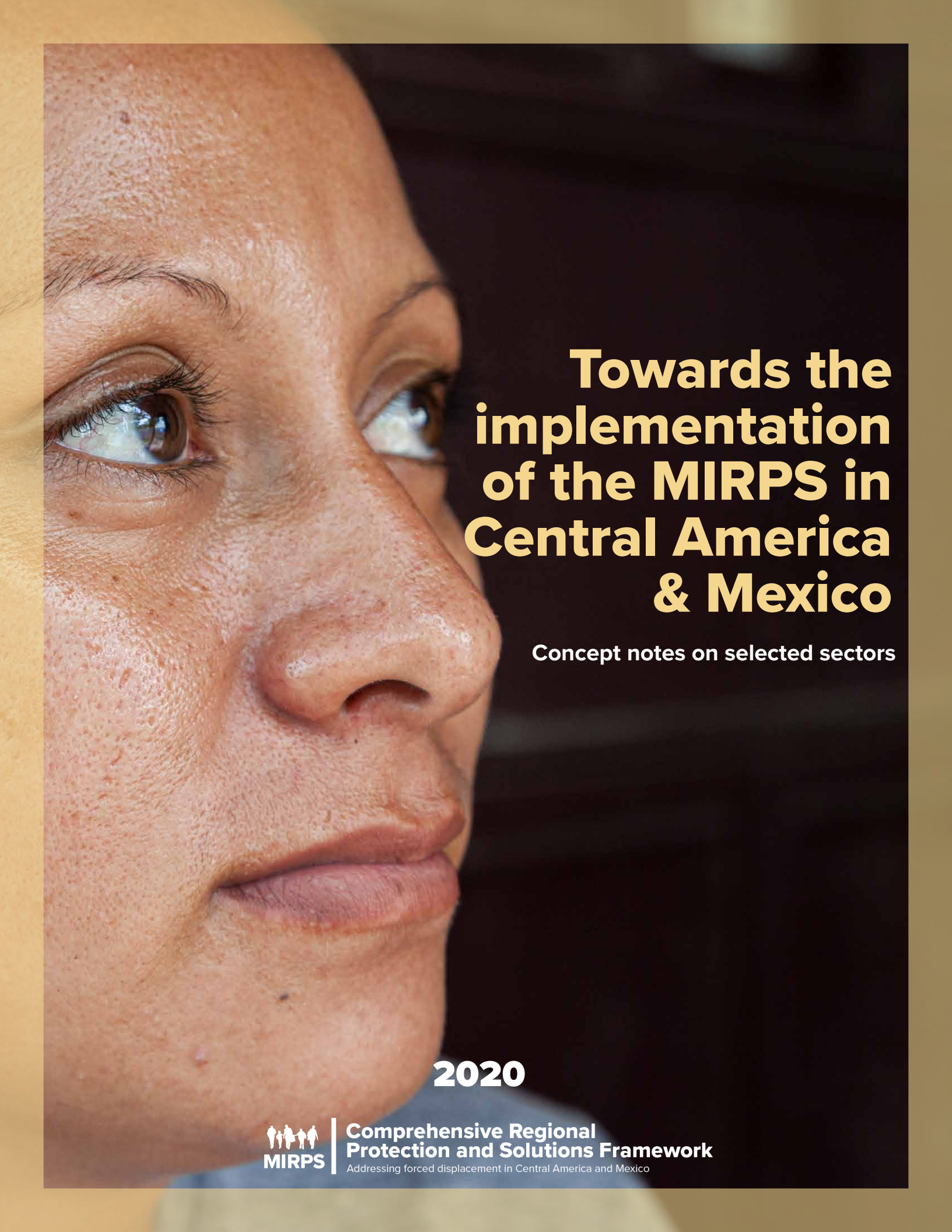




Towards the implementation of the MIRPS in Central America & Mexico

Concept notes on selected sectors

2020



**Comprehensive Regional
Protection and Solutions Framework**

Addressing forced displacement in Central America and Mexico

Context

Impacted by increasingly complex forced displacement situations, Central America hosts hundreds of thousands of people who have fled their homes, either within or across their country's borders, in search of safety. This includes IDPs in El Salvador, Honduras and Mexico; together with refugees and asylum-seekers from the northern Central American countries who have fled chronic gang violence, persecution and insecurity. The vast majority of refugees and asylum-seekers from these countries are hosted in Mexico and the USA, with several thousands more having sought asylum in Belize, Costa Rica, Guatemala, and Panama. In addition, tens of thousands of people have fled the social and political crisis in Nicaragua, the vast majority arriving in neighbouring Costa Rica where asylum claims have increased exponentially.

In 2019, the Americas was the largest recipient of asylum applications worldwide. An additional several hundred thousand persons are returning to their countries of origin as deportees, including those with protection needs. With an increasing trend of people forcibly displaced in the region exerting pressure on national protection and asylum systems, the MIRPS seeks to expand the operational capacity of States in Central America and Mexico to respond to forced displacement. This includes making the necessary arrangements to ensure safe reception and admission of people forced to flee, facilitating access to safe spaces and shelters, engaging community and municipal leadership, promoting durable solutions and livelihoods, as well as fostering an environment of peaceful coexistence.

In 2017, Belize, Costa Rica, Guatemala, Honduras, Mexico and Panama adopted the San Pedro Sula Declaration, to address forced displacement by strengthening the protection and assistance to affected persons, as well as promoting durable solutions. Through the Declaration, countries agreed to participate in the MIRPS as a regional contribution to the Global Compact on Refugees, where all states committed to adopt and implement national action plans, aligned to country specific commitments and priorities. In 2019, El Salvador joined this regional effort and held the Pro-tempore Presidency for 2020. Nationally, MIRPS Technical Teams (NTTs) are comprised of relevant government institutions who plan and coordinate the implementation of work plans with support from UNHCR and OAS as the technical secretariat.

Identification of resources required

Through the State-led quantification process, NTTs have assessed the financial resource requirements and steps required to implement select national commitments, defining specific costed activities in the areas of protection, social protection, health, education and livelihoods. The related Concept Notes presented within this document have informed the elaboration of detailed Concept Notes, that were informed by consultations and working sessions of the NTTs which brought together national counterparts in the areas of planning, financing and international cooperation with the technical support from the UNHCR-OAS MIRPS Secretariat and the Pro-Tempore Presidency.

This process has served to strengthen the national planning process to implement MIRPS national action plans, and is a basis for partnership engagement and resource mobilization. Key consideration was given to identifying commitments that aligned closest to the humanitarian context and prevailing protection needs, and were dependent on establishing new partnerships and forms of financing to implement. In a number of instances, focus areas also align to Pledges that were also made at the Global Refugee Forum.

The scale of the forced displacement crisis in the region - compounded by the pandemic - and the projections of a possible increase in the numbers of people fleeing once the opening of borders is regularized, requires the **strengthening of partnerships** to be a priority for 2021. In this sense, MIRPS countries have diverse national, regional and international partners, as well as the backing of the **Support Platform, international financial institutions, development actors, the civil society and the private sector** as a true example of responsibility-sharing.



Find out more about
the Annual Report
in the new [MIRPS
webpage](#)

Prioritized focus areas

Total requirement \$63,152,181
Total gap \$54,479,442

MEXICO **Total requirement \$8,289,178**

 Strengthening schools in the public education system in host communities in southern Mexico

Total Required Financing

\$7,042,800

 Strengthening first level health care in the state of Chiapas, Mexico

Total Required Financing

\$1,246,358

HONDURAS

Total requirement \$3,999,725



Guaranteeing a harmonized approach to provide long term solutions such as access to work and social protection

Total Financing Required

\$3,999,725

GUATEMALA **Total requirement \$346,170**
Total gap \$333,442



Creation of specialized, differentiated, safe, and decent reception conditions

National Financing

Financing Gap

\$4,546 \$39,935



Strengthening institutions that govern the protection of children and adolescents in border areas

National Financing

Financing Gap

\$4,286 \$232,208



Public-private sectors alliances for the inclusion of refugees and refuge applicants in Guatemala into the workforce

National Financing

Financing Gap

\$3,896 \$61,299

BELIZE

Total requirement \$2,596,861



Establish demand-driven technical and vocational training in key economic sectors associated with climate change, benefiting refugees, asylum seekers, migrants and Belizean youth

National Financing

Financing Gap

\$0 \$2,596,861

EL SALVADOR **Total requirement \$11,993,682**
Total gap \$10,336,910



Improve the technical, inclusive, and operational capacity of the Salvadoran educational system to support the rights of the forcefully displaced population

National Financing

Financing Gap

\$1,513,561 \$6,854,890



Expand opportunities of access to work and sources of livelihood to encourage self-reliance of people who have been forcibly displaced in El Salvador

National Financing

Financing Gap

\$0 \$3,266,520



Strengthen the capacity of the National Health System to provide better health and psychosocial services to forcibly displaced people in El Salvador

National Financing

Financing Gap

\$143,211 \$215,500

COSTA RICA **Total requirement \$7,966,225**
Total gap \$4,980,215



Voluntary temporary insurance for asylum seekers and refugees in Costa Rica

National Financing

Financing Gap

\$0 \$3,033,333



Social protection of the populations with international protection needs through services provided by the Social Welfare Institute (IMAS)

National Financing

Financing Gap

\$836,397 \$641,655



Institutional strengthening to support the refugee and migrant population in the context of the COVID-19 pandemic

National Financing

Financing Gap

\$2,149,613 \$1,305,227

PANAMA

Total requirement \$27,960,340



Expanding social coverage to meet the basic needs of vulnerable refugees and applicants for refugee status

National Financing

Financing Gap

\$4,017,229 \$23,943,111

 **Education**

Total requirement \$18,008,112
Total gap \$16,494,551

 **Social protection**

Total requirement \$33,438,117
Total gap \$28,584,491

 **Protection**

Total requirement \$3,813,551
Total gap \$1,345,162

 **Child protection**

Total requirement \$236,494
Total gap \$232,208

 **Health**

Total requirement \$4,638,422
Total gap \$4,495,211

 **Jobs and livelihoods**

Total requirement \$3,331,715
Total gap \$3,327,819

Belize.

Persons of concern in Belize

Refugees*

29

Asylum
seekers*

2,134

*Official data provided by government to UNHCR by end of 2019

SECTOR	DESCRIPTION	IMPLEMENTING ENTITIES	FINANCING NEEDS
 Education  	The programme will support investments within the national ITVET system, establishing foundation basic language and computer literacy training, together with demand-driven courses in key economic sectors associated with climate change, benefiting refugees, asylum seekers, migrants and Belizean youth.	Ministry of Education, Youth, Sport and Culture; Cayo Centre for Employment Training (CET), Institutes for Technical Vocational Education and Training (ITVET).	National Financing Financing Gap \$0 \$2,596,861

Context

As a country of some 400,168¹ inhabitants with an ethnically diverse background, Belize is considered a small middle-income country with an open economy, driven mainly by the tourism and agriculture/fisheries sectors.

Forced displacement trends

Having experienced a widespread demographic and social impact of a first wave of refugees and migrants in the 1980s and early 1990s, the country has continued to be a country of destination for forcefully displaced persons seeking refuge from widespread violence and rights violations, perpetrated by organized criminal groups in the north of Central America. The national Refugees Act was passed in 1991, providing a legal framework to respond to arriving asylum-seekers. After a period of diminished regional displacement in the period 1998- 2010, the annual numbers of asylum-seekers arriving in Belize have been steadily increasing. Meanwhile, the steady increase of the Belize migrant stock over the past four decades has driven the nation's response to develop a new Migration and Development Policy. The country is currently home to some 4,186 refugees and asylum seekers, comprising of 1,039 households; 70% of whom originate from El Salvador. Half of this population group are from single headed households, with 41% between the ages of 18 to 35 years, and with 33% being children and youth. (UNHCR, 2020) In addition, the Belize is host to some 60,000 migrants.

At the same time, over the past two decades, Belize has been experiencing fiscal and economic pressures, which recently have been exacerbated by the onset of the coronavirus pandemic. The impact of the pandemic is expected to cause a considerable contraction in economic activity. The agricultural sector has been grappling with increasing effects of climate change-induced weather patterns and diseases, and currently the pandemic's impact, both resulting in declining outputs in tourism and agriculture. These factors are negatively affecting employment and increasing the vulnerability of various population groups, including the poor (often residing in the poorer host communities), asylum-seekers and migrants. The current economic downturn carries the potential to reinforce the public opinion against a progressive shift towards national solutions in response to the impact of forced displacement.

National response

Efforts to increase the capacity of the Refugees Department of the Ministry of Immigration have focused on improving the registration and refugee status determination processes, to reduce the backlog of cases and waiting periods for receiving a final response to asylum claims. While waiting for the state's final response, asylum-seekers do not have formal permission to access formal jobs. This situation heightens asylum-seekers' vulnerability, as their access to services becomes

limited and while any personal financial resources are being depleted. This increases their dependency on limited and temporary humanitarian assistance. A UNHCR study (2018-2019) shows that, expressed in "standard of living" terms, 65% of persons of concern to UNHCR lives on or below the poverty level, more than double the household poverty rate provided in the most recent Country Poverty Assessment in 2009: 31%.

The MIRPS in Belize

The Government of Belize joined Costa Rica, El Salvador, Guatemala, Honduras, Panama and Mexico in 2017 in a coordinated joint response to forced displacement in the region, the Comprehensive Regional Protection and Solutions Framework (CRPS; in Spanish "MIRPS"). The MIRPS National Action Plan of Belize is guided and overseen by a National Technical Team (NTT), and coordinated by the Refugees Department. The activities of the NTT bring together line Ministries (Immigration, Human Development, Education); the national Statistical Institute of Belize; civil society (Help

for Progress, Belize Red Cross, Humana People to People, Human Rights Commission of Belize, Belize Network of NGOs), UN agencies and the Organization of American States.

The government maintains the conviction that the protection and integration of refugees is a shared responsibility between the international community and regional actors, supplying robust and predictable technical and financial assistance, to enable the country to enhance best practices and offer solutions that will benefit both refugees and host community.

¹ <https://population.un.org/wpp/>

COUNTRY: Belize

SECTOR: Education

Establish demand-driven technical and vocational training in key economic sectors associated with climate change, benefiting refugees, asylum seekers, migrants and Belizean youth



Executive Summary

Through a long-term contribution to green growth and sustainable economic development, Belize seeks to match a young and capable workforce found among its refugee, migrant and Belizean youth population with the green industries a low-lying Caribbean state, like Belize, needs to ensure a healthy economy in the face of climate change. The programme builds skills development for economic inclusion and stability through investments in the existing network of institutes for technical and vocational education and training (ITVETs) that enable the delivery of course content responding to the needs of the labour market and facilitating investments in the green economy. The proposal expands course enrolment capacity in foundational skills in basic English language and computer literacy training needed to enter the formal labour economy. The second phase trains workers, engineers and technicians in specific sectors, that also provide the knowledge, skills and competencies, to develop an economy that promotes resource efficiency, reduces waste and advances more environmentally conscious practices. The scope and variety of the second phase courses will be based on existing labour market needs, as well as in coordination with private sector partners to identify growth opportunities in key economic sectors associated with environmental sustainability, benefiting refugees, asylum seekers, migrants and Belizean youth in finding last economic inclusion while supporting the hosting community in its development a green economy.

DURATION

2021-2022

IMPLEMENTING ENTITIES

Ministry of Education, Youth, Sport and Culture; Cayo Centre for Employment Training (CET), Institutes for Technical Vocational Education and Training (ITVET).

LOCATION

National

BENEFICIARIES

Phase 1 a) Professional training: 40 refugees, asylum seekers and migrants; b) Language and computer literacy training: 1,108 refugees, asylum seekers and migrants.

Phase 2 a) Professional training: 250 refugees, asylum seekers and migrants; b) Language and computer literacy training: 1,156 refugees, asylum seekers and migrants.

ESTIMATED BUDGET

Total Required Financing:	\$2,596,861
National Financing:	\$0
Financing Gap:	\$2,596,861

1. Education sector context in Belize

Primary education is tuition free and compulsory for all children up to the age of 14 years, thereby ensuring the right to primary education regardless of migratory status. Participation rates of primary school-aged children from Belizean and refugee families are equal at 97%. School enrolment levels among persons of concern are lower than among Belizeans within the same communities for secondary education (12 – 17 age group) and even more so for tertiary (18 years and older)¹ education. For refugees and asylum-seekers, lower participation rates in education past primary level are due to administrative and/or financial barriers.

English learning among persons of concern is crucial to their effective integration into local communities, with just 25% of refugees and asylum seekers fluent in English in a country where English is the official language. While schools in Belize provide bilingual training for staff and provide English as a Second Language (ESL) education, language barriers remain. Additional investments are required, including the provision of remedial education to close the learning and enrolment gap between Belizean, refugee/asylum seeker and migrant students.

Access to Technical Vocational Education and Training (TVET) by refugees and asylum-seekers is currently limited, despite it being the preferred form of secondary education to increase opportunities for achieving individual and/or family self-sufficiency and self-reliance. Access to livelihood opportunities, including skills training that allow asylum-seekers to gain access to the labour market in their host country is consistently identified as a critical need through participatory assessments with displaced persons. As a result of the COVID-19 pandemic, and the resulting loss of opportunities within the informal economy, the demand for for language and technical vocational training has been increasing.

Business leaders and investors indicate that most graduates do not possess the required skills that the markets need, and demand increased investments in order to be national and globally competitive. To date, skills training opportunities provided by the six TVET facilities in Belize include electrical; automotive; welding; air conditioning & refrigeration; cosmetology; food preparation; and furniture & upholstery making. It is critical to facilitate enhanced technical and operational capacities of the TVET facilities to ensure that their courses align with local market needs, particularly in the areas of ICT, and within the niche of growing green economy technologies, including renewable energy.

When considering socio-economic background and country of origin, there is a large variation in different countries in education performance between students with a migration background and national students, suggesting that policy initiatives may play an important role in reducing imbalances (OECD, 2019). A school system's response to regular and forced displacement tremendously affects the economic and social development of its recipient communities. When children receive support to enhance their personal resilience, learn the language and culture, and successfully integrate into their new school community, their learning and outcome indicators improve while repetition and dropout rates decline (OECD, 2003; OECD, 2019).

Furthermore, investment in ESL initiatives have underscored the additional educational value to students when language training is placed within the institutional setting of the desired follow-up education. In this regard, students aspiring to continue an academic secondary or tertiary education path do well when ESL is provided by the relevant education institutions. The same holds for the technical-vocational education and training, pointing at a need to explore the expansion of ESL education at TVET institutes.

Belize has not been able to fully align taught skills and competencies with the skills required by business to support the growth of the local economy. This disconnect can be considered to fall within three principal areas:

- Basic and essential skills: lack of basic literacy (English in the case of Belize) and numeracy, and digital literacy.
- Advanced skills: technicians and engineers; physical, biological sciences, mathematics, computer science and information technology.
- Emerging skills: green jobs (renewable energy, green construction, greener materials, recycle), etc.

UNESCO's Strategy for TVET (2016-2021) recognizes the need to develop skills that facilitate the transition towards green economies and sustainable societies as a priority area in the coming years. In this regard, building upon initial investments in strengthening teaching practices, and capacity in traditional subjects, TVET strategies and investments need to move beyond short-term goals and needs, and embrace a transition to include also a longer term reach, teaching skills useful for the medium- and long -term goals and objectives of national sustainable development.

¹ Profiling of Persons of Concern in Belize 2018 - 2019 Final Report, April 2020

Complementary initiatives

As part of the Belize Education Sector Reform Project, being realised with the financial support of the Caribbean Development Bank (CDB), the Ministry of Education is holding a series of national consultations to inform the development of the next Belize Education Sector Strategy; the last national strategy “Improving Access, Quality and Governance of Education in Belize” having concluded in 2016. In addition, through the current financial support of the Inter-American Development Bank (IADB), the Ministry is making investments in remote and face-to-face learning to assist school communities to address the challenges of the COVID-19 pandemic.

The planned intervention aligns to the United Nations Multi-Country Sustainable Development Framework in the Caribbean (2017-2021), and the strategic priority to support ‘An Inclusive, Equitable, and Prosperous Caribbean’, and further ‘Access to quality education and life-long learning increased, for enhanced employability and sustainable economic development’. A key performance target being to ‘By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship’ (Target 4.4).

The Economic Commission for Latin America and the Caribbean (ECLAC)’s Social Development Division is engaged in analysing the supply of work training programmes (particularly, those that address the situation of people excluded from the labour market) and the supply of formal

technical and vocational education at the secondary and tertiary levels. Based on research and experience-sharing, the Division aims to help countries to enhance the supply of training programmes and the link between education and employment by promoting dialogue among various stakeholders.

The Caribbean Virtual Policy Network on Youth Education and Employment (VPNYEE) was a 2017-2018 initiative spearheaded by the United Nations system and co-convened by the CARICOM Secretariat, the Caribbean Employers’ Confederation, the ILO and UNESCO. Its primary goal was to help Caribbean countries and stakeholders to define public policy interventions to support youth employment. It also sought to place youth employment at the centre of the national policy discourse and promote a community of practice.

From 2017-2019, the Ministry of Education implemented the ‘Leadership and Management Certificate Program to provide for capacity building and professional development for administrators and instructors of Technical Vocational & Educational Training (TVET). Through funding from the European Union, the programme worked to increase the capacity of TVET management and instructors to deliver quality training to students, through training in Competence Based Education and Training (CBET). This included a review and update to their existing courses provided with the national TVET institutes.

2. Detailed Approach

The Project Planning Process

An important driver of the development of this initiative, which links the nascent technical vocational education and training sector new niches for the national productive profile, is to reinforce and complement government’s desire to further improve primary and secondary education outputs and to enhance improved participation from the non-national population groups. Within that goal, this proposed initiative focuses fully on the untouched potentials of the technical vocational education and training and the resident non-national population.

The methodology is grounded in the analysis of currently available demographic data of national and non-national population groups and the extent to which secondary education groups are interested in and (can become) eligible for participation in TVET in Belize. Given the parameter that this initiative aims to be innovative in search for new elements of national and sustainable recovery and development, a number of critical assumptions have been to remain on solid ground as best as possible. Most of the assumptions, expressed in terms of risks, are reflected in section 7 below.

Proposed Approach Overview

To facilitate the local integration of refugees and asylum seekers in Belize, access to language training and the possibility to acquire skills that respond to labour market needs is considered a priority. While there is at present, no entitlement to formal employment in the country, the initiative seeks to both provide an opportunity for the Government of Belize to investment within the national TVET system, while providing transferable skills to refugees and asylum seekers in the country. While not detailed further within this document, successful implementation of the planned initiative provides positive impetus to potential pilot access to work permits for select graduates of the programme.

Programme implementation is envisioned to be conducted in two phases. The first phase will include the provision of a pre-skills training foundation programme providing basic English language and computer literacy classes to 40 students; which will entail two of the national TVET institutes overseeing each a class of 20 students. Successful graduation from the pre-skills training courses, which will be targeted to youth from the refugee, asylum seekers and migrant from communities in

the 15-24 age range, will be a prerequisite for access the skills training programme, and seeks to contribute to harmonizing level of basic educational attainment between displaced and migrant populations and their national counterparts

The second phase, anticipated to be implemented in 2022, will seek to support trained workers, engineers and technicians in specific sectors, that also provide the knowledge, skills and competencies, to develop an economy that promotes resource efficiency, reduces waste and advances more environmentally conscious practices. Envisaged as a long-term contribution to green growth and sustainable economic development in the country, refugee, asylum seekers and migrant will be provided access on a 50/50 basis to Belizean nationals. The scope and variety of phase two courses will be based on existing labour market needs, together with growth opportunities identified in coordination with private sector partners. Subject matter content that support investments in the green economy, may be drawn from the following:

- **Renewable Energy.** The renewable energy sector in Belize is expected to grow in the coming years. Solar energy in particular is considered a focus area, with an anticipated 40% increase in installed solar capacity of 40% to 280 GW by 2050 in Latin America and the Caribbean (International Renewable Energy Agency). In this regard, Solar Energy Solutions Belize (SESB) and other private sector companies in the renewable energy sector are currently seeking additional human resource capacity in the sector to scale its operations in the country.

- **Construction.** The construction industry, which includes housing construction and building materials, is responsible for a significant share of energy-related carbon emissions. Globally, it accounts for 30 per cent of energy

related carbon emissions, 40 per cent of total waste and 12 per cent of water use. (UNESCO 2017). Skills training that aligns to advances in environmentally sound and energy efficient practices and materials is essential to reduce carbon emissions, and support water conservation.

- **Agriculture.** To effectively manage energy, land and water use that support sustainable agriculture and safeguards biodiversity, skills training to ensure the delivery of new practices including organic farming, agroforestry, and waste management, the application of energy-efficient technologies, the use of water and irrigation technologies, and the use of information and community technology (ICT); including Geographic information (GIS) and remote sensing (SR) for land planning and monitoring.

- **Forestry.** Complimented by laws at the sectoral level in forestry, there is a need to strengthen forest management to address existing threats as well as anticipated additional threats from climate change. This includes the provision of new skills in forest conservation and expansion to strengthen coastal resiliency and reduce the risk of floods, agro-forestry and forest-based enterprises. Technical skills are also required for the planning, harvesting and maintenance of mangroves.

- **Water.** While increase water-use efficiency across all sectors and ensuring sustainable withdrawals and supply of freshwater is relevant in several sectors and industries, the delivery of skills training that supports investments in Integrated Water Resources Management outlined in the National Integrated Water Resources Management Policy for Belize is a priority. This may include a focus support to manage rainwater harvesting and localized wastewater recycling schemes.

General objective

Promote the integration of young vulnerable persons in the green economy through the delivery of demand-driven technical and vocational training within sectors associated with climate change.

ETES oversees the national ITVET structure consisting of 5 ITVETs and the Cayo Centre for Employment Training (CCET), all offering courses of nine-months duration, together with short course of three-to-six months in a range of subjects. The national governance of the TVET sector policy is channelled through the Belize National Council for Technical and Vocational Education and Training (NCTVET).

Specific Objective 1

Strengthen academic and technical capacities of young refugees, asylum-seekers, migrants and nationals via technical vocational education and skills training.

Expected Results 1

Increased opportunities for socioeconomic resilience, self-reliance and community cohesion for vulnerable and excluded young adult populations from national, refugee and migrant households.

Activities

Regular coordination meetings of programme Steering Committee in consultation with the National Council for TVET.

Identification of target beneficiaries amongst refugee and asylum seeker youth based on vulnerability assessment.

Identification of target beneficiaries amongst migrant youth based on those considered to have international protection needs.

Labour market assessment – based on needs and opportunities within the green economy.

Design and implementation of TVET Green Economy Communications Strategy, including associated products and activities, such as outreach to private sector and civil society.

Review and adaptation of course content to national development context in Belize; setting appropriate curriculum goals and standards and considering core skills for employability (learning to learn, communication, teamwork, problem solving).

Delivery of Training of Trainers exercises aligned to green economy course content.

Delivery of supplementary training for English and computer literacy teachers, enabling TVET staff to work effectively with students from different backgrounds, and to respond to psychosocial support and counselling needs.

Foundation course in basic English language and computer literacy benefiting 100 refugees, asylum seeker and migrant youth across five TVET facilities in 2021.

Up to ten classes implemented in 2022 across five TVET facilities delivering course modules linked to the green economy benefiting 250 students.

Specific Objective 2

Adapt existing and develop new courses addressed to refugees and asylum seekers to respond the labour market needs with an approach of green economy.

Expected Results 2

Delivery of demand-driven technical and vocational training within sectors associated with climate change.

Activities

Identification of target beneficiaries amongst Belizean youth based on vulnerability assessment.

Identification of suitable national private sector partners.

Assessment of TVET institute capacity support needs – aligned to/informed by the development of the forthcoming National Education Sector Strategy.

Administrative and management process supporting course implementation.

Implementation of monitoring and evaluation mechanism to guide programme implementation. Sharing of lessons learned and best practices in TVET with other MIRPS States to inform programme delivery and ongoing innovation.

Review of existing framework conditions for private sector engagement in course development.

Joint review of legal framework and sustainable government incentives for private companies.

Coordinated outreach via external partners to international private sector entities – including those currently provides services within the green economy, and those who have offered concessionary support and pledges during the Global Refugee Forum in 2019.

3. Beneficiaries

Phase 1 – Target beneficiaries are refugee, asylum seeker and migrant youth in the 15-24 age range. For vocational training, based upon the existing capacity of the national TVET system an initial class of 20 students per double teaching “shift” across each of the two institutes (ITVET Belize City, and CET San Ignacio) is envisaged to benefit 40 students on a 50/50 enrolment for those from the refugee and migrant community. This constitutes 0.4 % of the estimated overall combined target caseload of 10,703 individuals (815 refugee and asylum seekers and 9,888 migrants).

For language and computer literacy training, target beneficiaries are 1,108 refugee, asylum seeker and migrant students.

Phase 2 – 250 students, which may include up to a maximum of 125 refugees, asylum seekers and migrants based on a 50/50 enrolment, together with 125 Belizean nationals. This beneficiary range is based on an assessment of existing classroom capacity across the five national TVET institutions, and the expectation of realizing implementing two parallel green economy courses within each institution, with an average student teacher ratio of 1:15.

For language and computer literacy training, target beneficiaries are 1156 refugee, asylum seeker and migrant students.

4. Estimated Budget

TRAINING	TOTAL REQUIRED FINANCING*			NATIONAL FINANCING	IN-KIND CONTRIBUTIONS			FINANCING GAP		
	2021	2022	TOTAL		2021	2022	TOTAL	2021	2022	TOTAL
Vocational Training	\$223,000	\$2,048,547	\$2,271,547	\$0	\$175,000	\$960,938	\$1,135,938	\$48,000	\$1,087,609	\$1,135,609
Language Training	\$69,875	\$74,709	\$144,584	\$0	\$0	\$0	\$0	\$69,875	\$74,709	\$144,584
Computer Literacy	\$87,343	\$93,387	\$180,730	\$0	\$0	\$0	\$0	\$87,343	\$93,387	\$180,730
TOTAL	\$380,218	\$2,216,643	\$2,596,861	\$0	\$175,000	\$960,938	\$1,135,938	\$205,218	\$1,255,705	\$1,460,923

*Amounts in USD. Exchange rate 2 BZE to 1 USD.

Estimated total financing requirements for vocational training courses are based on data extrapolated from a CET proposal in response to the aforementioned proposed approach. Total costs for vocation training include salary costs for instructors, applicable institutional overhead, course equipment, infrastructure costs as well as a 50% subsidize student course fee.

Through continued development of the initiative, in-kind contributions will be sought to cover the costs of the course equipment to be provided through by private sector partners. If the total in-kind contribution cannot be covered in its entirety, the financing gap would need to be increased to match the total required financing.

Costs for language and computer literacy courses are based on UNHCR’s data on project costs projects and figures discuss with key stakeholders.

Detailed figures can be found in the annex.

5. Stakeholders

INSTITUTION	MISSION	ROLE IN IMPLEMENTATION
Ministry of Education, Youth, Sport and Culture (MOE).	The Ministry is charged with the responsibility of ensuring that all Belizeans are given an opportunity to acquire those knowledge, skills, and attitudes required for their own personal development and for full and active participation in the development of the nation. ETES is MOE's division in charge of the five TVET Institutes (ITVET) and assists the autonomous Cayo Centre for Employment Training (CCET), all offering courses of nine-months duration, together with short course of three-to-six months in a range of subjects.	The Ministry, specifically, the Employment Training and Educational Services (ETES) is responsible for ensuring quality occupational education and training for young people and serves as the overall lead State entity responsible for overseeing implementation, ensure close coordination with other relevant line ministries.
Ministry of Agriculture, Fisheries, Forestry, the Environment and Sustainable Development and Immigration Services and Refugees.	The Ministry's aim is to provide an environment that is conducive to increase production and productivity, promoting investment, and encouraging private sector involvement in agribusiness enterprises in a manner that ensures competitiveness, quality production, trade and sustainability. The Ministry's Department of Immigration and Nationality Services, while ensuring the implementation of national immigration policy, ensures access to territory for asylum seekers, refugees, migrants, and other groups in need of protection.	The Ministry holds responsibility for provide sector inputs under its portfolio as they may relate to the development of subject manner courses. The Ministry's Immigration and Refugees Departments provide oversight for refugee and migrant inclusion within the rendered programmes.
Ministry of Economic Development.	The Ministry's mission is to assume a leadership role in formulating and recommending national development policies, strategies and programmes to promote macroeconomic stability, sustainable socioeconomic development and the reduction of poverty.	The Ministry is responsibility for providing technical subject matter inputs to inform course development, and to lead all matters pertaining to private sector engagement, in coordination with, and based on inputs from all implementing partners.
Cayo Centre for Employment Training (CCET) and Institutes for Technical Vocational Education and Training (ITVETs)	CET (being part of the national ITVET network) and the ITVETs seek to equip individuals with skills, knowledge, attitude, work ethics, and credentials that will enable them to become gainfully employed. The TVET mission is 'based on the philosophy of self-determination and seeks to promote the human development and education of low-income people by providing them with marketable skills training and support services that contribute to economic self-sufficiency'.	CET and ITVETs are responsible for the direct implementation of subject matter courses. They benefit from the technical support of District Education Councils (part of the Ministry of Education) and have a presence in all six districts of Belize.
ILO	ILO brings together governments, employers and workers of 187 member States, to set labour standards, develop policies and devise programmes promoting decent work for all women and men. The main aims of the ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues.	As a non-resident UN agency in Belize, ILO is responsible for providing policy support, as part its commitment to promote principles of quality teaching, and in line with the UN Multi-Country Sustainable Development Framework in the Caribbean (2017-2021), Sustainable Development Goal 4 and the Education 2030 Framework for Action.
IOM	IOM is the leading inter-governmental organization in the field of migration. IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need.	As a resident UN agency in Belize, IOM is responsible for identifying eligible migrants for inclusion within TVET courses. Priority will be given to individuals based on standard vulnerability assessment criteria.
UNEP	UNEP is the leading global environmental authority that sets the global environmental agenda, promotes the coherent implementation of the environmental dimension of sustainable development within the United Nations system, and serves as an authoritative advocate for the global environment.	As a non-resident UN agency in Belize, UNEP is responsible for providing technical inputs in the development of course content, as part of the wider promotion of investments in the Green Economy in Belize.

INSTITUTION	MISSION	ROLE IN IMPLEMENTATION
UNESCO	UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture. UNESCO's programmes contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015.	As a non-resident UN agency in Belize, UNESCO is responsible for providing policy support as part of its Strategy for TVET (2016-2021) and in line with the UN Multi-Country Sustainable Development Framework in the Caribbean (2017-2021), Sustainable Development Goal 4 and the Education 2030 Framework for Action.
UNHCR	The United Nations High Commissioner for Refugees (UNHCR) is the UN agency mandated to aid and protect refugees, forcibly displaced communities, and stateless people, and to assist in their voluntary repatriation, local integration or resettlement to a third country.	As a resident UN agency in Belize, UNHCR is responsible for identifying eligible refugees and asylum seekers for inclusion within TVET courses. Priority will be given to individuals based on standard vulnerability assessment criteria. The Agency provides a secondary coordination support function, as part of its role within MIRPS Technical Secretariat, together with the OAS.

6. Cross-cutting themes

Climate Change

The impact of climate change poses a serious threat to Belize, with the increase in atmospheric and sea temperatures, the reduction and instability of rain patterns and the rise in sea levels, together with an increase in extreme meteorological events, including droughts and hurricanes. These realities have an inevitable impact on economic productivity, infrastructure, the health and safety of the population; including for displaced populations that have sought safety and protection in Belize and will also weaken the environment's capacity to provide vital resources and services.

Belize is committed to reducing emissions in line with the Kyoto Protocol, while seeking to ensure sustainable land use and forestry practices. Pressing climate change induced challenges include limited access to useable water, increased flooding and drought, reduced yields in agricultural areas, and threatened biodiversity loss, including coastal erosion and coral bleaching. In this regard, planning for resilience-building, and engagement with development partners on environmental reforms, have been central to Belizean policymaking for many years. The government has developed several important climate policy frameworks over the last decade, including: National Climate Resilience Investment Plan, Growth and Sustainable Development Strategy 2014-2017 and a National Climate Change Policy, Strategy and Action Plan (2015-2020).

The Green Economy

The green economy as one that "results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. In its simplest expression, a green economy can be thought of as one, which is low carbon, resource efficient and socially inclusive. Practically speaking, a green economy is one whose growth in income and employment is driven by public and private

investments that reduce carbon emissions and pollution, enhance energy and resource efficiency, and prevent the loss of biodiversity and ecosystem services." (UNEP) In line with the government's National Environment Policy and Strategy 2014-2024, the green economy is increasingly important in strategic development processes, focusing on ecological sustainability, economic profitability and social inclusion.

While the development of a green economy supports environmental protection, it also offers new economic opportunities. This can include: investments in ecological change that stimulate the development of technologies and innovation; the optimisation of energy and resources to improve the competitiveness of enterprises; and the introduction of new (greener) production procedures, together with the production of environmentally friendly products, that can create new jobs. This can be considered to covers work in agriculture, industry, services and administration that contributes to preserving or restoring the quality of the environment while also meeting the criteria for decent work – adequate wages, safe conditions, workers' rights, social dialogue and social protection. It also covers activities related to both mitigation of and adaptation to climate change.

The Gender Dimension

As traditionally technical vocational education and training has predominantly been perceived and treated as learning for a male audience, and especially the more technology-oriented courses, this project wants to explicitly advertise and make education and training delivery arrangements that attract and remove any impediments or barriers to female students. Although acceptance and enrolment will be based on merit and skills and competency-based merits and profiles, in the event of equal eligibility preference will be given to female students to adequately balance the overall gender balance of each enrolment cohort in each TVET facility.

7. Risks and assumptions

RISK	PROBABILITY OF OCCURRENCE	INTENSITY OF RISK IMPACT	MITIGATION STRATEGY
Limitations in coordination between stakeholders implementing the programme	Low	Low	Establishment of Steering Committee bringing together all programme partners, meeting on a regular/fixed basis.
Lack of consensus on selection and adoption of type of innovative TVET courses, aligned with national needs and opportunities	Medium	Medium	Establishment of Steering Committee bringing together wide representation of national education and private sectors and academia.
Traditional low enrolment (Poor social perception) and high dropout rates in TVET courses	Low	Low	While this is not considered to be a principal risk amongst the refugee, asylum seeker and migrant population, a Communications Strategy that both builds the credibility of TVET and promotes its role in the green economy/link to labour market opportunities.
Inadequate supply of trained teachers limits ability to expand TVET services through the programme.	Medium	Medium-High	Implementation of Training of Trainers exercise with TVET facilities to ensure sufficient national capacity to deliver English, IT, and Green economy courses. Ongoing monitoring during programme implementation, with clear student feedback mechanism realized by MOE-ETES.
Limitations in teaching competencies for working with refugee and migrant students.	Medium	Medium	Supplementary training for Phase I (English and ICT) teachers facilitated by UNHCR, to ensure appropriate responses to working with students from different background, together with an understanding of, and effective response to psychosocial support and counselling needs.
Insufficient knowledge products about investment opportunities targeting private sector partners outside of Belize to inform and support the delivery of green economy course content.	High	High	Positively leverage the MIRPS broad base of partners and stakeholders, including the Membership of the MIRPS Support Platform to facilitate effective liaison with private sector entities with a relevant thematic focus and interest in investing in Belize, and the region as a whole.
National private sector actors with insufficient interest or capacity for investing in TVET sector development activities.	Low	Low	Representatives of local companies and trade working groups were engaged in the development of the programme's concept, to ensure that courses will respond to current and future needs. There is a strong interest of business communities in strengthening the TVET system in the country.
Failure to provide sufficient long-term funding to expand TVET services and sustain quality of TVET provision.	Low	Low	The government has underscored the importance of sustained and gradually increased investments in TVET during recent national consultations, that are informing the next national Education Strategy. The expansion of public-private partners is a considered central to long term sustainability.

8. Monitoring and Evaluation

The Ministry of Education serves as the overall lead State entity responsible for overseeing implementation. In this regard, the Ministry's Policy, Planning, Research and Evaluation Unit plays a key role in overseeing monitoring and evaluation, build on the principals of capacity building, learning and innovation. The Unit's work in this area is informed by the government's overall approach to M&E in TVET. Key aspects of which include the use of a teacher performance evaluation mechanism; providing a continuously means of identify positive and negative developments in school management, together with labour market monitoring, the integration of general education and TVET, and cooperation between schools and the private sector. In line with the multi-stakeholder nature of the programme, a participatory approach involving all concerned partners – including the programme's beneficiaries, will be taken to M&E, to design all aspects of the system, implement, and interpret the results. This will entail the development a common vision and agreement on how to share responsibilities between partners; both in terms of M&E, but equally in terms of the future development of the programme.



Annex 1: Estimated Budget Detail

TVET Course Detail

	Unit Cost		# Facilities		Total per year		TOTAL 2021-2022
	2020	2021	2021	2022	2021	2022	
TVET Solar Energy course							
Overhead Cost	5,000	5,125	2	5	10,000	25,625	35,625
Salary Costs	25,000	25,625	2	5	50,000	128,125	178,125
Course Equipment	175,000	179,375	2	5	350,000	896,875	1,246,875
Subsidized Fee per course (50%)	18,000	18,450	2	5	36,000	92,250	128,250
Infrastructure							
Subtotal Solar Energy course					446,000	1,142,875	1,588,875
ICT Digital Marketing/ Apps course							
Overhead Costs	6,000	6,150		5		30,750	30,750
Salary Costs	50,000	51,250		5		256,250	256,250
Course Equipment	200,000	205,000		5		1,025,000	1,025,000
Subsidized Fee per course (50%)	27,750	28,444		5		142,219	142,219
Infrastructure		750,000		2		1,500,000	1,500,000
Subtotal ICT Digital course						2,954,219	2,954,219
TOTAL Required Financing (BZE)					446,000	4,097,094	4,543,094
TOTAL Required Financing (USD)					\$223,000	\$2,048,547	\$2,271,547

Course Fee Subsidies

	Annual course fee	% Proposed subsidy	Subsidized Fee	# students & facility per course	TOTAL Subsidized Fee per course
Solar Energy course	1,800	50%	900	20	18,000
ICT Digital course	1,850		925	30	27,750

Beneficiaries

Beneficiaries	By population			By course		Total
	Belizean	Refugees	Migrants	Solar	Digital	
2021	20	10	10	40	0	40
2022	125	63	63	100	150	250
TOTAL				140	150	290