreements for the financing and support of the actions carried out in the MYRP	0	SF:3	Documents Grantee (six-monthly periodicity)	

Numbers of Children and Adolescents to be reached with ECW seed funds

	FORMAL EDUCATION						NON-FORMAL EDUCATION						TOTAL		
	Pre-Primary		Primary		Secondary		Pre-Primary age		Primary age		Secondary age		Grand Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
Migrant and refugees	4,174	2,782	9,073	6,049	4,900	3,267							18,147	12,098	30,245
IDPs															
Other non-displaced children affected by emergencies (incl. host communities)	417	278	914	605	479	320							1,810	1,203	3,013
Total	6,121	4,081	13,317	8,872	7,172	4,781	-	-	-	-	-	-	19,957	13,301	33,258

Annex D: Risk Assessment and Mitigation Matrix

The risk matrices are very comprehensive and thus links, rather than the documents themselves, are provided.

The link for the Ecuador risk matrices is shown below:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:70b6cd90-3c6a-408c-8536-94845f448f0a>