

EDUCATION IN EMERGENCIES:

Situation and Response in Colombia, Ecuador and Peru



Context

Difficulties in education have been exacerbated by the impact of the COVID-19 pandemic throughout the region. Since March 2020, the ministries of Education in Latin America progressively closed preschool, primary and secondary schools. It is estimated that:

- More than 159 million boys and girls (69.5 million girls) were affected in the region.
- Refugee and migrant students from Venezuela have seen either particularly and affected:
 - The National Platform of Peru (GTRM) estimates that at the end of August 2020 more than 50% of refugee and migrant children and adolescents remained outside the educational system.
 - The Colombian Platform (GIFMM) reports that during the COVID-19 emergency, 27% of households with children in Venezuela between the ages of 6 and 11 years intend to remain, and 37% of households with children and adolescents between 12 and 17 years old did not have access to formal learning activities.
 - In 2020, 43% of migrant and refugee children from Venezuela did not have access to formal education in Ecuador.

The reasons why Venezuelan children and adolescents does not attend school include:

1. The reduced financial resources of households.
2. The lack of access to computing devices and Internet Connectivity.
3. The lack of school supplies, uniforms, and of documentation.
4. Discrimination and xenophobia.
5. The closure of schools.
6. Falling behind in school or loss of learning after the time of educational interruption.
7. The lack of opportunities to access accelerated education programs.
8. Socio-emotional affectations.
9. Insufficient educational infrastructures.
10. Teachers with training needs for educational and comprehensive inclusion in emergency contexts, among others.

Throughout the region, there is an urgent need to fully include refugee and migrant children and adolescents from Venezuela in education systems and policies.



1 out of 4 migrant boys and girls in Colombia, Ecuador and Peru do not go to school

After the closure of schools due to the pandemic, it is estimated that at least from **55% to 71% of students have learning deficiencies**, affecting refugee and migrant children to a greater extent.

20% of female human mobility in the region are girls and adolescents.

Currently, there is an **absence of frameworks or mechanisms for the recognition, validation and accreditation of the results of non-formal and informal learning of refugee and undocumented migrant children and adolescents.** This situation has become one of the main obstacles to access to education in host countries. In some cases, girls, boys and adolescents can attend schools, but without the possibility of certifying their qualifications due to the lack of regular documentation.

Finally, girls and adolescents face additional vulnerabilities and barriers to returning to school due to responsibilities at home, child labor, GBV, and early pregnancy.

Plan International Response Priorities

Colombia, Ecuador and Peru

The regional response strategy of Plan International to the educational needs of migrant and refugee children and adolescents from Venezuela, especially in the countries of Colombia, Ecuador and Peru has been focused on:

1. Provide humanitarian assistance to children in emergency contexts with a focus on their rights.
2. Strengthen and implement evidence-based policy and regulatory frameworks to increase access and retention of refugee, migrant and host community children in education.
3. Strengthen the capacities of education actors at the national and regional level to promote a quality educational service for refugee and migrant children from Venezuela.
4. Provide a coordinated response with the regional response plan from the constant coordination with the different members of the regional platforms, such as the Regional Education Group, in support of the global response of the R4V and REDLAC platform.

According to Plan International's experience, this response has integrated a series of actions focused on:

Promoting access to education

- Development of educational needs assessments with stakeholders in education at the local, national and regional level to identify needs and gaps in access to education for children and adolescents.
- Rehabilitation and maintenance of schools, ensuring compliance with safe school standards.
- Provision of educational material and school furniture for schools and learning centers.

- Provision of digital educational equipment and devices for students to access primary, secondary and non-formal education. Vocational training to support adolescents and young people, in particular adolescents and (young) female caregivers, so that they can access professional training courses.
- Advocacy and incidence for access to multiple, accelerated and flexible educational opportunities and to mitigate learning losses and deficiencies.
- Advocacy and incidence to promote policies and practices that facilitate the processes of accreditation and validation of the prior knowledge of boys and girls.

Promotion of safe and inclusive learning spaces

- Creation of inclusive learning spaces that are accessible to children and adolescents and with disabilities, which consider social integration and prevention of discrimination and xenophobia.
- Rehabilitation of learning spaces.
- Technically support educational establishments to provide a quality educational service in emergency situations, which includes cross-cutting lines of child protection and prevention of gender-based violence related to the school PSEA and safeguarding.
- Promote quality teaching from technical support to teachers and other educational personnel to make curricular plans more flexible and learning assessment methodologies.

Promote MHPSS for students and educational staff

- MHPSS training for teachers and other educational staff on the different pedagogical tools to address the socio-emotional needs of boys and girls in the educational setting.
- Development of interventions that promote emotional rehabilitation and resilience with boys and girls.



Humanitarian assistance projects - Education in Emergencies

The Education in Emergencies projects developed by Plan International in the three countries of the sub-region in the period 2021-2022 are listed below:

Project name	Area(s) of implementation
Redconocete (Beiersdorf)	Bogotá
Multi-Year Resilience Programme MYRP/ UNICEF/ ECW -	Atlántico - Bolívar
Project financed by UNICEF/ECW	Imbabura, Azuay, Manabí, Pichincha, Guayas, Carchi and El Oro
Project financed by ECHO/ Ministry of Education	Guayaquil, Quito, Simiatug and Montalvo
Safe environments for refugees and migrants (ACNUR)	Tumbes, Lima, Cusco and Tacna
Multi-Year Resilience Programme MYRP Regional (ECW/ UNICEF)	Colombia, Ecuador and Peru

The map shows three countries: Colombia (blue), Ecuador (yellow), and Peru (red). Lines connect the project implementation areas listed in the table to their respective geographical locations on the map. Colombia is at the top, Ecuador is in the middle, and Peru is at the bottom.

Regional Projects implemented

Multi-Year Resilience Programme MYRP Regional (ECW/ UNICEF)	Colombia, Ecuador and Peru
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Achievements

Colombia

- 3,911 girls, boys and adolescents received support through the ZURI strategy. (Healthy coexistence and socio-emotional skills, literacy and mathematical logic).
- 4,300 girls, boys and adolescents received a school kit suited to their educational needs.
- 3,200 children and adolescents received school materials, according to INEE standards and the Colombian Ministry of Education.
- 140 children and adolescents enrolled in educational institutions 561 young people participate in protective spaces with a pedagogical approach.
- 217 teachers and educational managers participated in virtual training in tools for the prevention of xenophobia and GBV (gender-sensitive pedagogical practices), child protection, and socio-emotional learning.
- 450 teachers trained in gender at school, prevention of xenophobia, socio-emotional skills and inclusion of children with disabilities.
- 6 schools rehabilitated into sanitary units and classrooms.
- 1 adaptation of a school canteen in a district educational institution.
- 1,217 people received orientation or referral to care routes in care services such as health, psychological, legal and education remotely.
- 48 public officials participated in a collective work table in the framework of education for migrant and refugee children.
- EiE Departmental Forum with education actors at the local, national, and international levels of governmental and non-governmental entities.

Ecuador

- 15,000 children and adolescents improve their knowledge of hygiene practices.
- 7,500 girls and adolescents improve their knowledge of menstrual hygiene.
- 500 girls participate in a pilot for the use of reusable menstrual hygiene supplies.
- 1,200 students trained in disaster preparedness and resilience education.
- 280 teachers and other education personnel trained on safe schools and disaster preparedness.
- 30 national-level educational staff members trained to serve as the multidisciplinary disaster preparedness team.
- 40 schools that successfully apply the School Safety Index (SSI) and consider the gender approach in the diagnosis of the facilities.

- 400,000 people reached through Information, Education and Communication on DRR.
- 1 Safe Schools model adapted to Ecuador, considering the multi-hazard approach and lessons learned from new and ongoing emergencies.
- 100% of the district and local authorities have coordinated the disaster preparedness processes established in the intervention territories.
- 8 targeted schools implementing WASH service improvements from a risk-based approach.
- 20 people trained in treatment, water storage and waste management.
- 30 schools in the prioritized provinces meet the national/global standards defined for an accessible, safe and protective environment at the time of measurement.

Peru

- 488 children and adolescents who benefit from school reinforcement.
- 298 children received CBI for reinforcement school.
- 99 children and adolescents were enrolled thanks to our intervention.
- 28 educational promoters received CBI for school reinforcement.
- 58,730 soles delivered in CBI to children and educational promoters who participated in school reinforcement.
- 679 teachers/directors who completed a training program on education in emergencies, protection, gender, positive parenting, and interculturality.
- 20 registration dissemination events/activities.
- 406 people who receive guidance on the enrollment process.
- 207 cases referred to educational authorities for access to education.
- 420 people who participated in integration activities in schools.

Regional

- 4,248 teachers from all over the region certified in the Creando Aula virtual course on education in emergencies.
- 1 mapping access to early childhood education in Colombia, Ecuador and Peru.
- 1 Guide for the adaptation of accelerated and flexible education programs that benefit migrant children, refugees and host communities in Colombia, Ecuador and Peru.
- 1 study on the impact of COVID-19 on the educational access of migrant and refugee children in Colombia, Ecuador and Peru.



To know more about our Education in Emergencies work visit
<http://bit.ly/education-in-emergencies>

