



Multi-Year Resilience Programme (MYRP)

Peru (2024-2027)

PROGRAMME SUMMARY

Peru is home to the second-largest population of Venezuelan refugees and migrants after Colombia, with the number doubling since September 2018 and reaching 1.66 million by August 2024. Venezuelan refugees and migrants in Peru face substantial challenges. According to the survey of the Venezuelan Population Residing in Peru (ENPOVE) in 2022, 56% of Venezuelans in Peru lack access to health services, 80% experience some form of food insecurity, 29% require educational access, and 31% struggle with housing issues. These vulnerabilities expose them, particularly women and children, to risks such as human trafficking, harassment, and violence including gender-based violence. While the Peruvian Government has made efforts to offer residency permits, many migrants still lack reliable information about available services.

The ongoing economic crisis, compounded by the pandemic, climate change, natural disasters, and worsening food insecurity, continues to disrupt access to critical services for children, including education. Venezuelan refugee and migrant children are disproportionately affected. Despite government policies guaranteeing educational access regardless of legal status, Venezuelan children and adolescents continue to face significant obstacles to enrolling and staying in school. The Refugee and Migrant Working Group (GTRM) estimated that by the end of 2023, 163,704 Venezuelan children were out of school. Additionally, dropout rates among refugee and migrant children reached 20% in 2022-2023 school year, compared to the national average of 3%, with no gender disparity. Many Venezuelan children also enroll late in the academic year, further hindering their education.

Since 2019, Education Cannot Wait (ECW) has supported the Government of Peru and national partners through two rounds of First Emergency Response (FER) grants at total of US\$1.8 million and a Multi-Year Resilience Programme (MYRP) amounting to US\$7.4 million. The first MYRP in Peru (2021-2024) supported inclusive access to education for refugees, migrants, and host community children and adolescents, as well as learning recovery from the COVID-19 pandemic. It also implemented strategies to prevent violence in and around schools, while supporting the Ministry of Education (MINEDU) in strengthening the education system through teacher training, data management, and technical support. ECW's Strategic Plan 2023-2026 identified Peru as a priority country for a second round of MYRP investment at the total amount of **US\$6 million**.

Building on the results and lessons from the first MYRP, the second MYRP aims to reach 50,850 refugee, migrant, and host community children and adolescents across pre-primary, primary, and lower secondary education over three years, in Metropolitan Lima and La Libertad. At least 14% of the children to be reached are refugees and migrants, 60% girls, and 10% children with disabilities. The second MYRP in Peru will be led by **RET** (grantee), working with a consortium of partners also including **PLAN International** (serving as the Gender lead Organization, GLO), **UNESCO**, and **ASOVENTRU**, a local refugee women-led organization based in Trujillo. The Programme aims to achieve the following Outcomes:

1. Improved access, retention, and completion of learning trajectories for refugee, migrant and host community children and adolescents.
2. Educational institutions recognized as inclusive, welcoming, and safe spaces that promote social and emotional skills and wellbeing of refugee, migrant and host community children and adolescents.
3. Refugee, migrant and host community adolescents are empowered to meaningfully engage in the design and development of their life projects.

Multi-Year Resilience Programme (MYRP)

PERU



Amount:
US\$6 million



Duration:
October 2024 - October 2027



Reach:
50,850 children



MYRP II partners:

Grantee:



Other consortium members:



- ❖ **50,800** children and adolescents including refugees, migrants and host community children will be reached with **formal education interventions** with ECW funding.
- ❖ Over **5,000** children and adolescents will enroll in educational programmes for learning recovery.
- ❖ Over **6,000** members of the educational community will strengthen their capacities for the **prevention of and response to school-related violence** (including gender-based violence).
- ❖ Over **3,000 adolescents** will strengthen their knowledge and skills for their **empowerment and active participation** in decisions affecting their lives.
- ❖ **1,250** children and adolescents will receive individual **educational support materials or assistive devices**.
- ❖ **550 headteachers and teachers** will receive **capacity strengthening** on socio-emotional skills, inclusive education, and respect for diversity.

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1. SITUATION ANALYSIS

Peru is grappling with interconnected economic, political, climate, and migration crises that impact particularly children and adolescents. In addition to internal challenges, Peru is now home to the **second-largest population of Venezuelan refugees and migrants in the world**, after Colombia, with the number doubling since September 2018 and reaching 1.66 million by August 2024.¹ The Venezuelan refugees and migrants in Peru face a highly precarious situation. The 2022 ENPOVE survey revealed that about 80% of Venezuelans in Peru work informally, earning 20% less than Peruvians. It also highlighted significant challenges: 55.8% lacked access to health services, 79.8% faced food insecurity, 28.6% required education access, and 31% experienced housing issues. Venezuelan refugees and migrants are particularly vulnerable to human trafficking, harassment, and violence, with 35-42% lacking valid residence permits.² Despite government efforts, many struggle to access accurate information and face restrictions due to limited recognition of legal statuses, hindering their access to essential services like healthcare, education, banking, and internet.

The ongoing economic crisis, exacerbated by food price inflation driven by **climate change**, is deepening food insecurity across Peru. The country's vulnerability to natural disasters further disrupts education.³ Over half of the population, including 5.6 million children and adolescents, reside in low-lying coastal regions frequently affected by **landslides, droughts, and floods**.⁴ 16,662 educational institutions across the nation are estimated to be at high risk of landslides, with **Lima and La Libertad** having the highest concentrations of young people exposed to these risks.⁵

The convergence of these crises leaves nearly **one million Venezuelans in need of assistance**, including over 350,000 children and adolescents, 48.3% of them girls. Many of these children, including unaccompanied minors, face heightened risks and require additional protection.⁶ The 2023 Needs Analysis by Refugees for Venezuela (R4V) estimated that 804,600 refugees in Peru require educational support. Efforts to integrate Venezuelan refugees and migrants are further hindered by **xenophobia and discrimination**, often driven by media narratives and political rhetoric. To date, 17 legislative proposals aimed at curbing their human rights have been submitted to the National Congress. Political instability exacerbates these challenges, as frequent changes in government officials disrupt processes and hamper a consistent, coordinated response to the needs of refugees and migrants.⁷

Barriers to education access, retention, and completion

In 2023, there were **8,135,260 students enrolled** in formal basic education. Of these, **1.6% were Venezuelan children, totaling 135,051 students, 53% girls**. 16.3% were enrolled in early education, 56.4% in primary and 27.3% in secondary education. 71% of student enrollment was concentrated in Lima and El Callao, with 56.7% of Venezuelan students concentrated in 9 districts of Lima: San Martín

¹ R4V data, available on: <https://www.r4v.info/> - More than one million of Venezuelans in Peru live in Metropolitan Lima and Callao, accounting for 82.5% of the Venezuelan population in Peru.1 As a result, Lima now has the largest concentration of Venezuelans outside of Venezuela, comprising 10% of the city's total population.1 Other regions with significant Venezuelan populations include La Libertad, Ica, Piura, Arequipa, Lambayeque, Ancash, and Tumbes. Of all Venezuelans residing in Peru, 50.6% are women, 34.7% are under the age of nineteen, and 28% are under the age of fourteen. (ENVOPE 2022 and GTRM 2022 Joint Needs Analysis data).

² Report of the National Superintendence of Migration, 31 July 2022, in response to letter No. IOM-CoM-029-2022. Cited in R4V, 2022. Refugee and Migrant Response Plan (RMRP) 2023-2024. Available in: <https://www.r4v.info/>.

³ The 2017 Coastal El Niño Phenomenon caused the interruption of the educational service of 293,950 students (PCM, 2021)

⁴ Save the Children (2021). Entering the Eye of the Storm: How the Climate Crisis Is Driving Child Migration and Displacement.

⁵ PCM (2021). Budget Programme for Vulnerability Reduction and Emergency Response to Disasters. Lima: Vice-Ministry of Territorial Governance. Cited in UNICEF (2021). The climate crisis is a crisis of children's rights. New York: UNICEF.

⁶ Refugee and Migrants Needs Analysis (RMNA) – Peru, available at: <https://www.r4v.info/en/rmna2024>

⁷ R4V, 2022. Refugee and Migrant Response Plan (RMRP) 2023-2024. Available in: <https://www.r4v.info/>

de Porras, San Juan de Lurigancho, Ate, Los Olivos, San Juan de Miraflores, Callao, Chorrillos, Comas, and Villa el Salvador.⁸

An estimated **1,039,765 school-age children remain out of the education system**, with a nearly equal distribution (51% boys and 49% girls). Regions with the highest percentages of out-of-school students include Metropolitan Lima (15.9%), Callao (15.8%), La Libertad (12.2%), and Lima Province (12.1%).⁹ **The Lima region has the highest concentration of out-of-school children, totaling 393,008, that is 37.8% of total out-of-school children, with most residing in Metropolitan Lima (360,962).** Although the law guarantee universal education access to education regardless of legal status,¹⁰ significant gaps remain for Venezuelan children and adolescents. In March 2023, it was estimated that 20% had not been able to enroll in the education system.¹¹ The GTRM estimated that as of August 2023, **163,704 Venezuelan children and adolescents were out of school.**¹²

By June 2023, the national net attendance rate was 92.9% for early education (ages 3-5), 98.9% for primary education (ages 6-11), and 89.8% for secondary education (ages 12-16), with gender disparities of less than 1%.¹³ Although attendance rates remain relatively strong, **dropout rates among refugee and migrant children are higher than those of their Peruvian peers:** the average national year-on-year dropout rate was 3% in 2022-2023 with no notable gender disparity: 4% at pre-primary level, 3% at primary, and 2% at secondary levels.¹⁴ **For refugee and migrant students however, the dropout rate reached 20% the same school year.** Additionally, for this group, **enrollment is often delayed:** in Lima and La Libertad, 25% of refugee and migrant children were enrolled in school between 3 and 6 months into the school year.¹⁵

Key factors leading to these gaps in educational access include:¹⁶

- **Lack of information and clarity about enrollment processes:** Many families lack information on enrollment policies and processes. Despite legal protections, schools often require legal documents and discriminatory learning assessments for Venezuelan children before admission.
- **Financial barriers** such as the unaffordability of school supplies and internet access significantly hinder education access. The ENPOVE 2022 survey revealed that **28.8% of refugees and migrants aged 3-25 were not enrolled in any educational programmes due to economic constraints.**
- **Refugee and migrant families mobility** can result in almost a 10% drop in school enrollment. According to the 2023 Joint Needs Analysis, 44% of respondents identified frequent moves in search of jobs as a primary barrier to continued education.
- **Insufficient vacancies in nearby schools** remains a key barrier to enrollment. Open spots are often located far from home, with many families unable to afford transportation¹⁷.

⁸ Statistics Unit – Ministry of Education (2023). Analysis of the Venezuelan student population 2022-2023. Provided at the ECW MYRP II Workshop in Lima in October 2023.

⁹ MINEDU. RESULTS OF THE EDUCATIONAL GAP 2023. Calculation made based on RENIEC data considering the population from 4 to 18 years of age and cross-referencing with SIAGIE data as of July 2023. It is important to note that the information returned by RENIEC is not nominal, so it makes it difficult to validate the population of 16 or 17 years of age who have completed high school or are part of the educational gap.

¹⁰ Legislative Decree No. 1350 of the Migration Law, issued in February 2021.

¹¹ RMNA 2023 citing UNICEF, Access to Welcoming and Inclusive Schools are Key to Stop Education Interruption and Promote Socio-Emotional Development (using data from ENPOVE 2022) (13 March 2023).

¹² Estimate of the GTRM based on data provided by the Special Commission for Refugees (CEPR) and enrollment data provided by MINEDU in August 2023.

¹³ INEI- Technical Report n°3, September 2023: State of childhood and adolescence.

¹⁴ Statistics Unit – Ministry of Education (2023). Analysis of the Venezuelan student population 2022-2023. PowerPoint presentation. MYRP II Workshop Lima October 2023.

¹⁵ Save The Children, Equilibrium (2021): Migrant Childhood and Education: Access and Permanence of Venezuelan Children and Adolescents in Lima and La Libertad

¹⁶ Based on the results of ENPOVE survey (2022), RMNA Peru (2022), and GTRM Joint Needs Analysis (2023).

¹⁷ GTRM's 2023 Joint Needs Analysis.

- **Racism, xenophobia, harassment, and discrimination in and around schools** often alienate Venezuelan children and their parents from schools. Discrimination can come from school staff, teachers, or other parents, in person or in virtual settings, in the forms of hurtful nicknames or exclusion from WhatsApp and study groups.
- **Vague guidelines on diversity:** Teachers themselves face challenges in classrooms due to lack of clarity on guidelines where diversity is discussed as a broad concept, with an emphasis on students obtaining a similar learning level rather than ways to improve the learning environment,¹⁸ which is crucial for the inclusion of Venezuelan refugee and migrant students.
- **Overaged children left without an appropriate education offer:** 76.7% of primary school students are enrolled at the age appropriate for their grade, indicating that **23.3% are older than the expected age, a disparity that grows in secondary school where 36.3% of students are overage.**¹⁹ This issue is more pronounced among refugee and migrant children: out of a sample of 953 students in the provinces of Lima and La Libertad, 62.5% were overage (61.4% boys and 63.7% girls).²⁰ The placement test, introduced in 2020 for Venezuelan students without previous school certification, contributes to the overage problem as it fails to consider diverse educational backgrounds. This situation creates a high risk of students dropping out, as they are expelled from school once they exceed the age limit by two years. The Alternative Basic Education Programmes are only available to those over age 14, leaving a gap in educational options for children and adolescents who are overaged, vulnerable, severely behind in school, and under 14 years old.

Key barriers related to gender

Although enrollment and attendance rates show minimal gender disparity, **significant gender gaps exist in completion rates for girls.** In 2019, 67.3% of boys aged 17 completed secondary education, compared to 59.9% girls aged 17.²¹ These disparities are more pronounced in rural areas. Some factors leading to these disparities include:

- **Early pregnancy, motherhood, and marriage:** According to the 2022 Demographic and Family Health Survey (ENDES), 9.2% of all adolescent girls aged 15-19 in Peru are already mothers, with urban rates at 6.8% and rural rates at 18.4%²². Law No. 2960041, enacted in 2010, demands the reintegration of pregnant students and young mothers by prohibiting expulsion and mandates schools to adapt educational services, monitor progress, and offer scholarships. However, weak enforcement and the absence of protocols in most schools limit its impact. Additionally, scholarship and incentive programmes often prioritize academic performance, failing to account for the caregiving and income-generating responsibilities of these adolescents, which reduce their study time and hinder academic achievement.²³ Furthermore, the latest available data from 2020, analyzed by the National Ombudsman's Office, indicates **poor implementation of the comprehensive sexual and reproductive health education** in the curriculum, which is crucial for prevention of gender-based violence and early or unwanted pregnancies.²⁴

¹⁸ UNESCO (2022): Update of the comparative analysis of the Venezuelan and Peruvian curriculum of basic education conducted by UNESCO based on the voice of Venezuelan and Peruvian teachers – UNESCO, +Diversity.

¹⁹ Statistics Unit – Ministry of Education (2023). Analysis of the Venezuelan student population 2022-2023. PowerPoint presentation. MYRP II Workshop Lima October 2023.

²⁰ Save The Children, Equilibrium 2021: Migrant Children and Education: Access and Permanence of Venezuelan Children and Adolescents in Lima and La Libertad

²¹ INEI 2019 data cited in UNICEF (2021): Programmatic Gender Review of the UNICEF Peru Country Programme, Cooperation Cycle 2022-26.

²² National Institute of Statistics and Informatics - Demographic and Family Health Survey (ENDES) 2022, cited in ECW, Plan International, Regional Education Group GRELAC (2022): Systematization of lessons learned from educational programmes with a gender focus and inclusion of children, adolescents, and refugees, migrants, and other vulnerable groups.

²³ UNICEF (2020): Assessment of procedures and measures for the care of adolescents in situations of pregnancy or maternity for their reintegration and permanence in school.

²⁴Supervision of effective interventions for the prevention of unplanned pregnancy in adolescents: comprehensive sex education and access to modern contraception for those who require it" of the Ombudsman's Office of Peru of 2020

- **Economic factors and caregiving duties:** Pregnant girls and young mothers are disproportionately affected by economic factors and caregiving duties compared to adolescent fathers or male caregivers. A 2016 study showed that nearly 75% of 15-year-old female caregivers left their studies compared to slightly over 68% of male adolescents at the same age.²⁵ This disparity is also seen among refugee and migrant children, with 42.2% of women in Lima and La Libertad listing household chores and care work as reasons for not enrolling in school or higher education, with only 12.9% of males citing these reasons.²⁶
- **Difficulties of managing menstrual health and hygiene:** Lack of information and stigma surrounding menstruation prevent adolescent girls from gaining a proper understanding and being equipped with tools to manage menstrual health. A 2020 survey revealed that 37% of adolescent girls missed school due to period-related discomfort. Even those who attended reported that their discomfort significantly hindered their ability to fully engage in the school day.²⁷

Key challenges faced by children and adolescents with disabilities

Available data shows that **1.9% of school-aged children** in Peru (181,700 children and adolescents) have disabilities.²⁸ In Peru, identification of children with disabilities falls under the remit of the Ministry of Health, which assesses disabilities and issues a certificate of disability, known as the CONADIS card, issued by the [National Council for Integration of Persons with Disabilities](#).²⁹ As per the policies of MINEDU, This card is required to enroll students with special educational needs associated with disability in regular basic education.³⁰ The current policy allows students with mild to moderate disabilities to enroll in Basic Regular Education (EBR),³¹ while those with severe disabilities can attend a Special Basic Education Centers (CEBE). Children with disabilities who have not been assessed and identified and granted the CONADIS card remain completely out of the education system. In 2022, MINEDU reported 81,848 students with disabilities enrolled in different basic education modalities.³² However, **estimates suggest that over 106,000 are still outside the education system, comprising 58% of children with disabilities**.³³ In addition, teachers are not fully equipped to adapt their practices to the special needs of children with disabilities. And schools often lack inadequate infrastructure for children with physical disabilities. These barriers are compounded by discrimination and stigma.³⁴ Refugee and migrant children with disabilities also face a lack of education offers, insufficient funds for medical aid and assistive devices, and bureaucratic challenges in obtaining CONADIS cards.³⁵

²⁵ UNICEF (2016): Systematization of the Participatory Process for the identification of care strategies and demands implemented by adult and adolescent caregivers who care for children and adolescents in their diversity.

²⁶ Save The Children (2022): Migrant Childhood and Education: Access and Permanence of Venezuelan Children and Adolescents in Lima and La Libertad

²⁷ UNICEF and IEP (2020): Challenges and Impacts of Menstrual Hygiene Management for Girls and Adolescents in the School Context.

²⁸ ENAHO 2021. Cited in Obregón, F. and Acuña Richard (2021). Recognize and count to include: how are we doing in the educational indicators linked to inclusion? Peru: SODIS and UNICEF.

²⁹ Ministry of Health (MINSa): [Obtain Disability Certificate - Procedure - Ministry of Health - Peruvian State Platform \(www.gob.pe\)](#)

³⁰ MINEDU. Rules on the enrollment process in basic education. [Norma proceso matricula EB.pdf \(www.gob.pe\)](#)

³¹ Basic Regular Education (EBR) covers initial (pre-primary) for children under three and those between age 3-6, as well as primary (ages 6-12) and secondary (ages 12-17). The primary level is divided into three cycles of 2-years each. Cycle one consists of grades 1 and 2. Cycle 2 consists of grades 3 and 4. Cycle 3 consists of grades 5 and 6. Secondary level has two stages: Stage 1: General secondary education of 2 years duration.

Stage 2: Academic or technical secondary education of 3 years. At this stage, students are required to choose between academic and technical secondary education. For the first 2 years of the secondary education, all pupils follow a general education curriculum. For the final 3 years, pupils select either the academic stream or the technical stream. EBR is under the authority of the General Directorate for Regular Basic Education (DIGEBR) at MINEDU.

³² Ombudsman's Office, March 2024: <https://www.defensoria.gob.pe/defensoria-del-pueblo-advierte-que-colegios-no-pueden-negar-educacion-a-estudiantes-con-discapacidad/>

³³ Obregón, F. & Acuña Richard (2021). Recognize and count to include: how are we doing in the educational indicators linked to inclusion? Peru: SODIS and UNICEF.

³⁴ Ibid.

³⁵ RMNA Peru 2022.

Learning gaps and quality of education

In 2014, Peru initiated significant reforms to improve the quality of education. However, the pandemic hampered progress to reduce historical inequities in learning outcomes. In 2019, the regional Comparative and Explanatory Study (ERCE) showed that over 40% of differences in learning outcomes was due to students' socioeconomic backgrounds and the type of school (public or private). Key issues included shortages of teachers,³⁶ and educational materials, teacher training and the learning environment.³⁷ A Student Sample Assessment, carried out in November 2022 by MINEDU, revealed a decline in learning outcomes compared to 2019, particularly in reading proficiency where only 37.6% of second-grade students achieved a satisfactory level.³⁸ Gender gaps have remained stable since 2019,³⁹ but the **differences between public and private schools and between rural and urban areas have increased**. Additionally, the shift to remote and online learning during and following the pandemic, has disadvantaged marginalized children, especially migrants and refugees. According to ENPOVE 2022, 69.3% of children aged 3-17 struggled to access 'Aprendo en Casa' – a distance learning programme launched by MINEDU in 2020 - due to connectivity issues.⁴⁰

Peruvian teachers face challenges in supporting Venezuelan refugee and migrant and to address their learning needs. Curricula and teaching methods differ significantly between Peru and Venezuela, especially in mathematics. In addition, learning assessments play a more central role in the Peruvian system compared to the Venezuelan education system.⁴¹ Refugee and migrant children face challenges in an education system not equipped for their diverse needs, causing many to fall behind and at risk of dropping out. In 2023, 4.5% of refugee and migrant children were lagging behind in primary school, compared to the national average of 1.6%. This issue is prominent grades 4 to 6. In secondary school, 5.2% of refugee and migrant students were lagging behind, against a 5.03% national average.⁴²

Wellbeing, mental health, and protection in and around schools

The Peruvian education system is facing challenges in guaranteeing safe and protective conditions for children and adolescents in their learning process. **Data around mental health and wellbeing of children and young people is concerning.** The pandemic exacerbated anxiety and depression among youth. Additionally, refugee and migrant populations experienced heightened stress and fear of illness due to limited access to healthcare services. Nearly 42% of the suicides recorded by Peru's National Death Information System (SINADEF) between 2017 and 2021 were among children and youth, totaling 2,579 registered suicides.⁴³ In addition, schools saw the **resurgence of discrimination and bullying** with the return to in-person learning, significantly impacting adolescents, refugees and migrants.⁴⁴ From 2019 to October 2023, there were 991 reported cases of discrimination in educational institutions, along with 10,929 cases of violence reported through [SiseVe](#) – the national platform for reporting school-based violence - 42% psychological, 41% physical, and 16% sexual, with 59% of reported cases occurring in secondary education.⁴⁵ Bullying and discrimination significantly impact refugees and migrants, who until recently had limited channels to report such cases due to web portals only accepting

³⁶ The World Bank mentions, for example, that in the 2019 teacher appointment competition, only 7.5% of the contestants passed the test, which left most of the open vacancies and forced the use of temporary teachers. World Bank (2021): Programme Document - Investing in human capital DPF II

³⁷ According to the 2018 School Census, only 1 in 5 educational premises had classrooms in good condition.

³⁸ MINEDU (2022): Student Sample Assessment (MS) 2022 - Results

³⁹ On average, boys perform higher in Math and Science and Technology and girls in Reading.

⁴⁰ ENPOVE 2022

⁴¹ UNESCO (2022): Update of the comparative analysis of the Venezuelan and Peruvian curriculum of basic education conducted by UNESCO based on testimonies from Venezuelan and Peruvian teachers – UNESCO, +Diversity.

⁴² Statistics Unit – Ministry of Education (2023). Analysis of the Venezuelan student population 2022-2023. PowerPoint presentation. MYRP II Lima Workshop, October 2023.

⁴³ C.R. Contreras-Córdova et al. (2022). Suicides in Peru: Epidemiological description through the National Death Information System (SINADEF) in the period 2017-2021. *Neuro-Psychiatr.* 85(1): 19-28. DOI: <https://doi.org/10.20453/rnp.v85i1.4152>.

⁴⁴ CAPS and UNHCR (2022). Diagnosis of the mental health situation of Venezuelan refugees and migrants in Lima and Tumbes.

⁴⁵ MINEDU, report of the SiseVe platform, data for the year 2023: [Microsoft Power BI](#)

national ID documents.⁴⁶ Xenophobia and discrimination have increased in the country. In 2021, the Venezuelan Migration Perception Survey revealed that 70.50% of Peruvians consider that Venezuelan migration has a negative impact.⁴⁷

Gender-based violence is prevalent, with girls and women disproportionately affected by sexual violence and human trafficking⁴⁸. This manifests in high levels of sexual harassment in public spaces and gender-specific bullying, especially impacting refugee and migrant women, adolescents, and girls. A 2019 study found that Peruvian and Venezuelan women both face street sexual harassment, though it's more intense and violent for Venezuelan migrant women.⁴⁹ In 2022, 51% of adolescent girls aged 15-19 reported violence from their partners,⁵⁰ primarily psychological (48.5%), followed by physical (15.6%) and sexual (2.2%). Among these adolescents, 45.2% felt no need to seek help; 11.6% feared further mistreatment, and 9.6% didn't know where to seek assistance. Gender norms and stereotypes perpetuate unequal power dynamics, evident in the **high rates of child marriages**. From 2013 to 2022, the National Registry of Identification and Civil Status (RENIEC) recorded 4,357 child marriages, with 98.4% involving girls aged 11-17 marrying adult men. In 2020, during the pandemic, there was an alarming spike of 845 such marriages.⁵¹ Alarming, schools fail to protect against such issues. Across SiseVe data from 2013 to 2019, 14% of reported cases involved sexual violence, with 25% involving adult aggressors, and **70% of these committed by school staff against students, predominantly targeting girls and adolescent women**.⁵² The situation is exacerbated by the fact that **Peruvian legislation does not provide adequate mechanisms for reporting non-compliance by educational institutions**, whether it involves discrimination, expulsion, or any other type of infringement within the institution, especially in cases of early pregnancy or forced child pregnancies.

Country's capacity, landscape of actors and Education Financing

Strategies implemented by government and stakeholders to build resilient education systems

The [1993 Constitution](#) and the [2003 General Education Law](#) in Peru declare education a fundamental right and mandate the State to ensure quality education for all and free public education provision at all levels, including school feeding, health services, and educational materials for early and primary education. Additionally, Legislative Decree No. 1350, the Peruvian State ensures the right to education for foreigners, regardless of their legal status, and tasks MINEDU with a mandate to implement it. In 2018, Ministerial Resolution 665-2018-MINEDU allowed Venezuelan children to enroll in school with any recognized ID, or with a parent's affidavit, legalized within 45 days. In 2020, a placement assessment was introduced for children without school certificates. MINEDU supported this with information dissemination, digital platform enhancements, and training for school leaders on enrollment regulations. Additionally, the SiseVe Platform was updated in 2023 to report school violence without a national ID, and since 2019, the *Lima Aprende* programme has helped 2,000 local and Venezuelan children attend school in Metropolitan Lima.⁵³

⁴⁶ Save The Children, Equilibrium 2021: Migrant children and education: Access and permanence of Venezuelan children and adolescents in Lima and La Libertad.

⁴⁷ Idehpucp, 2021. Save The Children, Equilibrium 2021: Migrant children and education: Access and permanence of Venezuelan children and adolescents in Lima and La Libertad.

⁴⁸ UNICEF (2021): Gender Programmatic Review of the UNICEF Peru Country Programme – Cooperation Cycle 2022-26

⁴⁹ Pan American Development Foundation (2019): Diagnosis of psychosocial risks of gender-based violence, human trafficking, and sexual exploitation

⁵⁰ INEI 2022, Demographic and Family Health Survey 2022.

⁵¹ RENIEC figures cited in ECW, Plan International, Regional Education Group GRELAC (2022): Systematization of lessons learned from educational programmes with a gender focus and inclusion of refugee, migrant and other vulnerable groups.

⁵² UNICEF (2021): Gender Programmatic Review of the UNICEF Peru Country Programme – Cooperation Cycle 2022-26

⁵³ Save The Children, Equilibrium 2021: Migrant Children and Education: Access and Permanence of Venezuelan Children and Adolescents in Lima and La Libertad

Peru has improved access for foreign students by recognizing past certifications and ratifying the Regional Agreement for the Recognition of Studies, facilitating post-secondary integration.⁵⁴ However, barriers to enrollment, retention, and completion persist, largely due to challenges in understanding and applying regulations at regional, local, and school levels. For example, despite placement assessments, some staff still request proof of prior education due to lack of awareness of these rules.⁵⁵ Implementing the regulatory framework depends on systemic factors such as available vacancies, teaching capacities, and sociocultural barriers like prejudices and xenophobia. The 2023 GTRM Joint Needs Analysis stressed that education authorities should focus not only on access but also on providing schools with "pedagogical-curricular guidelines" to effectively integrate foreign students.⁵⁶

Challenges persist in the quality of data on refugee and migrant children. The existing education information management systems allow for overall monitoring of access, retention, and learning indicators through two systems: the Education Quality Management System (SIMON) used by central, regional and district authorities (UGEL), and another system for supporting education service management (SIAGIE) to be used by school staff, namely headteachers. Most data from these two systems are publicly available on the [ESCALE portal](#), managed by the Statistics Unit of MINEDU. However, they only reflect the entire education system and do not allow in-depth analysis and disaggregation by status/nationality (refugee or host community) or disability.⁵⁷

Peru is a signatory to the Safe Schools Declaration, having endorsed it in 2018. Additionally, MINEDU and the Ministry of Women and Vulnerable Populations (MIMP) have implemented **legal and policy measures to address gender inequalities, prevent gender-based violence, and ensure inclusive and safe school environments**. Since 2021, MINEDU has also been enforcing **Decree D.S. No. 007-2021-MINEDU for Inclusive Education**, yet these policies are poorly enacted. Section 2, Response Strategy, unpacks more details on the existing gender equity and inclusive education tools that this MYRP aims to support.

Landscape of education actors and education financing

In Peru, education management system is organized into different decentralized levels of educational management units (IGED)⁵⁸ Including:

- **DRE/GRE (Regional Education Management)**⁵⁹ is responsible for overseeing the education system at the regional level. Each of Peru's 25 regions has a DRE or GRE, which coordinates with MINEDU at national level as well as with regional authorities for the implementation of policies and monitoring of educational results throughout the region. As an exception, the Regional Education Directorate of Metropolitan Lima (DRELM), reports directly to the Vice-Ministry of Institutional Management of MINEDU, while in other regions, DRE/GREs are accountable to the regional authorities.
- **UGEL (Local Education Management Unit)**⁶⁰ operates at the district or provincial level, under the supervision of the DRE or GRE. It manages local schools and educational services, providing direct support to teachers, students, and school administrators. UGELs are responsible for tasks such as school supervision, enrollment management and local implementation of national and regional education policies.

⁵⁴ Supreme Decree No. 025-2020-RE

⁵⁵ Save The Children, Equilibrium 2021: Migrant Children and Education: Access and Permanence of Venezuelan Children and Adolescents in Lima and La Libertad

⁵⁶ GTRM (2023): Needs Analysis 2023, available at: https://www.r4v.info/en/document/GTRMPeru_JNA_RMRP2023_ENG

⁵⁷ UNESCO (2022): Diagnosis of information systems for the multi-year programme of educational inclusion +Diversity, Output 4: Diagnosis of IGED and MINEDU information systems for decision-making in enrollment, dropout and learning of migrants and refugees.

⁵⁸ *Instancias de gestión educativa descentralizadas (IGED)*

⁵⁹ DRE: Dirección Regional de Educación / GRE: Gerencia Regional de Educación.

⁶⁰ UGEL (Unidad de Gestión Educativa Local)

While MINEDU is responsible for education for all, it lacks a dedicated framework for addressing forced displacement, with responsibilities spread across multiple directorates. MINEDU actively participates in key groups like the Intersectoral Migration Management Roundtable. In response to the Venezuelan migration crisis, GTRM was established in 2018, co-led by UNHCR and IOM, coordinating over 100 organizations to address refugees' and migrants' needs. Extreme climate events and disasters are handled by the Office of National Defense and DRM, with MINEDU co-leading the DRM Education Roundtable alongside UNICEF, UNESCO, and Save the Children. Local multisectoral forums facilitate dialogue among public entities and civil society.

Peru has committed substantial funding to improve education infrastructure and quality, with a **2023 budget of S/41,966 million, representing 19.5% of the national budget and a 16.9% increase from 2022**. However, **most of this increase funds higher education**, with limited allocation to address pandemic learning gaps through national pedagogical interventions. Budget programming faces challenges, as the system primarily focuses on enrollment numbers, which fails to account for sudden demand increases from migration crises or climate events. Peru also receives education sector loans from the World Bank and IADB, aimed at strengthening education in line with the national programmes. The World Bank supports inclusive education through a pilot project promoting inclusion and managing at-risk behaviors in schools.

Education in emergencies funding is limited in Peru. The Regional Response Plan for Venezuelan Migrants and Refugees estimates a financing gap of US\$318.7 million for 2023 and US\$293 million for 2024. Donors remain few, but since 2019, ECW has provided US\$1.8 million in FER funding and US\$7.4 million for a MYRP grant, with a second MYRP totaling US\$6 million. Additionally, KOICA, in coordination with IOM, plans to support Venezuelan integration in Tumbes, Lima, and Tacna, focusing on education access.

2. RESPONSE STRATEGY

The second MYRP in Peru aims to support **refugee, migrant, and host community children and adolescents to exercise their right to inclusive, high-quality, and equitable education, and to feel happy and safe within their school environments**. It aims to reach **50,850 children and adolescents aged 3 to 18** with focus on the most vulnerable groups. In particular it will support girls, adolescent girls, and children with disabilities.

The key outcomes of the programme include:

1. Improved access, retention, and completion of learning trajectories for refugee, migrant and host community children and adolescents.
2. Educational institutions recognized as inclusive, welcoming, and safe spaces that promote social and emotional skills and wellbeing of refugee, migrant and host community children and adolescents.
3. Refugee, migrant and host community adolescents are empowered to meaningfully engage in the design and development of their life projects.

The situation analysis underscores the need for structural reforms while also identifying opportunities for short- and medium-term improvements in the educational system. At systems level, the MYRP focuses on bolstering MINEDU's Inclusive Education Implementation Plan and strengthening initiatives such as Educational Support Services (SAE). It also aims to empower schools by reinforcing their central role and fostering independence in self-assessment and planning for continuous improvement. These efforts will align with the National Curriculum, emphasizing gender equity, children's rights, diversity, and inclusion, interculturality, and excellence.

The MYRP will serve as a platform to develop and evaluate innovations that strengthen inclusion and gender transformation through:

- The creation of a **flexible education offers for children and adolescents who are more than two years overage** compared to the expected age of the grade in which they have been placed, including the most vulnerable, focusing specifically on the needs of this group of migrant, refugee, and host community children.
- Creating **teaching innovations to implement inclusive education and address discrimination** in classrooms and schools.
- Creating an **empowerment initiative for adolescents, especially adolescent girls**, aimed at enhancing their socio-emotional skills, life skills and support the development of their life goals.

These innovative strategies constitute a comprehensive approach, aiming to transform policies, practices, and culture for a more inclusive and resilient education system. Lessons learnt from the first MYRP, as highlighted in its Final Evaluation, indicate the need for action across all stakeholder groups, including children, families, community members, teachers, headteachers and education authorities, to achieve these goals. In order to ensure that the holistic vision is achieved, the programme will deliver each component of the intervention to selected schools across the targeted Local Education Management Unit (UGEL). The Programme will, however, focus some interventions on specific beneficiary groups in each school, based on identified interest groups, educational levels, and grades, to be targeted in coordination with the UGEL and the schools.

The following Theory of Change articulates how each outcome is interconnected and contributes to the intended impact:

Theory of Change



Outcome 1: Improved access, retention, and completion of learning trajectories for refugee, migrant and host community children and adolescents.

Component 1.1: Improved mechanisms to match supply and demand for school vacancies in targeted areas

This component encompasses the full educational trajectory, from **pre-primary to secondary education**.⁶¹ It is organized around four key outputs:

Output 1.1.1. Capacities of headteachers and DRE/GRE and UGEL specialists at pre-primary, primary and secondary levels strengthened on management of supply and demand for school vacancies: Technical assistance will help educational institutions, UGEL, and DRE/GRE manage school vacancy challenges by providing guidelines, digital tools, and training on inclusive education, gender equity, and dropout prevention. The programme aims to improve MINEDU's vacancy management systems, ensuring accurate data to address inclusion gaps and meet demand. It will also enhance the use of the Digital Enrollment System (SMD) and Identicole, adapting them to better address the specific needs of migrants and refugees.

Output 1.1.2. Headteachers, managers and administrative school staff, families and community actors are sensitized on the availability and flexibility of enrollment process with a rights-based and child-based approach, focused on children and adolescents at the pre-primary, primary and secondary levels of EBR: The MYRP will implement a comprehensive enrollment strategy targeting school staff, headteachers, and DRE specialists. It will provide training and materials to promote a child-rights approach and prevent exclusions based on nationality, disability, or gender, in coordination with MINEDU. In the targeted areas, community outreach activities will provide migrants and refugees with enrollment information via booklets, posters, and door-to-door visits. Family data will be collected, and the outreach will include guidance on using online enrollment systems and reporting discrimination. Messages will also promote inclusion, particularly for adolescent mothers and pregnant women.

Output 1.1.3. Out-of-school refugee, migrant and the host community children and adolescents including those whose education has been interrupted due to pregnancy or early motherhood or other situations and/or risk behaviors, identified through active search with characterization tools: The MYRP will update data collection tools, train local organizations to identify out-of-school children, and lead active search campaigns, focusing on migrants and refugees. Organizations will also be trained to use tools like the Washington Group's Child Functioning Module to identify children with disabilities. Coordination with MINEDU will ensure strategies align to support children who have never been enrolled in school.

Output 1.1.4. Identified children and adolescents, including refugees and migrants with mild or moderate disabilities at primary and secondary levels receive tailored educational support for access, retention, and completion: The programme will create a register of the needs of children identified through the out-of-school children search campaign. This will help determine the educational support they need. Based on the register, the programme will provide children with school kits containing materials for both in-class and extracurricular activities, particularly focusing on migrants and refugees. For children and adolescents with disabilities, the programme will provide assistive devices and equipment to ensure they can access the education system and fully benefit from their school experience.

⁶¹ For a visualization of Peruvian education system levels and cycles, see this link; [Peru Education System - Cycle Grade Age.pdf](#)

Component 1.2: Improved retention and completion of education for vulnerable children, including girls, adolescents, and children with disabilities.

The programme aims to enhance the educational system's ability to ensure students stay in school and complete the basic education cycle. The MYRP plans to address dropout factors with a gender transformative and inclusive approach, through the following outputs:

Output 1.2.1. Capacities of directors and specialists from the DRE/GRE and UGELs at primary and secondary levels of EBR enhanced on management and use of information for prevention of school dropouts, and on improved coordination to promote retention and completion, with a focus on gender and inclusion: The MYRP will provide technical assistance to DRE/GRE and UGEL specialists to identify gaps in the current use of information and strategies to prevent school dropouts, analyzing patterns and risk factors within and outside of educational institutions, with focus on gender, disability, and nationality. The programme will help create and implement a training plan to focus on data usage, early intervention strategies, and methods to encourage school retention and completion. This includes early warning techniques to identify potential red flags that indicate an increased risk of dropout and address these before they lead to dropouts.

Output 1.2.2. Capacities of headteachers and teachers of primary and secondary level of EBR strengthened on identification of children and adolescents at risk of drop-out: The MYRP will support headteachers and teachers in identifying school dropout risk factors, especially affecting girls, refugees, migrant children, and children with disabilities. Schools will receive tools for analysis and implement mitigation measures. The MYRP consortium will provide ongoing technical support to update analyses and actions annually.

Output 1.2.3. Refugee, migrant and host community children and adolescents aged 9-13 (Cycles V and VI of EBR)⁶² who are out of school or at risk of drop-out, receive school reinforcement for learning recovery: The MYRP will address factors contributing to school dropout, such as academic lag and socioeconomic vulnerability, by implementing a learning recovery strategy in both provinces. This strategy will focus on improving literacy and numeracy for students at risk, prioritizing refugee, migrant, and disabled students in both school and community settings, aligning with MINEDU's national recovery programs. Learning outcomes will be evaluated with pre- and post-tests to assess progress.

Output 1.2.4. Refugee, migrant and host community children and adolescents aged 12-17 (cycles VI and VII of EBR) who are pregnant or young mothers, or at risk of dropout receive pedagogical and socio-emotional support to stay in school: The MYRP will raise awareness among headteachers and teachers about the dropout risks for pregnant students and young mothers, highlighting education regulations that support their access. It will help schools update their wellbeing plans to include actions addressing both learning and socio-emotional needs. The programme will also support staff in providing integrated educational and socio-emotional assistance to encourage these students to complete their education. Adolescents in the programme will receive school kits.

Output 1.2.5. Flexible Education Proposal to support access, retention, and completion of education for children and adolescents aged 9-17 in situations of over-age and other vulnerable groups: The MYRP aims to create flexible education options for vulnerable children, especially over-age students and those affected by natural disasters. These students will benefit from specialized approaches like virtual, hybrid, accelerated, or alternative methods to ensure continued participation. The MYRP will provide technical assistance to MINEDU in designing the program, including a regulatory framework and educational materials. After piloting the model in 1-2 schools, supported by teacher training and materials, results will be reviewed for adaptation and potential scale-up.

⁶² Cycle V is the last two grades of primary and Cycle VI is the first two grades of secondary education in Peru.

Outcome 2: Educational institutions strengthened and recognized as inclusive, welcoming, and safe spaces by refugee and migrant children and members of the host community.⁶³

Component 2.1: Mechanisms for violence-free coexistence and protection against violence schools and educational environments implemented.

Output 2.1.1. Capacities of Wellbeing Management Committees at primary and secondary levels of EBR strengthened on diagnostics, training, and support to the educational community to promote school coexistence, prevent violence in schools including gender-based violence (GBV), and support socio-emotional learning: The MYRP aims to strengthen the governance and function of the School Wellbeing Management Committees within each targeted school, aligned with MINEDU's student wellbeing strategy. It will provide technical support to these committees, to prepare and conduct a wellbeing assessment for each school and to use the results of these assessments for developing action plans. In addition, teacher, especially those part of Wellbeing Management Committees, will be trained on strategies and actions to promote student wellbeing. Schools will receive financial support for implementation.

Output 2.1.2. Schools at the primary and secondary levels of EBR incorporate gender, inclusion and diversity focus into their institutional management to promote school coexistence, prevent violence in schools including GBV, and support socio-emotional learning, and community engagement: The MYRP aims to institutionalize interculturality, gender transformation and inclusion in school management. This will be done through training workshops for headteachers and the support teams of targeted schools to update and adapt their school management tools, such as Institutional Educational Project, Rules of Procedure, Annual Work Plan, and School's Curricular Projects. The programme will ensure continuous support to enhancing these tools. It will also support organizing peer-learning events in each targeted UGEL to identify and share school management best practices.

Output 2.1.3. Capacity of the educational community (children, managers, and teachers) at the secondary level of EBR strengthened on reporting, prevention, and response to cases of school violence and other risk situations and/or behaviors with a focus on gender equality, through identification, referral, and socio-emotional support, in coordination with local partners: The MYRP will work with school-based and external actors to address violence, especially GBV. It will map local protection actors and hold workshops to contextualize care routes for GBV cases, focusing on vulnerable groups like girls, adolescent mothers, migrant children, and those with disabilities. The programme will strengthen coordination between schools and local protection services and launch a GBV prevention campaign involving the educational community. Teachers will receive training on GBV prevention, and students will participate in workshops on violence prevention.

Output 2.1.4. Capacities of secondary school directors and teachers strengthened to provide socio-emotional support to students, in coordination with local partners: The MYRP will launch a campaign to raise awareness about the importance of socio-emotional wellbeing and mental health for students, families, and teachers, with a focus on supporting vulnerable groups like migrants, refugees, and children with disabilities. Teachers and families will receive guidance on diagnosing risks and managing behaviors, while a protocol will be developed with MINEDU to address socio-emotional needs. A meeting of mental health professionals will establish referral mechanisms, and workshops will

⁶³ In communication with MINEDU, the relevance of being able to expand the coverage of Outcome 2 will be reviewed, through the expansion of actions at the primary level in some specific products, provided that the necessary resources are available for this purpose.

train UGEL specialists and teachers in psychosocial support. Classroom kits for psychosocial and socio-emotional support will also be provided.

Component 2.2: All actors in the educational community are trained in and implement approaches that support diversity, inclusion, and socio-emotional wellbeing.

Output 2.2.1 Specialists in charge of implementing the Educational Support Systems (SAE)⁶⁴ at educational institutions and UGELs at primary and secondary levels of EBR in targeted areas are trained on the use of SAE tools and approaches to support implementation: SAE offers flexible, multidisciplinary support to help students, especially those facing barriers, succeed in school through pedagogical, organizational, and socio-emotional assistance. Though still in early implementation, SAE supports all education levels within schools and at the DRE/UGEL level. The MYRP will strengthen SAE coordination, establish internal SAEs, and focus on supporting vulnerable students. It will also provide technical guidance to UGEL specialists and headteachers and assist MINEDU in setting up a system to monitor SAE implementation.

Output 2.2.2. Capacities of school headteachers, teachers and families at the EBR secondary level strengthened to promote inclusion and respect for diversity, particularly for adolescent girls, refugees, and migrants: The MYRP will train teachers and headteachers to raise awareness about child rights, identify and address violations, focusing on gender equality, intersectionality, and inclusion. UGELs will organize pedagogical workshops for secondary education teachers to share classroom methodologies and tools on topics like Comprehensive Sexual and Reproductive Health Education, GBV prevention, teenage pregnancy, and discrimination. The programme will also provide workshops on prevention of GBV, discrimination and xenophobia for families and student-parent associations through support from organizations of local women.

Output 2.2.3. Secondary school teachers strengthen their pedagogical capacities to promote inclusive education within the current national curriculum framework, with a rights-based and intercultural approach: The MYRP will provide technical support to headteachers and teachers to design inclusive pedagogical initiatives with an intersectional approach, ensuring no discrimination based on gender, nationality, or condition. Teachers will also receive training on the Universal Design for Learning (UDL) to create flexible curricula for diverse student needs. Building on the first MYRP, schools will be supported in adopting UDL and implementing new practices. Additionally, an inter-school competition will be held to recognize good practices in promoting inclusion.

Output 2.2.4. Secondary school teachers at EBR strengthen their socio-emotional skills to contribute to their own wellbeing and that of children and adolescents in the IIEE: The MYRP will train teachers and headteachers to enhance socio-emotional skills in classrooms and schools, based on needs identified through an institutional diagnosis. Teachers and headteachers will receive technical support to help formulate and implement Tutoring, Educational Guidance, and School Coexistence (TOECE) plans, which will include activities to strengthen socio-emotional skills of their students. The programme will also establish socio-emotional support groups at school level.

Output 2.2.5. Families of children and adolescents at secondary level gain parenting skills to contribute to the wellbeing of their children: The MYRP will work with MINEDU to strengthen parental competencies in childcare, protection, education, and healthy development, focusing on four areas: secure attachment, formative learning, protection of integrity, and reflective caregiving. The programme will promote family-based social-emotional support groups and learning exchange meetings to share progress and lessons, enhancing community-level support networks.

⁶⁴ Servicio de Apoyo Educativo (SAE). More information available at: <https://www.gob.pe/sae>

Outcome 3: Refugee, migrant and host community adolescents strengthen knowledge and skills for their empowerment and active participation in the design and development of their life projects

Component 3.1: Refugee, migrant and host community adolescents empowered to develop their life projects.

Output 3.1.1. Capacities of adolescents aged 15-17 (EBR cycle VII),⁶⁵ particularly girls, strengthened on socio-emotional and cognitive skills for the development of their life projects:

The MYRP will launch an empowerment programme for in- and out-of-school adolescents, focusing on soft skills, leadership, sexual and reproductive rights, and GBV prevention, aligning with MINEDU's National Strategy for Student Participation. The in-school component will be refined and validated at the school level, with priority given to adolescent girls, migrants, refugees, and those with disabilities. At the community level, leadership-focused adolescents, especially girls, will be prioritized. A participatory evaluation involving all stakeholders, particularly the adolescents, will follow the implementation phase.

Output 3.1.2. Capacities of adolescents aged 15-17 (EBR cycle VII) increased to promote agency to build their life projects, with emphasis on vocational learning:

The MYRP will enhance its empowerment programme by offering mentoring to build skills, agency, and self-awareness. A gap analysis will identify key life planning and community engagement skills, helping adolescents explore vocational options, set goals, and make decisions. The programme will also strengthen their social interaction and leadership skills, connecting them with local organizations for services like health and education, and providing information on scholarships and technical training through the National Scholarship and Educational Credit Programme (PRONABEC).

Component 3.2: Refugee, migrant and host community adolescents participate in different decision-making spaces.

Output 3.2.1. Adolescents aged 12-17 (cycles VI and VII of EBR),⁶⁶ particularly girls, strengthen their capacities to actively organize and participate in student representation in school management:

The MYRP will strengthen student organizations through [School Municipalities](#) or similar spaces, and will promote intergenerational dialogue to create advocacy agendas for inclusive policies both nationally and regionally. This will be done through meetings for adolescents to reflect on the importance of equality and inclusion in education. The programme will provide technical support to all targeted schools to establish or re-activate School Municipalities, including organizing elections, development of annual workplans and support to implementation. UGEL specialists will monitor student participation through joint visits, coordination meetings, and follow-ups.

Output 3.2.2. Capacities of community networks and local organizations strengthened to promote participation and representation of children and adolescents to contribute to decision-making at the school and community levels:

The MYRP aims to boost local capacity for engaging children and adolescents in decisions impacting their wellbeing. It will map and collaborate with youth, women, refugee, migrant, and disability-led organizations to hold capacity-building workshops, promoting child and adolescent participation in school and community decision-making. The programme will also facilitate intergenerational dialogue with authorities to ensure adolescent leaders' voices are heard, aiming to influence inclusive policies, especially for out-of-school migrant and refugee children.

⁶⁵ This includes the last three grades of secondary education.

⁶⁶ This constitutes all grades in secondary education in Peru.

Output 3.2.3. Adolescents aged 12-17 (cycles VI and VII of EBR) engage in identification and resolution of public challenges, in support of their peers and the educational community and exercise citizenship: The MYRP will empower students to identify key public issues and develop solutions for social impact in their schools and communities. Their proposals will focus on sustainable actions and partnerships, fostering leadership, diversity, and equality. These initiatives will also highlight cultural practices and values, promoting positive change.

Geographic coverage⁶⁷

In keeping with the programme's goal of assisting the most vulnerable children, particularly among Peru's refugee and migrant populations, the prioritization of territories was determined through a consensus-based weighting of various criteria: the presence of refugees and migrants in the province, the poverty rate, and the estimated proportion of out-of-school children. Based on these criteria, the ECW, MINEDU and the consortium agreed that the programme will be implemented in the provinces of Metropolitan Lima (Lima) and Trujillo (La Libertad). A subsequent phase of prioritization involved district-level analysis that considered:

- The presence of refugee and migrant children (from 2 to 17 years old) according to UNHCR data as of October 2023 (covering enrolled and non-enrolled).
- The financial poverty rate in the area.

As a result, the programme in Lima will specifically focus on North Lima districts of Comas and San Martín de Porres, to building on MYRP 1 results, as well as East Lima: San Juan de Lurigancho. These areas correspond to UGEL 02 (San Martín de Porres), UGEL 04 (Comas), and UGEL 05 (San Juan Lurigancho).

In Trujillo, La Libertad, the MYRP will be implemented in UGEL 03: Trujillo Northwest (covering the districts of Víctor Larco Herrera, Huanchaco (with the exception of El Milagro Village), and the northern part of Trujillo City) and in UGEL 02: La Esperanza (including the districts of La Esperanza, Florencia de Mora and the El Milagro Village Center). Both UGELs have been part of MYRP 1 and continue to be the ones with the largest presence of migrant populations.

⁶⁷ For a visualization, see the map on page 2.

3. SUSTAINABILITY STRATEGY

The programme is anchored in sustainability and the humanitarian-development-peace nexus. It protects the right to education and ensures learning continuity by creating safe, inclusive environments and tools, distributing resources, and providing psychosocial support to mitigate crisis impacts on youth. To strengthen the education system's resilience, it builds teacher and management capacities, develops relevant curricula, and establishes crisis response mechanisms, all with a focus on gender and inclusion. In support of peacebuilding, the programme fosters transformative education systems that promote peace and equip individuals with conflict prevention and reconciliation skills.

Building on the successes of the first MYRP and the best practices identified in its evaluation, the second MYRP aims to further enhance the system's response capacity. The evaluation of MYRP 1 highlighted strong coordination with the local education system, alignment with regional policies, and integration into school management, while also identifying the need to improve information systems for evidence-based decisions. MYRP II will focus on strengthening management capacities of DREs and UGEL in Lima and Trujillo and aligning education plans with its objectives. Additionally, MYRP II will extend successful methodologies from MYRP 1, such as promoting socio-emotional skills, gender equality, and cultural diversity, aiming for greater sustainability and scaling these approaches across more schools.

MYRP II aims to help implement the National Strategy for Inclusive Education by supporting both internal and external Educational Support Services (EAS), endorsed by MINEDU and funded through the World Bank loan. It will also generate evidence to promote two specific strategies for future scaling up:

- An initiative to provide a flexible education Programme for children and adolescents who are overage or facing other vulnerabilities (Outcome 1).
- An empowerment Programme for adolescents, bolstering existing initiatives (Outcome 3).

Based on recommendations from the MYRP I evaluation, the MYRP will strengthen partnerships with municipalities and other sector actors such as the Ministry of Health, Ministry of Women and Vulnerable Populations, Ministry of Foreign Affairs, and the national Ombudsman's Office by maintaining a steady presence and creating consultative spaces with these institutions. In parallel, the consortium plans actions to bolster local organizations and develop crisis response capabilities, focusing on women-led, refugee, migrant, and disability organizations tied to MYRP II. Through ASOVENTRU, the consortium will enhance local organizations' roles as strategic partners in community activities. The consortium will:

1. Identify the key organizations and partners in the intervention areas (Lima – Trujillo).
2. Conduct an assessment to determine the socio-organizational context, structure, and internal management, among other pertinent aspects.
3. Understand their methods, tools, and information management practices.
4. Develop and execute a strengthening plan that includes technical assistance and training on management and internal organization, also encompassing safeguarding and protection issues.
5. Offer regular support to ensure progress in line with the agreed-upon strengthening plan.

The consortium will ensure strong communication and coordination with humanitarian and education in emergencies sectors, including the Education Cluster, GTRM, and R4V platform. These channels will also be used to share insights, promote best practices, and engage with private sector representatives to secure additional funding for identified needs.

4. IMPLEMENTATION AND ACCOUNTABILITY

The MYRP will be implemented by a consortium led by **RET** alongside **UNESCO**, **PLAN International** and the **Association of Venezuelans in Trujillo (ASOVENTRU)**. This consortium offers significant added value through its institutional and technical complementarity.

By bringing together two international organizations, a United Nations organization and a local organization led by Venezuelan refugee women, the consortium offers a unique blend of diversity and complementarity, enabling it to capitalize on the strengths and networks of different types of structures. RET, PLAN International, and UNESCO are part of GTRM Peru and the Regional Education Group for Latin America (GRE-LAC). They are also members of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), and the Inter-agency Network for Education in Emergencies (INEE), which helps in accessing resources, sharing best practices, and coordinating with key actors. ASOVENTRU is a local women-led organization of refugees that leads a collective of over 100 Venezuelan women leaders who will play a crucial role in implementing the programme within communities.

RET, serving as **the consortium lead**, brings expertise in education in emergencies, comprehensive risk management for schools and communities, psychosocial support, and inclusive education. RET is committed to recruitment of an Inclusion Specialist, experienced in working with children with disabilities. This specialist will play a crucial role in mapping local organizations with focus on disability, coordinating with them, and implementing the inclusive education approach within the programme and coordination the Technical Committee of the consortium. The consortium has also established a strategy and [Procedures Manual for Management of the Consortium](#) for MYRP II, in which the following governance structure has been defined:

- **MYRP Steering Committee:** Composed of representatives from consortium lead organization (RET), MINDU, the Education Cluster, and other pertinent organizations, as outlined in the proposed terms of reference.
- **Management Committee:** Consists of representatives from the consortium members responsible for decision-making regarding the consortium's management.
- **Technical-Operational Committee:** Includes managers and/or technical experts serving as focal points for each organization within the consortium, tasked with reviewing programme delivery and making technical-operational decisions for Programme implementation.
- **Gender Taskforce:** A working group comprised of gender focal points from each partner, under the stewardship of GLO, aimed at executing an inclusive and gender transformative strategy.

UNESCO, acknowledged for its leadership in supporting national education systems with core principles of inclusion and gender equality, boasts extensive experience in enhancing the country's educational framework.

PLAN International will serve as the consortium's **Gender Lead Organization (GLO)**, bringing expertise in gender equity, child protection, GBV prevention and focus on girls and adolescents. As the consortium's GLO, Plan International will raise awareness of the GLO's role, coordinate the Gender Task Force, and strengthen partners' capacities on gender equity. This includes gender-transformative education, gender in emergencies, and collaboration with local women-led organizations. Plan International will focus on capacity building, monitoring, and evaluating gender-related indicators, and managing knowledge about the MYRP's impact on children. It will implement a gender-transformative approach based on its [global strategy](#) and partner with local organizations representing women, persons with disabilities, and refugees to design and execute activities. To this end, the following is proposed:

- Collaboration agreements to engage organizations in relevant activities, such as out-of-school children active search campaigns.
- Training workshops to enhance their effectiveness and expertise in MYRP II areas (gender equity, inclusion, sustainability).
- Local organizations to engage in programme monitoring, evaluation, and feedback to align with needs.
- Networking and alliances among organizations to be encouraged, providing spaces to share experiences and best practices.

ASOVENTRU, a local organization headed by Venezuelan women, contributes its expertise in refugee and migrant regularization processes, complaints management mechanism, holistic care for refugee and migrant children (including identifying and supporting children with disabilities), and community engagement for education. ASOVENTRU, will play a crucial role in implementing the gender transformative approach. Their training needs will be assessed at the programme's start, with a budget set for their institutional strengthening and capacity building.

The consortium has prior experience, both working together and with ECW: RET, UNESCO, and PLAN International have collaborated effectively in responding to the Venezuelan migration crisis during the implementation of ECW-funded FER (2019 - 2020) as well as the first MYRP in Peru (2021-2023). These efforts have enabled the [development of methodologies that significantly aid in implementing MYRP II](#). Since 2022, UNESCO and ASOVENTRU have worked together on the "*From Displacement to Integration*" project. Through its [Memorandum of understanding](#), the consortium reaffirms its commitment to maximizing synergies, complementing resources, promoting innovation through experience and learning, and achieving visibility and legitimacy with the population and partners. To enhance coordination, the consortium will establish a shared office in each intervention area, both in Metropolitan Lima and La Libertad. This team will operate under one management leadership, ensuring spending is relevant and efficient.

MYRP II will establish feedback mechanisms with communities to ensure accountability to affected populations throughout the programme implementation. The accountability system will employ methods such as community assemblies, focus groups, and satisfaction surveys, among others. These approaches will enable the consortium to gather inputs, concerns, and opinions from beneficiaries, aiding in the better planning and design of activities.

The MYRP will implement a **Monitoring, Evaluation, Accountability, and Learning (MEAL) framework**, led by RET, to ensure quality interventions. RET will manage data collection, monthly monitoring, evaluations, and reporting. Data will be gathered using national systems and participatory methods, with a MEAL Specialist overseeing the process. Plan International, as GLO, will integrate a gender perspective with support from a dedicated gender specialist. MEAL procedures will be updated at the start, and partners will track indicator progress.

Building on MYRP I, MYRP II will assess student competencies in key subjects at primary and secondary levels, with evaluations conducted by MINEDU's Quality Measurement Unit, including tests for socio-emotional skills. In addition, the consortium proposes conducting exercises to identify good practice and lessons learned, sharing them with the community and key actors.

Annex 1: Results Framework

The following table shows a summary of the results framework. For more details, see the 'Results Framework' tab of the [Programme Template](#), submitted to ECW as part of the MYRP application package.

#	Result statement	Indicator	Baseline Total	Baseline Female	Baseline Male	Baseline children with disabilities	Target Total	Target Female	Target Male	Target children with disabilities
1	Improved access, retention, and completion of learning trajectories for refugee, migrant and host community children and adolescents	%age of Refugee, migrant and host community children and adolescents who satisfactorily complete their educational trajectory according to the national learning achievement standards after three years of programme intervention in the focused educational institutions, disaggregated by sex, age group, nationality, and condition.					1	1	0	0
		%age of schools that annually meet their target of 100% of vacancies filled in the UGEL targeted by the program.					1			
		%age of year-on-year retention of refugee, migrant and host community children in the areas of intervention of the program, disaggregated by sex, age group, nationality, and condition.					1	1	0	0
1.1.1	Capacities of headteachers and DRE/GRE and UGEL specialists at pre-primary, primary and secondary levels strengthened on management of supply and demand for school vacancies	Number of headteachers and specialists from the DRE/GRE and UGEL who received technical assistance in the management of the educational supply and demand for vacancies in the targeted areas.					100			
1.1.2	Headteachers, managers and administrative school staff, families and community actors are sensitized on the availability and flexibility of enrollment process with a rights-based and child-based approach, focused on children and adolescents at the pre-primary, primary and secondary levels of EBR.	Number of headteachers and administrative staff of the targeted schools who are aware of the enrollment route and flexibility of the enrollment process with a rights-based and child-centered approach.					150	75	75	
1.1.2		Number of caregivers and community actors who received information on the enrollment route from a rights-based and child-centered approach in the targeted areas.					3,000	1,650	1,350	
1.1.3	Out-of-school refugee, migrant and the host community children and adolescents including those education has been interrupted due to pregnancy or early motherhood or other situations and/or risk behaviors, identified through active search with characterization tools	Number of members of community-based organizations, partners and allies trained in the application of the Washington Group functioning module in the target areas.					50	25	25	
1.1.3		Number of R&M and host community children identified in the areas of intervention to enter formal education through active search campaigns, disaggregated by sex, age group, nationality, and condition.					1,250	688	562	250
1.1.4	Identified children and adolescents, including refugees and migrants with mild or moderate disabilities at primary and secondary levels receive tailored educational support for access, retention, and completion	Number of children and adolescents identified in the areas of intervention who receive educational support (school kits or specific implements for disability care) to facilitate their access to and/or permanence in the education system, disaggregated by sex, age group, nationality, and condition.					1,250	688	562	250

1.2.1	Capacities of headteachers and specialists from the DRE/GRE and UGELs at primary and secondary levels of EBR enhanced on management and use of information for prevention of school dropouts, and on improved coordination to promote retention and completion, with a focus on gender and inclusion.	Number of specialists from the DRE/GRE and UGEL, and school headteachers who receive technical assistance for the management and use of information for the prevention of dropout and promotion of retention and completion with a focus on gender equality.					100				
1.2.2	Capacities of headteachers and teachers of primary and secondary level of EBR strengthened on identification of children and adolescents at risk of drop-out.	Number of headteachers and teachers of the targeted IIEE who have strengthened capacities to identify drop-out risk situations.					500	250	250		
1.2.3	Refugee, migrant and host community children and adolescents aged 9-13 (Cycles V and VI of EBR) who are out of school or at risk of drop-out, receive school reinforcement for learning recovery.	Number of children and adolescents at risk of dropping out who participate in the school reinforcement programme in the targeted areas, disaggregated by sex, age group, nationality, and condition.					5,000	2,750	2,250	450	
1.2.3		%age of R&M and host community children and adolescents at risk of dropping out, participants in the reinforcement programme in the targeted areas, who improve their learning in Communication and Mathematics, disaggregated by sex, age group, nationality, and condition.					1	1	0	0	
1.2.4	Refugee, migrant and host community children and adolescents aged 12-17 (cycles VI and VII of EBR) who are pregnant or young mothers, or at risk of drop-out receive pedagogical and socio-emotional support to stay in school	Number of R&M and host community adolescents, in a situation of pregnancy and early motherhood and/or at risk of dropping out or outside the educational system in the targeted areas, who receive pedagogical and socio-emotional support, disaggregated by sex, age group, nationality and condition.					300	165	135	24	
1.2.4		Number of children and adolescents at risk of dropping out who receive educational support (school kits) as part of the pedagogical support received in the targeted areas, disaggregated by sex, age group, nationality, and condition.					300	165	135	24	
1.2.5	Flexible Education Proposal to support access, retention, and completion of education for children and adolescents aged 9-17 in situations of over-age and other vulnerable groups.	Number of officials and specialists from the Ministry of Education, DRE and UGEL involved in the design of the flexible education proposal.					25				
2	Outcome 2. Educational institutions strengthened and recognized as inclusive, welcoming, and safe spaces refugee, migrant and host community children and adolescents	%age of children and adolescents from targeted schools consulted, based on a significant sample, who report an increase in the perception of well-being in their schools and indicate that they know about services to seek help in cases of violence, disaggregated by age group, sex, nationality and condition.					1	1	0	0	
		Number of schools with an operational Internal Educational Support Service (SAE-I).					25				
		%age of girls and adolescent women consulted, based on a significant sample, who say they recognize their school as a safe, protective, and inclusive space for women, disaggregated by group, age, sex, nationality, and condition.						1	1	0	0
		Number of female teachers/administrators in ECW-supported schools/learning spaces that report feeling their school environment is safe, gender inclusive and/or supportive to women									

		%age of ECW-supported teachers and administrative staff who report a positive perception toward gender equality in ECW supported schools/learning spaces								
		%age of ECW-supported learners who report positive perception toward gender equality in ECW supported schools/learning spaces								
2.1.1	Capacities of wellbeing management committees at primary and secondary levels of EBR strengthened on diagnostics, training, and support to the educational community to promote school coexistence, prevent violence in schools including GBV, and support socio-emotional learning.	Number of schools in the targeted areas that have operational wellbeing management committees, that have work plans and have implemented actions in the last 12 months from the second year of the project.					55			
2.1.2	Schools at the primary and secondary levels of EBR incorporate gender, inclusion and diversity focus into their institutional management to promote school coexistence, prevent violence in schools including GBV, and support socio-emotional learning, and community engagement.	Number of schools that have updated their institutional management tools with the participation of UGEL and DRE in the targeted areas.					55			
2.1.3	Capacity of the educational community (children, managers, and teachers) at the secondary level of EBR strengthened on reporting, prevention, and response to cases of school violence and other risk situations and/or behaviors with a focus on gender equality, through identification, referral, and socio-emotional support, in coordination with local partners.	Number of headteachers and teachers at the targeted schools who participate in training actions to improve skills for prevention and attention to cases of gender-based violence.					600	300	300	
2.1.3		Number of children and adolescents participating in training actions to improve skills for the prevention and care of cases of gender-based violence in the targeted areas, disaggregated by sex, age group, nationality, and condition.					5,500	3,025	2,475	550
2.1.4	Capacities of secondary school headteachers and teachers strengthened to provide socio-emotional support to students in coordination with local partners.	Number of headteachers and teachers in the targeted schools who strengthen their capacities to provide socio-emotional support in situations of crisis or emotional overflow.					550	275	275	
2.2.1	Specialists in charge of implementing the Educational Support Systems (SAE) at educational institutions and UGELs at primary and secondary levels of EBR in targeted areas are trained on the use of SAE tools and approaches to support implementation.	Number of specialists trained in the use of instruments and/or tools for the implementation of SAE in the target areas.					100			
2.2.2	Capacities of headteachers, teachers and families at the EBR secondary level strengthened to promote inclusion and respect for diversity, particularly for adolescent girls, refugees, and migrants	Number of headteachers and teachers strengthening their capacities to promote inclusive education and respect for diversity, especially women and R&M.					550	275	275	
2.2.2		Number of family members who belong to the AMAPAFAS, who strengthen their capacities to promote inclusive education and respect for the diversity of children, especially women and R&M.					250	138	113	
2.2.3	Secondary school teachers strengthen their pedagogical capacities to promote inclusive education within the current national curriculum framework, with a rights-based and intercultural approach.	Number of teachers from targeted schools involved in the formulation of innovative pedagogical initiatives.					550	275	275	
2.2.3		%age of teachers in the targeted schools who have strengthened their capacities in inclusive education (specifically the use of UDL).					1	1	1	
2.2.4	Secondary school teachers at EBR strengthen their socio-emotional skills to contribute to their	Number of teachers in the targeted schools who strengthen their socio-emotional competencies.					550	275	275	

2.2.4	own well-being and that of children and adolescents in the IIEE	%age of children and adolescents, based on a significant sample of the targeted schools, who have improved their socio-emotional skills.					1	1	0	0
2.2.5	Families of children and adolescents at secondary level gain parenting skills to contribute to the wellbeing of their children.	Number of caregivers in the targeted areas who strengthen their parenting skills.					550	303	247	
3	Outcome 3. Refugee, migrant and host community adolescents develop competencies and are empowered to meaningfully engage in the design and development of their life projects	Number of R&M and host community adolescents who organize and actively participate in awareness-raising, prevention, promotion and/or integration actions among their peers, with the educational community or in their social environments.					3,000	1,650	1,350	240
3.1.1	Capacities of adolescents aged 15-17 (EBR cycle VII), particularly girls, strengthened on socio-emotional and cognitive skills for the development of their life projects.	Number of adolescents who strengthen their socio-emotional and cognitive skills for the development of their life projects in the targeted areas, disaggregated by age group, sex, nationality and condition.					1,500	825	675	120
3.1.2	Capacities of adolescents aged 15-17 (EBR cycle VII) increased to promote agency to build their life projects, with emphasis on vocational learning (particularly girls).	Number of adolescents who increase their agency capacity for the construction of their life projects in the targeted areas					1,500	825	675	120
3.2.1	Adolescents aged 12-17 (cycles VI and VII of EBR), particularly girls, strengthen their capacities to actively organize and participate in student representation in school management (particularly girls).	Number of adolescents in the targeted IIEE who organize and participate in spaces for participation in school management disaggregated by age group, sex, nationality, and condition.					1,500	825	675	120
3.2.2	Capacities of community networks and local organizations strengthened to promote participation and representation of children and adolescents to contribute to decision-making at the school and community levels.	Number of members of community networks and social organizations at the local level in the targeted areas that have strengthened their capacities for the participation and representation of children.					150	75	75	12
3.2.3	Adolescents aged 12-17 (cycles VI and VII of EBR) engage in identification and resolution of public challenges, in support of their peers and the educational community and exercise citizenship (particularly girls).	Number of adolescents who prepare proposals for action to address public issues.					300	165	135	24

Annex 2: Budget

Detailed budget allocation is provided on the 'Budget and Expenditures' tab of the [Programme Template](#), submitted to ECW as part of the MYRP application package.

Result Area	Total amount (USD)	Grand total /%
Outcome 1. Improved access, retention, and completion of learning trajectories for refugee, migrant, and host community children and adolescents.		
Component 1.1: Improved mechanisms to match supply and demand for school vacancies in targeted areas.	\$628,505	\$1,811,694
Component 1.2: Improved retention and completion of education for vulnerable children, including girls, adolescents, and children with disabilities.	\$1,183,188	
Outcome 2. Educational institutions strengthened and recognized as inclusive, welcoming, and safe spaces by refugee and migrant children and members of the host community.		
Component 2.1: Mechanisms for violence-free coexistence and protection against violence in schools and educational environments implemented.	\$682,888	\$1,291,176
Component 2.2: All actors in the educational community are trained in and implement approaches that support diversity, inclusion, and socio-emotional wellbeing.	\$608,288	
Outcome 3. Refugee, migrant, and host community adolescents strengthen knowledge and skills for their empowerment and active participation in the design and development of their life projects.		
Component 3.1: Refugee, migrant, and host community adolescents empowered to develop their life projects.	\$319,263	\$675,246
Component 3.2: Refugee, migrant, and host community adolescents participate in different decision-making spaces.	\$355,983	
Cross-cutting (programmatic) costs		
GLO Function	\$223,021	\$749,988
Learning outcomes measurement and monitoring	\$399,166	
MYRP Final Evaluation	\$120,000	
National partner institutional capacity development	\$7,800	
Total Programme Cost	\$4,528,103	75.5%
Total Operational Costs	\$1,079,374	18%
Indirect Costs		7%
TOTAL BUDGET		\$6,000,000

Annex 3: Risk Assessment and Safeguarding Matrix

The Risk Matrix as of end of September 2024 is available here: [Peru MYRP 2 Risk Assessment and Safeguarding Matrix \(Sep. 2024\).xlsx](#)

The Risk Matrix will be reviewed and updated prior to the start of implementation to ensure they reflect the current situation for all potential risks, including safeguarding concerns. Partners will conduct periodic risk assessments according to ECW guidelines.



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