

**Challenges of Registration: Migrant Childhood
in the Mexican National Educational System****Desafíos del registro: niñas, niños y adolescentes migrantes
en el Sistema Educativo Nacional mexicano**Jesús Antonio Morales Quiñonez¹

ABSTRACT

This article examines the integration of migrant children and adolescents into the National Educational System in Mexico, focusing on enrollment, documentation, and school retention processes. The methodology relies on the quantitative analysis of data from the Ministry of Public Education for the 2023 and 2024 academic years. Findings point to inconsistencies in the classification of student origin, a high share of unspecified records, and constraints within administrative systems. Data quality and completeness constitute central methodological limitations of the study. These issues constrain effective educational monitoring and undermine the right to education for migrant children and adolescents. The study contributes to the field by providing empirical evidence and bringing attention to structural challenges from an inclusive education perspective.

Keywords: 1. childhood, 2. migration, 3. inclusive education, 4. admission requirements, 5. basic education.

RESUMEN

Se analiza la incorporación de niñas, niños y adolescentes migrantes (NNAM) al Sistema Educativo Nacional (SEN) en México, con énfasis en los procesos de inscripción, documentación y permanencia escolar. La metodología se basa en el análisis cuantitativo de datos provenientes de la Secretaría de Educación Pública (SEP) para los ciclos escolares 2023 y 2024. Los resultados identifican inconsistencias en la clasificación del origen de los estudiantes, una alta proporción de registros sin especificar y limitaciones en los sistemas administrativos. Entre las principales limitaciones se encuentra la calidad y completitud de los datos disponibles. Se concluye que estas deficiencias afectan el monitoreo educativo y comprometen el derecho a la educación de los NNAM. El estudio contribuye al campo al proporcionar evidencia empírica y visibilizar desafíos estructurales desde una perspectiva de educación inclusiva.

Palabras clave: 1. infancia, 2. migración, 3. educación inclusiva, 4. condiciones de admisión, 5. educación básica.

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INTRODUCTION

In recent years, Mexico has experienced a marked increase in its migrant population, driven by factors such as climate change, insecurity, armed conflict, economic crises, authoritarian governance, restrictive policy environments, and family reunification. Once characterized primarily as a country of emigration, Mexico has increasingly consolidated its role as a country of destination. Along the northern border, a growing number of Mexican nationals are returning to their places of origin. In many cases, they do so accompanied by children who were born and raised in the United States, or who, despite being born in Mexico, were raised within a predominantly U.S. cultural context. Among younger populations, even those born in Mexico often do not identify as Mexican. At the southern border, a substantial number of individuals arrive with the intention of crossing into the United States; however, many are intercepted along the way by immigration authorities, police forces, the military, or organized crime groups. Others arrive not as transit migrants, but in search of stability, viewing Mexico as a viable place to settle.

In Mexico, minors from diverse regions of the world present pedagogical and administrative needs that are not being adequately addressed in Mexican classrooms. Despite the limitations of the National Educational System² (SEN), many migrant children and adolescents (NNAMs)³ have enrolled in school and made academic progress. However, a substantial number of young people remain outside the school system and are therefore not captured in this analysis. Hundreds of thousands of NNAMs are enrolled in Mexican schools; some stand out due to their accents, while others go largely unnoticed due to introverted behavior or limited proficiency in Spanish. As a result, they are reflected in official statistics yet remain effectively invisible within the classroom.

This article analyzes the enrollment of NNAMs in basic education in Mexico during the 2022-2023 and 2023-2024 academic years, aiming to identify enrollment patterns, territorial distribution, and administrative inconsistencies in official records. Based on this analysis, the article seeks to provide empirical evidence to better understand the scale, characteristics, and challenges faced by this population within the Mexican education system.

Methodologically, the study adopts a mixed-methods approach. On the one hand, it develops a descriptive analysis based on data obtained through requests submitted to the National Transparency Platform⁴ (Secretaría de Educación Pública [SEP], 2023, 2024). Statistical tools are employed to examine the geographic distribution of enrollment, its evolution over time, and relative variations across school years, using percentage change rates by state and educational level.

On the other hand, the quantitative analysis is complemented by a qualitative reading grounded in narratives and testimonies from migrant children, collected within the framework of the

² Unofficial English translation of Sistema Educativo Nacional.

³ The acronym NNAMs refers to migrant girls, boys, and adolescents (in Spanish: *niñas, niños y adolescentes migrantes*).

⁴ Unofficial English translation of Plataforma Nacional de Transparencia.

Seminario Niñez Migrante (SNM), organized by El Colegio de Sonora. This interdisciplinary academic space examines child and adolescent mobility in migration contexts, integrating research, training, and engagement with institutional and social actors. These data allow for an examination of the administrative and sociocultural barriers faced by this population while also situating statistical trends within the lived experiences they reflect. For analytical and regulatory reasons, the study focuses exclusively on elementary and middle school, as these constitute compulsory levels of schooling in the country. Preschool education is not included, as entry does not require prior proof of schooling or comparable formal documentation, which limits the consistency of administrative records.

The article is organized as follows: the first section outlines the recent migration context and the conceptual framework on migrant childhood and the right to education. The second section describes the methodological strategy and data sources. Subsequently, the quantitative findings on the enrollment of NNAMs are analyzed, with an emphasis on territorial distribution and year-to-year variation. The fourth section presents a set of testimonies that bring the issue into clearer view. Finally, the article discusses main limitations of the study and offers conclusions aimed at strengthening mechanisms for registration, monitoring, and educational provision for this population within the National Educational System.

MIGRATION IN MEXICO: HISTORY, CHALLENGES, AND THE PARADOX OF GLOBAL MOBILITY

Migration has historically been a defining feature of human societies. The development of societies has been driven by exchanges across nations, involving both goods and people. In earlier periods, movement across the world was complex and fraught with risk; intercontinental journeys required placing hope in uncertain outcomes, a challenge not unlike that faced by many individuals today. Over time, human mobility became faster and more secure, making it possible to travel to nearly any part of the world in a short period, provided sufficient resources are available. Yet, paradoxically, mobility has never been as constrained as it is today, given the physical and legal barriers that significantly hinder movement (Méndez Fierros & Pacheco Rosas, 2024; Gómez Johnson & González Gil, 2024; Rodríguez Ortiz, 2024). These factors play a decisive role in destination selection, as political tensions between countries and the designation of certain nations as “undesirable” by authorities directly shape the restrictions and opportunities associated with crossing borders (Céspedes Melo et al., 2024).

Various authors have sought to conceptualize the figure of the migrant. For example, Simmel (2012), in *The Stranger*, describes how “the outsider” exerts a profound influence on social life, reconfiguring surrounding contexts in ways that are not necessarily intentional, but rather consequential. This dynamic can be observed in how the presence of migrant populations prompts the creation, adjustment, or strain of institutional frameworks, including school registration systems, policies governing access to public services, and migration regulations. In this sense, the migrant is not only an object of regulation, but also an agent that reveals and reshapes the capacities

and limits of existing social structures. From this perspective, “the outsider” plays a formative role from the outset of social life, as interaction with difference enables the acquisition of symbols and transformative subjectivities. When such frames of reference are disrupted, “the outsider” may be perceived as a threat, precisely because of divergence from what is familiar (Kapusinski, 2012).

In a globalized world, access to technologies, medical advances, knowledge, labor, manufactured goods, and food from other countries has become widespread; films, television series, and telenovelas from diverse cultures are available across screens. What comes from abroad is readily embraced, yet those who produce it are often rejected; international ideas and customs are valued only when they resemble those already in place (Rodríguez Jiménez et al., 2023).

Mexico has a long migration history dating to the arrival of Spanish conquerors, accompanied by enslaved individuals from diverse regions, contributing to cultural diversity in the country. Later, Europeans and U.S. nationals in northern Mexico reshaped economic dynamics and helped consolidate some of the wealthiest families in the region (Ortiz Manzo, 2014). In more recent periods, Chinese migration to mining areas in northern Mexico has left a significant imprint, with influence that remains evident (Xu, 2007). These migration flows have not only diversified the cultural and economic landscape, but have also contributed to the shaping of identity and broader patterns of development.

Historically, Mexico has functioned as a country of emigration and, due to geographic proximity to the United States, also as a transit territory toward the so-called “American Dream.” For many Mexicans, crossing the border represents a rite of passage into adulthood, an economic strategy in times of crisis, and the aspiration for improved living conditions (Morales Quiñonez & Valido Tejeiro, 2023). In earlier periods, border crossing was relatively accessible, facilitated by trade agreements and labor demand in the United States, particularly during the world wars (Durand, 2007). However, following the attacks of September 11, 2001, border securitization intensified to unprecedented levels, and large-scale expulsions of migrants took place regardless of nationality (Jones, 2014; Abrahamsen & Williams, 2010).

More recently, the *Quédate en México*⁵ program left many individuals stranded at the border while awaiting appointments to seek asylum in the United States. Mexico accepted this program under pressure tied to the potential loss of trade agreements with the United States, a principal economic partner (Morales-Cardiel & Vargas, 2021). During the Obama and Trump administrations, many Mexican nationals returned as living and working conditions in the United States deteriorated and the “American Dream” lost viability. (Golash-Boza, 2018).

Economic crises in the southern part of the American continent and violence in El Salvador, intensified by anti-gang policies during the government of Nayib Bukele, have also driven many

⁵ *Quédate en México* refers to a program implemented by the United States government in 2019 under the Migrant Protection Protocols (MPP). This policy required asylum seekers in the United States to remain in Mexico while their cases were processed in U.S. immigration courts. The program was widely criticized for exposing migrants to conditions of insecurity and limited access to basic resources. More recently, plans for its reactivation have been announced (Human Rights Watch, 2021).

young people to leave, including those not directly involved in violence but fearful for personal safety (Lucarelli, 2024). In addition, armed conflicts in Ukraine and the Middle East have led others to seek refuge in Mexico; however, many remain uncertain whether to settle in the country or attempt to cross into the United States, where prospects for improved living conditions have become increasingly uncertain.

Mexico, as a country of origin, transit, destination, and return for migrants, faces the challenge of consolidating strategies that ensure the integration and reintegration of people in mobility. In this context, the *Nueva Política Migratoria* establishes a comprehensive approach to migration management, prioritizing governance and coordination across the three levels of government (Unidad de Política Migratoria, Registro e Identidad de Personas [UPMRIP], 2019). In addition, this policy seeks to maximize migration benefits through strategies that facilitate reintegration of returning migrants and inclusion of those arriving in the country, recognizing diverse needs and skills. A central component involves developing mechanisms to support labor market and educational integration, ensuring access to basic services and promoting recognition of prior studies through inclusive, binational education programs. However, this process presents administrative and pedagogical challenges requiring targeted institutional responses. The presence of migrants calls not only for effective public policy, but also for a shift in social perceptions, promoting recognition of migrants as contributors to economic, social, and cultural development in Mexico. (UPMRIP, 2019).

The Right to Education of NNAMs: Challenges and Perspectives for Substantive Equality in Mexico

Human rights are interrelated and must be exercised in full; they are progressive, cross-cutting, and complementary, such that when one is violated, others are also affected (Fondo de las Naciones Unidas para la Infancia [Unicef México], 2022). Lack of access to education, or access to low-quality education, undermines individual well-being; education functions as a key right that enables the realization of other rights (Van den Bogaert, 2019). An educated person is better positioned to advocate for fundamental guarantees, including health, security, and education itself. This right requires protection, particularly in the case of migrant populations, which are often situated in conditions of vulnerability. For NNAMs, vulnerability is intensified not only by age but also by intersecting conditions. Among adolescents in particular, sexual orientation and gender identity can become additional factors of exclusion, as experiences of stigma, discrimination, or violence in school and social settings hinder access, retention, and well-being within the education system. A growing body of research has documented how these conditions compound the structural barriers already present in migration experiences.

Authorities can readily deny access to this essential service by citing full enrollment or misalignment with the academic calendar. Responsibility, however, does not rest solely with government institutions; for many migrants, education is not always a primary concern, as immediate needs center on securing shelter, food, and employment. Schooling is often relegated to a secondary consideration or not contemplated at all. Multiple factors hinder the integration of

migrant minors into the education system, affecting both access and retention. For this reason, systematic enumeration and scenario planning are essential, given that every child and adolescent within Mexican territory holds the right to education.

At the international level, sustained attention has been directed toward children, given the central role of younger generations in shaping future development. Ensuring the protection of life and creating conditions for full intellectual development are widely recognized priorities. A key expression of this commitment is the Convention on the Rights of the Child, adopted in 1989 by the United Nations General Assembly (Resolution 44/25 of 1989), which establishes that minors are rights holders rather than merely recipients of protection. Core principles include non-discrimination, the best interests of the child, the right to life, and respect for the child's views. Article 28 of the Convention addresses the right to education, emphasizing compulsory and free access at the basic levels (Resolution 44/25 of 1989).

Historically, Mexico has served as a country of migratory transit, positioning it as a focal point for international organizations concerned with the protection of the rights of children. In this context, the country ratified the Convention on the Rights of the Child in 1990. In addition, national legislation complements the provisions established in the Political Constitution of the United Mexican States,⁶ including the General Law on the Rights of Girls, Boys and Adolescents (LGDNNA, 2014)⁷, reformed in 2026. This law seeks to safeguard fundamental rights in childhood, with emphasis on comprehensive protection, as well as the rights to life, identity, participation, and education. The Mexican Constitution, in Article 3, establishes education as a responsibility of the State and as both a right and an obligation for individuals within national territory (CPEUM, 1917). All 32 states in the country are required to comply with the Constitution and to adapt legal frameworks to guarantee this right. Education, alongside health, constitutes a critical area for both national and human development.

Achieving substantive equality requires guaranteeing rights for both those born in the country and non-nationals. At the same time, it is necessary to promote an education system grounded in national principles yet open to all, with the aim of achieving genuine universality. In Mexico, a range of governmental and civil society organizations work to safeguard the rights of NNAMs, who are often insufficiently served by public institutions.

The presence of these young individuals has varied effects on the SEN, as, from an administrative perspective, it presents significant challenges due to the need for additional support, specialized educational materials, and trained personnel to address specific needs. In addition, lack of inclusion in initial school-year planning requires logistical adjustments in terms of infrastructure, particularly given limited enrollment capacity in public schools. However, when integration into classrooms is achieved, an important cultural contribution emerges, expanding

⁶ Unofficial English translation of Constitución Política de los Estados Unidos Mexicanos (CPEUM).

⁷ Unofficial English translation of Ley General de los Derechos de Niñas, Niños y Adolescentes (LGDNNA).

knowledge among peers and fostering cooperation across nations. This presence contributes to the disruption of stereotypes, the reduction of discrimination, and the broadening of perspectives among both students and teachers, through contributions in language skills and learning approaches (Reyes Oribe, 2017; Kumar, 2013).

The education system in Mexico has maintained a nationalist orientation that has changed little over time. Despite the implementation of the Nueva Escuela Mexicana (Hernández Moreno, 2024), a similar structure to a highly centralized and standardized model persists, in which those perceived as different are often excluded, whether due to origin or physical and cognitive abilities. Although this approach was historically coherent in the early stages of the education system, when the aim was to rebuild the social fabric and move away from colonial frameworks, a shift is now required toward greater inclusion and diversity. This aspiration echoes early educational reforms in France in 1789, which preceded the independence of Mexico by 32 years and sought to establish more universal principles in education (Acevedo & Quintanilla, 2009).

*Educational Challenges for NNA⁸ in Mobility Contexts:
Rights, Opportunities, and Barriers in Mexico*

NNAMs generally arrive in Mexico with families or guardians, which increases the likelihood of remaining in the country. Those traveling alone are classified as “unaccompanied minors” and placed under the custody of the DIF System⁹ in each state, a public institution responsible for child and family welfare that oversees protection and determines placement and subsequent care (SNDIF, 2015).

Although authorities claim that the views of these minors are taken into account in decision-making processes and that they have the possibility of applying for asylum through legal channels, statistical data reflect a different reality and reveal limitations in protection mechanisms and access to rights (Unicef México, 2023; Rojas, 2024), which result in the systematic return of these minors to their countries of origin. On the other hand, those who manage to remain in Mexico often attempt to return to school or enroll for the first time while their migration status is being resolved. However, this population faces numerous enrollment challenges, primarily due to the absence of documentation such as birth certificates or academic records, as well as the lack of the CURP (Clave Única de Registro de Población), a unique registration code required for access to education, health, and other public services in Mexico (Ruiz Peralta & Valdéz Gardea, 2024).

Attending school provides young people a sense of belonging and stability, while also facilitating integration into host societies (Aguilera Barraza et al., 2023). However, significant gaps remain in knowledge of applicable legal frameworks among public officials, alongside persistent prejudices shaped by the migratory context of these unaccompanied and accompanied NNAMs. In this regard, Román González and Valdéz Gardea (2021) note that some teachers

⁸ The acronym NNA refers to girls, boys, and adolescents (in Spanish: *niñas, niños y adolescentes*).

⁹ DIF System refers to the Sistema Nacional para el Desarrollo Integral de la Familia (SNDIF).

choose not to formally enroll migrant children, instead offering informal instruction¹⁰ based on the assumption that these students seldom complete academic cycles. A comparable position is evident among administrative personnel who obstruct formal enrollment processes, as these procedures impose additional administrative demands that frequently exceed existing levels of training (Ruiz Peralta & Valdéz Gardea, 2012).

Moreover, substantial differences across educational systems worldwide further complicate the integration of NNAMs into Mexican classrooms. Limited availability of space, a lack of educational materials in multiple languages, the absence of multilingual teachers, and the nationalist orientation of the education system intensify these challenges. Nevertheless, despite the inherent difficulties associated with arrival, a significant number of migrant youth are enrolled in the SEN. The following sections present quantitative data on the presence of NNAMs in order to provide a general overview of migrant children within the Mexican education system.

Child Mobility and Inclusive Education

Child mobility has been a persistent phenomenon in Mexico, intensifying in recent years as a result of shifting migration dynamics and restrictive policies in the United States. This population faces multiple challenges, including integration into the SEN, where language barriers, lack of documentation, and the absence of adaptation policies undermine the right to education. In this context, inclusive and intercultural education emerge as key approaches to ensuring access, retention, and academic achievement for NNAMs in Mexican schools.

Inclusive education ensures that all students, regardless of background, have equal opportunities for learning and participation (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Intercultural education complements this approach by promoting a model in which cultural diversity is not only recognized but also valued within the classroom. Recent research indicates that integrating cultural diversity into the curriculum strengthens identity formation among migrant students and enhances sense of belonging (UNICEF Mexico, 2022).

Given the growth of the migrant population in Mexico and the barriers that NNAMs face in accessing education, the adoption of an inclusive and intercultural education approach is essential. This theoretical framework examines how these approaches can mitigate inequalities and ensure the right to education for this population. Within the context of basic education in Mexico, recognition of inclusive education is relatively recent; this reform became imperative in response to the increasing heterogeneity of school enrollment, characterized by the presence of students of multiple nationalities in classrooms, who face challenges ranging from language barriers to insufficient educational infrastructure.

¹⁰ Informal education is understood as non-institutionalized practices within the school setting, including differentiated attention outside official records, the assignment of activities without formal assessment, partial classroom integration without administrative enrollment, or temporary pedagogical support without recognition in the academic trajectory of the student (Ruiz Peralta & Valdéz Gardea, 2024).

The Impact of Intercultural Education on NNAMs

Intercultural education seeks to promote inclusion while fostering recognition and appreciation of cultural diversity within the classroom, making it particularly well suited to migrant populations. According to recent studies (UNESCO, 2020), when educational programs incorporate elements of migrant students' cultural backgrounds, higher levels of engagement and a stronger sense of belonging are observed. Strategies such as bilingual instruction, the inclusion of diverse cultural content, and the use of participatory methodologies have proven effective in improving the integration of NNAMs in heterogeneous educational contexts.

The implementation of collaborative learning models, in which students from diverse backgrounds share experiences and knowledge, fosters intercultural interaction and strengthens social cohesion within classrooms (Ruiz Peralta & Valdéz Gardea, 2024). However, limited teacher training in intercultural competencies remains a key barrier to effective implementation in Mexico. A major challenge in NNAMs education is the lack of accurate data on enrollment and retention, which hinders the design of targeted strategies. Inclusive education requires not only access, but also continuous support to promote retention and academic success. Implementing evaluation mechanisms would enable a more comprehensive understanding of educational trajectories and more effective policy adjustments (Sáez Reyes, 2020).

Inclusive education involves not only the adaptation of curricular content, but also the removal of administrative barriers that limit access to school enrollment for NNAMs. This requires more flexible admission requirements, streamlined validation of foreign documents, and guaranteed school placement, particularly in areas with high migration flows (Escalante Ferrer & Santiago García, 2023). Ensuring retention further demands an inclusive approach that addresses linguistic, cultural, and emotional needs. Strategies such as psychosocial support, teacher training in intercultural education, and curriculum adaptation can improve school retention among this population (Valdés & Fardella, 2022).

Likewise, monitoring the enrollment of NNAMs is essential for assessing the effectiveness of inclusive education policies. Without adequate tracking systems, identifying learning gaps, dropout patterns, or specific needs remains difficult. The implementation of updated records and interinstitutional databases would strengthen educational planning and promote more equitable access to the SEN (Sáez Reyes, 2020).

In Mexico, registration and tracking of NNAMs within the education system remain limited, hindering in-depth analysis of educational experiences. Many of these minors move through the Mexican school system without achieving full integration, as a result of limited sense of belonging, difficulties in academic performance, or prolonged and complex enrollment procedures. For those in continuous mobility, such processes may hold little relevance, particularly when length of school attendance falls short of the time required for formal system entry. The Ministry of Public Education¹¹ (SEP, 2019) identifies inclusive and intercultural education as a key strategy for

¹¹ Unofficial English translation of Secretaría de Educación Pública.

addressing diversity in classrooms. However, NNAMs in Mexico continue to face structural barriers that limit effective integration into the education system, as will be evidenced in the data analyzed in subsequent sections.

METHODOLOGY

This study examines migration trends in school enrollment through a descriptive approach. The objective is to characterize the enrollment of NNAMs in basic education in Mexico across two academic years (2022-2023 and 2023-2024), focusing on distribution by state, educational level, and nationality. Changes in enrollment are also examined to identify variations in internal migration flows, based on differences observed between both academic years.

The data cover the periods from August 2022 to June 2023 and from August 2023 to May 2024. Two public information requests were submitted through the National Transparency Platform to obtain data on migrant students enrolled in basic education (elementary and middle school), classified by state, age, grade level, and country of origin (SEP, 2023, 2024).¹² The information provided by the SEP was analyzed using Atlas.ti software to develop a structured database. This tool supported the organization of records and assessment of data quality, facilitating the identification of trends in the classification of NNAMs and comparisons across academic years. In addition, content analysis was applied to identify patterns in the distribution of migrant students by nationality and state of residence, as well as to assess inconsistencies in administrative records (Krippendorff, 2019).

One of the main methodological issues identified in this study is the presence of a “Not specified” category within nationality records. In principle, this classification should not exist, as regulations require the submission of official documentation for school enrollment. However, its high frequency in national data points to deficiencies in administrative records and limits the precision of the analysis. To mitigate this bias, reported data were cross-checked against the total number of cases in this category, assessing its impact on estimates of enrollment among NNAMs. In this regard, the lack of adequate monitoring not only hinders accurate measurement of enrollment among NNAMs, but also complicates the development of evidence-based education policies. Likewise, the absence of structured and reliable information underscores the need to strengthen registration and tracking mechanisms for this population within the SEN.

STATISTICAL ANALYSIS OF RESULTS

To assess changes in the enrollment of NNAMs across academic years, relative growth and decline in the migrant student population were analyzed. Observed fluctuations reflect both shifts in mobility patterns and potential inconsistencies in administrative records. The analysis considered enrollment trends over time and their systematic comparison to identify broader patterns.

¹² During the initial 2023 request, access to data on the sex of enrolled NNAMs was denied due to data protection considerations. However, this information became available in the 2024 request.

Percentage change was used as the primary measure to calculate relative differences between academic years, allowing for the estimation of the impact of various factors on enrollment and distribution within the education system.

The presence of a “Not specified” category in enrollment records represents a significant challenge for data collection. To assess its impact, the number of students in this category was compared with the reported total. This lack of information limits the design of inclusion strategies and underscores the need to improve administrative enrollment processes. The analysis of enrollment data also revealed unusual variations across state-level records. In some cases, sharp increases or decreases in the number of enrolled NNAMs may reflect changes in registration criteria, adjustments in official databases, or emerging migration trends. Comparisons across states point to irregularities in the records that warrant further examination.

To examine educational continuity among NNAMs, the proportion of students expected to complete middle school and potentially transition to high school was analyzed. The gap between graduates and new enrollments in high school suggests that a significant share of this population faces barriers to continuing education. Lack of documentation, varying requirements across states, and socioeconomic conditions are key factors shaping this challenge.

The analysis of enrollment data confirms the presence of irregular migration patterns, deficiencies in administrative records, and barriers in educational transitions among NNAMs. These findings highlight the need to strengthen monitoring mechanisms and to implement strategies that ensure retention within the education system. The following section presents data obtained through the National Transparency Platform, organized systematically for analysis and discussion.

Enrollment and Distribution of Migrant Children in the National Educational System in 2023

According to data from the SEP (2023), an estimated 256 526 foreign-born students were enrolled in the education system in Mexico in 2023. Of this total, the largest proportion was concentrated at the elementary school level, with figures nearly 50% higher than those recorded at the middle school level, indicating a gradual decline in educational continuity as students’ progress through the system. This pattern may be associated with multiple factors, including mobility conditions, administrative barriers, the need to enter the labor market, and difficulties adapting to the school environment. These data reflect not only patterns of access, but also potential challenges related to retention and transition across educational levels, raising important concerns for the design of public policies aimed at the educational inclusion of migrant populations. Table 1 presents the age and grade level of enrolled students, showing a concentration in intermediate grades.

Table 1. Total Foreign-Born Minors Enrolled in the National Educational System, 2023

<i>Level</i>	<i>Average grade</i>	<i>Average age</i>	<i>Number of NNAMs</i>
Elementary school	4	9	152 970
Middle school	2	13	103 556

Source: Own elaboration based on data from SEP (2023) obtained through an information request.

On average, migrant students were positioned at the midpoint of their educational trajectories in both elementary and middle school levels. Among those enrolled in middle school education, a substantial proportion was close to completing this stage and transitioning to high school. In 2023, the five states with the highest number of enrolled migrant minors, in descending order, were Baja California, Chihuahua, Tamaulipas, Sonora (all bordering the northern border), and Jalisco, located in the interior of the country. To further examine the territorial distribution of this population, Table 2 presents the regional distribution of the main states with a presence of foreign-born minors in public education, allowing for the identification of concentration patterns and potential dynamics associated with migratory contexts.

Table 2. Main States with Foreign-Born Minors Enrolled in the National Educational System

<i>Rank</i>	<i>State</i>	<i>Number of NNAMs</i>
1	Baja California	37 386
2	Chihuahua	36 555
3	Tamaulipas	18 414
4	Jalisco	13 953
5	Sonora	13 303
6	Nuevo León	11 596
7	Guanajuato	10 576
8	State of Mexico	10 546
9	Mexico City	9 227

Source: Own elaboration based on data from SEP (2023) obtained through an information request.

Chihuahua ranked second among states with the highest number of students enrolled in the SEN, which is consistent with its proximity to the border. Notably, Sonora, despite also being a border state, ranked fifth, slightly above Guanajuato, which is located in the central region of the country. It is important to note that most NNAMs originate from the United States and Guatemala. To complement the analysis, Table 3 presents the regional distribution of states with fewer than 9 000 foreign-born minors enrolled in public education, allowing for an examination of the

dispersion of this population in lower-concentration contexts and a better understanding of its presence in areas with limited statistical visibility. To further examine population composition, Table 4 presents the main nationalities of foreign-born minors enrolled in the SEN, enabling the identification of predominant countries of origin and a clearer understanding of the diversity of migration flows in the educational context.

Table 3. Distribution of NNAMs Enrolled in the SEN, by States with Fewer than 9 000 Students

<i>State</i>	<i>Number of NNAMs</i>
Puebla	8 858
Coahuila	7 839
Oaxaca	7 483
Sinaloa	7 445
Chiapas	7 036
Veracruz	6 456
Zacatecas	6 430
Guerrero	5 964
Hidalgo	5 105
Querétaro	4 734

Source: Own elaboration based on data from SEP (2023) obtained through an information request.

Table 4. Main Nationalities of Foreign-Born Minors Enrolled in the SEN

<i>Rank</i>	<i>Country of birth</i>	<i>Number of NNAMs</i>
1	United States	150 007
2	Not specified	91 869
3	Guatemala	3 327
4	Honduras	2 227
5	Venezuela	1 771
6	Colombia	1 141
7	Canada	870
8	El Salvador	643
9	Spain	491
10	Argentina	418

Source: Own elaboration based on data from SEP (2023) obtained through an information request.

In 2023, the total number of NNAMs reached 256 526. Although this figure is significant, it represents only 1% of the 24 479 952 students enrolled in Mexico that year. While this proportion may be considered manageable and does not threaten the functioning of the education system, the issue extends beyond numbers. Behind these statistics are individuals with aspirations, expectations, and personal goals. The following section presents data on migrant youth enrolled in the SEN in 2024.

*Enrollment and Distribution of Migrant Children
in the National Educational System in 2024*

In 2024, a public information request was submitted through the National Transparency Platform regarding the number of NNAMs enrolled in the SEN, replicating the search criteria used in previous inquiries. According to data provided by the SEP (2024), the total number of NNAMs enrolled in the SEN that year reached 202 456, of whom 128 200 were in elementary school and 75 256 in middle school. The average age was 11, suggesting that a substantial proportion of these students were nearing completion of elementary school. The municipality with the highest concentration of migrant students was Ciudad Juárez, in the state of Chihuahua. Gender distribution was relatively balanced, with 103 964 boys and 99 492 girls. An additional point of note is the enrollment of 214 children in Centros de Atención Múltiple (CAM), specialized institutions that provide services to children between the ages of 6 and 12 with disabilities. To contextualize the territorial scope of this population, Table 5 presents the total number of migrant children enrolled in the SEN by federal entity in 2024, allowing for the identification of distributional differences and the states with the highest concentrations.

*Table 5. Total Number of NNAMs Enrolled
in the National Educational System, by State, 2024*

<i>Rank</i>	<i>State</i>	<i>Number of NNAMs</i>
1	Chihuahua	34 965
2	Tamaulipas	17 740
3	Jalisco	15 359
4	Sonora	12 269
5	Michoacán	11 545
6	Nuevo León	11 006
7	Guanajuato	8 831
8	Mexico City	8 630
9	State of Mexico	8 141
10	Coahuila	7 907

Source: Own elaboration based on data from SEP (2024) obtained through an information request.

In 2024, Chihuahua stands out as the state with the largest population of migrant children enrolled in its classrooms. This outcome is not unexpected, as it is one of the few regions that has implemented a specific enrollment protocol for migrant children, designed and adapted by the United Nations Children’s Fund. Other states—including Mexico City, Baja California, Chiapas, Puebla, and Nuevo León—have also joined this initiative (UNICEF Mexico, 2022).

The states ranking second and third exhibit a particular situation, as the origin of all NNAMs enrolled in their schools is recorded as unknown, according to data provided by the SEP (2024). This may point to significant shortcomings in how educational institutions collect and manage data on migrant populations, prioritizing regulatory compliance without adequately accounting for the specific circumstances of these students. Alternatively, it may reflect an effort to safeguard students’ identities. The case of Baja California is particularly concerning when compared to 2023 findings; however, this issue will be examined in greater detail in a later section.

In the case of Sonora, which ranks fourth, the records do not specify the origin of 10 374 out of the 12 269 NNAMs enrolled, representing 84.6% of the available information. Meanwhile, Michoacán occupies the fifth position and reports that the majority of its enrolled students were born in the United States (99.29%). This suggests a significant presence of returnee youth or a well-established practice of cross-border mobility for childbirth, which is common in border regions. However, this interpretation cannot be confirmed due to the absence of records on the migration status of foreign-born students. In contrast, Chihuahua, despite having the largest number of NNAMs, reports only 12 cases in which students’ origin is unknown.

Data from the SEP (2023) reveal considerable diversity in the nationalities of migrant youth enrolled in Mexican schools, with a predominance of students from countries neighboring Mexico to the north and south. This underscores the need for systematic and detailed data management regarding the origin and migration status of NNAMs to ensure their effective and dignified integration into the SEN. To complement the analysis of this population’s origins, Table 6 presents the principal countries of origin, enabling the identification of prevailing trends in migration flows that shape the educational landscape.

Table 6. Main Countries of Origin, 2024

<i>Rank</i>	<i>Country of birth</i>	<i>Number of NNAMs</i>
1	Not specified	101 381
2	United States	88 234
3	Guatemala	3 564
4	Honduras	2 420
5	Venezuela	1 384

(continues)

<i>Rank</i>	<i>Country of birth</i>	<i>Number of NNAMs</i>
<i>(continuation)</i>		
6	Colombia	1 101
7	Canada	647
8	El Salvador	631
9	Cuba	437
10	Argentina	378

Source: Own elaboration based on data from SEP (2024) obtained through an information request.

In the nationality records, the category “Not specified” ranks first among the top ten entries. This results in inconsistent data, as it accounts for 50.07% of national records that are incomplete or unknown. Such gaps significantly hinder a comprehensive understanding of the migrant population enrolled in the SEN, giving rise to a range of challenges that will be discussed in subsequent sections.

The second position is held by the United States, a nationality that would be expected to rank among the most prevalent. However, the lack of specificity in the data makes it difficult to determine whether the enrolled minors have a complete educational trajectory in that country, were born there and educated in Mexico, or are children of U.S. citizens. Such distinctions could provide insight into patterns of family mobility. Honduras, which ranks third, was facing a severe economic crisis in 2024, with high unemployment rates (Maradiaga Molina and Sandoval Aguilar, 2024), which may have contributed to large-scale population displacement. In addition, Honduras surpasses Venezuela by nearly 1 000 NNAMs, and this figure is likely to increase in the coming years due to ongoing political conflicts associated with Nicolás Maduro.

With regard to educational level, the average grade attended by foreign-born students corresponds to the third year in both elementary and middle school, suggesting a concentration in the intermediate stages of each level. In the case of middle school, this indicates that a significant proportion of students are approaching the completion of basic education. It is estimated that approximately 29 240 students may graduate from this level in the short term, representing a critical point in their educational trajectories. However, it is not possible to determine whether these students will continue into high school or remain in the country, due to the absence of longitudinal tracking mechanisms in administrative records. This lack of information constrains understanding of their educational pathways and underscores the need to enhance monitoring systems and ensure continuity in schooling for this population.

According to data from the SEP (2024), 21 810 foreign-born students are expected to complete elementary school. This milestone also marks the transition to middle school, a critical stage in their educational trajectories. In contexts of mobility, this transition may involve system changes, schooling interruptions, or dropout. Ensuring not only access but also continuity and completion of mandatory education—whether in Mexico or elsewhere—is therefore essential. This requires a

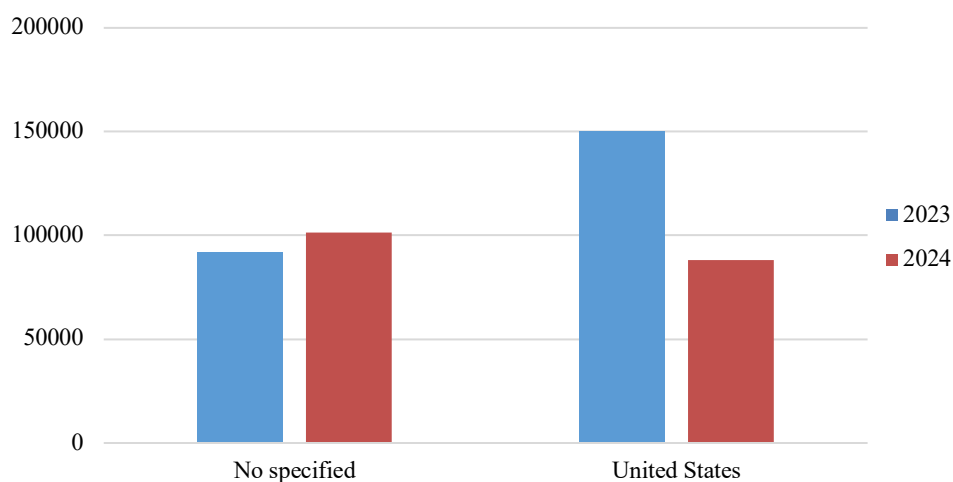
high-quality, flexible, and articulated education system capable of adapting to discontinuous trajectories and diverse learning contexts. All of these students receive formal schooling, attending classes Monday to Friday under the most common model in Mexico. As non-nationals, they must also navigate challenges inherent to mobility contexts, increasing their vulnerability.

*Trends in Enrollment of Migrant Children in the SEN:
A Comparative Analysis, 2023-2024*

Data obtained through transparency requests (SEP, 2023, 2024) show a significant decline in the enrollment of NNAMs in 2024, with a decrease of 54 070 students, from 256 526 to 202 456 in 2023. This trend may be linked to restrictive migration policies in the United States or to administrative barriers in Mexico that hinder enrollment or the internal mobility of migrant families within the country. Likewise, the absence of efficient mechanisms for educational tracking and monitoring may be contributing to inconsistencies in official records.

A relevant finding is the sharp increase in the “Not specified” category, which accounts for 50.07% of records in 2024, equivalent to 101 381 students. This level of underreporting weakens educational planning, as it masks the actual origins of NNAMs and constrains the ability of the education system to design effective inclusion strategies. The prevalence of this category points to shortcomings in enrollment and documentation processes, effectively rendering a significant portion of the migrant population invisible and compounding barriers to school integration. To examine recent shifts in school enrollment, Graph 1 presents variations in basic education enrollment records in Mexico between 2023 and 2024, allowing for the identification of trends, as well as increases or decreases in the presence of this population.

*Graph 1. Main Nationalities in the Enrollment of NNAMs
in Basic Education in Mexico, 2023 and 2024*



Source: Own elaboration based on data from SEP (2023, 2024) obtained through an information request.

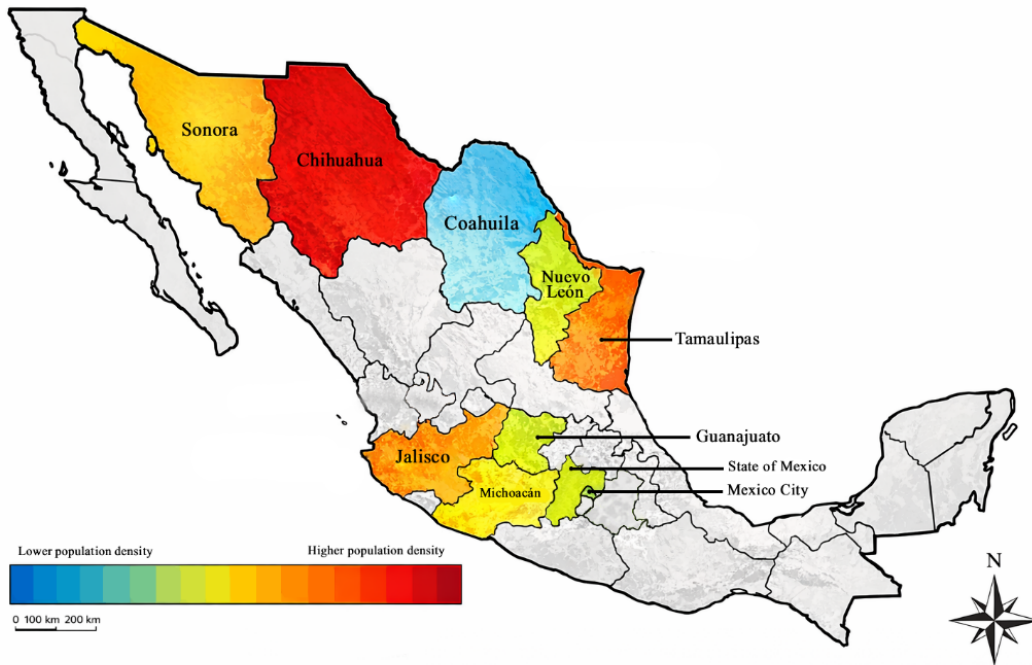
In geographic terms, the states with the highest concentration of NNAMs are Baja California (14 700 in 2023 vs. 389 in 2024), Chihuahua (13 242 in 2023 vs. 10 841 in 2024), and Michoacán (229 in 2023 vs. 22 136 in 2024). However, anomalous patterns are evident in these data: while Baja California reports a 97.36% decrease in migrant enrollment, Michoacán shows an increase of 9 601.68%. This may be associated with improvements in record-keeping across the 2023 and 2024 educational administrations. Chihuahua, for its part, maintains high figures; however, it records an 18.14% decrease compared to the previous year. These relatively bounded margins of change suggest appropriate data management. Such contrasts may be attributable to administrative errors in record-keeping, shifts in state-level enrollment policies, or local regularization strategies. Therefore, these cases warrant further examination in future research to assess data reliability and their implications for educational planning.

From a methodological perspective, these data reinforce the arguments outlined in the theoretical framework regarding the need to strengthen inclusive education and improve monitoring systems. The lack of structured and reliable information in administrative records hinders the implementation of policies aimed at ensuring school retention and continuity for NNAMs. In addition, the high variability across states suggests the absence of a unified criterion for data collection, which in turn affects the effectiveness of educational inclusion programs.

Another key issue concerns the 29 240 migrant students who will complete middle school in 2024. At present, there are no clear mechanisms to ensure their transition to high school, which may lead to dropout. Likewise, factors such as lack of documentation, enrollment requirements, inter-state differences, and socioeconomic barriers may restrict access to higher levels of education, creating a high risk of exclusion from the education system.

Georeferencing the data on a map enables confirmation that states along the United States border concentrate the largest number of migrant students, as expected. It also enables the identification of specific cases in central and southern states with high concentrations, pointing to a possible reconfiguration of migration flows or shifts in state-level registration policies. This visual analysis is essential for understanding the mobility of NNAMs. Likewise, identifying these issues underscores the urgency of developing strategies to strengthen monitoring of migrant enrollment, as well as policies to promote access and retention across all educational levels. These findings open new avenues for research on the educational mobility of NNAMs and the structural challenges they face within the SEN. To visualize the territorial distribution of this population, Map 1 presents the population density of NNAMs enrolled in the National Basic Education System, enabling the identification of spatial patterns of concentration and dispersion.

Map 1. Population Density of NNAMs Enrolled in the National Basic Education System



Source: Own elaboration.

The heat map shows the ten states with the highest numbers of NNAMs enrolled in basic education. The main receiving states are concentrated along the border region; however, not all border states display the same pattern, as entities such as Nuevo León and Coahuila report lower concentrations of migrant populations compared to other border states. This pattern suggests that some central states may function as transit points to the border. Likewise, there is evidence of high mobility toward the neighboring country, as well as a significant presence of returnees and deported populations. It is also notable that a considerable number of individuals born in the United States are located in the central region of the country, which could point to a cultural factor associated with perceived benefits of being born abroad; however, due to the lack of precision in the records, this interpretation cannot be empirically supported and remains speculative.

Despite the presence of NNAMs across all states, it is notable that in 2024 the numbers are lower in entities such as Baja California and Sinaloa, despite their proximity to the border. This uneven distribution raises questions about the factors shaping these migration patterns, including changes in migration routes, border control policies, or modifications in administrative records. The following section presents two cases that illustrate the challenges faced by NNAMs when entering or attempting to access school. Their testimonies highlight the administrative barriers that persist within the Mexican education system.

(Im)possible Cases in a Rule-of-Law Context

Despite international treaties and federal, state, and municipal laws guaranteeing the universal right to education, these provisions are not always fully implemented. The process involves numerous challenges generated by both governments and their personnel, as well as by students and their families, whether migrant or not. As a result, accessing education is not as simple as attending school and entering a classroom. Education is a personal and unique experience that involves the entire community—from public transport drivers and traffic officers who assist students to school maintenance staff. It is a shared and collaborative responsibility, not solely a governmental obligation; it carries a broader human significance that serves as a driver of personal and social change.

Although the fundamental importance of ensuring access to education for children and adolescents, numerous cases persist in which this right is not realized, whether due to administrative barriers, lack of infrastructure, or limited awareness of enrollment procedures. Such cases are often poorly documented or even overlooked in government reports, making them difficult to address. Although educational provision is currently broad, social conditions and system constraints continue to limit, and in some cases prevent, effective access to education.

In this context, the Seminario Niñez Migrante (SNM) emerges as an academic initiative at El Colegio de Sonora dedicated to the study of child migration and access to education in Mexico. It focuses on analyzing barriers faced by NNAMs in enrolling and remaining within the National Education System. The seminar conducts research, provides free school guidance, engages in public policy, and collaborates with organizations such as the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). It also organizes conferences and forums to disseminate knowledge and strengthen inclusion strategies. As part of its work, it has promoted a reform to the Education Law of the State of Sonora (Decree 123 of 2025), a legislative proposal aimed at guaranteeing the right to education for NNAMs by removing administrative barriers and adopting measures that facilitate their entry and retention in Mexican schools.

One of the main challenges faced by the SNM is supporting NNAMs whose experiences often fall outside official statistics. This invisibility is largely due to limitations in administrative data systems, which fail to adequately capture discontinuous educational trajectories, frequent changes of residence, or irregular enrollment situations. Likewise, many of these cases go undocumented due to institutional barriers, such as the lack of clear guidelines for registering students in situations of mobility, or school practices that prioritize administrative formality over effective inclusion. These challenges are compounded by factors such as fear of migration processes, distrust of authorities, and the transit conditions of many families, which hinder their full incorporation into the education system.

As a result, a significant portion of this population remains statistically invisible, limiting the development of relevant public policies and the adequate response to their educational needs; consequently, their realities are reconstructed primarily through individual accounts. The

following section presents testimonies illustrating the difficulties faced by migrant minors, both those who managed to integrate into the education system under established conditions and those whose applications were denied. These accounts were collected through school guidance and academic engagements with this population, highlighting the structural and administrative barriers that constrain their right to education.

In this context, and following the previously identified challenges, an event organized by the Network for Children's Rights in Mexico in 2024 addressed the main difficulties faced by NNAMs in accessing their rights, particularly in education. During the event, it was possible to engage with several foreign youth living in Mexico who face diverse school situations across different states. Within this framework, a three-day meeting was held in the State of Mexico, bringing together 30 children from both Indigenous communities and international migrant populations.

Participation in this event took place in the capacity of a representative of the Seminario Niñez Migrante, alongside a team member, allowing for direct engagement with participants. During the activity, minors were accompanied by their parents or legal guardians, who provided informed consent for the interviews, while the participants themselves gave assent. The interviews were conducted under ethical standards of confidentiality and data protection; therefore, the names used in this study are pseudonyms, and any identifying information has been omitted or modified. This ethnographic approach facilitated the collection of experiences and perceptions regarding the challenges they face in migratory and educational contexts.

"Florencia" was born in Argentina and, due to the economic crisis in her country of origin, lived there until her family relocated to Mexico, where they had some support networks. In Argentina, elementary school lasts seven years, and seventh grade is equivalent to the first year of middle school in Mexico. Upon arriving in Mexico, Florencia had already completed seventh grade; however, she was prevented from enrolling in the second year of middle school due to the lack of official middle school records. Despite her academic level, she was only offered placement in the first year, which caused significant frustration. She was unable to negotiate with authorities and was forced to repeat a year unnecessarily. This situation delayed her academic trajectory without consideration of her actual circumstances. Despite her efforts to resolve the issue, she received only refusals and ultimately had to accept the decision: "I had to stay with younger students, even though I was older. I did not want to complicate the situation or everything that coming to Mexico meant for my family. It is something I have to deal with" (personal communication, July 27, 2024).

The case of Florencia shows that, while the right to education is not explicitly violated, there are obstacles that condition its full exercise, affecting access to and retention of NNAMs in the education system. At times, students must adapt to the school rather than the other way around, as occurred in this case, where the student chose to accept the conditions to avoid further complications for the family. Another significant case is that of "Dmytro," a 17-year-old Ukrainian living in the State of Mexico. This individual had never attended school despite arriving in the country as a baby. Due to documentation issues, studies were carried out independently with

support from civil society organizations, and formal enrollment was only achieved upon reaching high school:

I was never allowed to attend school because I do not have legal documentation. My entire life has been spent in assistance shelters; my family has never had a permanent home in Mexico. I do not have a fixed address, and I cannot remain in the same places for long. I feel Mexican; I do not know any other way of life. I like spicy dishes and local food. I study tailoring to have something to do, and now that I have entered high school, I will determine how to manage both, since I have not yet completed it. (Dmytro, personal communication, July 27, 2024)

Despite the existence of laws and mechanisms to protect educational rights, these cases reflect the reality of many children who do not receive adequate education. Numerous similar situations exist across the country and often go unnoticed or are overlooked. The lack of attention to these needs underscores the urgent need to make them visible and to take action to ensure that all children, regardless of migration status, have access to adequate education.

LIMITATIONS

This study faced several limitations regarding data availability. As noted previously, in 2023 access to enrollment data broken down by sex was denied, despite its relevance for analysis. The justification given was the protection of personal data. However, in 2024 this information was provided, although it is unclear whether this resulted from changes in internal regulations or administrative shifts.

Statistical information on the sex of minors was not included in this study, as the focus was on comparing school years. Incorporating this variable would have diverted attention from the main objective of the analysis. However, its importance for better understanding the educational dynamics of NNAMs is acknowledged, and its inclusion is considered for future research, where its impact can be examined in greater depth.

While certain data are accessible, their availability is conditioned by the school calendar. Student reenrollment takes place in February, when pre-enrollment is conducted for the first year of preschool, elementary, and middle school. Any registration outside this period is considered late and may or may not appear in the databases. Due to restrictions on access to enrollment records or student names, it is not possible to track educational trajectories. It cannot be determined whether the figures reflect the same students progressing through grade levels or different individuals who have taken their place.

Another significant limitation is the absence of an official record of those who leave basic education. Although laws establish that no minor should be excluded from the school system, in practice this does occur, as discussed in the previous section. There is also no precise count of students who are systematically denied access due to lack of space or documentation (Ruiz Peralta & Valdéz Gardea, 2012). The present analysis is based exclusively on enrolled students and does

not account for those who were not admitted or who experienced expulsion processes. Consequently, it is not possible to determine whether they continued their education in another institution or were instead excluded from the education system.

Despite the use of specialized analytical software, interpreting large volumes of administrative data remains methodologically challenging. In the context of migration, each case is unique, and figures alone do not capture the nuances or individual difficulties of each student. Current records do not include key data, such as primary language or migration status, which limits a comprehensive assessment of needs.

In future analyses, it would be relevant to compare migration flows in SEN enrollment with political changes in countries of origin of NNAMs. In particular, examining the impact of a possible reelection of Nicolás Maduro in Venezuela or a potential return of Donald Trump to the presidency of the United States could be important, as these events may significantly shape migration patterns and the composition of the student population in Mexico.

CONCLUSIONS

The enrollment analysis showed that nearly half of records for NNAMs are classified as “Not specified,” highlighting the absence of an adequate tracking system. This limitation constrains the development of effective strategies for educational inclusion and reflects institutional neglect of this group. In addition, disparities across states indicate that data collection does not follow a national standard, making it difficult to design targeted strategies to improve the retention of these students in the education system.

To ensure that education is accessible to all, it is essential for the SEN to implement flexible educational models, with adaptable schedules and hybrid formats that allow NNAMs to continue their education without geographic or administrative constraints. It is urgent to establish a unified tracking system to monitor the educational trajectories of this population and to guarantee both access and retention within the education system. There is also a need to develop administrative regularization mechanisms and to strengthen coordination among educational, migration, and human rights institutions.

Despite constitutional provisions (CPEUM, 1917) guaranteeing the universal right to education in Mexico, the retention of NNAMs within the SEN remains unstable, suggesting a gap between legal frameworks and effective implementation. The lack of recognition of the specific circumstances of this population in enrollment and educational tracking processes indicates that the right to education continues to depend more on bureaucratic factors than on a rights-based approach. Enhancing oversight mechanisms is necessary to ensure compliance with this right and to prevent administrative factors or lack of documentation from continuing to pose barriers for this population. The implementation of an inclusive and intercultural education framework should be a priority in national education policy.

This study aims to provide quantitative data for use in research, as well as to highlight discrepancies in the monitoring and recording of NNAMs. It considers enrollment figures reported by the SEN to be inconsistent, suggesting possible underreporting or irregularities stemming from non-official enrollment practices.

Further analysis is needed to examine the impact of lack of documentation on the educational continuity of NNAMs and on the viability of flexible education programs that respond to their mobility and changing contexts. It is also necessary to monitor and track students transitioning between elementary and middle school, and to investigate what occurs upon completion of basic education. Mexico is likely to face significant migration flows in the coming years, in which young people will seek pathways to enter schools, both as a right and as an obligation.

Translation: Evelyne Rosales Cortes.

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