

REFUGE SCHOOL, SAFE SCHOOL

Challenges in ensuring educational care for children and young people in situations of forced mobility.


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1. INTRODUCTION

Increasing numbers of people are being forced to leave their homes and countries around the world. **In 2022, globally we surpassed 100 million¹ people displaced by violence**, with many more having to leave their homes due to structural causes and complex socio-environmental crises that are becoming chronic. Among these, a total of **15.2 million are children or adolescents** who have had to flee their countries, **in addition to the 3.86 million** who, last year, had to abandon their homes in Ukraine after the outbreak of war.

Faced with this situation, states and the international community have an obligation to adopt the necessary measures to respect, protect and guarantee the right to education of children and young people in situations of forced mobility, insofar **as inclusive and quality education is one of the pillars for ensuring the integration of migrant populations, but also for building peace and social transformation**. There is a broad consensus in the international community concerning the positive impacts of education on communities of both origin and destination: according to UNESCO (2022), education is key to providing the knowledge, behaviour and attitudes that make it possible to “learn to live together and with others” and to build the environments and capacities for the collective development of well-being for all.

 *Good-quality education can help immigrants and refugees to adjust to new environments, reducing the psychological toll of change and strengthening their sense of belonging in the host community.*

An education that includes the historical and contemporary dimensions of migration and displacement can influence native students' perceptions and help them appreciate commonalities and value differences.

Formal and non-formal education can increase public understanding, amending discriminatory attitudes and increasing social openness, tolerance and resilience. 

UNESCO, 2019.

The process of educational integration can be successful, as shown in the case of children displaced from Ukraine. However, some other realities show us that, in other cases, **host educational systems face challenges and tensions in guaranteeing the right to education to populations in situations of forced mobility**. This means that their responses may be very unequal depending on the profile of the population to be attended, resulting in great comparative grievances. Furthermore, the responsibility often falls on systems with structural deficiencies, which already face major challenges in guaranteeing quality education to their own nationals.

Faced with the difficulties of many countries in providing quality education, the 2018 Global Compact on Refugees placed **equitable responsibility sharing at the core of the international refugee protection agenda**. And this, as UNHCR (2022) reminds us, “involves **governments and host communities admitting refugees into their schools, others providing predictable funding, resources and support** to create resilient and sustainable education systems that are beneficial to both refugee and host communities; in other words, systems that are inclusive of all people, including refugees.”.

Entreculturas and Alboan aim to contribute to **positioning education as a right** and **schools as a necessary space of refuge and shelter**. In this regard, we also collaborate with **JRS (Jesuit Refugee Service)** and **Red Mimbres (Jesuit Service for Children and Youth)**. This report aims to contribute to dissemination and social dialogue regarding the responses of the educational systems in countries that host migrant, displaced and refugee school populations, their realities and challenges, and to highlight good practices and proposals that arise from the experiences of the educational community and from accompanying children, young people and families in situations of forced mobility in Spanish territory and in the main host countries of the Venezuelan exodus in Latin America. Finally, it offers a series of recommendations to States, the international community and educational communities, with the aim of leaving no one behind.

¹ This figure includes both internal movements within the same country and those across borders

2. OVERVIEW OF MIGRATORY AND EDUCATIONAL REALITY

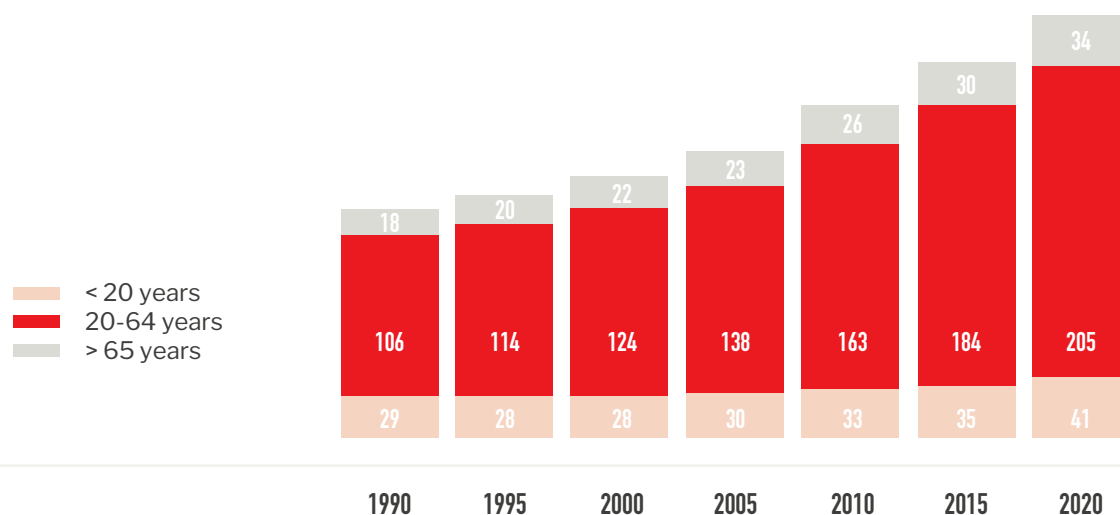
2.1. WHAT FIGURES DO WE HAVE? THE NUMBERS THAT TELL THE STORY

→ THE GLOBAL REALITY

41 million children and adolescents lived outside their countries of birth in 2020.

Year after year, the **number of people in conditions of forced mobility keeps increasing**. According to United Nations statistics, between 1990 and 2020, the number of displaced persons and international migrants² has almost doubled, from 153 to 280 million people. This trend holds true when children and adolescents are taken into account. In 2020, 41 million children and adolescents under 20 years of age were living outside their countries of birth, representing 15% of the world's total population in situations of mobility³.

MIGRANT AND DISPLACED PERSONS (PER MILLION AND AGE GROUP)



Source: Compiled by the authors based on figures provided by the United Nations Population Division, International Migrant Stock.

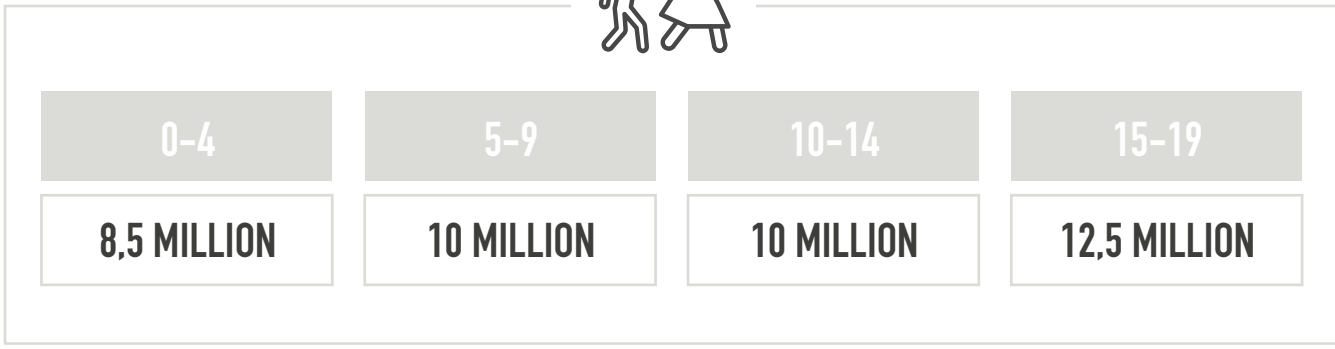
The age of migrants⁴ is a factor that largely determines educational needs, opportunities, trajectories and outcomes. We will therefore further break down the data on children and adolescents by age:

² These figures do not include internally displaced persons and migrants. For the purposes of the report, only the context of international mobility will be taken into account, as displacement and internal migration involve different challenges and different legal and regulatory frameworks.

³ It is important to note that most of the sources providing the data report a lack of documentation and recording of data, which in many cases leads to an underestimation of figures. Children in situations of mobility are a particularly vulnerable group that is easily overlooked in official statistics, as is repeatedly acknowledged. This also makes it difficult to reach the most vulnerable groups, such as unaccompanied children and adolescents or refugees with disabilities, for whom information is rarely available.

⁴ Throughout this report, the term “migrants” is used preferentially, as it is the term of choice for communities of migrants, displaced persons, refugees and racialized persons. Even so, references to “migrants” are kept when we do not situate them in contexts of origin or transit, or when the term has been imported from a secondary source or from one of the interviews carried out.

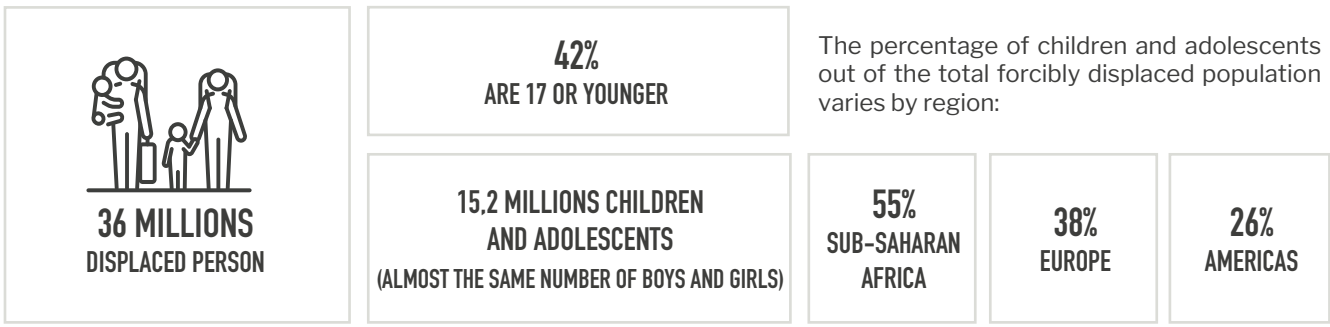
MIGRANT AND DISPLACED CHILDREN AND ADOLESCENTS BY AGE GROUP (2020)



Source: Compiled by the authors based on figures provided by the United Nations Population Division, International Migrant Stock.

The number of unaccompanied migrant children and adolescents increased almost fivefold in just 15 years.

The weight of children and adolescents in the total numbers on human mobility varies drastically if we focus on **forcibly displaced persons**⁵. According to UNHCR data, 36.2 million refugees, asylum seekers and people displaced across borders were registered in 2021, of which 15.2 million are children and adolescents (UNHCR, 2022). This figure does not yet register the forced displacement caused by the war in Ukraine, which began in February 2022, and, one year on, has accounted for more than 8 million refugees in neighbouring countries, 3.86 million of whom are children and adolescents (UNICEF, 2023). Special mention should be made of the situation of stateless children. At least 70,000 new stateless children are born each year in the 20 countries that host the largest number of stateless persons; migrant or displaced families are more likely to be affected by statelessness (UNICEF, 2016).



Unaccompanied migrant children and adolescents are a particularly vulnerable sector, and their increase in recent years is of concern. Between 2000 and 2015, the number of unaccompanied children and adolescents increased almost fivefold, from 66,000 to 300,000 (UNESCO, 2019).

In contrast to common perceptions in countries of the global North, **the majority of forcibly displaced persons** move from their country to another within the same region (UNICEF, 2016), and the same is true for children and adolescents. According to 2020 data, more than 5 out of every 10 migrant and displaced children globally live in Africa or Asia, while

⁵ According to UNHCR categories, we refer to refugees under UNHCR's mandate and Palestinian refugees under UNRWA's mandate, asylum seekers and Venezuelan displaced persons.

Europe and North America combined only host 3 out of 10 and 1 out of 10 is located in Latin America. This trend is more accentuated in the case of **refugees, with 72% being taken in by neighbouring countries** (UNHCR, 2022). Turkey, Colombia and Uganda remained in 2021 the three countries hosting the largest number of people displaced across borders, specifically from Syria, Venezuela and South Sudan respectively (UNHCR, 2022).

MIGRANTS BELOW THE AGE OF 20 BY DESTINATION (2020)

	MILLIONS	PERCENTAGE
ÁFRICA	7	17%
ASIA	16	38%
EUROPE	8	20%
LATIN AMERICA AND CARIBBEAN	4	10%
NORTH AMERICA	5	12%
OCEANIA	1	3%

Source: Compiled by the authors based on figures provided by the United Nations Population Division, International Migrant Stock.

✓ **41 million children and adolescents live outside their countries of birth.** Nearly 4 out of 10 are in a situation of forced displacement.

✓ **Almost the same number of boys as girls** cross international borders.

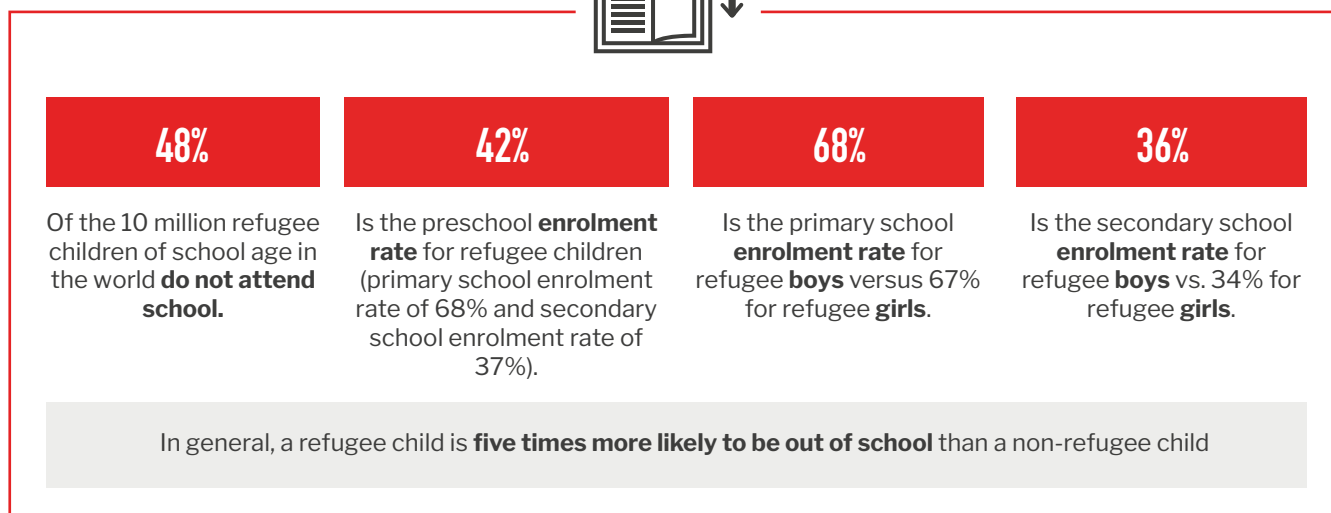
✓ In general, the refugee population is much younger than the migrant population. While the majority of migrants are adults, **children** (0-17 years old) represent, today, **42% of the total population forcibly displaced abroad.**

✓ **Two out of ten migrant children and adolescents** under the age of 20 live in Europe.

✓ **The number of unaccompanied migrant children and adolescents increased almost 5-fold** in just 15 years, reaching 300,000 in 2015.

UNESCO, 2019; United Nations Population Division 2020; UNHCR, 2022.

Upon focusing on the right to education of children and adolescents in situations of mobility, the data provided by UNHCR regarding the state of education for students in refugee situations in the period 2020/2021 clearly show that the **challenges are considerable** when ensuring that they do not fall behind their non-refugee peers in terms of access to inclusive and quality education:



Source: UNHCR, 2022; UNHCR, 2016.

In addition to access to education, data from international reports show serious challenges in terms of **school dropout, quality of education and learning** in relation to students in host countries, especially in the global North. In 2019, the Global Education Monitoring Report published by UNESCO specifically dealt with the education of migrants and refugees, and provided some data in this regard:



- In the European Union, **foreign-born young people who dropped out of school early were twice as numerous as those who were native-born.**
- Migrant and displaced students in OECD countries are **almost twice as likely as native-born students to repeat a grade.**
- **The academic skills of migrant and displaced students are lower than those of native students by up to a 20% learning gap.** Over the years, the educational attainment level improves and the gap decreases.

Source: UNESCO, 2019.

Finally, the **impact of the war in Ukraine** cannot be overlooked: the education of more than 5 million children in Ukraine has been interrupted since the end of February 2022. In an environment where three out of four students learn online, power outages make online learning often impossible. There are **3.86 million children outside Ukraine in need of assistance** (UNICEF, 2023).

Against this backdrop, and despite the consensus in the international community on the importance of guaranteeing the right to quality and inclusive education to the benefit of society as a whole, the Global Education Monitoring Report 2019 warns **that the education of refugees and migrants is still lacking sufficient resources.** This report estimates

that, in 2016, \$ 800 million was invested in refugee education, coming in similar proportion from humanitarian aid and development assistance (ODA) funds. This amount corresponds to **no more than about one-third of the most recently estimated funding gap**. If the international community were to rely on humanitarian aid alone, the share devoted to education would have to increase tenfold to meet the educational needs of refugees (UNESCO, 2019).

In many countries, budgets are tied to the number of students enrolled, an allocation criterion that while simple and transparent, ignores other measures of need. A themed indicator within target 4.5 of the Sustainable Development Goals on educational equity, which attempts to capture the extent to which school funding policies explicitly allocate resources to disadvantaged populations, recognizes the need to take into account other characteristics of schools, such as schools with high numbers of migrant or refugee students.

Investment in refugee education in ODA and humanitarian aid (\$800 million in 2016) would need to triple to cover the existing funding gap.

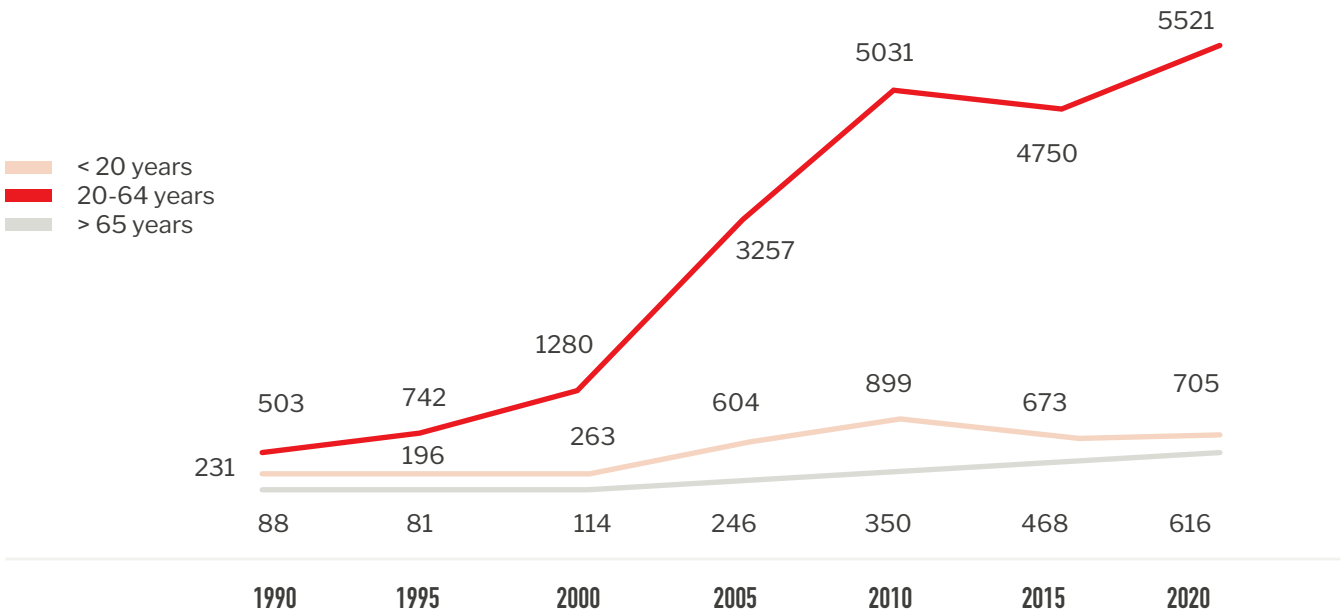


- ✓ **48% of the world's 10 million school-age refugee children and adolescents do not attend school.**
- ✓ **School dropout, quality of education and the learning gap are the main challenges identified for education systems for migrant and refugee children in the global North.**
- ✓ **The resources allocated by the international community to refugee children's education are insufficient: in total, they cover no more than one-third of the funding gap and, if only humanitarian aid is taken into account, no more than one-tenth of the total funding gap.**

→ SPAIN AS A HOST COUNTRY FOR CHILDREN AND ADOLESCENTS

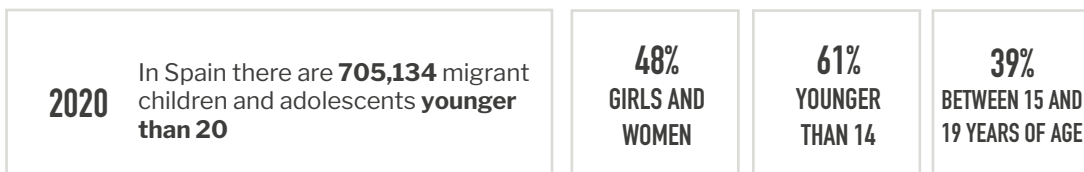
The historical figures show an increasing **evolution of migration to Spain** in the last 30 years, accelerating in the first 20 years -period from 1990 to 2010-, when it multiplied by 8, and much milder, even with a small momentary decrease, in the following years -period from 2010 to 2020.

EVOLUTION OF MIGRATION TO SPAIN (BY AGE RANGE AND THOUSANDS OF PEOPLE)



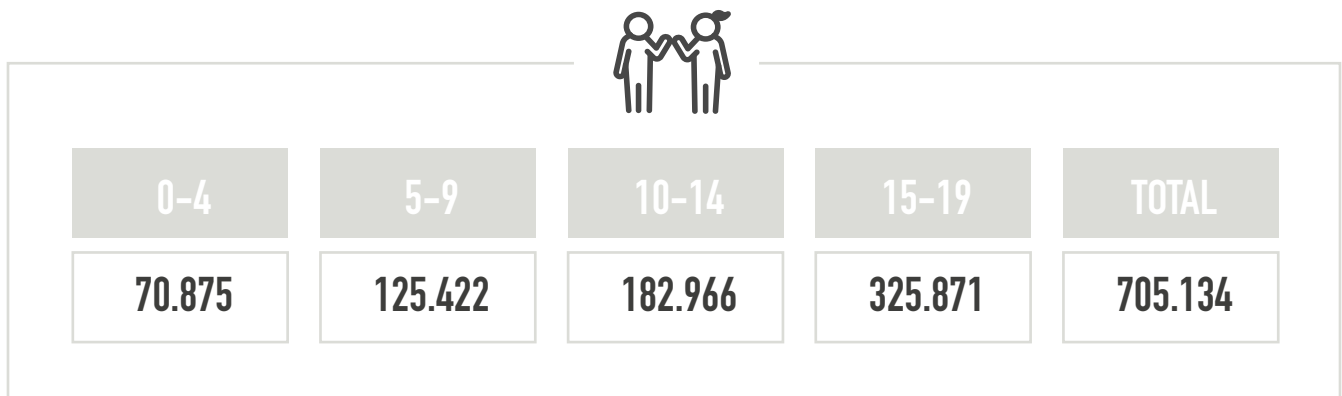
Source: Compiled by the authors based on figures provided by the United Nations Population Division, International Migrant Stock

According to the analysis of INE data carried out by the Jesuit Refugee Service, the **population of migrant origin resident in Spain in 2022 totalled almost 8 million people**. This is the sum of those who have foreign nationality, whether they were born in Spain (580,000) or not (4.8 million), and those who were born abroad but already have Spanish nationality (2.5 million). In percentage terms, **at the beginning of 2022 the foreign-born population accounted for 15.53% of the total population, while the resident foreign population accounted for 11.40%**. The most common origins of people migrating to and settling in Spain are Moroccan, European -Romania being the main country of origin- and South American -Colombia, Venezuela and Ecuador at the forefront- (JRS, 2023).



Source: Compiled by the authors based on figures provided by the United Nations Population Division.

DISAGGREGATED BY AGE OF PERSONS OF MIGRANT ORIGIN UNDER 20 YEARS OF AGE IN SPAIN (2020)



Source: Compiled by the authors based on figures provided by United Nations Population Division, International Migrant Stock.

The realities under the framework of migrant children and adolescents are very diverse. It is especially relevant to focus on three of the groups that face the greatest challenges in terms of access to rights, including the right to education, due to their greater vulnerability: **asylum-seeking and refugee children and adolescents; unaccompanied children and adolescents; and children and adolescents in an irregular administrative situation.**

In 2022, **118,842 people applied for international protection** in Spain. This figure is very slightly higher than the figure registered in 2019, before the pandemic, and almost double that of the previous year. People fleeing Venezuela and Colombia were again the main groups of applicants, followed at some distance by people originating from Peru, Morocco and Honduras (Ministry of the Interior, 2023). The rates of favourable resolutions increased to 16.5%, compared to 10% the previous year, but are still well below the European average of over 38% (CEAR, 2023). In the map of countries of origin with the highest number of favourable resolutions, Mali, Afghanistan, Ukraine and Syria stand out, with very few in the case of Latin American countries. And, as in previous years, protection on humanitarian grounds continues to be chosen to resolve most of the applications of persons from Venezuela⁶.

In addition, more than **161,037 people** from Ukraine obtained **temporary protection**⁷ in one year, since the activation of this mechanism in March 2022, and were able to receive an agile response in the reception, care and referral centres. More than a third of these people are children (Plataforma de Infancia en España, 2022).

7,588 children and adolescents pushed into a situation of administrative irregularity in 2022 when their request for protection in Spain was denied.

As regards children and adolescents, **12,229 children up to 13 years of age and 2,780 adolescents between 14 and 17 years of age applied for international protection in Spain in 2022.** In the same year, the rate of favourable decisions for international protection (asylum or subsidiary protection) rose slightly to 20.6%, but even so, it is still below the European average, as mentioned above. Furthermore, 28.8% were granted protection on humanitarian grounds, which involves a temporary residence permit. **Protection was denied to 50.5%, meaning that 7,588 children and adolescents were left without protection and with the only open door being a situation of administrative irregularity,** which leads to a complicated scenario for access to rights and integration.

⁶ Protection on humanitarian grounds involves granting a temporary residence permit which is given in certain cases to asylum seekers whose applications have been rejected. (CEAR, 2023)

⁷ Temporary protection is an exceptional procedure provided for in EU asylum regulations that may be activated in the event of a mass influx of displaced persons. It involves granting residence and work authorization, access to education, social assistance and health care in accordance with the regulations. It has a duration of between one and three years.

CHILDREN AND ADOLESCENTS APPLYING FOR PROTECTION IN SPAIN AND RESPONSE (2022)

	TOTAL	0-13 YEARS	14-17 YEARS	PERCENTAGE
HUMANITARIAN REASONS	4.335	3.478	857	28.86%
FAVOURABLE RESOLUTIONS	3.095	2.490	605	20.61%
UNFAVOURABLE RESOLUTIONS	7.588	6.261	1.327	50.53%
TOTAL APPLICANTS	15.018	12.229	2.780	

Source: Compiled by the authors based on figures from the Interior Ministry.

According to estimates (Gonzalo Fanjul et al, 2021), in 2019 there were about **147,000 children and adolescents under 19 years of age in an irregular administrative situation**. This age bracket represents the highest rate of irregularity, amounting to 20%, compared to 13% for the rest of the age groups. In terms of origin, three out of every four children and adolescents in an irregular administrative situation are of Latin American origin. One out of every two children of this origin is in an irregular situation in Spain, a more than alarming proportion. The percentage of children who come from sub-Saharan Africa and are in irregular administrative status is notably lower: 5.9%.

Since 2014 there has been a **growing trend of children and adolescents in an irregular administrative situation**, which, as noted above, coincides with the increase in arrivals of individuals and families fleeing countries seeking protection in Spain, especially from Latin America, and who mostly see their application rejected, or which drags them into this situation.

According to the Plataforma de Infancia, Spain is the second country in the European Union with the second highest number of **unaccompanied children and adolescents** arriving by sea in 2021. As of December 31, 2021, 3,048 arrivals were formally registered, although both civil organizations and the Ombudsman have denounced that the increase of unaccompanied children and adolescents in the Canary Islands and Ceuta are not shown in these figures (Plataforma de Infancia, 2022).



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With regard to **the right to education** for migrant and refugee children and adolescents, we can outline some of the following:

- In the 2021/22 academic year, the **foreign population enrolled in the Spanish non-university education system amounted to 845,766 students**, which represents 10% of the total student body and around 15% of the total number of foreigners in the country.
- The gross enrollment rate of the foreign population between the ages of 0 and 29 is significantly lower than that of their Spanish counterparts. **Forty-nine percent of children and young people of foreign origin between the ages of 0 and 29 are enrolled in any education system programme, compared to 73% in the case of Spaniards**. The rate for women is slightly higher than for men.
- **If we consider primary and mandatory secondary education, the schooling rate of children of foreign origin reaches 113%**, which is associated with a higher number of repeaters and age differences.
- In the case of **early childhood education, the enrollment rate of children of foreign origin is 48%**, significantly lower than the 73% of Spanish children. This figure is especially worrying when we take into account the crucial importance of access to early childhood education.
- **The repetition rate at 15 years of age for natives is 22%, compared to 50% for foreigners**. In other words, for every Spanish child or young person who repeats a grade, 2.61 foreigners do so.
- By gender, **the differences are greater among Spaniards than among foreigners, in whose case the repetition rate for males is 30% higher than that of females, compared to 43% in the case of Spaniards**.
- **The early school dropout rate for children and young people who are not Spanish nationals is 30.3%**, compared to 11.6% for those who are Spanish nationals.
- As for the specific educational support needs provided by the school system in 2021/22, the categories **where the migrant origin group best fits are situations of socio-educational vulnerability, which accounts for 25.1% of total support**; late integration into the Spanish educational system (2.4%); and severe lack of knowledge of the language of learning (2.4%).
- As for the origin of the students, **30% come from Africa, 24% from the European Union and 27% from Latin America**. Asia, North America and the rest of Europe have lower percentages. As for their destination within Spain, foreign students are mainly concentrated in four Autonomous Communities: Catalonia, Madrid, Valencia and Andalusia.
- **Spain currently enrolls a total of 36,838 Ukrainian refugee students**, of whom 30,012 are under 18 years of age.

✓ **The Spanish rate of granting international protection is 16.5%**, less than half the European average (over 38%).

✓ **Some 147,000 children and young people under 19 years of age are in an irregular administrative situation.** Three out of four come from Latin America.

✓ **3,048 unaccompanied children and adolescents arrived on Spanish shores** in 2021, although the figure is estimated to be higher as it does not include arrivals in the Canary Islands and Ceuta.

✓ **The foreign population in Spain has significantly lower schooling rates than the population of Spanish origin**, and significantly higher repetition and dropout rates.

✓ **Socio-educational vulnerability, late integration into schools and severe lack of knowledge of the language of learning are the main educational support needs** of children and adolescents of migrant origin.

Source: Gonzalo Fanjul et al, 2021; Ministerio de Educación, 2022; OBERAXE, 2022; Plataforma de Infancia, 2022; CEAR, 2023.

→ RECEPTION OF THE VENEZUELAN EXODUS IN NEIGHBORING COUNTRIES

The systemic crisis in Venezuela has humanitarian consequences that have generated an unprecedented, multicausal and long-range migratory flow, but especially concentrated since 2016. Since then, we can refer to a massive exodus of forced displacement of those who, although they are part of a multicausal migration phenomenon, should be considered subjects of international protection⁸ (CLAMOR, 2021). In just 7 years, official figures point **to more than 7 million Venezuelan refugees, migrants and asylum seekers in the world, of which almost 6 million are located in Latin America⁹**, the main host countries being Colombia, Peru and Ecuador (R4V,2023).

Almost half of the displaced population of Venezuelan origin, a total of 2.78 million people, have educational needs.

According to the needs analysis report carried out by the Interagency Coordination Platform for Refugees and Migrants from Venezuela (R4V), there are 2.78 million Venezuelans with needs in the education sector, that is, almost half of the migrant and refugee population of Venezuelan origin (R4V, 2022). The documentation and systematization effort carried out in the report allows us to have an updated snapshot of this migratory reality, associated with the right to education.

⁸ We will not enter into the debate on the category into which the Venezuelan population falls, accentuated by the questionable differentiation made by UNHCR in previous years of "Venezuelan displaced persons across borders" as a separate category from the traditional ones.

⁹ The Interagency Coordination Platform for Venezuelan Refugees and Migrants (R4V) has carried out a work of collection, documentation and systematization of data that is constantly updated on its website: <https://www.r4v.info>

COLOMBIA



Colombia hosts the largest population of Venezuelan refugees and migrants, 2.48 million people, of whom 602,600 are under 18 years of age. In addition, it sees a variety of dynamics in the movement of populations in pendular transit and to North American countries. As of June 2022, 553,490 children and adolescents of Venezuelan origin were enrolled in the Colombian education system, an increase of approximately 500,000 students compared to 2018.

It is important to note that, in addition to being the second country in the world with the second highest number of people displaced from other countries, **Colombia is also the fourth country in the world with the highest internal displacement in 2022**, and remains the country with the most internally displaced people, which adds further complexity to its responses, including access to quality education. This is seen in schooling rates, dropout rates, and the quality of education and learning of the Venezuelan population in Colombia. According to the 2022 needs report of the R4V Platform, 64% of Venezuelan children between 0 and 5 years old settled in Colombia do not attend early childhood education and 29% of children between 6 and 17 years old are not enrolled in school or college. Twenty-two percent are over school age, and 17% of Venezuelan children between the ages of 6 and 11 cannot read or write. This reality of educational disadvantage coupled with socioeconomic vulnerability correlates with the drop-out rate, which was 6.4% in 2021, almost double the rate of 3.5% for Colombian students.(R4V,2022).



PERU

Peru is home to the second largest population of refugees and migrants from Venezuela, estimated at 1.51 million by the end of 2022. Of these, almost 500,000 are children and adolescents. It is worth noting that Lima is home to the largest number of Venezuelan people outside Venezuela, which represents a challenge in terms of access to rights, in one of the countries that suffered the greatest socioeconomic impact from COVID and still faces great challenges to overcome it. According to the Ministry of Education, as of May 2022, about **110,000 Venezuelan students were enrolled in the formal education system**, including preschool through high school, which represents a drop compared to the more than 120,000 enrolled as of November 2021 (R4V,2022).

ECUADOR



As of September 2022, Ecuador hosts more than half a million refugees and migrants from Venezuela, and is also a country through which hundreds of thousands of Venezuelan and other nationalities transit every year towards other destinations. In terms of education, according to official sources, in Ecuador **the number of Venezuelan refugee and migrant children of school age increased from 10,768 in 2019 to 60,342 in 2022.** Twenty-seven percent of school-age children from the neighbouring country do not attend school. The dropout rate after primary school is very high: only 26% of the children who would correspond to their age are enrolled in middle and secondary education (R4V,2022).

INTERNATIONAL DONOR CONFERENCES



Since 2019, **4 Donor Conferences** have been organized with the aim of raising awareness of the Venezuelan migratory exodus among the international community and **mobilizing resources to assist the displaced population and host communities in the region.** In the framework of the 2020 Conference, organized by Spain and the European Union, Spain committed to provide €50 million over three years; at the 2023 Conference, it committed to providing €21 million. The R4V Platform developed the regional response plan for Venezuelan refugees and migrants 2023/2024, which **requires more than US\$3 billion for implementation, of which US\$215 million is for the education sector** (R4V Platform, 2023).

✓ **Of the 7 million displaced persons of Venezuelan origin in the world, 6 million are located in Latin America, especially in Colombia, Peru and Ecuador.** Of these, almost half have needs in the education sector.

✓ **Colombia has received almost 2.5 million Venezuelan migrants and refugees.** 450,000 are children and adolescents, of whom almost a third (between 6 and 17 years of age) are not enrolled in school and are out of school.

✓ **In Peru, three quarters of children and adolescents of Venezuelan origin are not enrolled in secondary school,** which correlates with high early school dropout rates.

Source: R4V, 2022; 2023.

2.2. THE FACES BEHIND THE FIGURES

The lives of children and adolescents lie behind all these figures. These lives and these faces lead us to wonder about the conditions in their countries of origin, what they have fled from, how they have done so, what they go through on the long journey and what their experience is like when they reach their destination. Because these realities must be taken into account when guaranteeing their right to a quality and inclusive education.



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This reality of ever-increasing human mobility is becoming increasingly complex due to conflicts, climate change and exclusionary economic models that generate new forms of poverty and inequality, causing not only greater mobility, but also new categories of migrants and displaced persons. If we look more closely, most of them are individuals and families who have left their homes fleeing armed conflicts and violence, climate crises, or the impossibility of exercising basic rights in their country, and a combination of vulnerable contexts.

The risks associated with migration are exacerbated by the focus of migration policies on border containment rather than on human rights or child protection.

International organizations have identified certain trends in human mobility as particularly relevant in the field of education, due to the impact and pressure they exert upon this right. These include the increase in the magnitude of forced movements, the increase in disasters linked to climate change, the prolongation of conflicts, the multiple causality of crises and displacements, the feminization of migrations, a complex dynamic of poverty, states of fragility and vulnerable environments, or the increase in the proportion of the population of school age and in urban areas (UNESCO, 2022).

The path that these families and children and adolescents take in many cases is **far from safe**. Even when migration is planned and voluntary, it is not free of risks, but these are exacerbated by forced displacement and irregular migration, especially as a consequence of migration policies based on border containment, without a human rights approach in general, or a child protection approach.

In the case of Spain, we find harsh and worrying examples of children and adolescents arriving at **the Southern Border**. Testimonies collected by Entreculturas, Alboan and JRS Spain give an account of the number of dangerous situations they must overcome: crossing the desert and the Mediterranean Sea; being detained, exposed to inhuman or degrading treatment; or being forced to work in conditions of overexploitation and trafficking to obtain money and continue the route, are some of the obstacles they have to overcome (Entreculturas et al, 2021). This same report and others by UNICEF and the Ombudsman highlight **the systematic violations of rights** suffered by children and adolescents arriving in the Canary Islands, Ceuta and Melilla (UNICEF, 2021).

Acceptance of children and adolescents seeking protection who enter the country by other routes also poses significant challenges, among other reasons due to the long wait in an irregular situation until they can submit their asylum application; and the high rate of denials, which leads them back to the same administrative situation of irregularity, which directly or indirectly impacts family socioeconomic conditions and access to their rights.

Families and children and adolescents of Venezuelan origin who migrate to neighbouring countries, called **“walkers”**, **have seen the dangers of the journey intensify** after most countries ordered the closure of borders, for very long periods of time, due to the pandemic. In many cases, they arrive in countries with significant social, political and economic challenges of their own and due to slow recoveries from the impact COVID had on them.

It should be borne in mind that school is the first place of socialization for children and adolescents outside their usual place of residence. Migrants and refugees will respond to school and their new environment differently according to a range of individual and contextual factors. These include country of origin, race¹⁰, ethnicity, religion, culture, socioeconomic and educational background prior to migration, age at departure, migration and resettlement conditions, host situation, level of family support and livelihood, or their own personality traits.

¹⁰ It should be pointed out that, although race does not exist as a scientific or biological reality, it does exist insofar as racism exists as a system of domination based on discriminatory racial categorizations, and therefore a determining factor when integrating into a new context.

HOW DO MIGRANT AND REFUGEE CHILDREN AND ADOLESCENTS ARRIVE AT SCHOOL?

We asked the people interviewed for the report who accompany migrant or refugee children and young people in certain aspects related to education, how do they get to school? Some answers show that their realities at origin, on the way and at destination are the backpacks with which they arrive at the educational system that accepts them, and that it is an unavoidable condition to take them into account.

They are young people who undergo grief twice, migration and the transition from childhood to adolescence. They arrive in a very different cultural context. They have travelled a path that they did not choose. They arrive hurt, in a hostile environment. In addition, they arrive at school with a burden, that your mother does not receive an eviction order, whether they have eaten or not...

María Rallo, Migra Studium (Jesuit Migrant Service, JMS), “Som Joves” project, Barcelona.

Syrian refugees arrive with untreated traumas, parents have the tools to survive, but cannot accompany their children.

Ángela García and Esther Luna, Centro Lasa (JMS), Tudela.

We imagine them getting off the bus. Some arrive very bright, disorderly, eager, as if they thought ‘at last we are out of this hell and it’s my turn to live, freedom at last’. Others, angry, fearful and distrustful. But they also bring an overwhelming capacity for adaptation and learning.

Alboan, Ellacuría (JMS), Sponsorship Programme, Bilbao.

Sometimes they arrive alone, usually accompanied by families. Many people, especially children, have witnessed and experienced terrible things, which cannot be told in words.

Marius Talos, Jesuit Refugee Service in Romania, which takes in refugees from Ukraine.

Teenagers who have just moved in with a parent they don’t know because they haven’t seen for many years. A lot of things pile up for them.

Malena Gómez-Aguado, Divino Corazón school, Madrid.

Shattered, hopeful, with many expectations, perhaps too many, that lead to frustration.

Nancy Caminada, Fe y Alegría Perú.

3. FACED WITH THIS REALITY, WHAT RESPONSES DO WE HAVE?

3.1. THE REFERENCE REGULATORY FRAMEWORK

→ THE CONTENT OF THE RIGHT TO EDUCATION IN SITUATIONS OF FORCED MOBILITY



Katarina Tomaseveski, former United Nations Rapporteur on the right to education, detailed state obligations related to the right to education in a framework known as the 4As, which attempt to encompass or understand this right as a whole, as well as an enabling right. **The 4As** were adopted in the **International Covenant on Economic, Social and Cultural Rights as universal categories to establish compliance with the right to education**.

Several reports by international organizations related to education, children and mobility have applied this content to the context of migration and asylum. Among them is the **Framework for Action to Guarantee the Right to Education for People in the Context of Mobility** (UNESCO, 2022), which sets out ensuring the right to education (access), the right to education (learning) and rights through education (key to other rights), considering the 4A categories and including a fifth one, related to accountability.

The following is a summary:

THE COMPONENTS OF THE RIGHT TO EDUCATION FOR CHILDREN AND ADOLESCENTS IN CONTEXTS OF MOBILITY

COMPONENT	SCOPE OF STATE OBLIGATIONS IN MOBILITY CONTEXTS
<p>AVAILABILITY:</p> <p>Ensure the availability of a free educational offer with adequate capacities (professional teaching and management staff, adequate infrastructure and equipment).</p>	<ul style="list-style-type: none"> ● Availability of educational infrastructure, vacancies and teaching staff with decent facilities and services. ● Access to the regular public education system and alternative modalities. ● Availability of online educational plans and student support to accompany students in cases where school attendance is not possible. ● Ongoing teacher training.
<p>ACCESSIBILITY:</p> <p>Guarantee access to education for all without discrimination of any kind, whether economic, physical, curricular or educational.</p>	<ul style="list-style-type: none"> ● Access to immediate enrollment, no more than three months after arrival in the country. ● Economic accessibility: elimination of barriers due to direct or indirect economic costs. ● Absence of legal obstacles associated with administrative or legal status. ● Digital connectivity. ● Recognition of qualifications and previous studies. ● Safe environment: violence-free spaces.
<p>ACCEPTABILITY:</p> <p>Ensure relevant and quality processes and content, culturally appropriate and relevant, consistent with human rights, that value plurality and intercultural dialogue.</p>	<ul style="list-style-type: none"> ● Overcoming language and communication barriers: mother tongue and second language literacy. ● Relevance and pertinence of curricular approaches. ● Pedagogical practices respecting diversity. Diverse, intercultural and anti-racist programs and content. ● Social and emotional well-being and care. ● Cultural and gender-based social norms. ● Family involvement.
<p>ADAPTABILITY:</p> <p>The educational offer must adapt and evolve according to the realities, needs, interests and capacities of the students. A flexible, diversified offer that responds to individual and collective differences (equity).</p>	<ul style="list-style-type: none"> ● Sufficient and adequate financing. ● Coordination mechanisms. ● Legal frameworks consistent with the international human rights framework. ● Training for teachers and stakeholders. ● In-service teacher training.
<p>ACCOUNTABILITY:</p> <p>Added subsequently, included in UNESCO.</p>	<ul style="list-style-type: none"> ● Monitoring and assessment mechanisms. ● Guaranteeing social participation in the whole process.

Source: Compiled by the authors based on Entreculturas, 2020, UNESCO, 2022, Torres 2009, Unesco 2019b.

→ REGULATORY FRAMEWORK AND INTERNATIONAL AGREEMENTS

The right to education is an internationally recognized fundamental right. Specifically, the right to education of those who have had to flee their homes is embodied in **binding international treaties of international human rights law** and international humanitarian law, as well as in other covenants and agreements that entail political commitments. As the former United Nations Rapporteur on the right to education, Vernor Muñoz, has said:

Women, men, boys and girls of all ages and backgrounds, whether migrants, refugees, stateless, returnees or internally displaced persons, are entitled to the human right to education. In particular, migrant populations have the right to receive a type of education that enables them to develop their individual capacities and to enjoy and share common standards of respect and social justice. Research shows that the international community easily tolerates the violation of this human right.

UNESCO, 2019.

The **Universal Declaration of Human Rights** states that everyone has the right to education and places particular emphasis on the importance of elementary education for children by declaring that, at this level, education should be free and compulsory (Article 26). Although the Declaration is not a binding legal instrument, most of its provisions have been developed by binding treaties and legal commitments. The most relevant of these, which ratify the inalienable right to education that follows the child wherever he or she goes, are as follows:

The **Convention on the Rights of the Child (1989)**, the most ratified universal human rights treaty in history, also pays considerable attention to the right to education in its articles 28 and 29. But it also adds a key principle in the context of human mobility to all children's rights: **the best interests of the child** as a primary consideration for any public action (art. 3). In other words, the focus on the rights of children and adolescents, including their right to education, must always take precedence over their administrative or migratory status. This is probably one of the most violated principles in the context of migration and asylum, since in many cases migration and flow containment policies take precedence over other fundamental rights considerations. Furthermore, according to General Comment No. 6 (2005) of the Committee on the Rights of the Child, equal treatment without distinction as to nationality, migration status or statelessness must also be guaranteed to unaccompanied and separated children and adolescents.

The International Covenant on Economic, Social and Cultural Rights (ESCR, 1966) provides content to the right to education by adopting the universal categories that comprise it, known as **the 4As: availability, accessibility, acceptability and adaptability**.

The focus on children and adolescents' rights, including their inalienable right to education, must always take precedence over their administrative or migratory situation.




General Comment No. 20 of the Committee on ESC rights (2009) states that the "The Covenant rights apply to everyone including non-nationals, such as refugees, asylum-seekers, stateless persons, migrant workers and victims of international trafficking, regardless of legal status and documentation".

The **1951 Refugee Convention** and its 1967 Protocol, in Articles 4 and 22, **as well as the 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families**,¹¹ reiterate the right to choose education as well as the obligation of Contracting States to grant refugees and migrants the right to be accorded the

¹¹ Only one in four countries, almost all of them of origin of migratory movements and displacement, have ratified it.

same treatment as granted to nationals with respect to “primary education”, and to ensure “equality of opportunity” with respect to non-primary education¹². Significantly, the 1951 Convention applies the provision to “refugees” in general and does not limit the right to those whose status is recognized by the legal framework of the asylum country.

In addition, the **1954 Statute of Stateless Persons** provides that states “shall accord to stateless persons the same treatment as to nationals with regard to elementary education.”.

 <p>CONVENTION ON THE RIGHTS OF THE CHILD</p>	<p>Article.3.1. “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration”.</p>
 <p>1951 REFUGEE CONVENT</p>	<p>Article 22. “1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education. 2. The Contracting States shall accord to refugees a treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships”.</p>
 <p>INTERNATIONAL CONVENTION ON THE PROTECTION OF THE RIGHTS OF ALL MIGRANT WORKERS AND MEMBERS OF THEIR FAMILIES, 1990</p>	<p>Article 30. “Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. The access of the children of migrant workers to public pre-school educational institutions or schools shall not be refused or limited by reason of their irregular situation with respect to stay or employment of either parent or by reason of the irregularity of the child’s stay in the State of employment”.</p>

On the other hand, a significant number of declarations and action plans are also noteworthy in that they represent commitments for the signatory countries. The following are of particular note:

The 2030 Agenda for Sustainable Development (UN, 2015) not only includes a target related to orderly, safe and regular migration (Target 10.7), but Goal 4, which establishes ensuring equitable quality education and promoting learning opportunities for all, urges in Target 4: ensure equal access for vulnerable people and children in vulnerable conditions to all levels of education, an umbrella under which migrants and refugees are often sheltered. It also incorporates some gender dimensions such as the recognition of the special vulnerabilities of migrant women and girls (Target 5.2).

In addition, the **Incheon Declaration and the Education 2030 Framework for Action** for achieving Sustainable Development Goal 4 recognize the impossibility of achieving this goal without addressing the educational needs of vulnerable populations, including migrants and displaced persons, and commit to “developing more inclusive, responsive and resilient education systems to meet the needs of children, adolescents and adults in these situations, in particular for displaced persons and refugees” (Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4, 2015).

¹² Specific references to primary or elementary education represent a time when secondary education was not compulsory even for nationals. The Committee overseeing the implementation of the International Convention on Migrant Workers clarified that “provided that national children have access to free secondary education, States should ensure the same access to children of migrant workers” (General Comment No. 2 on the rights of migrant workers in an irregular situation and members of their families, Committee on Migrant Workers, 2013).

The right to education is also included directly and through several provisions in the Covenants included in the **New York Declaration for Refugees and Migrants** signed by 193 States in 2018, which aim to strengthen and reinforce mechanisms for shared responsibility on migration and displacement issues.

According to UNESCO in its Global Education Monitoring Report, the **Global Compact for Safe, Orderly and Regular Migration** conveys a generally positive message of education as an opportunity to make the best possible use of the potential of migratory flows, and addresses a wide range of issues related to access to education, education beyond schooling and recognition of skills. The **Global Compact on Refugees** also renews the commitment made in the Geneva Convention and goes further by promoting the inclusion of refugees in national education systems, calling for more consistent planning in cases of crisis and long-term displacement. (UNESCO, 2019)

**COMMITMENT 31 OF THE GLOBAL
COMPACT FOR SAFE, ORDERLY AND
REGULAR MIGRATION**

“Provide **inclusive and equitable quality education to migrant children and youth**, as well as facilitate access to lifelong learning opportunities, including by strengthening the capacities of education systems and by facilitating non-discriminatory access to early childhood development, formal schooling, non-formal education programmes for children for whom the formal system is inaccessible, on-the-job and vocational training, technical education, and language training, as well as by fostering partnerships with all stakeholders that can support this endeavour”.

**THE GLOBAL COMPACT ON REFUGEES
PARAGRAPH 68**

“States and relevant stakeholders will provide resources and expertise to expand national education systems, improve their quality and make them more inclusive, thereby facilitating access to primary, secondary and tertiary education for children (boys and girls), adolescents and youth in both refugee and host communities. More direct financial support will be mobilized, and special care will be taken to ensure that the period during which refugee children of both sexes are out of school after arrival is as short as possible and, ideally, no longer than three months”.

The **European Directive** of the European Parliament and the Council (2013) **on reception conditions for applicants for international protection** obliges European Union countries to grant asylum seekers access to education systems “under conditions similar to those of their own nationals” no later than three months after the submission of their application (Article 14) (European Commission, 2013).

The European Commission also presented an **Action Plan on Integration and Inclusion** in 2020, which includes an action plan in the education and training sector that highlights strengthening inclusion in early childhood education, teacher training to move towards multicultural and multilingual classrooms, accelerating the recognition of qualifications, and improving language training programmes, among others (European Commission, 2020).

3.2. SPECIFIC EXPERIENCES OF EDUCATIONAL ACCEPTANCE THAT PROMOTE THE RIGHT TO EDUCATION

→ THE UKRAINIAN CRISIS AND THE RIGHT TO EDUCATION: AN EXAMPLE OF GOOD PRACTICE IN SPAIN

In the wake of the humanitarian crisis in Ukraine, the European Union reacted swiftly and, a few weeks after the outbreak of war, activated, for the first time since its adoption in 2001, the **Temporary Protection Directive**, which provides immediate protection and rights to people fleeing Ukraine, including the right to education, and establishes a Platform for coordinating solidarity and reception. In addition, the EU has launched sector-specific initiatives to promote the rights recognized in the Directive. In the education sector, according to the European Commission (2022), the focus has been on preparing for the 2022/2023 academic year, so that children and adolescents should be able to attend a local school in the host country, but should also have a strong connection to Ukraine. A number of specific programmes and actions were strengthened for this purpose, and resource reallocation mechanisms were put in place for States to provide emergency assistance.

With political will, it is possible to apply the rights and protection approach in the response to migratory and humanitarian crises.

The European Commission, together with UNHCR and UNICEF, published a document with principles and practices for the inclusion of displaced minors in the 2022/2023 school year, which includes proposals such as making places available, preparing schools to address psychosocial, educational and linguistic needs, preparing cultural activities, involving families, long-term measures to prevent discrimination, and measures for early education, among others.

So far, with all its limitations and challenges, the implementation of a regulatory framework and the coordination of efforts to respond to the mass exodus of people from Ukraine has been valued as an example that, with political will, it is possible to address a humanitarian crisis with a focus on rights and protection.

THE JESUIT REFUGEE SERVICE (JRS) AND THE RIGHT TO EDUCATION IN THE HUMANITARIAN CRISIS IN UKRAINE. THE CASE OF ROMANIA.

It is much more difficult to continue than to start. 15 months after we welcomed the first Ukrainian person in Odessa, the prolongation of the crisis situation is a burden, the task of moving on is more demanding.

As acknowledged by **Marius Talos, director of the Jesuit Refugee Service in Romania**, organization that has attended to the basic needs of more than 26,000 victims of the humanitarian crisis in Ukraine.

In the field of education, Marius explains that the challenges are the **children's mental health and ensuring the continuation of the educational process**. Faced with the arrival of children from Ukraine, the Romanian government opened the classrooms of its schools, but without providing tools to learn the language, although it did give the possibility to continue the educational programme in the Ukrainian language. JRS hired 185 teachers, 120 of whom were of Ukrainian origin, who provided not only language support but also facilitated mediation. In addition, online education has been facilitated for more than 5,700 students who follow the Ukrainian educational programme from Romania via Zoom thanks to the provision of electronic devices. They are also promoting a children's art therapy programme, so that "children can feel a bit of normality".

Romania has received 4 million refugees since February 26, 2022, of whom about 100,000 remain in the country. The educational challenges are enormous, and the Romanian Ministry of Education is demanding that from the start of the school year. Romania requires that from the 2023/2024 school year onwards classes must be in the Romanian language in order to be officially recognized. JRS is already preparing to meet this challenge.

→ CHALLENGES FOR EDUCATIONAL RECEPTION IN SPAIN

REGULATORY AND INSTITUTIONAL FRAMEWORK

In this section we present a summary of the relevant regulatory and institutional framework, without being exhaustive:

Article 9 of **Organic Act 4/2000 regarding the Rights and Freedoms of Foreigners** recognizes the right to compulsory education for minors under 18 years of age, regardless of their administrative status and in the same condition as Spaniards.

Along the same lines, the **Law regulating the Legal Protection of Minors**¹³ and the Law regulating the Right of Asylum¹⁴.

LAW REGARDING RIGHTS AND FREEDOMS OF FOREIGN WORKERS

Article 9: “Foreigners under 16 years of age have the right and the duty to education, which includes access to free and compulsory basic education. Foreigners under the age of eighteen also have the right to post-compulsory education. This right includes obtaining an academic degree and access to the public system of scholarships and grants under the same conditions as Spaniards”.



The legislation regulating the right to education at the state level¹⁵ includes a section on **students with specific educational support needs** and the resources to achieve their integration and inclusion. It addresses the schooling of students who, because they come from other countries or for any other reason, join the educational system late, and guarantees that this will be done according to their specific circumstances and with appropriate support. It also establishes the need to develop specific programmes to address linguistic or basic knowledge deficiencies (Frades Santiago et al., 2021).

These measures include organizational and curricular actions to address diversity, curricular adaptations, group splits, integration of subjects in areas, flexible groupings, support in regular groups and specific subject offerings, programmes to improve learning and performance, and personalized treatment programmes for students with specific educational support needs (López Cuesta, 2021).

However, the guarantee of the right to education for migrants or refugees **does not have any specific institution specialized or responsible for its fulfillment**. In any case, and given the high degree of decentralization of the State in educational matters, it is assumed that its responsibility falls, in the last instance, on the Autonomous Communities.

¹³ Organic Act 1/1996 regarding the Legal Protection of Minors, reformed in 2015, article 10.3: Foreign minors who are in Spain have the right to education, health care and basic social services and benefits, under the same conditions as Spaniards”.

¹⁴ Act 12/2009 regulating the right to asylum and complementary protection, article 36f: (a refugee) “has the right to access to education (...).

¹⁵ Organic Act regarding Education 2/2006, of May 3 (LOE), and, Organic Act 8/ 2013 of December 9, in its Heading II, Equity in Education.

FEATURES OF STATE EDUCATIONAL RECEPTION POLICES IN SPAIN



A remarkable **heterogeneity** among the Autonomous Communities in terms of the promotion of measures that guarantee quality and inclusive education

The reduction in state spending on education in previous years **had a particular impact on compensatory education**, which has the greatest impact on migrant and refugee children and adolescents.

There is a consensus among civil society actors that one of the major concerns is the lack of a child and adolescent protection approach and the **lack of application of the best interests of the child principle when the child or adolescent is a migrant or refugee**. As noted by UNICEF (2016) in its report on the reception of refugee children in Spain, “children become invisible”.

Source: Compiled by the authors.

AVAILABILITY AND ACCESSIBILITY

Despite the fact that the regulations ensure access to education for migrants and refugees regardless of their administrative situation, linking it to **the registration requirement has led to cases of unjustified delays in enrolment**, either due to difficulties arising from bureaucratic obstacles, such as the unavailability of appointments, lack of information in other languages, or discretionary and discriminatory applications of the rules, for example, when requiring proof of housing justification (CEAR, 2023).

Although these are not generalized in Spanish territory, the measures adopted to expedite access to schools for students who are part of the mass exodus from Ukraine, which have been applauded by civil society organizations, contrast with the serious violations of the principle of the best interests of the child and the rights, including education, of migrant and refugee children from the African continent who enter Spanish territory through Ceuta, Melilla and the Canary Islands (CEAR, 2023).



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ACCESS TO RIGHTS AND EDUCATIONAL RECEPTION IN MASS EXODUSES OF CHILDREN AND ADOLESCENTS IN SPAIN. CASE OF UKRAINE VERSUS MINORS IN CEUTA, MELILLA AND THE CANARY ISLANDS.

UKRAINE

CONTEXT:

The invasion of Ukraine by Russia on February 24, 2022 triggered the largest exodus of refugees to Europe since World War II.

CONTINGENCY MEASURES:

- State contingency plan less than a month after the outbreak of the crisis (March 8, 2022).
- A main concern was to identify children and adolescents in order to guarantee their protection, health care and ensure rapid schooling, especially for the unaccompanied children. A registration certificate was not required.
- Provide information in Ukrainian, create educational materials in both languages, and streamline procedures for educational diplomas. Ensure adequate coordination at the territorial level, reallocation and provision of resources, especially for liaison classrooms, teachers, professionals and aid to guarantee canteen services, transportation, books, etc.

IMPACT:

- In April 2022 (less than 90 days since the exodus began), 112,000 Ukrainians were registered and 17,100 were enrolled in school.
- 124,000 people accessed temporary protection in a period of 10 months.
- One year after the start of the war, Spain is enrolling a total of 36,838 students of Ukrainian origin with refugee status, of whom 30,012 are under 18 years of age.

CHILDREN AND ADOLESCENTS IN CEUTA, MELILLA AND THE CANARY ISLANDS

CONTEXT:

For years, the Canary Islands, Ceuta and Melilla have been the territories with the highest number of children and adolescents arriving without family references and the highest number of families at peak times of arrival. In 2021, the Canary Islands child protection agency had 2,600 children and adolescents in its care. In Ceuta there were 306 children in foster care. In 2021, some 8,000 people entered Ceuta in an irregular manner, of which 2,000 were under 18 years of age.

CONTINGENCY MEASURES:

- Lack of a model of co-responsibility with the other Autonomous Communities.
- Provision of temporary shelters (CETI) that do not have sufficient resources to guarantee education, health care or other basic services.
- High number of children and adolescents without family references pending age determination tests. Collective return of children and adolescents (August 2021).
- A contingency response plan is adopted in July 2022, which includes a system of distribution to the Autonomous Communities and the allocation of funds.
- Autonomous Communities and budget allocations. This happens many months after the massive arrivals.
- Melilla case: The Provincial Directorate of Education in Melilla has for years denied access to education to migrant children alleging documentary problems of the families, by requiring a visa or residence permit for registration. This requirement was declared unconstitutional in April 2022. The Ministry of Education includes the possibility of accrediting residency with other means of proof, but there is no guarantee that this would automatically translate into full access to the right to education.

IMPACT:

- Lack of formal schooling for children who remain for long periods of time in the Temporary Stay Centres.
- Extensive delays in the procedures necessary to access rights such as the right to education, for example, age determination, or the formalization of guardianship.
- Violation of the principle of non-refoulement.
- Overcrowding and congestion. In Ceuta, the reception and protection system has an overcrowding of 247%.
- In Melilla, in the 2020/21 school year, 180 migrant children were left without schooling, a situation that had been repeated in previous years.
- About 20 adolescents over 16 years of age remain in the same situation in the 2022/2023 school year.

On the other hand, the responsibility to guarantee access to education does not end with not imposing legal or economic barriers. **Policies should play an active role in promoting access to the education system**, taking positive measures to eliminate other less visible barriers, such as financial support with scholarships or grants for families whose socio-economic situation makes it difficult for them to assume the costs involved, or access to counselling and guidance on the education system in their mother tongue. The measures taken to promote access for Ukrainian students could be an example for all nationalities to follow, especially **facilitating enrolment procedures and simplifying the scholarship and grant procedures**.

It is also key to **ensure that schools are safe environments for children** who arrive in many cases in totally new environments, with traumatic experiences and mistrust of institutions.



It is essential for those who come out of a situation of conflict to feel a safe environment. A space where they feel safety, where there is a culture of care, where they can stay without pressure.



María Rallo, Migra Studium (JMS), Barcelona.



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LANGUAGE AND ACADEMIC LEVEL

The educational and language gap is one of the first challenges faced by children arriving from other countries, and it is even greater in regions with two co-official languages. This is a key aspect, not only for academic purposes, but also in terms of self-esteem and integration.

MODELS OF LINGUISTIC AND ACADEMIC SUPPORT IN THE SPANISH CONTEXT






THESE MODELS VARY OR COMPLEMENT EACH OTHER DEPENDING ON EACH AUTONOMOUS COMMUNITY

<p>TEMPORARY CLASSES: in which students attend only part of the day, and whose duration decreases as they progress in learning the language. This is the example of the welcome classroom in Catalonia, spaces for learning the Catalan language and culture, where, according to the regulations, students may not spend more than half a day, although this is sometimes disregarded</p>	<p>LINGUISTIC IMMERSION CLASSES: where students spend a large part of the day, if not the whole day, before they can join a regular classroom where they can receive more support. The link classes in Madrid are an example of this model, where children can stay for a maximum of 9 months.</p>	<p>INTERCULTURAL CLASSES: that go beyond linguistic support and seek to establish links between families and schools.</p>	<p>SUPPORT OR BACKUP CLASSES: Programs where the children do not “leave the regular classroom”, but it is the support or backup teacher who enters the classroom.</p>
<p>OTHER LINGUISTIC SUPPORT PROGRAMMES: in the framework of extracurricular activities, distance learning programs, etc.</p>			

Source: Compiled by the authors based on UNESCO, 2019.

There are advantages and disadvantages to each of the models, and the ideal is to mix more than one, depending on requirements. What there does seem to be a consensus on is some of the common challenges they present:

 <p>The “special” language immersion or leveling classes should always be temporary in nature, so that the students are as little separated as possible from their classmates. In practice, this is not always achieved.</p>	 <p>The reduction in state spending on education since 2009 has particularly affected compensatory education and this has resulted in a drop in this type of classroom.</p>	 <p>The earlier a child enters the education system, the easier it will be for him or her to adapt. One of the challenges in this regard is to increase early childhood access, inasmuch as the earlier children enter the educational system, the easier their integration will be.</p>
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Source: Compiled by the authors based on UNESCO, 2019.

EMOTIONAL ASPECTS

All the people interviewed involved in the accompaniment of migrant or refugee children and adolescents in educational environments agree that academic leveling, no matter how many challenges it entails, including linguistic, is not the most difficult challenge to address, but the emotional condition in which they arrive.

Give space to the emotional reality of the students, because many times those who come from outside arrive with a heavy emotional burden, it is not that they do not want to learn..

María Rallo, Migra Studium (JMS), Barcelona.

The burden they carry on a psychological level is the hardest thing, not so much their academic level. Once they get over that, the rest is easier to achieve. As soon as they see that someone cares about them, they open up very quickly.

Malena Gómez-Aguado, Divino Corazón school, Madrid.

However, this need is **largely underserved** in a comprehensive way. The number of professionals in the field of psychology, counseling and mediation is usually lacking. Some organizations fill this gap by promoting socio-educational activities that include a psychosocial approach, or by accompanying schools to strengthen this aspect of their work.

FUNDACIÓ SALUT ALTA (RED MIMBRE)



The **Fundació Salut Alta (Red Mimbres)** is located in the IV district of Badalona, in a neighborhood where more than 50% of the population is of migrant origin, especially from Morocco, Pakistan, Romania and Latin America. Aware of the importance of this dimension, the organization **works to promote meeting spaces focused on emotional education**, and supports the surrounding schools on issues of coexistence and emotional work in the classroom, as well as offering training and support to teachers and families. In some cases, they have even provided guidance to the school's coexistence commission in specific situations, and offer guidance in the **creation and implementation of protection and good treatment policies in the schools.**

DIVERSITY AS A VALUE: ADAPTING AND ADJUSTING TO CULTURES

Another of the great challenges identified both by the educational community and by those who accompany migrant families and children and adolescents is to manage diversity, in a broad sense: linguistic, origin, family, culture... Although the centres have admission, intercultural or coexistence plans, these are sometimes insufficient, very short in time or very limited in terms of content. In general, it is considered that the **educational system is beginning to adapt, but very slowly, to an increasingly diverse student body.** In many cases, it is agreed that it depends on the professionals who are at the head of the system.

If our modus operandi, the school system, is not permeated by other cultures, ways of acting and thinking, we are not doing it right. If it does not affect us, and it is not affecting us, we are not doing it right.

Lola Ballesteros, Fundació Salut Alta (Red Mimbres).

In fact, even in learning the vehicular language, the experience of the educational community shows that **living with peers is one of the best strategies for learning the language**, because “you talk about what really matters to you”.

There is a certain consensus on the need to **combat school segregation**¹⁶, especially as a result of migrant and refugee families moving to neighborhoods where housing is cheap (residential segregation). To this end, it is necessary to promote positive measures to counteract its effects, although it is not always easy to find balanced solutions. In several Autonomous Communities, this issue has been the subject of debate, although it tends to arise in electoral contexts and does not end up materializing in effective policies or measures.

COLEGIO DEL DIVINO CORAZÓN: DIVERSITY AS A VALUE



Divino Corazón School is located in Ventilla, a neighborhood in Tetuán, one of the areas of Madrid with the most diverse population, especially migrants of Latin American origin. The school reflects the composition and reality of the neighborhood, as Malena Gómez-Aguado, a secondary school teacher, explains, a reality and a value of the school itself. “Racism is not a problem at the school; rather, the students live cultural diversity as a value.

The groups are intercultural and learn from each other”. Malena highlights two initiatives that have been successful. On the one hand, the union and cohesion tutorials, in which each young person shares his or her life, culture and origin, and from this sharing comes a union and connection, which is one of the fundamental elements. He also values very positively the experience of collaboration with Entreculturas for years, promoting projects in which students feel reflected, connect with their realities and realize that they can do their bit.

This year, for example, in the subject of applied sciences with 4 of secondary school, they are working on a project on gender violence and the environment, for which they are making a documentary. “This brings them together a lot,” she says. The reality of student diversity is not without its challenges, but they are always looking for the best way to address them.

The continuous trickle of students throughout the course, which is constant and involves not only a high and sometimes useless bureaucratic burden, but also a permanent adaptation in the classrooms. The lack of resources and professionals, such as counselors and psychosocial help, and of aids to be able to reduce some gaps, are some of them. However, the aim is to “figure out how to solve them”.

Malena is clear that **diversity is a blessing**: “It would be great if there were more migrants in the other schools, but not because of them, but for the “native” children, so that their educational environment would be the same as their reality, where there are people from many countries”.

EDUCATIONAL COMMUNITY - FAMILY - NEIGHBOURHOOD

Closely linked to the previous section, the real educational inclusion of migrant and refugee children and young people involves **broadening the educational community**, so that the school opens its eyes and doors to the realities and contexts of the students, starting with the families and the neighborhoods where they are located. In many cases, families find invisible walls to approach, starting with language, an educational system that is complex, bureaucratic and new, but also their own experiences and concerns, which have to do with socio-economic conditions and daily survival.

¹⁶ Some consider that migrant students should not exceed the limit of 30% of the total in a centre (Frades S. et al., 2021).

COMMUNITY SPONSORSHIP, AN OPPORTUNITY TO BUILD BRIDGES AND WELCOMING COMMUNITIES

Community sponsorship is one of the lasting solutions of inclusion proposed to welcome refugees in processes of integration and autonomy of refugee families. In the Basque Country and Navarre, sponsorship programmes are being carried out for Syrian refugee families, which involve **a joint responsibility of Public Administrations**, civil society organizations and the citizens themselves, who have the opportunity to participate directly in the integration process. Once the family is established, the programme provides continuous accompaniment for two years, during which a close support network is developed with the collaboration of a group of volunteers and various organizations directly linked to the family such as the school, the neighbourhood civic centre, the neighbourhood association, etc. In other words, three legs of the table: the family, the accompanying organization, and the support group.

Alboan, Centro Lasa and Fundación Ellacuría, organizations of the JRS Network, make up part of this programme, providing integral accompaniment to families for their reception and inclusion. The results are visible, as are the success factors. In the educational field, those who carry out this accompaniment agree that “a fundamental contribution is to act as a bridge between the school and the family, to offer support and advice to the school, and to achieve the meeting. This part is much more important than academic levelling, for example, because when it is achieved, the benefits for children and adults in the family are enormous”. They point out that one of the lessons learned in their sponsorship experience is precisely that the accompaniment should not be only for the child, but also to get the families involved.

The cases where coordination and dialogue **spaces are achieved between the social and educational aspects**, which coordinate efforts between the different entities involved in an area or neighbourhood with a lot of cultural diversity, have positive results, according to the experience of Lola Ballesteros, from the Salut Alta Foundation, in the IV district of Badalona. When educational agents, the City Council's technical staff for integration, social educators, social services and primary care centres meet, get to know each other, analyse and seek solutions together, this contributes to the well-being of the population, “to achieve a certain balance in the neighbourhood” and favours educational inclusion.

TRAINED STAFF, PROFESSIONALS AND RESOURCES

In order to address environments marked by diversity, it is necessary to promote **multidisciplinary teams, with the presence of educators and intercultural mediators**. Ongoing training for teachers should be mandatory, especially on how to teach students who do not master the language, and to apply pedagogical strategies that consider the cultures of origin as something valuable. However, this challenge has not yet been addressed. In a survey of teachers in Spain, France, Ireland and the United Kingdom, more than two-thirds agreed that adapting to meet the needs of migrant learners increased their workload and caused frustration, and 52% felt that they did not have enough support to manage diversity (UNESCO, 2019).

This reality also has a lot to do with budget cuts in education, which markedly affected educational compensation programmes, especially in 2015 and 2016, from which they are recovering very slowly. The effects resulted in loss of support hours, the reduction of guidance departments and professionals specialized in attention to diversity, and the increase in part-time hiring and rotation (López Cuesta, 2021).

→ CHALLENGES FOR THE EDUCATIONAL ACCEPTANCE OF THE VENEZUELAN EXODUS IN NEIGHBOURING COUNTRIES

REGULATORY AND INSTITUTIONAL FRAMEWORK

The three countries that have received the most Venezuelans, Colombia, Ecuador and Peru, have had to adapt their regulatory and institutional frameworks to deal with a new reality for them: being host or destination countries for a mass exodus that brings with it a humanitarian crisis. Until then, human mobility trends in this region had characterized them, above all, as countries of origin of migrants and refugees to other parts of the world or the same region, with Venezuela being until recently one of the reference destinations for Colombian refugees, for example¹⁷.

¹⁷ Colombia, as the country with the largest number of internally displaced persons in the world, has developed, especially from the case law that guided public policies, the right to education of the internally displaced population, setting a benchmark for other countries in the region in this field.



In the case of Colombia, the 2006 **Childhood and Adolescence Code** recognizes the right to free and quality education for children and adolescents “nationals or foreigners who are in the national territory¹⁸”. In this respect, in order to guarantee the right to education in the context of the Venezuelan exodus, Colombian legislation has been adapted and made more flexible, especially in two ways. On the one hand, it has made migration policy more flexible by creating procedures for temporary regularization of migratory status, more flexible than traditional visas¹⁹, in order to be able to access rights such as health, work or education. And, on the other hand, legal barriers have been eliminated that opposed the enjoyment of the right to education of migrant children and adolescents in an irregular administrative situation. Also, in 2019, the nationality law was modified to prevent the possibility of statelessness of the sons and daughters of Venezuelan migrants born in Colombia (UNESCO 2020). The Colombian Family Welfare Institute (ICBF) developed in 2021 a **strategy for the stabilization, integration and future of children, adolescents, young migrants and their families from Venezuela**.

Peru has also made certain regulatory changes, by including the categories of humanitarian and special migration through the **Migration Law and Legislative Decree 1350** of 2017. Likewise, in 2017 the National Migration Policy 2017-2025 was approved, with a human rights approach, which establishes “the non-criminalization of migrants, especially those in an irregular migratory situation”. Despite this, one of the main challenges continues to be the legal barriers to access education, since despite certain ministerial relaxations on the requirements of identity documents for enrolment, the only thing that is made more flexible are the deadlines, but not the documentation requirement²⁰ (JRS, 2022).

Ecuador has maintained a position of hospitality towards the forced migrant population. In compliance with the principle of shared responsibility, Ecuador developed the **Quito Process**, an initiative used at the regional level to address the migratory flow from Venezuela. Regarding public policy instruments, in 2018 the “**Comprehensive Plan for the Attention and Protection of the Venezuelan Migratory Flow**” was issued, where the strategic lines were outlined to respond to the situation of the Venezuelan population; subsequently, the “**Comprehensive Plan for the Attention and Protection of the Venezuelan Population in Human Mobility in Ecuador 2020-2021**” was issued.

¹⁸ Republic of Colombia, Law 1098 of 2006, “Whereby the Code for Children and Adolescents is enacted”, Article 4.

¹⁹ Although the creation of the Special Permit for Permanence - PEP and the Temporary Statute of Protection for Venezuelan Migrants - ETPV that was enacted with Decree 2916 of 2021, have been positive initiatives, they are not without limitations, especially in terms of their temporality.

²⁰ In 2018, a Ministerial Resolution was issued referring to the requirements of identity documents that established that in case of not having a document recognized by the migration authorities, it was possible to submit an affidavit guaranteed by the parents, who assumed the commitment to regularize it within 45 days (Save the Children, 2022).

AVAILABILITY AND ACCESSIBILITY

Recovering the right to education that is lost in crises such as the Venezuelan exodus is a pressing challenge when the host countries have **structural deficiencies in access to economic, social and cultural rights**, something typical of states with high levels of inequality, such as those that characterize most Latin American countries. **Not having a vacancy in a school is the first barrier encountered by many children and adolescents of Venezuelan origin in neighbouring countries.**

In the case of Peru, the gaps in availability were already considerable before the arrival of the Venezuelan population, which means that there is still demand from the Peruvian population to be filled (OREAL, UNESCO Santiago, 2020). Added to this situation is the fact that the Venezuelan population is concentrated in the country's capital. In view of this, public authorities have promoted programmes to bridge these gaps, such as "Lima Aprende" to help ensure access and permanence of the migrant population of school age in the city of Lima, with mixed results.

Administrative or documentation barriers are another obstacle that families face in gaining access to education. Despite progress in terms of regulatory flexibility, there are still significant difficulties related to the lack of precision in technical-administrative procedures, which lends itself to arbitrary decisions that end up discriminating against migrant students and undermining their right to education (JRS-LAC, 2023).

In the case of Colombia, although it has made more progress than Peru in ensuring that children and adolescents in an irregular administrative situation can access education, the Ministry of Education still does not recognize the academic certification of the Colombian education system if they do not have the necessary documentation, which happens in some cases of Venezuelan students.

FE Y ALEGRÍA PERU AND COLOMBIA: SUPPORT FOR OVERCOMING BUREAUCRATIC BARRIERS

In order to break down the legal barrier to access to education, **Fe y Alegría** in both Peru and Colombia, in alliance with human rights organizations and those specializing in migration and refugee issues, have provided guidance and support in the process of regularizing migration status or **acquiring the necessary documentation**. Students are enrolled in school from the beginning, and are formally enrolled or obtain their diplomas once they have obtained their migration documents.

Permanence is another shared challenge, due to two distinct but interrelated factors. On the one hand, the economic barrier is crucial; the costs of school supplies, uniforms, food, etc., are a major challenge for families in very unfavourable conditions. In the needs analysis conducted by the R4V Platform in 2021, 28% of parents of Venezuelan origin whose children did not go to school acknowledged that the main reason was the inability to pay for school expenses and school supplies. According to an OREAL/UNESCO study in Peru, 33% of Venezuelan families with out-of-school children attribute this to economic reasons (OREAL/UNESCO, 2020). In this respect, the strategy in Fe y Alegría Peru, has been "almost of humanitarian aid, especially during the pandemic, because it greatly affected Venezuelan families". Strengthening the digital component also contributed during this time. On the other hand, in the case of Colombia, several types of flows of Venezuelan people intersect, some with the will to settle, but there are also many others with a "nomadic" mentality, which makes it difficult for them to remain in the country.

ACCEPTABILITY AND ADAPTABILITY

ACADEMIC LEVEL

Diagnosis of the needs of the Venezuelan exodus in relation to the right to education emphasizes **the gap in terms of academic and curricular levelling strategies in destination countries**. The mitigation of learning deficiencies is the third need prioritized by the Venezuelan population in Colombia in terms of education, after access to and permanence in the educational system. In the case of Ecuador, the delay of the school term upon entry to the country is the second reason given for children and adolescents not studying (R4V, 2022). In none of the three countries have sufficient mechanisms been developed to make curricula more flexible and generate adaptations for the educational inclusion of children and adolescents in a situation of mobility (JRS-LAC, 2023).

EMOTIONAL ASPECT

There is a clear consensus in valuing schools as a place for integration and emotional development, yet this aspect is usually addressed through specific initiatives by civil society organizations or the international community, but little taken into account at the level of public policies, especially in countries with weaker educational systems. Positive initiatives such as the Lima Aprende programme, which has a line of work associated with socio-emotional support to promote friendly spaces and healthy coexistence, could be highlighted.

A worrying protection gap are those cases in which the emotional situation of Venezuelan children and adolescents requires access to a health professional, since in the event that the family is in an irregular situation, they will not have access to a psychologist or psychiatrist, as the public health system of Peru and Colombia does not accept these cases without proper migratory documentation.

DIVERSITY AND INCLUSION

The diverse and complex contexts of the Colombian, Peruvian and Ecuadorian reality, pluri-national countries, with their own internal displacement and migration flows and recurrent social and humanitarian crises, present significant challenges to the arrival of the Venezuelan displaced population in terms of coexistence, interculturality and diversity, at a social level and also in the educational community. Although these countries, together with the international community, have sought to move towards the protection and integration of children and young people through specific efforts such as integrating samples of Venezuelan culture in school events, there is still a long way to go.

In a survey of Venezuelan migrants in Peru, 35.6% of those surveyed said they had experienced discrimination, of which 20.4% corresponded to children and adolescents. The same survey found that girls and female adolescents suffer more from this phenomenon, and that discrimination is associated with gender violence, as it is related to sexual stereotypes about Venezuelan women. It was also noted that **one of the main places where discrimination occurs is in schools**. The diagnosis carried out by JRS-LAC, in the case of Ecuador, points out as one of the obstacles to the right to education the situations of discrimination and bullying at school (JRS-LAC, 2023).

THE INCLUSION APPROACH RUNS THROUGH OUR VEINS: FE Y ALEGRÍA COLOMBIA



The northern region of **Fe y Alegría Colombia** is located in the Colombian Caribbean, bordering Venezuela. Paola Sierra is the director of the Caribbean regional office, which currently manages 15 educational centres in the northern region, with the largest number of Venezuelan children and young people in Fe y Alegría. This is one of the areas most affected by the Colombian armed conflict, where the Afro-descendant population coexists with other indigenous populations. Paola does not hesitate to respond to the challenges posed by the reception and inclusion of children from Venezuela:

Let us not forget that Fe y Alegría is where the asphalt ends, we were already in the places where the Venezuelan students arrived. The inclusion approach runs deep in our veins and our sensibility. Fe y Alegría's educational proposal involves building meaningful life projects. It involves social and educational promotion from the context. In this we have experience, and it has helped us to welcome and include Venezuelan minors, we have the conditions to do so, and many alliances. We do not have a team or specialized training to assist people in the context of mobility, but we prioritize the promotion of Venezuelan students in youth participation programmes, the benefits to counteract the obstacles to access and permanence, in psychosocial support or in social promotion initiatives, entrepreneurship and community empowerment with families, especially with women.

Paola Sierra, Fe y Alegría Colombia.



In the case of Ecuador, which receives proportionally less Venezuelan migrant population, the main challenge identified by Fe y Alegría is that of discrimination and stereotypes towards Venezuelan youth. According to Nelly Andrade, head of the education area of **Fe y Alegría Ecuador**, the context of insecurity in some areas affects educational centres, and at the same time contributes to the stigmatization of Venezuelan youth, because there are foreigners in organized gangs. In addition, there are students who leave the educational system and also end up joining the gangs.

To address this situation, they have **awareness-raising plans for harmonious coexistence**. In particular, they emphasize the processes of restorative circles, which they call “coexistence seedbeds” and are extended to girls, boys, young people, teachers and families. This programme addresses socioemotional learning, coexistence strategies, cultural diversity, and is the most successful strategy to achieve a meeting-point and break with stigmatizing stereotypes.

4. CONCLUSIONS AND RECOMMENDATIONS

→ CONCLUSIONS

The educational response to children and adolescents who migrate to countries such as Spain, in the context of the European Union, depends to a large extent on political will.

The need to make education in contexts of forced mobility available, accessible, acceptable and adaptable, as established in the International Covenant on Economic, Social and Cultural Rights, continues to be a challenge for States, which in recent years have faced budgetary constraints in key sectors such as education or international cooperation.

The response to the educational reception of children and adolescents who migrate to countries such as Spain, in the context of the European Union, depends to a large extent on the political will with which they are received. The response to the crisis in Ukraine shows us that **our societies are prepared to respond to these situations based on solidarity, a rights-based approach, and compliance with international humanitarian and human rights law.** In relation to the right to education, this example provides important lessons and good practices, from ensuring immediate schooling, streamlining administrative procedures and reducing barriers to facilitate the approach of protection and access to rights, to coordination at European and territorial level for the implementation of an action plan.

However, on other occasions, as has happened in Ceuta, Melilla and the Canary Islands, **public policies of immigration containment and restriction of the right to asylum are imposed on the inalienable principle of the best interests of the child** and access to the rights of children and adolescents, including the right to education.

The case of the Venezuelan exodus reflects the challenges involved in guaranteeing the right to education in displacement crises **in countries with high structural challenges** to guarantee economic, social and cultural rights, such as Colombia, Ecuador and Peru. **The availability and access to the right to education are the first challenges to be addressed,** on the one hand because of the legal and material barriers faced by Venezuelan families, who are also confronted with the socioeconomic complications of the host countries.

The stronger education systems are, the better they will be able to respond to educational emergencies and for this reason the combination of humanitarian aid and development aid to education is key in these contexts.

The proposals and good practices that emerge from our own experiences in the educational community and from accompanying children, young people and families in situations of forced mobility in Spain and in the main host countries of the Venezuelan exodus in Latin America confirm that achieving a welcoming educational system begins with **making the procedures and conditions for schooling more flexible and adaptive.** It must address the emotional and mental health reality of children and adolescents and **encourage their participation,** as well as that of their families, and promote the management of diversity as a **source of wealth for the construction of more inclusive societies.**

Despite the consensus in the international community on the importance of guaranteeing the right to quality and inclusive education for the benefit of society as a whole, **the education of refugees and migrants still lacks sufficient resources, and it is necessary to increase the funds allocated to humanitarian and development aid.**

→ RECOMMENDATIONS

TO THE INTERNATIONAL COMMUNITY AND STATES

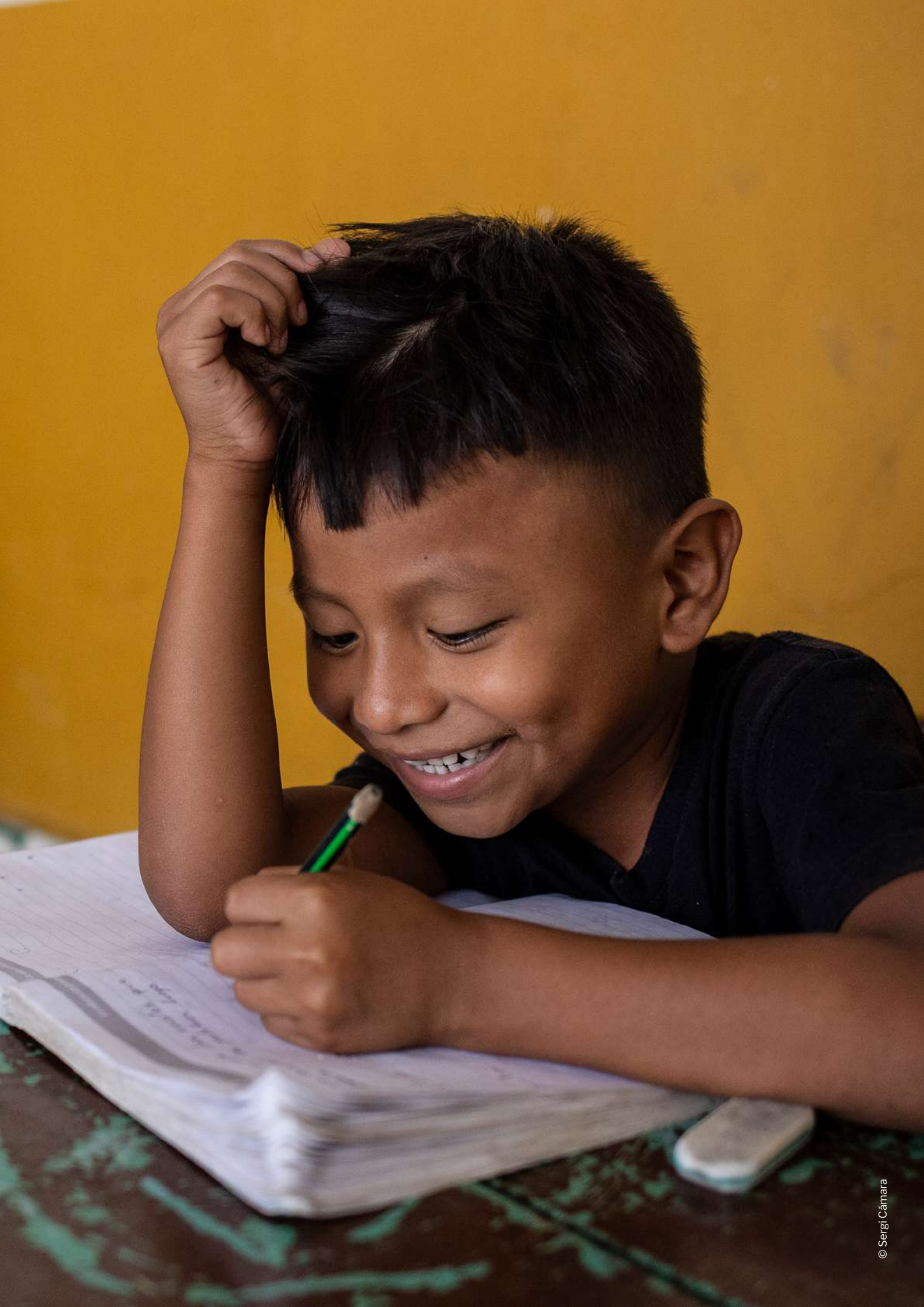
- ✓ **Guarantee the right to education for migrant and displaced children and adolescents without exception** and regardless of their administrative situation. The best interests of children and adolescents, together with the protection approach, must take precedence over legal frameworks and migration and asylum policies.
- ✓ **Ensure the immediate reception and educational inclusion** in the short, medium and long term of migrant and refugee children and adolescents. To this end, policies must be implemented that incorporate immediate reception mechanisms in the first instance. And medium-term structural measures must be taken that include strategies, plans and educational materials that integrate the cultural and socioemotional dimensions of the migrant population, include the recognition of previous knowledge and take into account their environment beyond the educational centre.
- ✓ **Coordinate measures regarding the management of diversity understood as a value.** This inclusive approach not only has to do with children and adolescents, but also with the school organization, families and other institutional actors linked to the school.
- ✓ **Increase the level of public funding and budgets for education,** especially those aimed at guaranteeing educational equity, promoting compensatory education programmes and investing in specialized and trained personnel -teachers, guidance and mediation professionals- and in support programmes.

TO THE DONOR COMMUNITY AND SPANISH COOPERATION

- ✓ **Allocate sufficient humanitarian and development aid funds** to meet the education needs of migrants and displaced persons outside national borders. Education in emergencies needs to be strongly supported and its weight in humanitarian action increased.
- ✓ **Focus Spanish cooperation in education on guaranteeing SDG 4.** To do so, recover investment in cooperation on the 0.7% path and prioritize aid to education as a key sector to which funds should be allocated.
- ✓ **Provide financial and coordination support to make effective the rights recognized in the Temporary Protection Directive** of March 18, 2022 to the Ukrainian population that has been forced to leave their home and **extend it to the rest of the people of other nationalities in the same situation of forced mobility**, without discrimination of any kind. All this without reducing the resources of other population groups seeking asylum or protection, or the funds allocated to Official Development Assistance.
- ✓ **Strengthen the education aid system for Latin America and the host countries and communities of the Venezuelan exodus** within the framework of the Donors' Conferences in solidarity with Venezuelan migrants and refugees in countries of the region and multilateral coordination mechanisms.

TO THE EDUCATION COMMUNITY

- ✓ **Ensure welcoming and safe school environments** for migrant and refugee children and adolescents, where there is transparency and protocols for action in cases of violence, bullying or cyberbullying, and where a culture of care is promoted.
- ✓ **Strengthen the cultural sensitivity of educational systems.** Schools must be sensitive to different cultures and promote diversity as a social value that enriches everyone. Inclusive education must be an anti-racist and intercultural education.
- ✓ **Provide teachers with tools to manage diverse, multilingual and intercultural environments and emphasize the role of education for global citizenship.** Increase the educational community's awareness of migration and displacement and provide training and sensitization to address stereotypes, prejudice and discrimination and to reinforce the richness of diversity.
- ✓ **Strengthen the psychosocial support and emotional education capacities of the educational community.** Mental and socioemotional health is a key component for migrant children and adolescents. Caring for it involves training teachers and strengthening guidance and mediation departments.
- ✓ **Promote the participation and coordination of the different agents of the local community** in the reception and integration of students.



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Address: C/Maldonado 1, Madrid 28006

Telephone No: 91 590 26 72

Website: www.escuelarefugio.org

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