



# RMRP 2023 • 2024

## EDUCATION

2023

2024



PEOPLE IN NEED

↑ 31.4% ↓ 33.9%

5.41 M

5.74 M

↑ 17.8% ↓ 17.0%



PEOPLE TARGETED

↑ 26.7% ↓ 29.9%

715.4 K

691.7 K

↑ 22.0% ↓ 21.4%



PIN PERCENTAGE

38.7%

38.9%



TARGET PERCENTAGE OF PIN

13.2%

12.1%



TOTAL REQUIREMENTS

\$112.57 M

\$101.06 M



RMRP PARTNERS: 66

SECTOR LEADS: SAVE THE CHILDREN, UNICEF

### KEY FIGURES BY PLATFORM

	2023				2024				
BRAZIL	129.0 K	32.1 K	24.9%	\$4.30 M	136.1 K	28.0 K	20.6%	\$3.76 M	10
CHILE	114.2 K	8.7 K	7.6%	\$1.73 M	124.1 K	9.9 K	8.0%	\$2.11 M	4
COLOMBIA	4.09 M	449.4 K	11.0%	\$56.21 M	4.36 M	419.4 K	9.6%	\$46.27 M	18
ECUADOR	189.2 K	133.5 K	70.5%	\$18.93 M	195.9 K	138.3 K	70.6%	\$24.17 M	28
PERU	910.7 K	103.3 K	11.3%	\$22.68 M	965.8 K	104.8 K	10.8%	\$16.04 M	17
CARIBBEAN	34.3 K	8.5 K	24.9%	\$5.05 M	34.7 K	8.3 K	23.8%	\$5.09 M	12
CENTRAL AMERICA & MEXICO	96.5 K	10.3 K	10.7%	\$1.51 M	98.0 K	10.1 K	10.3%	\$1.48 M	5
SOUTHERN CONE	90.6 K	5.2 K	5.7%	\$1.13 M	94.6 K	5.6 K	5.9%	\$1.13 M	8

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## SECTOR OVERVIEW

The education needs and challenges of refugees and migrants from Venezuela to the effective exercise of children's right to education continue to be exacerbated by the learning losses and lingering impacts of the COVID-19 pandemic. In response to the identified needs of refugees and migrants from Venezuela in the field of education, as elaborated on in the RMNA, the main response priorities for the regional Education Sector aim to enhance access and retention in the national education systems, support Recognition, Validation, and Accreditation (RVA) of previous studies and ensure that refugee and migrant children from Venezuela and host communities have access to basic complementary services.

**Access to and retention in national education systems** for children and adolescent refugees and migrants from Venezuela through financial support (including CVA modalities), adapted learning materials (with accelerated education models to promote the recovery of post-pandemic learning), school supplies, uniforms, school feeding, humanitarian transportation, and infrastructure reforms to increase available school slots. In Colombia, the provision of educational materials, school meals, psychosocial support, and well-being strategies as well as developing flexible and accelerated education models will contribute to broadening educational services. In Peru, direct service provision and CVA for education needs (e.g., slots enrolment support, registration fees and other financial support, transportation, insurance, uniforms) will be provided, combined with alternative education programmes for children not currently served by national systems.

Moreover, Education partners in the region will support adolescents on skills development, provide Mental Health and Psychosocial Support (MHPSS) to children, adolescents and caregivers and counter xenophobic behaviour and bullying, thereby supporting integration in schools. In the Caribbean, interventions such as second language acquisition, after-school support, sports and recreational activities and capacity support to teachers and community volunteers will be carried out to foster social cohesion.

**Recognition, validation, and accreditation (RVA) of previous studies** through continuous advocacy with Ministries of Education and other relevant education and administrative authorities to simplify processes and documentation. In Mexico, cash assistance will be provided to support refugees and migrants from Venezuela to validate certificates from their country of origin. Furthermore, RVA will be promoted through information provision, and capacity building initiatives for education personnel, parents, and caregivers.

**Regional support to national R4V partners** through the implementation of activities aimed at generating evidence and best practices to strengthen policies and normative frameworks, building capacity of education actors in Education in Emergencies (EiE) and Disaster Risk Reduction (DRR) and strengthening education data systems to ensure a greater integration in the national education systems in the region. These activities are linked to multi-year planning of regional and national education projects for refugee and migrant children and adolescents from Venezuela and host communities in the region.

The Education Sector will maintain close coordination with the Child Protection Sub-sector to address challenges related to documentation for access to education systems, including for unaccompanied and separated children, complemented by agreed lines of action in PSEA and Child Safeguarding. The Sector will work with the Integration Sector to provide job training and facilitate access to safe regular work. Coordination will also be pursued with Food Security partners to ensure that refugee and migrant children and adolescents benefit from school feeding programmes, nutritional assessments in schools and immunization campaigns. In coordination with the WASH Sector, emphasis will be placed on rehabilitating sanitary structures and hygiene promotion (including menstrual hygiene campaigns) in schools and early education services.

The actions at the regional level to respond to educational needs by the Education Sector are characterized by its commitment to the principle of Centrality of Protection (CoP) and gender, adapting access routes to educational services and making use of intersectionality in curricular content. The Sector will assess institutional performance across R4V countries in relation to the exercise of the right to education by refugee and migrant children and adolescents. In this sense, notable progress has been made, for example, through the Regional Monitoring Framework on the right to education of students in a situation of mobility.<sup>1</sup> Furthermore, the Sector will include principals of AAP in planning, implementation and monitoring of activities, to ensure programming is inclusive of refugees and migrants.

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[1] The monitoring framework will allow to track the degree of progress that countries have made in relation to legal commitments that ensure compliance with the right of persons in a situation of mobility and will provide evidence for the design, implementation and/or reformulation of educational policy actions that guarantee their inclusion in the educational system.