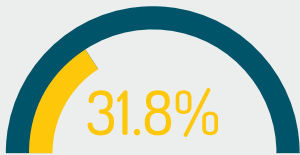




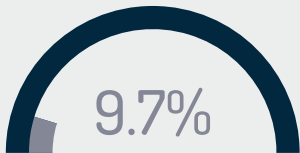
# EDUCATION



PEOPLE IN NEED  
4.48 M

PEOPLE TARGETED  
805.6 K

PEOPLE REACHED  
256.5 K



TOTAL REQUIREMENTS  
\$ 100.47 M

BUDGET RECEIVED\*  
\$ 9.71 M

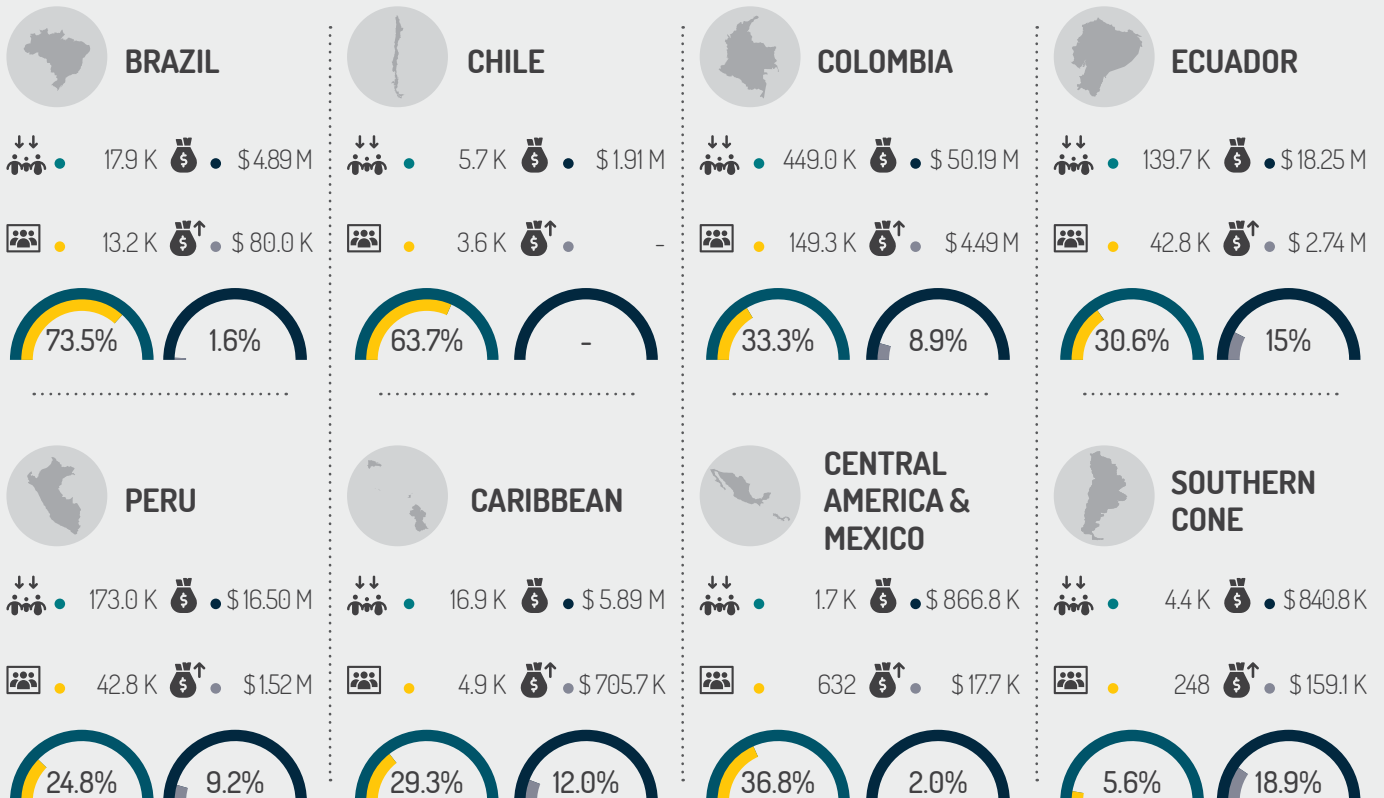
UNMET\*  
\$ 90.76 M

REPORTING PARTNERS  
36

IMPLEMENTING PARTNERS\*\*  
50

DONORS  
13

## POPULATION TARGETED AND REACHED, FINANCIAL REQUIREMENT AND FUNDING



\* Funding information as reported to the Financial Tracking Service (FTS). This may not accurately represent all funds actually attributed to each sector or country of the RMRP response, as unarmarked funds from donors may not be reported to FTS with a sector or country designation at the time of receipt by RMRP partners. More information about the RMRP 2022 funding [here](#).

\*\* This includes RMRP appealing partners that are also implementing activities, as well as implementing partners that are not appealing partners. For this reason, it is recommended to quote partner figures separately and not sum the number of partners, as this would double-count implementing partners that are also reporting activities.

## SITUATION

The socio-economic crisis following the COVID-19 pandemic continued to have a devastating impact on access to education in the region, where refugee and migrant children and adolescents from Venezuela have been affected by the prolonged interruption of education as well as learning loss, derived from pre-existing educational inequalities, including the loss of basic literacy learning, further compounding existing integration challenges. For example, it is estimated that four out of five children across the region demonstrate loss of literacy learning, with many unable to understand simple sentences. According to the report [“Two years after: Saving a Generation.”](#) it is estimated that the loss of learning could lead to a 12 per cent reduction in lifetime future earnings of current children, and in the case of refugee and migrant children, this rate may yet be higher as they continue to face multiple obstacles to accessing and remaining in educational services.

As reflected in the [RMNA](#), one of the primary barriers to education for refugees and migrants from Venezuela continues to be the lack of available enrolment slots, particularly in Chile, Brazil, Peru and Guyana. Other challenges include the inability of refugees and migrants to pay for school uniforms, supplies and transportation, as highlighted by refugees and migrants in Colombia, Aruba, Curaçao, Panama, Costa Rica and Ecuador. Lack of documentation remains another major challenge. For example, in Peru, about 62 per cent of refugee and migrant households identified lack of documentation as their main barrier to school attendance. Other barriers to education include discrimination, xenophobia, related violence within schools, and inadequate school facilities, including WASH services.

## RESPONSE

In 2022, despite funding challenges, the Education Sector reached 256,524 people in the region, representing 31.8 per cent of its target population.

R4V partners engaged in regional and national efforts to improve access and retention of refugee and migrant children in national education systems, supporting enrolment across the region. In Colombia, the Sector reached 149,332 persons, including more than [3,000 refugee and migrant children](#) and adolescents supported by R4V partners from September to October alone to promote their permanence in formal or non-formal education services, accompanied by academic and psychosocial support.

R4V partners provided Multipurpose Cash Assistance (MPC) to over 6,500 individuals to address barriers to accessing education; adapted learning materials (including accelerated education models) to promote post-pandemic learning recovery; and provided school supplies, uniforms, school feeding and humanitarian transportation to children and adolescents in need, in coordination with other sectors. The Education Sector also supported the refurbishment and updating of school infrastructures to increase available school slots and improve the conditions of educational spaces.

R4V partners also conducted continuous capacity-building of teachers and public officials from ministries of education and other relevant organizations, training more than 8,900 educators through the regional [Creando Aula course](#).

R4V partners additionally implemented activities aimed at generating evidence and best practices to strengthen education policies and regulatory frameworks, developed through studies or tools on various topics, including [learning barriers](#), the impact of COVID-19 and school [reopening processes](#), and the development of regional indicators for the [framework for monitoring educational trajectories](#) of people in mobility, in close coordination with 20 ministries of education in the 17 R4V countries in addition to Anguila, Bahamas and the Virgin Islands. Finally, Education Sector partners also supported the training of 6,624 teachers in Education in Emergency Situations (EiE) and Disaster Risk Reduction (DRR).

## LESSONS LEARNED

A main challenge for the Education Sector was the lack of funding, with less than 10 per cent of its financial requirements reportedly met in 2022. The Sector identified the need to increase support to in-transit populations, including through synergies with other sectors, R4V partners and governments. Greater attention to in-transit populations will ensure that R4V partners and other stakeholders generate complementarity and continuity in the learning processes of children and adolescents during their journeys, which ultimately will facilitate their integration into national education systems. The Education Sector recognizes the need to strengthen educational inclusion policies within the region, coordinate with national social protection systems to facilitate integrated support services, and conduct further research to better understand needs, vulnerabilities and inform education policies which affect refugees and migrants from Venezuela.