



# ECW Multi-Year Resilience Programme PERU

2020-2023

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## ECW Multi-Year Resilience Programme for Peru

<b>Programme Title</b>	<b>Promoting inclusive education and equal opportunities for migrant and refugee children and adolescents and host communities in Peru</b>	
<b>Duration</b>	36 months (1 December 2020 - 30 November 2023)	
<b>Targeting</b>	<b>100,000 girls and boys (50% girls)</b>	
<b>Funding Overview</b>	<b>MYRP Total requirement</b>	<b>US \$ 21.3 million</b>
	<b>ECW Seed Funding Investment</b>	<b>US \$ 7.4 million</b>
	<b>Required Resources</b>	<b>US \$ 13.8 million</b>

### Programme Summary

The ECW Multi-Year Resilience Programme (MYRP) for Peru will respond to the immediate needs of the most vulnerable children and adolescents as well as working towards improving the inclusivity and quality of the Peruvian education system. The MYRP, through initial seed funding from ECW, will respond to the pressing needs of 30,000 children and adolescents including Venezuelan refugees and migrants. Through a dedicated resource mobilization strategy, the MYRP will work with education partners to make interventions sustainable, to reach an additional 70,000 new learners, and to use the lessons to strengthen the education system.

The Peru MYRP is built upon the foundation of ECW's two First Emergency Response investments in the country. These investments responded to the immediate needs arising from the Venezuelan refugee and migrant influx and from COVID-19. The MYRP presents an opportunity to extend this support to more children, to link this emergency response with longer-term systems-strengthening approaches, and to build synergies between actors that can ultimately benefit more children and adolescents in Peru. The MYRP works in alignment with, and in support of, existing international and national humanitarian and development planning frameworks.

The MYRP is uniquely designed to bring together the speed of humanitarian action and the depth of development programming. By bringing together the comparative strengths of a broad coalition of actors, the MYRP forms a comprehensive response. It will not only meet the clear needs of today but work with educators to strengthen the system for tomorrow. Using a holistic approach, the MYRP will provide vulnerable refugee, migrant and host community children and adolescents with access to relevant learning and attend to their physical and psychosocial wellbeing. The Peru MYRP recognizes that even among these vulnerable learners, needs will vary. Therefore, the program has specific and holistic learning and wellbeing packages for children living with disabilities, girls and adolescent girls, and refugee and migrant children and adolescents.

The comprehensive approach of the Peru MYRP will be achieved through proven global, regional and national humanitarian and development practices. For instance, children and adolescent refugees and migrants will need accelerated learning opportunities to make up for missed time and to successfully catch-up on a new curriculum. They will also need the revision and/or execution of policy that supports their inclusion in the education system. These short, medium and long-term objectives will be achieved through the strengthening of data systems, teacher professional development and community outreach.

### Programme and Resource Mobilization Outcomes

<b>Outcome 1</b>	Migrant, refugee and host community children and adolescents benefit from greater and more equitable access to quality education
<b>Outcome 2</b>	Migrant, refugee and host community children and adolescents are retained in the education system
<b>Outcome 3</b>	Migrant, refugee and host community children and adolescents develop appropriate life skills including the knowledge, skills and attitudes gained through social and emotional learning
<b>Outcome 4</b>	National & local authorities & administrators make decisions based on the best available data & evidence, in accordance with the best regional practices on access to inclusive education
<b>Outcome 5</b>	The Peru multi-year resilience programme is adequately resourced to improve inclusive access to and retention in the educational system for migrants and refugees

# 1. Situational and Institutional Analysis

## 1.1. Country context

According to the Regional Inter-Agency Coordination Platform for refugees and migrants from Venezuela, it is estimated that there are approximately 830,000 migrants and refugees in Peru today. The total number is likely to be higher as some sources do not account for migrants and refugees who have not regularized their status. According to the National Institute for Statistics, the Venezuelan migrant population is composed of 52% men and 48% women of whom 19% are children and adolescents.

In a survey of Venezuelan migrants and refugees upon their arrival in Peru, 93% identified the economic crisis as a reason for migrating to Peru. This was followed by insecurity (26%) and lack of food (25%). According to the International Organization for Migration and UNICEF, migrants and refugees admitted to Peru highlighted food (68%), transportation (40%), security (30%) and legal assistance (29%) as their top priority needs on arrival.

There is still no data available on the number of migrants and refugees with disabilities. Progress has been made in Peru in including disability provisions into national regulations. The National Disability Survey in 2012 found that 5.2% of the total population of Peru have a disability. However, according the last National Census in 2017, the number is in fact closer to 10% of the total population. Registration is not mandatory, contributing to only a fraction registered in the National Registry for Disability.

The COVID-19 pandemic and associated quarantine measures have taken a severe toll, particularly on Venezuelan migrant and refugee children, adolescents and their families. Mental health has been significantly affected by COVID-19. According to the latest survey of the Pacific University Research Center, 25% of migrants and refugees interviewed said they were experiencing depression while 38% reported having anxiety. The COVID-19 situation has worsened the social and economic conditions of migrant, refugee and host community families, increasing the rate of mental health problems as well as that of gender-based violence.<sup>1</sup>

The lead agency for the protection and assistance of violence against women and family members, the Ministry of Women and Vulnerable Populations, reported that the specialized Call Center for domestic violence and gender-based violence registered 36,333 calls. Of these 9,693 calls involved girls and adolescent girls<sup>2</sup>. According to the Ombudsman's Office report, 3,568 women (1,011 female adults and 2,557 girls and female adolescents) were reported as missing persons from the beginning of the year until Aug 30.<sup>3</sup>

Finally, early and unintended pregnancies remain a serious issue in Peru. According to National Census data, almost 13% of all female adolescents (15-19 years old) have been pregnant once and the rate is significantly higher among girls in rural areas (23%) than in urban areas (10%).



<sup>1</sup> Freier, Feline & Brauckmeyer, Gustav (2020) Venezuelan migrants and Covid-19: impact of the quarantine and proposals for opening in *For a New Coexistence. Peruvian Society in the Times of Covid-19: Scenarios, Policy and Public Action Proposals*..

<sup>2</sup> Defensoría del Pueblo. 2020. *Reporte Igualdad y Violencia: ¿Qué pasó con ellas durante el aislamiento obligatorio?* (What happened to them during mandatory isolation?). N° 04, May 2020.

<sup>3</sup> See: <https://www.defensoria.gob.pe/defensoria-del-pueblo-urgen-acciones-para-conocer-que-paso-con-mas-de-3500-mujeres-adultas-ninas-y-adolescentes-reportadas-como-desaparecidas/>

## 1.2. Education Needs Overview

The Ministry of Education defines and directs education policies in Peru. Policy is implemented in coordination with the 25 Regional Directorates of Education that are responsible for educational services at the departmental level. Local Education Management Units in turn are responsible for education services of schools at the local level. There are more than 53,000 public and 13,000 private schools at the basic education level, nationwide.

Information on migrant and refugee student access to school is still insufficient and inconsistent as sources remain disparate. According to the National Migration System, there are 67,957 (33,234 female and 34,723 male) refugee and migrant children who are not registered in the Ministry of Education's system. On the other hand, there are 40,135 students in the Ministry's system who are not included in the national migration records.

The Ministry of Education 2020 data shows a total of 96,613 (52,319 female and 44,294 male) Venezuelan migrant and refugee students enrolled in Peruvian schools, a number which has steadily increased through the years.<sup>4</sup> Out of this total, 85,002 (46,034 female and 38,968 male), representing 88%, are in public schools and a further 10,588 (5,705 female and 4,883 male) are enrolled in private schools and 1,023 (580 female and 443 male) are in privately managed public schools. Of the total in public schools, 22,746 (13,060 girls and 9,686 boys) - 27% are in pre-school, 43,642 (23,195 girls and 20,447 boys) – 51% in primary schools and 18,509 (9,740 female and 8,769 male) – 22% in secondary schools. These migrant and refugee students are mostly enrolled in Metropolitan Lima (64%), and other coastal areas of Perú (Callao, 7%; La Libertad, 6%; Ica, 3%; Arequipa, 3%; Piura, 3%, other parts of Lima, 3%; rest of the country 10%). Even so, Venezuelan students represent just 1% of the total students enrolled in Metropolitan Lima.

Peru has a segregated education system: children and adolescents with medium and severe disabilities are supposed to attend special schools. There are 465 of these nationwide, mostly in urban areas, with 99% of them focused predominantly at the primary education level. Students with mild disabilities attend regular schools, where the regulation declares that in any classroom, there should be one or two spaces for children with disabilities. However, 80% of regular schools do not have any students with disabilities, due to a lack of infrastructure, trained teachers and educational materials and resources. Based on the National Census data, only 18% of children and adolescents (3-17 years old) with disabilities are enrolled in regular or special schools. In 2020, only 35 migrant and refugee students (14 girls and 21 boys) were enrolled in special pre-schools and 63 (22 girls and 41 boys) in special primary schools.<sup>5</sup>

Since 2019, the Peruvian Government, with the support of international partners, has promoted the *Lima Aprende* Programme (Learning Lima), led by the Regional Direction of Education of Metropolitan Lima as part of its efforts to incorporate migrant and refugee children and adolescents into the education system. This programme has been able to promote the expansion of vacancies in public schools, support teaching processes and promoting healthy, respectful and intercultural coexistence in schools. Nevertheless, according to data from the Ministry of Education's Statistics Unit, the average school dropout rate of Venezuelan migrant and refugee children and adolescents is 20%, which is significantly higher than for Peruvian students (2-5%). High drop-out rates for migrant and refugee students is due to a multitude of causes including the economic situation of migrant families, the lack of permanent residence status, xenophobia and discrimination in schools. This rate may increase as a result of the COVID-19 pandemic in 2020, but more evidence is needed at this time.

According to the online platform which reports cases of violence in schools, 13,036 (6,748 female; 6,288 male) children and adolescents were affected by violence in schools in 2019. There were just 109 cases reported by Venezuelan migrant and refugee students. The largest number (55%) of reported cases of violence against migrant and refugee students were perpetrated by school staff, mostly against girls. The remaining 45% of other cases was violence between students (22% against girls and 23% against boys). The types of violence against boys were physical punishment and verbal abuse. Most cases involving violence against girls were related to

<sup>4</sup> Figures for the previous years: 2017: 4,493 (2,258 female and 2,235 male) - 2018: 25,724 (13,672 female and 12,052 male) - 2019: 74,368 (40,162 female and 34,206 male) Source: Statistics Unit – Ministry of Education 2020.

<sup>5</sup> Source: Statistics Unit – Ministry of Education 2020.

gender-based violence, discrimination, cyber-harassment and rape (in 2% of reported cases).

Four out of ten female adolescents who abandoned school in Peru did so because of early or unintended pregnancies, despite a law that makes it mandatory for the education system to support and re-engage pregnant girls and female adolescents in schools. Discriminatory practices and social stigma are widespread and discourage enrollment.

In addition to Government efforts to guarantee access to and retention of children and adolescents in the education system, challenges remain in accessing distance education programme provided by the Peruvian Government through the Ministry of Education (*Aprendo en Casa*). Many families, particularly migrant and refugee families, lack the minimum requirements for students to follow educational programmes from home including the equipment or connectivity. During the COVID-19 pandemic, this has created significant barriers to learning for the most marginalized.

The Ministry of Education and school administrators acknowledge the need for better data and information to implement a better response. Despite the advances of programme, such as the *Lima Aprende*, there remains a significant need for more quantitative and qualitative information to help determine the salient factors which affect enrollment and retention for migrant and refugee children and adolescents. Similarly, it is important to begin collecting best practices from various contexts to understand what is working well and can be replicated and scaled up. It is also important to hear the voices of migrant and refugee children and adolescents, amplifying their views about what works, and what does not, when it comes to increasing inclusion, access and retention.

### 1.3. Aligned Strategies and Plans

The table below demonstrates how the Peru MYRP aligns in support of existing humanitarian and development strategies. The MYRP responds to gaps in the implementation of the strategies, scaling of their activities, and bridging of approaches between them.

Relevant Plans and Strategies	How the MYRP aligns
<a href="#">Sustainable Development Goals to 2030</a>	<p>The Peru MYRP aligns with SDG 4 in its push to ensure equitable access to education for all. In particular, the MYRP focuses on the most vulnerable, those most challenged in accessing education, and provides support to return to learning, or to access education for the first time. Part of the focus is on the gendered barriers to learning and will ensure that vulnerable girls and adolescent girls receive specialized support to access education. This includes special support for young mothers who have had their education interrupted and support for education programming that aims to stem the rate of adolescent pregnancies.</p>
<a href="#">National Action Plan for children 2012 – 2021</a>	<p>The MYRP supports all of the six objectives of the National Action Plan, including the reduction of early pregnancy and malnutrition, and directly supports the two education specific objectives, namely three and five.</p> <p>Objective Three, with a focus on improving reading and math levels through a complete cycle of primary and secondary education, is supported through the MYRP's focus on both quality and retention, particularly for the most vulnerable of learners. Retention is critical as the MYRP will focus on refugee, migrant and vulnerable host community children who are most at risk of dropping-out and therefore not achieving a sufficient level of literacy or numeracy.</p> <p>The MYRP supports the achievement of Objective Five through its multi-tiered support for adolescents. This includes direct inputs including budget support, as well as support for training in life-skills that will support adolescents to manage the stresses of day to day life, to make healthy and productive decisions, and ultimately be better equipped to complete a full cycle of learning.</p>

<a href="#">National Education Plan to 2036</a>	<p>The MYRP is aligned with the objectives of the National Education Plan in its support for the integration of migrant, refugee, and vulnerable host community children; an approach that will help newly arrived learners to be, and feel, better integrated within the Peruvian education system (Obj 1). This contributes to improving the inclusivity of the education system (Obj 2), the individual well-being of learners and their families (Obj 3) and ultimately, will help a larger share of society to achieve sustainable, productive and prosperous lives (Obj 4).</p>
<a href="#">National Basic Education Curriculum</a>	<p>The MYRP will directly support the Ministry of Education and its partners to implement the Peruvian Basic Education Curriculum. Further, it will work to enhance the objectives of the curriculum by strengthening the ability of the education system to be inclusive, in particular to the most vulnerable learners starting with refugees, migrants and vulnerable host community children and adolescents. To improve gender equality the MYRP will explicitly support the engagement of girls and adolescent girls. Through the multi-year approach of the MYRP, refugees and migrants will be supported to enroll and stay in school, fulfilling their right to education and helping them and their Peruvian classmates engage as peers.</p>
<a href="#">Refugee and Migrant Working Group</a>	<p>The Peru MYRP articulates the objectives of the Working Group in the form of a multi-year strategy. The MYRP will work with and through the Working Group to implement the Refugee and Migrant Response Plan and will itself support each of the six objectives. This will be done by supporting the ongoing initiatives of humanitarian and development actors. The MYRP will help coalesce partnerships and resources behind these objectives, while also working to establish linkages between them and development-oriented programming led by the Ministry of Education.</p>

### **The MYRP's Added-Value**

The Peruvian education system and its national curriculum do prioritize gender equality, education for all and protection. However, the influx of new learners from varied, diverse and unstable backgrounds, has highlighted gaps. Regulations must be improved for full inclusion and to reduce discriminatory and xenophobia practices. The MYRP will build on existing in-service teacher training programmes developed by education partners, particularly those employing virtual education approaches, to strengthen teacher competences to address these issues.

The Peruvian State still requires support to cope with the integration of migrants and refugees into the education system. This will require emergency education interventions that: improve physical infrastructure and supplies to accommodate new learners in education; train teachers to provide psychosocial support to learners dealing with stress and trauma; and undertake community level campaigns to ensure new arrivals are provided with the most up-to-date information on enrolling their children and adolescents in school.

The MYRP will help ensure that among the new arrivals and the vulnerable populations in host communities, particularly marginalized children and adolescents, receive access to learning. This is a core component of the Peruvian education policy but will require this additional support from the MYRP. This enable children and adolescents with disabilities, girls and adolescent girls including those who are pregnant or mothers, and learners from families without the financial means to enroll in learning.

The MYRP will also help to ensure that as the emergency related to the Venezuelan crisis stabilizes, the Peruvian State is able to institutionalize successes and lessons learned to make the education system more inclusive in the medium and long-term. This includes work with the Ministry of Education to strengthen teacher training that helps make the classroom a safe and welcoming space for migrants and refugees. It will support the improvement of information management systems to ensure the Ministry of Education is able to make timely and well-informed decisions. It will also enhance and promote the mechanism to track and respond to incidence of violence. Collectively, this work will strengthen the education system to respond to future emergencies while accommodating the needs of particularly vulnerable groups.

The MYRP will support specific actions in targeted areas of Metropolitan Lima and other regions of the country. However, work on pedagogical and curricular strategies, as well as the interventions to strengthen the Ministry of Education's information systems so enhance evidence-based decision making by key authorities will have wider implications – as they will contribute to public policies to improve access and retention of children and adolescents in the educational system overall, including migrants and refugees.

#### 1.4 Ensuring Humanitarian-Development Coherence

This programme bridges previous investments from ECW under the First Emergency Response window with the longer-term work that the Ministry of Education leads in relation to the education of refugee and migrant children and adolescents. In continuity with these efforts, the Peru MYRP will continue to articulate needs and build response strategies through coordination with the Education Subgroup of the Refugee and Migrant Working Group.

A key aim of the Peru MYRP is to consolidate this coordination and to continue supporting synergies among partners. This is not only in the immediate future, but also for the planning that Ministry of Education does in the years to come. The Ministry of Education is a co-leader of the Subgroup, so its priorities and needs are clearly reflected in the Peru MYRP.

The programme will support the permanent revision and adjustment of educational regulations that will enhance access to, and quality of, education for migrant and refugee children and adolescents. Despite the uncertainty caused by COVID-19, the recommendations of the programme will improve the regulatory framework, building on the achievements of ECW investments to date.

The COVID-19 scenario is likely to evolve and continue to impact the education system over months if not years to come. As the pandemic has deepened their vulnerability, the Peru MYRP aims to support the Ministry of Education's approach to the needs of migrant and refugee children and adolescents in a more sustainable way. The implementation of the programme will contribute to the improvement of Government institutional capacity. It will support knowledge creation and evidence-based decision-making by strengthening the capacity of educational actors with a focus on gender equity, protection, continuity, child protection and resource mobilization.

The MYRP seeks to support the strengthening of local educational actors' capacities at two levels: at the school level and at the governmental level. The first level focusses on supporting school principals and teachers to offer a better and more inclusive educational service through improved skills and awareness related to inclusion, cultural awareness, gender and digital teaching. The second level is related to the decision-makers (authorities and officials) from the Ministry of Education and sub-national education management units. The MYRP will provide technical assistance and training to improve their capacities to establish policies that encourage inclusion, increase budgets and support the provision of inclusive education services.

Finally, with a strong capacity building component with Ministry of Education and subnational authorities and officials, it will contribute to the sustainability of the response, strengthening decentralization and local coordination. This local ownership will ultimately allow schools to respond better to the needs of the children and adolescents in their communities.

#### 1.5 Funding Context and Funding Gaps for Education

This programme is aligned with the Refugee and Migrant Response Plan 2021 strategy, developed within the context of the Regional Inter-Agency Coordination Platform and the Working Group on Refugees and Migrants.

This Response Plan has identified that the total number of people in need in the education sector in terms of migrants and refugees is 355,000 (including basic and tertiary education levels). The MYRP has defined Lima,



La Libertad and Piura as the principal regions in Peru where there are significant gaps in terms of providing support for those needs (ie in areas where less than 20% of the people in need are already covered).

In 2020, the Refugee and Migrant Response Plan estimated a funding gap of US\$ 3.6 million plus some additional US\$1.55 million for activities related to the COVID-19response. These figures are insufficient for 2021 and the following years given the critical conditions faced by migrant and refugee families, primarily due to socio-economic barriers caused by the pandemic (e.g. lack of work opportunities and housing). Currently the estimate of the gap for the next three years is U\$13.8 million.

The Government is expanding enrollment, particularly in Lima, but state funding does not finance school supplies, transportation costs and, if distance education continues, tablets and connectivity for migrant and refugee children.

Some opportunities exist to cover the programme funding gaps:

- International donors are providing resources to address the effects of the COVID-19 pandemic. Migrant and refugee children and adolescents have been identified as one of the most affected populations, in addition to indigenous children and those living in isolated rural areas.
- The private sector has already provided support, including the development and expansion of learning platforms and online materials to support learning.
- There are no clear figures on these contributions, but a number of private sector actors have also expressed their interest in supporting this programme, particularly with regard to connectivity, development of teacher training programmes, digital materials and radio or TV spots.
- The Peruvian chapter of the Global Education Coalition for COVID-19 Response Education, led by UNESCO and UNICEF was recently launched. It involved the private sector and made a call-to-action in order to increase contributions and efforts to ensure education for all children in Peru in the context of the pandemic.

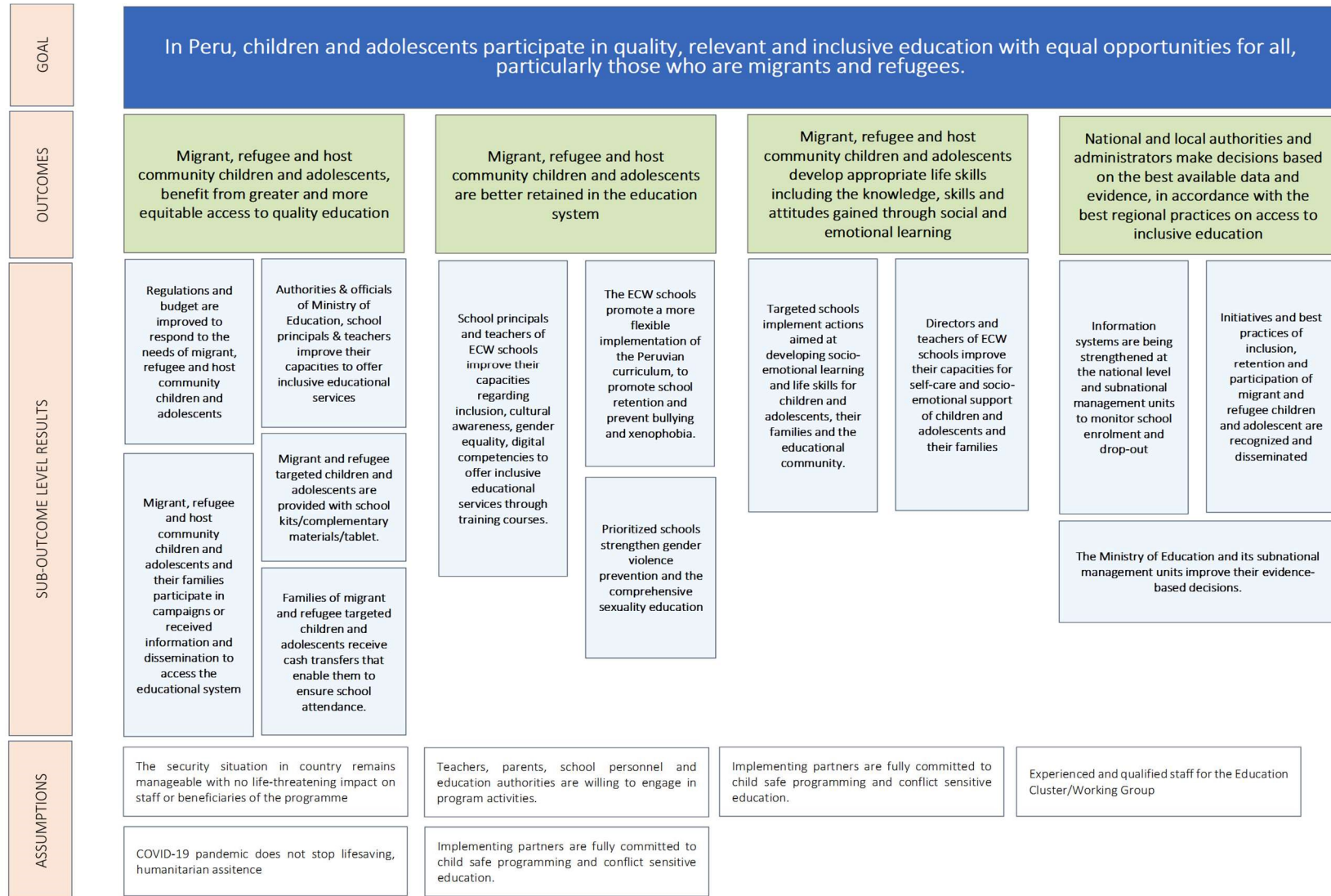
## 1.6 Stakeholder Consultation Process

In line with the humanitarian and the development effectiveness principles promoted by ECW, the Peru MYRP was developed through a collaborative process between education stakeholders. Technical teams made up of Government representatives, United Nations organizations, and both national and international NGOs who make up the Education Sub-group and the Task Team were involved. These stakeholders collected principles, methodologies, practices and lessons learned from the implementation of current programmes, including those being funded by ECW. This process was undertaken with particular attention to programmes focused on Venezuelan migrant and refugee populations implemented in coordination with the Ministry of Education.

The MYRP was formulated based on data demonstrating the educational needs of Venezuelan migrant and refugee children and adolescents, as well as semi-structured interviews, meetings and workshops, and thematic consultations. These took place with representatives of organizations including UNHCR and IOM (the co-leaders of the Working Group on Refugees and Migrants in Peru), RET Americas, Plan International, Save the Children, UNESCO, UNICEF. Data and information were collected and analyzed from studies, surveys, field reports, documents and official statistical sources from years 2018-2020, including research on the impact of COVID-19 on the affected population. The Ministry of Education and its regional directorates were also heavily involved in this consultative process.

## 2. Programme Description

### 2.1 Theory of Change



## 2.2 Programmatic Outcomes

### 2.2.1 Access

*ECW Thematic Priorities: Access, Gender Equality & Continuity*

*Migrant, refugee and host community children and adolescents benefit from greater and more equitable access to quality education*

The Peru MYRP strategies are aimed at guaranteeing universal access to education for migrant and refugee children and adolescents. Access to schools in the case of migrant and refugee children and adolescents will increase if education regulations and budgets respond to their educational needs and demands.

This means that those officials who are responsible for implementing the enrolment process have the capacities to ensure a fair and inclusive enrollment process. It also means families need to have access to adequate and timely information on enrolment requirements, receive materials and resources to facilitate their learning and have the minimum economic resources to ensure their subsistence. The strategies the MYRP will employ to achieve this will:

- Identify the main barriers to education latent in the existing regulations and procedures. The MYRP will also provide technical assistance for adaptations based on the best interests of the child which the Peruvian State recognizes within the framework of the rights of children and adolescents. Additionally, the programme will supplement schools with materials, tablets, connectivity support and cash transfers to support families in enrolling their children in schools.
- Promote the enrolment of children and adolescents with disabilities. The Peru MYRP will promote inclusive education regulations and practices that transform schools into friendly spaces for children with disabilities.
- Support the Ministry of Education, in the context of COVID-19, to make the distance education programme more accessible and inclusive to support the participation of children with disabilities in the virtual learning environment.
- Prevent students who have already been incorporated into the education system from dropping out. Technical assistance will be provided to Ministry of Education to improve its information systems that track enrolment, retention, and completion. Particular attention will be given to girls and female adolescents.
- Encourage pedagogical and curricular flexibility to respond to the interests and needs of migrant and refugee children and adolescents.
- Train school principals and teachers on gender and cultural awareness as a means to further prevent bullying and xenophobia, using the Learning Together virtual platform implemented under the current ECW investment. Communication campaigns on comprehensive sex education will be launched to encourage the monitoring and prevention of early and unintended pregnancy, trafficking and gender-based violence - each a significant factor associated with drop-out.
- Promote the participation and involvement of migrant and refugee families in schools, in the parent-teacher associations. The aim will be to generate fluid communication and better involvement in the decisions of the schools and help serve the interests of their children and adolescents.
- Incorporate the approaches to accessibility and acceptability promoted by ECW, to strengthen disability inclusive education, eradicate discrimination and protect the most vulnerable. Improving gender equity and mitigating discrimination and xenophobia will help to secure protective spaces for migrant, refugee and host community children and adolescents and their families.

*Migrant, refugee and host community children and adolescents are retained in the education system*

The MYRP seeks to support and encourage students to remain in the system, focusing on both the capacities of teachers as well as their wellbeing and the overall learning environment and social context. It will do this by generating inclusive practices and healthy coexistences through the curriculum, by demonstrating the value of both Peruvian and Venezuelan cultural expressions. The strategies the MYRP will employ to achieve this will:

- Promote the active participation of students in defining their learning. It will establish collaborative groups that will discuss how to implement the Peruvian curriculum in flexible ways, and in a way that promotes research, creativity and development of education projects of various disciplines. The activities and projects will incorporate social and emotional learning and life skills to prevent bullying and xenophobia, which put the retention / continuation of education for migrants and refugee children at risk. As part of this approach, the MYRP will strengthen the supervisory function of local education management units.
- Strengthen digital skills, gender equality and social and emotional learning in the context of COVID-19 through professional development approaches for principals and teachers. Mental Health and Psychosocial Support (MHPSS) support for teachers will be critical because professional exhaustion (burnout) has increased among Peruvian teachers. This is not only due to the impact of the disease, but also as a result of overwork. Teachers are being expected to learn new technologies and methodologies and responding to the demand for constant availability for education at distance. The engagement of the school principals, as well as other professionals from the specialized Call Centre (for domestic violence and gender-based violence) and mobile teams will provide support to teachers as well as children and families.
- Promote activities to create support networks among teachers in schools, taking advantage of those that already exist from previous ECW investments. These networks will allow teachers to process psychosocial issues such as stress and issues associated to current and post COVID-19 scenarios. Similarly, teachers will be provided training in stress reduction techniques, such as using mindful breathing.
- Promote school-level planning for social and emotional learning and consider the training of non-psychologist professionals (i.e. competent and empathic volunteers, teachers on special assignment, social and emotional learning facilitators from NGOs and/or the child protection sector) to provide basic social and emotional learning support.

*Migrant, refugee and host community children and adolescents develop appropriate life skills including the knowledge, skills and attitudes gained through social and emotional learning*

The programme will contribute to the mental health of children and adolescents through a combination of strategies which will:

- train teachers on basic social and emotional learning strategies and tools, under the supervision of school principals. This will include the development, validation, distribution and promotion of trainings and materials on social and emotional learning, self-care and positive discipline. They will also receive specialized social and emotional learning support from teams of psychologists that serve a group of schools, coordinated by local education management units.
- Promote the socio-ecological model of mental health and psychosocial support in education in emergencies. This includes safe environments in line with the Safe Schools Declaration.

- Promote the development of empathy and social skills, as well as self-esteem and self-confidence in students. This will be achieved through collaborative projects, by establishing spaces to exchange experiences on resilience, and the production of outreach campaigns to provide social and emotional learning. The programme will help schools to strengthen the connection of social and emotional learning with other areas of the curriculum.
- Strengthen capacity of school principals to compassionately supervise and support teachers to provide psychological first aid and, for children who need more support, make referrals to school social and emotional learning focal point. The MYRP will make use of support from a MHPSS specialist in the technical team.
- Establish teacher collaborative groups, based on best practices from international interventions in emergency and disaster situations, and the lessons learned from previous programmes developed in Peru. Additionally, support from professionals in the specialized Call Centres or visiting teams will be provided, as well as referral to Community Mental Health Centres or others, as necessary. A needs assessment conducted at the outset of the MYRP will guide the implementation of the MHPSS component of the programme.
- Train school principals and teachers in cultural awareness and to improve their competences for active listening, empathy and respect in interpersonal relations

The programme will work to reinforce important protection practices. Firstly, the Peru MYRP will work with Ministry of Education to highlight in the mechanism to track and respond to xenophobia, gender-based violence and other forms of violence against migrant and refugee children and adolescents. Secondly, the programme will share key information with migrant, refuge and host community children and adolescents, and their families, to increase the knowledge and use of this mechanism. And finally, the programme will advocate to increase competences in the Peruvian curriculum that are associated with protection practices. The evidence generated by this process will be widely shared within the Education Subgroup and other key partners to ensure advocacy with the Ministry of Education.

## 2.2.4 Data and Evidence

### *ECW Thematic Priorities: Access, Gender Equality & Continuity*

*National and local authorities and administrators make decisions based on the best available data and evidence, in accordance with the best regional practices on access to inclusive education*

System strengthening interventions underpin the collective delivery of the components of the MYRP holistic approach to ensure that individuals, families, communities as well as governments become more resilient in the future. Information systems at the national and subnational levels will be strengthened to monitor school enrolment and retention, enrolment of children and adolescents with disabilities, and education services oriented to refugee and migrant groups. This will be done through training and technical assistance to Ministry of Education and its Directorates and Local Management Units.

The MYRP will support these structures to make decisions based on the best available data and evidence, in accordance with the best regional practices on access to inclusive education. This will be supported through regulations that match the current challenges confronting the education system and progressively address inclusive education approaches and the capacity and well-being of its teaching force. Studies and situational analyses regarding school access and retention of migrant and refugee children and adolescents will be undertaken to strengthen the capacity of education authorities and administrators for evidence-based decision-making. Best practices for inclusion, retention and participation of migrant and refugee children and adolescents in school will also be documented and incorporated into the education system.

Once education stakeholders have reliable, relevant and timely information, generated both by the education administrators and schools themselves, decision-making will be strengthened. This will then directly impact school policies, curricula, and in-service teacher training and will ultimately improve the efficiency and effectiveness of the education system as a whole.

## 2.3 Gender Equity and Inclusion

The Peru MYRP will promote the right to education for girls, helping them to realize their right and ability to take decisions that are critical to their own development and empowerment. Further, the MYRP will begin to address long-standing gender inequalities and violence against females. The MYRP will work to strengthen the Peruvian curriculum priorities of prevention of gender-based violence, gender equality, cultural awareness and an appreciation of diversity to improve relationships in the classroom. This will be achieved through strategies which:

- Support girls and female adolescents to receive an education that promotes a culture of rights and gender equality. This will include promoting equal opportunities and participation in learning, the free expression of ideas and opinions, and protection against physical, psychological or sexual violence. Specific efforts and interventions will be made to prevent and respond to gender-based violence at schools through a mix of components. This will include training for principals and teachers, development of materials for the social personal component of the curriculum, increased staffing to monitor and coach school staff, reporting mechanisms and advocacy campaigns.
- Support teachers to promote gender equality in schools. Training modules will include definitions, standards, and practical tools to prevent gender-based violence and advance equal treatment and to reduce gender stereotypes. Teachers in schools will be supported to develop skills for the provision of guidance, protection, and the means to report and refer cases of gender-related violence. Using their newly acquired skills, teachers will provide basic psychological first aid and generate opportunities for social and emotional learning in the regular learning curriculum.
- Support girls and boys to address gender relationships in schools. Girls and female adolescents will have the opportunity to use their leadership skills to become agents of change on gender issues. Boys and male adolescents will also be included to better understand the rights of their female peers. This will help them to be part of the solution by understanding and promoting new ways of addressing gender relationships. Students will learn how small changes (daily practices) can influence large transformations (shortening gender gaps).
- Establish gender-based violence prevention and comprehensive sex education in schools through school campaigns and by being imbedded in established components of the Peruvian curriculum.
- Distribute information on menstruation during school campaigns with the aim of fighting the taboos and shame related to menstruation. Similarly, gender-sensitive toilet facilities will be improved and equipped with menstrual hygiene products that are safe, clean, clearly communicated and easily accessible. Additionally, the programme will support the development and dissemination of audiovisual material (featuring adolescents) on early and unintended pregnancy prevention.
- Address the greater vulnerability of Venezuelan migrant girls and female adolescents by focusing on the prevention of gender-based violence. Lessons and learning materials will be used including a gender-based violence prevention guide and protocols to guide the identification of gender-based violence cases in schools. The programme will work on improving existing mechanisms in schools, like the specialised online platform, to prevent and denounce violence.
- Promote the enrolment of out-of-school children with disabilities (this includes children with learning disabilities, cognitive disabilities and physical disabilities), giving them priority for cash transfers and/or school kits. The programme will work closely with local disability organizations to develop strategies aimed at enrolling more children and adolescents with disabilities to schools. The programme will work with the Ministry of Education to develop new disability inclusive education policies to address the needs of children and adolescents with disabilities. Further, teacher training will be used to promote inclusivity by providing teachers with practical tools based on the Universal Design for Learning.

## 2.4 Prioritizing the Most Disadvantaged

While the outcomes listed in section 2.2 provide a principled foundation for the MYRP approach, it is important to understand how they will address the needs of specific target groups. The Peru MYRP lays out a holistic approach to the crisis; providing both immediate term response, and longer-term planning to improve quality, retention and system strength. This comprehensive approach is also applied at the individual level, to ensure vulnerable children of all backgrounds receive a response that provides for their learning and wellbeing.

*Refugees and migrants from Venezuela:* Tens of thousands of Venezuelan children and adolescents must be accommodated in the Peruvian education system. While it is clear many have been enrolled, it is likely that many others have not yet gained access. The MYRP will therefore work with regional directorates and local education management units to ensure that out-of-school children and adolescents have the opportunity to pursue learning.

Once children are enrolled, challenges still remain. With Venezuelan children and adolescents coming from a different curriculum, and many having missed time in the classroom, the MYRP will provide alternative learning programs that help learners catch-up with their Peruvian counterparts. Many of these children will also arrive having experienced some level of trauma, either in Venezuela or during their migration. MHPSS programming will be necessary to help these children and adolescents achieve wellbeing, and thereby be able to affectively pursue their education.

A gap identified by the refugee and migrant influx has been that inability for the current data and information systems to properly track enrolment and out-of-school children. The MYRP will therefore work with the Ministry of Education to strengthen the system and therefore, be better able to identify, enroll and retain out-of-school and vulnerable children and adolescents.

*Girls and adolescent girls:* 40% of school dropouts who leave school due to early pregnancy in Peru highlight a specific challenge to the engagement and retention of girls and adolescent girls in learning. It is also known that as hardship increases, marriage is seen as a coping mechanism and during the COVID-19 pandemic, that displaced girls are at particular risk of gender-based violence. The MYRP will therefore work with the Peruvian state to ensure the enrolment and prevent the dropout of girls and adolescent girls. This will include initiatives like comprehensive sex education to prevent early and unintended pregnancy, exploitation, and gender-based violence. Capacity strengthening for teachers will further increase the inclusivity of classrooms while life-skills and social & emotional learning will help girls to understand their rights and be better able to sustain challenges to them.

While these early initiatives will go some ways towards protecting, enrolling, and retaining girls and adolescent girls, the MYRP will look to sustain these results through systems approaches. This will mean improving data collection with proper disaggregation to better understand the status of girls in and out of the education system. The MYRP will also help to improve the online platform which helps to identify and respond to instances of violence in schools, including gender-based violence. Together these approaches will strengthen the Peruvian education system's ability to guarantee equity and to enhance the protection afforded to girls and adolescent girls.

*Children with disabilities:* The Peruvian education system does not yet provide equitable services for children with disabilities. There is segregation of children with moderate to severe disabilities, and even with special schools, most children with disability do not attend learning at all. The MYRP will work to ensure accessibility of learning for children with disabilities, providing more accessible education facilities, and improving teaching to create more inclusive learning spaces. The MYRP will work with local disability organizations to establish outreach to enroll more children with disabilities. It will also work with the Ministry of Education to ensure that these efforts inform and lead to longer-term policies that address the needs of children with disabilities. These early and longer-term efforts will also help to provide access and learning to children with disabilities while also leading to systems changes that improve the inclusivity of the education system going forward.

### 3. Leveraging resources to scale up MYRP results

#### 3.1 Resource Mobilization and Advocacy

The Peru MYRP promotes mobilization of resources to improve inclusive access and retention in the educational system for migrant and refugee students (Outcome 5). In line with this Outcome, resource mobilization and advocacy efforts will aim at leveraging an additional US \$13,877,838 over three years over three years, to complement the ECW seed funding of US \$7,422,343.

As described in the funding context analysis, education needs have increased significantly in Peru over the past few months, especially for migrant and refugee families and in the context of COVID-19. While the Ministry of Education has made significant efforts to expand public education services, additional support is needed to ensure access to quality education for all children. In Peru, the private sector has played an increasing role in addition to traditional institutional donors in supporting the Ministry of Education. Private sector organizations have shared their knowledge, platforms and online materials to support learning. The private sector has also expressed interest in supporting the MYRP.

The resource mobilization approach in Peru will therefore be two-fold:

- Build collaboration with existing partners (public and private) that are developing programmes aligned with the Peru MYRP goals and objectives in order to leverage funding;
- Look for new opportunities with existing and new public donors, private companies and foundations in the education space to establish financial partnerships as well as direct contributions of school materials, tablets, access to internet (connectivity), and tools to provide cash transfers for migrant and refugee families.

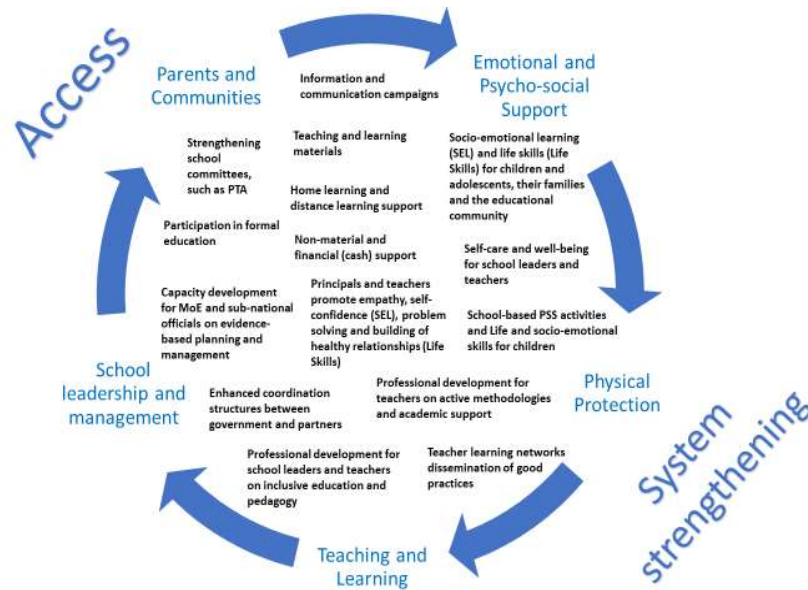
A full-fledged resource mobilization strategy and action plan will be developed during the first year of implementation of the MYRP. The following initiatives highlight some of the potential avenues for raising additional resources:

- The MYRP will scale up the provision of school kits to migrant and refugee children and adolescents, building on ECW investments to date. For school kits, the approach will focus on collaboration with the private sector, including companies such as Santillana, Fundación SM, Stanford. The programme will also coordinate with telecommunication companies in Peru such as Movistar, Claro, and Bitel, to ensure internet connection for the tablets provided to migrant and refugee children and adolescents.
- The MYRP cash transfers component will align with resources already invested from partners (RET, UNHCR, International Organisation for Migration, UNICEF and Save The Children) and build on lessons learnt to scale up cash transfers to migrant and refugee families in Lima and other cities.
- The resource mobilization approach will target private sector companies such as Fundación Telefónica to mobilize additional resources to support teacher training on digital skills.
- Resource mobilization efforts will target public and private organizations that identify, promote and recognise teaching best practices (like the Maestro que Deja Huella<sup>16</sup>, of Interbank, a Peruvian bank). It will also look for organizations and companies that promote innovations in teaching (like FONDEP<sup>17</sup>, a public fund associated with the Ministry of Education) to include best practices on access and retention of migrant and refugee students. Even though these initiatives might not provide direct resources to the programme, they will contribute to advocacy efforts.
- Public and private university psychology students will carry out voluntary work to expand support to teachers and families for after-school activities, as well as help with the Call Centre
- With the support of ECHO, a regional virtual course for teachers on methodologies and tools for Education in Emergencies is being developed, which will be aligned with the ECW MYRP activities.



### 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 programmatic description outlined in Section 2 above, the key elements of this holistic package are as follows:



An indicative cost per beneficiary of this package is \$252. The ECW seed funding will therefore be able to reach approximately 30,000 children and adolescents in 176 schools.

The ECW seed funding will cover implementation in three areas:

1. Southern Lima (where ECW investments to date have focused);
2. Northern Lima (where UNICEF has extensive experience)

When additional funds are mobilized the programme will expand within the same areas, as there are still additional people in need (according to the 2021 Refugee and Migrant Response Plan). Depending the availability of funds, particularly from the private sector, the programme will also reach additional boys and girls in the Piura province, in the Piura department, 530 miles north of Lima. Based on the indicative cost outlined above, the number of girls and boys who can be reached is as follows:

Percentage of Funding Gap (\$13,877,838) mobilized	Additional number of boys and girls to be reached	Total number of boys of girls who can be reached (including seed funds)
\$3,469,000 (~25%)	17,500	47,500
\$6,938,000 (~50%)	35,000	65,000
\$10,408,000 (~75%)	52,500	82,500
\$13,877,838 (100%)	70,000	100,000

Given that the programme will work in public schools where the ratio of migrant and refugee children is around 5%, at least 3,500 of these 70,000 will be refugee and migrant children and adolescents. However, some of the components (school kits, tablets, connectivity costs, cash transfers, after school reinforcement and vocational programmes for adolescents) are mainly focused on the migrant and refugee beneficiaries. Nonetheless care will be taken to ensure equitable support is given to both host communities and refugees and migrants so as not to create/exacerbate inequalities between them.

When additional funds are mobilized for Southern and Northern Lima, Trujillo and Piura, approximately an additional 350 schools will benefit from the programme.

These additional priority areas have been selected with additional, practical requirements:

- previous ECW investments and work;
- presence of potential partners, besides the grantees;
- national/local education authorities with capacities and political will to support migrant and refugee education. These areas were validated in the planning for the 2021 Refugee and Migrant Response Plan.

The programme will work with the Ministry of Education and subnational management education units to scale-up training components, particularly related to the use of distance education and virtual platforms. This may allow further reach to additional school principals and teachers and the extension of the influence on national and local initiatives to improve the education of migrant and refugee children and adolescents.

As outlined in Section 3., under the coordination of a resource mobilization expert and the support of volunteers, the programme will work to raise new funds with other international donors, and with private sector companies. This will expand the provision of school materials, tablets, access to internet, as well as the resources needed to provide cash transfers for migrant and refugee families facing significant economic barriers. Whether with donors or private companies, the programme will seek to maintain the integrity of the components: improving access and retention, as well as socio-emotional learning, life skills and socio-emotional support.

Finally, the MYRP will look to coordinate with other donors, such as ECHO that are already supporting initiatives to address education in emergencies in Peru. This will link the results of the programme with those of ECHO, in order to be able to expand the strategy geographically. It will also extend the results and reach more students, especially girls and adolescent girls, as well as focusing on children and adolescents with disabilities.

### 3.3 Communications and Visibility Plan

The communications and visibility plan will seek to strengthen the interest and involvement of direct and indirect beneficiaries in the various actions, highlighting the results and experiences within the framework of the support provided by ECW as a donor.

Communication and visibility activities for the launch of the programme will follow the ECW guidelines on the use of printed matter, banners, logos in textbooks or publications, communication products in social networks, press, videos, etc. This will ensure maximum impact and reach across the educational community including the Ministry of Education and its subnational entities as well the implementing partners and the beneficiaries themselves.

Studies and information relevant to the improvement of enrolment and retention will be circulated through infographics and one-pagers, as well as virtual resources. Finally, to strengthen the visibility of the activities and their impact, the role of ECW will be publicized in-line with the ECW brand guidelines. This will involve the collection, storage and safe and ethical use of children's testimonials, photos and videos in all media. The programme will therefore ensure the accurate and respectful representation of children by protecting their rights, including their rights of expression, privacy and protection.

## 4. Monitoring, Evaluation, Accountability and Learning

### 4.1 Monitoring and Evaluation Plan

The monitoring and evaluation plan of the MYRP seeks to build a continuous feedback loop to review and measure advances and changes as a result of implementation of programme activities. It will use this information to make adjustments to the components regarding the promotion of school access, retention, socio-emotional learning, socio-emotional support and decision-making based in evidence and best practices.

At the operational level, a monitoring and evaluation matrix will make it possible to obtain a complete picture of the entire plan. This will consolidate the collection of quantitative and qualitative information to report on the implementation of programme activities according to the identified programme result indicators. The data collection forms will be validated prior to programme implementation by means of a pilot to check their effectiveness in collecting information in a fluid and timely manner. Implementation activity reports will be disseminated quarterly, semi-annually and annually. This information will be complemented with financial reports that allow an analysis of the execution of the budget.

All collected information related to children and adolescents, as well as school principals and teachers, will be disaggregated by sex and level (pre-school, primary, secondary). This will enable differentiated needs to be identified and help to mitigate possible gender gaps that may arise in the implementation of the activities. The evaluation and monitoring process will include constant information exchange between the programme partners and continuous coordination with migrant and refugee families. While the COVID-19 pandemic persists, and social distance remains the rule, monitoring and evaluation will consider restrictions for in-person activities, and will prioritize virtual means of communication. Teams will monitor the progress of activity execution and generate the appropriate alerts and recommendations for the improvement of the programme implementation. As a result, best practices will be identified demonstrating what works well in programme implementation and will serve as a model for action in delivering good results, from a child and adolescent rights approach.

### 4.2 Learning Outcome Measurement

The Peru MYRP has been built in a comprehensive manner. It combines efforts to guarantee access, retention and socio-emotional well-being of migrant and refugee children and adolescents, with those aimed at improving evidence-based decision-making by key authorities and managers of the education system.

It is important to highlight that the MYRP is not necessarily designed to strengthen teaching in mathematics, language or science, as strong in-service teacher training programmes are already offered by the Ministry of Education. However, the programme is designed to increase access to and retention in learning, and to bolster the supports that are offered by teachers and educational staff, particularly on MHPSS. This will have a significant impact on overall learning achievement for learners in prioritized schools. As such, the MYRP will monitor the results of the national assessments carried out by the Ministry of Education in language and mathematics to understand the impact that the interventions of the programme.

In response to the COVID-19 pandemic and social distancing requirements, the Ministry of Education has ordered the suspension of annual standardized learning evaluations for mathematics, language, and science. School closures are envisioned to continue at least during part of the 2021 school year, and it is not possible to estimate when the face-to-face phase will be resumed. Therefore, the Ministry of Education is using student portfolios (the current official evaluation criteria and mechanisms used in public schools nationwide for distance learning) to assess learning. However, there are no clear guidelines for learning evaluations nor grade promotion. Given the current situation of distance learning, it would be very difficult for the MYRP to propose ad-hoc assessments in schools. The programme will therefore explore alternatives for the assessment of learning.<sup>6</sup>

<sup>6</sup> For example, UNESCO has reported on the adoption of alternative strategies and the development of new approaches and instruments in the field of evaluation and measurement of learning in various countries, particularly when national evaluation tests have been suspended.

## 5. Implementation Arrangements

### 5.1 Governance Structure of the MYRP

The MYRP will be managed by a Steering Committee that will include representatives of the Ministry of Education, donors, and humanitarian organizations from the Education Subgroup of the National Platform of the Refugee and Migrant Working Group. Before starting the programme, the Subgroup will carry out a process to determine the members that will make up this Committee. The Steering Committee will hold regular meetings every 2-3 months, convened and chaired by the Ministry of Education. These will: provide strategic guidance for programme implementation; organize high-level meetings with educational authorities and other stakeholders; provide progress updates; and share lessons learned in terms of improving care for migrant, refugee and host community children and adolescents. The Steering Committee will make recommendations to promote mobilization of resources with potential donors, the private sector and other humanitarian organizations, giving the necessary support to those managing those tasked with resource mobilization.

A Management Committee will also be established with one representative from the grantee and one from each of the sub-grantees. The Committee will oversee the overall progress of the programme and adjust the strategy as necessary, taking decisions necessary to achieve the expected results and goals. The Management Committee will also meet when a presentation must be made to national or sub-national educational authorities to report on progress or adjustments in implementation. The Management Committee will also oversee coordination with other collaboratives activated during the programme period. This may include the Risk Management Roundtable, the Coalition for COVID-19 as well as with other subgroups of the Refugee and Migrant Working Group (in particular the Protection, Livelihoods subgroups or others). The report to the ECW Secretariat will be prepared by the grantee, who will consolidate individual reports submitted by the subgroups and approved by the Committee. The Management Committee will also hold Ad hoc meetings with other regional MYRP countries.

An Executive Committee will be comprised of the technical coordinators from the grantee and of each of the subgrantees. The Executive Committee will oversee the coordination of programme and activity implementation. The technical coordinators will oversee the follow-up and monitoring of activities, the relationship with the school directors and teachers, the resolution of day-to-day issues, and will inform the Management Committee on a regular basis. On specific occasions, and at the request of the grantee or sub-grantees, joint meetings of the Management Committee and the Executive Committee will be held to share information and discuss key issues that require joint decisions.

### 5.2 Grantee Selection Process

During the visit of the ECW Secretariat in February 2020, at the general meeting with the Education Subgroup of the Refugee and Migrant Working Group, information was provided about the design process for a multi-year programme. This included the need to select a grantee through a transparent and inclusive manner. Following discussions with the Ministry of Education, donors and partners, the Ministry of Education and the Canadian Embassy agreed to be part of a selection committee.

In mid-July, when the Task Team was already designing the MYRP, there were a series of meetings between the Ministry of Education, the Canadian Embassy, and UNICEF, as the coordinator of the education sub-group. These aimed to put the selection process into motion. The Ministry of Education and the Canadian Embassy, after consultation with the ECW Secretariat, decided to seek other organizations to complete the Selection Committee. To that extent, and after an invitation to organizations in the Subgroup, the Committee was formed with the following members: the Canadian Embassy; UNHCR; and COPEME, a local NGO. Ultimately, and while indicating its support for and approval of the process, the Ministry of Education decided not to participate directly in the selection process.

The Selection Committee was established on August 21<sup>st</sup> and agreed on the procedures and instruments for the evaluation of partners, to ensure the transparency and quality of the selection process. On August 24<sup>th</sup>, an invitation was sent to all members of the Education Subgroup with a deadline of August 31<sup>st</sup>. The Committee met as planned and evaluated five proposals based on the predetermined criteria.

All organizations in the Subgroup were regularly informed of the MYRP design and development process so that there was no advantage to those who had participated in the Task Team. The draft text of the MYRP was sent out to all in advance so that all information was available. 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. On September 3<sup>rd</sup> the grantee Selection Committee informed the Education Subgroup co-leaders and the ECW Secretariat of the results. UNICEF was selected as the grantee organization for the MYRP. This information was subsequently shared with the Task Team and the rest of the Education Subgroup on September 9<sup>th</sup>.

### 5.3 Risk and Child Safeguarding

UNICEF, as Grantee, will ensure that its staff, volunteers and associates will be aware of and adhere to its child safeguarding (CSG) requirements. These are set-out in its 2016 *CSG Policy on Conduct Promoting the Protection and Safeguarding of Children*, its Personnel Standards and other procedures within its CSG regulatory framework. UNICEF has a well-established reporting mechanism in place to receive incident notifications from any person, including staff, beneficiaries, community members and other aid workers, and cases are responded to in accordance with best practice.

UNICEF will work with implementing partners and their CSG focal points to develop a CSG risk assessment and mitigation plan for the MYRP, which will be periodically reviewed. This will include identification of activity and site-specific measures, for example protocols to safeguard children with disabilities. UNICEF will be responsible for ensuring that all implementing partners have necessary CSG measures in place and have the capacity to apply those measures. This includes: a CSG policy; code of conduct; safe recruitment practices; disciplinary sanctions linked to employment contracts; reporting and referral mechanisms; CSG training for staff, volunteers and associates; and enhanced risk mitigation measures that are used when volunteers are involved in MYRP activities. CSG requirements are embedded in UNICEF's Programme Co-operation Agreements with implementing partners, as well as its agreements with contractors and suppliers.

The Grantee will work with implementing partners to ensure that a CSG incident reporting mechanism is established for the MYRP, which will link with existing reporting avenues that are in place (if effective) through schools and at the community-level. This will be accessible for beneficiaries, community members, MYRP-related staff/associates and other aid sector representatives. As part of outreach efforts, community members will be informed of how to report concerns associated with the MYRP, including in relation to CSG. Grantees and implementing partners will establish protocols for managing CSG incident notifications, including in relation to investigative practice, data privacy and referral to appropriate MHPSS and health services. Lessons learned will be identified and acted upon in order to strengthen MYRP implementation and ensure children and adolescents are safeguarded. A MYRP-specific safeguarding risk assessment and mitigation plan will be developed and periodically reviewed. Additional MYRP-specific CSG measures are included in Annex D.

*Protection from Sexual Exploitation and Abuse (PSEA) and Sexual Harassment:* UNICEF takes a zero-tolerance approach to the sexual exploitation and abuse, and sexual harassment, of any person. In 2019 UNICEF adopted its *Strategy to Prevent and Respond to Sexual Exploitation and Abuse and Sexual Harassment*. Implementation of this Strategy is supported through a robust regulatory framework. All UNICEF civil society implementing partners are required to undergo a PSEA assessment under UNICEF's 2020 PSEA assessment regime. UNICEF will ensure that all implementing partners have adopted and apply all necessary policies and procedures to protect children, adolescents and adults (including the staff and associates) from sexual exploitation and abuse, and sexual harassment. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistleblower policies, and referral of survivors to appropriate MHPSS and health services. UNICEF will support implementing partners with investigative practice as needed. Further details are included in the risk assessment matrix in Annex D and will be incorporated into a MYRP-specific safeguarding risk assessment and mitigation plan.

## Annex A: Map



## Annex B: MYRP and Seed Fund Budgets

Overall MYRP Budget					
		Year 1	Year 2	Year 3	Total
<b>PROGRAMME COSTS</b>					
<b>Outcome 1</b>	Migrant, refugee and host community children and adolescents, benefit from greater and more equitable access to quality education.	\$1,973,305.00	\$2,079,060.00	\$2,079,060.00	\$ 6,131,425
<b>Outcome 2</b>	Migrant, refugee and host community children and adolescents are better retained in the education system.	\$2,852,200.00	\$3,028,640.00	\$3,028,640.00	\$ 8,909,480
<b>Outcome 3</b>	Migrant, refugee and host community children and adolescents develop appropriate life skills and achieve social and emotional learning.	\$1,063,152.00	\$1,199,930.80	\$1,199,930.80	\$ 3,463,014
<b>Outcome 4</b>	National and local authorities and administrators make decisions based on the best available data and evidence, in accordance with the best regional practices on access to inclusive education.	\$155,400.00	\$165,100.00	\$165,100.00	\$ 485,600
<b>Outcome 5</b>	The ECW Peru Programme promotes the mobilization of resources to improve inclusive access and retention in the educational system for migrant and refugee students.	\$15,000.00	\$15,000.00	\$15,000.00	\$ 45,000
Output 5.1	Resource mobilization activities of the ECW Peru Programme with international cooperation agencies and the private sector that support education initiatives and projects.	\$ 15,000	\$ 15,000	\$ 15,000	\$ 45,000
<b>Sub total Programme Costs</b>		<b>\$ 6,059,057</b>	<b>\$ 6,487,731</b>	<b>\$ 6,487,731</b>	<b>\$ 19,034,519</b>
<b>OPERATIONAL COSTS</b>					
<b>Sub total Operational Cost</b>		<b>\$ 291,400</b>	<b>\$ 291,400</b>	<b>\$ 291,400</b>	<b>\$ 874,200</b>
<b>Total Programme and Operational Costs</b>		<b>\$ 6,350,457</b>	<b>\$ 6,779,131</b>	<b>\$ 6,779,131</b>	<b>\$ 19,908,719</b>
<b>Indirect 7%</b>		<b>\$ 444,532</b>	<b>\$ 474,539</b>	<b>\$ 474,539</b>	<b>\$ 1,393,610</b>
<b>GRAND TOTAL</b>		<b>\$ 6,794,989</b>	<b>\$ 7,253,670</b>	<b>\$ 7,253,670</b>	<b>\$ 21,302,329</b>

**ECW Seed Fund Budget**

		Year 1	Year 2	Year 3	Total
<b>PROGRAMME COSTS</b>					
<b>Outcome 1</b>	<b>Migrant, refugee and host community children and adolescents, benefit from greater and more equitable access to quality education.</b>	\$ 668,200	\$ 682,350	\$ 682,350	\$ 2,032,900
Output 1.1	Regulations and budget of the Ministry of Education (MoE) and sub-national education management units (Regional Directorates of Education-DRE and Local Education Management Units-UGEL) are improved to respond to the needs of migrant, refugee and host community children and adolescents.	\$ 59,500	\$ 59,500	\$ 59,500	\$ 178,500
Output 1.2	Authorities and officials of MoE, DRE and UGEL, school principals and teachers improve their capacities to offer inclusive educational services.	\$ 165,600	\$ 190,500	\$ 190,500	\$ 546,600
Output 1.3:	Migrant, refugee and host community children and adolescents and their families participate in campaigns or received information and dissemination to access the educational system.	\$ 22,100	\$ 21,350	\$ 21,350	\$ 64,800
Output 1.4:	Migrant and refugee targeted children and adolescents are provided with school kits/complementary materials/tablets.	\$ 249,000	\$ 249,000	\$ 249,000	\$ 747,000
Output 1.5	Families of migrant and refugee targeted children and adolescents receive cash transfers that enable them to ensure school attendance.	\$ 172,000	\$ 162,000	\$ 162,000	\$ 496,000
<b>Outcome 2</b>	<b>Migrant, refugee and host community children and adolescents are better retained in the education system.</b>	\$ 901,655	\$ 862,370	\$ 862,370	\$ 2,626,395
Output 2.1	School principals and teachers of ECW schools improve their capacities regarding inclusion, cultural awareness, gender equality, digital competencies to offer inclusive educational services through training courses.	\$ 541,200	\$ 467,400	\$ 467,400	\$ 1,476,000
Output 2.2	The ECW schools promote a more flexible implementation of the Peruvian curriculum, to promote school retention and prevent bullying and xenophobia.	\$ 288,460	\$ 322,975	\$ 322,975	\$ 934,410
Output 2.3	Prioritized schools strengthen gender violence prevention and the comprehensive sexuality education (CSE).	\$ 71,995	\$ 71,995	\$ 71,995	\$ 215,985
<b>Outcome 3</b>	<b>Migrant, refugee and host community children and adolescents develop appropriate life skills and achieve social and emotional learning.</b>	\$ 379,381	\$ 371,350	\$ 371,350	\$ 1,122,081
Output 3.1	Targeted schools implement actions aimed at developing socio-emotional learning (SEL) and life skills (Life Skills) for children and adolescents, their families and the educational community.	\$ 309,220	\$ 300,500	\$ 300,500	\$ 910,220
Output 3.2	Directors and teachers of ECW schools improve their capacities for self-care and socio-emotional support of children and adolescents and their families.	\$ 70,161	\$ 70,850	\$ 70,850	\$ 211,861
<b>Outcome 4</b>	<b>National and local authorities and administrators make decisions based on the best available data and evidence, in accordance with the best regional practices on access to inclusive education.</b>	\$ 103,300	\$ 106,150	\$ 106,150	\$ 315,600
Output 4.1	Information systems are being strengthened at the national level and sub-national education management units (DRE and UGEL) to monitor school enrolment and drop-out.	\$ 27,300	\$ 28,800	\$ 28,800	\$ 84,900
Output 4.2	The MoE, DRE and UGEL improve their evidence-based decisions.	\$ 49,400	\$ 50,750	\$ 50,750	\$ 150,900
Output 4.3	Initiatives and best practices of inclusion, retention and participation of migrant and refugee children and adolescents are recognised and disseminated.	\$ 26,600	\$ 26,600	\$ 26,600	\$ 79,800
<b>Outcome 5</b>	<b>The ECW Peru Programme promotes the mobilization of resources to improve inclusive access and retention in the educational system for migrant and refugee students.</b>	\$ 15,000	\$ 15,000	\$ 15,000	\$ 45,000
Output 5.1	Resource mobilization activities of the ECW Peru Programme with international cooperation agencies and the private sector that support education initiatives and projects.	\$ 15,000	\$ 15,000	\$ 15,000	\$ 45,000
<b>Sub total Programme Costs</b>		\$ 2,067,536	\$ 2,037,220	\$ 2,037,220	\$ 6,141,976
<b>OPERATIONAL COST</b>					
<b>Sub total Operational Cost</b>		\$ 265,600	\$ 265,600	\$ 265,600	\$ 796,800
<b>Total Programme and Operational Costs</b>		\$ 2,333,136	\$ 2,302,820	\$ 2,302,820	\$ 6,938,776
<b>Indirect 7%</b>		\$ 163,320	\$ 161,197	\$ 161,197	\$ 485,714
<b>GRAND TOTAL</b>		\$ 2,496,456	\$ 2,464,017	\$ 2,464,017	\$ 7,424,490



## Annex C: Results Framework

Level	Result statement	Indicator (click for technical guidance)	Baseline	Seed Fund Target	Source of verification	Disaggregation
Outcome 1	Migrant, refugee and host community children and adolescents, benefit from greater and more equitable access to quality education.	Percentage increase in the net enrollment rate of migrant, refugee and host community children and adolescents of school age in the settings supported by ECW, compared to the baseline. (1) (2)	85,002 migrant and refugee students enrolled in 2020; 46,034 girls and adolescent girls and 38,968 boys and adolescent boys (SIAGIE/ MoE: 08.2020)	30,000 children and adolescent	SIAGIE (MoE enrollment system), records of the project schools.	Sex, level of education (early, elementary or secondary), nationality, field.
		Increase in the average measurement in grade 4 (primary) in Communication in targeted schools at the end of the programme according to the national education testing system (ECE)			ECE (Census Evaluation of Students) records of the project schools.	School, Level (primary)
Output 1.1.	Regulations and budget of the Ministry of Education (MoE) and sub-national education management units (Regional Directorates of Education- DRE and Local Education Management Units- UGEL) are improved to respond to the needs of migrant, refugee and host community children and adolescents	Number of education regulations adjusted that incorporated recommendations to respond to the needs of migrant, refugee and host community children and adolescents	0	03 regulations	SIJE (MoE regulation system), Management Systems DRE/UGEL	Level (MoE, DRE, UGEL)
		Increase the annual public budget assigned by the education sector to respond to the needs of migrant, refugee and host community children and adolescents	0	\$ 950,000	SIAF (Monitoring System of the Ministry of Economy and Finance), MoE Administrative Systems	Level (MoE, DRE, UGEL)
Output 1.2.	Authorities and officials of MoE, DRE and UGEL, school principals and teachers improve their capacities to offer inclusive educational services.	Number of MoE and local and subnational education authorities and officials with improved capacities to provide inclusive education services.	0	30 authorities/specialists	MoE, DRE/GEL Administrative Systems	Sex, level (MoE, DRE, UGEL), degree of responsibility (authorities and specialist), country area.
		Number of public school principals and teachers with improved capacities to provide inclusive education services.	0	2,461 teachers/school principals	MoE, DRE/GEL Administrative Systems	Sex, role (school principal, teacher, other), level (pre school, primary, secondary), country area.
Output 1.3.	Migrant, refugee and host community children and adolescents and their families participate in campaigns or received information and dissemination to access the educational system.	Number of migrant and refugee children and adolescents from host communities who enroll in ECW schools have participated with their families in campaigns or received information and dissemination to access the educational system	0	3 initiatives/campaigns ( 1 x year)	Internal project reports	Country area.
Output 1.4.	Migrant and refugee targeted children and adolescents are provided with school kits/complementary materials/tablets.	Number of children and adolescent receiving age-appropriate and adequate individual learning materials (e.g., textbooks, notebooks, etc.) for face-to-face or distance learning.	0	1,500 girls, boys, adolescent girls and adolescent boys	Delivery Lists	Sex, level (early, elementary, secondary), field.
Output 1.5.	Families of migrant and refugee targeted children and adolescents receive cash transfers that enable them to ensure school attendance.	Number of households in ECW-supported communities receiving education cash transfers.	0	750 households	Delivery Lists	Country area.
Outcome 2	Migrant, refugee and host community children and adolescents are better retained in the education system.	Percentage decrease in the dropout rate of migrant, refugee and host community targeted school-age children and adolescents in ECW-supported compared to baseline (4)	20% as national dropout average for migrants and refugees; girls and adolescents girls vs. boys and adolescents boys of -2%	1% of decrease with respect to the Dropout rate of the priority areas	SIAGIE (Enrolment System of MoE), records of the project schools.	Sex, level of education (early, primary or secondary), nationality, contry area.
Output 2.1.	School principals and teachers of ECW schools improve their capacities regarding inclusion, cultural awareness, gender, equality, digital competencies to offer inclusive educational services through training courses.	Number of school principals and teachers in ECW schools who demonstrate increased knowledge of gender-related issues or inclusion (*)	0	2,461 teachers/principals	Participation lists	Sex, role (school principal, teacher, other), level (pre school, primary, secondary), country area.
		Number of principals and teachers trained in gender-related issues or inclusion. (*)	0	2,461 teachers/school principals	Participation lists	Sex, role (school principal, teacher, other), level (pre school, primary, secondary), country area.
Output 2.2.	The ECW schools promote a more flexible implementation of the Peruvian curriculum, to promote school retention and prevent bullying and xenophobia.	Number of principals and teachers in ECW schools who demonstrate increased knowledge of gender-related issues or inclusion	0	176 schools	Internal project reports	Level (early, primary, secondary), country area.
		Number of principals and teachers trained in gender-related issues or inclusion. (*)	0	50 % teachers	Internal project reports (project monitor reports)	Sex, level (early, primary, secondary), country area.
Output 2.3.	Prioritized schools strengthen gender violence prevention and the comprehensive sexuality education (CSE).	Percentage of prioritized schools supported by ECW that meet safe learning environment standards, including gender-specific issues. (*)	0	80 % schools	Internal project reports	Level (early, primary, secondary), country area.

Outcome 3	Migrant, refugee and host community children and adolescents, have develop appropriate life skills and achieved social and emotional learning.	Percentage of targeted schools with socio-emotional support for children and adolescents with at least three of the following four attributes: (a) structured, (b) oriented by objectives, (c) informed by evidence, (d) administration adapted to different subgroups of vulnerable children and adolescents (ECW)	0	40 % supported schools	Internal project reports	Level (early, elementary, secondary), country area.
Output 3.1.	Targeted schools implement actions aimed at developing socio-emotional learning (SEL) and life skills (Life Skills) for children and adolescents, their families and the educational community.	Number of ECW schools that incorporate management instruments pedagogical and curricular proposals to develop socio-emotional learning (SEL) and life skills in children and adolescents, their families and the educational community.	0	176 schools	Internal project reports (project monitor reports)	Sex, role (school principal, teacher, other), level (pre school, primary, secondary), country area.
Output 3.2.	Directors and teachers of ECW schools improve their capacities for self-care and socio-emotional support of children and adolescents and their families.	Number of directors and teachers of ECW schools trained in socio-emotional support of children and adolescents empathy and self-care. (*).	0	2,461 teachers/school principals	Internal project reports (review of management tools)	Level (early, primary, secondary), country area.
Outcome 4	National and local authorities and administrator make decisions based on the best available data and evidence, in accordance with the best regional practices on access to inclusive education	Number of authorities and managers in the education system who make evidence-based decisions and manage information on student access and retention, applying a scale from 1 to 4 (5)	0	30 authorities and managers	Internal project reports	Sex, level (MoE, DRE, UGEL), level of responsibility (authorities and specialist), country area.
Output 4.1.	Information systems are being strengthened at the national level and subnational management units (DRE/UGEL) to monitor school enrolment and drop-out.	Number of information systems at the national and sub-national levels that have been improved to track school enrolment and dropout.	0	02 improved systems	Internal project reports	
Output 4.2.	The MoE, DRE and UGEL improve their evidence-based decisions.	Number of prioritized MoE and sub-national education management units (DRE and UGEL) that improve their evidence-based decisions related to the inclusion and retention of migrant and refugee children and adolescents	0	6 Directorates of MINEDU and DRE/UGEL	Internal project reports	Sex, level (MoE, DRE, UGEL), level of responsibility (authorities and specialist), country area.
Output 4.3.	Initiatives and best practices of inclusion, retention and participation of migrant and refugee children and adolescents are recognised and disseminated.	Number of local meetings to exchange best practices on inclusion, retention and participation in schools.	0	11 local meetings	Internal project reports	Level (early, primary, secondary), country area.
Outcome 5	The ECW Peru Programme promotes the mobilization of resources to improve inclusive access and retention in the educational system for migrants and refugee students	Percentage of committed funds and executed funds mobilized by the ECW Peru Programme with respect to the seed fund invested in inclusive access of migrants and refugees students and their retention in the educational system	0	5% of the total MYRP amount invested over 3 years	Internal project reports	
Output 5.1.	Resource mobilization activities of the ECW Peru Programme with international cooperation agencies and the private sector that support education initiatives and projects.	Number of activities implemented to mobilize resource for specific or complementary components of the MYRP focused on school access and retention for migrants and refugees students	0	6 annual activities planned with groups of sponsors or potential investors from the cooperation or private sector	Internal project reports	

## 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	150	150	450	450	150	150							750	750	1,500
IDPs															
Other non-displaced children affected by emergencies (incl. host communities)	2,850	2,850	8,550	8,550	2,850	2,850							14,250	14,250	28,500
<b>Total</b>	<b>3,800</b>	<b>3,800</b>	<b>11,300</b>	<b>11,300</b>	<b>3,800</b>	<b>3,800</b>							<b>15,000</b>	<b>15,000</b>	<b>30,000</b>

## 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 Peru risk matrices is shown below:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:1896b3db-1bec-49b4-b1de-20142a867c1a>