



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.



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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

\$4,546

Financing Gap

\$39,935



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

National Financing

\$4,286

Financing Gap

\$232,208



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

National Financing

\$3,896

Financing Gap

\$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

\$0

Financing Gap

\$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

\$1,513,561

Financing Gap

\$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

\$0

Financing Gap

\$ 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

\$143,211

Financing Gap

\$ 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

\$0

Financing Gap

\$ 3,033,333



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

National Financing

\$836,397

Financing Gap

\$ 641,655



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

National Financing

\$2,149,613

Financing Gap

\$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

\$4,017,229

Financing Gap

\$ 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



Education | Educación

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   In support of national GRP pledge	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

El Salvador.

Persons of concern in El Salvador

Salvadoran asylum seekers in the world*

136,292

Salvadoran refugees in the world*

41,850

Internally displaced persons in El Salvador**

71,500

*Official data provided to UNHCR

**Data between 2006 and 2016

SECTOR	DESCRIPTION	IMPLEMENTING ENTITIES	FINANCING NEEDS
 Education 	Contribute to ensuring continuity of education for children and adolescent students who are victims of forced displacement caused by violence in El Salvador through strategies that promote their inclusion and psychosocial assistance.	Ministry of Education, Science, and Technology (MINEDUCYT)	National Financing Financing Gap \$1,513,561 \$6,854,890
 Jobs and livelihoods 	Contribute to the access of opportunities for durable solutions for people who have been forcibly displaced in El Salvador, by including them in initiatives of specialized training, employment and entrepreneurship, enabling them to expand their capacities to resume their life and regain self-reliance.	Ministries of Justice and Public Safety, of Labor and Social Welfare, of Local Development, in coordination with the Social Investment Fund for Local Development.	National Financing Financing Gap \$0 \$ 3,266,520
 Health 	Secure better comprehensive health services (medical and psychosocial) to forcibly displaced people in the entire National Health Service by using strategic tools, such as specialized protocols and assistance models tailored to their needs.	Ministry of Health (MINSAL, by its Spanish acronym)	National Financing Financing Gap \$143,211 \$ 215,500

Context

Just as the rest of the countries in northern Central America, El Salvador faces important challenges when addressing multidimensional violence. Poverty and inequality, together with the average human development indexes, translate into institutional, political, economic, and social challenges. The situation in the region limits access to essential services and the conditions which influence the climate of insecurity and continue to cause forced displacement and irregular migration.

El Salvador has a surface of 21,040 km², which puts it among the smallest countries in the Central American region and has a population of 6.7 million, which makes it one of the most densely populated countries in the world. Among the population, 67.7% live in urban areas and 38.3% in rural areas. Another important demographic characteristic is that over 50% of the population are younger than 30 years old, which shows a demographic dividend which the country could potentially leverage to encourage greater productivity and development levels. GDP in El Salvador reached 2.3% in 2019, maintaining the same average percentage as in recent years. Other relevant data to consider is that the main areas of economic activity that concentrates the majority of the employed population are: 1) commerce, hotels and restaurants; 2) agriculture and farming; 3) the manufacturing industry; and 4) the construction industry. In regards to the social security system of the employed population, only 34.7% are affiliated or covered by a national public or private social system, which shows a relative vulnerability. At the same time, over 60% of this population has no access to health services, as the Salvadoran Institute of Social Security (ISSS, by its Spanish acronym), covers only 15% of the population, private hospitals cover 5%, and the Ministry of Health (MINSAL, by its Spanish acronym) covers the remaining 80% and it's the only one with nationwide service due to the growth of its network.

Economically, the area has experienced a sustained growth of between 2% and 4% in the last few years, creating relative macroeconomic stability. However, this does not necessarily translate into greater wellbeing and development for most of the population. On the contrary, inequality and poverty gaps have widened, making it a country dependent on external shocks and remittances from abroad, which represent close to the 20% of its Gross Domestic Product (GDP). The multidimensional poverty index in El Salvador is 28.8%, which results in difficulty finding employment and social stability for a greater part of the population in the country, and constitutes

one of the main reasons for regular and irregular migration as a solution to the situation. Each year, this leads to thousands of people assuming great risks to their physical integrity to seek a better life and decent and safe living conditions. Regarding education, the report on multidimensional poverty points out that 97% of households in multidimensional poverty have a low level of education among adults, and in homes with children and adolescents, 26% do not go to school.

Additionally, the combination of economic and health elements that the COVID-19 pandemic has created has had a disruptive impact on the human development and skill-building spaces, such as the home, school, and work, increasing the risk of dropping out of school. According to the World Bank, in 2019 El Salvador reached a 2.3 percent growth in GDP, but the country has since recorded low levels of economic growth and, due to the COVID-19 pandemic, the Salvadoran economy is expected to shrink by 8.7 percent in 2020, and to grow by 4.9 percent in 2021. This framework presents two negative effects on employment: i) shock over the emergency which will primarily affect employees in informal employment, and ii) shock over the international recession, which is predicted to reduce opportunities for formal and informal employment.

As a response, the Salvadoran government is implementing a strategy to foster the economy, which is expected to turn the country into an example of growth in the region, promoting better living conditions and greater levels of development within the population which will reduce historic indexes of vulnerability and dependency. Despite the COVID-19 crisis, economic projections for El Salvador are positive, thanks to the implementation of the Plan de Despegue Económico (Plan for Economic Take Off), a strategy which will provide a new impetus to development for the benefit of Salvadorans, making the economy more dynamic and relying on technology and competitiveness. By including an education pillar to strengthen skills related to new technologies in children and adolescents, this will have a positive impact on the educational sector.

Trends in displacement

According to the report “Tendencias Globales del desplazamiento forzado en 2019” (Global Trends in Forced Displacement in 2019 [UNHCR, 2020]), El Salvador is the seventh-highest country of origin for asylum seekers that year, with a total of 54,300 new applications for asylum presented by Salvadorans in other countries. Worldwide, there were 41,850 refugee Salvadorans towards the end of 2019, and 136,292 pending applications for asylum.

In 2018, the Ministry of Justice and Public Safety (MJSP, by its Spanish acronym) published a report named “Caracterización de la movilidad interna a causa de la violencia en El Salvador” (Characterization of internal mobility due to violence in El Salvador), which measured internal forced displacement due to violence in the country to that date. This report revealed that between 2006 and 2016, 1.1% of families who lived in the country have had at least one of their members forced to change their residence as a result of or to avoid the effects of violence. These 71,500 people displaced internally reflect a demographic profile that shows that family groups with young people in a condition of relative socioeconomic vulnerability are the most affected. Likewise, the LGBTI community, women and young people are identified as especially vulnerable to being victims of these groups.

Forced internal displacement in El Salvador points to high rates of victimization within territories with a vulnerable social fabric, territories under the control of criminal groups, as well

as constant threats and extortion that force people to leave their homes, causing serious psychological, physical, and material damage to those who suffer it.

The immediate effects of forced displacement are reflected in the emotional and psychological disorders affecting a high proportion of the population (70%), and lower access to education for the underage population (4-17 years) largely associated with the need for families to temporarily interrupt the education of their children for reasons related to the change of residence, as well as latent risks from what was suffered. Although this situation tends to stabilize over the years, the medium- or long-term impacts of the educational setback can have important consequences for those affected (MJSP, 2018).

To change this reality, the government has been promoting various strategic efforts since 2019, including a Plan Control Territorial (Territorial Control Plan). This strategy aims to combat crime and violence in the country, seeks to recover territories controlled by criminal groups, and rebuild the social fabric of the population in order to generate environments conducive to peace and coexistence. To date, it has had important results in reducing homicides and other crimes that have chronically affected the population in the past, having until November 2020, 34 days with zero homicides and a registered reduction of 47.1%.

National Response

On July 13, 2018, the Constitutional Chamber of the Supreme Court of Justice issued the Amparo Ruling 411-2017, which mandates the Salvadoran State to recognize the phenomenon of forced internal displacement and to work with the relevant institutions to comply with the following obligations:

1. Recognize that the individuals are victims of this phenomenon and have rights and categorize them normatively, for which it is necessary to revise special legislation aimed at protecting victims and witnesses;
2. Design and implement public policies and action protocols aimed at preventing the forced displacement of the country's inhabitants. It is therefore urgent that measures be adopted to regain territorial control over areas dominated by gangs and to prevent future displacement and the continuation of systematic violations of fundamental rights;
3. Provide protection measures to those who already have de facto status as displaced persons and guarantee them the possibility of returning to their homes; and
4. Propose the establishment of cooperation

agreements and maintain relations at the national and international level with organizations and institutions to facilitate their compliance.

Likewise, in January 2020, El Salvador passed the Ley Especial para la Prevención y Protección Integral de Personas en Condición de Desplazamiento Forzado Interno (Special Law for the Prevention and Comprehensive Protection of Individuals in a Condition of Internal Forced Displacement), which states the rights of the internally displaced population, the phases of internal forced displacement, the organization that will be in charge of their execution, and the establishment of preventive procedures and an efficient assistance system with a humanitarian approach that includes long-term solutions.

This law provides for attention to forcibly displaced individuals in its three phases: prevention, humanitarian assistance, and protection, which, in the long term, should lead to a long-term solution rather than a temporary one. In this sense, the Ministry of Education, Science, and Technology (MINEDUCYT, by its Spanish acronym) intervenes in the humanitarian assistance phase in accordance with Article 10, which states



Find out more about the IDP law
in El Salvador [Here](#).

that “As soon as conditions permit, education and training services shall be provided to internally displaced individuals, particularly to children, adolescents and women, regardless of address or place of habitual residence”.

The MINEDUCYT is an integral part of the Inter-institutional Technical Commission for the Attention and Protection of Individuals in a Condition of Forced Internal Displacement, established by law, which will be the coordination and joining body that will favour comprehensive, multidisciplinary assistance to individuals in a condition of forced displacement. The commission will be responsible for the formulation, monitoring and evaluation of compliance with the national policy and its plan of action, as well as the approval of protocols for the assistance of internally displaced individuals.

On the other hand, under the leaderships of the MJSP as governing body of the law and main guarantor has the objective of recognizing, guaranteeing and protecting the fundamental rights of internally displaced people, and those at risk, through the establishment of preventive procedures and a system to assist efficiently with a humanitarian approach that is solutions oriented.

As provided by the law, the Minister of Justice is to preside the Interinstitutional Technical Commission for the Attention and Protection of Internally Displaced People. The MTPS is also part of such Commission, where coordination and articulation can favour the comprehensive attention with

a multidisciplinary approach to people forced to flee. The Commission will be in charge of formulating, monitoring and evaluating the compliance with the National Policy and Plan of Action, as well as the approval of protocols to assist internally displaced people.

MINSAL intervenes in the phase of humanitarian assistance in line with article 10, which provides that health service providers and public hospital entities across the country must provide emergency health services of quality, in an efficient, timely and immediate manner, and free of charge to displaced people regardless of their place of residence. Similarly, during the protection phase, in line with article 13, all temporary shelters must have comprehensive assistance protocols with a psychosocial approach that will enable the prevention of harmful effects of remaining in shelters. It is thus necessary to establish a specialized protocol on the comprehensive attention and a model for the provision of psychological/psychosocial assistance. MINSAL is part of the Interinstitutional Technical Commission for the Attention and Protection of Internally Displaced People.

The country is making progress towards the legalization of the act, despite the challenges posed by the COVID-19 health emergency, in order to guarantee its implementation and provide comprehensive and efficient assistance so that the victims of forced internal displacement can resume their self-sufficiency with dignity and security.

The MIRPS in El Salvador

The arrival of new authorities made it possible for the government of El Salvador to join MIRPS on July 25, 2019, as a sign of willingness and responsibility to address the phenomenon of forced displacement due to violence in the country. As a result, the government formed a multidisciplinary National Technical Team (ETN, by its Spanish acronym) composed of seven key ministries¹, involved in providing protection and solutions to victims in the various phases of the cycle of forced displacement.

In addition, ETN was responsible for leading consultations with the population and key actors, which took place in September 2019 with the objective of gathering supplies for the construction of the MIRPS National Chapter. This resulted in the definition of a national response plan that incorporated 49 agreements to attend to, protect and provide lasting solutions for displaced individuals and individuals deported with protection needs, refugees and asylum seekers, through the relevant institutions, including MINEDUCYT, MINSAL,

MSJP, MTPS and MINDEL whose implementation framework is planned for 2020-2022, from an inter-institutional approach to link humanitarian actions with development actions, in order to ensure sustainability and facilitate opportunities for the self-sufficiency of displaced individuals.

Consistent with its commitment, the Ministries are advancing in the implementation of these actions, also establishing a roadmap to identify those activities necessary for their achievement, a key tool to analyze the areas that require complementary support to the government efforts.

¹ The ETN is composed of the Ministry of Justice and Public Safety; Ministry of Foreign Affairs; Ministry of Health; Ministry of Education, Science and Technology; Ministry of Labor and Social Security; Ministry of Local Development; and Ministry of Government and Territorial Development. They also have the support and assistance of the presidency, through the office of the Presidential Commissioner for Operations and Government Cabinet and the Salvadoran Agency for International Cooperation (ESCO, by its Spanish acronym).

COUNTRY: El Salvador**SECTOR:** Education

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



Executive Summary

The education system in El Salvador faces significant challenges in ensuring the inclusion of forcibly displaced students. The immediate impacts of forced displacement undermine emotional or psychological well-being, which currently affect 70% of the population. This, combined with families having the change their residence following displacement, reduce educational enrolment and retention amongst children and adolescents from 4-17 years.

The programme seeks to prevent, protect and restore the rights of children and adolescents who are victims of forced displacement or at risk in El Salvador, ensuring their dignity, human rights and inclusion, through the provision of specialized care and support. Advocacy and awareness raising mechanisms will be established to support a comprehensive approach within the national system to instances of forced displacement. In addition, the Ministry of Education, Science and Technology will establish programmes of psychosocial care, and implement activities that mitigate violence and social risk for children, partners and teachers.

DURATION

2021-2022

IMPLEMENTING ENTITIES

Ministry of Education, Science, and Technology (MINEDUCYT, by its Spanish acronym)

LOCATION

National

BENEFICIARIES

20,000 students (7 and 15 years old)
4,000 mothers, father, and/or care-takers
1,500 teachers in 475 education centers

ESTIMATED BUDGET

Total Required Financing:	\$8,368,451
National Financing:	\$1,513,561
Financing Gap:	\$6,854,890

1. Education Sector Context in El Salvador

One of the main goals proposed for 2019-2024 by President Nayib Bukele is to transform the Salvadoran educational system in order to provide high-quality services. The Cuscatlán plan considers educational innovation, student participation, and continuous training of teaching staff as fundamental goals for the improvement of education in El Salvador. These goals are achieved through cooperation between schools, families, and communities, with a focus on inclusion and opportunities for the most vulnerable sectors. Safety proposals of the plan seek to address problems beyond combating of crime by recognizing a social problem where the lack of opportunities and life options give rise to a vicious circle of poverty, crime and violence.

To achieve this, the MINEDUCYT has a 2020 budget of USD 1.04 million, which represents, approximately, 3.75% of the GDP. From the beginning of the current administration, the ministry has reformulated public policies related to education, incorporated new institutional programs and strengthened and reoriented existing ones in order to offer the public an efficient, fair, and quality educational system, as well as more effective administration.

Due to the COVID-19 pandemic, the ministry has had to suspend in-person classes to safeguard the health of students and their families. To address this situation and guarantee the continuity of education, the ministry has developed a 4 stage education continuity plan: 1) Preparation, production and distribution of educational materials and guides; 2) Distribution of over 200,000 printed guides to students with difficulties accessing the internet; 3) Start to digitize education through educational TV programs; 4) Return to school using a multimodal plan which will be put into action when, in agreement with the Ministry of Health, it is deemed safe for students, teachers and parents to do so.

Similarly, this plan has continued with strategic programs focused on early childhood, young people and adults, the development of abilities and skills related to the students' curriculum, artistic skills, scholarships for higher education, the rehabilitation of educational centers, psychosocial and legal assistance programs, and the implementation of an Educational Alert and Violence Variable (SALVE, by its Spanish acronym), for people affected by violence, among others.

In addition to the difficulties that displaced children and adolescents were already facing, COVID-19 has limited their access to the educational system even more. The Inter-American Development Bank has estimated a 16% decrease in general student enrollment in Latin America in after COVID-19, with the most critical situations seen in vulnerable students, as well as indigenous, migrant, and special needs students.

However, it is worth noting that the MINEDUCYT has previous experience with developing initiatives for the assistance of individuals in vulnerable conditions. One example is the 2019 project "Fortalecimiento de competencias y habilidades de niñas, niños adolescentes, madres, padres y referentes en centros educativos para prevenir violencias basadas en género" (Strengthening of the skills and abilities of boys, girls, adolescents, mothers, fathers and mentors in educational centers to prevent gender-based violence), financed by the Spotlight¹ Initiative, which had the technical support of OXFAM and UNICEF so children and adolescents had an opportunity to increase their knowledge of their rights to comprehensive protection and to the prevention of gender-based violence and violence against women and girls, to improve coexistence within the prioritized educative communities.

Complementary Initiatives

The Ministry has various strategic programs, such as Modalidades Flexibles (Flexible Modalities), which offers many education alternatives, from elementary school to high school, for all individuals that, for some reason, dropped out of their studies and now wish to resume them. Among these modalities, is accelerated education, in which individuals complete middle school courses (7th, 8th, and 9th grades) in 18 months. It is one of the main education strategies to guarantee the right to education in emergencies, such as forced displacement and the current climate of COVID-19. These education alternatives provide positive and flexible study conditions to that adjust to reality, schedules and

particular situations to allow young people and adults to continue with their academic training again.

Since 2005, through this modality, MINEDUCYT has delivered elementary and high school education to 565,068 young people and adults in the entire country. In addition, about 190,000 people have obtained a General Bachelor's Degree. These initiatives are thoroughly supported at many levels by institutions such as UNICEF, Plan International and UNHCR, in order to prevent school drop-out and to promote education continuity, given its link to forced displacement, and to provide access to education to vulnerable individuals, this guaranteeing the possession of their rights.

¹ The Spotlight Initiative is a joint campaign of the European Union and the United Nations launched in 2017. It is focused on eliminating all forms of violence against women and girls. In El Salvador, the Initiative is implemented cooperatively by UNWOMEN, UNICEF, UNFPA, and UNDP, in alliance with civil society organizations and under the leadership of the national and local governments. It uses a comprehensive approach to intervention that covers all causes and factors that contribute to violence against girls, adolescents and women.

Moreover, the Global Partnership for Education (GPE) has selected El Salvador as an eligible country to establish cooperative actions; therefore, it is currently working with the Ministry of Education to create “a local education group” that will involve all partners and donors of the education sector as part of the development and implementation of a national education strategy aimed at benefiting the most vulnerable individuals.

In turn, the United Nations System, through the United Nations Development Assistance Framework (UNDAF)² 2016-2020, included the health sector within its intervention priorities, especially when it came to strengthening basic service systems and creating and promoting debate spaces as an instrument to reach agreements and consensus in high-priority areas for the development of the country, for which

many initiatives have been developed. In addition, the Plan de Respuesta para la Recuperación Socioeconómica (Response Plan for Socioeconomic Recovery), a response to COVID-19 in El Salvador, prioritizes helping children and adolescents to continue with their learning process through distance learning, with the support of their families. Strategies are also being developed to address their safe return to school, including MINEDUCYT support in implementing return-to-school protocols that take into account management and educational planning, socio-emotional support, cybersecurity and biosecurity.

2. Detailed Approach

General Objective

To prevent, protect and restore rights to children and adolescents who are victims of forced displacement or at risk in El Salvador, with dignity, human rights and inclusion, facilitating their incorporation into the education system and access to assistance specialized to their needs.

In order to meet the proposed objectives for the intervention, MINEDUCYT must implement various strategic activities in coordination with relevant public institutions (the Ministry of Justice and Public Safety, the Salvadoran Agency for International Cooperation, the Salvadoran Institute for the Integral Development of Children and Adolescents, etc.), international cooperation partners that can contribute to the initiative, and many office units within the same ministry, under the leadership of the National Directorate for Prevention and Social Programs.

The effects of such interventions consider the inclusion of the entire country through department centers and offices within education centers, in order to benefit the greatest number of children and adolescents who have been affected by forced displacement or who are at risk due to violence while including their parents, caregivers and teachers.

Specific Objective 1

Promote education continuity for children and adolescents affected by forced displacement due to violence through the promotion of awareness-raising and school inclusion strategies in education centers, which facilitate the development of tools and mobilization of supplementary support.

Expected Result 1

Improved knowledge about the right to access education for children and adolescents forcibly displaced and the importance of guaranteeing their right to education through a comprehensive approach.

Activities

A1.1: Prepare an assessment and analyze data on educational inclusion of children and adolescents displaced by violence, to be implemented in educational centers nationwide.

A1.2: Prepare awareness-raising material on the rights of displaced people and assistance guidelines for teachers.

² United Nations Development Assistance Framework (UNDAF).

A1.3: Design and disseminate an awareness-raising strategy addressed at fathers, mothers, caregivers, and teachers, as well as other key actors from the educational sector, in a national and international context.

A1.4: Design and implement a training program of the ministry, targeted at teachers, about rights, forced displacement, coexistence and prevention of social risks.

Specific Objective 2

Mitigate the impact of violence on forcibly displaced children and adolescents, as well as at-risk teachers, by strengthening the psychosocial care program of the school counseling offices, thus contributing to the reduction of school drop-out.

Expected Result 2

Improved psychosocial care of children and adolescents focused on preventing violence and social risks, as well as legal counseling addressing forced displacement, involving mothers, fathers and teachers from educational centers.

Activities

A2.1: Optimize the school counseling office program in order to efficiently respond to the needs of the forcibly displaced student population based on identified needs.

A2.3: Develop training workshops for service staff in order to provide high-quality services with warmth, as well as self-care and psychological first-aid workshops.

A2.5: Prepare an assessment on the needs of school counseling offices and to carry out the relevant adjustments on physical spaces, including strengthening of virtual counseling and improvement of physical spaces of 260 school centers in order to expand the services offered.

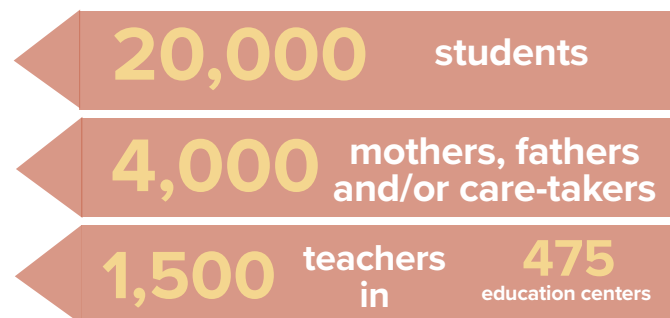
A2.2: Prepare, implement and disseminate guidelines or care guides for children and adolescents who have been subject to forced displacement, targeted at staff working at school counseling offices, including mechanisms of detection, assistance, reference and following-up of cases of harassment, abuse and violation of rights, as well as of sexual and gender-based violence, including the hiring of specialized staff, investment on infrastructure, purchase of property and educational and informative materials, training, among others methods.

A2.4: Train mothers and fathers in positive child-rearing steps or methods, and the importance of participating in their children's education.

3. Beneficiaries

Through this intervention, MINEDUCYT aims to benefit more than 20,000 students, children and young people from 7 to 15 years of age who are affected by forced displacement or at risk due to violence. Additional beneficiaries include 4,000 mothers, fathers and caregivers that seek support, and at-risk teachers in the 14 departments of El Salvador, with the goal of reaching 1,500 teachers and 475 school centers. This will be achieved through delivering assistance during crises, psychosocial care, legal counseling, violence prevention in education centers, and raising awareness about rights through actions to be implemented from January 2021 to December 2022.

It is also worth noting that once the ministry has updated data on the number of students affected by forced displacement in the country, provided by the study included in the project activities, this target population figure could be expanded and adjusted, improving the response using evidence-based information.



4. Estimated Budget

In the first year of MIRPS implementation, the Salvadoran government has led a quantification process of identifying financing needs required to meet its agreements in its National Response Plan. This includes the MINEDUCYT agreements, such as promoting greater national planning and administrative capacities to mobilize additional resources that supplement country efforts with the support and leadership of the Salvadoran Agency for International Cooperation (ESCO, by its Spanish acronym) during the process.

For this, various strategic ETN meetings have been held to identify and estimate the costs of services and activities within each area so as to put the agreements of MIRPS into operation using the methodology shown in the detailed costs. Through this exercise, the country seeks to build a useful instrument for the visibility of the national investment and the promotion of productive discussions with international cooperation bodies to put forced displacement, a high-priority issue for the country, into the funding agenda.

Below are the estimated financial requirements for the effective implementation of the initiative, according to the proposed goals:

OBJECTIVE	REQUIRED FINANCING*	NATIONAL FINANCING	FINANCING GAP
SO 1: Promote education continuity for children and adolescents affected by forced displacement due to violence through the promotion of awareness-raising and school inclusion strategies in education centers, which facilitate the development of tools and the mobilization of supplementary support.	\$135,050	\$0	\$135,050
SO 2: Mitigate the impact of violence on forcibly displaced children and adolescents, as well as at-risk teachers, by strengthening the psychosocial care program of the school counseling offices, thus contributing to the reduction of school drop-out.	\$ 8,233,401	\$ 1,513,561**	\$ 6,719,840
TOTAL	\$ 8,368,451	\$1,513,561	\$ 6,854,890

*Amounts in USD.

** Amount funded by the European Union. For now, a national budget is not available.

5. Stakeholders

For the implementation of this intervention, is it proposed to take advantage of the MIRPS interinstitutional approach and coordinate to the greatest extent possible with the corresponding public entities, in order to guarantee a consistent, effective, and comprehensive response:

INSTITUTION	MISSION	ROLE IN IMPLEMENTATION
Ministry of Education, Science, and Technology (MINEDUCYT, by its Spanish acronym)	Governing body responsible for guaranteeing the right to education in El Salvador, focused on efficient, equitable and inclusive services.	Directs the implementation strategy to improve opportunities to access education for students, children and adolescents who are victims of forced displacement due to violence, through strategies that promote their inclusion and psychosocial care.
Ministry of Justice and Public Safety (MJSP, by its Spanish acronym)	Governing body in charge of coordinating public safety in the country to improve developmental conditions and peaceful coexistence among the population through strategies to fight against crime and violence.	Contributes to the efforts of the MINEDUCYT by coordinating their efforts to aid victims of forced displacement in the educational environment.

Institution	Mission	Role in Implementation
Ministry of Health (MINSAL, by its Spanish acronym)	Governing body of healthcare which guarantees coverage of prompt and comprehensive services, with equality, quality and warmth, in joint responsibility with the community, including all sectors and social actors, in order to contribute to achieving a better quality of life.	Supports efforts in assisting victims of forced displacement due to violence through the delivery of efficient healthcare services tailored to their needs.
Salvadoran Agency for International Cooperation (ESCO, by its Spanish acronym)	Institution responsible for managing, negotiating, and administering the distribution of technical and non-refundable financial cooperation to every public institution in each sector, according to the orders of the executive branch.	Attends to the management of resources and discussions with potential cooperation partners, guaranteeing their compliance with the national priorities.
Salvadoran Institute for the Integral Development of Children and Adolescents (ISNA, by its Spanish acronym)	Institution responsible for initiatives concerning the promotion and dissemination of the rights of children and adolescents, including primary prevention of violence.	Contributes to the definition of strategies and initiatives to improve the inclusion capacity for displaced children and adolescents into the education system, as well as the awareness-raising of actors about the right to education for this population.
National Council for Children and Adolescents (CONNA, by its Spanish acronym)	Highest authority of the National System of Integral Protection for the rights of children and adolescents.	
National Institute for the Youth (INJUVE, by its Spanish acronym)	Organization in charge of formulating, directing, executing, and policing the observance of the Ley Nacional de Juventud (National Youth Act) and national policies in cooperation with national and international institutions to contribute to the comprehensive development of young people.	Helps assist and refer young people affected by forced displacement and violence.

Additionally, other pertinent organizations of international cooperation may be added to this group, such as United Nations system agencies, funds, and programs, and civil society and private sector organizations who are interested in contributing to the initiative. The effort coordinated among institutions, such as UNHCR, PAHO/WHO, UNDP, ICRC, World Vision, UNFPA, and other partners, will be fundamental for the efficient development and implementation of this initiative, as a way of incorporating their contributions in terms of their mission.

6. Cross-cutting themes

Taking into account the conditions that forced displacement implies, it is important to make sure that the planning and execution of these initiatives is carried out within a strategic and integrating framework, broadening sectoral understanding. To achieve this, it is fundamental that the Age, Gender, and Diversity approach (AGD), the Sexual and Gender-based Violence approach (SGBV), and a hearing and visually-impaired childhood approach are incorporated into the specific assistance of the intervention. The intervention focuses on children and adolescents, who are, approximately, 80% of underage beneficiaries, in order to respond accordingly to their needs. Likewise, it will be important to prioritize assistance to girls, young women and adult women, in order to protect their mental health so that they can continue with their education. This assistance should emphasize socio-emotional care, teachers' skill-building, strengthening of values, respect of gender equality and equity, and freedom of expression.

7. Risks and assumptions

In the developmental stage of the intervention, there might be some situations that may compromise the achievement of goals. Some mitigating measures have been determined for these cases, considering their probability and intensity:

RISKS	PROBABILITY OF OCCURRENCE	INTENSITY OF RISK IMPACT	MITIGATING STRATEGY
The COVID-19 emergency is still affecting the education system operation in 2021.	High	High	The Ministry seeks to strengthen offices and psychosocial care programs through electronic media by obtaining the necessary media for the population to access them.
The multidimensional impact of COVID-19 on society has increased forced displacement in the country.	High	High	MINEDUCYT seeks to implement MIRPS in response to this phenomenon, strengthening their capacities and those of their service teams for victims and supporting education continuity.
Abrupt changes in ministry planning and priorities due to the reopening of school centers in 2021	Medium	High	The Ministry appoints a specific team dedicated to implementing these initiatives.
Gang violence in school centers limits the implementation and participation of beneficiaries	Medium	High	The Ministry of Justice and the Ministry of Education maintains close cooperation with corresponding institutions for protection and public safety to identify and refer cases.
Parents and/or family members and teachers do not take the time to train in gender-based violence prevention.	Low	Medium	The Ministry of Education prioritizes parents' participation in psychosocial care, providing them with the tools to get actively involved in their children's education.

8. Monitoring and evaluation

A MINEDUCYT team will be in charge of monitoring and managing the evaluation of the intervention. This team may be coordinated at a multi-functionally level with relevant entities in order to ensure the tracking and integral evaluation of the implemented activities. The team will be required to prepare a periodical report on advancements for interested parties, based on the logical framework and the annual plan, taking into account, among other things, the following elements:

- Degree of indicator and product advancement according to established annual goals;
- Monitoring of risks, both updated and new with possible scenarios or mitigating measures for each case;
- Project achievements and milestones, main challenges, contingencies or delays which jeopardized the achievement of goals, and corrective measures;
- Gender-based analysis and revised gender-based mainstreaming strategy/actions/products;
- Lessons learned, successful experiences or difficulties, actions, changes, and solutions.
- Monitoring visits, workshops, and follow-up meetings;
- Visibility and communication activities; and
- Other relevant activities.

Annex 1 – Logical Framework and Estimated Budget

Results/Activities	Indicator	Unit of Measure	Baseline (Dec. 2020)	Goal (Dec. 2022)	Source and Means of Verification	Duration	Required Financing	National Financing	Financing Gap
General Objective: To prevent, protect and restore rights to children and adolescents who are victims of forced displacement or at risk in El Salvador, with dignity, human rights and inclusion, facilitating their incorporation into the education system and access to assistance specialized to their needs.									
Specific Objective1: Promote education continuity for children and adolescents affected by forced displacement due to violence through the promotion of awareness-raising and school inclusion strategies in education centres, which facilitate the development of tools and the mobilization of supplementary support.									
R1. Use a comprehensive approach to improve knowledge about the right to access education for children and adolescents forcibly displaced and the importance of guaranteeing their right to education	Number of people that learn more about access to education and forced displacement	Boys Girls Teenage boys Teenage girls Men Women	0	10,500 (2500 boys; 2500 girls; 2500 teenage boys; 2500 teenage girls; 200 men; 200 women)	Publications and material for dissemination distributed, reports on training activities and awareness-raising workshops, report on the implementation of the awareness-raising strategy	2021-2022			
A1.1. Prepare an assessment and analyze data on educational inclusion of children and adolescents displaced by violence, to be implemented in educational centres nationwide.	# educational centres at a national level participating in the assessment	# centres	0	475	National assessment prepared and published online as a reference for the hiring of counseling services	2021	\$30,000	\$0	\$30,000
	# analysis and design sessions made at a national level	# sessions	0	15	Minutes and/or reports of meetings held, photographs, attendance lists	2021	\$12,050	\$0	\$12,050
A1.2. Prepare awareness-raising material on the rights of	# people accessing the prepared and	# people	0	5,000	Publications and material for dissemination	2021	\$10,000	\$0	\$10,000

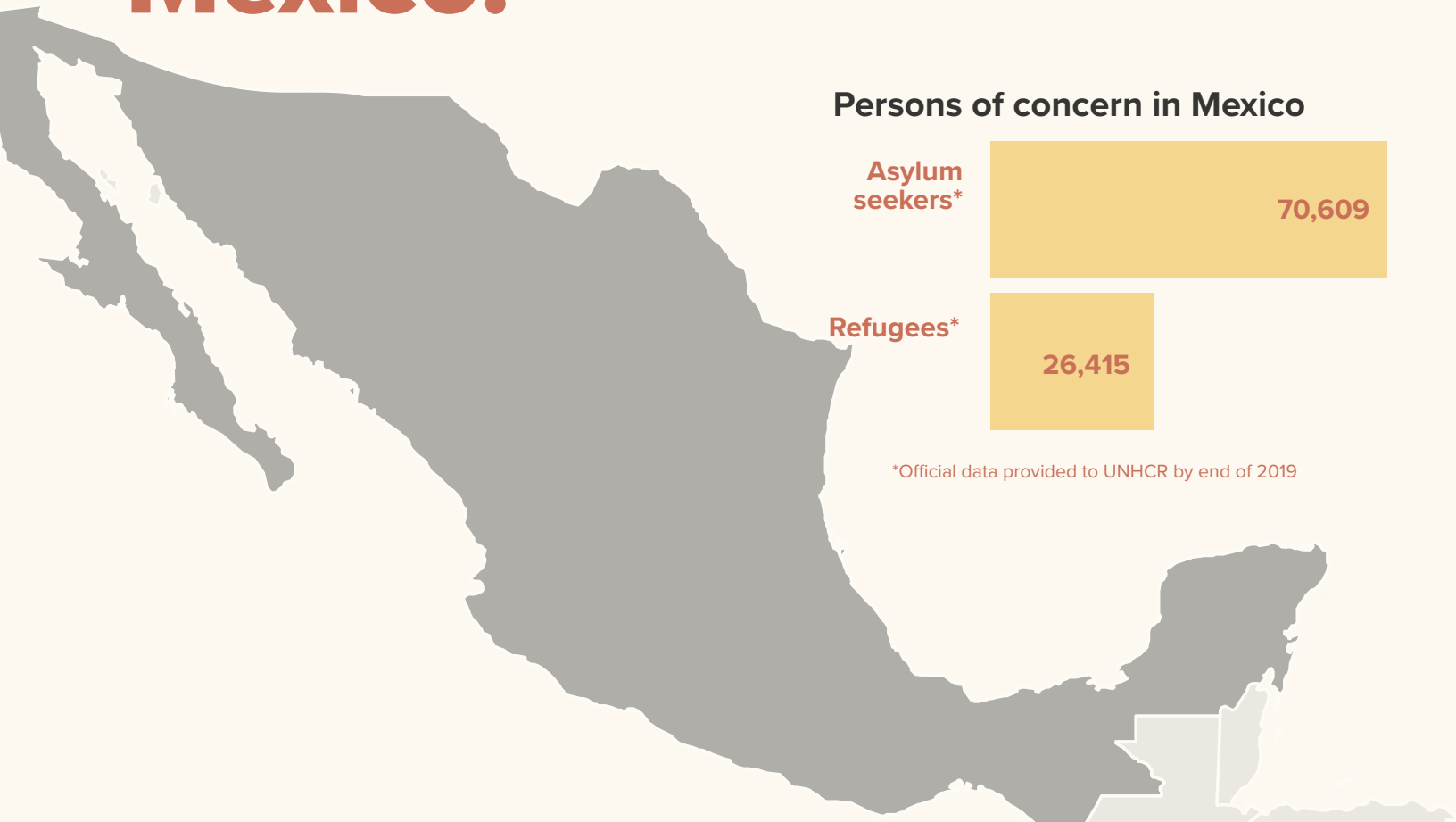
displaced people and assistance guidelines for teachers.	distributed material				distributed, number of printed and distributed materials, number of downloads on published pages				
A1.3. Design and disseminate an awareness-raising strategy addressed at fathers, mothers, caregivers, and teachers, as well as other key actors from the educational sector, in a national and international context.	# fathers, mothers, caregivers and teachers participating in awareness-raising activities	# fathers, mothers, caregivers and teachers	0	3,000	Designed, validated and disseminated awareness-raising strategy, reports on the monitoring of the strategy implementation	2021-2022	\$28,000	\$0	\$28,000
	# agreements and alliances established and/or strengthened with institutions of the educational sector	# agreements	0	3	Memorandum of understanding, executed agreements, exchange of letters between institutions and/or organizations	2021-2022	\$30,000	\$0	\$30,000
A1.4. Design and implement a training program of the ministry, targeted at teachers, about rights, forced displacement, coexistence and prevention of social risks.	# teachers participating in the training	# teachers (disaggregated by sex)	0	500	Designed, validated and implemented training program, reports on training conducted, photographs and publications in social networks	2021-2022	\$25,000	\$0	\$25,000
SO 1 SUBTOTAL:							\$135,050	\$0	\$135,050
Specific Objective2: Mitigate the impact of violence on forcibly displaced children and adolescents, as well as at-risk teachers, by strengthening the psychosocial care program of the school counseling offices, thus contributing to the reduction of school drop-out.									
R2. Improved psychosocial care of children and adolescents focused on preventing violence and social risks, as well as legal	# minors that have received psychosocial assistance	Boys Girls Teenage boys Teenage girls	0	1,000 (250 boys; 250 girls; 250 teenage boys;	Databases of School Counseling Offices on assistance	2021-2022			

counseling addressing forced displacement, involving mothers, fathers and teachers from educational centres.				250 teenage girls)	provided, satisfaction survey implemented and report on results systematization				
A2.1. Optimize the school counseling office program in order to efficiently respond to the needs of the forcibly displaced student population based on identified needs.	# School Counseling Offices nationwide that have been consulted for the adaptation of the Program	# School Counseling	0	14	Revised, updated program of the School Counseling Office, reference terms for the hiring of counseling services	2021	\$5,000	\$0	\$5,000
A2.2. Prepare, implement and disseminate guidelines or care guides for children and adolescents who have been subject to forced displacement, targeted at staff working at school counseling offices, including mechanisms of detection, assistance, reference and following-up of cases of harassment, abuse and violation of rights, as well as of sexual and gender-based violence, including the hiring of specialized staff, investment on infrastructure, purchase of property and educational and informative materials, training, among others methods.	# minors that have received psychosocial assistance based on the guidelines and support plans developed/updated	Boys Girls Teenage boys Teenage girls	0	1,000 (250 boys; 250 girls; 250 teenage boys; 250 teenage girls)	Databases of School Counseling Offices on assistance provided, satisfaction survey implemented and report on results systematization	2021-2022	\$3,560,199	\$1,513,561	\$2,046,639
A2.3. Develop training workshops for service staff in order to provide high-quality services with warmth, as well as self-care and psychological first-aid workshops.	# officials trained in the subject area	# officials (disaggregated by sex)	50 psychologists and lawyers (60% women and 40% men)	200 psychologists and lawyers (60% women and 40% men)	Minutes and/or reports of lectures completed, photographs, attendance lists	2021-2022	\$20,000	\$0	\$20,000
A2.4. Train mothers and fathers in positive child-rearing steps or methods, and the importance of	# participating fathers and mothers	# fathers and mothers (disaggregated)	500 (50% fathers	1,500 (50% fathers and 50% mothers)	Minutes and/or reports of trainings	2021-2022	\$44,800	\$0	\$44,800

participating in their children's education.			and 50% mothers)		completed, photographs, attendance lists				
A2.5. Prepare an assessment on the needs of school counseling offices and to carry out the relevant adjustments on physical spaces, including strengthening of virtual counseling and improvement of physical spaces of 260 school centres in order to expand the services offered.	# educational centres improving infrastructure and/or equipment in areas of assistance based on the assessment	# centres	0	25	Assessment performed, reference terms for the hiring of counseling services, reports on the monitoring of the implementation of the needs identified in the assessment, distributed didactic material	2021-2022	\$4,000,000	\$0	\$4,000,000
	# educational centres extending their online support offer	# centres	0	50	Registration of online support provided, elaborated report on support, institutional report	2021-2022	\$603,402	\$0	\$603,402
SO 2 SUBTOTAL:							\$8,233,400	\$1,513,561	\$6,719,840
TOTAL							\$8,368,451	\$1,513,561	\$6,854,890

Amounts in USD.

Mexico.



SECTOR	DESCRIPTION	IMPLEMENTING ENTITIES	TOTAL REQUIRED FINANCING
 Education	Strengthen schools in the public education system (basic education and higher middle education) in communities hosting refugees and asylum seekers in southern Mexico	Relevant education Secretariats and Subsecretariats, COMAR, UN Agencies and civil society	Total Required Financing \$7,042,800
 Health	Strengthening first level health care in three priority areas: 1. Women's health 2. Mental health 3. Chronic diseases	Ministry of Health, Mexican Commission for Refugee Assistance at the federal and state level, civil society, United Nations Agencies such as UNHCR, PAHO-WHO and UNDP	Total Required Financing \$1,246,358

Context

In 2019, the population of Mexico was 126,577,691 inhabitants. With respect to the distribution of population within the country; 77.8% of persons live in urban zones and 22.2% in rural zones. For Chiapas, 51% of persons live in urban zones and 49% in rural zones; here we see how the population living in rural areas is higher than the national average, which accounts for the high levels of poverty in the state. In Tabasco, 57% of persons live in urban zones and 43% in rural zones^{1,2,3}.

The percentage of the population living in poverty decreased from 45.5% to 41.9% between 2012 and 2018. Contrary to this tendency, in both states, the percentage of the population in poverty grew in this period. Contraria a esta tendencia, ambos estados aumentaron el porcentaje de la población en condiciones de pobreza en este periodo, at 76.4% in Chiapas and 53.6% in Tabasco.

Chiapas has 4 times as many indigenous language speakers (3 years old or older) than the country's average: 28 for every 100 habitants in Chiapas speak some form of an indigenous language compared with the national average of 7%. 36.15% of the population self-identifies as indigenous and 0.08% as afro-descendent. 29.34% of persons that speak an indigenous language, do not speak Spanish.

In Tabasco, 3% of 3-year-olds and older are speakers of an indigenous language, below the national average. 25.77% of the population considers themselves of indigenous origin and 0.11% as afro descendent. Of the total of person who

declared they speak an indigenous tongue, only 0.82% do not speak Spanish.

The average length of education in Mexico is 9.2 years. With respect to the average length of schooling by federal state, Chiapas is last place with an average of 7.3 years of education length (equivalent to a little more than the first year of high school). Tabasco is slightly above the national average, with 9.3 years of schooling.

In 2019, the Government of Mexico, through the Ministry of Finance and Public Credit (SHCP), has taken action to boost economic recovery, including: 1) the announcement of infrastructure investment for 297 billion pesos, equivalent to 1.3% of GDP; 2) the credit restructuring programme; and 3) the issuance of the first bond linked to the UN Sustainable Development Goals.

As a result of the economic recovery trajectory being conditioned by developments and response to COVID-19, by 2020 in health and economic emergency care, health and social protection spending increased by 2.5% and 5.6% real annually, in January and September, respectively. At the same time, operating expenses decreased by 3.3% real annually, showing greater efficiency in the exercise of public resources.

Forced displacement trends

Mexico is a country of origin, transit, destination and return. Historically, the total foreign population living in Mexico has been a very marginal population in terms of quantity; they make up no more than 1% of the population. In addition, Mexico has also been a recipient country for migrants and refugees⁴.

In recent years, (i) the social, political and economic situation of various countries in the region, (ii) the restrictive asylum and migratory policies of the United States; and (iii) the geographic location of Mexico, among other factors, Mexico has experienced an exponential increase in applications for recognition of refugee status as illustrated in the graph.

Up to March 2020, this trend remained upwards according to information from the Mexican Refugee Aid Commission (COMAR). However, as of April 2020, the number of

applicants for refugee status began to decline dramatically due to the health emergency by COVID-19 and decisions to close borders and restrictions on the mobility of people taken by governments in many countries.

However, as of April 2020, the number of applicants for refugee status began to decline dramatically due to the health emergency by COVID-19 and decisions to close borders and restrictions on the mobility of people taken by governments in many countries. In the period from January to June 2020, a total of 20,496 persons applied for asylum in Mexico, compared with 31,499 persons that applied during the same period of 2019, and 10,285 that did so in the same period of 2018⁵.

1 CONEVAL. Poverty Report and 2020 Evaluation, Chiapas. Available at: https://www.coneval.org.mx/coordinacion/entidades/Documents/Informes_de_pobreza_y_evaluacion_2020_Documentos/Informe_Chiapas_2020.pdf

2 INEGI, (2015) Sociodemographic Panorama of Chiapas. Available at: http://internet.contenidos.inegi.org.mx/contenidos/Productos/prod_serv/contenidos/espanol/bvinegi/productos/nueva_estruc/inter_censal/panorama/702825082154.pdf

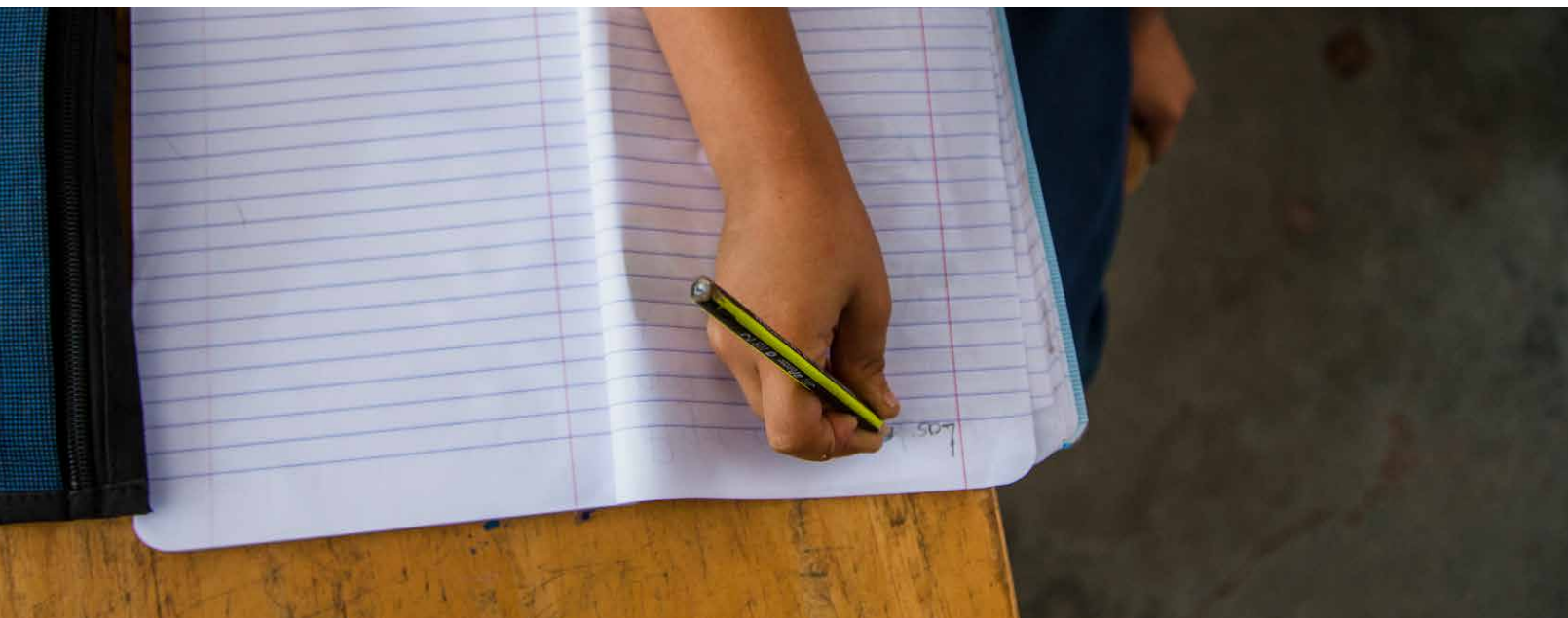
3 INEGI, (2015) Sociodemographic Panorama of Tabasco. Available at: http://internet.contenidos.inegi.org.mx/contenidos/Productos/prod_serv/contenidos/espanol/bvinegi/productos/nueva_estruc/inter_censal/panorama/702825082390.pdf

4 New Migration Policy 2018-2024 (2019). Available at: http://portales.segob.gob.mx/es/PoliticaMigratoria/Nueva_Politica_Migratoria

5 It is important to highlight the distinction between the number of people and the number of cases. A case can contain one or more people. Thus, the number of cases or requests does not necessarily reflect the number of applicants.

**COUNTRY: Mexico****SECTOR: Education**

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



Executive Summary

The right to an education without discrimination for all people in Mexican territory is guaranteed by the concerned national legal framework, which support the educational inclusion of refugees and asylum seekers. Nonetheless, important challenges persist in terms of access, equity and educational quality, especially in the states of Chiapas and Tabasco, in southern Mexico, where 70% of the applications for refugee status from all over the country are concentrated. In this regard, this programme envisages support to the National Strategy for Inclusive Education and is aligned with the Sectorial Education Program 2019-2024, the National Development Plan 2018-2024 and the fulfilment of objective 4 of the Sustainable Development Goals.

The proposed initiative seeks to promote inclusive and resilient educational communities, supporting the Mexican State to strengthen the capacities installed in public schools in southern Mexico through: 1) Training of educational public servants; 2) Intervention in the sanitary conditions of schools and equipping schools to prepare them for the reopening of face-to-face classes; 3) Active detection of students who are out of school and the implementation of re-enrolment campaigns; 4) Training for teachers and managers to provide psychosocial support, and equitable service provision, and 5) Training and provision of equipment with connectivity for educational continuity and facilitation of a hybrid model of education.

DURATION 2021-2022

IMPLEMENTING ENTITIES

Secretariat of Federal Public Education (Under secretariat for Basic Education and Higher Middle Education, and Inclusive Education Program), Chiapas and Tabasco Education Secretariats, Mexican Refugee Aid Commission, United Nations Agencies: UNHCR, UNESCO, UNICEF, UNDP, and civil society

LOCATION

Southern Border of Mexico: Chiapas (Tapachula y Palenque), Tabasco (Tenosique)

BENEFICIARIES

Directors, teachers, children in the municipalities of Tabasco and Chiapas

ESTIMATED BUDGET

Total Required Financing: \$7,042,800

1. Context of the education sector in Mexico

The Mexican regulatory framework is favorable to the right to education. Mexico is a signatory to several human rights instruments that affirm the right to education for refugee and asylum seekers, such as the Universal Declaration of Human Rights (art. 26), the CRC (art. 22), the Convention on the Statute of Refugees (art. 22), and the International Convention on Economic, Social and Cultural Rights, among others.

National regulations, starting with the third article of the Mexican Constitution, are consistent with this obligation to guarantee the right to education of all children and adolescents without discrimination. This commitment is reaffirmed in laws such as the recently reformed General Education Law (2019), the General Law on the Rights of Girls, Boys and Adolescents, and the Law on Refugees, Complementary Protection and Political Asylum. Consistently, in the national and sectoral planning instruments - National Development Plan 2019-2024 and Sectoral Education Program 2024 - the commitments contained in Sustainable Development Goal 4 are retaken, which seeks to guarantee inclusive, equitable and quality education, and promote lifelong learning opportunities for all. This implies a commitment to build education systems that are more resilient, inclusive and responsive to the needs of children affected by conflict and crisis, including refugees.

Despite the favorable regulatory framework for the inclusion of children and adolescents, challenges of coverage, equity and quality persist. There are inequalities exist for certain subpopulations, because of social, economic or cultural conditions, or the combination of the three¹.

Significant challenges exist in providing appropriate learning environments for all children. Of the total number of primary schools surveyed, 31% showed structural damage in their facilities and 33% work with buildings that do not adhere to the established standard².

Before the arrival of the public health emergency caused by the COVID-19 pandemic, the educational scenario presented significant challenges. There are great disparities in the access and achievement of pertinent and relevant learning for different social groups, as mentioned in the Institutional Program 2020-2024 of MEJOREDU. Problems such as (i) school exclusion, (ii) over-age, (iii) educational backwardness, (iv) the challenges of multi-grade schools and (v) the need to guarantee sufficient and equitable educational financing, constitute important opportunities improvement for the country.

The Inclusive Education Framework

In Mexico, there are social, economic and geographic dispersion factors that represent a challenge to efforts to guarantee the right to education, and pose difficulties, especially for the population that suffers poverty and marginalization, but also for those who are in situations of vulnerability, such as migrants, indigenous people, as well as children and adolescents with some type of disability. These groups are at higher risk of dropping out of school.

The educational trajectory is not uniform and there are certain sections that require more attention, such as the initial years of each educational level. A significant level of dropout occurs in educational level transitions.

In the case of risk factors, grade repetition, poor results in subjects, late entry, absenteeism and extra-age³, are the main factors to determine the retention of children and adolescents in school.

Family crisis situations, the illness of a family member and migration are factors that are related to regular attendance at primary school. Parents with a low level of education may also be more likely to prioritize financial and domestic obligations at the expense of school enrollment. This is particularly latent in families of asylum seekers and refugees still in migration and the haste to continue the journey are often factors that delay the enrollment of children and adolescents. In preschool and primary school, the population most at risk of leaving school is made up of people with some type of disability, as well as indigenous people, especially girls⁴.

Economic barriers are usually significant in families with lower resources that dedicate a higher percentage of their income to education. This situation is more serious for migrant families, asylum seekers and refugees. The sometimes-hidden costs of education, related to transportation, clothing, school supplies, food, required fees, among others, tend to be obstacles in this regard. Given the economic constraints and the opportunity cost - especially at the end of secondary school and the beginning of Upper Secondary Education (USE) - child and adolescent labour are situations that can restrict the right to education. For all this, it is important that the requirements demanded by the school administration do not raise the cost of education⁵.

In terms of accessibility, the lack of nearby schools, the dangers or insecurity that the transfer could represent are factors contributing to exclusion. Furthermore, the way in which the supply of services is structured, with very few options for educational continuity in certain communities, also represents a significant obstacle.

1 INEE (2019) Education Panorama of Mexico 2018. Indicators of the National Education System Basic and High School Education.

2 INEE (2019) Policies to strengthen the school infrastructure in Mexico, Executive documents of educational policy. Available at : <https://www.inee.edu.mx/wp-content/uploads/2019/02/Documento5-infraestructura.pdf>

3 Students older than the typical age for the school year they are in, generally caused by grade repetition or late enrolment.

4 UNICEF (2018), Girls and boys out of school. Available at : <https://reliefweb.int/sites/reliefweb.int/files/resources/Ni%C3%B1as%20y%20ni%C3%B1os%20fuera%20M%C3%89XICO.pdf>

5 Ibid.

Educational practices and the teaching environment, including the tendency to rely on a modality of repetition and memorization, together with limited opportunities for teacher training, together with precarious working conditions also negatively impacts the retention of students. In its most extreme cases, violence within the school can also be a determining factor of dropout⁶.

The inclusion of refugee and asylum-seeker children in public education

The vast majority of people applying for refugee status and recognized refugees have Spanish as their mother tongue, with 89.4% and 95.5% respectively; But more and more people whose mother tongue is not Spanish are requesting protection as refugees in Mexico. This linguistic barrier represents an additional integration challenge, as well as a need for attention from the educational system for its inclusion⁷.

The educational profile of persons who have most recently applying for refugee status have lower educational levels than those who arrived previously. In Mexico, the level of education of refugees is relatively similar to the level of education of the local population in Baja California, Chiapas and Tabasco, where the majority of the population aged 18 years and over have completed secondary school or a lower level⁸.

Regarding access to education for asylum-seeking and refugee children and adolescents, the latest official data available is the Refugee Population Survey (ENPORE) carried out in 2017, which according to the survey a significant number of people, 67% of children and adolescents in school age did not attend any educational institution.

Although since then, different measures have been implemented to address some of the causes argued as obstacles to accessing formal education, such as the issuance of temporary CURP for people applying for refugee status since June 2018, or awareness and advocacy with educational institutions, challenges persist to guarantee the access and permanence of child applicants and refugees in school classrooms.

Investment in Public Education and in the south of Mexico

It is important to emphasize that the Mexican State, in the midst of a fiscal austerity policy prior to the pandemic, has increased investment in education by 2% by 2021, strongly betting on an expansion of the scholarship program and other educational policies. However, greater and better spending on education is required to face the pre-pandemic challenges, and urgent resources are required to prevent the

health crisis from turning into an educational crisis with long-term effects on the most vulnerable population.

In southern Mexico, foreign students registered in the 2019-2020 school year only represent less than 0.18% in Chiapas and 0.12% in Tabasco. Although this distribution might appear very scattered and uniform, it is not. There are Mexican schools in the cross-border area where all or a large part of their enrollment is made up of foreign students. For example, the República Mexicana school in Tenosique has a 42% enrollment of students not born in Mexico. The Venustiano Carranza school in the municipality of Las Margaritas, the Álvaro Obregón school in Larrainzar or the José Vasconcelos Calderón school in Pantelhó, all have 100% of their enrollment corresponding to students not born in Mexico. This is not a unique phenomenon and is usually characteristic of schools in border areas.

In the particular case of the southern border, the scarcity of decent and well-paid job offers added to social inequality replicates the context that predominates in Central American migration in their respective countries of origin. Undoubtedly, the challenges of quality and equity in the Mexican educational system are not exclusive to asylum-seeking and refugee children and adolescents, but their situation of vulnerability puts them at a greater disadvantage in the exercise of their right to education.

These educational inequalities have been more pronounced in the context of school closings and the impact of the health emergency caused by COVID-19 on the education sector, with the National Educational System and society as a whole having to adapt to the modality of learning at home raised by the educational authorities.

Due to this inhomogeneous distribution, we believe it is important to focus interventions to consolidate inclusive and inclusive educational communities, which are consolidated as education centers in which no boy or girl is left out of school.

Given that the number of asylum-seeking and refugee students in Mexico is minimal compared to the total enrollment, it is important to maintain advocacy so that support programs for access and permanence, such as the Benito Juárez Scholarships, review their operating rules and allow requesting and refugee children and adolescents are admitted, or that educational services such as revalidation and accreditation are exempted for refugee and asylum-seeking children and adolescents.

6 Ibid.

7 Survey about the Refugee Population México 2017 (2019). Available at: <https://www.gob.mx/comar/articulos/e-n-p-o-r-e?idiom=es>

8 This trait varies according to the country of origin. In the case of people with Honduran, Guatemalan or Salvadoran nationality - who represent the majority of the asylum seeker and refugee population in southern Mexico - it is met. Nationals of Cuba or Venezuela present, on average, better educational profiles than their peers from host communities (ENPORE, 2019).

Education and COVID-19

On March 11, 2020, the World Health Organization (WHO) announced that SARS-CoV-2 (COVID-19) had reached a level of spread and severity that allowed it to be characterized as a pandemic.

Consequently, one of the measures that many countries implemented was the closure of schools, to prevent the massive spread of the disease. In this context, the great challenge facing each of the countries is to ensure that the closure of schools does not mean the suspension of the school year.

In Mexico, the SEP had announced a reference schedule for returning to classes at the beginning of the 2020-2021 school year. However, the school year began on August 24, through the distance learning program “Aprende en Casa II”⁹, classroom classes being postponed until the public health traffic light system is green.

In Mexico, when deciding to return to face-to-face classes, various measures will be applied aimed at the well-being of the educational community, announced by the Secretary of Education: the activation of Participatory School Health Committees, access to soap and water in schools, access to health services and medical care for teachers, the use of face masks, the distance between entrances and exits to schools and recesses, alternate school attendance, maximizing the use of open spaces, the suspension of ceremonies that generate congregations, and the closure for a fortnight in schools in the first case of contagion that arises.

The Secretary of Education has stated that in the future a hybrid model will be maintained, alternating between distance and face-to-face education, considering the needs of each of the state educational systems. Thus, a gradual return is proposed, planning an alternation scheme. The latter will be done through an individualized diagnostic evaluation, which will be applied during the first three weeks back to school.

Lessons learned from previous interventions

From previous experiences on the topic, the following examples represent success factors in previous projects:

1. Active involvement of all actors. The prior mapping of actors, their recognition and participation in the design are vital for the successful implementation of policies. In the educational field, this is particularly relevant for actors in educational communities such as teachers, parents, students and managers, as well as actors that have a significant influence on the educational context, such as local authorities, trade union organizations and media. This requires a coordination effort between levels of government and between various institutions based on trust and commitment to common goals. This coincidence of will becomes even more evident in the midst of the public health emergency.

2. Mentoring and reinforcement for proper implementation. Awareness building, the dissemination of adequate information and permanent, close and field support ensure the development of capacities in a more experiential and applied way, and an execution that reduces the gap in the implementation of the standards.

3. Strengthen monitoring and evaluation mechanisms. For this, it is necessary to have quality and timely information that allows feedback on the design and management of the project. Whenever possible, it is important to join existing information/ data collection schemes and assess the cost of collecting new information and its usefulness.

4. Inclusion of refugees in existing support and inclusion mechanisms. As mentioned, creating parallel systems for refugees or asylum seekers tends to be inefficient and unsustainable over time. In this sense, and although it is not included in the proposed project, the capacity for generating evidence and advocacy is critical so that asylum-seeking and refugee children and adolescents can fully participate in other existing programs such as the Benito Juárez Scholarship Program, and the allocation of funds from other programs such as ‘La Escuela es Nuestra’ contemplates their enrollment to strengthen the capacities of public schools.

At the same time, it is important to highlight the potential for policy innovation and policy experimenting that non-governmental organizations or United Nations agencies often play. The path from pilot to policy becomes more relevant in this new scenario for all educational actors.

⁹ The response strategy of the Ministry of Public Education to the COVID-19 pandemic was called Learn at Home I, which was launched on April 20, 2020 and concluded with the 2019-2020 school year.

Complementary Initiatives

For the inter-institutional care of girls, boys and adolescents, the Comprehensive Protection Route for the Rights of Girls, Boys and Adolescents in migration situations was established, prepared by the working group of the Commission for the comprehensive protection of migrant girls, boys and adolescents and applicants for refugee status within the framework of the National System for the Comprehensive Protection of Girls (SIPINNA). With the aim of guaranteeing the rights of children and adolescents, various agencies met weekly to establish a referral pathway, with technical assistance and accompaniment from the Executive Secretariat of SIPINNA (SE-SIPINNA), UNICEF, UNHCR and IOM.

COMAR advises and provides information on educational inclusion in the Mexican educational system within its process of recognition of refugee status, and through its delegations in the national territory.

UNHCR supports people through cash-based interventions for inclusion and retention in the education system. More recently, and in the context of the health emergency, UNHCR has supported children and adolescents enrolled in public schools in Chiapas, Tabasco, Veracruz, Oaxaca and Baja California with packages of school supplies and other materials to ensure the educational continuity of the requesting refugee and asylum-seeking children and adolescents, as well as those from host communities.

2. Detailed Approach

General Objective:

Improve access to quality education services for migrant and refugee children and adolescents and host communities in Chiapas and Tabasco, in order to strengthen the capacities of public schools in the midst of the health emergency caused by COVID- 19.

The International Network for Education in Emergencies (INEE) recommends that the steps to follow for a resumption of school activities are the following steps:

1. Reopen schools safely
2. Implement leveling and remedial measures for educational re-linking
3. Re-enrollment of all students
4. Expand connectivity

In the proposal, result 1 seeks to close the gap in information and application of the existing regulations among educational personnel. Result 2 seeks to prepare for the reopening of schools based on the improvement of sanitary conditions. Result 3 strengthens the re-enrollment and accompaniment processes for the inclusion of children and adolescents outside of school. Result 5 aims to prepare teachers for leveling and educational remedial measures, while result 4 seeks to equip them and students with the devices and connectivity required to adapt to the new conditions of the hybrid model of education.

Specific objective 1

Strengthen the capacities of public servants of the SEP, both at the national and state levels, to ensure access to public education; and directors, supervisors and other educational personnel increase their knowledge regarding the right to education to guarantee the right to education of children and adolescents

Expected result 1

Directors, supervisors and other educational personnel increase their knowledge regarding the right to education and apply in a more favorable way to guarantee the right to education of children

Activities

1. Design and implementation of a tutored online course on educational inclusion, application of Agreement 286, School Access Route for children and adolescent asylum-seekers, refugees, student registration and withdrawal process, required documentation, placement processes and other relevant regulations for educational inclusion

2. Hold 5 meetings (4 local/state, 1 national) to discuss and disseminate the protocols, proper application of the regulations for access to the educational system, and good inclusion practices

Specific objective 2

Improve the sanitary conditions of schools for the reopening of classes, including compliance with the protocol for this purpose

Expected result 2

Educational centres increase their level of preparation for the reopening of schools, improving their sanitary conditions and have the supplies to return to classes

Activities

1. Diagnosis of the gap for compliance with water, sanitation and hygiene standards in schools (Wash in Schools)

2. Sanitary intervention, hygiene training

3. Provision of supplies for school safety filters: soap, masks, cleaning supplies

4. Evaluation of implementation of protocol compliance for back to school

Specific objective 3

Disminuir el número de NNA fuera de la escuela en las comunidades seleccionadas a través de búsqueda activa, canalización y acompañamiento para la matriculación

Expected result 3

Asylum seekers and refugees and children from the host community who are out of school are identified and enrolled in the education system

Activities

1. Active search for children outside of school

2. Support to enter the educational system

3. Training with teachers and directors about search guidelines and channelling mechanisms

4. Enrolment retention strategy

Specific objective 4

Strengthen the capacity of children, teachers and managers to guarantee pedagogical continuity and the hybrid model of education

Expected result 4

Children and teachers trained and with the necessary resources to guarantee pedagogical continuity and a hybrid model of education

Activities

Provision of tablets and laptops with internet plans + training

Specific objective 5

Strengthen the capacities of teachers and school administrators to provide psychosocial support, level students, focus the curriculum, and adapt to student needs

Expected result 5

Teachers have tools to provide psychosocial support, level students and readjust the curriculum to adapt to the needs of students

Actividades

1. Design of the training (definition of themes: protection guidelines, pedagogical strategies, leveling, EiE, self-care)

2. Implementation of training and support (mentoring)

3. Beneficiaries

Given that the Mexican educational system does not collect information on students that allows for identifying who are asylum seekers or refugees in their administrative records, a proxy variable has been used, the number of foreign students enrolled in the 2019-2020 school year .

Then, together with authorities and other relevant educational actors, the set of schools will be prioritized to be susceptible to interventions that help prepare them for the reopening of classes.

Expected result 1

1,200 educational public servants

Directors, supervisors, zone chiefs and other officials of the elected municipalities of Chiapas and Tabasco

Expected result 2

25,844 children, adolescents, teachers and managers
101 educational facilities

Children, teachers and managers who will be able to return to their educational centers complying with the sanitary filter protocols for the reopening of schools and offering a better learning environment

Expected result 3

10,000 children and adolescents

Children who are out of school are identified and referred for enrollment

Expected result 4

9,554 Students
500 Teachers
38 Directors

Expected result 5

538 Teachers-Directors

The educational establishments to be selected will be prioritized in conjunction with the educational authorities.

4. Estimated budget

The estimated budget for this project is USD \$ 7,042,800, an estimated 147,890,000 Mexican pesos . Table 4 illustrates the amount required for each component:

RESULTS	REQUIRED FINANCING*
1: Directors, supervisors and other educational personnel increase their knowledge regarding the right to education and apply it in a more favorable way to guarantee the right to education of children and adolescents.	\$65,000
2. Educational centers increase their level of preparation for the reopening of schools, improving their sanitary conditions and have the supplies to return to classes	\$2,500,000
3: Children seeking asylum and refuge and from the host community who are out of school are identified and enrolled in the educational system	\$300,000
4: Children and teachers trained and with the necessary resources to guarantee pedagogical continuity and a hybrid model of education	\$3,855,000
5: Teachers have tools to provide psychosocial support, level students and readjust the curriculum to adapt to the needs of students	\$322,800
TOTAL	\$7,042,800

*Amounts in USD. Exchange rate: 21MXN to 1 USD.

To calculate the amounts that make up the indicative budget, referential amounts from educational projects recently financed by Education Can't Wait were used (see Annex 6). These amounts must be adjusted according to market conditions regarding the purchase of computer equipment and devices or supplies of personal protective equipment such as masks, masks, among others.

The development of the initiative requires a second phase of quantification to identify the financing of current and planned Mexican State institutions. This analysis will show what is the financing gap that requires external support to carry out the proposed activities.

5. Stakeholders

INSTITUTION	MISSION	ROLE IN IMPLEMENTATION
Federal Public Education Secretariat	Its essential purpose is to create conditions that ensure access to an education of excellence with equity, universality and comprehensiveness, at the level and modality that require it and, in the place, where it is demanded.	Technical, strategic and operational
Chiapas Ministry of Education	Strengthen the state educational system, seek access to and retention in quality education of all types and modalities, adapted to the needs of the population, through efficient administrative management, which contributes to institutional improvement, social progress and development of the state of Chiapas	Technical, strategic and operational
Tabasco Secretary of Education	Endorse the population's full right to quality education, under conditions of inclusion, equity and substantive equality, which allows the increase of their knowledge, skills and attitudes, favoring the sustainable development of the state of Tabasco.	Technical, strategic and operational
Mexican Commission for Aid to Refugees	COMAR manages services in order to meet the temporary needs presented by users from the beginning of the refugee status recognition procedure, or until integration is achieved.	Technical, strategic and operational

INSTITUTION	MISSION	ROLE IN IMPLEMENTATION
UNHCR	Guarantee the protection of people who are forced to leave their countries due to persecution, violence and armed conflict, and find a lasting solution to their situation.	Technical, strategic and operational
UNICEF	To promote the protection of the rights of the child, to help satisfy their basic needs and to increase the opportunities that are offered to them so that they reach their full potential.	Technical, strategic and operational
UNDP	UNDP works to eradicate poverty and reduce inequalities and exclusion. Supporting countries to develop policies, partnerships, leadership skills, institutional capacities and resilience in order to maintain development progress.	Technical, strategic and operational
UNESCO	UNESCO seeks to establish peace through international cooperation in education, science and culture. UNESCO's duty is to reaffirm the humanistic missions of education, science and culture.	Technical, strategic and operational
Directors, supervisors and teaching staff	Carry out the planning, programming, coordination, execution and evaluation of the tasks for the operation of the schools in accordance with the applicable legal and administrative framework; generate a school environment conducive to learning; direct the continuous improvement processes of the campus; promote the fluid communication of the School with the educational community and develop the other tasks that are necessary for the expected learning to be achieved.	Technical, strategic and operational
Parents, guardians or representatives	Obligation of children to attend school; support the educational process of the children; assist the educational authorities in the activities they carry out; promote the participation of their daughters, sons or wards in the educational system.	Technical, strategic and operational
Civil Society and Implementing partners of UNHCR	Support in the design, implementation and evaluation of the project according to their capacities, competencies and institutional mandates.	Technical, strategic and operational

6. Cross-cutting themes

Educational staff will seek contact with students on a weekly basis, regardless of the student's age. The educational figures will prioritize time to talk with the student and their family, with special interest in girls and young women, young mothers, pregnant adolescents, children with disabilities, migrant children, refugees and asylum seekers, children and adolescents without parental care and other vulnerable groups. Additionally, this contact is part of a strategy to monitor the educational and protection situation of children and adolescents. The educational figures will document and report the information through the information management system for this purpose. This information will make it possible to adapt and adjust the response to the needs of girls and other vulnerable groups more efficiently and to advocate for these groups.

To address the digital divide, tablets and laptops will be delivered to teachers, administrators and students. Connectivity plans will also be delivered, including guides for psychosocial support and inclusive education to make calls and maintain communication with students and their families to address and identify problems of access to content, as well as to provide psychosocial support and protection.

7. Risks and Assumptions

RISK	POSSIBILITY OF OCCURRENCE	LEVEL OF IMPACT	MITIGATION STRATEGY
Large migratory flow and humanitarian response considerations could disrupt or require the planned schedule to be reconsidered.	High	High	Continuous monitoring of the migratory situation to make the necessary forecasts and adjustments to the project.
Austerity programs in various sectors do not involve the dismissal of teaching staff in schools.	High	High	The progress of the project must be made visible and communicated to create support and adherence, maintaining communication with educational authorities and important actors, to generate a high-level political commitment to the project.
Resistance on the part of educational actors for the implementation of the project	Medium	Medium	Promote the participation of the teaching union from the design of the project to preserve the viability and sustainability of the project
Connection or logistical problems that make the training of teachers and other officials, and their support staff, difficult.	Medium	Medium	Technological options such as applications for offline use, pre-installed content on the equipment, etc. should be considered.
Cultural resistance, fear of a pandemic or need for income prevent families from sending children to school	Medium	High	To mitigate this risk, families and community leaders must be involved from the beginning of planning.
High turnover of teachers, delivery delays, connectivity problems in the area.	Medium	Medium	Include in selection criteria, intention to stay in the project school for at least two years.
Risk of enrolling thousands of children and adolescents but not having a retention mechanism working.	Medium	High	In conjunction with the SEP: (i) advocate for the inclusion of refugee and asylum-seeking children and adolescents in existing pro-equity programs (inclusion in Benito Juárez scholarships, revision of the formula for provision of school texts and uniforms, school feeding policy) and, (ii) strengthen the existing early warning mechanism for the EMS level.
Families decide not to send their children to school due to the health situation.	Low	High	Monitor local epidemiological indicators and maintain communication with health authorities and families to provide relevant and timely information.
Problems in the diagnostic visits due to health emergencies, delays in the implementation of improvements, delays in purchasing supplies, difficulties in the provision of water to the educational center.	Low	Medium	Implement the necessary protection measures during visits and, in the case of supplies and purchases, adjust the schedule to the existing purchase times
Stress and exhaustion of the emergency situation do not allow for the incorporation of new methodologies, problems in conducting the monitoring remotely.	Low	High	Maintain adequate protection. Adjust accompaniment modalities (face-to-face or remote) as possible. Emphasis on self-care aspects in teacher training.

8. Monitoreo y evaluación

The monitoring and evaluation will be overseen by the United Nations agencies (UNESCO, UNHCR, UNICEF, UNDP) in coordination with the federal SEP and state SEP of Chiapas and Tabasco. Taking advantage of the experience and field knowledge of civil society actors is always welcome. It is important that the monitoring framework is connected to the project management to provide feedback and adjust the operation as necessary. It is also imperative that educational figures at the operational and local level are active parts of the monitoring and evaluation process to develop these capacities that are central to the notion of project sustainability.

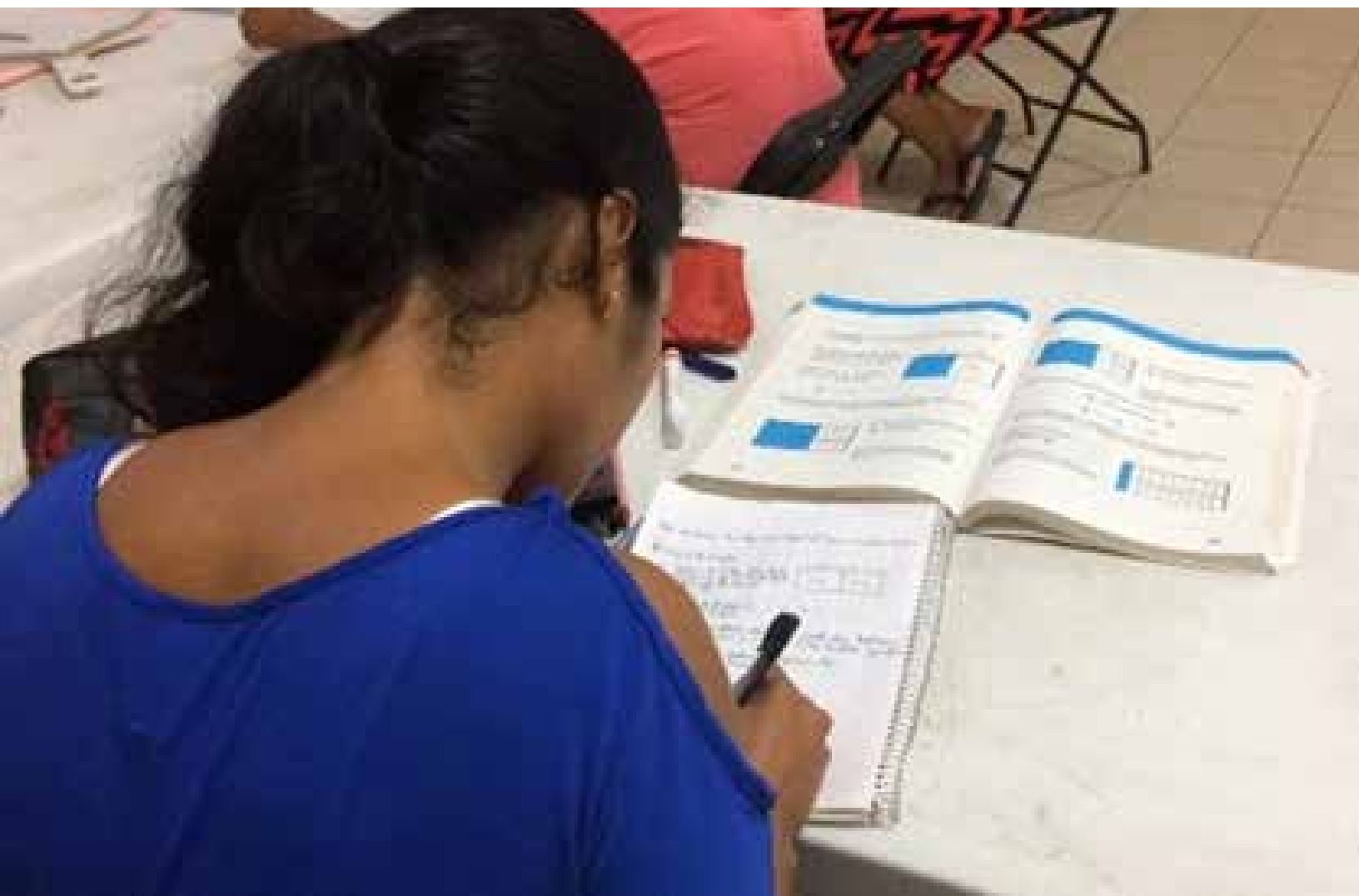
Challenges

- A limitation was the identification of sources, finding information and systematized databases on the population of interest.
- Another important challenge is to involve the governing institutions of the sector from the project design stage. This has been challenging before and the health emergency context proved even more challenging.

Recommendations

Likewise, it is recommended to expand the quantification exercise to help make visible the areas that require more financial support. Spaces such as the Inter-Institutional Working Group on Refugee and Complementary Protection, with its thematic working group on education, or the scope of discussion about the implementation of the National Strategy for Inclusive Education should have a space to strengthen the initiatives of the SEN aimed at guaranteeing the right to education for all children.

Additionally, the MIRPS space can serve the harmonization and contact for the articulation of educational systems in the cross-border area, placing emphasis, for example, on better coordination of the revalidation and recognition of studies, sharing best practices or promoting contact between schools of different countries, among others.



Annex 1 –Logical framework and estimated budget

Objectives / Activities	Indicator	Baseline	Goal	Means of Verification	Term	Financing Required
General Objective: Improve access to quality education services for children and adolescents seeking asylum and refugees and from host communities in Chiapas and Tabasco, amid the health emergency caused by COVID-19.						
Specific Objective 1 Strengthen the capacities of public servants of the SEP, both at the national and state level, to ensure access to public education; and managers, supervisors and other educational personnel increase their knowledge regarding the right to education and apply it in a more favorable way to guarantee the right to education of children and adolescents	Number of supervisors, managers, zone managers and other SEP officials trained and who pass the course	0	1200	Course enrollment records, final evaluations	Semester I	\$ 65,000
Activity 1.1 Design and implementation of a tutored online course on educational inclusion, application of Agreement 286, School Access Route for asylum seeker and refugee children and adolescents, registration and retention of students, required documentation, placement processes and other relevant regulations for educational inclusion.	Number of supervisors, managers, zone managers and other SEP officials trained and who pass the course	0	1,200 (800 women, 400 men)	Course enrollment records, final evaluations	Semester I	\$ 48,000
Activity 1.2 Holding 5 meetings (4 local / state and 1 national) to discuss and disseminate protocols, proper application of the regulations for access to the educational system, and good inclusion practices.	Number of meetings -virtual or face-to-face- held ²¹	0	5	Report on the identification and dissemination of best practices	Semester I	\$17,000
Specific Objective 2 Improve the sanitary conditions of schools for the reopening of classes	Children, teachers and directors that have schools that meet minimum health standards for the reopening of classes	0	25844	Local health authority report on protocol compliance by school	Semester IV	\$ 2,500,000
Activity 2.1 Evaluation of the gap for compliance with water, sanitation and hygiene standards in schools (<i>Wash in Schools</i>)	Number of schools that have a Wash in Schools evaluation	0	101	Health evaluations reports by school, meetings with	Semester I	\$65,000

				directors for joint review		
Activity 2.2 Sanitary intervention, hygiene training	Number of schools that have interventions in their sanitary conditions	0	101 ²²	Work reports by intervened educational establishment, photographic record	Semester III and IV	\$2,400,000
	Number of persons training in Water, Sanitation and Hygiene for schools		23,260 (10,467 men and 12,793 women)	Training records, reports		
Activity 2.3 Provision of supplies for school safety filters: soap, masks, cleaning supplies, among others.	Number of children and adolescents, teachers and managers who have sufficient inputs for the implementation of security filters of the SEP protocol	0	25,844	Certificates of delivery receipt of supplies	Semester I	\$30,000
Activity 2.4 Evaluation of implementation of protocol compliance for back to school	Percentage of diagnosed schools that pass the review of health protocols	0	90%	Local health authority report on protocol compliance by school	Semester IV	\$5,000
Specific objective 3 Reduce the number of children and adolescents out of school in the selected communities through active search, channeling, and support for enrollment	Number of identified children and adolescents who are enrolled in school at the end of year 2	0	80%	Administrative records SEP	Semester IV	\$ 300,000
Activity 3.1 Active search for children outside of school	Number of children and adolescents seeking asylum / refugees and from the host community who are out of school are identified	0	10000	Enrollment record of identified children	Semester I and II	\$170,000

Activity 3.2 Support to enter the educational system	Number of children and adolescents enrolled in the educational system Number of children and adolescents who are enrolled in school	0	7000	Accompanying report for re-enrollment in the respective school or educational service	Semester I, II and III	\$100,000
Activity 3.3 Training with teachers and directors about search guidelines and channeling mechanisms	Number of school teams trained in search and re-enrollment guidelines	0	538	Training Report	Semester II and III	\$30,000
Activity 3.4 Enrollment retention strategy ²³	Percentage of children and adolescents identified and re-enrolled that remain in school at the end of the year II	0	80	Administrative records of schools,	Semester III and IV	\$-
Specific objective 4: Strengthen the capacity of children, teachers and managers to guarantee pedagogical continuity and the hybrid model of education	Number of children, teachers and managers who have computer equipment and connectivity plans	0	10092	Delivery-receipt certificates	Semester II	\$ 3,855,000
Activity 4.1 Provision of tablets with internet plans + training for managers	Number of children and adolescents who have the training and resources to continue the hybrid education model	0	9554	Delivery-receipt certificates, attendance record	Semester II	\$3,343,900
Activity 4.2 Provision of tablets with internet plans + training for managers	Number of children and adolescents who have the training and resources to continue the hybrid education model	0	500	Delivery-receipt certificates, attendance record	Semester II	\$475,000

Activity 4.3 Provision of tablets with internet plans + training for managers	Number of children and adolescents who have the training and resources to continue the hybrid education model	0	38	Delivery-receipt certificates, attendance record	Semester II	\$36,100
Specific objective 5 Strengthen the capacities of teachers and school administrators to provide psychosocial support, level students, focus the curriculum and adapt to the needs of students	Number of teachers and managers trained	0	538	Training evaluation reports	Semester III	\$ 322,800
Activity 5.1 Training design (definition of themes: protection guidelines, pedagogical strategies, leveling, EiE, self-care)	Number of teachers trained	0	500	Mentoring reports, teacher self-evaluation	Semester I	\$25,000
Activity 5.2 Implementation of training and support (<i>mentoring</i>)	Number of teachers and managers mentored	0	538	Mentoring reports, teacher self-evaluation	Semester II and III	\$297,800
TOTAL						\$7,042,800

Amounts in USD. Exchange rate: 21 MXN to 1 USD

Annexes available electronically:

Annex 2: Context of the education sector in Mexico

Annex 3: Calculation of the average cost of access of asylum seekers and refugees to the NES in 2021