

I. INTRODUCTION

The challenges facing the education of refugee and migrant children and adolescents (NNA, for its acronym in Spanish) have been aggravated by the COVID-19 pandemic. Since March 2020, when COVID-19 spread throughout the region, the Ministries of Education have progressively closed schools at the preschool, primary, and secondary levels. However, despite all efforts, there is still a large number of children in the region without access to face-to-face classes. According to the R4V national platforms, in Colombia, Ecuador and Peru around 28 million students (half of whom are women) have been affected by school closures. Although the Ministries of Education are ensuring educational continuity through different learning modalities, including distance education, it is essential that the new modalities are inclusive and reach the most vulnerable children, especially refugee and migrant children, who often face additional barriers, such as limited internet connectivity, lack of access to computers, phones, and educational materials, and difficult living conditions.

The challenges that children and adolescents face in human mobility are varied. Girls and adolescents are at risk of sexual and gender-based violence, sexual exploitation and early marriage/pregnancy. In the case of boys and adolescents, there is a risk of being forcibly recruited by criminal gangs and other armed groups. Despite the fact that several countries in the region now allow children and young people to enroll in the formal education system regardless of their status, a large number of them are still unable to go to school. This is due to obstacles that

continue to exist, such as insufficient absorptive capacity of schools, severe financial constraints, lack of teaching and learning materials, and barriers related to discrimination and xenophobia.

This special report contains the latest figures on children and adolescents in situations of human mobility, migrants and refugees, initiatives at the regional level in response to the educational needs of migrant children and initiatives in countries with high migratory movements. For the purposes of this document, the following terms will be defined¹:

Migrant: Generic term not defined in international law that, by common use, designates any person who moves outside their usual place of residence, either within a country or across an international border, temporarily or permanently.

Internally displaced people: People who have been forced or compelled to run away or flee from their home or habitual place of residence, mainly as a result of the effects of an armed conflict, situations of generalized violence, human rights violations, natural or caused-by-man disasters, or to avoid such effects, and that have not crossed an internationally recognized state border.

REPORT HIGHLIGHTS

Commemorative [video](#) of June 20th "World Refugee Day" prepared by Education Cannot Wait (ECW) *Multi Year Resilience Program* (MYRP) Peru.



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¹ International Organization for Migration, [Glossary on Migration 2019](#).

II. OVERVIEW OF THE SITUATION REGIONAL OVERVIEW²

2.41M



Children and adolescents aged 0 to 19 years old are migrants³

8.40M



Of people in need of assistance

4.48M



Of people in need of assistance in the educational sector, of which:

27,9%



Are men

30,9%



Are women

20,9%



Are boys

20,3%



Are girls



Of the **5M** Venezuelan migrants, more than **2M** are children and adolescents (UNICEF, 2019).



Of the total number of children aged 5 to 9 years in the region, **1,3%** are migrants (United Nations, 2019).



Girls and adolescents account for about **20%** of the flow of female human mobility in the region (UNDP, 2020).

GLOBAL OVERVIEW⁴

21%



Forcibly displaced boys

20%



Forcibly displaced girls



Of all the Venezuelan refugees and displaced people abroad at the end of 2021, **42%** were boys and girls.



Approx. **45%** of people displaced within their countries were boys and girls.

27,000



Unaccompanied or separated children filed new asylum applications in 2021.

6,000



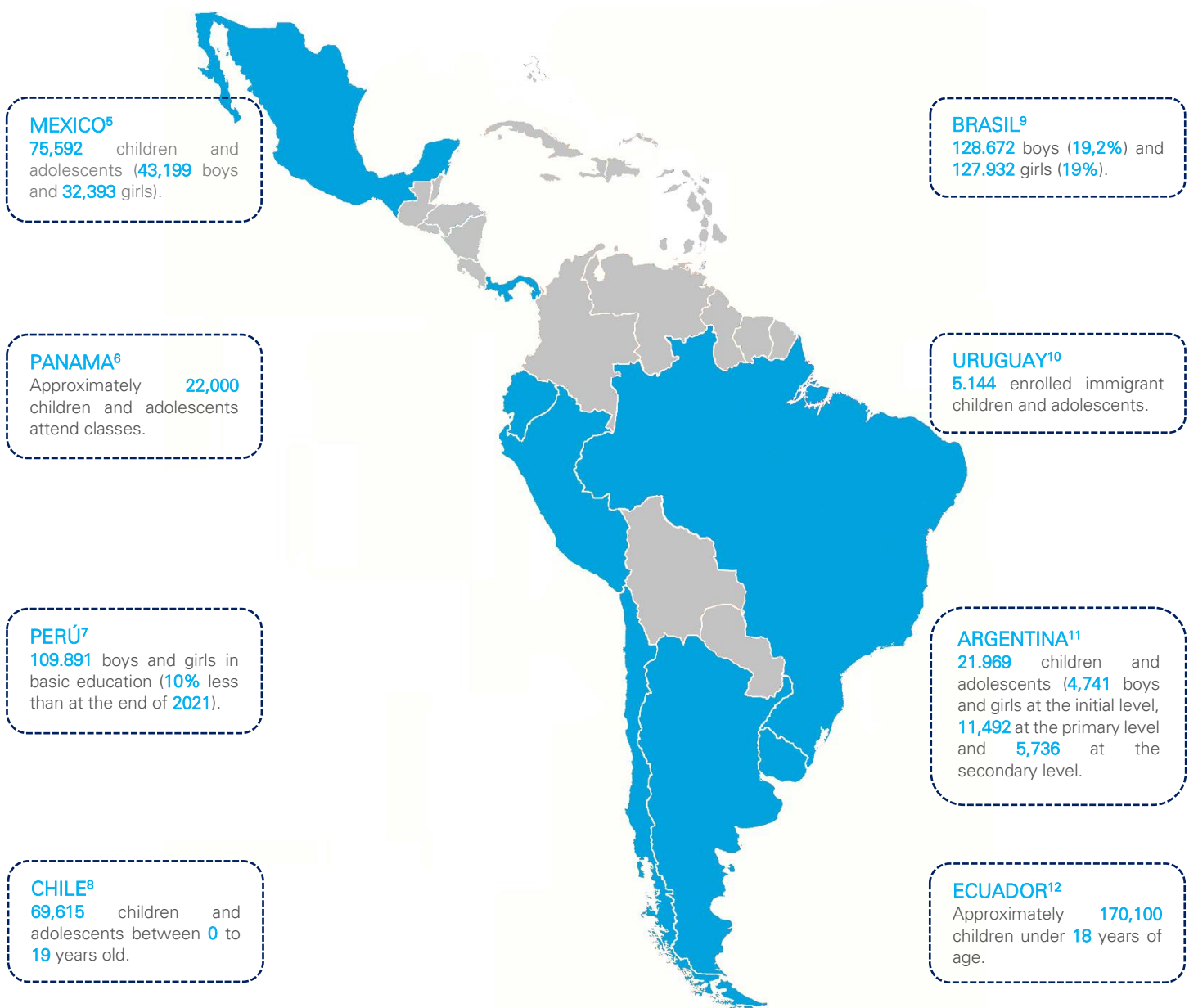
New asylum applications in 2021 compared to the previous year.

² [Refugee and Migrant Response Plan](#) RMRP. January- December 2022.

³ United Nations, Department of Economic and Social Affairs. Population Division (2019). Stock of international migrants 2019. (United Nations database, POP/DB/MIG/Stock/Rev.2019). Note: the figures presented include information on boys and girls from 0 to 19 years old.

⁴ United Nations High Commissioner for Refugees UNHCR, [Global trends forced displacement in 2021](#)

II. MIGRANT AND/OR REFUGEE CHILDREN AND ADOLESCENTS



Country	Age range	Total	Boys	Girls
Chile	From 0 to 4 years old.	9,354	4,742	4,612
	From 5 to 9 years old.	26,187	13,073	13,114
	From 10 to 14 years old.	19,931	10,080	9,851
	From 15 to 19 years old.	14,143	7,005	7,138
Mexico	From 0 to 11 years old.	52,484	27,642	24,842
	From 12 to 17 years old.	23,108	15,557	7,551

⁵ Mexican Migration Policy Unit. Foreigners filed and returned 2021.

⁶ UNICEF Panama. The dimensions of exclusion in Panama April 2022.

⁷ Ministry of Education of Peru. Administrative registration June 2022.

⁸ National Statistics Institute of Chile. National Migration Service 2018 - 2020.

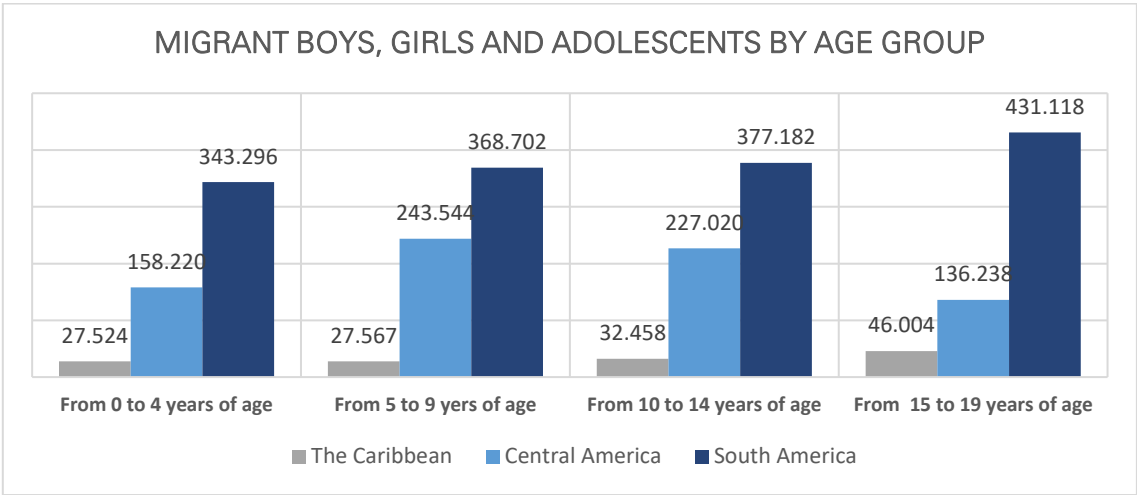
⁹ UNICEF Brazil. Information as of November 2021.

¹⁰ National Administration of Public Education ANEP and General Directorate of Initial and Primary Education. [Report of immigrants in Uruguayan public initial and primary education 2020.](#)

¹¹ Ministry of Education of Argentina, DIEE. Annual Survey 2020.

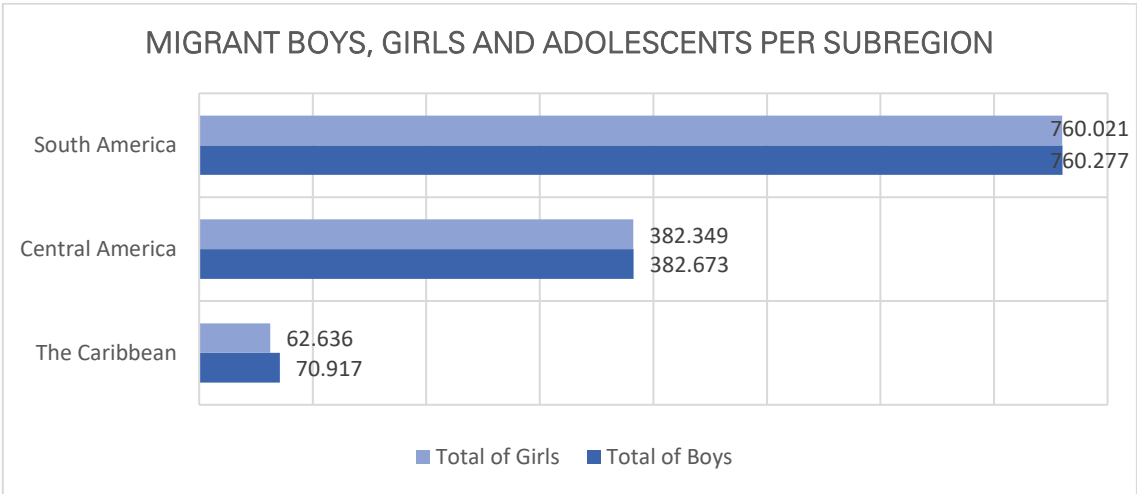
¹² UNICEF Ecuador. National Institute of Statistics and Census INEC - ENEMDU December 2021 and May 2022 data from the R4V platform.

III. MIGRANT CHILDREN IN FIGURES



Source: United Nations, Department of Economic and Social Affairs. Population Division (2019). Stock of international migrants 2019. This graph includes information on children and adolescents from 0 to 19 years of age from the 37 countries and territories of the region in 2019.

Graph 1 shows that a large part of the migrant children and adolescents in Latin American and Caribbean region are in South America, and the majority are adolescents between 15 and 19 years of age.



Source: United Nations, Department of Economic and Social Affairs. Population Division (2019). Stock of international migrants 2019. This graph includes information on children and adolescents from 0 to 19 years of age from the 37 countries and territories of the region in 2019.

Graph 2 shows the number of international migrant children and adolescents by sex, where it can be noticed that there are more boys than girls in the 3 subregions, with a minimal difference in the figures.

IV. COUNTRY LEVEL INITIATIVES

a. Bolivia

Thanks to the funds received through the Mission Recovery Program, UNICEF Bolivia has allocated part of them to support the population in a situation of human mobility. The Office is in the process of signing a Cooperation Agreement with the Andrés Bello Agreement and in partnership with the Ministry of Education, with the purpose of socializing the [Equivalence Tables Booklet](#) in areas that are home to a large population of migrants.

Mission Recovery funds offer a funding opportunity to reach the most vulnerable children and adolescents in humanitarian situations, support the recovery of learning, as well as protection and well-being issues for children and adolescents in the region. Bolivia, along with the Dominican Republic, Haiti, Venezuela, and Trinidad & Tobago, have received specific funds for these priority interventions.

b. Colombia

MYRP partners work in 9 territories of the country (Valle del Cauca, Arauca, Santander, Norte de Santander, La Guajira, Magdalena, Atlántico, Bolívar and Antioquia). In 2022, the migration context has changed in terms of a greater demand for access to the educational system of the population in vocation of permanence associated with regularization. To date, the program has reached 2,235 children, 51% of whom are girls. Of the total number of students served, 37% are Venezuelan and 7% have some type of disability.

However, despite the access of 555,498 children and adolescents to the educational system, gaps still persist due to lack of quotas, school infrastructure conditions, overage boys and girls, and low results in reading, writing, and math skills. It should be noted that, after the pandemic, it has been observed that many boys and girls show a regression with respect to their basic reading and writing skills. Finally, there is a high demand for actions in mental health.

Through the design of public policies, strategies have been defined to include the migrant population in the Colombian educational system. For the provision of this public service, the following were carried out: the elimination of documentary barriers, the validation of studies and validation of titles, evaluations, and academic activities by educational institutions to match students to educational degrees, access to care and welfare strategies, school feeding program, transportation, socio-emotional support and migration regulation and protection for Venezuelan migrants through a temporary migration status. As a result, student enrollment went from 34,000 children and adolescents in 2018 to 555,498 as of March 2022, that is, 6% of students in the country. Additionally, it points out that the migratory status allows 69% of the students to be enrolled, despite not having a valid identification document, thanks to the temporary migration status.



c. Ecuador



The MYRP in Ecuador has improved its mechanisms of action and, with the support of the Government of Canada it is expected to expand its intervention in the provinces of El Oro and El Carchi, which are home to a large number of migrants. In July 2022, the calls for "Active search strategy and "Psychosocial support services" will be launched. With the collaboration of the Ministry of Education, efforts have been made to strengthen teaching skills in comprehensive sexual education through online programs.

To date, 11,459 teachers have attended the "Reconoce" course, in addition, the inter-institutional communication strategy "Education cannot wait" continues to be implemented. Between January and June 2022, 24 presentations and press releases have been created and shared, and 26 videos, 91 arts, and 12 infographics have been designed and shared. Finally, the program has a coordinating role in the regional study "Comparative analysis of the impact of COVID-19 on the permanence and access to education and learning of Venezuelan migrant children and the host community."

Within the framework of Education beyond borders, Ecuador has a free access platform for the attention of the population in human mobility linked to the educational system, such as Colombia, Peru, Venezuela, and others, reaching approximately 90,000 people. Likewise, public policy actions have been carried out to eliminate documentary barriers and the extension of educational admission processes, establishment of the preparation process for attention to situations of vulnerability through advice on educational offers, management to obtain identification documents, evaluations, among others. As part of the response, it is intended to link people with unfinished schooling through inclusion support units, pedagogical acceleration services, teaching support, hospital classrooms, among others to achieve educational inclusion.

d. Haiti

UNICEF Haiti deals with risk protection related to the deportation and repatriation of unaccompanied and separated children, pregnant and lactating women. The partners together with the Institute for Social Welfare and Research (IBESR) and the International Organization for Migration (IOM) are present during the repatriation journey and arrival at the port and at the four official crossing points and the two airports.

Female-headed households receive psychosocial support and cash assistance, as well as referral to gender-based-violence services when needed. And children are provided with a full package of services including psychosocial support, case management, shelter, family tracing and reintegration, including education and socio-economic inclusion, to unaccompanied and separated children and vulnerable families. Families receive cash assistance as part of the reunification package. Whenever possible, these children are integrated into the educational system (public schools) in nearby communities (or where families wish to integrate). Psychosocial support was also provided at the school level, recreation kits/school backpacks were distributed, and support was provided to the schools that received the children (for example, in improvements to water and sanitation facilities).

e. Honduras

The "Protected Steps" project focused on returned and migrant children is developed in host communities, seeking educational inclusion and the prevention of sexual violence. It tries to strengthen safe spaces, provide psychosocial support and non-formal education, through sessions of socio-emotional education and academic leveling, prior to entering formal education. These sessions are implemented by community volunteers with the help of the "Creando Aula" tool and have served 1,500 children in person or remotely. The project also provides financial aid.

f. Peru

The "Multi-annual program of inclusive education +DIVERSITY" works in 191 schools in 3 territories (Lima Norte, Sur and La Libertad). This program is developed through training and pedagogical support for 1,630 teachers and directors through a training program in inclusive education, and the development of an inclusive management leadership course aimed at 240 principals, within the framework of the reopening of classes face-to-face. In addition, learning reinforcement and recovery activities are carried out with more than 1,500 primary school students throughout the school year and workshops with school municipalities and families to encourage their participation.

Finally, in recent months, 900 school kits for initial, primary and secondary students, 450 vouchers for migrant families, 579 cell phones and 3,126 internet cards have been delivered to ensure connection to online classes and workshops.



g. Trinidad & Tobago

In Trinidad and Tobago, 9 out of 10 migrant children are Venezuelan. Migrant and refugee children in this Caribbean country face legal, administrative and financial barriers that hinder their access to education in the national educational system. However, with partnerships on the ground, UNICEF and its partners have advanced an online educational offering that explores the potential of hybrid and flexible models in education in emergencies. As a result of the program, 54 adolescents (32 girls and 22 boys) completed their studies. Additionally, complementary guides to the country's curriculum have been developed that facilitate the teaching of English as a second language, through which progress has been made in the development of competence in this language.

V. REGIONAL INITIATIVES

a. Education Cannot Wait (ECW)

Regional section of Education Cannot Wait (ECW) Multi Year Resilience Program (MYRP) is beginning its second year of implementation. The three implementing partners (PLAN International, UNESCO Oreal, Save the Children Regional) and UNICEF as a concessionaire advance with the implementation of their activities in support of the three national projects, through the collection of relevant and updated data, capacity building of the personnel from Ministries of Education and/or educational personnel, and supporting the collection of resources for the project.

The Government of Canada recently approved CAD 9 million in funding to support the three national and regional MYRPs, as a regional resource mobilization effort. The main advances of the regional component will be reflected in the work with the Andrés Bello Agreement (CAB), “Creando Aula” and the advances of the three implementing partners described in this report.



b. Andres Bello Agreement (CAB)



UNICEF, in close collaboration with the [Andrés Bello Agreement](#) (CAB) and with funding from ECW, launched a new phase of the “I’m better at school” campaign throughout the month of May 2022. The campaign is a communication strategy to disseminate the Table of Equivalences of the CAB, which contributes to ensuring the right to education of children and adolescents.

In addition to the campaign, the 2021 Table of Equivalences Booklet and information sheets for migrants were updated, with infographics/roadmaps, legislation, structure of the educational system (calendar) and processing offices, to be delivered to migrants in areas border for 7 countries (Bolivia, Chile, Colombia, Ecuador, Panama, Peru, and the Dominican Republic). These tokens have been delivered in the Dominican Republic, Peru, Panama, and Bolivia.

Finally, a meeting has been held with authorities from the Ministry of Education of Panama, for the coordination of the [Seminar](#) accompanied by a face-to-face workshop with technicians from the Table of Equivalences in March 2022.

The CAB developed two face-to-face workshops on the use and management of the Table of Equivalences with technicians from the national and local levels in Panama and Chile. The workshops were held in person due to the technical level of the issues to be addressed and the relevance of interacting with the technicians of the Table of Equivalences and the officials at the site where they serve the public, to learn about their reality, their working conditions, what they have and what they don't, the shortcomings of the educational system, their consultations and how they apply the regulations in the country.

c. Course for Teachers called “Creando Aula”

The course “Creando Aula” aimed at teachers, has completed the second MOOC with more than 6,600 people registered, more than 1,230 certificates, a satisfaction of more than 77% and the participation of more than 27 countries. The Ecuadorian Ministry of Education has adopted the course as part of its regular training, and it is hoped that this same impact will be achieved in other countries in the region. Two additional modules, one for Migration and one for Gender, have been developed as part of the regional component of the MYRP for implementation in 2023 and 2024. By 2023, the modules for accessibility will be adjusted and face-to-face training or hybrid models will be implemented in Venezuela and Colombia.



VI. EVENTS

a. Regional Forum “Education beyond Borders: Regional Solidarity to Guarantee the Right to Education”

The Regional Office for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago), the Ministry of Education of Ecuador, Education Cannot Wait and the Regional Education Group for Latin America and the Caribbean, organized this regional forum on the 4th and 5th of May 2022. This meeting is part of the regional component of the multi-year resilience program developed with the support of Education Cannot Wait and sought to strengthen the response capacity of national education systems through technical and political dialogue. Among the main objectives of the forum, the following stand out:



- Generate a space for dialogue on the progress and challenges of the right to education of people on the move in the region.
- Propose national and regional strategies to deepen actions to guarantee the right to quality education for the population in a situation of mobility in the context of the COVID-19 pandemic.
- Strengthen coordination and cooperation mechanisms between the countries of the region to address and guarantee the right to education of people in situations of human mobility.

[Click here for more information](#)

b. Meeting of the Interagency Coordination Platform for Refugees and Migrants (R4V)



On May 10 and 11, two face-to-face meetings were held within the framework of the [Interagency Coordination Platform for Refugees and Migrants \(R4V\)](#). The meeting on May 10 focused on presenting the main trends and needs in the context of Venezuela and the region, the articulation between the [Quito Process](#) and R4V and closing with the following steps for the RMRP 2023-2024 multi-year planning. ON May 11th session, attending national platforms met with the sectoral regional coordinators of R4V. In this meeting, challenges, good practices, and specific needs for technical coordination were discussed.

From the Education sector, a virtual technical meeting was held with the national platforms on Thursday, July 7, with the objective of promoting the articulation between the national and regional levels and also sharing the

regional proposal for the identification and systematization of significant experiences and good practices in educational inclusion of children in situations of human mobility.

VII. TOOLS

a. “Learning on my journey: The Adventures of Zuri”



With the collaboration of UNICEF, Education Cannot Wait and PLAN INTERNATIONAL, this guide was developed within the framework of the Regional Response to the Venezuelan Crisis. The tool aimed at children and adolescents from 6 to 15 years of age has the objective of strengthening basic knowledge, prioritizing the areas of gender, protection, education, hygiene, social integration, and key messages for the prevention of COVID-19.

Click [here](#) to access the tool.

b. Table of Equivalences Booklet

The [Table of Equivalences](#) is an integration instrument developed by the Andrés Bello Agreement, for the recognition of studies at the primary or basic and middle or non-technical secondary education levels completed in the member countries (Bolivia, Chile, Colombia, Cuba, Ecuador, Spain, Mexico, Panama, Paraguay, Peru, Dominican Republic, and Venezuela). The table includes a cross-sectional and comparative analysis to identify equivalences between primary and secondary educational levels, in courses/grades/levels/cycles and certificates and diplomas.

VIII. UPCOMING EVENTS

- Workshop with National Platforms:** On July 7, a workshop was held with the national R4V Education platforms. The purpose of this meeting was to learn about the governance mechanisms of the national platforms, present the regional support tools and listen to the support needs of the national Education platforms. A next meeting is planned to be scheduled on July 21 to work on planning the Response Plan for Refugees and Migrants from Venezuela (RMRP) 2023-2024 and the review of regional education indicators.



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