



Multi-Year Resilience Programme (MYRP)

Ecuador
(2024-2027)

PROGRAMME SUMMARY

Over 7.7 million Venezuelans have left their home since 2014, making this exodus the largest displacement crisis in Latin America. The majority (6.5 million) have taken refuge in other countries in the region. Ecuador hosts the fifth largest number (over 444,000) of Venezuelan refugees and migrants in the region after Colombia, Peru, Brazil, and Chile. Despite efforts by the Government, Venezuelan refugee children and their families continue to face significant barriers to accessing essential services, including education. This crisis is further compounded by the lingering impacts of the COVID-19 pandemic, the economic, political, and security upheavals. Increasing violence has led to forced internal displacement and migration, suspension of in-person classes in many schools, an increase in school drop-out rates, and heightened risks of exploitation and abuse of girls and boys. In addition, negative effects of climate change including those caused by the El Niño phenomenon continue to disrupt schooling, damage infrastructure, and displace communities, further straining educational resources.

Within this context, access to quality education remains a key challenge for refugee and migrants as well as host community children. According to the Working Group for Refugees and Migrants (GTRM), in 2023, 20.5 per cent of Venezuelan refugee and migrant children aged 5-17 as well as 5 per cent of Ecuadorian children of primary age and 10 per cent of Ecuadorian children of secondary age remained out of school. For those attending schools, learning outcomes are dropping. Latest assessments from 2023 show that seven out of ten students do not meet the minimum level of proficiency in language and literature, and mathematics in their grade. In addition, lack of safety in and around schools, high rates of gender-based violence (GBV), xenophobia and discrimination and high prevalence of teenage pregnancy remain as concerns. The current context of rising violence and economic difficulties have a profound impact on the wellbeing and mental health of both students and teachers.

Since 2019, ECW has supported partners in Ecuador through two rounds of First Emergency Response (FER) at the total of US\$2.45 million and a Multi-Year Resilience Programming (MYRP) financing at the amount of US\$7.4 million, bringing ECW's support to the education response in Ecuador to over US\$9.8 million by the end of 2023. The previous MYRP (2021-2024) supported inclusive access to education for refugees, migrants and host community children and recovery of the learning lost due to the COVID-19 pandemic; and implemented strategies, to prevent violence in and around schools, while supporting the Ministry of Education (MINEDUC) in strengthening the education system through teacher training, data strengthening and technical assistance. ECW's Strategic Plan 2023-2026 identified Ecuador as a priority country for a second round of MYRP investment at the total amount of **US\$8 million**.

The second MYRP in Ecuador will be implemented by **RET International** (grantee), leading a consortium of partners also including **Plan International** (serving as the Gender Lead Organization, GLO), **ChildFund** and the Ibero-American Institute of Natural and Cultural Heritage of the Andrés Bello Convention Organization (**IPANC-CAB**), in **eight cantons** (Esmeraldas, Guayaquil, Lago Agrio, Manta, Milagro, Quevedo, Quito, Santo Domingo). It aims to reach **42,700** refugee, migrant and host community girls and boys at pre-primary, primary and secondary level, over three years, including 52 percent refugee and migrant children, 60 per cent girls and 10 percent children with disabilities. The programme aims to achieve the following outcomes:

- Outcome A. Access to safe, equitable, and gender-transformative education opportunities for refugee, migrant and host community children.
- Outcome B. Retention of refugee, migrant and host community children in the education system and in safe, gender-transformative and inclusive learning environments.
- Outcome C. Improved learning outcomes and skills of refugee, migrant and refugee children through holistic, inclusive and gender-transformative strategies.

Multi-Year Resilience Programme (MYRP) ECUADOR



Amount:
US\$8 million



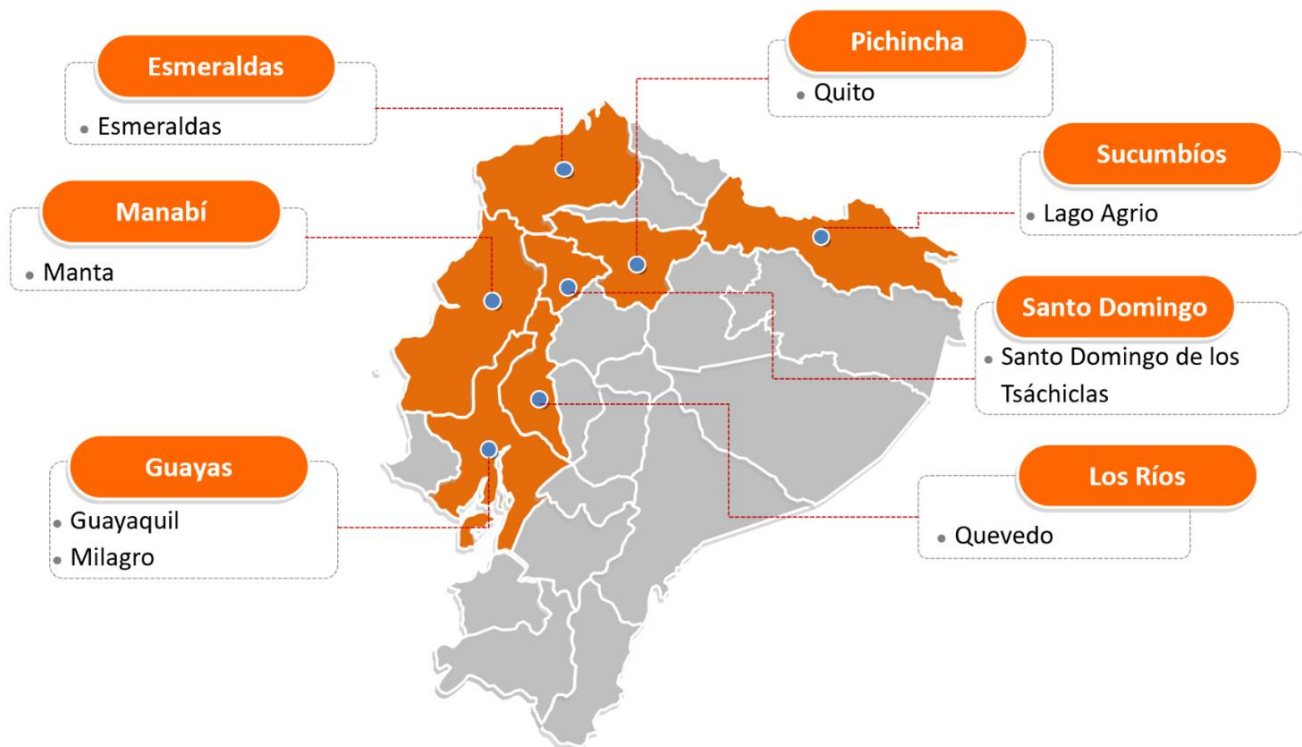
Duration:
July 2024 – July 2027



Reach:
42,700 children



Grantee:
RET International



- ❖ Over **40,000** children and adolescents will be reached through **formal education**.
- ❖ **2,700** children and adolescents will be supported with **non-formal education**.
- ❖ Over **15,000** children and adolescents will be **enrolled in ECW-supported education programmes**.
- ❖ Over **10,000** adolescents will receive **mental health and psychosocial support**.
- ❖ Over **7,500** teachers will be trained on **inclusive education**.
- ❖ Over 8,000 parents and caregivers will receive effective mechanisms for **preventing and responding to violence (including GBV)** in an outside the school environment.

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1. Situation Analysis

Ecuador's education sector is facing a crisis due to the country's economic situation, which has worsened following the pandemic, and the increase in violence and drug trafficking, leading the country to a State of Emergency in January 2024, the second one since the presidential and legislative campaign in 2023.

Since 2021, increased insecurity, violence, and extreme poverty has intensified **the migration of Ecuadorians to other countries**.¹ Ecuador, after Venezuela, has the second largest number of migrants crossing the Darien region,² many of them children and adolescents. The recent increase in the number of deportations from Mexico and the United States since 2022 also means that these displaced children who return to their country must be re-enrolled in school after interruptions to their education.

In addition, **over 444,800 Venezuelan refugees live in Ecuador**, making it the fifth country in the world with the largest number of Venezuelan refugees, after Colombia, Peru, Brazil, and Chile.³ **55,759 Venezuelan refugee children in Ecuador need education response**.⁴ Most of the Venezuelan population is **in urban areas, in the province of Pichincha** (including the capital, Quito, and **Guayas** (which includes Guayaquil), and the **border areas with Colombia**.

The humanitarian situation of the Venezuelan migrant population in Ecuador is extremely precarious. Most of the Venezuelan population do not have official identification and documentation and cannot afford to obtain the US\$250 Ecuadorian work permit.⁵ A survey conducted by the International Rescue Committee in 2021 showed that around 19 per cent of the participants were unemployed and 94 per cent of employees earned less than the Ecuadorian minimum wage (US\$425).⁶ More than 81 per cent of households indicated that food is their main need, followed by 67.1 per cent indicating the need for shelter/accommodation, 57.5 per cent for employment and 31.8 per cent for medical services. Fifty-six per cent of Venezuelans have experienced discrimination at least once, preventing their access to free healthcare provided in Ecuador.⁷

Furthermore, the El Niño phenomenon poses a significant risk. According to the 2023 data by MINEDUC, this risk could affect 645,000 students and 4,791 educational institutions. MINEDUC has a contingency plan to address the effects of El Niño, which requires institutionalizing training in education in emergencies at the national level and in the affected districts, enhancing coordination between actors, and above all, ensuring learning continuity in the event of closure or damage to schools and child development centres (i.e., distribution of teaching and learning materials and/or pedagogical kits, providing temporary learning spaces, supplying latrines and toilets to the affected schools, pedagogical and psychosocial support for the educational community).⁸

The first MYRP in Ecuador helped ensure: i) access to education; ii) increased retention in the education system; iii) measurement of holistic learning, and iv) access to protection services and reduction of GBV in schools. Although these efforts contributed to educational access, gaps **in educational inclusion persist**.

¹ IOM 2023. Qualitative research.

² Ministry of Public Security of Panama, January 2023.

³ Refugee and Migrant Working Group (GTRM) 2024: [Ecuador RMRP Chapter 2024 | R4V](#).

⁴ MINEDUC 2023

⁵ IRC Survey 2021.

⁶ IOM.

⁷ IRC Survey, 2021.

⁸ EHP - ENOS 2023 - [Contingencia.pdf Plan \(un.org\)](#)

Barriers to access education for refugee and migrant children

In 2023, **20.5 per cent of Venezuelan refugee and migrant children (5-17 years old) remained out of school**,⁹ while only 5 per cent of Ecuadorian children of primary age and 10 per cent of Ecuadorian children of secondary age were out of school.¹⁰ In 2022, MINEDUC launched the “*Todos al Aula*” (Everyone in the Classroom) Strategy to actively search for out-of-school children and adolescents.¹¹ As of June 2023, **21,161 out-of-school children** were identified, 83 per cent of whom were Ecuadorian (17% refugees and migrants) and 2.1 per cent had a disability.¹² Enrollment drops more at secondary level. **Only 26 per cent of Venezuelan children of lower and senior secondary school age (12-18 years old) are enrolled**,¹³ while access to secondary education for Ecuadorian children is almost universal, with a national average of 95.4 per cent attendance.¹⁴ In senior secondary, the attendance of girls is slightly higher than boys,¹⁵ with 82 per cent of girls entering higher secondary, compared to 75.9 per cent of boys.¹⁶ Access to **early childhood education** for Ecuadorian children aged 3-5 is also higher than access to education for refugee children (0-4 years old).¹⁷

Low learning outcomes

Learning outcomes are generally low, particularly post pandemic. In 2023, the *Ser Estudiante*, Ecuador’s basic education learning assessment,¹⁸ showed that results fell in the primary and lower secondary compared to the previous year, with 7 out of 10 students not reaching the minimum level of proficiency in language and literature, and in mathematics in their grade. In 2020, 50 per cent of children and adolescents were at least reaching a satisfactory level in comparison. Under the first MYRP, a survey was conducted to measure holistic learning outcomes in the 7th-grade students across 68 out of 71 MYRP schools. The results indicated that around 43 per cent of students achieved holistic learning outcomes demonstrating slightly lower results in mathematics for these students compared to the national population, and slightly higher results in literacy. Refugee students demonstrated slightly higher socio-emotional competencies than the host community and in academic outcomes.¹⁹

High teenage pregnancy rate

The National Institute of Statistics and Census reported that in 2020, 1,631 babies were born to girls aged 10 to 14 and 43,260 to adolescent aged 15 to 19. 73 per cent of young mothers fail to complete their secondary education.²⁰ In response, the ministries of Education, Public Health, Economic and Social Inclusion, and the Secretariat of Human Rights have developed the Intersectoral Policy for the Prevention of Pregnancy in Girls and Adolescents 2018-2025, which aims to improve the identification and referral for comprehensive and child-friendly care of pregnant students and training of teachers in Comprehensive Sexuality Education (CSE). In 2023, the National Plan for Psychosocial Risks No. MINEDUC-2023-00022-A, agreed to issue “Protocols of action in situations of pregnancy and maternity in the National Education System”, to provide guidance to the personnel of the Student Counselling Departments (DECEs) and the

⁹ GTRM Joint Needs Assessment – July 2023.

¹⁰ INEC-ENEMDU (2022).

¹¹ *Everyone in the Classroom* – Ministry of Education (educacion.gob.ec)

¹² Information communicated by the MINEDUC, MYRP Preparation Workshop, July 5, 2023

¹³ R4V 2022

¹⁴ INEC - 2022

¹⁵ INEC - ENEMDU 2009-2022.

¹⁶ INEC - 2022

¹⁷ Open data from the Ministry of Education <https://educacion.gob.ec/datos-abiertos/>

¹⁸ Ecuador conducts national learning assessments annually, through INEVAL, for the basic and secondary levels, based on the programme and learning goals of each grade in the fields of Mathematics, Language and Literature, Natural Sciences, and Social Sciences. Students are categorized by four levels: advanced, intermediate, elementary, and insufficient.

¹⁹ Final Report of the Holistic Assessment of Apprentices, INEVAL and Latin American Laboratory for the Assessment of Educational Quality (LLECE), 2023. The results did not differ between genders.

²⁰ UNFPA (2020). Socioeconomic consequences of adolescent pregnancy in six Latin American countries. Implementation of the Milena Methodology in Argentina, Colombia, Ecuador, Guatemala, Mexico, and Paraguay. United Nations Population Fund - Regional Office

educational community, to attend to cases of early pregnancy, and guarantee the right to education, retention, and completion of studies.

School insecurity & gender-based violence

GTRM's Joint Needs Analysis (JNA) revealed that 44 per cent of households consider that the schools their children attend are not located in safe environments; and 64 per cent of the families expressed concerns about the security risks children are exposed to on the way to and from school (i.e., robberies, kidnappings, drugs, recruitment by organized criminal groups or gangs, physical, psychological, or sexual violence).²¹ In addition, only 18 per cent of refugee and migrant children are reported to benefit from remediation services or psychosocial support services, highlighting a major gap in supporting children who are exposed to these risks.²²

Xenophobia and violence in schools hinder learning for Venezuelan students: according to a study by R4V in 2022, 10 per cent of Venezuelan children and adolescents felt discriminated against in the classroom, because of their nationality, although this percentage dropped to 3.7 per cent in 2023.

Ecuador has high rates of GBV, and most cases of sexual violence against children occur in schools and at home.²³ Between January 2014 and February 2021, MINEDUC registered 3,777 complaints of school-related sexual violence by teachers, administrative staff, and other students, including cases of online violence.²⁴ There is also reported discrimination against LGBTQIA+ children, despite the regulations of MINEDUC, negatively affecting their access to education.²⁵ People who identify as transgender often abandon their studies due to recurrent harassment and GBV. This mostly impacts trans women and girls who are usually forced to conceal their gender identity or study remotely.²⁶

In 2021, the Organic Law on Education was amended by adding measures to reduce violence in schools and guarantee free access to information on sexuality and sexual and reproductive rights. Rapid response routes and protocols to deal with cases of violence in the educational environment exist,²⁷ supported by the Agreement of the National Plan for Psychosocial Risks.²⁸ In 2022, the Protocol to Prevent the Revictimization of Children and Adolescents Victims of Sexual Violence, applicable in cases occurring in the educational environment, was approved.

Deteriorating mental health in students and teachers

The current context of rising violence and economic difficulties have significant impact on the wellbeing and mental health of students and teachers. Female teachers, representing 72 per cent of the workforce,²⁹ experience an additional burden of household responsibilities, further adding to their stress levels and deteriorating their emotional well-being. The first MYRP reached 1,596 (1,129 female and 467 male) teachers with psychosocial support, and identified 1,300 parents and caregivers (1,119 women, 180 men and 1 LGBTQIA+) as needing psychological first aid.

The situation of refugee and migrant students has created an additional demand for psychosocial support from teachers, although many of them do not have the necessary training or resources to provide mental

²¹ GTRM Ecuador: Joint Needs Assessment (July 2023).

²² Ibid.

²³ Situation of girls and adolescents in Ecuador 2021.

²⁴ Human Rights Watch World Report, 2022

²⁵ Publicacion-LGBTI-v1.1.pdf (datalat.org)

²⁶ UNFPA. https://ecuador.unfpa.org/sites/default/files/pub-pdf/libro_mujeres_y_hombres_1.pdf

²⁷ Guaranteeing the Right to Education of People on the Move: Analysis of Progress and Challenges in Information Systems and Regulatory Frameworks in Colombia, Peru and Ecuador, UNESCO, and ECW, 2022

²⁸ No. MINEDUC-MINEDUC-2023-00022-A

²⁹ Misalignments and incoherencies within Ecuador's education system, RISE, 2023

health support to such a vulnerable group. The Management Model of the Department of Student Counselling (DECE) (2023) says that DECEs should carry out psychosocial support and monitoring, but it is estimated that there are 1,000 students per DECE³⁰, instead of the planned ratio of one professional for every 450 students³¹. As a result, this support that should be provided by the DECE often becomes the teachers' burden.

Limited access for children with disabilities

The National Council for Disability (CONADIS) has identified over 60,000 school-aged children with disabilities in Ecuador.³² Over 90 per cent of them are currently enrolled in some form of education with roughly 80 per cent attending school regularly. The remaining 20 per cent attend specialized educational settings. According to official statistics of MINEDUC, 9.6 per cent of children with disabilities are not enrolled in the education system,³³ although concerns exist about the data accuracy. The current definition of disability used by the health administration does not fully align with international standards set by the Washington Group. This suggests the real gap could be much larger. Girls with disabilities face more challenges accessing education. Data shows only 41.3 per cent of girls with identified disabilities are enrolled compared to 58.6 per cent of boys.³⁴

While Article 174 of the Law of Intercultural Education (LOEI) allows entry into specialized education without a CONADIS ID, obtaining this ID can be difficult for refugees and migrants with disabilities who may lack proper documentation. With support from the District Inclusion Support Units (UDAI) and Inclusion Support Pedagogical Teachers (DPAI)³⁵, teachers can identify and assess students with disabilities within the classroom. Despite these measures, lack of human resources, equipment, and accessible infrastructure continues to limit full inclusion.³⁶

Capacity to respond to the crisis and stakeholder mapping

The Government of Ecuador promotes access to education for the refugee and migrant population, through the 2008 Constitution. MINEDUC has removed several administrative barriers to access for the refugee and migrant population in recent years, such as entrance exams, allowing admission to public educational institutions throughout the school year to resolve timing issues for entry during the school calendar, assigning a unique identification code and a placement exam for students who do not have identification, documents, and/or school records to provide as proof of their studies.

The first MYRP in Ecuador advocated for effective educational inclusion. As a result, by the end of 2023, MINEDUC issued the Regulations to the *Prerequisites* ("*aprestamiento*" in Spanish) in the national education system (educational inclusion, academic placement, psychosocial support, among others) through the Ministerial Agreement MINEDUC-2023-00064-A.³⁷ However, these regulations are not well communicated. Refugees and migrants continue to state that the main barrier to entering the education system, after lack of resources to pay for uniforms, transportation, and school materials, is the lack of documentation or inconsistency between the time of arrival and the school calendar.³⁸ Another barrier to

³⁰ Administrative Registry of the National Directorate of Human Talent and National Directorate of Education for Democracy and Good Living, March 2023.

³¹ Art. 50.6.- of the LOEI.

³² Disability Statistics – National Council for Disability Equality (consejodiscapacidades.gob.ec): 19.3% of female children between the ages of 1 and 18 are in special education and 80.3% in regular education, for male children these percentages are 18.7% and 80.9% respectively.

³³ Master Archive of Educational Institutions (AMIE) of the Ministry of Education

³⁴ Disability Statistics – National Council for Disability Equality (consejodiscapacidades.gob.ec)

³⁵ WORK GUIDE CURRICULAR ADAPTATIONS FOR SPECIAL AND INCLUSIVE EDUCATION, MINEDUC 2013

³⁶ WORK GUIDE CURRICULAR ADAPTATIONS FOR SPECIAL AND INCLUSIVE EDUCATION, MINEDUC 2013

³⁷ MINEDUC-MINEDUC-2023-00064-A

³⁸ Ibid.

enrolling refugee and migrant children in school is the lack of vacancy in schools, as priority is often given to enrolment of Ecuadorian children.³⁹

Implementation of response interventions are also affected by the lack of sustainability in funding, socio-cultural barriers, prejudices, and xenophobia of educational actors as well as the application of the norms in pedagogical practices. Ecuador's Educational Information and Management System (AMIE) identifies students' population status based on "country of origin". In 2018, the "Venezuelan" option was added to the other existing variables (Ecuador, Colombia, and Peru), but this information is not directly linked to a school dropout prevention strategy. This lack of essential information, as well as the lack of the nominal educational follow-up, increases barriers to accessing essential services such as education and protection for refugee children.

Ecuador, like the other countries hosting Venezuelans, has received insufficient financial support from bilateral donors and international agencies. Less than 37 per cent of the international aid pledged in 2021 was received. In 2022, the budget required was \$US288 million, yet the country only received \$US92 million, reaching about 283,000 people instead of the anticipated 548,000.⁴⁰ In 2023, the required amount was US\$300 million but the budget received was US\$29.46 million, reaching about 270,000 people instead of 523,000 targeted.⁴¹ The previous MYRP financing at the amount of US\$7.4 million constituted around of 4 per cent the budgeted required reaching 34,518 people (also 4% of people in need). The 2024 Regional Response Plan for the Venezuelan Migrant and Refugee Population estimated that 416,800 Venezuelans will reside in Ecuador in 2024, and that 330,000 people will transit through Ecuadorian land. To support them, the Government of Ecuador asked the international community for \$US288 million in 2024.⁴²

The responsibility for supporting migrants and refugee children in Ecuador falls mainly on the Undersecretary for Educational Innovation and Good Living,⁴³ which also coordinates emergency responses in the education sector and actively participates in relevant working groups. Other relevant actors include the **Education in Emergencies/Education Cluster Sector Group** (a set of 29 entities, including international cooperation agencies, civil society organizations, non-governmental organizations, foundations, and institutions) which focuses on issues related to emergencies (climate change, pandemics, etc.) and their impacts on Education, as well as the **GTRM** which is linked to Refugees for Venezuela (R4V) at the regional level. R4V oversees the comprehensive response for the Venezuelan refugee and migrant population at regional level, across Latin America. Education responses are led by the Education Working Group co-led by UNESCO, UNICEF, and RET International, coordinating response with 19 education ecosystem partners,⁴⁴ among them, Center for Development and Self-Management (DYA), World Vision, Norwegian Refugee Council (NRC), Hebrew Immigrant Aid Society (HIAS), among other NGOs and UN agencies such as UNICEF, IOM and UNHCR. Currently DYA is implementing an education programme responding to the needs of migrant and refugee population with funding from PRM, in coordination with GTRM's response plan.

³⁹ Mapping access to preschool education for migrant children in Colombia, Ecuador, and Peru, Plan International, 2022.

⁴⁰ R4V Annual Report 2022

⁴¹ R4V Annual Report 2023

⁴² Regional Response Plan for the Venezuelan Migrant and Refugee Population updated for 2024.

⁴³ Guaranteeing the Right to Education of People on the Move: Analysis of Progress and Challenges in Information Systems and Regulatory Frameworks in Colombia, Peru and Ecuador, UNESCO, and ECW, 2022

⁴⁴ R4V website: <https://www.r4v.info/en/ecuador>

2. MYRP Response Strategy

The overall objective of the second MYRP in Ecuador is **to improve the resilience of the education system to guarantee the right of refugees, migrants, and the host community to quality, inclusive and gender-transformative education**. The second MYRP is situated at the humanitarian-development nexus in education, seeking to reduce vulnerability and unmet needs of children to ensure their right to education, quality of learning and continuity, as well as strengthening risk management capacities and addressing the root causes of conflict.

The beneficiaries of MYRP II are **refugee, migrant and host community children affected by protracted crisis**. The MYRP II will cover the age group of 3 to 18 years, by focusing different age groups within each output. Lower and senior secondary (11-18 years old) face high access and retention gaps and greater protection risks, including for adolescent girls, as such, they will be prioritized in several outputs.

The MYRP aims to achieve the following outcomes:

- A. Access to safe, equitable, and gender-transformative education opportunities for refugee, migrant and host community children.
- B. Retention of refugee, migrant and host community children in the education system and in safe, gender-transformative and inclusive learning environments.
- C. Improve learning outcomes and skills of refugee, migrant and refugee children through holistic, inclusive and gender-transformative strategies.

As a cross-cutting result across MYRP II outcomes, the programme will seek to will strengthen existing public policies and plans with the aim of improving the resilience of the Ecuadorian education system. It seeks to strengthen the holistic learning competencies of children, including academic knowledge and socio-emotional skills and well-being, and will empower the most vulnerable groups, including pregnant girls and young mothers, as well as children with disabilities. It also has an explicit focus on gender equality, GBV, and psychosocial support as a strategy to improve mental health. While this MYRP is not generated as a climate response programme, through its initiatives it seeks to address some of the negative impacts of climate risks on children and adolescents by supporting the resilience of the education system and the disaster preparedness policy of MINEDUC, under the framework of the Comprehensive School Safety Framework (CSSF).

Theory of Change

Impact	Improve resilience of the education system to guarantee the right of refugees, migrants and host community to quality, inclusive and gender-transformative education					
Outcomes	Outcome A: Access to safe, equitable, and gender-transformative education opportunities for refugee, migrant and host community children		Outcome B: Retention of refugee, migrant and host community children in the education system and in safe, gender-transformative and inclusive learning environments		Outcome C: Improved learning outcomes and skills of refugee, migrant and refugee children through holistic, inclusive and gender-transformative strategies	
Components	A.1 Local support ensures access to education for refugee, migrant and host community children	A.2 Strengthened and available flexible education offers for refugee, migrant and host community children	B.1 Better mental health of education professionals and children	B.2 Schools that are free of violence and promote gender equality, empowerment and rights of girls and adolescents and positive masculinities	C.1 Children improve their social-emotional and academic skills and knowledge of Comprehensive Sexuality Education	C.2 Teachers committed to adapt their inclusive and gender-transformative pedagogical practices
Outputs	<p>A.1.1 Training and dissemination of regulation on access to the National Education System.</p> <p>A.1.2 National identification, registration and monitoring programmes.</p> <p>A.1.3 Comprehensive community intervention.</p> <p>A.1.4 Generation of strategic information and disaggregated data (Age, Gender, Diversity) on education inclusion.</p>	<p>A.2.1 National accelerated learning programmes for reintegration into formal education.</p> <p>A.2.2 National learning recovery programmes for formal secondary education.</p>	<p>B.1.1 Psychosocial support for education professionals.</p> <p>B.1.2 Psychosocial support for children and adolescents.</p>	<p>B.2.1 Prevention and responding to violence (including GBV) in schools.</p> <p>B.2.2 Girls' empowerment.</p>	<p>C.1.1 Holistic learning spaces in the school.</p> <p>C.1.2 Comprehensive Sexuality Education (CSE) and prevention of teenage pregnancy.</p>	<p>C.2.1 Gender-transformative and inclusive pedagogical coaching for teachers.</p> <p>C.2.2 Identification of and support to children with specific needs.</p> <p>C.2.3 Drop-out alert system.</p>

Outcome A: Access to safe, equitable, and gender-transformative education opportunities for refugee, migrant and host community children.

Components of Outcome A respond to the challenge of access to the education system faced by refugee and migrant children as well as host community children, particularly for the most vulnerable groups including refugees and migrants, children with disabilities, and pregnant adolescent girls or adolescent mothers.

Component A.1: Local support ensures access to education for refugee, migrant and host community children.

Component A.1 focuses on providing support to ensure access to education for refugees, migrants, and the most vulnerable host community children, aged 3 to 18. The objective is to reduce gaps in access and (re-)integration into the education system through efforts that strengthen the public education policy promoted by MINEDUC.

- **Output A.1.1: Training and dissemination of regulation on access to the national education system:** Ecuador has an educational policy that guarantees access to education for all children regardless of their nationality or migratory status (refugee children, with or without documentation), implemented by MINEDUC. However, it is not always known or enforced at the local and school level. The MYRP, in coordination with MINEDUC, will provide training to sensitize officials so they can apply the existing regulations for enrollment and preparation processes for refugee and migrant children including those with disabilities. MINEDUC and local authorities will also periodically collect information on potential barriers to the effective implementation of the regulations.
- **Output A.1.2: National identification, registration, and monitoring programmes:** MYRP II will support MINEDUC to operationalize its *'Everyone in the Classroom'*, strategy for the active search for out-of-school children (aged 3-18) and their enrollment in the national education system. The Active Search uses a monitoring system and will document reasons for not being in school, including population status, children suffering from GBV, pregnant teenagers or young mothers, children with disabilities, etc. Along with risk identification, referral processes will be carried out according to the routes and protocols for response to violence and GBV cases at territorial level, when relevant. Awareness raising activities will be conducted with parents on the importance of girls' education and protection (Output A.1.3). Alternatives will be sought for formal or non-formal education and prevention of dropout for all these vulnerable children. The programme will conduct a psycho-pedagogical assessment for each identified child, and depending on the results, will determine the need for catch-up or remedial education or acceleration programmes (Component A.2), or if they can attend formal education, applying the pregnancy protocol of MINEDUC (see Output C.1.2), with the support of DECEs.
- **Output A.1.3: Comprehensive community intervention:** MYRP II will implement a comprehensive intervention at the community level, which includes information and support for families and communities for access to the education system, enrollment process, provision of educational services, economic support to the most vulnerable families through the distribution of school kits and awareness-raising activities for families and children on the right to education (including existing regulations) and their importance. In addition, special support is provided for families with young children through the provision of early childhood education and Early Childhood Family Care Service (SAFPI in its Spanish acronym) paired with the other support provided, especially for adolescent mothers. These interventions could be implemented during the first two years of the MYRP II, and thus enable the MYRP to serve an increasing number of vulnerable families and children.

- **Output A.1.4: Generation of strategic information and disaggregated data (age, gender, diversity) on education inclusion:** The programme will support MINEDUC in collecting specific and detailed data on educational inclusion: access, retention, learning, and well-being from pre-primary until the end of higher secondary. The MYRP will also support the generation, dissemination and use of data, knowledge, evidence, and innovation to support gender-transformative approaches in education. Although the MYRP does not focus directly on the educational response to climate change, data can also be systematized and analyzed to support future response natural disasters. The data from MYRP will also strengthen coordination between national efforts and donors.

Component A.2: Strengthened and available flexible education offers for refugee, migrant and host community children.

MYRP II can play a key role in supporting MINEDUC in improving and implementing its existing strategies and policies to strengthen flexible education services and address the needs of refugee, migrant and host community children.

- **Output A.2.1: National accelerated learning programmes for reintegration into formal education:** MYRP II will continue to support the Pedagogical Levelling and Acceleration Programme (NAP for its Spanish acronym) for students aged 14 to 18, to ensure their smooth transition to the end examination of secondary schools. This would include the expansion of coverage and technical support for the implementation of effective pedagogical strategies, teacher training, and continuous monitoring of student progress. The NAP programmes are led by the MINEDUC and are already being implemented at lower levels of the education system. Out-of-school children identified under output 1.1 could, if appropriate for their needs, access the NAP service, as well as adolescent mothers, with comprehensive community intervention centres providing childcare services to their children.
- **Output A.2.2: National learning recovery programmes for formal secondary education (12 to 18 years old):** MYRP II will collaborate with MINEDUC in the implementation of the national plan for the recovery of learning in schools at the lower and higher secondary levels, to improve learning outcomes in some of the least-performing schools. This would involve providing technical and pedagogical support to teachers, through training in coaching, so they are better equipped to address the needs of children who are lagging behind or did not manage to get the basic knowledge needed to progress to higher grades, but also to adapt their pedagogical approach to children with disabilities, and lastly, to be able to contextualize the curriculum as per the MINEDUC's guidelines, to better include refugee and migrant children.

Outcome B: Retention of refugee, migrant and host community children in the education system and in safe, gender-transformative and inclusive learning environments.

Outcome B focuses on the retention of children in the education system, fostering a safe and inclusive learning environment for all (component B.2), and contributing to the well-being and mental health of children and education professionals (component B.1), to enable quality learning.

Component B.1: Better mental health of education professionals and children

MYRP II will provide psychosocial support to education professionals and children to improve their mental health and well-being and ability to learn/teach. The programme will adopt a community approach.

- **Output B.1.1: Psychosocial support for education professionals:** MYRP II will offer psychosocial support to professionals in secondary education. It will provide tools to manage stress, improve resilience, and foster well-being, and offer continuous training to teachers of lower and senior secondary. **Female teachers play a fundamental role in ensuring access to education and improving learning outcomes for children**, particularly for girls. They also play a key role in empowering adolescents, including adolescent girls, and supporting pregnant teenagers. As such, MYRP II will work closely with female teachers with psychosocial support actions, self-care mechanisms, and a gender approach which acknowledges their overlapping responsibilities at school, home and in the community. The MYRP will also strengthen their pedagogical practices with a gender-transformative approach focusing on their leadership capacities in the classroom, as agents of change and role models for girls and boys, promoting gender equality in their teaching practices, examining their own gender biases, and identifying and challenging inequalities in the classroom (linked to output C.2.1).
- **Output B.1.2: Psychosocial support for children and adolescents:** In collaboration with the DECEs, MYRP II will offer psychosocial support to children in secondary education, using lessons learned from the previous MYRP to design efficient and cost-effective interventions, including classroom activities and individualized support. Interventions in the classroom can be carried out through existing curriculum subjects.

Component B.2: Schools that are free of violence and promote gender equality, empowerment and rights of girls and adolescents and positive masculinities.

Component B.2 focuses on contributing to the eradication of all forms of violence, especially GBV in schools, through a change in attitudes and practices that guarantee gender equality and empowerment of children, ensuring a safe and conducive environment for learning. This component will be led by **Plan International** (GLO) and will be implemented with a transformative approach to gender, with an initial diagnosis and analysis of violence and a comprehensive intervention, adapted to local contexts. The activities of this output will focus mainly on senior secondary. Although there clearly are GBV or problems related to sexual and reproductive health in earlier grades, this is the main age group in which the highest dropout rates of girls and higher rates of adolescent pregnancy are observed.

- **Output B.2.1: Prevention and responding to violence (including GBV) in schools:** In collaboration with MINEDUC and other relevant actors, such as the Child Protection sector, MYRP II will play a key role in disseminating and supporting the implementation of public policies at the lower and senior secondary levels to prevent and address cases of violence, including GBV, and violence towards LGBTQIA+ groups. This will involve raising awareness and providing training to education professionals on early warning systems and protection measures against violence in the school environment, which were developed by MINEDUC. Material on protection pathways will be made accessible to children with disabilities using existing inclusive material and Braille translations. Awareness-raising activities will also be carried out for parents in the community, addressing crucial issues such as GBV, sexual and reproductive health and disability.
- **Output B.2.2: Girls' empowerment:** Through the formation of adolescent clubs in schools, girls will be trained to manage their sexuality, menstruation, and puberty changes, achieve empowerment and agency over their bodies and rights, seeking to change attitudes and practices and empower young women. Plan International will use facilitation techniques so that adolescents themselves carry out processes of sensitization to their peers, in coordination with the DECEs at the canton level, and parents through Outcome C.

Outcome C: Improved learning outcomes and skills of refugee, migrant and refugee children through holistic, inclusive and gender-transformative strategies

In addition to academic learning, MYRP II will seek to strengthen children's socio-emotional skills, through activities that focus on children in and out of school (component C.1), and through support to teachers to adapt their pedagogy to the needs of refugee, migrant and host community children (component C.2).

Component C.1: Children improve their socio-emotional and academic skills and knowledge of Comprehensive Sexuality Education (CSE)

The primary objective of component C.1 of MYRP II is to improve the socio-emotional and cognitive skills of children and adolescents in line with the priorities of MINEDUC for the curriculum, through the following actions:

- **Output C.1.1: Holistic learning spaces in school:** The MYRP seeks to promote emotional recovery with playful pedagogical methodologies including art, theatre, and sports, encouraging participation of LGBTQIA+ adolescents and adolescents with disabilities, as well as their parents and the community. These activities will strengthen the social, emotional, and cognitive skills of children. The participation of parents and caregivers, community leaders, and organizations will be critical to the learning recovery and wellbeing of children. Interventions will be tailored to the community context. A module on life skills and motivation in secondary education will be designed and delivered within the framework of the "Extended Day Policy" implemented by MINEDUC, to combat disinterest and poverty as the most common causes of dropout for adolescents. ChildFund will implement the life skills module through its Model PACT, a programmatic model that promotes and develops leadership, economic independence of adolescents and young people, their well-being, and their role as agents of change to ensure they stay in school.
- **Output C.1.2: CSE and prevention of teenage pregnancy:** In line with MINEDUC's efforts to prevent teenage pregnancy (See MINEDUC's Guide), MYRP II will support access to educational resources for adolescents and provide pedagogical support to teachers at secondary schools as well as DECE professionals. It will also support promotion of CSE and the prevention of pregnancies in communities. The MYRP's response to teenage pregnancy will have two axes: 1) strengthen the capacities of teachers, DECEs, authorities, students, and parents on appropriate education response, and 2) support the application of the MINEDUC's protocol. This will include work with the DECEs to provide psychosocial and academic follow-up to the student and her family; advise the educational community regarding the needs of the students and inform the authorities and teachers of the situation and coordinate support strategies. In addition, work will be undertaken with schools to ensure continuity in the education system and facilitate access to comprehensive health services, including sexual and reproductive health services. If the pregnancy is the result of sexual abuse, the official referral and protection route will be followed.

Component C.2: Teachers accompanied to adapt their inclusive and gender-transformative pedagogical practices.

This component will also contribute to strengthening the holistic competencies of children by enriching teachers' pedagogical practices, thus ensuring an effective and constantly evolving learning environment. School principals will be involved in all these activities so that they adopt the same methodologies and support their teaching team.

- **Output C.2.1: Gender-transformative and inclusive pedagogical coaching for teachers:** The MYRP will conduct an initial diagnosis of teacher capacities to define the training roadmap, and implement

tailored coaching, monitoring, tutoring, and mentoring. MYRP II will work with MINEDUC to design a training package that integrates face-to-face and virtual training mainly for teachers of senior secondary. Mentoring will be provided to teachers of senior secondary in active pedagogical methodologies and contextualization of education. This will include integrating a gender approach into teaching, raising awareness and training teachers, both women and men, on gender equality. Support to contextualization of the curriculum will be provided for teachers to think about and design sequences of activities with learning and evaluation objectives, using MINEDUC tools. This support will focus on the development of foundational learning with monitoring of the implementation and results of student progress, aligned with the RAPID Framework, adopted by MINEDUC. For pedagogical aspects with a gender perspective, the Strategy for "Educating in Equality" will be applied.⁴⁵ The programme will implement the strategy by following the key actions below: i) Designing inclusive and non-stereotyped curricula; ii) Encouraging equal participation of all students; iii) Raising awareness and training teachers on gender equality; iv) Inclusive sexual and affective education; v) Partnerships with the community and other institutions; vi) Evaluation and monitoring of progress.

- **Output C.2.2: Identification of and support to children with specific educational needs:** In coordination with MINEDUC, training will be carried out for teachers of secondary education on processes and strategies for identifying, including, and supporting students with specific educational needs associated including needs associated with disability. All actions and approaches will be consistent with the principles and provisions of the Convention on the Rights of Persons with Disabilities (CRPD).
- **Output C.2.3: Drop-out alert system:** MYRP II will contribute to the implementation of the Early Warning System at the educational institution level to prevent school dropouts. The system is being developed by UNICEF to be implemented by MIENDUC in MYRP II schools. Teachers will be trained as part of the mentoring package, to identify and report alerts, psychosocial risks, etc.

Cross-cutting strategies

The programme will seek **participation of children in the design and implementation of interventions** and will aim to adapt actions to the local context, as well as to the age, gender, and level of marginalization of children and communities. In addition, the **participation of local actors** will be promoted in the programme. Their involvement and continuous capacity building will contribute to ensuring effective methodologies are used in the project, and ultimately lead to sustainability of results. Plan International, in its capacity as the GLO in the consortium, will develop a diagnosis on social norms and barriers to gender equality and other vulnerable groups at the beginning of the project and within the inception phase, in collaboration with local organizations of people with disabilities and local women's organizations.

Children with disabilities including refugees will be supported in alignment with the CRPD, the Global Compact on Refugees, the Washington Group, and ECW's Policy and Accountability Framework on Disability Inclusion, as well as government policies including the Organic Law on Disabilities and its regulations, and strategies such as the MINEDUC's Programme to Support the Social Inclusion of Persons with Disabilities in Ecuador, a financed by the Inter-American Development Bank (IDB). These actions include: identification of children with disabilities and addressing barriers they face in accessing education (component A.1); training for teachers on processes and strategies for inclusion and attention to students with specific educational needs associated with disability (component C.2); strengthening the capacities of the protection system at canton level, as well as youth, women, and community organizations to identify children with disabilities who do not attend school and promote their inclusion in the education system

⁴⁵ Educating in equality responds to the term co-education that implies educating girls and boys on equal terms, promoting values such as respect, dialogue, and tolerance. This involves eliminating stereotypes and preconceived roles about what "is for women or for men", providing the same resources for both to develop capacities and skills without distinctions.

and their care in the protection and health system (component B.1 and component B.2); and, awareness-raising and communication for development (C4D) that combat stigma and promote the (re)enrollment of children with disabilities (component B.2).

Active **communication and advocacy** will be done to influence the opinions and decisions of key individuals and organizations to achieve an enabling environment for inclusive and equitable education for all including refugee children.

Geographic coverage

The MYRP in Ecuador will target seven provinces, including eight prioritized cantons scattered across the country, with higher numbers of Venezuelan children and several other criteria such as access and retention rates, learning outcomes, mental health, teenage pregnancy, and well-being and security indicators, making up an index created specifically by MYRP II. Cantons include Pichincha (Quito), Guayas (Guayaquil and Milagro), Esmeraldas (Esmeraldas Canton), Manabí (Manta), Los Ríos (Quevedo), Santo Domingo de los Tsáchilas (Santo Domingo), and Sucumbíos (Lago Agrio). The first MYRP was implemented in three of these five provinces (Pichincha, Manabí, and Guayas).⁴⁶

The change in geographical coverage between the last and new MYRP is mainly because the concentration of the population of refugee and migrant children and adolescents has changed. The consortium of partners implementing the MYRP has technical and operational capacity to add two other border cantons of Huaquillas and Tulcán and will respond to the Venezuelan migrant transit through these border cities contingent upon on availability of additional funding.

⁴⁶ See the map on page 2 for a visualization of the geographic coverage.

3. Strategy for Sustainability

The consortium will follow a three-pronged approach to ensuring sustainability of the results, including: 1) working within the nexus, 2) capacity building of local organizations, and 3) resource mobilization and scale up. A Sustainability Strategy will be developed during the inception phase of the programme. The strategy will become a living document and finetuned throughout the life of the programme, to ensure it remains relevant and tailored to the latest context, especially when the programme concludes in 2027. A final evaluation of the programme will also be carried out in the third year of the programme which will provide inputs and recommendations for the sustainability of the results.

Working within the nexus

Within the triple nexus (humanitarian-development-peace), the consortium's objective is to capitalize on the comparative advantages of partners to deliver interventions across the nexus, through three integrated actions that address immediate educational needs, while working towards sustainable development and peacebuilding:

- **Humanitarian response.** Safeguarding the right to learn and ensuring learning continuity by establishing safe and inclusive education spaces and processes, distributing educational materials, and providing psychosocial support to mitigate disruptions to education and the impact of crises and disasters.
- **Development.** The program is aimed at strengthening the existing national system for a range of subthemes including teacher training, CSE and life skills, psychosocial support, prevention of teenage pregnancy, catch-up education, etc., in close collaboration with MINEDUC.
- **Peacebuilding efforts.** Peacebuilding within the triple nexus, through the promotion of inclusive and transformative education systems, promotes the values of peace, human rights, and the skills necessary to contribute to the prevention of conflicts, reconciliation, and sustainable peace.

Capacity building of local organizations

The consortium will **strengthen localization** through the participation and strengthening of capacities of women's organizations, parents' committees, youth and migrant organizations, child, youth, gender, and human mobility protection local groups at the local level. The team will use innovative and participatory methodologies for the training of local leaders in favor of educational inclusion, non-discrimination, and the empowerment of women and youth leadership. The consortium's plan for capacity building of local actors entails:

1. **Stakeholder mapping:** RET International has a Stakeholder Mapping Methodology and developed a stakeholder mapping exercise for the first Active Search processes in 2023. Based on the mapping of actors, a diagnosis will be carried out in MYRP II areas to assess the actors' institutional capacity, socio-organizational situation, methodologies, capacity to generate alliances, project management manuals and procedures, accountability processes, information and communication management, and their implementation.
2. **Implement advisory and training processes on educational inclusion, emergency education, protection and GBV:** The programme will provide capacity building modules addressing topics such as risk management, climate change and adaptation. Training will also be provided on programme management cycle, governance, and accountability. The capacity development processes will also aim to ensure that local organizations will eventually be able to search and prepare of competitive proposals for future grants, the implementation of effective monitoring and evaluation mechanisms, the design and execution of rigorous evaluations, the measurement of improvements in organizational performance, the implementation of evidence-based best practices to improve

education for vulnerable groups, and the application of the principles of inclusion and accessibility in educational programming.

3. **Follow-up, mentoring and support** for the practical application of processes and tools.
4. **Assess the impact of capacity building:** An impact evaluation will be carried out to measure and validate the demonstrable changes in the performance of the local organizations. This will include evaluation of processes to assess whether the training plans were effectively implemented and also to analyze the long-term results.

Resource mobilization and scale-up

All consortium members will play an active and complementary role in exploring avenues to mobilize additional resources as part of a fundraising strategy, working with each other to identify their individual comparative value vis-a-vis the collective resource mobilization effort. They will undertake this through their national, regional, and global structures and seek direct advocacy opportunities with funding agencies, donors, and the private sector interested in supporting education in Ecuador. The consortium will also leverage its global convening platforms to raise the profile of MYRP to mobilize global partners and leverage additional resources to secure needed MYRP funding. These efforts will include development and dissemination of fundraising and advocacy material, leveraging global and regional events and forums, and amplifying voices and stories of communities. These products will be shared with GTRM, the Education Working Group, Country Humanitarian Team, and the Education in Emergencies Cluster, ECW and other donors and partners.

The consortium has identified **two additional cantons**, Huaquillas and Tulcán, located in border areas of the country, with an aim to include them in the response, should further funding be mobilized, while also further investing in the sustainability of the interventions of MYRP II. As part of the scale-up strategy, partners will support strengthening the resilience of the education system and its response to educational inclusion, aligned with the National Plan for Education "*15 months for 15 years*"⁴⁷.

⁴⁷ The National Plan for Education is an initiative of MINEDUC for society to exercise its right to participate in the construction of the fundamental aspects of the National Education System. It is a process of collective, participatory, and long-term construction. The cross-cutting framework are the 5 "A" s" of education: accessibility, acceptability, affordability/availability, adaptability, and openness and accountability.

4. Implementation and Accountability

Comparative value of the consortium and division of responsibilities

RET International is the Grantee of ECW funding and will lead the consortium of partners. RET is the co-leader of the Education Working Group (GTE) of GTRM and brings extensive experience in response to education in emergencies. **Plan International**, with expertise in gender, child protection and disaster risk reduction in school and community settings, is designated as the **GLO** of the consortium. **ChildFund** is specialized in education, protection and development of children and adolescents, violence prevention and psychosocial well-being. **IPANC-CAB** brings its expertise on education, culture, science, and technology. The four organizations have extensive experience in education response to various crises, such as response to the earthquake of 2016 in Ecuador and the Venezuelan migration crisis and have implemented interventions as part of the ECW-funded FER during 2019 and 2020, as well as the first MYRP, with demonstrated results.⁴⁸ The consortium builds on the good practices, results, lessons, and recommendations of the final evaluation of the previous MYRP and will work together within the framework of a **Memorandums of Understanding (MoU)**, agreed by all members of the consortium. The roles and responsibilities of the consortium members, including the transversal function of the GLO are included in a MYRP **Consortium Agreement**, that follows ECW guidance and is agreed among all members. The consortium will work in a structured manner with **MINEDUC**. The experience of each organization of the consortium will contribute to the achievement of outcomes and outputs described in the Theory of Change, with methodologies validated by the MINEDUC.

Implementation of interventions under **Outcome A. will be led by RET in Ecuador**. Territorial support will be carried out for access to education for refugee, migrant and host community children and adolescents (Component A.1), with the support of **IPANC-CAB**, who will be responsible for training and dissemination of regulations on access to the national education system to the entire educational community. The consortium's strategy for the retention and learning of children in the education system, in safe and inclusive environments (**Outcome B.**), and improving the well-being and mental health of children and teachers (component B.1) will be led by **ChildFund**. ChildFund will build on and strengthen the methodology developed in the previous MYRP, through provision of psychosocial support to education professionals as well as children and adolescents with the support of the DECEs. Component B.2. Safe schools free of violence that promote gender equality, will be the responsibility of **Plan International**, serving as the GLO. **Outcome C.** on strengthening holistic competencies of refugee, migrant and host community children will be implemented by **RET International** through promotion of holistic learning spaces in schools, while **ChildFund** will implement a life-skills module through its Model PACT. The consortium in coordination with MINEDUC will provide pedagogical support to teachers (component C.2), led by **RET International**.⁴⁹

Accountability and learning

The implementation of the MYRP will have **feedback mechanisms with communities** and will ensure **accountability to beneficiaries**. The consortium has an information and feedback system in place to collect the views, concerns, and opinions of beneficiaries of different ages, genders, (dis)ability and background, and to incorporate their views into the planning and design of activities. Complaints and issues raised are dealt with appropriately and serve as a basis for the improvement of the consortium's activities and strategies for caring for the refugee and migrant population. The project has designed feedback mechanisms, periodic workshops and focus groups with the beneficiary population

⁴⁸ Annual joint narrative report of MYRP 1 as of June 2024, submitted by UNESCO as the grantee of the first MYRP. RET and IPANC-VAB were among the implementing partners.

⁴⁹ RET International brings its experience from the Inclusive Educational Communities Methodology, as well as the Creating Classrooms programme.

participating in the activities of the different programs and surveys on the assistance received, as well as their level of satisfaction and well-being and on new gaps and needs. Accountability and learning activities will include establishment of feedback mechanisms, as well as annual dissemination of best practices through workshops and webinars on lessons learned to promote continuous improvement and learning opportunities for all stakeholders.

All activities will be in line with the **Inter-Agency Standing Committee's (IASC) 4 Commitments to Accountability of Affected Populations** and the IASC's Minimum Operating Standards for Protection from Sexual Exploitation and Abuse (PSEA) and the Core Humanitarian Standard for Quality and Accountability. The consortium partners will also carry out **accountability and lessons learned exercises** to ensure that good practices are shared with MINEDUC, the GTRM-GTE, the Cluster and that the challenges are faced in a coordinated manner.

Alignment and coordination with the sector

The consortium will work in coordination with **MINEDUC** and will align its actions to expand the response of the national *Everyone in the Classroom* strategy and other flagship programmes carried out by MINEDUC, such as *Aprender a Tiempo* which aims to reduce school failure and repetition, among other MINEDUC-led programmes. To this end, the consortium will work with the **education authorities at central and decentralized level**.

The programme will also be coordinated with the national and territorial **GTRM** response, including with the lead agencies, UNHCR and IOM. RET International will continue to co-lead the **Education Working Group of R4V** together with UNESCO and UNICEF. The consortium will collaborate with strategic allies, such as universities, education and school safety groups at the global level of which RET and consortium partners are members, such as the **LAC-GRE** and **INEE**, and cooperation agencies in Ecuador. Efforts will be made to ensure synergies and alignment between other **key donors** that have key education response programmes in Ecuador, such as the UA Department of State Bureau of Population, Refugees, and Migration (PRM).

The programme's localization strategy will be anchored in **adapting the programming to the local context**. Local actors (women's associations, youth, migrant population, among others) will be involved in the design, implementation, monitoring and evaluation of educational interventions.

Monitoring and evaluation

The consortium has a robust **Monitoring, Evaluation, Accountability, And Learning (MEAL) Framework** in place to ensure that MYRP interventions are of high quality, there are systematic and continuous data collection processes in place to inform programme management decisions (*evaluation, adaptation, and improvement*), that programme activities are proceeding as planned, and that contribution to programme outcomes and overall impact are measured. The MEAL Framework will also be central to the scale-up and resource mobilization approach, as it will provide the necessary evidence to design and promote downstream programming. **RET International** will be responsible for the MEAL plan and consolidate data from each of the partners for joint reporting. Plan International, as GLO, will work on capacity building to ensure that a **gender perspective** is considered throughout the programme cycle, reviewing, and providing input on the formulation of work plans, budgets, monitoring and evaluation mechanisms. In addition, partners commit to collection and reporting of data disaggregated **by age, gender, and diversity**.

The MEAL framework also includes **assessments of holistic learning** to be carried out in the 10th grade of secondary education, measuring academic knowledge and social-emotional learning. This activity will

be carried out in collaboration with INEVAL and the Latin American Laboratory for the Evaluation of Educational Quality (LLECE).

In addition to period monitoring of the programme, a **Final Evaluation** is planned to measure the results and impacts of the programme, the performance of the consortium, give conclusions on the implementation of the MYRP and recommendations for sustainability of results.

MYRP governance structure

The consortium governance structure includes:

1. **Consortium Management Committee**, made up of representatives from consortium member organizations, will serve as the decision-making body in the management of the consortium. ECW may be called upon to facilitate and reach consensus on any decision. This committee will meet every two months or more frequently, if necessary.
2. **Technical-Operational Committee**, made up of one member of each member organization of the consortium, the MYRP Coordinator and his/her alternate. This committee reviews the technical and operational implementation of the programme and makes thematic and programmatic decisions, in coordination with the sectoral work of the focal points.
3. **Focal Points** appointed by each organization of the consortium will meet monthly to monitor and coordinate activities, review progress, reports, etc.

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

RET International has led the development of **a strategy and manual of procedures for the management of the consortium**. This includes five phases: 1) preparation, 2) initiation, 3) management and implementation, 4) consolidation and 5) completion, in addition to the monitoring and evaluation stage that is transversal to the five phases. Further details are available in the **Consortium Manual** and can be provided on demand.

Protection and safeguarding

The consortium and its organizations are fully committed to protecting people in all their operations and have **zero tolerance for sexual abuse and exploitation**, which constitutes a serious violation of human rights. Each of the consortium partners have **robust strategies, policies, and procedures** in place to ensure protection against sexual exploitation, abuse, and harassment of children of all ages, as well as adults. A Prevention of Sexual Exploitation and Abuse (PSEA) Implementation and Child Safeguarding Plan will be shared with beneficiaries that includes standards of care and the process for complaints and reports, and provides referral guidance and follow-up support information.

All partners are responsible for protecting all persons, both children and adults, from any harm because of their operation. In addition, each implementing partner will put in place **data security** measures, as well as **safeguarding referral policy** with identified focal points within each agency for safe, ethical, and accessible reporting, referral, and follow-up/support mechanisms. Protection concerns will be investigated in a timely, confidential, and secure manner. All reports will be recorded in accordance with data protection best practices and monitored to track trends and identify opportunities to improve organizational practices. Consortium partners commit to immediate **incident reporting** to ECW and PSEA focal point and appropriate actions as per ECW PSEA and Safeguarding requirements.

Gender equality and disability inclusion

The consortium will approach the MYRP Programme with a **gender-transformative strategy**, transversal to all results. The overall programme aims to ensure that **60 per cent** of the total number of beneficiaries are **girls and women**. There is also a specific component with two outputs (B.2) to work inside and outside the educational community on gender equality, the prevention and response to GBV and empowerment of girls and adolescents. **Plan International** will serve as the GLO, using its gender-transformative approach that focuses on addressing the root causes of gender inequality and reforming unequal power relations to make girls, adolescents and women rights-entitled, regardless of their gender and other identities. The approach has six elements, including:

1. Constant attention to gender norms to address through the MYRP.
2. Strengthening children's committees at the territorial level.
3. Working with boys and men, with strategies that guarantee their participation in the programme, to promote positive, non-violent masculinities in the educational context and outside of it.
4. Inclusion: promoting respectful spaces for the population on the move and children with disabilities within the educational community.
5. Gender condition (daily conditions) and position (value, status in relation to the educational service).
6. Favorable environments to influence the development, implementation, and execution of public policy actions in favor of gender equality in education.

The **disability inclusion strategy** will be aligned to CRPD and the Washington Group, as well as the ECW Policy and Accountability Framework on Disability Inclusion. Actions will be coordinated with government policies through the Organic Law on Disabilities and its regulations and strategies such as the MINEDUC's Programme to Support the Social Inclusion of Persons with Disabilities, a strategy financed by the Inter-American Development Bank (IDB). The strategy has the following key actions:

- 1) Identify and address the barriers faced by persons with disabilities, and enable them to access, participate in and obtain results.
- 2) Training of teachers on processes and strategies for inclusion and attention to students with specific educational needs associated with disability.
- 3) Promote integrative teaching methodologies with teachers, DECEs and authorities.
- 4) Strengthening the capacities of the protection system, the decentralized authorities and youth, women, and community organizations to identify children with disabilities who are not in school and promote their inclusion in the education system and their care in the protection and health system.
- 5) Awareness-raising and communication for development (C4D) interventions that combat stigmatization and stimulate the (re)schooling of children with disabilities.
- 6) Establish feedback loops with the educational community to improve interventions.

The programmes aim to ensure that at least **10 per cent** of children to be reached by MYRP are **children with disabilities** (60 per cent among them girls).

Annex 1. Results Framework

#	Level	Result statement	Indicator	Baseline Total	Baseline female	Baseline Male	Baseline children with disabilities	Target Total	Target female	Target male	Target children with disabilities
A	Outcome	Access to safe, equitable, and gender-transformative education opportunities for refugee, migrant and host community children.	Number of conflict- and/or crisis-affected children and adolescents newly enrolled in ECW-supported education programmes	2,477	1,213	1,264		15,000	9,000	6,000	1500
A.1.1	Output	Training and dissemination of regulation on access to the national education system	Number of officials trained on access to education regulations	376	263	113		2,500	1,500	1,000	NI
A.1.2	Output	National identification, registration, and monitoring programmes.	Number of refugee, migrant and host community children and youth identified in the Active Search process, informed, and accompanied to enter formal or non-formal education.	3,013	1,482	1,531		25,000	15,000	10,000	2500
A.1.3	Output	Comprehensive community intervention.	Number of refugee, migrant and host community children and youth affected by the crisis who have been provided with individual learning materials.	700	347	353		7,700	4,620	3,080	770
A.1.4	Output	Generation of strategic information and disaggregated data (Age, Gender, Diversity) on education inclusion	Extent to which coordination/programming in humanitarian, development and peace linkages has or has not improved	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A
A.2.1	Output	Strengthened and available flexible education offers for refugee, migrant and host community children.	Number of refugee, migrant and host community adolescents included in the flexible offers (NAP)	3,741	1,611	2,130		1,500	900	600	
A.2.1	Output	National accelerated learning programs for reintegration into formal education.	Number of children and adolescents (3-18 years old) affected by conflict and/or crisis who were previously out of school completed an accelerated education programme (AEP)					750	450	300	
A.2.1	Output	National accelerated learning programmes for reintegration into formal education.	Number of refugee, migrant and host community adolescents with a disability included in non-formal education offers (NAP)					150	90	60	150
A.2.2	Output	National learning recovery programmes for formal	Number of teachers supported in the implementation of effective pedagogical	2,131	1,617	514		2,000	1,200	800	

		secondary education (12 to 18 years old)	strategies for flexible (non-formal) education.								
B	Outcome	Retention of refugee, migrant and host community children in the education system and in safe, gender-transformative and inclusive learning environments.	Percentage of children and adolescents affected by conflict and/or crisis who report feeling safe in/to/from ECW-supported learning spaces					40	60	40	
B.1.1	Output	Psychosocial support for education professionals	Number of teachers/education personnel trained in self-care techniques	716	502	214		6,000	3,600	2,400	NA
B.1.2	Output	Psychosocial support for children and adolescents	Number of refugee, migrant and host community adolescents receive psychosocial support (PSS) according to their needs or requirements.	1,797	924	873		10,000	6,000	4,000	
B.2.1	Output	Prevention and responding to violence (including GBV) in schools	Number of ECW supported teachers/administrators trained on GBV core concepts and/or safe referrals.	100	70	30		7,500	4,500	3,000	
B.2.1	Output	Prevention and responding to violence (including GBV) in schools	Number of parents and caregivers made aware of effective mechanisms for preventing and reporting violence in and outside the school environment.	1,723	1,491	232		8,000	4,800	3,200	
B.2.2	Output	Girls' Empowerment	Percentage of adolescent girls affected by conflict and/or crisis supported by ECW reporting improved levels of empowerment.					0			
C	Outcome	Improved learning outcomes and skills of refugee, migrant and refugee children through holistic, inclusive and gender-transformative strategies	Percentage of children and adolescents affected by conflict and/or crisis who reach minimum proficiency levels in (i) reading and/or (ii) mathematics.	23				20	20	20	
C	Outcome	Improved learning outcomes and skills of refugee, migrant and refugee children through holistic, inclusive and gender-transformative strategies	Percentage/number of ECW-supported children and adolescents who improved their SEL levels.	44	46	42		44	44	44	
C.1.1	Output	Holistic learning spaces in the school.	Number of refugee, migrant and host community children and adolescents benefiting from strategies to improve socio-emotional and cognitive skills provided by the programme.	300	180	120		1,000	600	400	

C.1.1	Output	Holistic learning spaces in the school.	Number of adolescent refugees, migrants and host community trained in leadership skills and as agents of change to help them stay in school.	2,242	1,099	1,143		500	300	200	
C.1.2	Output	Comprehensive sexuality education and prevention of teenage pregnancy.	Number of children and adolescents affected by conflict and/or crisis receiving training on comprehensive sexuality; sexual, affective, and reproductive health.					1,500	900	600	
C.2.1	Output	Gender-transformative and inclusive Pedagogical coaching for teachers.	Number of teachers/administrators trained on gender responsive/transformative content.	14,468	11,254	3,214		3,750	2,250	1,500	
C.2.2	Output	Identification of and support to children with specific educational needs.	Number of ECW supported teachers/administrators trained on inclusive education.	2,041	1,427	614		7,500	4,500	3,000	
C.2.3	Output	Drop-out alert system.	Number of teachers trained in the identification of psychosocial alerts and risks (Early Warning System for school dropouts).					600	360	240	

Note: As part of the MYRP Application package, a more detailed [Results Framework](#) is provided to ECW.

Annex 2. MYRP Budget

Result Area	Total amount (USD)	Percentage
Outcome A. Access to safe, equitable, and gender-transformative education opportunities for refugee, migrant and host community children.		
Component A1. Local support ensures access to education for refugee, migrant and host community children.	\$1,264,000	32%
Component A2. Strengthened and available flexible education offers for refugee, migrant and host community children.	\$1,264,000	
Outcome B: Retention of refugee, migrant and host community children in the education system and in safe, gender-transformative and inclusive learning environments.		
Component B.1: Better mental health of education professionals and children	\$632,000	20%
Component B.2: Schools that are free of violence and promote gender equality, empowerment and rights of girls and adolescents and positive masculinities.	\$951,400	
Outcome C: Improved learning outcomes and skills of refugee, migrant and refugee children through holistic, inclusive and gender-transformative strategies		
Component C.1: Children improve their socio-emotional and academic skills and knowledge of Comprehensive Sexuality Education (CSE)	\$657,000	18%
Component C.2: Teachers accompanied to adapt their inclusive and gender-transformative pedagogical practices.	\$833,235	
Cross-cutting (programmatic) costs		
GLO Function	\$320,000	10%
MEAL Framework implementation including holistic learning outcomes assessment	\$435,000	
Communications & Advocacy	\$80,000	
Total Programme Cost	\$6,436,635	80%
Total Operational Costs	\$1,040,000	13%
Indirect Costs	\$523,365	7%
TOTAL BUDGET	\$8,000,000	

Note: As part of the MYRP Application Package, a more detailed [Budget Template](#) is provided to ECW.

Annex 3. Risk Assessment

Each partner in the consortium has established its individual risk mitigation measures. A general risk matrix has been submitted to ECW to ensure a harmonized approach and understanding of the protection and safeguarding measures.

The Risk Matrix as of June 2024 is available here: [Ecuador MYRP- RET International – Risk Matrix](#)

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.

