



## Editorial

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Migration, driven by conflicts such as the war in Ukraine, has transformed European classrooms into spaces of refuge, resilience, and change. Since 2022, millions of people – mostly women and children – have fled the conflict in Ukraine in search of safety abroad. Schools, as the first point of integration for children, have taken on an essential and urgent role. The arrival of refugee students has brought significant educational challenges: language barriers, emotional trauma, curriculum discrepancies, and the need for additional resources. Teachers, school administrators, and educational communities have had to adapt rapidly to ensure not only access to education but also the genuine inclusion of these children in the school environment. This situation has underscored the need for a sensitive, flexible approach to education that prioritizes the well-being of all students.

Yet, alongside these difficulties, migration has also brought a powerful value: multiculturalism. Today more than ever, classrooms mirror the diversity of the world. Students from a variety of backgrounds coexist, learn, and grow together, enriching the educational experience with new languages, traditions, and perspectives. This cultural diversity not only broadens students' horizons but also strengthens key skills such as empathy, tolerance, and global citizenship. Far from being a hindrance, the presence of children from different nationalities in schools presents a unique opportunity to rethink our educational models. It invites us to build a more open, inclusive school system: one better equipped to meet the demands of our time.

In this issue, we explore how educational institutions are responding to the impact of migration and how they are turning diversity into a pedagogical asset. Ultimately, a school that welcomes and learns from difference is a school that builds the future.

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