



ECW Multi-Year Resilience Programme COLOMBIA

2020-2023

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ECW Multi-Year Resilience Programme for Colombia

Programme Title	Increasing access to inclusive and equitable quality education for refugee, migrant and host community children and youth in Colombia	
Duration	36 months (1 December 2020 - 30 November 2023)	
Targeting	150,000 children and youth, including 90,000 girls and adolescent girls and 15,000 children with disabilities	
Funding Overview	Total resources required	US\$ 83 million
	Total allocated resources	US\$ 12.5 million
	Unfunded budget	US\$ 70.5 million

Programme Summary

The overarching goal of the ECW Multi-Year Resilience Programme (MYRP) for Colombia is to ensure continued access to inclusive and equitable quality education for at least 150,000 refugee, migrant and host community children and youth. It targets 11 priority departments across the north and the north-east of the country where over 80% of Venezuelan children and youth are enrolled. Through the MYRP, in-country partners will reach at least 30,000 children through early childhood education, 90,000 children through primary education, and 30,000 children through secondary education. Within each of these target groups, they will strive to reach 90,000 girls and adolescent girls and 15,000 children with disabilities.

In line with the ECW Strategic Plan, the MYRP is underpinned by a whole-of-child approach, aimed at advancing children’s learning while also improving their protection and overall well-being. In addition, the programme aims to address some of the systemic barriers that prevent vulnerable children and youth from accessing inclusive and equitable quality education. This includes further development of institutional capacities to better prepare for, and respond to, crisis.

Over the course of three years, as an over-arching priority, the MYRP will support the Ministry of Education’s efforts to reach more out-of-school children and youth, prioritising migrants and refugees from Venezuela. Further support will be provided to vulnerable host community children and youth, with a specific focus on children with disabilities.

Programme and Resource Mobilisation Outcomes

Outcome 1	Refugee, migrant and vulnerable host community children and adolescents in Colombia access relevant learning opportunities that meet immediate humanitarian, and long-term learning and developmental needs.
Outcome 2	The overall quality of teaching and learning in Colombia is improved through a sustained teacher professional development approach that includes capacity strengthening exercises and support for teacher and administrator well-being.
Outcome 3	Crisis-affected children and adolescents see improved mental health and social and emotional outcomes through access to psychosocial support and improved mental health referral mechanisms and are protected from exploitation & harm through child protection measures
Outcome 4	The education system has sufficient capacity to deliver a timely, coordinated, gender-responsive and inclusive education response to crisis
Outcome 5	The multi-year resilience programme is adequately resourced to implement all the required strategies

1. Situational and Institutional Analysis

1.1. Country Context

The number of refugees and migrants who have crossed into Colombia from Venezuela has grown exponentially in recent years, from 40,000 in 2015 to 2.4 million by the end of 2020. Another two million Venezuelans go back and forth across the border on a regular basis to access basic services, including education. The overwhelming majority of refugees and migrants have entered Colombia irregularly, i.e. without going through the official registration process, leading to increased vulnerabilities and risks.

The challenges encountered by Venezuelan refugees and migrants vary. Girls, and adolescent girls in particular, are at risk of sexual and gender-based violence, sexual exploitation and early marriage/pregnancy.¹ According to local organisations, this is especially so for those who are undocumented. For boys and adolescent boys, there is the risk of being forcibly recruited into criminal gangs and other armed groups.

Despite the fact that Colombia now allows all Venezuelan children and youth to enrol in the formal education system regardless of their status, large numbers are still unable to go to school.² This is due to remaining barriers that include insufficient absorption capacity of schools, severe financial constraints, lack of teaching and learning materials, and barriers related to discrimination and xenophobia.

The situation has become even more strained since the outbreak of COVID-19. As elsewhere, the pandemic disproportionately impacts refugee and migrant children and youth, particularly the most vulnerable and most marginalised among them. For these children, it is often extremely difficult to access distance learning programmes. This leads to an increased risk of falling behind and of not being able to return to school once schools re-open. Furthermore, the pandemic has exacerbated child protection concerns, including those related to sexual and gender-based violence, sexual exploitation, and forced recruitment. At the same time, some of the measures put in place to stem the spread of the virus are making it very difficult to reach the most vulnerable, most marginalised children and youth, and provide them with protective care.

1.2. Education Needs Overview

The number of Venezuelan children and youth enrolled in Colombia's formal education system has increased tenfold over the last two years, from 34,000 in 2018 to 334,000 in 2020. Venezuelan students currently comprise 3.4% of the total student population; locally, however, the impact of the influx of Venezuelan refugees and migrants is even greater: over 80% of Venezuelan children and youth have enrolled in just 11 of Colombia's 33 departments.³ Schools in these departments are already severely overstretched, which makes it hard for them to admit even more children.⁴ The lack of proper water, sanitation and hygiene (WASH) facilities in particular poses a significant challenge: many schools are unable to meet minimum WASH standards, exposing students to a whole range of environmental health hazards. Often, they do not offer separate facilities for girls and boys, let alone facilities that are made accessible for children with disabilities.

What is more, refugee and migrant families often lack the basic information they need to successfully enrol their children. They are not aware of the exact documentation and admission requirements, resulting in lengthy delays in enrolment. And even if the lack of documentation does not prevent them from enrolling, Venezuelan children and youth are often placed in lower grades than they are supposed to due to the lack of recognition of their prior education.

¹ CARE (2019), Rapid Gender Analysis - Latin America and Caribbean: Venezuelan Migrants & Refugees in Colombia.

² *Circular Conjunta* N° 16 (2018).

³ These are all located in the north and the north-east of the country. Departments with particularly high percentages of Venezuelan students include Arauca (12.8%), Norte de Santander (10.1%) and La Guajira (8.0%).

⁴ See: Refugees International (2019): *Promover la Solidaridad*.

As the education system is so decentralised, Colombia does not have a standardised curriculum or a commonly used pedagogical approach. Indeed, there are no guidelines in place on how to integrate refugee and migrant children youth and advance their learning.

In Colombia, the national teacher-to-student ratio is 1:31; however, in the departments along the border, these numbers are much higher. Evidently, this is having a profound impact on teaching and on learning, not only because teachers are not able to cater to the specific learning needs of individual children but also because many refugee and migrant children grew up with very different teaching styles and methods.

In some departments and municipalities, children face significant risks when travelling to and from school. These risks are experienced with even greater intensity by children from Venezuela who go back and forth across the border to attend school. The recent border closures, imposed to curb COVID-19, are forcing them to use remote forest trails instead of the main roads, which considerably increases the risk for them of coming into contact with criminal gangs or other armed groups.⁵

According to a recent study by the Child Resilience Alliance, many refugee and migrant children do not feel safe at school itself either, mainly because of the high prevalence of xenophobic and bias-based bullying. A staggering 96% of boys and 89% of girls from Venezuela indicated that they had been victims of bullying, with most of them believing that it was linked to their origins, their economic situation, and some of the prevailing stereotypes about refugees and migrants from Venezuela.

At the same time, the professional teacher training programme in Colombia does not prepare teachers to effectively support and advance learning. This is being felt especially in rural areas where multi-grade classes predominate and where the number of students with mental health problems is much higher than average. Many teachers themselves report elevated levels of stress, which affects their ability to adequately respond to the psychosocial needs of children. Moreover, they feel that they are not provided with the resources and support they need to effectively address the Mental Health and Psychosocial Support (MHPSS) needs of their students.

Despite considerable improvements in recent years, the gender gap in education remains significant, especially at secondary level. This is in large part due to the high prevalence of early marriage and pregnancy, which force adolescent girls to prematurely abandon their education. According to a recent study, approximately 5% of Colombian girls are already married by the time they turn 15, a number that increases to over 23% by the time they turn 18.⁶ Similarly, 17.4% of girls aged 15-19 years are already mothers or pregnant with their first child.⁷ Unfortunately, the situation is even worse for adolescent girls from Venezuela, many of whom have been on the move and many of whom are experiencing acute economic hardship. According to UNESCO, this also puts them at risk of falling victim to sexual exploitation and abuse.⁸

On a positive note, there are several laws and regulations in place that are geared towards promoting and protecting the rights of persons living with disabilities.⁹ In 2017, the Ministry of Education decreed that every school must accept students with special needs. To this end, schools are required to implement a *plan individual de ajustes razonables* to ensure that they become better accessible for children with disabilities.¹⁰ Despite these laws, however, many schools, especially in rural areas, lack the resources to ensure that their facilities are indeed accessible for all.¹¹

⁵ International Crisis Group (2020): CrisisWatch: Tracking Conflict Worldwide, March 2020 Global Overview.

⁶ Olivieri, Sergio Daniel; Muller, Miriam. 2019. Gender Equality in Colombia : Country Gender Assessment.

⁷ Plan Nacional de Desarrollo 2018-2022: *Pacto por Colombia, Pacto por la Equidad*.

⁸ UNESCO (2018). Summary of the Education for All Global Monitoring Report 2019: Migration, displacement and education: Building bridges, not walls. Paris.

⁹ See, for instance, Law 1145 of 2007, through which national disability services are organised; the United Nations Convention on the Rights of Persons with Disabilities, ratified by Colombia in 2009; and more recently, the Statutory Law 1618 of 2013, through which the provisions are established to guarantee the full exercise of rights of people with disabilities,

¹⁰ Ministry of Education; *Decreto 1421: Por el cual se reglamenta en el marco de la educación inclusiva la atención educativa a la población con discapacidad*.

¹¹ OECD Reviews of School Resources: Colombia 2018.

1.3. Alignment with Existing Plans and Strategies

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

Relevant Plan or Strategy	How the MYRP Aligns
Plan Nacional de Desarrollo 2018-2022	<p>The MYRP is fully aligned with the National Development Plan (2018-2022), which sets out the country's overarching education goals and objectives over this five-year period. Under objective 2, the National Development Plan has a goal of increasing access and retention and improving children's well-being through the provision of quality education. Under objective 6, the plan aims to further improve the quality of teaching and learning by strengthening the capacities of teachers. The MYRP addresses these objectives by ensuring uninterrupted access to education, addressing MHPSS needs, and sustainably improving the quality of teaching and learning by putting in place a professional teacher training programme.</p>
Plan Estratégico Institucional 2019-2022: Educación de calidad para un futuro con oportunidades para todos	<p>Last year, the Ministry of Education developed a comprehensive strategy for achieving the goals and objectives outlined in the National Development Plan. The MYRP is fully aligned with the strategy, particularly when it comes to stepping up investments in early childhood education, rehabilitating school facilities, scaling up flexible learning models, and integrating MHPSS.</p>
Plan Nacional Decenal de Educación: 2016-2026	<p>The MYRP also builds on the Ministry of Education's Education Plan (2016-2026). It specifically relies on the sector analysis and the monitoring plan. It also sets the standards for teaching and learning with a focus on equity and inclusion.</p>
De Cero a Siempre: Early Childhood Care and Education Strategy	<p>This document outlines the government's strategy for early childhood care and education. In line with the strategy, the MYRP prioritises support for early childhood care and education, promoting a holistic approach to child development and addressing children's physical, emotional, relational and intellectual needs.</p>
Documento de orientaciones técnicas, administrativas y pedagógicas para la atención educativa a estudiantes con discapacidad en el marco de la educación inclusiva	<p>This document highlights the importance of inclusive education and learning, i.e. to include children with disabilities in a mainstream school environment. The MYRP prioritises the learning needs of children with disabilities and applies a twin-track approach by investing in actions and services aimed specifically at meeting the needs of children with disabilities while also enabling them to attend ordinary schools.</p>
Panorama de las Necesidades Humanitarias: Colombia 2020	<p>In line with the Humanitarian Needs Overview, the MYRP is specifically designed to respond to the massive influx of refugee and migrant children and youth from Venezuela. In particular, the programme is geared towards creating safe learning spaces and sustainably reducing protection risks while also addressing cross-cutting issues such as health and nutrition.</p>
Plan de Respuesta Humanitaria: Colombia 2020	<p>The MYRP also responds to the education objectives set out in the Humanitarian Response Plan. These include ensuring continued access to inclusive and equitable quality for crisis-affected boys and girls and prioritising MHPSS.</p>
Refugee and Migrant Response Plan 2020	<p>The Refugee and Migrant Response Plan identifies the irregular status of families as a key barrier to education. Therefore, the MYRP also prioritises both non-formal education, ensuring that refugee and migrant children can access education even when local conditions and contexts make it difficult for them to be included in regular education.</p>

The MYRP's Added-Value

By fully aligning with the priorities, policies and plans of the Ministry of Education, the MYRP underpins ongoing efforts by the Government of Colombia to respond to the education needs of crisis-affected children and youth, including many refugees and migrants from Venezuela.

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

A lot still needs to be done to ensure that the Colombian education system is able to cope with the massive influx of refugees and migrants from Venezuela, both in terms of rehabilitating school facilities and in terms of expanding the pool of qualified teachers. Support is also needed to further strengthen the education system, and to ensure it becomes more responsive and inclusive. The MYRP aims to ensure that immediate barriers to education are broken down, while also making significant investments in system-strengthening.

The MYRP is underpinned by a holistic approach, ensuring strong linkages with other sectors to ensure that the all the needs of refugee and migrant children and youth are met. It prioritises the needs of those left furthest behind, helping the Government of Colombia to turn the commitments it has made into action; for example, although the Ministry of Education has embraced the social model of disability, local capacities to support children with disabilities remain low and a lot more needs to be done to ensure that schools become better accessible,

Colombian teachers themselves have indicated that they do not have the capacity to address the MHPSS needs of their students. The MYRP provides an opportunity to mainstream MHPSS through sustained approaches to capacity strengthening and through the provision of technical expertise. And, because the MYRP will help Colombia move from immediate response to longer-term planning, MHPSS can be more effectively integrated into curricula and policies over the course of its implementation.

The MYRP is specifically designed to advance gender equity and inclusion, and to break down the barriers to education for the youngest children, adolescent girls, and children with disabilities. Multi-year planning and targeted resource mobilisation, including the diversification of funding, will improve the predictability of funding and the capacity to respond. This will be critical for Colombia where the needs are immense and where they are expected to increase even further in the coming period.

1.4 Enhancing Humanitarian-Development Coherence

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

Norms and Standards

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

- Align interventions with medium- to long-term policies, plans and priorities of the Ministry of Education and local communities.

Capacities & Coordination

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

Implementation

- Address immediate needs but also strengthen the capacity of national and local education systems to better respond to and coordinate emergency responses.
- Develop a learning assessment tool and methodology in conjunction with the Ministry of Education to respond to the lack of a regular nationwide learning assessment.
- Further strengthen teacher training and professional development to incorporate inclusive pedagogical approaches. This will include focus on inclusive and gender sensitive education
- Actively contribute to child protection system strengthening efforts. Children and families identified to be at risk will be linked with protection services to receive timely and appropriate support
- Support the integration of disaster risk reduction into national and local level education planning and management.

1.5 Funding Context and Funding Gaps for Education

Despite the fact that the needs on the ground are immense, Colombia has received very little attention from the donor community. The following table provides a breakdown of the humanitarian and development funding that has been made available to the education sector over the last 12 months, with the bulk of the funding coming from Canada, ECW, the EC, Norway and the United States:

Status	Humanitarian	Development	Total
Paid	US\$ 5.5 M	US\$ 6.5 M	US\$ 12.0 M
Committed	US\$ 2.0 M	US\$ 1.0 M	US\$ 3.0 M
Total	US\$ 7.5 M	US\$ 7.5 M	US\$ 15.0 M

The total budget of the MYRP for Colombia is US\$ 83 million, with ECW providing US\$ 12.5 million in seed funding.

Although the interest from the donor community to fund education has been low to this point, opportunities for new partnerships do exist, especially with IT and EdTech companies that could share technical expertise and help improve connectivity. Many education actors, in Colombia and globally, work closely with the private sector; the MYRP for Colombia provides an opportunity to strengthen and scale up those partnerships.

1.6 Stakeholder Consultation Process

In February 2020, ECW fielded a scoping mission which included three ECW staff as well as representatives from the Global Education Cluster, the Inter-agency Network for Education in Emergencies (INEE), the Ministry of Education, Save the Children, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations High Commissioner for Refugees (UNHCR) and United Nations Children's Fund (UNICEF).

The mission met with a wide range of actors and stakeholders, including the President's Advisor on Migration, the Vice-Minister of Education, and the members of the Education Working Group, the Local Education Group, the Donor Group, and the UNHCR and IOM-led coordination platform entitled *Grupo Interagencial sobre Flujos Migratorios Mixtos* (GIFMM).¹² In addition, the mission met with representatives from the Norwegian Refugee Council, Plan International, Save the Children, UNCHR, UNICEF, World Food Programme, World Vision International, as well as with many students, parents, teachers and administrators.

Following the scoping mission, it was decided to establish a dedicated task team to develop the MYRP for Colombia. The task team worked closely with the members of the Education Working Group as well as with members of other GIFMM working groups, including: The Child Protection Working Group; the Gender Working Group; the Health Working Group; the Protection Working Group; and the WASH Working Group. The task team members also consulted with the Colombian Family Welfare Institute and other government agencies and entities.

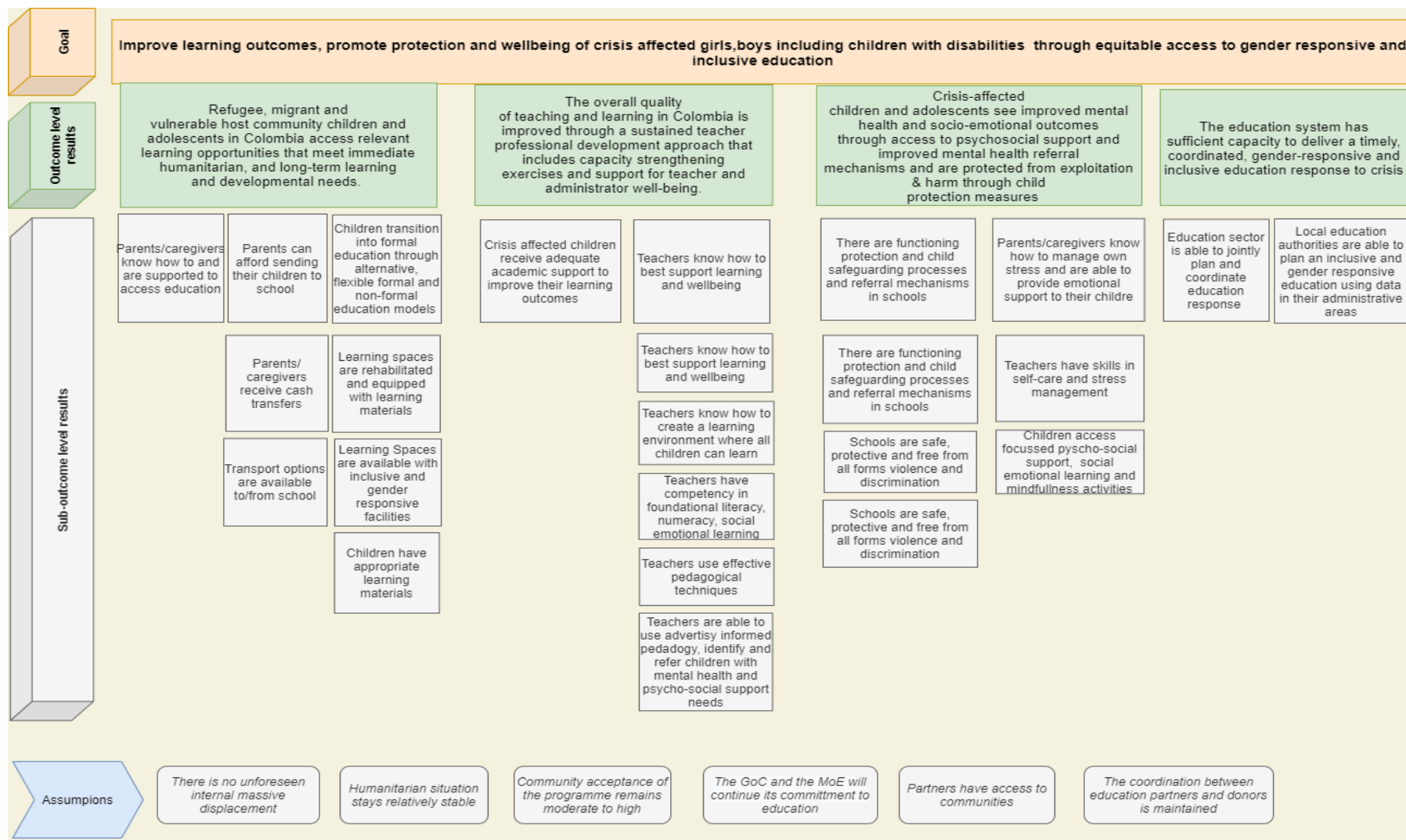
The draft programme document was first circulated at the end of August, allowing all the key stakeholders to provide inputs. Their feedback was duly incorporated, after which the programme document was formally endorsed by the members of the Education Working Group, including the Ministry of Education.

In addition to ensuring full alignment with the Government of Colombia's national development goals and strategies, in planning this MYRP extensive consultations have been undertaken with all the institutional partners and forums conducted with civil society organisations and academic institutions and their feedback integrated into the programme design. This commitment to national ownership is not limited to the programme development phase of course and will be infused throughout all aspects of programme delivery and implementation.

¹² GIFMM is the interagency coordination platform for mixed migration flow and is led by UNHCR and IOM. The GIFMM is the national equivalent of the Regional Platform (R4V), which leads and coordinates the response for refugees and migrants from Venezuela across Latin America and the Caribbean.

2. Programme Description

2.1 Theory of Change



2.2 Programmatic Outcomes

2.2.1 Access

ECW Thematic Priorities: Access, Gender Equality & Continuity

Refugee, migrant and vulnerable host community children and adolescents in Colombia access relevant learning opportunities that meet immediate humanitarian, and long-term learning and developmental needs.

The MYRP aims to ensure access to education for migrant, refugee and host community children and youth by removing both financial and academic barriers. To this end, several strategies have been developed to increase both the demand and the supply side of education for boys and girls, including children with disabilities:

- Implement multiple methods for remote learning through radio and TV to ensure the most vulnerable can continue learning during interruptions, such as COVID-19.
- Ensure availability of safe, protective and inclusive learning spaces to respond to the heightened demand for education that has come with the influx of refugees and migrants from Venezuela. Temporary learning spaces will be established to respond to the most urgent education needs in places where there is high demand and low absorption capacity in existing schools. At the same time, school facilities will be upgraded to increase absorption capacity and to transition children and youth from temporary learning spaces into schools.
- Support strategies that promote entry at the appropriate age and grade level, and that ensure transition from pre-primary through primary and secondary levels of education. Alternative formal education models, including accelerated learning programmes, will prepare students for their transition and will support retention. Non-formal education opportunities that focus on strengthening foundational skills, like catch-up classes, will be scaled up to help children transition to age appropriate grades in formal education. Through these alternative, formal and non-formal programmes students will also acquire Science, Technology, Engineering, Mathematics and employability skills, helping equip them for the labour market.
- Use schools as platforms for health and nutrition screening, early detection of diseases and referrals to services that reduce absenteeism. Life skills activities including menstrual hygiene management for adolescent girls, and sexual and reproductive health for adolescents, will also be part of the MYRP.
- Strengthen school level governance structures, including School Management Committees and School Feeding Committees to ensure quality and healthy learning environments and to promote accountability for the whole school community. These committees will act as a conduit between the school and the wider community, to protect and sustain investments made in schools, and to monitor schools' performance. They will mobilize other parents and caregivers, especially men, so that they become more actively involved in the learning and wellbeing of their children, thereby ensuring gender equality and that children's rights are respected.
- Ensure children, families and communities are informed about educational opportunities. Utilise outreach interventions to identify the needs of out-of-school and hard to reach children and youth including refugees, migrants, children with disabilities and others that may face significant opportunity cost barriers.
- Address financial barriers that prevent children from accessing education, including through the provision of essential learning materials and uniforms.

2.2.2 Quality Education

ECW Thematic Priorities: Quality & Gender Equality

The overall quality of teaching and learning in Colombia is improved through a sustained teacher professional development approach that includes capacity strengthening exercises and support for teacher and administrator well-being.

The MYRP aims to sustainably improve teaching and learning through the following approaches:

- Expand the provision of holistic early childhood education for the most vulnerable Venezuelan migrant and refugee children as well as vulnerable host community children. This will promote physical, emotional and cognitive development, putting young children on the path to better learning outcomes.
- Deliver tailored academic support through remedial classes to prevent dropout and to ensure these children and youth can catch up and achieve their learning potential. Schools will be supported with assistive devices to serve the full continuum of abilities and to ensure that children with disabilities can receive education in the same classrooms with their peers.
- Roll out a comprehensive, blended teacher professional development programme that aligns with the priorities of the Ministry of Education. Such programmes will equip teachers with skills to improve the learning and well-being of children, and to support the full continuum of needs and learning abilities in the classroom. Teachers will be equipped with skills to provide blended teaching to ensure learning even if schools become inaccessible due to the COVID-19 pandemic or other types of crises. Teachers will receive on-going support and coaching to strengthen their capacity to provide gender-responsive and inclusive education, to create an optimal environment for learning, and to monitor students' progress.
- Encourage learning for all, within and outside of the formal school system. Underpinned by a lifelong approach to learning, parents and caregivers will be equipped with skills to do simple learning activities that support social and emotional learning, as well as reading and maths.
- Teachers will be trained on gender-responsive education to tackle historical and engrained gender biases and to promote positive social and gender norms. School and community campaigns led by students will be organised to raise awareness of, and prevent, SGBV.

2.2.3 Protection and Wellbeing

ECW Thematic Priorities: Protection & Gender Equality

Crisis-affected children and adolescents see improved mental health and social and emotional outcomes through access to psychosocial support and improved mental health referral mechanisms and are protected from exploitation and harm through child protection measures

The MYRP is geared towards improving the overall well-being of crisis-affected girls and boys, including through the following approaches:

- Integrate mindfulness through locally and culturally accepted methods. Mindfulness, stress management and social and emotional learning activities will be promoted and incorporated into lesson plans, both in regular schools and in temporary learning spaces. Psychosocial support and social and emotional learning activities in schools will increase social interaction, foster creative problem-solving and promote well-being.
- Equip teachers with skills required to identify children and youth who need additional support and require referral to mental health professionals.

- Provide teachers with practical strategies for self-care including mindfulness techniques for stress reduction. Teacher circles will foster collaboration between peers as teachers will be able to share their experiences and challenges and work together to come up with solutions to common problems. Further, teacher circles will support continuous learning, create communities of learning, and will positively contribute to both well-being and teacher professional development.

The MYRP will focus on ensuring that schools are safe, protective and free from all forms of violence and discrimination. Recognising that many child rights violations are rooted in gender inequality, especially when it comes to violence, the MYRP's response is gender and age progressive.

- Strengthen mechanisms for the prevention and care of SGBV in school environments. Child protection and child safeguarding processes and procedures in schools and among partners will be strengthened. Referral pathways for services will be established and teachers will be equipped with the skills required to identify and refer children to critical health and protection services.
- Conduct campaigns that include the entire school community - learners, educators and parents - to raise awareness and to prevent school based SGVB, xenophobia and bullying. The power of students as transformative agents of change will be leveraged, and emphasis will be placed on supporting girls' leadership.

2.2.4 Systems Strengthening & Resilience

ECW Thematic Priorities: Access & Gender Equality

The education system has sufficient capacity to deliver a timely, coordinated, gender-responsive and inclusive education response to crisis.

System strengthening interventions will reinforce the outcomes on access, quality and protection/wellbeing by strengthening the capacity of education officials to effectively plan and manage education systems during crises. It will focus on crisis sensitive education planning including data management, the identification and analysis of risks and hazards, emergency preparedness and response. This will strengthen the resilience of the system and will ensure educational continuity during times of crisis.

Local education authorities will be supported to respond to emergencies in their administrative areas, including operationalizing the policies, standards and circulars developed by the Ministry of Education. Local education authorities will receive training and coaching on gender-responsive and inclusive education in emergencies responses. They will be supported to operationalize national policies and guides and will be better able to support teachers and other education personnel.

Potential interventions include:

- Capacity building of GFIMM Education Working Group members on gender-responsive and inclusive education
- Training on emergency preparedness and response for national education authorities, including crisis sensitive education planning and response, and gender-responsive and inclusive EiE approaches
- Capacity-building of the Education Working Group
- Provision of materials for structured social and emotional learning activities.

2.3 Gender Equity and Inclusion

The MYRP will address multiple forms of oppression and exclusion including due to disability, sex, age, and country of origin through approaches that are aligned with the Government of Colombia's gender equality and prevention of Sexual and Gender Based Violence (SGVB) agenda:

- Enhance the early identification of, and response to, the challenges faced by both boys and girls through: targeted messages on the prevention of forced recruitment; cash assistance for the most vulnerable; training of teachers on identification of protection risks; and by supporting schools to identify and follow up on absenteeism.
- Reduce environmental barriers at schools through the improvement of learning environments and upgraded WASH facilities.
- Implement interventions to promote girls and adolescent girls' safe and continuous access to flexible and alternative education programmes, including by emphasising the importance of adolescent mothers returning to learning.
- Provide transport to girls and adolescent girls to reduce the risk of them falling victim to SGBV on their way to and from school. Schools will be supported, as part of their risk assessment, to analyse the physical safety of learning environments and to identify risks of SGBV.
- Schools are supported with assistive devices so that children with different needs can learn side by side with their peers. Teachers will be equipped to support children and youth adequately to meet their learning needs.
- Gender and disability are mainstreamed throughout the programme cycle, from assessment to implementation and evaluation.¹³ Decisions concerning the programme will be informed by data that is disaggregated by age, sex and disability to understand how gender and disability interact with access, retention and learning outcomes.

Promote leadership and participation of girls and children with disability to strengthen their agency and decision-making within the school, with special attention to building the capacity of school committees. Teachers will be trained on gender-responsive education to tackle historical and engrained gender biases and to promote positive social and gender norms. School and community campaigns led by students will be organised to raise awareness of, and prevent, SGBV.

2.4 Prioritizing the Most Disadvantaged

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

Refugees and migrants from Venezuela: Refugee and migrant children from Venezuela represent a new and, in many ways, challenging group for the Colombian education system to incorporate. They grew up with very different teaching styles and methods, many have experienced ordeals that impede their ability to engage and learn, and a large number face economic constraints that threaten their ability to pursue their education. The MYRP therefore is primarily geared towards ensuring access to education for this target group. This is done both through physical

¹³ Guidelines, recommendations and practical strategies that have been incorporated during the design phase include the IASC Guidelines for Integrating Gender Based Violence Interventions in Humanitarian Action, the IASC Gender Handbook for Humanitarian Action, the Interagency Minimum Standards for Gender Based Violence in Emergencies, and the INEE Pocket Guide to Gender.¹³

means, by increasing and improving the available infrastructure, and by working with teachers and administrators to ensure that they have the capacity to create an inclusive and welcoming environment. This goes part of the way to addressing the psychosocial wellbeing of refugees and migrants, and will be strengthened through activities that integrate mindfulness, stress management and social and emotional learning into the classroom. The MYRP will implement these interventions with guidance from the Ministry of Education in alignment with the objectives of the *Plan Nacional de Desarrollo 2018-2022*.

Girls and adolescent girls: Early marriage and pregnancy continue to be significant problems in Colombia, and they contribute to a gender gap in education that is particularly pronounced in adolescent years. Venezuelan girls in Colombia face an even higher risk of sexual exploitation. The MYRP, therefore, addresses these concerns in the immediate term for particularly vulnerable girls, but also works with the Ministry of Education to ensure that remedies are built into the education system itself. These will be aligned with the Government of Colombia's gender equality and prevention of SGBV agenda. This includes training teachers on gender-responsive approaches and on child protection referral mechanisms, while also working with child protections actors to improve the availability and responsiveness of those systems themselves. The MYRP will also work through the Ministry of Education and the GFIMM to ensure that planning processes become gender-responsive and can be based upon improved, gender disaggregated data sources.

Children with disabilities: Present in all age and grade-levels are children with disabilities. While the Ministry of Education has put out specific [guidance on the inclusion of children with disabilities](#), it remains a challenge for many schools to reach and retain many of them. Therefore, the MYRP will bolster the implementation of the Ministry's guidance, in support of the national objective on inclusion. Considering that the partners that will implement the MYRP are already accessing hard-to-reach populations including refugees and migrants from Venezuela, they will provide space for the Ministry of Education to continue its work on inclusion while ensuring children are not left behind. This will be done initially by addressing physical access barriers for children with disabilities and will continue by strengthening teaching capacity to support children with differentiated learning needs. Long-term, this will provide important lessons on reaching children with disabilities which can be inbuilt to the education system, thereby improving the inclusivity of the Colombian education system.

Youngest children: It is widely agreed that early childhood education provides lifelong benefits and significantly improves individual and societal indicators of well-being. However, for vulnerable children and youth, accessing early childhood education remains a significant challenge in Colombia. While the government of Colombia has outlined a [strategy to implement comprehensive early childhood care and education](#), it will need the support outlined in the MYRP to reach particularly vulnerable young children. This includes refugees and migrants, as well as marginalised children in host communities and children with disabilities. The Ministry of Education will institutionalise lessons to reach the most vulnerable young learners as well as children who are currently in difficult situations and unlikely to access early childhood education.

3. Leveraging Additional Resources to Scale Up MYRP Results

3.1 Resource Mobilisation and Advocacy

Resource mobilization and advocacy will be driven by the following components:

1) Ensure human and financial resources are in place

- The MYRP Programme Management Unit will have a dedicated individual that drives resource mobilization efforts and works across coordination groups and donor platforms to cultivate partnerships and alliances with partners to mobilization resources against collective outcomes.
- The Programme Management Unit will be responsible for developing a resource mobilization strategy within the first 6 months of implementation that aligns financial needs with current, new and emerging donors and partners. The resource mobilisation strategy will identify key stakeholders, defines key messages, and lays out a clear roadmap for leveraging additional resources;

2) Utilize in-country partners and platforms

- The MYRP Steering Committee, which will be co-chaired by a senior representative from the Donor Group, will actively reach out to the donor community and as well to the private sector to leverage additional resources.
- The MYRP will involve partners in joint-monitoring and in recognizing milestone achievements and prioritization exercises for future years of the MYRP.

3) Link MYRP Scale-up scenarios with new financial resources

- Synergies with will be explored with in-country and private sector partners to match funds with MYRP priorities.
- As noted in Section 1.4, in-country donors and private sector partners have expressed an interest to collaborative on innovations around IT and remote learning.

4) Prioritizing the voice of the most marginalized

- Child, families and communities will be empowered as agents for change and speak to the issues impacting their learning, such as early pregnancy and leaving education early to support family.

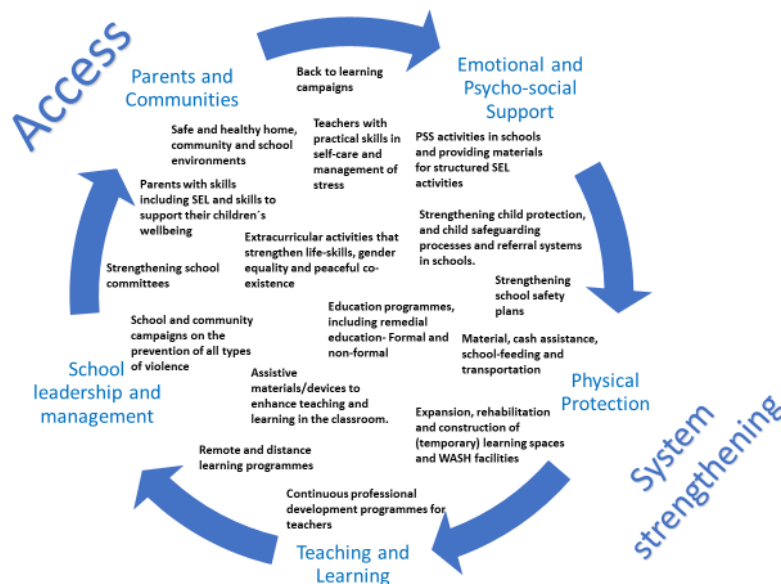
5) Actively communicating achievements and up-coming priorities

- Develop communication materials and ensure adequate visibility on the needs and gaps;
- Ensure adequate visibility for partners and contributors, including through social, podcasts and other platforms

3.2 ECW Seed Fund Scale-Up Strategy

The MYRP Steering Committee, with support from the Programme Management Unit, will plan and lead on the ECW Seed Fund Scale-up Strategy. The goal is to further raise the profile of the MYRP and make a clear case for investment for donors and private sector partners. The strategy is based on the promotion of the MYRP's holistic package of interventions which can be replicated in additional geographic areas as additional funds are mobilised.

Drawing on the programme description outlined in Section 2 above, the key elements of this holistic package are as follows:



As highlighted in the budget, the cost per beneficiary amounts to approximately US\$ 530 per year. The ECW seed funding will enable in-country partners to reach 7,800 children and adolescents, focussing initially on Arauca, Norte de Santander and Guajira.

This programme package is based on the overall assessment of need in the prioritized geographical locations. During the inception phase of the programme, an assessment will be conducted to determine how the programme package will be contextualized for the specific intervention locations. It is expected that specific locations will require customized packages to meet differentiated needs of educators and learners. This will be determined based on three criteria:

- 1) Assess which components of the package are already addressed,
- 2) Identify where there are gaps and what interventions must be implemented; and
- 3) Determine the sequence of implementation.

As more funds are mobilised, the programme will expand into new departments to reach additional cohorts of out-of-school children. Current projection planning presents three scenarios:

- *Scenario A:* If US\$ 20 million is mobilised, the programme will be able to reach approximately 38,000 children across 4 departments
- *Scenario B:* If US\$ 62 million is mobilised, the programme will be able to reach approximately 117,000 children across 8 departments
- *Scenario C:* If the full amount is mobilised, the programme will be able to reach 150,000 across all 11 departments

If the COVID-19 pandemic escalates even further and there are more extended lockdowns, funds may be used to support COVID-19 prevention and educational continuity activities in the departments where activities are already ongoing.

3.3 Communications and Visibility Plan

Communications and visibility will be key to underpin the resource mobilisation. They are also critical to ensuring that the education as well as other needs of the most vulnerable girls and boys, including children with disabilities, are known to key stakeholders. A comprehensive communications and visibility plan will be developed during the inception phase of the programme. Regular visibility activities will include the circulation of a bimonthly bulletin and the sharing of human-interest stories with photos through printed and social media. In addition, a series of advocacy events will be organised with the participation of donors and private sector partners. The MYRP Steering Committee, grantees and subgrantees will also support a dedicated social media campaign to be organised by the ECW Secretariat. The grantees and subgrantees will ensure that the use of personal stories and photos are in line with UNICEF principles and ethical guidelines for reporting on children.¹⁴ All partners will ensure that written consent is obtained from parents or caregivers before a child participates in communication and visibility work, and that children and youth participate in decision-making about their involvement in campaigns and research. Parents and caregivers will be informed that they can withdraw their consent anytime. External visitors and journalists will be briefed about implementing partners child safeguarding policies and codes of conduct and will be required to sign them.

4. Monitoring, Evaluation, Accountability and Learning

4.1 Monitoring and Evaluation Plan

A robust, results-based Monitoring, Evaluation, Accountability and Learning (MEAL) framework is critical to ensure that: MYRP interventions are of high-quality; there are systematic and on-going data collection processes to inform programme implementation; programme activities are on track; and to measure contribution to programme outcomes and impact. The MEAL framework will provide feedback on the nature and relevance of the interventions to achieve intended outcomes of the programme, while also providing opportunities for evaluation, adaptation and improvement. It will also be important to document these in a systematic way and disseminate as good practices and lessons learned to inform future programming.

Monitoring and Evaluation

The proposed MEAL framework adopts a child-centred approach to understanding the needs and to monitoring the progress towards achieving the MYRP outcomes. By having a gender-sensitive lens, it will look at whether the different needs of boys and girls have been addressed sufficiently and whether the MYRP is having an impact on gender relations. Community based and child participatory methods will be utilised to measure whether the programme has successfully addressed the different needs of girls and boys, including children with disabilities, and to determine whether gender and disability is impacting learning and well-being outcomes.

The MYRP MEAL activities will be periodically reviewed according to IASC Gender and Age Marker (GAM) standards¹⁵ along with the Do No Harm principle¹⁶.

The MEAL plan, results table and data collection procedures and tools will be updated once subgrantees are selected. The MEAL plan will be reviewed and tailored further after a round of feedback and will be revisited periodically with the key stakeholders including the MYRP Steering Committee. Grantees, subgrantees, the Ministry of Education and all other relevant stakeholders will be part of lessons learned exercises to ensure different actors can benefit from good practices and issues identified.

¹⁴ UNICEF: Principles and Guidelines for Ethical Reporting Children and Young People under 18 years old, https://www.unicef.org/Guidelines_for_Reporting_on_Children1.pdf.

¹⁵ IASC Gender with Age Marker <https://www.iascgenderwithagemarker.com/en/home/>

¹⁶ The Do No Harm Checklist, Save The Children https://resourcecentre.savethechildren.net/node/10372/pdf/cda_the_do_no_harm_framework.pdf

More specifically, the monitoring and evaluation activities will include:

- Monthly review of progress against output-level indicators to track MYRP progress. This will include systematic collection of quantitative data to track progress on activities, disaggregated by origin, sex and disability;
- Regular monitoring to inform relevant stakeholders on progress and challenges and will systematically identify opportunities for improvements. They will include field level monitoring visits with the education authorities and other relevant stakeholders including beneficiaries. These visits will help identify issues at an early stage, as well as good practices and information received through grantees and subgrantees feedback mechanisms;
- Mid-term evaluation: This will evaluate the progress towards the MYRP goal and intended outcomes, identify issues in the MYRP design and implementation, and identify good practices that can be shared and scaled up;
- Learning assessments: Learning assessments will be undertaken to measure the learning outcomes in literacy, numeracy and social and emotional learning for the children and youth reached through the MYRP. The learning assessment tools will be agreed with the Ministry of Education and will be adapted to the cultural and social context of Colombia, including for children with disabilities.

Data collection activities will rely both on existing disaggregated data collection mechanisms and the grantees' own information management systems. To supplement the existing data collection mechanisms, participatory and child-centred data collection methods will be utilised along with structured focus group discussions and key informant interviews. The grantees will also collect data through field visits and other sources, and report progress under each indicator. As needed, specific tools will be designed to facilitate data collection, analysis and reporting. To ensure the quality of programme delivery as well as data management, the grantees will ensure data quality based on USAID's quality standards of validity, integrity, precision, reliability and timeliness.¹⁷ To this end, a data quality assessment will be integrated into all MEAL activities to assess the strengths and weaknesses of the different data collection tools and the extent to which the data can be relied upon.¹⁸

Accountability and Learning

Establishing an effective accountability mechanism is another crucial pillar of the MYRP, including transparent and effective ways of sharing information about MYRP objectives and results. It will also manage feedback from the communities the MYRP serves to ensure corrective action is taken with the feedback received. The current MEAL plan has been designed carefully, aligning itself with: the IASC Commitments to Accountability to Affected Populations¹⁹; the 2014 Core Humanitarian Standard on Quality and Accountability²⁰; the IASC Best Practice Guide Inter-Agency Community Based Complaint Mechanism Protection against Sexual Exploitation and Abuse 2016²¹; and the IASC Six Core Principles Relating to Sexual Exploitation and Abuse 2019²².

Both the grantees and the subgrantees commit to ensuring accountability to the communities they serve, using their positions and power responsibly. To this end, they will ensure there is continuous dialogue with the communities at all stages of the programme cycle and the implementation responds to their needs and their priorities. They will take into account communities' preferred ways of communication, offering them different inclusive, gender sensitive, child-friendly and culturally appropriate ways that allow engagement without fear of retaliation. It will be important to diversify communication methods to ensure that different groups can participate and raise their voice to share their feedback and specific needs. For example, to ensure that children and parents and those with low literacy skills can understand the information provided, simple language with visuals will be

¹⁷ USAID Improve Data Quality and Program Monitoring - ADS 203.3.5.1 - ADS 203.3.5.3.b

¹⁸ USAID Recommended Data Quality Assessment (DQA) Checklist: <https://usaidlearninglab.org/library/data-quality-assessment-checklist-dqa>

¹⁹ IASC Task Force on Accountability to Affected People: <https://interagencystandingcommittee.org/iasc-task-force-on-accountability-to-affected-people-closed>

²⁰ The Core Humanitarian Standard on Quality and Accountability

²¹ IASC Best Practice Guide Inter-Agency Community-Based Complaints Mechanisms (2016): <https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-50>

²² IASC Six Core Principles Relating to Sexual Exploitation and Abuse (2019): <https://interagencystandingcommittee.org/inter-agency-standing-committee/iasc-six-core-principles-relating-sexual-exploitation-and-abuse>

used. For those that are hard of hearing or deaf, printed materials will be used. For visually impaired children and parents, audio messaging and printed materials with larger fonts and braille will be used.

Focus group discussions will ensure there is equal representation of girls, boys, men and women. Separate groups will also be held so that girls feel comfortable talking about their interests and needs and the same will be done with boys in order to reflect on gender equality. This on-going dialogue will be critical for the MYRP to deliver better results and will strengthen the trust between the partners and the targeted children and communities. As there may be less physical contact possibility due to COVID-19 measures in the coming months of 2020 and 2021, the communication with the communities will take various forms. For example: hotlines; social media platforms; dedicated e-mail addresses; complaint boxes; satisfaction surveys; discussions with existing community groups and leaders including indigenous groups; community education committees; and student clubs. It will also be important to consider the different power dynamics in the community to ensure one group does not dominate the conversation or falsely represent the interest of all group members.

In addition to establishing an accountability framework, it will be important to promote a culture of continuous learning that reflects on challenges and achievements and uses this learning for future programming. Accountability and learning activities will include:

- Establishment of various on-going feedback mechanisms: This will include programme kick-off meetings with communities and the local authorities, identifying communities' preferred method of communication, regular feedback mechanisms such as hotlines and focus group discussions with children and other beneficiaries using participatory, gender-sensitive and child-centred methods.
- Yearly dissemination of best practices through workshops and lessons learned webinars to promote continuous improvement and learning opportunities for all stakeholders. This will include organising workshops, webinars and the production of lessons learned documents based on case studies.

4.2 Learning Outcome Measurements

Globally and regionally there are different types of learning assessments and tools serving different purposes. These vary from individual learning profiles to international comparative studies, focussing on skill acquisition and cognitive development. There is no nationwide regular learning assessment in Colombia. For the MYRP, a learning assessment tool and methodology will be developed and agreed upon with the Ministry of Education. The learning assessment will be used to gain a better understanding of the different learning profiles and the factors that impact learning, including gender, disability, and displacement. Measuring learning outcomes will be an important part of accountability but it will also be an important element of the feedback loop for teachers, parents, and the education system to improve the quality of education.

The learning assessment will inform whether children attain better outcomes in social and emotional learning, literacy and numeracy following the MYRP intervention. It will also inform education actors as they make decisions on how to improve the quality of education and learning especially for crisis-affected children and youth including children with disabilities.

At the beginning of each school year, pre-learning assessments will be conducted at selected learning spaces and will be triangulated with learning assessment results after the MYRP intervention. To use the resources efficiently and ensure representativeness of the learning assessment results, children will be selected on a random basis and results will be triangulated with trial groups. The data collected will be disaggregated by origin, sex and disability to be able to analyse if these factors play a role in children's learning and well-being. This will be important to understand how crisis-affected children and youth can be best supported to reach their optimal learning potential.

Given the importance of early childhood education for further learning and development outcomes, the assessment will also be applied to children in grade 2 and 3. The learning assessment will only be applied to those children who access MYRP supported learning spaces and receive academic support (e.g. accessing MYRP supported accelerated learning programmes, catch-up classes etc.). Questions on gender norms will be incorporated to help identify needs of crisis-affected girls and to inform the design of gender-responsive and context relevant interventions. The end line assessment will provide information on improvements in key competencies in literacy, numeracy, and social and emotional learning. In designing and executing the learning outcome measurement, the MYRP aims to work closely with the ECW through its Acceleration Facility initiatives on holistic learning outcome measurement.

5. Implementation Arrangements

5.1 Governance Structure

The governance structure is designed to ensure inclusive and meaningful participation in decision-making while also ensuring efficiency, effectiveness and accountability. The table below sets out the roles and responsibilities for each body within the governance structure. The structure will be piloted for a year and will be reviewed to ensure the governance setup remains fit for purpose.

Governance Body	Roles and Responsibilities
ECW Secretariat	The ECW Secretariat will provide technical support and assistance throughout the entire programme cycle, while also ensuring quality assurance and oversight. If necessary, it will approve programmatic changes made necessary because of changing conditions on the ground, including any budget revisions, no-cost extensions and/or requests for reprogramming put forward by the MYRP Steering Committee. In addition, ECW will support the resource mobilisation efforts spearheaded by the MYRP Steering Committee and the Programme Management Unit, including by launching a dedicated social media campaign in early 2021 to help close the funding gap.
MYRP Steering Committee	<p>The MYRP Steering Committee brings together key stakeholders to discuss and agree upon the strategic direction of the programme. It oversees all aspects of programme implementation, and it ensures that the programme stays on track.</p> <p>Its meetings will provide a forum for stringent quality control and review of progress. This will entail determining deliverables and achievement of benchmarks, alongside opportunities for fine-tuning and adjustments, including any prioritisation in the event that the MYRP is not fully funded. In addition to anchoring the accountability aspect of the programme, advantage will be taken of the unique composition of the Steering Committee to also use the convening opportunity for policy dialogue and meaningful discussion of key policy challenges facing the programme.</p> <p>The Steering Committee will be co-chaired by the Vice-Minister of Education and a senior representative from the Donor Group. Other members will include representatives from the GIFMM (the Local Education Group), the Education Working Group, and the Donor Group and civil society.</p>
Programme Management Unit	The Programme Management Unit will be an efficiently resourced unit whose core responsibilities centre on delivering the MYRP results and on implementing the Monitoring Evaluation Accountability and Learning framework. In addition, the PMU is responsible for the consolidation of reports and supporting the resource mobilisation efforts by the MYRP Steering Committee.
Education Working Group	As per its mandate, the Education Working Group will ensure complementarity with other education assistance programmes, while also underpinning the MYRP Steering Committee's resource mobilisation efforts. The Education Working Group has also agreed to facilitate field missions, both by the ECW Secretariat and other donors.

Grantees	<p>The grantees are responsible and accountable for the successful implementation and delivery of the MYRP. By signing the grant confirmation letter, they assume financial accountability for the funds made available for the purpose of the implementing the programme in accordance with the programme document.</p> <p>The grantees also lead on partner capacity-building and child safeguarding oversight; financial and fiduciary management; receipt, contracting and distribution of funds to implementing partners in line with accountability and risk management requirements using the UN Harmonized Approach to Cash Transfers; and conducting evaluations and financial audits.</p>
Subgrantees	<p>The subgrantees are contracted by the grantees to help implement parts of the programme. As per the subgrant agreement, they undertake the activities described in an agreed-upon proposal and budget and keep the grantee informed of the progress, including through the submission of the regular narrative and financial reports. The subgrantees will be selected by way of a competitive selection process.</p>

5.2 Grantee Selection Process

An independent grantee selection committee was established to ensure a fair and transparent process to select the grantees. It was agreed that in order to avoid any conflict of interest, organisations interested in becoming a grantee should not participate on the committee.

The selection committee was comprised of the following members:

- GIFMM (LEG) Coordinator,
- an NGO (Bethany)
- Canada, as a donor representative.

The donor group and ministry of education agreed to join the grantee selection committee as observers. The grantee selection process commenced in August 2020 when all the information was shared with the members of the Education Working Group. The Selection Committee agreed on the procedures and instruments for the evaluation of partners, to ensure the transparency and quality of the selection process. A special meeting on 10 September 2020 was held by the selection committee who agreed on the criteria. The criteria were shared widely, including with potential grantees, after it was agreed to by the selection committee.

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

All organizations were regularly informed of the MYRP design and development process so that there was no advantage to those who had participated in the Task Team. The draft text of the MYRP was sent out to all in advance so that all information was available. Consultations between the Selection Committee and the ECW Secretariat continued throughout to refine and adjust the procedures and to ensure a transparent and inclusive process.

Following this transparent, open and fair process, Save the Children and UNICEF were selected as the grantees.

5.3 Child Safeguarding

The MYRP Steering Committee is fully committed to child safe programming, ensuring that children and youth are not deliberately or inadvertently harmed and that there are specific measures in place to prevent, detect and respond to child safeguarding concerns.²³ Both grantees have a robust child safeguarding policy in place which applies both to their own staff and to their associates. Child safeguarding requirements will also be included in agreements with consultants, subgrantees and suppliers.

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

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

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

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

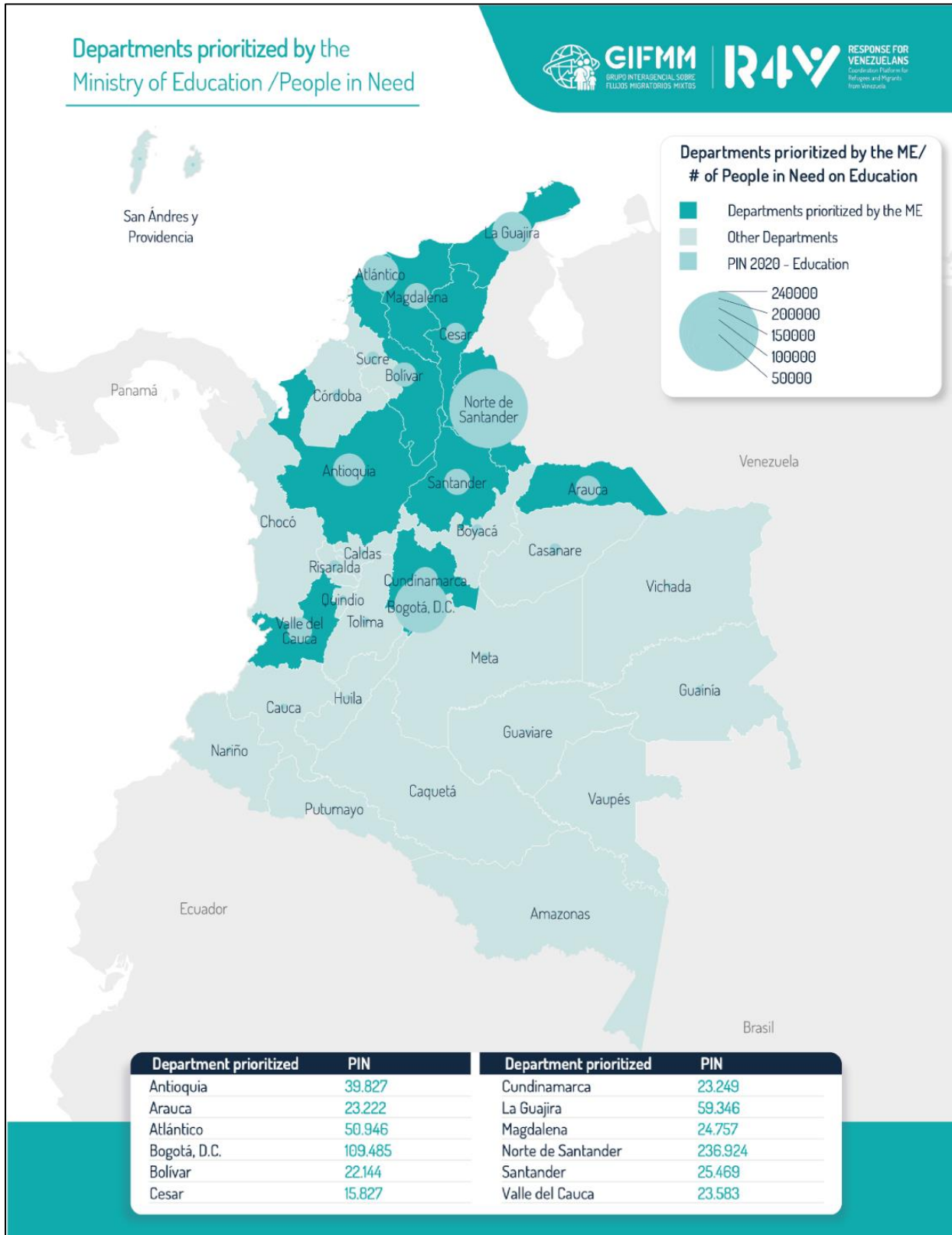
Protection from sexual exploitation and abuse and sexual harassment

Each of the grantees also has its own robust strategies, policies and procedures in place to ensure the protection of children, youth and adults from sexual exploitation and abuse, and sexual harassment. Applying the same approach that will be followed for child safeguarding, Save the Children and UNICEF will ensure that their subgrantees have adopted and apply all necessary policies and procedures to protect children, youth and adults from sexual exploitation and abuse, and sexual harassment.

This will include ensuring access to incident reporting mechanisms, affording protection to whistle-blowers, and referring victims/survivors to appropriate MHPSS and health services. The grantees will support subgrantees with investigative capacity as needed. All UNICEF subgrantees are required to undergo a thorough prevention of sexual exploitation and abuse assessment. Save the Children also has a robust set of due diligence requirements that apply to its implementing partners. Further details are included in the risk assessment matrix in Annex D and will be incorporated into the MYRP risk assessment and mitigation plan.

²³ Programme level child safeguarding risks have been detailed in the risk assessment and mitigation plan.

Annex A: Map



Annex B: MYRP and Seed Fund Budgets

Overall MYRP Budget				
	Year 1	Year 2	Year 3	Total
PROGRAMME COSTS				
Outcome 1: Refugee, migrant and vulnerable host community children and adolescents in Colombia access relevant learning opportunities that meet immediate humanitarian, and long-term learning and developmental needs.	21,535,700	15,885,625	15,785,625	53,206,951
Outcome 2: The overall quality of teaching and learning in Colombia is improved through a sustained teacher professional development approach that includes capacity strengthening exercises and support for teacher and administrator well-being.	1,544,844	1,316,133	1,396,133	4,257,110
Outcome 3: Crisis-affected children and adolescents see improved mental health and socio-emotional outcome through access to psychosocial support and improved mental health referral mechanisms and are protected from exploitation and harm through child protection measures	1,508,676	1,110,652	1,006,522	3,625,851
Outcome 4: The education system has sufficient capacity to deliver a timely, coordinated, gender-responsive and inclusive education response to crisis	867,025	845,600	848,992	2,561,617
Outcome 5: The multi-year resilience programme is adequately resourced to implement all the required strategies	399,933	353,433	393,433	1,146,799
Sub-total Programme Costs	25,856,180	19,511,443	19,430,706	64,798,329
OPERATIONAL COSTS				
Sub-total Operational Costs	5,041,955	3,804,731	3,788,988	12,635,674
Total Programme and Operational Costs	30,898,135	23,316,175	23,219,693	77,434,003
Indirect (7%)	2,162,869	1,632,132	1,625,379	5,420,380
Grand Total	33,061,004	24,948,307	24,845,072	82,854,383

ECW Seed Fund Budget

	Year 1	Year 2	Year 3	
PROGRAMME COSTS				
Outcome 1: Refugee, migrant and vulnerable host community children and adolescents in Colombia access relevant learning opportunities that meet immediate humanitarian, and long-term learning and developmental needs.	1,977,491	1,983,031	1,966,109	5,926,631
Output 1.1: Crisis affected parents and caregivers are properly informed about access to education including for CwDs	44,351	44,351	44,351	133,052
Output 1.2: Crisis affected parents and caregivers are motivated and can afford to send girls and boys including CwDs to school.	112,407	112,407	112,407	337,222
Output 1.3: Safe learning spaces are established with gender responsive and inclusive facilities and are equipped with teaching and learning materials	837,567	843,107	826,185	2,506,859
Output 1.4: Girls and boys including CwDs enrol and regularly attend relevant, quality, and protective education services that meet their learning and development needs	983,166	983,166	983,166	2,949,498
Outcome 2: The overall quality of teaching and learning in Colombia is improved through a sustained teacher professional development approach that includes capacity strengthening exercises and support for teacher and administrator well-being.	1,034,293	1,034,293	1,034,293	3,102,879
Output 2.1: Teachers deliver quality instruction and use effective, inclusive and gender responsive pedagogy	259,066	259,066	259,066	777,198
Output 2.2: Crisis affected girls and boys, including CwDs and adolescents have foundational literacy, numeracy, and social-emotional skills appropriate to their age	775,227	775,227	775,227	2,325,682
Outcome 3: Crisis-affected children and adolescents see improved mental health and socio-emotional outcome through access to psychosocial support and improved mental health referral mechanisms and are protected from exploitation and harm through child protection measures	114,887	114,887	114,887	344,662
Output 3.1: Crisis affected, girls and boys, including CwDs and adolescents are safe and protected in their schools	65,067	65,067	65,067	195,201
Output 3.2: Crisis affected girls and boys, including CwDs and adolescents have enhanced emotional wellbeing	49,820	49,820	49,820	149,461
Outcome 4: The education system has sufficient capacity to deliver a timely, coordinated, gender-responsive and inclusive education response to crisis	61,970	64,650	66,222	192,842
Output 4.1: National education authorities access training on emergency preparedness and response	26,750	28,550	30,122	85,422
Output 4.2: GFIMM Education Working Group members have access to capacity building on gender responsive and inclusive education	35,220	36,100	36,100	107,420
Outcome 5: The multi-year resilience programme is adequately resourced to implement all the required strategies	45,911	50,222	50,222	146,355
Output 5.1: Increased capacity to undertake resource mobilization and advocacy work to fully implement MYRP activities	45,911	50,222	50,222	146,355
Sub-total Programme Costs	3,234,552	3,247,084	3,231,734	9,713,369
OPERATIONAL COSTS				
Sub-total Operational Costs	630,738	633,181	630,188	1,894,107
Total Programme and Operational Costs	3,865,290	3,880,265	3,861,922	11,607,476
Indirect (7%)	270,570	271,619	270,335	812,523
Grand Total	4,135,860	4,151,884	4,132,256	12,420,000

Grantee	UNICEF	\$	1,708,089
Allocations	Save The Children	\$	10,711,911

Annex C: Results Framework

Level	Results Statement	Indicator	Baseline	Target Seed Fund	Source of verification	Disaggregation
Goal	Improve learning outcomes, promote protection and wellbeing of crisis affected girls, boys including children with disabilities (children with disabilities) through equitable access to gender responsive and inclusive education	% of increase in enrollment rate for migrant and refugee children at country level	72% (50,1% girls)	Y1: 20%	SIMAT	Sex, level of education and formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
Outcome 1	Outcome 1: Refugee, migrant and vulnerable host community children and adolescents in Colombia access relevant learning opportunities that meet immediate humanitarian, and long-term learning and developmental needs.	# of [formerly OOSC in school year 2019/2020] who have access to learning spaces in MYRP-supported communities	356,299	Y1: 1438 (60% girls); 80% migrants and refugees; 20% Pre-Primary; 20% Secondary; 60% Primary	Database and SIMAT reports	Sex, level of education and formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
		Average attendance rate in MYRP supported learning spaces	80%	Y1: 80%; Y2: 80%; Y3: 80%	Database and SIMAT reports	Sex, level of education & formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees & migrants
Output 1.1	Crisis affected parents and caregivers are properly informed about access to education including for children with disabilities	% of parents/caregivers who report increased understanding on how to access education	n/a	Y1: 75%; Y2: 75%; Y3: 75%	Attendance records, pre/post-test, training/workshop or session reports or	Sex, refugee, Colombian returnees and migrants, host community
Output 1.2	Crisis affected parents and caregivers are motivated and can afford to send girls and boys including children with disabilities to school.	# of households in MYRP-supported communities receiving cash transfers for education	0	Y1:180; Y2: 135; Y3: 135	Field reports/Parents & Caregivers FGDs	Colombian returnees and migrants, host community and location
		# of children who are provided with safe transportation to and from school		Y1:270; Y2: 202; Y3: 202	Field reports/Children FGDs	Sex, level of education and formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
Output 1.3	Safe learning spaces are established with gender responsive and inclusive facilities and are equipped with teaching and learning materials	# of classrooms (including temporary learning spaces) built or rehabilitated	11	Y1: 30; Y2: TBA; Y3: TBA	Work completion report and bill of quantity	Location
		# of MYRP supported children receiving learning materials	13,916 (50% girls)	y1: 3094 (60% girls); 80% migrants and refugees; 80% primary; 20% secondary	Post distribution report, distribution record	Sex, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
		# of schools or temporary learning spaces supported with teaching materials to enhance the learning environment	35	Y1:6; Y2: 4; Y3: 4	Post distribution report, distribution record	location
		# of children and adolescents receiving age and sex appropriate hygiene kits including MFM kits	5086 (50% girls)	Y1:9,000; Y2: 4,500; Y3: 4,500	Post distribution report, distribution record	Sex, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
Output 1.4	Girls and boys including children with disabilities enrol and regularly attend relevant, quality, and protective education services that meet their learning and development needs	# of forcibly displaced children of secondary school age enrolled in secondary education in ECW-supported communities	85,418 (52% girls)	Y1: 300 (60% girls) 80% migrants and refugees Y2: TBA Y3: TBA	Attendance records, SIMAT	Sex, level of education and formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
		% of ECW-supported learning spaces that have a functioning school-management committee and / or parent-teacher association	n/a	Y1: 80%; Y2: 80%; Y3: 80%	School inspection, field reports	location
		# of learning spaces that provide focused, structured, goal-oriented evidence-informed PSS and SEL activities	n/a	Y1: 10; Y2 TBA; Y3: TBA	Activities register log	location
		# of children aged 3-18 receiving quality school feeding in ECW supported communities	n/a	Y1:2250; Y2: TBC; Y3: TBC	Distribution records, school inspection	Sex, level of education and formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
Outcome 2	Outcome 2: The overall quality of teaching and learning in Colombia is improved through a sustained teacher professional development approach that includes capacity strengthening exercises and support for teacher and administrator well-being.	% of teachers who demonstrate equitable and gender responsive practices in the classrooms following completion of an ECW supported training	n/a	y1: 80%; Y2: 80%; Y3: 80%	Individual teacher assessments, pre-post test	Sex, level of education and formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
		% of boys and girls and young people supported by ECW (a) in Grades 2 or 3; who achieve at least a minimum proficiency level in (i) reading, (ii) math, and (iii) social and emotional learning (SEL)	n/a	Y1: Reading 75% ; Math 75% and SEL 75%. Y2: Reading 75% ; Math 75% and SEL 75%. Y3: Reading 75% ; Math 75% and SEL 75%	Learning assessment, school inspection, FGDs	Sex, level of education and formal vs. non-formal settings, children with disabilities, Refugees, IDPs, host community, Colombian returnees and migrants
Output 2.1	Teachers deliver quality instruction and use effective, inclusive and gender responsive pedagogy	% of supported teachers / administrators who demonstrated increased knowledge on PSS	n/a	Y1:12%; Y2: 12%; Y3: 12%	Attendance records, pre/post-test, training/workshop or session reports	Sex and age group
		% of teachers who improved their instruction in one or more of the following ways: used new techniques for teaching (e.g. digital pedagogical skills) or more effectively applied established learning principles in literacy and numeracy or gender responsive and inclusive pedagogy	n/a	y1: 80%; Y2: 80%; Y3: 80%	Pre/post-test	Sex and age group
		% of supported teachers trained who demonstrate improved knowledge on identification of children with protection needs and know how to activate referral pathways	n/a	Y1: 80%; Y2: 80%; Y3: 80%	Attendance records, pre/post-test, training/workshop or session reports	Sex and age group
Output 2.2	Crisis affected girls and boys, including children with disabilities and adolescents have foundational literacy, numeracy, and social-emotional skills appropriate to their age	# of children benefiting from remedial classes	n/a	y1: 700 (60% girls) 80% migrants and refugees. Y2: TBA. Y3 TBA	Attendance records	Sex and age group
		% of parents/caregivers demonstrating improved skills in supporting their children's holistic learning outcomes and wellbeing	n/a	y1: 80%; Y2: 80%; Y3: 80%	TBC	TBC
Outcome 3	Outcome 3: Crisis-affected children and adolescents see improved mental health and socio-emotional outcome through access to psychosocial support and improved mental health referral mechanisms and are protected from exploitation and harm through child protection measures	% of children who report being safe in/around schools	n/a	Y1: 80%; Y2: 80%; Y3: 80%	Children FGDs	Sex, level of education and formal vs. non-formal settings, refugee, migrant , host-population
Output 3.1	Crisis affected, girls and boys, including children with disabilities and adolescents are safe and protected in their schools	% of student club members who report increased knowledge on the prevention of SGBV, discrimination and bullying in schools	n/a	Y1:6; Y2: 4; Y3: 4	Attendance records and meeting minutes	Location
Output 3.2	Crisis affected girls and boys, including children with disabilities and adolescents have enhanced emotional wellbeing	% of students who report improved skills on stress management and regulating emotions	n/a	Y1: 80; Y2: TBA; Y3: TBA	FGDs , surveys and observations	Sex, level of education and formal vs. non-formal settings, refugee, migrant , host-population
Outcome 4	Outcome 4: The education system has sufficient capacity to deliver a timely, coordinated, gender-responsive and inclusive education response to crisis	% of targeted departments that have educational emergency preparedness and response plans	n/a	y1: 80%; Y2: 80%; Y3: 80%	Departmental Emergency Preparedness and Response Plans	n/a
		% of local GIFMM education working groups with local education response plans	n/a	Y1: 80%; Y2: 80%; Y3: 80%	Sector Response Plan	n/a
Output 4.1	National education authorities access training on emergency preparedness and response	% of local education authorities who show increased knowledge on emergency preparedness and response (including gender-responsive, evidence-based, crisis sensitive data management skills)	n/a	Y1: TBA; Y2: TBA; Y3: TBA	Attendance records, training/workshop reports	Sex, refugee, migrant, host population
Output 4.2	GFIMM Education Working Group members have access to capacity building on gender responsive and inclusive education	% GFIMM Education Working members who show increased knowledge on gender responsive and inclusive education		Y1: 2; Y2: TBA; Y3: TBA	Attendance records, pre and post test, and training reports	Sex, age and location
Outcome 5	Outcome 5: The multi-year resilience programme is adequately resourced to implement all the required strategies	Total amount of additional funding leveraged in country to implement MYRP		Y1: 500,000; Y2: TBA; Y3: TBA	Programme Management Unit	TBA (ECW will be providing guidance)
Output 5.1	Increased capacity to undertake resource mobilization and advocacy work to fully implement MYRP activities	Total amount of additional funding leveraged in country to implement MYRP		Y1: 60%; Y2: TBA; Y3: TBA	Programme Management Unit	TBA (ECW will be providing guidance)

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

	FORMAL EDUCATION						NON-FORMAL EDUCATION						TOTAL		
	Pre-Primary		Primary		Secondary		Pre-Primary age		Primary age		Secondary age		Grand Total		
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>Total</i>
Migrant and refugees	78	78	1,932	1,366	502	361	143	95	369	246	92	61	3,116	2,207	5,323
IDPs															
Other non-displaced children affected by emergencies (incl. host communities)	182	182	785	705	242	222	-	-	92	61	23	15	1,324	1,186	2,509
Total	260	260	2,716	2,071	744	583	143	95	461	307	115	77	4,439	3,393	7,832

Annex D: Risk Assessment and Mitigation Matrix

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

The link for the Colombia risk matrices is shown below:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:51e5d24e-787c-4ed5-8b37-105eb939ed5e>