



## **Multi-Year Resilience Programme (MYRP)**

Colombia  
(2024-2027)

## PROGRAMME SUMMARY

Colombia's education sector is facing multiple crises, including internal armed conflict, leading to significant internal displacement, and the Venezuelan refugee influx – both within a context of increased climate risk and heightened vulnerabilities post pandemic. Intensification of violence and armed conflict including attacks on education impose significant barriers on access to education. It places students and teachers' safety and wellbeing at risk, and increases risk of dropout, disproportionately affecting girls, children with disabilities, refugees, migrants and the internally displaced, as well as those living in remote areas and ethnic communities. In addition, Colombia hosts the largest number of Venezuelan refugees and migrants in the region, at 2.86 million, while large numbers of Venezuelan migrants transit through its borders as they move towards other countries.

Colombia has maintained an open-door policy, allowing children from Venezuela to access the education system. The Ministry of National Education (MEN) has taken a series of explicit measures to guarantee the right to education regardless of the legal status of children. Despite these efforts, barriers to access continue to prevail. In addition, in the recent years there has been a significant decline in learning achievements. Refugees, migrants, and internally displaced children as well as those from ethnic minorities demonstrate lower learning outcomes.

Within this context, there are significant risks to children's protection and wellbeing, including risks of gender-based violence (GBV), recruitment by armed groups, early marriage, and early pregnancies. These risks are heightened for refugees, migrants and internally displaced children, and other vulnerable groups such as children with disabilities and adolescent girls. Cases of bullying, discrimination, violence, and abuse continue to deprive these groups of the rights to a safe and quality learning experience.

Since 2019, ECW has supported the education response in Colombia through two rounds of First Emergency Response (FER) applications at total of US\$3.6 million, and a Multi-Year Resilience Programme (MYRP) 2021-2024 from at US\$12.4 million, in addition to other global investments benefiting Colombia. ECW's Strategic Plan 2023-2026 identified Colombia as a priority country for a second round of MYRP investment.

The MYRP 2 in Colombia aims to strengthen the resilience of the educational ecosystem to guarantee the right to quality education for children, adolescents and young people who are migrants and refugees, as well as those affected by internal armed conflict. It aims to reach approximately 184,000 children (51% girls), including 67,000 refugees and IDPs, with formal and non-formal education, in four departments across Colombia including Arauca, Nariño, Norte de Santander, and Choco, overall covering 15 municipalities across the country.

The programme will be implemented by UNICEF and the Norwegian Refugee Council (NRC), as direct grantees of ECW MYRP funding, together as a consortium with Corporación Infancia y Desarrollo (CID), Opción Legal, and PLAN International.

The MYRP 2 for Colombia aims to achieve the following outcomes:

1. The education system and the territorial stakeholders promote access to education and retention of children and adolescents who are victims of the armed conflict, refugees, migrants, and those from host communities, with a gender and disability focus.
2. Children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, obtain foundational learning, and relevant abilities for their life and for citizen co-existence, with a focus on gender and disability inclusion.
3. The community and institutions guarantee that children and adolescents have safe educational environments with a gender and disability focus.

## Multi-Year Resilience Programme (MYRP) Colombia



**Amount:**  
US\$12 million



**Duration:**  
August 2024-August 2027



**Reach:**  
183,734 children



**MYRP II partners:**

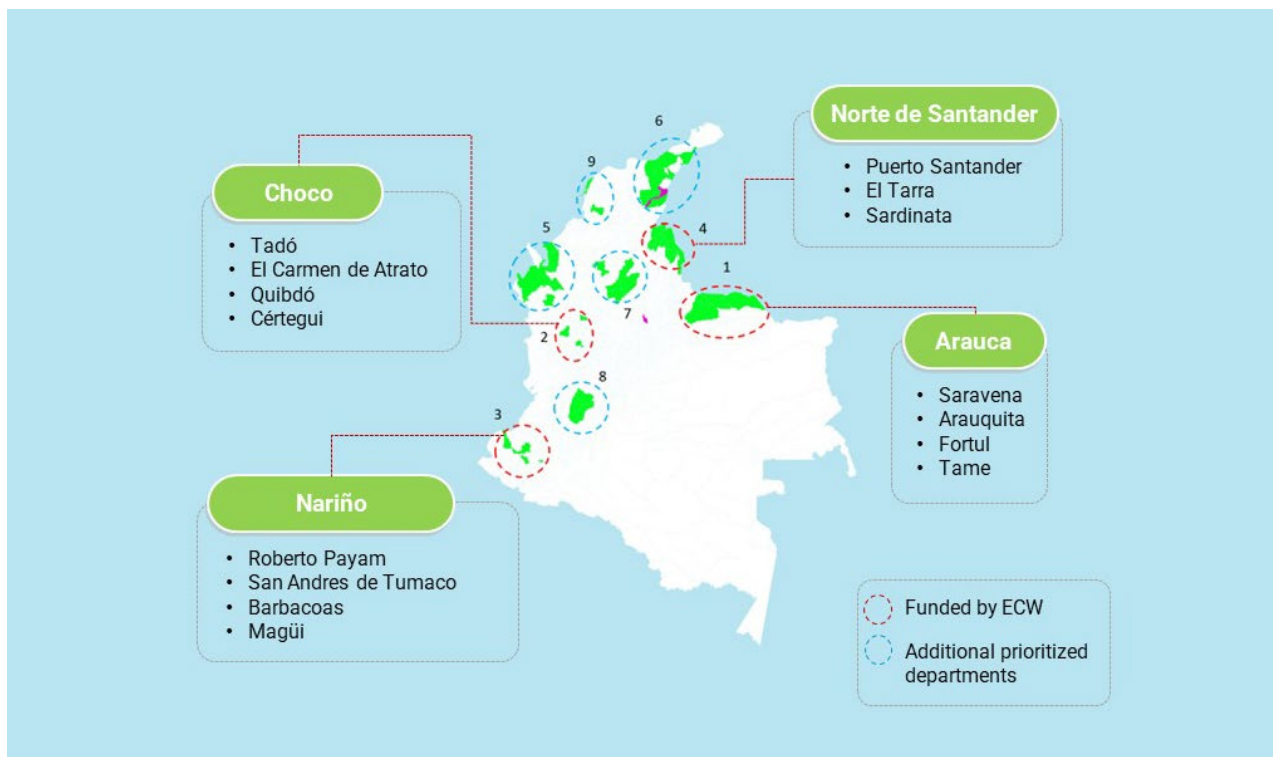
**Grantees:**



CONSEJO NORUEGO  
PARA REFUGIADOS



**Other consortium members:**



- ❖ Over **183,700** children and adolescents will be reached with formal and non-formal education interventions.
- ❖ About **54,000** out-of-school children and adolescents will be newly enrolled in ECW-funded programmes.
- ❖ Over **46,600** students will receive support to develop their citizenship and life skills.
- ❖ Over **1,350** children and adolescents will receive individual learning materials.
- ❖ Over **2,600 teachers** will be reached with capacity development support on gender transformative teaching and learning, inclusive education, and pedagogy.
- ❖ **8,100** adolescent girls will receive menstrual care kits, female hygiene kits, or similar assistance.
- ❖ The programme will reach at least **2,789 children with disabilities** while aiming to increase this target through active search of out-of-school children with disabilities.

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# 1. Situation Analysis

Colombia is currently facing multiple crises with increasing violence due to internal armed conflict and the influx of Venezuelan migrants and refugees, both compounded by challenges such as the impacts of climate change. Despite the Final Agreement for the Ending the Conflict and Building a Stable and Lasting Peace, signed between the national government and the Revolutionary Armed Forces of Colombia - People's Army (FARC-EP) in 2016, the presence of illegal armed groups in the country and their violence continues to increase and violate children's rights.<sup>1</sup> Between 2021 and 2022, violations committed by armed groups increased by 25 per cent; an increase for the third consecutive year since 2019. Among the cases, the proportion of girls affected by serious violations including sexual violence, recruitment, use, killing and mutilation by armed groups increased from 29 per cent to 40 per cent, and the proportion of children from Afro-Colombian and indigenous communities in cases of grave violations increased from 20 per cent to 44 per cent in the same period.<sup>2</sup>

In 2022, more than 269,000 individuals were forcibly internally displaced,<sup>3</sup> which constitutes the highest number of victims since 2016.<sup>4</sup> Among people forced into internal displacement between 2016 and 2022, 36.4 per cent were under the age of 17, and 49 per cent were girls.<sup>5</sup> These cases are mainly concentrated in specific areas, with 75 per cent of the violations committed at the Pacific Coast region (Cauca, Chocó, Nariño, and Valle del Cauca) and the departments bordering Venezuela (Arauca and Norte de Santander).<sup>6</sup> In addition, Colombia hosts the largest number of Venezuelan refugees and migrants (2.86 million).<sup>7</sup> In 2017, the Government of Colombia established the Special Residence Permit (PEP) for migrants from Venezuela. Later, through Decree 216 of 2021, the Government introduced the Temporary Protection Status for Venezuelan Migrants (ETPV), granting eligible migrants legal status until December 2031. The Temporary Protection Permit enables Venezuelans to remain and gain access to basic health services, social protection programmes and employment. Despite these provisions, a large number of Venezuelan households continue to live in precarious conditions. In 2022, 52 per cent of Venezuelan households earned less than the minimum wage, while 86 per cent of Venezuelans worked in the informal sector and 82 per cent lived in inadequate conditions.<sup>8</sup> As of February 2024, 74,959 Venezuelan migrants were in Colombia with a regular status, whereas 2,284,675 have begun the process to obtain their Temporary Protection Permit, which would grant them legal status in the country until December 2031. Of these, 52 per cent are women and 31 per cent are under the age of 17.<sup>9</sup> Transit through departments such as Norte de Santander (one of the main borders with Venezuela) exposes Venezuelan refugees and migrants to organized crime (drug trafficking, presence of armed groups, human trafficking), making them vulnerable to risks of recruitment by these criminal groups.<sup>10</sup>

These crises are compounded by the post-pandemic context as well as high vulnerability to climate risks. Colombia is among the top 30 per cent of countries with the highest exposure to climate risks and child vulnerability in the world.<sup>11</sup> This situation impacts access to health, nutrition, and water, sanitation, and hygiene (WASH) services and leads to protection risks. Child malnutrition remains a significant problem, especially in rural areas and among indigenous and Afro-Colombian communities. 15.5 million Colombians face food insecurity,<sup>12</sup> also contributing to child malnutrition, which can lead to physical and cognitive development problems and impact a child's ability to learn. Similarly, access to safe drinking water and

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<sup>1</sup> Keough School of Global Affairs (2023). Six Years of Implementation of the Final Agreement: Challenges and Opportunities in the New Political Cycle. Colombia.

<sup>2</sup> Annual Report of the Secretary-General of the United Nations on Children and Armed Conflict (January to December 2022).

<sup>3</sup> Victims Unit, Single Registry of Victims. Information cut-off May 31, 2023.

<sup>4</sup> UNHCR (2023): Colombia: A Crossing Point of Forced Human Mobility, January-May 2023.

<sup>5</sup> Rate calculated from data available at from OCHA.

<sup>6</sup> Annual Report of the Secretary-General of the United Nations on Children and Armed Conflict (January to December 2022).

<sup>7</sup> R4V Platform (2024), as of June 2024.

<sup>8</sup> GIFMM (2022): Joint Needs Analysis (ECN) for the Venezuelan population in destination and Colombian returnees.

<sup>9</sup> Colombia migration data as of February 2024.

<sup>10</sup> ILO (2022), Study on the State of the Situation of Refugee and Migrant Children and Adolescents from Venezuela and its Link to Child Labour in Latin America. Cases: Chile, Colombia, Ecuador, and Peru.

<sup>11</sup> UNICEF. 2021. The Climate Crisis is a Children's Rights Crisis: Introducing the Children's Climate Risk Index.

<sup>12</sup> World Food Programme (2023), Food Security Assessment for the Colombian Population.

adequate sanitation is essential to prevent diseases such as diarrhoea, one of the leading causes of child mortality. Lack of adequate sanitation facilities and hygiene practices can lead to outbreaks of diseases such as cholera and Hepatitis A. Organizations such as the International Rescue Committee (IRC) have highlighted the urgent need to improve WASH infrastructures in vulnerable communities in Colombia to improve the overall health and well-being of the population.<sup>13</sup> According to the 2024 Humanitarian Response Plan (HRP), there are a total of 4,463,888 people in need of WASH services in Colombia.

In Colombia, the Ministry of National Education acts at the national level as the leader of public education policies and draws up general guidelines for the provision of educational services. At the departmental or municipal level, there are Certified Territorial Entities (ETCs),<sup>14</sup> responsible for administering the provision of educational services in the territory of their jurisdiction. Finally, educational institutions are the spaces in which educational processes are carried out. These may consist of one or more schools. The system includes three levels: (i) preschool (age 3 to 6) consisting of pre-kindergarten, kindergarten, and transition; (ii) basic education, divided into primary (1st to 5th grade, age 7 to 11) and lower secondary education (6th to 9th grade, age 12 to 15); and (iii) upper secondary education (10th and 11th, age 16 to 17). According to the Colombian National Constitution, education is compulsory between the ages of 5 and 15, comprising at least one year of pre-school (transition) and nine years of basic education. Despite significant efforts by the Government of Colombia, and concrete measures taken by the Ministry of National Education, the ongoing armed conflict, internal displacement, and refugee migration expose pre-existing limitations of the national education system and bring significant new challenges.

### Access to education

In 2022, Colombia's national net enrolment rate was at 86 per cent.<sup>15</sup> Although net enrolment rate at primary school has reached 83 per cent, access to lower secondary (73%) and upper secondary education (45%) remains a challenge.<sup>16</sup> Early childhood education (ECE) services have an even lower net enrolment rate at only 5 per cent in kindergarten and 3 per cent in pre-kindergarten.

The largest gaps in access are observed between rural and urban areas at all levels of education. On average, it is estimated that children and adolescents receive 4.3 fewer years of education in rural areas, compared to urban areas.<sup>17</sup> The gap is smaller in primary education (difference of approximately 6 percentage points) and becomes more significant for upper secondary education with a 23.9 percentage point difference in access between urban areas (85.1%) and dispersed rurality (61.2%).<sup>18</sup> In the past three years, enrolment has decreased by 1.67 per cent (164,000 students). Although Colombia does not have an official census of out-of-school children, it is estimated that over 787,000 children are out of school, with 5-year-olds (17%) being the most affected, followed by 15- and 16-year-olds (14%). It should be noted that the gender gap is relatively disadvantageous for boys, with a gender parity index of 1.15 in (2021).<sup>19</sup>

This gap is strongly related to ethnic inequalities. Monitoring educational trajectories for the Afro-descendant population and indigenous peoples shows significant gaps, starting from primary education, in ensuring access and retention of these students. Main reasons for this gap include the lack of learning spaces in rural schools, as well as lack of teachers, and difficulties in ensuring the retention of teachers in

<sup>13</sup> International Rescue Committee. (2023). Report about drinking water, sanitation, and hygiene in vulnerable communities in Colombia. Retrieved from <https://www.rescue.org>.

<sup>14</sup> Certified Territorial Entities (ETC) are departments or municipalities that at the time Law 715 of 2001 was issued had more than 100,000 inhabitants and the competence to administer education was transferred to them. Municipalities with less than 100,000 inhabitants are grouped under departmental FTEs and are referred to as non-certified municipalities.

<sup>15</sup> Ministry of National Education - the Enrollment System (SIMAT). Final EPBM 2022 enrollment figures. 2022 population projections. Population and Housing Census 2018.

<sup>16</sup> Ibid.

<sup>17</sup> Technical Note: More and Better Rural Education: Progress towards a Public Policy for Education in Rural Colombia. MEN, 2022.

<sup>18</sup> Ibid.

<sup>19</sup> World Bank's Open Database: <https://data.worldbank.org/indicator/SE.ENR.TERT.FM.ZS?locations=CO>

their posts, in addition to difficulties to access learning related to the distance from schools and school transport limitations.<sup>20</sup>

The intensification of the internal armed conflict is exacerbating these gaps, preventing access, and increasing school dropouts. To date, schools continue to be closed in some rural areas due to the risk of victimization faced by students, teachers, parents, caregivers and community members in areas directly affected by armed group operations.<sup>21</sup> In 2022, at least 32 attacks on schools were recorded.<sup>22</sup> The misuse of schools by parties involved in the conflict puts teachers and students at risk.<sup>23</sup> It is also worth noting the risk of recruitment of children and adolescents in areas of intense armed conflict (particularly in the departments of Antioquia, Cauca and Nariño), with adolescents from dispersed rural areas and vulnerable socio-economic backgrounds as well as adolescent girls being at a higher risk.<sup>24</sup>

Colombia has maintained an open-door policy, allowing children from Venezuela to enter the education system. Around 53 per cent of Venezuelan students in Colombia have no record of valid ID in the official Enrolment System (SIMAT).<sup>25</sup> In response, the Ministry of National Education has taken a series of explicit measures such as the issuance of Decree 1288 and the Joint Circular 16 in 2018,<sup>26</sup> to guarantee the right to education regardless of the legal status of a child, thus easing documentation requirements so that schools can no longer deny enrolment to students who lack a visa or residence permit.<sup>27</sup> Due to these legal provisions and strong enforcement, there was an increase in the enrolment of children and adolescents from Venezuela. As of August 2023, 7.4 per cent of the total enrolment of children in the Colombian education system were Venezuelan (617,934 Venezuelan students).<sup>28</sup> The enrolment of Venezuelan children is mainly concentrated in primary education (57.4%) and to a lesser extent in lower secondary education (22%) and transition to primary education (14.7%).<sup>29</sup> In terms of access by gender, there are slightly more female (50.3%) than male students (49.7%). Venezuelan students are enrolled in about 97 per cent of the national territory (in 1,087 of the 1,120 local administrative entities of the country) but they have greater presence in urban areas (79%) than in rural areas, and they are concentrated in the Central East region - Antioquia (12.9%), Bogotá (12.1%), Norte de Santander (10.5%) and Valle de Cauca (7.7%) – with 43.2 per cent of the enrolment (251,299 students); followed closely by the Caribbean region, and 20 per cent of the enrolment of Venezuelan children (116,297 students) distributed in Atlántico (7.5%), La Guajira (6.5%) and Bolívar (6%).<sup>30</sup> Refugee and migrant populations report difficulties faced by parents such as paying school and supply fees (28%) and the lack of a valid ID (22%), proving that gaps remain in information on school access by Venezuelan families, as well as insufficient capacity of educational institutions (13%), as barriers to access.<sup>31</sup> In 2022, the Inter-Agency Group of Mixed Migration Flows (GIFMM) reported that 64 per cent of children under 5 did not attend pre-primary education and 29 per cent of children between the ages of 6 and 17 were not enrolled in school or college.<sup>32</sup>

Venezuelan refugee and migrant children as well as those from host community affected by armed conflict are at a higher risk of dropping out of school and more likely to be over-aged in school. In the Colombian decentralized system, school capacities are determined by each municipality and in most cases, enrolment

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<sup>20</sup> UNICEF (2022): Final Report of the National Consultation in preparation for the Transforming Education Summit.

<sup>21</sup> MEN Colombia, February 2023.

<sup>22</sup> Annual Report of the Secretary-General of the United Nations on Children and Armed Conflict (January to December 2022).

<sup>23</sup> Ariza, J., Saldarriaga, J.P. (2023). Armed conflict and academic performance. A spatial approach for Colombia.

<sup>24</sup> UNICEF and the Family Welfare Institute of Colombia (2022): Study of the characterization of children disassociated from organized armed groups in Colombia (2013-2022).

<sup>25</sup> Caro Yazo, L. A., Lucumi, M., Rodríguez, D., & Cortez Álvarez, J. L. (2023). Educational gaps for Venezuelan refugee and migrant children and adolescents in Colombia. National Education Cluster.

<sup>26</sup> Joint Circular of MEN and Migration Colombia, 2018.

<sup>27</sup> In addition, MEN urged schools to register students in the System for the Reporting of Foreigners (SIRE), indicating while Migration Colombia will not initiate administrative actions against schools that enroll students without this documentation.

<sup>28</sup> SIMAT, enrollment data as of August 2023.

<sup>29</sup> Morales Hurtado, L. (2023). Consultancy to prepare a technical report and public policy recommendations regarding the vocation and permanence of the migrant population in the Colombian territory and its impact on the education sector [PowerPoint Presentation]. IDB.

<sup>30</sup> Caro Yazo, L. A., Lucumi, M., Rodríguez, D., & Cortez Álvarez, J. L. (2023). Educational gaps for Venezuelan refugee and migrant children and adolescents in Colombia. National Education Cluster.

<sup>31</sup> GIFMM (2022), ECN for Venezuelan population in destination and Colombian returnees.

<sup>32</sup> Ibid.

can only be done at the beginning of the school year and subject to the availability of spots for students.<sup>33</sup> This situation impacts learning since it can take more than a year to get a vacant spot for a student after change of residence, directly affecting internally displaced, refugee and migrant children and adolescents. In addition, enrolling in education is not always an option during the years following forced displacement. According to data from the Ministry of Foreign Affairs, in 2022, in Colombia there were 611,124 over-aged young people between 17 and 19 years old without educational opportunities in the regular system or in alternative educational models for them.<sup>34</sup> In 2021, 19 per cent of the Venezuelan refugee and migrant children and adolescent population was over-age for the grade they were sitting in (27% in rural areas vs. 19% in urban areas; 22% among male students and 19% among female).<sup>35</sup> In 2022, school dropout for this population rose to 19.8 per cent,<sup>36</sup> more than triple the national average dropout rate for the same year (i.e., 6.08%).<sup>37</sup> The drop-out rate for host communities stands at 7 per cent, while the drop-out rate for internally displaced children is 17 per cent.<sup>38</sup>

There is evidence that causes of school dropout are linked to traditional gender roles, where boys and men are expected to be the breadwinners and girls perform unpaid care work, reducing their time spent learning.<sup>39</sup> Although there is a lack of data on the economic activity of children and adolescents under 15 years of age in Colombia, it is estimated that a significant proportion are part of the labour force: according to International Organization for Migration (IOM), in 2020, child labour rates among refugee and migrant children and adolescents between the age of 12 and 17 were almost three times the rate of those born in Colombia, with a large gap between adolescents boys (21.1%) and girls (12.5%) aged 12 to 15.<sup>40</sup> The high prevalence of forced child marriages and unions, and early pregnancies, especially among girls from displaced families and Venezuelans,<sup>41</sup> also lead to school dropouts. Approximately 5 per cent of Colombian girls are already married or living with a partner by the time they turn 15. This figure rises to more than 23 per cent by the time they turn 18. Moreover, 17.4 per cent of girls aged 15 to 19 are already mothers or pregnant with their first child.<sup>42</sup>

Additional contextual aspects can impact access to and retention in school. Lack of WASH services not only affects children's physical health, but also their access to education. Girls often miss school due to the lack of adequate sanitation facilities to manage menstruation in a dignified and safe manner.<sup>43</sup> Children with disabilities face exclusions. According to 2023 data by UNICEF, only 0.8 per cent of enrolled Venezuelan students have disabilities,<sup>44</sup> and nationally, a total of 2 per cent of students enrolled live with disabilities (39% girls and 61% boys).<sup>45</sup> 19 per cent of enrolled students with disabilities are in first, second, and third grades and 17 per cent in eighth and ninth grades. No student with disabilities was registered in early childhood as of August 2023.<sup>46</sup> It should be noted that the determination of disability status is regulated by the country's Ministry of Health and does not follow the parameters established by the Washington Group. In addition, there is no mechanism for the identification of children and adolescents from Venezuela who live with disabilities or internally displaced persons with disabilities who enter the education system at the primary level. This means the data may not reflect actual numbers of children with

<sup>33</sup> Caro Yazo, L. A., Lucumi, M., Rodríguez, D., & Cortez Álvarez, J. L. (2023). Educational gaps for Venezuelan refugee and migrant children and adolescents in Colombia. National Education Cluster.

<sup>34</sup> Gender disaggregation of this data is available.

<sup>35</sup> GIFMM Education Sector, Educational Care for Venezuelan Refugee and Migrant Children, Adolescents and Adults in Colombia: Extracurricular Age. July 2021, <https://bit.ly/3vNoH8r>. Cited in RMNA 2022.

<sup>36</sup> Morales Hurtado, L. (2023). Consultancy to prepare a technical report and public policy recommendations regarding the vocation and permanence of the migrant population in the Colombian territory and its impact on the education sector [PowerPoint Presentation]. IDB.

<sup>37</sup> Ministry of National Education Open Data, 2022.

<sup>38</sup> Calculations of the Education in Emergency Cluster based on data from the Laboratory of Economics of Education, [Javierana 2022](#).

<sup>39</sup> ECW MYRP 1 Annual joint narrative report 2022.

<sup>40</sup> IOM (2020). DTM Survey - vocation of permanence of the Venezuelan population in Colombia.

<sup>41</sup> UNICEF, UNFPA and PLAN International (2022). [Situation Analysis of Child Marriages and Early Unions in Colombia \(2010-2020\)](#).

<sup>42</sup> Situation Analysis of Child Marriages and Early Unions in Colombia (2010-2020), UNICEF, UNFPA and Plan, 2022.

<sup>43</sup> Save the Children (2023). Impact of access to WASH services on girls' education in Colombia.

<sup>44</sup> Caro Yazo, L. A., Lucumi, M., Rodríguez, D., & Cortez Álvarez, J. L. (2023). Educational gaps for Venezuelan refugee and migrant children and adolescents in Colombia. National Education Cluster.

<sup>45</sup> MEN Data as of August 2023.

<sup>46</sup> Ibid.



disabilities and some children with disabilities may be unidentified in the system and may not have their needs and rights met.

### Relevance and quality of learning

The education system's internal efficiency indicators show a worrying deterioration between 2015 and 2021, with a drop in the total student completion rate, reaching levels below 90 per cent in 2021.<sup>47</sup> Similarly, a decline is observed in foundational skills. With regards to the six competencies evaluated for grades 3, 5, 7, and 9,<sup>48</sup> the results of the non-representative sample of SABER assessments applied in 2022 show that the percentage of students in the lowest performance levels exceeds 50 per cent in most subjects.<sup>49</sup>

Large gaps are observed between private and public education as well as between urban and rural areas. More vulnerable populations, such as students in public education and those living in rural areas, tend to have the highest concentration of students with low performance levels, compared to those in private education or urban area.<sup>50</sup> There are also strong regional disparities. In the Caribbean region contextual differences play an important role, whereas there is a greater homogeneity in the Pacific region, but with performance below the national average. The latest SABER assessments also show some non-significant gender disparity, starting in grade 3 with a tendency to increase in grades 5 and 9.<sup>51</sup> The quality and relevance of education is a great concern for children and young people in rural areas most affected by the armed conflict, where there is a high concentration of indigenous and Afro-descendant populations. These areas have some of the lowest educational indicators in the country. For example, in 2021 only 39.5 per cent of students had the expected school attainment in Chocó, and only 51.9 per cent in Nariño,<sup>52</sup> both departments with high proportions of indigenous and Afro-descendant populations and with a high rate of risk of victimization.<sup>53</sup>

Learning outcomes are lower for Venezuelan refugee and migrant children. Very few students from Venezuela have the opportunity to take the SABER 11 assessment. In the 2021/2022 school year, only 36 per cent of Venezuelan students enrolled in the last grade took this test.<sup>54</sup> Among them, there is a significant gap between their results and the average results of Colombian students in all subjects, with at least 10 points of difference. The data also shows a gender disparity in favour of boys compared girls (with higher scores of around 10 points on each subject). Students from Venezuela report language difficulties, dealing with a vocabulary different from the one they know, and adapting to curricular and systemic differences between the Colombian and Venezuelan systems, including the amount of work, the speed of learning, and the subjects taught at each level.<sup>55</sup> In addition, at the end of secondary education, only Venezuelan students with a Temporary Protection Permit or a valid ID receive their diploma, which reinforces the need for ETPV registration. Difficulties to receive a PPT, especially in non-urban areas, constitute a demotivating factor that can lead to dropout.<sup>56</sup>

Other structural factors influence this situation, notably the overcrowding in the classrooms and the reduced time of interactions between teachers and students. For example, only 15 per cent of students enrolled in primary and secondary education have access to a full-time education.<sup>57</sup> The teacher-to-student ratio is regulated at 1:32 in urban areas and 1:22 in rural areas.<sup>58</sup> However, these ratios may vary

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<sup>47</sup> Sectoral situation according to the indicators of the SINEB portal, 2022.

<sup>48</sup> These six competencies are Mathematics, Natural Sciences and Environmental Education, Reading, Writing, Citizen Thinking and Citizen Actions and Attitudes.

<sup>49</sup> Colombian Institute for the Evaluation of Education (ICFES). 2022. National report on the results of the 3rd, 5th, 7th, and 9th Saber tests.

<sup>50</sup> Ibid.

<sup>51</sup> Calculations of the Education in Emergency Cluster based on data from the Laboratory of Economics of Education, Javiera 2022.

<sup>52</sup> Dashboard of MEN Colombia.

<sup>53</sup> Map available at: <https://vgv.unidadvictimas.gov.co/irv/>

<sup>54</sup> R4V platform (2023). Analysis of the results of the state exam of secondary education, ICFES-SABER 11 (2022) in refugee and migrant school population of Venezuela. GIFMM.

<sup>55</sup> A. Coombes et.al, 2022. Forced displacement and education: building the evidence for what works, Colombia Case Study.

<sup>56</sup> ECW, UNICEF, Reflections on the Recognition of Prior Learning (RVA) of Refugee and Migrant Children and Adolescents, 2021

<sup>57</sup> Statistical summary of MEN 2018-2021.

<sup>58</sup> Decree of MEN 3020 of 2002.

by municipality or educational institution.<sup>59</sup> The teacher-student ratio tends to be much more problematic in departments along the Venezuelan border, where displaced children and other marginalized children live. In addition, the pandemic affected children disproportionately. Online learning only benefited students from families of middle and high income, which allowed them to have devices and access to the internet, generating a greater educational divide. In 2019, 80 per cent of households reported having a smartphone, but only 51.9 per cent had an internet connection. In rural areas, 59.2 per cent of households had cell phones, but only 20.7 per cent had internet access.<sup>60</sup> GIFMM's Joint Needs Assessment (JNA) estimates that 34 per cent of Venezuelan children did not have access to the internet or equipment to access online learning.<sup>61</sup>

Teachers are mostly qualified, with 41% having an undergraduate degree, 52% with some type of specialization, graduate, or post-graduate degree, and mostly experienced (with a national average of 16 years of experience). However, the relationship between years of experience and educational achievement tends to be negative, contrary to the rest of the OECD countries.<sup>62</sup> This points to a need to strengthen the continuous professional development of teachers. This problem extends to child development centres attended by children in marginalized situations where not only are there relatively large class sizes, but also low levels of teacher training, supervision and control have been observed.<sup>63</sup> Teachers also deal with limitations associated with physical infrastructure, lack of teaching materials and equipment, which affect their ability to accommodate a larger number of student and provide environments conducive to learning. Many report not being fully prepared or supported to provide quality teaching in multicultural classrooms or facing additional responsibilities such as discussions on grade placement with parents and resolving academic and psychosocial gaps of individuals in their classrooms.

### Protection and well-being of children affected by protracted crises

The armed conflict in Colombia has serious effects on children, violating their human rights and the right to access quality education, leading to forced recruitment, orphanhood, psychosocial damage and impacts on school infrastructures, as documented in the report delivered by the Truth Commission.<sup>64</sup> The latest reports show an 80 per cent increase since 2022 in the number of attacks on education. Between January and June 2023, 7,485 people were affected in or on their way to educational institutions including 7,026 children, 370 teachers and 89 educational staff.<sup>65</sup> In the period between January 2013 and August 2022, 2,181 children and adolescents who left armed groups were supported by the Colombian Institute of Family Welfare (ICBF) specialised programme. In this group, it was observed that the age of recruitment by armed groups was concentrated to adolescence (age 12-17) in 88.8 per cent of cases. Over 37 per cent of these children self-identify as part of an ethnic group (23.02% indigenous and 14.26% Afro-Colombian) and 66 per cent are boys, most of whom lived in rural areas and in vulnerable situations before their recruitment. It is worth noting that recruitment into armed groups is becoming more common among migrant or refugee children and adolescents as well as among young and adolescent girls.<sup>66</sup> The misuse of schools by parties involved in the conflict puts both teachers and students at risk. In November 2022, Colombia adhered to the Safe Schools Declaration, and presented in December 2023 a national plan for its implementation<sup>67</sup>. However, to date, the Ministry of National Education continues to work on the definition of concrete actions so that each school and many details are yet to be developed.

<sup>59</sup> Against 1:25 in the official sector, according to DANE 2022 statistical bulletin.

<sup>60</sup> DANE, 2019.

<sup>61</sup> GIFMM, 2020.

<sup>62</sup> ICES (2022). National Results Report Colombia.

<sup>63</sup> ECW, PLAN International, Regional Education Group in LAC (2022), Mapping Access to Preschool Education for Migrant Children in Colombia, Peru, and Ecuador.

<sup>64</sup> Truth Commission (2022). Final Report of the Commission for the Clarification of Truth, Coexistence and Non-Repentation.

<sup>65</sup> Norwegian Refugee Council semi-annual report January - June 2023. Safe schools.

<sup>66</sup> UNICEF & ICBF (2022). Study on the characterization of children disassociated from organized armed groups in Colombia.

<sup>67</sup> MEN (2022).

These issues have significant impacts on the mental health of students and teachers. In a nation-wide survey by UNICEF in 2022,<sup>68</sup> 27 per cent of the 5,030 children and adolescents interviewed reported mental health issues.<sup>69</sup> The effects of the crises strike harder given the pre-existing limitations of the education system in addressing mental health and well-being challenges: while 72 per cent of schools have specific professionals for psychosocial support, only 9 per cent have support for teachers and administrative staff.<sup>70</sup> The average Welbin Index in Colombia, which represents the level of compliance with school well-being standards in 1,556 schools across the country, was 50 per cent in 2022, 5 percentage points below the average of the previous year.<sup>71</sup> This shows that the schools analysed do not comply with half of the recommended practices to comprehensively support well-being in schools and only 16 per cent have mechanisms to identify and refer mental health cases. There are significant variations between the rural and urban sectors and the types of institutions (public/private). Moreover, 14.7 per cent of suicides registered from January to July 2023 were of people aged 5-19.<sup>72</sup> Suicide is recognized as the third cause of death in children aged 10-19.<sup>73</sup> This mostly affects boys and young men, with 65% of suicides between 5 and 19 years old between 2010 and 2019).<sup>74</sup>

Colombia has the second highest rate of bullying, amongst the Latin American member countries of the OECD. The country ranks 10th in the top 30 countries with the highest number of cases of bullying, which mostly affect children. 2022 data from the Unified Information System for School Coexistence (SIUCE) shows a total of 3,486 reported instances, of which 2,113 entailed harassments, bullying or cyberbullying, and 1,373 were cases of school aggression that constitute alleged crimes against freedom, integrity, and sexual education. Girls and adolescents represent 62.7 per cent of the victims of reported situations (56% for bullying situations, and 71% for school aggression situations).<sup>75</sup> In addition, school environments are challenging for displaced and migrant or refugee children.<sup>76</sup> In 2022, 34 per cent of households surveyed in the GIFMM's Joint Needs Assessment indicated that at least one of their members had experienced some form of discrimination, in 96 per cent of cases due to their nationality, irrespective of their gender.<sup>77</sup> Such challenges at school in addition to exposure to violence, separation from their families, loss of loved ones, and instability have a negative impact on children and adolescents' mental health and socio-emotional development. These are compounded by cultural and linguistic differences they may experience.

Cases of gender-based violence and domestic violence increased by 10.5 per cent between 2022 and 2023. 73.2 per cent of cases of sexual violence were against minors (86.4% girls).<sup>78</sup> In 2021, 5,441 cases of Gender-based violence were reported in the Venezuelan population (81% of them against women and girls), showing an increase of 30 per cent since 2020.<sup>79</sup> The risk of encountering sexual exploitation networks is high in the border areas. Girls, adolescent girls, and women from Venezuela, with heightened economic difficulties are more exposed to sexual exploitation and abuse, often resulting in early pregnancies.<sup>80</sup> The migrant and refugee population is identified as the most vulnerable group to domestic violence, even more so than the host communities, due to the socioeconomic conditions they face.<sup>81</sup>

<sup>68</sup> UNICEF (2022). Technological implementation of a virtual data collection tool: Responses for young people, teachers, and secretaries of education.

<sup>69</sup> DANE, 2019.

<sup>70</sup> Welbin and Laboratory of Economics of Education (LEE) of the Pontificia Universidad Javeriana (2022).

<sup>71</sup> Ibid.

<sup>72</sup> Monthly Statistical Bulletin - National Reference Centre Group on Violence - GCERN. July 2023.

<sup>73</sup> Welbin and Laboratory of Economics of Education (LEE) of the Pontificia Universidad Javeriana (2022).

<sup>74</sup> ICBF. Suicide of children, adolescents, and young people in Colombia.

<sup>75</sup> SIUCE currently does not provide disaggregated data on displaced, refugee and migrant children, or children with disabilities.

<sup>76</sup> Child Resilience Alliance (2020): Impact of the migratory flow of Venezuelan children and adolescents on the Colombian education system.

<sup>77</sup> GIFMM (2022), ECN for the Venezuelan population in destination and returned Colombians, 2022.

<sup>78</sup> Ibid.

<sup>79</sup> R4V Platform (2022), Refugee and Migrant Needs Analysis (RMNA) 2022. Data from the Information System for Vigilance in Public Health (SIVIGILA).

<sup>80</sup> Ibid.

<sup>81</sup> GIFMM (2023): Risks of GBV in migration contexts: An analysis of the partners of the GBV Colombia Subsector.

## National policies and response

Following the 2022 presidential elections, the Total Peace (*Paz Total*) policy was announced, which focuses on dialogue and the exploration of a negotiated solution to the armed conflict and the implementation of the 578 provisions of the Final Peace Agreement. Since 2022 the National Government has made some institutional adjustments for the implementation of this agreement and has sought to convert this approach into public policies. This is reflected, for example, in the new National Development Plan (NDP) 2023-2026. One of the most ambitious commitments of the National Development Plan is the creation of the Ministry of Equality in 2023, which addresses issues of inclusion and the guarantee of rights for the those forcibly displaced and highly vulnerable. It will aim to address issues of food security, equitable and efficient use of water, as well as promote equal economic opportunities for all citizens, especially for historically marginalized groups, such as women, LGBTQIA+ people, and ethnic communities.

Also among the main tools of the Peace Agreement are the Territorial Development Plans (PDET), focused on 170 municipalities spread over 16 departments identified as the most affected by the conflict. These plans establish clear guidelines for the development of rural education in territories affected by the conflict through five main strategies,<sup>82</sup> such as expanding holistic care for early childhood, improving the quality of and relevance of education in rural areas (which includes, among others, the promotion of flexible educational models with the provision of the relevant educational resources and materials, and the recruitment of teachers through a specific competitive process), and expanding the coverage of rural education for preschool, primary and secondary education (which involves, among other things, the construction or rehabilitation of infrastructure). Territorial Development Plans are a major focus for public action, including that of the Ministry of National Education. The Ministry of National Education has also demonstrated a strong commitment to the goal of learning recovery in the face of the learning crisis. In March 2023, Colombia received education authorities from Latin American and Caribbean countries to discuss and agree on concrete measures to ensure that all children develop foundational learning and life skills. Colombia joined the "Commitment for the recovery and protection of learning in Latin America and the Caribbean" in June 2022.<sup>83</sup>

In line with these commitments, the Vice Ministry for Preschool, Basic and Secondary Education committed to six main initiatives for the period 2022-2026:

- Expanding ECE services.
- Extending the school day to implement holistic education.
- Develop the Regional Systems of Secondary and Higher Education in Dispersed Rural Areas (SIMES).
- Increase the teaching staff and strengthen their in-service training.
- Construction and rehabilitation of school infrastructures.
- Strengthening territorial capacities to improve the institutional and community-led management of education in the territories.

Some of these initiatives are already supported by programs that were previously initiated and are still in place to address the main challenges of access to and quality of education and promotion of the well-being of children and teachers, with a systematic prioritization of Territorial Development Plan territories. The Ministry of National Education also had made progress in the construction and rehabilitation of school infrastructure,<sup>84</sup> and in supporting the policy of free education for all transitional, basic, and upper secondary education.

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<sup>82</sup> The Territorial Renewal Agency registers the initiatives foreseen in the regional plans to implement the PDETs to identify specific commitments with these municipalities.

<sup>83</sup> This commitment was adopted jointly with the Inter-American Dialogue, UNESCO, and UNICEF, with the support of the presidents of Argentina, Chile, Ecuador, and Honduras.

<sup>84</sup> MEN reports that in the last 2 years it built or adapted more than 1,817 classrooms, 103 laboratories and 320 sanitary batteries throughout the country.

Strategies to promote access and retention have significant limitations. For example, there are several active search strategies to identify children who are out of school but there is no systematized strategy, with a clear protocol for the implementation, or to support (re)integration of the identified children. In addition, the Information System for the Monitoring, Prevention and Analysis of School Dropout (SIMPADE) collects information on students, their families, and the institutional and municipal context, but it has limitations in the characterization of students (e.g., disability) and the use of the system, particularly for decision making, has been limited. Colombia also offers Flexible Educational Models (MEF) to respond to the educational needs of children who have recently dropped out,<sup>85</sup> however, to date, there is no systematized information on their impact. In addition, existing MEFs do not respond to all children's needs, such as those with cognitive disabilities. In a positive move, the recent creation of the Working Group on Flexible Educational Models has made it possible to establish dialogue on strengthening and coordinating actions in the country.<sup>86</sup>

To support quality and relevance, several programs exist at the national level, including the *Everyone Learn Programme (Todos a Aprender)* created in 2012, with support from the World Bank, which focuses on training and pedagogical capacity strengthening of teachers. In addition, an educational policy for the country's ethnic groups is being developed, particularly in the territories most affected by the internal armed conflict.<sup>87</sup>

The Strategy for Addressing Migration from Venezuela serves as the basis for the development of policies on refugee and migrant inclusion in education,<sup>88</sup> including the design of aptitude assessments and learning recovery processes.<sup>89</sup> A roadmap was designed to serve as a guide to ensure that Venezuelan children can enrol in public schools. The Colombian Institute for the Evaluation of Education (ICFES) has also simplified the documentation requirements so that students without valid identity documents can take the SABER 11 assessment, necessary to graduate from high school and access higher education. However, students cannot obtain the results of the exam or receive the high school diploma without having an identity document issued in Colombia.<sup>90</sup> In response to this situation, in an October 2023 ruling, the Constitutional Court urged the Ministry of National Education to formulate guidelines that make it easier for the refugee and migrant population who are minors and those in the process of migratory regularization to access higher education programs and technical and technological education modalities.<sup>91</sup> Colombia issued Decree 1421 in 2017, which regulates the access and retention of persons with disabilities in the general education system in accordance with the principles of inclusive education, from preschool to higher education. To this end, institutions must design and implement an Individual Reasonable Accommodation Plan (PIAR) to ensure that teaching and learning processes include the necessary supports and adjustments according to the specific needs of each student. However, inclusion is not being effectively implemented: according to enrolment data, as a result of the pandemic, between 2020 and 2021, approximately 29,700 students with disabilities left the system, that is, 13 per cent of those enrolled in 2019.<sup>92</sup> Most Individual Reasonable Accommodation Plans are designed with a focus on physical disabilities, limiting the educational inclusion of other types of disabilities.

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<sup>85</sup> The Working Group on Flexible Educational Models (MEFs) reports the existence of thirty-two different MEFs in the country (13 MEFs for basic and secondary education and 19 MEFs for adults).

<sup>86</sup> Restrepo-Sáenz, et al, University of Auckland and Accelerated Education Working Group (GTEA) (2022): Opportunities and challenges for supporting out-of-school children and youth through flexible educational models: a case study on Colombia.

<sup>87</sup> This process takes place as a transitional phase while the Indigenous Education System (SIEP) is being put into operation. Within this framework, MEN conducts a process of certification of Indigenous reserves and/or territories that meet the requirements established in Decree 1953 of 2014, so that their traditional authorities can administer their own Indigenous Education System.

<sup>88</sup> Ministry of National Education Policy Paper, CONPES 3950.

<sup>89</sup> In addition, Decree 1288 of 2018 allows students from Venezuela to validate their schooling in Venezuela through evaluations or other academic activities.

<sup>90</sup> Coombes et.al, Forced displacement and education: building the evidence for what works, Colombia Case Study, IBRD/WB, 2022.

<sup>91</sup> Constitutional Court Judgment T-356 of 2023

<sup>92</sup> Iglesias Velasco., J. (2022). Report of the National Consultation in preparation for the Transforming Education Summit. UNICEF Colombia.



In addition, the Colombian Institute of Family Welfare (ICBF) plays a crucial role in the care and protection of children affected by armed conflict and migration in Colombia. Through programs such as 'My Family' (*Mi Familia*), 'Weaving Paths' (*Tejiendo Caminos*), ICBF provide psychosocial, educational, and nutritional support. Similarly, the 'Integral Protection' and 'I Accompany You' (*Te Acompaño*) programs focus on providing safe and welcoming environments for those who have been displaced or separated from their families. These initiatives are backed by legislations, such as Law 1098 of 2006, known as the Code of Children and Adolescents, which establishes the legal framework for the protection of the rights of children and adolescents in Colombia.

### Financing situation in the sector

The education sector in Colombia is under-funded and has little flexibility. The sector receives around 4.5 per cent of the country's GDP,<sup>93</sup> which is a higher average than neighbouring countries but falls far short of the commitment made by the Ministry of National Education (6%).<sup>94</sup> While the sector is mostly financed domestically, 95 per cent of the budget goes to teaching staff. The remaining 5 per cent is distributed under the categories of "Quality" (school transport, school meals, pedagogical projects) and "Free Education" (operating costs of the schools). Investment financing is limited and mostly dedicated to the construction or renovation of educational infrastructure.

The decentralized system makes it challenging to have an overview of the level of financing that arrives in each territory. Parallel to the national budget, regional or local entities can receive direct allocations through specific investment projects and through "works for taxes" scheme (under which the private sector determines the object of allocation of its taxes). To date, there is no tool that maps the different sources of financing, and how they are allocated against the needs at local level. Furthermore, the distribution of the budget is not in accordance with the needs of the territories. Through the General System of Participations (SGP), the national government distributes resources to the 96 Certified Territorial Entities (ETCs) in the country based on the number of students that currently attend school. Although SGP allocations include additional resources for more vulnerable populations, they do not compensate for the inequalities arising from ETCs' different capacity and ability to mobilize additional resources at local level, as well as the additional costs involved in providing equitable access to education to the most vulnerable populations. In the case of the poorest ETCs, General System of Participations allocated fund is virtually the only resources they receive. This situation poses challenges to the coordination and relevance of public spending, which are necessary to react to a crisis. One of the consequences is that departments with a higher Venezuelan student population do not statistically spend more on education per student, although it is estimated that offering the same education for refugee students generally requires greater investment.<sup>95</sup> This lack of additional funding negatively impacts the effective implementation of the planned provisions.

In terms of international aid, Colombia receives loans from multilateral banks, such as the Development Bank of Latin America, the World Bank, and the Inter-American Development Bank (IDB). However, due to the country's fiscal norms, this influx of funds does not imply an increase in the budget, but rather a change in the source of financing. For example, World Bank's US\$80 million loan for the 2022-2026 period, intended to support pedagogical practices and management to improve learning outcomes, as well as IDB's US\$60 million loan for the 2020-2024 period to improve educational trajectories in the Territorial Development Plans (PDET) and implement the Special Plan for Rural Education (PEER), were reoriented after a review in June 2023, towards efforts to expand the coverage of the itinerant care model for children at early learning level living in rural and dispersed rural areas in 2024. Other funding flows from bilateral actors to support the Venezuelan migration response, such as USAID's 'Together We Learn'. Since 2019, ECW has supported the national government and national partners through two rounds of FER and one round of MYRP funding, in addition to including Colombia as a

<sup>93</sup> World Bank data available at: <https://datos.bancomundial.org/indicador/SE.XPD.TOTL.GD.ZS?locations=CO>

<sup>94</sup> Presentation by Deputy Minister Oscar Sanchez, Bogota Workshop, July 10, 2023.

<sup>95</sup> World Bank & UNHCR (2021). The Global Cost of Inclusive Refugee Education.

focus country in a number of AF investments, including: improving the measurement of learning, specifically socio-emotional learning, promoting the meaningful engagement of local women's organizations in the education in emergencies sector (with VOICE), promoting access to inclusive education for children with disabilities (with the International Disability Alliance). Despite these investments, significant funding gaps exist: Only 19 per cent of the 2022-2023 Humanitarian Response Plan (HRP) was funded.<sup>96</sup> The Refugee and Migrant Response Plan (RMRP) 2022-2023 reports the same percentage.<sup>97</sup>

### Stakeholders and coordination mechanisms

The Ministry of Foreign Affairs has not established a specific institutional framework to assist people in situations of mobility. The subject is addressed across multiple institutions, and the responsibility for education lies with the Certified Territorial Entities (ETCs). Stakeholders in the education sector underline the need to improve coordination with decentralized entities and to ensure inter-sectoral coordination at the local level.<sup>98</sup>

The UN Humanitarian Country Team, led by the Resident Coordinator, is composed of the Inter-Cluster Group, seven active clusters (Protection; Health; Accommodation and Shelter; WASH; Food Security and Nutrition; Education in Emergencies, Early Recovery and Coordination), the Information Management Thematic Group, the Humanitarian Access Working Group, the Logistics Working Group, the Cash Transfer Group, the Local Coordination Teams, and the Local Humanitarian Teams. The Education in Emergencies Cluster brings together 18 organizations and focuses on response to the impacts of internal armed conflict, climate emergencies and other health or humanitarian crises affecting education.

The Inter-Agency Group of Mixed Migration Flows (GIFMM) is made up of 81 entities and is linked to the Interagency Coordination Platform for Refugees and Migrants (R4V) regional platform and focuses attention to the migrant and refugee population of Venezuela. When dealing with education issues, this group works in a "back-to-back" scheme with the education in emergencies cluster, and therefore the cluster partners have participation in both spaces. This scheme strengthens the coordination ties between the Cluster and Inter-Agency Group of Mixed Migration Flows and increases the efficiency of the responses.

At the local level, Local Coordination Teams (LCTs) have been set up ensure complementarity between different interventions. In Colombia there are eight Local Education Groups, the creation of which was supported by MYRP 1, with the technical assistance of the Emergency Education Cluster and the GIFMM.<sup>99</sup>

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<sup>96</sup> From an estimated budget of US\$2.73 million for the education sector, covering 3.6 million people in need. HRP 2023-2024.

<sup>97</sup> From an estimated budget of US\$4.28 million, according to R4V Platform, RMRP 2023-24.

<sup>98</sup> For example, the Harmonic Transition Tables bringing together the education sector with the Health and Family Welfare Institute for the transition from preschool to primary school are usually inactive.

<sup>99</sup> In the departments of Atlántico, La Guajira, Magdalena, Arauca, Norte de Santander, Nariño, Chocó, and Valle del Cauca. The support enabled the generation of humanitarian alerts, the creation of interactive platforms to georeference schools according to potential risks, the harmonization of instruments to identify out-of-school children, and the mapping of local partners' actions to improve coordination.

## 2. MYRP Response Strategy

The first MYRP in Colombia resulted in access to formal and non-formal education for over 98,000 refugee, migrant and host community children, more than half of them girls. Over 40 per cent of the total children reached were Venezuelan migrant and refugee children. The programme helped alleviate the economic burden on families by removing barriers to educational access and led to significant improvements to the educational infrastructure. The programme also helped improve holistic learning outcomes, including competencies in reading and mathematics and social skills. MYRP II aims to build on the results of the first MYRP and ensure sustained and strengthened capacity of actors in the education ecosystem including those at community and local level. It will ensure that the education ecosystem has and can maintain the capacity to adapt and anticipate future crises in a timely and efficient manner. As such, the second MYRP aims to increase the resilience of the educational ecosystem to guarantee the right to quality education for children, adolescents and young people who are victims of armed conflict, migrants, and refugees, as well as the host population.

This involves working with education actors, teachers, management teams, Certified Territorial Entities (ETCs) as well as with families, communities and children, adolescents, and young people themselves, in the territories most affected by both crises. The main focus is to strengthen the capacity of the educational ecosystem to ensure, in crisis situations, access to comprehensive and quality learning, in favour of the growth and well-being of affected children and adolescents. The actions of MYRP II will seek to strengthen the implementation of the national policy guidelines based on the needs and specificities identified at the territorial level.

The beneficiaries of MYRP II are children and adolescents affected by the internal armed conflict, migrants, and refugees, as well as their host communities affected by a protracted crisis. MYRP II will focus on different age groups: the situation analysis identified pressing needs for early education and transition to primary education (particularly grades 1-3). In addition, important gaps and dropout risks were highlighted in lower secondary and upper secondary education (grades 8, 9, 10 and 11). In this context, the age range covers 3 to 18 years old.

MYRP II seeks to strengthen children's holistic competencies, which include core competencies, but also socio-emotional competencies and skills. MYRP II is directly linked to national commitments to peacebuilding and reconciliation, and the fight against violence in all its forms. It also has a strong focus on the fight against gender-based violence and in favour of educational inclusion.

The three Outcomes of MYRP II in Colombia are:

1. **Outcome 1.** The education system and the territorial stakeholders promote access to education and retention of children and adolescents who are victims of the armed conflict, refugees, migrants, and those from host communities, with a gender and disability focus.
2. **Outcome 2.** Children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, obtain foundational learning, and relevant abilities for their life and for citizen coexistence, with a focus on gender and disability inclusion.
3. **Outcome 3.** The community and institutions guarantee that children and adolescents have safe educational environments with a gender and disability focus.

The interrelation and connections between each outcome to contribute to the desired impact are made explicit through the following theory of change:

## Theory of Change



Note: See the detailed version of the [Theory of Change and Strategic Lines](#) for more information on the consortium's plan for implementation.

**Outcome 1: The education system and the territorial stakeholders promote access to education and retention of children and adolescents who are victims of the armed conflict, refugees, migrants, and those from host communities, with a gender and disability focus.**

Strategies to promote access include strengthening active search for out-of-school children, strengthening the family, community, and institutional environment to better understand needs and constraints affecting those out of school, and identifying strategies to meet their needs through multiple pathways, and promoting gender-responsive and inclusive approaches.

**Output 1.1: Barriers affecting access to early, primary, and secondary education for children and adolescent who are victims of the armed conflict, refugees, migrants, and those from host communities are reduced, with focus on gender and disability constraints.**

This output addresses the entire educational trajectory, from the ECE to secondary, and is formed around three components:

- Identifying, characterizing, supporting, and monitoring those who are outside the education system, considering the barriers generated by social gender norms, and/or stereotypes around disability.
- Raising awareness among the educational community, of the regulations and administrative provisions regarding the protection of the right to education for all.
- Influencing the expansion of the education offer (in urban and rural areas) to enable transition to formal education (transition and/or first grades) and on the expansion of the upper secondary education offer, especially in dispersed rural areas.

This output will be achieved through:

1. **Expansion of ECE, with a focus on gender and disability inclusion**, including advocacy to expand ECE offers, as articulated in local, regional, and national policies, and in alignment with the commitments of the Ministry of National Education and the Inter-American Development Bank (IDB) whose loan focuses on expanding the coverage of rural early education in 2024.
2. **Strengthening and institutionalising the Active Search Strategy**, by strengthening the commitment and participation of national and local organizations in the search for out-of-school children and adolescents, as well as community mobilization activities to improve the inclusive reintegration of out-of-school children and adolescents.
3. **Expansion of Flexible Educational Models (MEFs) focused on accelerated education for over-age children and adolescents**: The aim is to ensure that children and adolescents affected by the crisis have access to tailored learning content and that MYRP national teams are trained on gender-responsive education. This will be achieved through support to the implementation of the MEFs approved by the Ministry of Education, with a gender and disability focus.
4. **Raising awareness among teachers, headteachers and administrators**, to welcome and ensure the right to education for all children and to ensure that the education actors have the necessary sensitivity and skills to receive children and ensure their well-being, inclusive of all gender, age, disability, learning difficulty or migratory status.

**Output 1.2: The education system and territorial actors promote the retention of children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, with a gender and disability focus.**

This Output focuses on the capacity of the educational ecosystem to promote school retention and the completion of educational trajectories in the targeted territories. The MYRP focuses on reducing dropout linked to gender and inclusion factors and improving the dropout prevention mechanisms. MYRP partners and stakeholders will therefore be trained in gender-related dropout factors. This output supports the Ministry of National Education commitments through the Regional Systems of Secondary



and Higher Education in Dispersed Rural Areas (SIMES), which include the strengthening of secondary education and the expansion of the lower and upper secondary education offer in 15 targeted territories.

This output will be achieved through:

- 1. Improving the Information System for the Monitoring, Prevention and Analysis of School Dropout (SIMPADE) to incorporate community information and tools to guarantee educational continuity, with a focus on gender and disability inclusion:** SIMPADE is an important tool, but to date the reporting and its use for the prevention of school dropout has been limited. The MYRP aims to promote a culture of reporting and improve the use of information to propose relevant response plans.
- 2. Design and implementation of strategies that respond to the needs of children and adolescents at risk of dropping out of school in the targeted territories:** This line of action consists of providing technical assistance and support to targeted schools to implement strategies that respond to the risks identified, with special attention to children with disabilities, girls and boys affected by early marriage, and girls with early pregnancies, over-age children, and victims of gender-based violence.
- 3. Expansion of lower and upper secondary education offers, with a focus on gender and disability inclusion:** Based on diagnosis established through the active search campaigns, technical assistance will be provided to the Certified Territorial Entities (ETCs) for evidence-based advocacy with the Ministry of National Education for expanding the lower and upper secondary education offer. This line of action is part of the cross-cutting strategy for institutional strengthening that will be provided through MYRP II.

**Outcome 2: Children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, obtain foundational learning, and relevant abilities for their life and for citizen coexistence, with a focus on gender and disability inclusion.**

This Outcome focuses on ensuring the relevance and quality of education, and seeks to strengthen foundational learning (with emphasis on reading, writing and mathematics in the early grades) and life skills including citizenship and co-existence, anchored in the Basic Learning Rights.<sup>100</sup> MYRP II will draw on the success of programs promoted by the Ministry of National Education, such as comprehensive holistic education interventions under the CRESE Framework,<sup>101</sup> Socio-Occupational Orientation, and 'The School Embraces the Truth'. Similarly, the consortium members will build on their existing tools and strategies such as the Better Learning Programme (BLP), Universal Design for Learning, and Skills for a Green Transition, among other initiatives.

**Output 2.1: Child victims of armed conflict, refugees, migrants, and those from host communities, in early childhood education, have access to targeted provisions to promote their development and learnings relevant to their age.**

This output seeks to reinforce ECE through the strengthening of relevant pedagogical practices, including learning by playing, and to create transition strategies to the first grade of primary school, and done in partnership with local women's organizations and strengthening their capacities.

This output will be achieved through:

- 1. Ensuring the availability of contextualized early education guidelines:** In line with the Ministry of National Education Quality for Early Childhood Education Guidelines and Family Welfare Guidelines, MYRP II will support the Certified Territorial Entities (ETCs) to define the guidelines for early education, contextualized to the targeted territories with the armed conflict and migration crisis in mind to ensure reasonable adjustments to improve access. Technical

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<sup>100</sup> MEN Colombia: Derechos básicos de aprendizaje | Colombia Aprende

<sup>101</sup> CRESE Framework in Colombia, short for *Ciudadanía, Reconciliación y Educación Socioemocional* in Spanish, focuses on citizenship, reconciliation, and socio-emotional skills.

assistance will be provided to prevent perpetuation of gender stereotypes from ECE and to promote inclusive pedagogical practices.

2. **Improving pedagogical practice of ECE education actors and teachers with a focus on gender and disability inclusion**, so that they can support students' socio-emotional learning, through activities such as playing, artistic creations, and literature, as well as through continuous dialogue and engagement with parents and caregivers, within the framework of the Family-School Alliance strategy promoted by the Ministry of National Education.
3. **Ensuring harmonious transition from ECE to primary education**, through supporting a welcoming process with attention to well-being and retention and a focus on gender and disability. The programme will provide technical assistance to the Certified Territorial Entities (ETCs) and will ensure a focus on profile and needs of vulnerable populations aged 3- 5, particularly children with disabilities or presenting psycho-social risks associated with the two crises.

**Output 2.2: Student victims of armed conflict, refugees, migrants, and those from host community enrolled in primary and lower secondary education acquire the foundational learning, citizenship and socio-emotional skills expected for their age.**

This is to ensure that all children, through their first three grades of primary education, can develop the foundational learning and skills, including citizenship and socio-emotional competencies. It also entails specific offers for grades 8 and 9 of lower secondary education, which are critical to transition to upper secondary education. This output will be delivered through the following activities, anchored in the philosophy of teaching at the right level, and in recognition of learners' diverse needs and interests:

1. **Ensuring the development of foundational learning, citizenship, and socio-emotional competencies for children from grades 1 to 3, with a focus on gender and disability inclusion**, to ensure learners' access to individualized materials, particularly for children with disabilities, and equipping classrooms with inclusive and accessible materials, including through the use of accessible digital technologies and Universal Design for Learning.
2. **Ensuring learning recovery of grades 8 and 9 learners in foundational learning, civic citizenship, and socio-emotional competencies, with focus on gender and disability inclusion**, with an aim to increase the number of children and adolescents who reach minimum levels of proficiency for their age in reading and mathematics, through support to teachers, tailoring content and improving classroom environments.
3. **Strengthening school management within prioritized schools to ensure the quality of learning and citizenship and socio-emotional competencies**, to strengthen the formation of school management committees and building awareness and buy-in from the committee.
4. **Strengthening the capacities of Certified Territorial Entities (ETCs) to improve foundational learnings and citizenship and socio-emotional skills, with a focus on gender focus and disability inclusion**, through support to the development of teacher training plans, including on teaching at the right level, recovering learning losses, early learning pedagogies, and gender-responsive and inclusive pedagogies, socio-emotional competencies and psychological first aid.

**Output 2.3: Student victims of armed conflict, refugees, migrants, and those from host community, in upper secondary education, acquire the skills and abilities to build their life project.**

Output 2.3 is based on the premise of CRESE Framework (citizenship, reconciliation, anti-racism, socio-emotional learning, and climate action), and seeks to connect teaching and learning processes with socio-occupational guidance that allows adolescents and young people to design the next phase of their life project in a gender-sensitive way, and in engagement with families, caregivers, and teachers.

These will be achieved through:

1. **Fostering transversal pedagogical projects for the design of targeted students' life projects:** Based on the territorial context, and the interests of students in grade 10 and 11, MYRP II will support development of life projects on cross-cutting topics such as identity, diversity, and anti-racism, democratic participation, environmental education for climate action, peaceful coexistence, human, rights, sexual and reproductive health rights, peace, and reconciliation.
2. **Enable teachers to support adolescents and young people who are victims of armed conflict, refugees, migrants and from host populations in the construction of their life project:** In addition to strengthening teachers' competencies in CRESE (citizenship, reconciliation, anti-racism, socio-emotional learning, and climate action), the programme will support capacity strengthening of teachers to provide mental health and psychosocial support to adolescents and young people in contexts of protracted crisis. It will also support citizenship learning for peacebuilding.

**Outcome 3: The community and institutions guarantee that children and adolescents have safe educational environments with a gender and disability focus.**

This Outcome focuses on protection of children and adolescents in the targeted territories, with special attention to risks in the educational environment based on gender, disability and/or migration status.

**Output 3.1: The educational community has strengthened capacities for protection, prevention of violence and coexistence with a gender and disability focus.**

This Output seeks to strengthen existing tools and support their contextualization and expansion, while ensuring effective coordination between different levels and actors.

This will be achieved through:

1. **Designing and/or strengthening school coexistence manuals, protocols, and routes for the prevention of and response to incidents of violence against learners and teachers.** In close coordination with Certified Territorial Entities (ETCs) and school committees, the programme will map existing tools and mechanisms, conduct diagnostic of risks, and ensure socialization and training on their use among the education community.
2. **Strengthening the capacities of education actors and the community in the identification of risks** to design and activate community social mobilization plans that allow the prevention and mitigation of gender-based violence, in collaboration with the local women's organizations, and youth organizations at the level of each municipality.
3. **Strengthening the capacities of education actors and community organizations for coexistence, reconciliation and peaceful conflict resolution with a gender and disability focus,** by supporting CRESE (citizenship, reconciliation, anti-racism, socio-emotional learning, and climate action) initiatives in line with the recommendations of the Truth Commission and aimed primarily at developing the education sector capacity.

**Output 3.2: Educational Environments have conditions, capacities, tools and plans to manage risk, which allow them to consolidate safe environments, with a gender and disability focus.**

The programme proposes a strategy for the implementation of Safe Learning Environments in prioritized schools, in line with Colombia's National Action Plan - Safe Schools 2022-2026, and the Safe Schools Declaration.

This will be achieved through:

1. **Development of tools and capacities through training and awareness-raising activities on Education in Emergencies with teachers, children, caregivers, Certified Territorial**

**Entities (ETCs) and the community:** The programme will train teachers and principals in emergency preparedness, Disaster Risk Reduction (DRR), and risk management.

2. **Development and/or updating of Comprehensive School Risk Management Plans (PGIRES)** in prioritized schools, with a gender and disability focus, with a comprehensive view including climate risks. The MYRP seeks to provide technical assistance for the development and/or updating of the Comprehensive School Risk Management Plans, to develop capacities of education personnel and communities, so that they promote actions of prevention, risk mitigation and preparation for response in emergency situations. Under this component, great emphasis will be placed on the risks faced by girls and persons with disabilities, ensuring that adaptations are relevant to their specific needs.
3. **Improving the physical conditions of the prioritized schools and their surroundings so that they are safe environments, with a gender and disability focus:** This entails ensuring schools are marked as safe spaces protected by International Humanitarian Law (flags, signage with international symbols and emblems, murals with key messages). It also includes signage of the surroundings of educational institutions and the routes used by children and teachers on their way to school, with attention to the needs of girls and children with disabilities. (i.e., mine-free route signage to school for the blind). MYRP II will also contribute to rehabilitation of classrooms and gender-responsive improvement of sanitary facilities.

### Cross-cutting strategies

MYRP II promotes gender equality and disability inclusion in a cross-cutting manner, while considering other intersectionalities, such as interplay of gender and age, socioeconomic level, migratory status, exposure to armed conflict, and disability. It will promote female teacher leadership in prioritized schools, address gender stereotypes at classroom level, connect information systems to support data by gender and inclusion, and support participation of adolescent girls in lower and upper secondary and connect them with female role models and promote their sense of agency and empowerment. The programme do so, working closely with key education actors including community-based organizations (CBOs), families, teachers, and authorities, with strategies that eliminate and respond to gender-based violence.

To ensure disability inclusion, the programme will promote use of Universal Design for Learning and Individual Reasonable Accommodation Plans (PIARs), with focus on increasing access for children with disabilities which is currently at only 2 per cent. The situation of Venezuelan migrant children and refugees with disabilities is more complex with only 0.8 per cent of them enrolled in school. The programme has set an ambition of ensuring at least 3 per cent of children reached by the programme are children with disabilities, although it aims to increase this target, should the results from active search activities and identification of out-of-school children with disabilities provide sufficient data to reassess this target. The consortium will seek to mobilize and strengthen systems to promote inclusion of children and adolescents with disabilities, not only at school level but also within families and communities. Inclusion and disability will be one of the priorities in the MYRP's resource mobilization strategy.

Strengthening existing data collection and analysis tools, will be critical to ensure that the available data has a sufficient level of disaggregation to carry out analyses from the gender and disability perspectives, and to support implementation. The programme aims to review the tools offered by the Information System for the Monitoring, Prevention and Analysis of School Dropout (SIMPADE) and strengthen the interconnection with other systems, such as the Unified Information System for School Coexistence (SIUCE) and the Enrolment System (SIMAT), to allow disaggregation of data at least by age, gender, migratory status, and disability status.

Partners are committed to institutional strengthening, as key to scale-up, sustainability and resilience of the education system. Systems and institutional strengthening strategies are cross-cutting across all MYRP outcomes and will be delivered through technical assistance and support to the Certified

Territorial Entities (ETCs) to support the collection, analysis, and use of information for decision-making. Working at with communities at territorial level, through participation of CBOs, women, girls, and youth organizations, will be essential to ensuring sustainability of results. This will be achieved through capacity-building activities so that they can participate in the processes of designing and implementing responses. This commitment will be in line with the principle of "Do No Harm", especially when implementing activities in territories that are still exposed to armed conflict and where detailed knowledge of local dynamics is key.

The MYRP also aims to promote knowledge sharing and learning to ensure strengthening of local and national capacities and to mobilize further resources. This will be pursued through ensuring participation in spaces such as the Territorial Roundtables for Comprehensive School Risk Management. The consortium will also produce other knowledge management products such as reports, videos, case studies, life stories, etc. that highlight and disseminate good practices in gender transformation and disability inclusion. In continuity with what was implemented under the first MYRP, partners will support creation and operation of Local Education Groups in Choco and Nariño, not covered in MYRP 1, to ensure effective coordination among actors.

### Geographic coverage

The geographical targeting for MYRP II was based on challenges in various territories. The Planning Unit of the Ministry of National Education and the MYRP Design Committee defined a composite index that considers the effects of armed conflict, the presence of refugee and migrant school-aged populations, education system performance, and gender-based violence prevalence. This index identified municipalities with critical situations and lower response capacities. To complement ongoing interventions, the Design Committee identified territories for infrastructure activities, teacher appointments, implementation of the CRESE Framework, and teacher well-being support. As a result, nine Core Areas were identified as priority areas, including Norte de Santander, Antioquia, Bolívar, La Guajira, Arauca, Cesar, Nariño, Tolima, y Chocó. While these nine core areas, including specific municipalities within them, have been identified as priority areas, ECW MYRP funding in the amount of US\$12 million will allow the consortium of partners to implement the programme in four of the identified Core Areas, which includes four departments including 15 municipalities:<sup>102</sup>

1. **Arauca**, including the Saravena, Arauquita, Fortul, and Tame municipalities.
2. **Choco**, including in Tadó, El Carmen de Atrato, Quibdó, and Cértegui municipalities.
3. **Nariño** including in the Roberto Payam, San Andrés de Tumaco, Barbacoas, and Magüi municipalities.
4. **Norte de Santander**, including in the Puerto Santander, El Tarra, and Sardinata municipalities.

See the [Description of the Territorial Targeting Index and Map of Core Areas](#), for more information.

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<sup>102</sup> The first ECW-funded MYRP covered 12 municipalities in 7 departments.



### 3. Sustainability and Scale-Up Strategy

#### Sustaining results and maximizing impact

The MYRP is anchored in a firm commitment to ensuring sustainability of result and maximizing impact through the following approaches:

#### Adopting an ecosystem-wide approach in implementation to establish policies, capacities, and practices among all actors in the ecosystem:

The consortium seeks to strengthen the education system starting with the actors that make the system, namely teachers, headteachers, caregivers, students, community-based organizations including those of women and girls, as well as personnel of the Certified Territorial Entities (ETCs) and the Ministry. Partners will follow the 'Unified Roadmap for Implementation', starting with identification of actors and gradually bringing them to a point of harmonization, and will entail the following efforts.<sup>103</sup>

For teachers, a phased approach will be adopted, that will identify and adapt to the needs, capacities, and contexts. This will be done through a professional development process that will strengthen pedagogical practices, not only with training, but also with support in the classroom, pedagogical material, and tailored assessment and monitoring tools.

The school leadership and management teams will be supported by mentoring to ensure dialogue and coordination within the community towards effectively implementing planned actions that promote access, retention, and school coexistence. This process seeks to strengthen capacity for informed decision-making and promoting the use of information systems such as the Information System for the Monitoring, Prevention and Analysis of School Dropout (SIMPADE), the Enrolment System (SIMAT), the Unified Information System for School Coexistence (SIUCE), and Comprehensive School Risk Management Plans (PGIRES), as well as information from the local community.

The targeting of schools will be coordinated with the Certified Territorial Entities (ETCs) and the prioritized municipalities. This will be complemented with technical assistance and capacity strengthening on out-of-school data, active search campaigns, enrolment management, development of territorial teacher training plans, expansion of the Flexible Educational Models (MEF), as well as capacity development on evidence-based decision-making.

The consortium will work with communities and community-based organizations (including those led by women, youth, girls, and people with disabilities) to ensure safe environments, focusing on the determinants that affect access and completion for all children. This will be applied in the active search, the prevention of violence with emphasis on gender-based violence, community literacy, alignment with CRESE Framework (skills for citizenship, reconciliation, anti-racism, socio-emotional learning, and climate action), and Safe Schools activities. The 'Unified Roadmap for Implementation' includes training, developing learning communities, incentives, and support to grassroots organizations for their capacity strengthening.

#### Strengthening and enhancing the mechanisms of the system, based on what exists at the territorial, regional, or national level, working in line with the plans and policies already adopted by local and national partners.

MYRP II will complement the response strategy with best practises of the consortium member organizations, to ensure interventions are complementary and pertinent. Examples include active search processes in collaboration with the communities, community literacy programs in collaboration women's organizations that complement learning at schools. Other examples include the alignment between the Better Learning Programme and Socio-Occupational Orientation programs. In addition,

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<sup>103</sup> These elements are visualized in an infographic available on [this link](#).

the programme contributes to strengthening existing tools and mechanisms or developing new ones to ensure synergies and complementarities between actors. Through strengthening tools, guidelines, procedures, and structures that are already in place, the programme will ensure sense of ownership by actors and maximize impact of these tools and mechanisms. Examples include the Information System for the Monitoring, Prevention and Analysis of School Dropout (SIMPADE), Comprehensive School Risk Management Plans (PGIRES), MEFs, existing school management guidelines, active search protocols, procedures to expand the teaching workforce, protocols on internal operation of the schools, and CRESE, among others. The programme will seek to strengthen synergies with other areas. For example, through a mechanism such as the Integral Management of School Risks (GIRE) system, it is possible to link tools through the PGIRES that serve as guides to prevent and address gender-based violence, school dropout, disability discrimination. These approaches aim to overcome the traditional dichotomy between emergency aid and development, promoting continuity of actions that facilitate a gradual and robust transition to recovery and resilience. One of the key components of this approach is the implementation of programs that do not respond to sudden onset emergencies but rather aim to strengthen local capacities to manage future risks. For example, the development of active search plans in coordination with CBOs will help prevent dropouts and empower communities to play a key role in this. Such actions not only alleviate the current crisis, but also create a more stable and prosperous environment for young people and will help ensure sustainability of results and resilience of actors of the ecosystem.

### Scale-up and expansion of the programme

The consortium will ensure synergies and effective coordination between actors. At national level, partners will align with actors such as the Ministry of National Education and education secretariats of the Certified Territorial Entities (ETCs) and the municipalities, as well as with the Education Cluster, the Inter-Agency Group of Mixed Migration Flows (GIFMM), Local Coordination Teams (ELCs). The consortium will also work with international cooperation organizations, NGOs, as well as public and private institutions to maximize the use of available resources. At global level, a robust and collaborative resource mobilization strategy will be developed, based on opportunities identified in collaboration with the Ministry of National Education and other actors to leverage the MYRP for further fundraising. The strategy will entail the following:

- **Advocacy interventions and a unified roadmap for resource mobilization**, to be developed in collaboration with the Ministry of National Education, the Education Cluster as well as international cooperation partners, with monitoring and follow-up by the MYRP National Coordinator.
- **Diversification of funding** to maximize synergies with public and private donors, such as the international cooperation agencies, the Presidential Agency for International Cooperation of Colombia, the humanitarian response funds, the Global Education Alliance (GEA), the World Bank, and IDB among other donors. The consortium will also explore opportunities with the private sector, particularly those with interest in the sector. The consortium will leverage the MYRP to mobilize resources from these partners towards scale-up and alignment with existing interventions.
- **Enhanced visibility** with platforms such as the Regional Education Group for Latin America and the Caribbean (GRE-LAC), the Interagency Network for Education in Emergencies (INEE) and in international forums and events.
- Identification of government priorities and strategies, to ensure **closer alignment with the local level** to promote the strengths of the programme and address gaps through mobilization of further resources.

For the scale-up of the programme, a two-pronged strategy is envisaged, including a) thematic extension, through identifying areas of interest to potential donors and topics high on the global agenda, that have complementarity with the MYRP response strategy; and b) geographical expansion, to reach more municipalities, based on the territorial targeting matrix defined and prioritization exercise during the design of MYRP. This implies creating strategic alliances and close collaboration with the national Government, ETCs, and international cooperation organizations.

## 4. Implementation and accountability

### Comparative advantage of the consortium

MYRP II will be implemented by a consortium of partners including five organizations: UNICEF and NRC as the direct grantees of ECW funding, as well as Corporación Infancia y Desarrollo (CID), Opción Legal, and PLAN International. The value-add of this structure is anchored in the consortium member organizations' technical know-how, in all partners being active members of the Education in Emergencies Cluster. CID and UNICEF are co-leaders in Child Protection spaces, while UNICEF co-leads the Early Childhood subgroup and CID co-leads the MHPSS group of the Cluster. PLAN International is co-leader of the Gender subgroup. In addition, three members of the consortium have previously implemented ECW funding in Colombia. All partners have a strong presence in the prioritized Core Areas with projects in all 32 departments of the country. All partners have humanitarian access and local and national recognition in emergency education, institutional strengthening, nexus with development and peacebuilding, inclusion, protection, WASH, and infrastructure, which will ensure a comprehensive and multidisciplinary approach.

### Governance structure

The consortium will be managed by a National Coordination Team with members from all the consortium member organizations. This will allow programmatic alignment, effective collaboration and knowledge sharing between partners. Partners have designed and will follow a Unified Roadmap for Implementation, in light of the lessons learned from the previous MYRP, seeking to harmonize implementation, and mainstreaming of gender and inclusion.

The consortium structure also includes territorial governance, in which there is one leading organization per territory. There will be a Regional Coordinator, as well as a Management Supervisor per municipality, promoting recruitment of local people, when possible, to optimize operating expenses and in favour of building alliances and support to existing capacities.

The consortium has established a horizontal national governance arrangement, where all consortium members have a say and vote. By having two Grantees, the power over the execution of the resources is deconcentrated, favouring the implementation within the consortium, since it requires greater coordination to achieve the proposed Unified Roadmap for Implementation. It is expected that this configuration of governance will allow for more consensual and/or collegial decisions within the framework of the consortium, considering some recommendations of the Final Evaluation of the previous MYRP. Two consultative bodies have been included in the governance at the departmental and local levels, the regularity and composition of which will have to be defined by the consortium in each department. These provide spaces for accountability and interaction with the communities to validate the main objectives, strategies, and scope of the programme.

In addition, MYRP II will also be supported by the a MYRP Steering Committee, to be established within the inception phase of the programme, as per ECW's MYRP Manual, to ensure alignment between MYRP and emerging needs, identify challenges, support resource mobilization and advocacy efforts. The committee will meet at least twice a year.

### Transversal approach to gender and inclusion

To ensure a gender and disability inclusion approach throughout the implementation, the National Coordination Team which will lead the technical management of the programme, will include specialists in gender, inclusion, monitoring and evaluation, and interculturality approach. In addition, opportunities will be sought to benefit from the technical expertise of VOICE – given their partnership with ECW under an Acceleration Facility (AF) funding window, as well as with national organizations focused on disability and such as INSOR and Ashdown – given their engagement under the ECW AF partnership with the

International Disability Alliance (IDA), and other national and local organizations involved in the design of MYRP II. This articulation will be further defined in the Inception Phase of the programme.

The consortium has designated UNICEF as the GLO for its strength in promoting gender equality with a transformative approach, reflected in its Gender Action Plan 2022-2025. Its objective is for children in all their diversity to have access to strategies that address inequalities, gender-based violence and critical factors in the face of gender-based discrimination. This includes raising awareness and mobilizing key actors, generating gender-sensitive and gender-transformative actions, as well as strengthening alliances (including CBOs) to promote an inclusive organizational culture.

### **Advancing localization**

The consortium will put a key focus on localization, through identification, capacity strengthening, and recruitment of local and grassroots organizations, such as organizations of women and girls, and youth collectives. The consortium's Unified Roadmap for Implementation is anchored in an operational and administrative design, represented by territorial teams with a permanent municipal presence; the territorial teams will be guided by the National Coordination team. The consortium will develop knowledge transfer processes between partners from the Inception Phase, seeking to promote organizational learning and to ensure each consortium partner is fully equipped to implement the unified approach. In addition, the financial strategy includes allocation of resources for local capacity building, based on the active involvement of local organizations led by women, girls, youth, and ethnic communities in the key components of the project, encouraging participation and ensuring an inclusive and contextualized intervention. Similarly, alliances will be established with community and local level institutions, Certified Territorial Entities (ETCs), universities, and unions, as needed. The strengthening of local organizations includes a diagnosis that measures internal aspects (administrative, financial capacity, human talent development, strategic planning, and accountability) and external aspects (alliances, agreements, recognition in the territory, advocacy). To this end, a planning instrument called Organizational Capabilities Index (ICO) will be taken up, additionally incorporating variables that identify opportunities for improvement in gender, influence, human rights, safeguarding and security. To measure the impact of these activities, assessments will be carried out in the beginning, during implementation, and at the end of the programme.

### **Monitoring, evaluation, and learning**

At the consortium level, NRC will lead the monitoring and evaluation component and will have a specialist within the National Coordination Team. A follow-up, monitoring and evaluation and learning (MEAL) framework will be defined building on UNICEF and NRC global frameworks. It will have a single dashboard for the Unified Roadmap for Implementation with indicators, goals, impacts, measurements, and consolidation of reports to ECW and external parties. This will be fed with periodic quantitative and narrative reports.

In addition to period monitoring, a Final Evaluation is planned to measure the impacts of the programme and provide recommendations for sustainability of results.

## Annex 1. Results Framework

Number	Level	Result statement (same wording and order as in narrative application/report)	Indicator (Select from dropdown or write directly your programme specific indicator)	Contributing agencies	Unit of measurement	Year of Baseline	Baseline Total	Baseline female	Baseline Male	Target Total	Target female	Target male
1	Outcome	The education system and the territorial stakeholders promote access to education and retention of children and adolescents who are	Number of conflict and/or crisis affected boys, girls and adolescents newly enrolled in ECW-supported education programs	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	109,107	54,554	54,554	54,554	27,277	27,277
1	Outcome	The education system and the territorial stakeholders promote access to education and retention of children and adolescents who are	Extent to which engagement with and participation of national and/or local organizations has improved	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			80		
1.1	Output	Barriers affecting access to early, primary and secondary education for children and adolescent who are victims of the armed conflict, refugees, migrants and those from host communities are	Number of men and women reached by community mobilization for enhancing (re-)enrolment of out of school children in all their diversity	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	27,277	21,821	5,455	8,183	6,546	1,637
1.1	Output	Barriers affecting access to early, primary and secondary education for children and adolescent who are victims of the armed conflict, refugees, migrants and those from host communities are	Number of crisis affected boys, girls and adolescents provided with individual learning materials	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	4,673	2,336	2,336	1,350	675	675
1.2	Output	The education system and territorial actors promote the retention of children and adolescents who are victims of armed conflict, migrants, refugees and those from host communities, with a gender and	Number of conflict and/or crisis affected adolescents girls supported by ECW, who receive menstrual care kits, female hygiene kits, or similar assistance	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	33,966	33,966	0	8,100	8,100	0
2	Outcome	Children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, obtain learning	Percentage of conflict and/or crisis affected boys, girls and adolescents who achieve minimum age proficiency levels in (i) reading, and/or (ii) math.	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			80	80	80
2	Outcome	Children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, obtain learning	Percentage of ECW-supported teachers / administrators that demonstrate increased knowledge on inclusive education	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			60	60	60
2	Outcome	Children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, obtain learning	Percentage of ECW-supported teachers / administrators who demonstrate increased knowledge on PSS in education	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			60	60	60
2.1	Output	Children victims of armed conflict, refugees, migrants and those from host communities, in early childhood education, have access to targeted provisions to promote their development and	Number of teachers/ administrators trained in subject knowledge, curriculum / planning or pedagogy topics	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	530	318	212	530	318	212
2.1	Output	Children victims of armed conflict, refugees, migrants and those from host communities, in early childhood education, have access to targeted provisions to promote their development and	Number of teachers / administrators trained on gender-responsive/transformative content	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	530	318	212	530	318	212
2.1	Output	Children victims of armed conflict, refugees, migrants and those from host communities, in early childhood education, have access to targeted provisions to promote their development and	Number of ECW-supported learning spaces equipped with furniture in line with national or international standards [if available] / international standards	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	200			45	0	0
2.2	Output	Student victims of armed conflict, refugees, migrants and those from host community enrolled in primary and lower secondary education acquire the foundational learning, citizenship and socio-	Number of teachers/ administrators trained in subject knowledge, curriculum / planning or pedagogy topics	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	1,754	1,052	702	225	135	90
2.2	Output	Student victims of armed conflict, refugees, migrants and those from host community enrolled in primary and lower secondary education acquire the foundational learning, citizenship and socio-	Number of teachers / administrators trained on gender-responsive/transformative content	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	1,754	1,052	702	225	135	90
2.2	Output	Student victims of armed conflict, refugees, migrants and those from host community enrolled in primary and lower secondary education acquire the foundational learning, citizenship and socio-	Number of ECW supported teachers / administrators trained on inclusive education	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	1,754	1,052	702	225	135	90
2.2	Output	Student victims of armed conflict, refugees, migrants and those from host community enrolled in primary and lower secondary education acquire the foundational learning, citizenship and socio-	Number of crisis affected boys, girls and adolescents provided with individual learning materials	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	20,250	10,125	10,125	20,250	10,125	10,125
2.2	Output	Student victims of armed conflict, refugees, migrants and those from host community enrolled in primary and lower secondary	Number of classrooms, including temporary classrooms, provided with teaching and learning materials	UNICEF & NRC- Consejo Noruego para Refugiados	Number #		N.A			265	0	0
2.2	Output	Student victims of armed conflict, refugees, migrants and those from host community enrolled in primary and lower secondary	Number of conflict and/or crisis affected boys, girls and adolescents with disabilities who receive an assistive device/technology and/or learning aid that meet their requirements	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	428	257	171	86	51	34



2.2	Output	Student victims of armed conflict, refugees, migrants and those from host community enrolled in primary and lower secondary	Number of school management committees trained	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	200	80	120	45	18	27
2.3	Output	Student victims of armed conflict, refugees, migrants and from host community, in upper secondary education, acquire the skills and	Number of teachers/ administrators trained in subject knowledge, curriculum / planning or pedagogy topics	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	1,754	1,052	702	225	135	90
2.3	Output	Student victims of armed conflict, refugees, migrants and from host community, in upper secondary education, acquire the skills and	Number of teachers / administrators trained on gender-responsive/transformativa content	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	1,727	1,025	702	225	135	90
2.3	Output	Student victims of armed conflict, refugees, migrants and from host community, in upper secondary education, acquire the skills and	Number of ECW supported teachers / administrators trained on inclusive education	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	1,728	1,026	702	225	135	90
2.3	Output	Student victims of armed conflict, refugees, migrants and from host community, in upper secondary education, acquire the skills and	Number of classrooms, including temporary classrooms, provided with teaching and learning materials	UNICEF & NRC- Consejo Noruego para Refugiados	Number #		N.A			810	0	0
3	Outcome	The community and institutions guarantee that children and adolescents have safe educational environments with a gender and	Extent to which national and/or local institutions/schools adopt policies, approaches and standards for inclusive, safe, quality education for crisis-affected children	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			60	60	60
3	Outcome	The community and institutions guarantee that children and adolescents have safe educational environments with a gender and	Percentage of conflict and/or crisis affected boys, girls and adolescents (3-18 year olds) who feel safer in/to/from ECW-supported learning spaces	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			60	60	60
3	Outcome	The community and institutions guarantee that children and adolescents have safe educational environments with a gender and	Percentage of ECW supported girls that report feeling that their school/learning space environment is safe for girls, gender inclusive and/or supportive for girls	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			60	60	60
3	Outcome	The community and institutions guarantee that children and adolescents have safe educational environments with a gender and	Extent to which accountability to affected populations has improved	UNICEF & NRC- Consejo Noruego para Refugiados	Percentage %		N.A			60	60	60
3.1	Output	The educational community has strengthened capacities for protection, prevention of violence and coexistence with a gender and	Number of learning spaces that have a functioning school-management committee / parent-teacher association	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	200			45	0	0
3.1	Output	The educational community has strengthened capacities for protection, prevention of violence and coexistence with a gender and	Number of local women organizations engaged in community mobilization and other gender related interventions working in collaboration with ECW supported programmes	UNICEF & NRC- Consejo Noruego para Refugiados	Number #		N.A			25	0	0
3	Outcome	The community and institutions guarantee that children and adolescents have safe educational environments with a gender and	Number of ECW-supported conflict and/or crisis affected boys, girls and adolescents with increased ability to work well and/or resolve conflicts with others	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	46,653	23,327	23,327	46,653	23,327	23,327
3.2	Output	Educational Environments have conditions, capacities, tools and plans to manage risk, which allow them to consolidate safe	Number of ECW-supported learning spaces/schools that have early warning and contingency plans for attacks against schools	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	200			45	0	0
3.2	Output	Educational Environments have conditions, capacities, tools and plans to manage risk, which allow them to consolidate safe	An inclusion policy or plan is developed, costed, and approved in promotion of inclusion and equity of all children and adolescents, including those with disabilities	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2022	200			45	0	0
3.2	Output	Educational Environments have conditions, capacities, tools and plans to manage risk, which allow them to consolidate safe	Number of teachers/ administrators trained in emergency preparedness, DRR, risk management topics.	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2024	500	200	300	500	200	300
3.2	Output	Educational Environments have conditions, capacities, tools and plans to manage risk, which allow them to consolidate safe	Number of classrooms, including temporary classrooms, built/rehabilitated	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2024	8			8	0	0
3.2	Output	Educational Environments have conditions, capacities, tools and plans to manage risk, which allow them to consolidate safe	Number of gender-responsive and inclusive latrines constructed/rehabilitated	UNICEF & NRC- Consejo Noruego para Refugiados	Number #	2024	7			7	0	0

## Number of children and adolescents to be reached

CHILDREN AND ADOLESCENTS REACHED JOINTLY <input type="checkbox"/>													
TOTALS			AUTO		AUTO		MANUAL						
183,734	TARGET		Grant reference number: AUTO (for individual reporting only)		GRN Pending		Grantee organization: (auto)		Multiple Grantees		Date of reporting update: (dd-mmm-yy)		
LEVEL OF EDUCATION AND SEX BREAKDOWN													
-	CHILDREN AND ADOLESCENTS REACHED		Pre-Primary		Primary		Secondary		Unknown level of education		Total		
			F	M	F	M	F	M	F	M	F	M	
FORMAL EDUCATION													
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through formal education	Refugee	Target	2,180	2,119	2,443	2,375	2,713	2,638			7,336 (51%)	7,132	14,468
		Reached										-	-
	IDP	Target	7,632	7,418	8,558	8,312	9,497	9,232			25,687 (51%)	24,962	50,649
		Reached										-	-
	Other affected populations (including Host populations)	Target	15,536	15,101	17,408	16,920	19,332	18,795			52,276 (51%)	50,816	103,092
		Reached										-	-
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target	1,908	1,854	2,138	2,078	2,374	2,308			6,420 (51%)	6,240	12,660
		Reached										-	-
	TOTAL	Target	27,256	26,492	30,547	29,685	33,916	32,973	-	-	91,719 (51%)	89,150	180,869
		Reached	-	-	-	-	-	-	-	-	-	-	-
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target	818	795	916	891	1,017	989			2,751 (51%)	2,675	5,426
		Reached										-	-
	NONFORMAL EDUCATION												
	Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through non formal education	Refugee	Target	25	24	124	119	49	48	22	21	220 (51%)	212
Reached												-	-
IDP		Target	66	63	330	317	132	127	59	57	587 (51%)	564	1,151
		Reached										-	-
Other affected populations (including Host populations)		Target	53	51	330	317	132	127	59	57	574 (51%)	552	1,126
		Reached										-	-
Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)		Target	15	14	41	40	16	16	7	7	79 (51%)	77	156
		Reached										-	-
TOTAL		Target	159	152	825	793	329	318	147	142	1,460 (51%)	1,405	2,865
		Reached	-	-	-	-	-	-	-	-	-	-	-
Children with disabilities (cross-cutting: for all type of beneficiaries)		Target	6	3	10	5	6	2	6	3	28 (68%)	13	41
		Reached										-	-

## Annex 2. MYRP Budget

Result Area	UNICEF	NRC	Sub-total	%
Outcome 1: The education system and the territorial stakeholders promote access to education and retention of children and adolescents who are victims of the armed conflict, refugees, migrants, and those from host communities, with a gender and disability focus.				
Output 1.1: Barriers affecting access to early, primary, and secondary education for children and adolescent who are victims of the armed conflict, refugees, migrants, and those from host communities are reduced, with focus on gender and disability constraints.	\$383,798	\$424,436	\$1,334,032	11%
Output 1.2: The education system and territorial actors promote the retention of children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, with a gender and disability focus.	\$300,994	\$224,804		
Outcome 2: Children and adolescents who are victims of armed conflict, migrants, refugees, and those from host communities, obtain foundational learning, and relevant abilities for their life and for citizen coexistence, with a focus on gender and disability inclusion.				
Output 2.1: Child victims of armed conflict, refugees, migrants, and those from host communities, in early childhood education, have access to targeted provisions to promote their development and learnings relevant to their age	\$433,021	\$378,442	\$4,220,524	35%
Output 2.2: Student victims of armed conflict, refugees, migrants, and those from host community enrolled in primary and lower secondary education acquire the foundational learning, citizenship and socio-emotional skills expected for their age.	\$1,155,539	\$1,203,013		
Output 2.3: Student victims of armed conflict, refugees, migrants, and those from host community, in upper secondary education, acquire the skills and abilities to build their life project.	\$501,105	\$549,404		
Outcome 3: The community and institutions guarantee that children and adolescents have safe educational environments with a gender and disability focus.				
Output 3.1: The educational community has strengthened capacities for protection, prevention of violence and coexistence with a gender and disability focus.	\$787,977	\$759,856	\$2,246,763	19%
Output 3.2: Educational Environments have conditions, capacities, tools and plans to manage risk, which allow them to consolidate safe environments with a gender and disability focus.	\$336,271	\$362,659		
Cross-cutting costs				
GLO Function	\$130,705	-	\$1,574,838	13%
Planning, M&E and Reporting	\$562,513	\$294,824		
Advocacy and Communications	\$172,522	\$172,440		
PSEA & Safeguarding	\$133,615	\$108,219		
Total Programme Cost	\$4,898,060	\$4,478,097	\$9,376,157	78%
Total Operational Costs	\$919,597	\$919,199	\$1,838,796	15%
Indirect Costs	\$407,236	\$377,811	\$785,047	7%
TOTAL BUDGET	\$6,224,893	\$5,775,107	\$12,000,000	

**Note:** As part of the MYRP Application Package, more detailed budgets have been provided by each ECW Grantee, available in the following links: [UNICEF Budget Template](#) | [NRC Budget Template](#)

## Annex 3. Risk Assessment

UNICEF and NRC have each conducted a risk assessment as part of the MYRP Application Package. These matrices will be reviewed and updated prior to the start of implementation to ensure they reflect the latest situation for all potential risks, including safeguarding concerns. Partners will conduct periodic risk assessments according to ECW guidelines.

The assessments as of June 2024 can be found in the following links:

- [UNICEF Risk Assessment Matrix](#) (June 2024)
- [NRC Risk Assessment Matrix](#) (June 2024)

