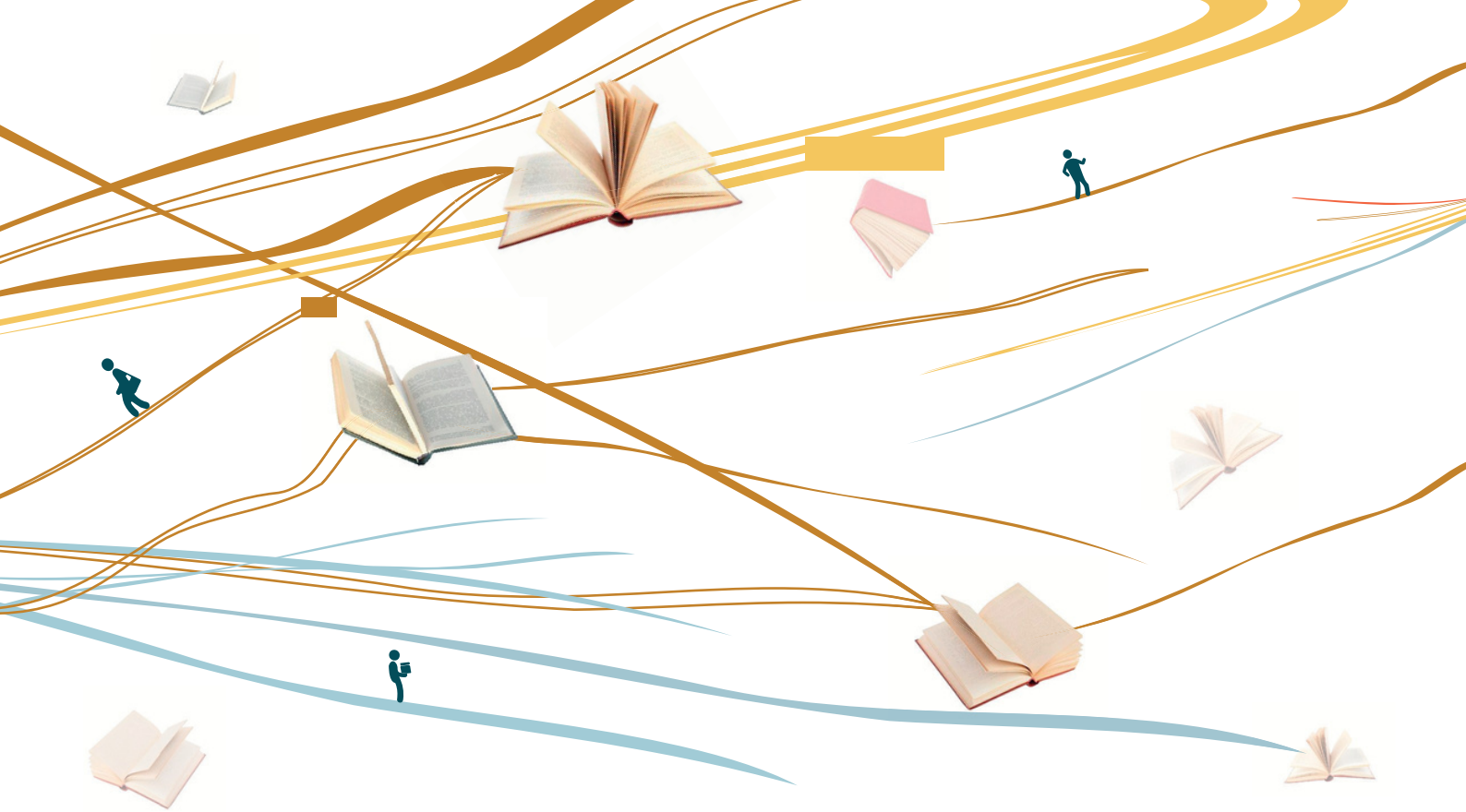


Toward Inclusive Education for Migrant and Refugee Children and Adolescents in Latin America

Building Opportunities through Regional Collaboration among Multiple Actors

Symposium Report *March 31, 2026*

CAMINA
COLLABORATION AND ARTICULATION IN MIGRATION, INCLUSION AND LEARNING

Part 1

The History of the Symposium

Introduction

Over the past decade, migration in Latin America has changed dramatically. What once involved gradual movements across neighboring countries has become a period marked by rapid, large-scale flows from multiple parts of the region. According to the United Nations Department of Economic and Social Affairs, the number of migrants nearly doubled between 2010 and 2020, from 8.3 million to 14.8 million. While many people move in search of better economic opportunities, growing numbers are forced to leave their homes due to political instability, insecurity, or social crises. These dynamics are especially visible in movements through Central America and Mexico, as well as in the displacement of Haitian and Venezuelan populations across the continent.

This shift has given rise to one of the largest and most complex crises involving migrant and refugee children globally. UNICEF estimates that Latin America is currently home to approximately 3.5 million migrant minors, an increase of 47% since 2021, representing nearly 42% of the region's total migrant population. Ensuring these children's right to education is urgent.

Beyond guaranteeing access to school, countries must create inclusive learning environments that offer quality education, affirm cultural identities, and foster a sense of belonging. Advancing this goal requires a deeper understanding of the challenges, responses, and lived experiences that shape migrant children's education. Achieving this demands dialogue among researchers, policymakers, educators, humanitarian organizations, and migrant communities. To support this effort, the University of Toronto (Canada) and the Universidad Católica Silva Henríquez (Chile) partnered to organize a regional symposium funded by a SSHRC Connection Grant.

Held on September 30 and October 1, the event featured fourteen presentations in Spanish, Portuguese, and English, complemented by four in-person workshops and four virtual sessions.

More than 150 participants from across Latin America, including Mexico, Costa Rica, Colombia, Peru, Brazil, Chile, and Argentina, joined the discussions. The presentations helped spark conversations about humanitarian assistance, educational policy, and promising practices for migrant inclusion.

The symposium pursued three main objectives:

1. **To exchange and synthesize multidisciplinary knowledge** on the immediate and long-term educational needs of migrant children in Latin America.

2. **To share insights** that inform global discussions on the educational inclusion of migrants and refugees.

3. **To build a collaborative research agenda** aimed at strengthening policies and practices across the region.

One of the key outcomes of the symposium was the creation of Red CAMINA—Collaboration and Coordination in Migration, Inclusion, and Learning—a network of academics and practitioners from twelve organizations. CAMINA is committed to amplifying migrant voices, informing policy decisions, supporting teacher professional development, promoting exchange among Latin American and Canadian graduate students, and guiding the work of humanitarian organizations and donors.

Structure and Methodology of the Symposium

The symposium was organized over two days, each with a distinct focus. *Day 1* explored inclusive education practices, while *Day 2* examined advances and ongoing tensions in policies for educational inclusion.

Each day combined two types of spaces:

- ***Panel presentations***: In each panel, 3–4 researchers shared their studies, followed by a question-and-answer session with participants.
- ***Collaborative workshops***: After each panel, participants and researchers met in small groups to connect findings with their own experiences. Discussions revolved around questions such as: What else is being done? What is not working well? How can research contribute?

To ensure inclusion, presentations were delivered in a hybrid format—held in person and simultaneously streamed via Zoom—while the workshops took place in separate physical and virtual rooms to preserve the fluency of conversation.

The following table summarizes the two-day program.

Day 1 - School Practices	Day 2 - Education Policies
PANEL 1. Inclusion of Migrants from the Perspective of its Protagonists • Transforming school leadership for the inclusion of migrant students: A collaborative study – **Carolina Cuéllar (Universidad Católica Silva Henríquez)** • Navigating diversity: Challenges and perspectives on the inclusion of migrants in public secondary schools in Buenos Aires – **Gisele Kleidermacher (Universidad de Buenos Aires)** • Sense of belonging among refugee students in Costa Rica's education system – **Karien van Korlaar (Hogeschool IPABO)**	**PANEL 3. Invisible Subjects, Policies in Dispute: Migration, Education, and Exclusion in Latin America** • Education policies for migrant inclusion in Chile: Tensions and challenges for school leaders and teachers – **Rolando Poblete (Universidad Santo Tomás)** • Fostering Learning and Belonging? Educational inclusion of Venezuelan migrants in Colombia – **Claudia Díaz Ríos (Universidad de Toronto)** • Truncated educational trajectories: Gender and autonomy among unaccompanied Venezuelan adolescents in Peru - **Robin Cavagnaud (Pontificia Universidad Católica del Perú)** • Indigenous and refugee: the absent subject in migration policies – **Kelly Russo (Universidade do Estado do Rio de Janeiro)**

Day 1 - School Practices	Day 2 - Education Policies
Workshop 1. Building Inclusive Educational Communities: What do we need to know? • Migrant contributions to education • Inclusion programs and practices	**Workshop 3. Designing Policies with and for Migrants: How does research contribute?** • Collaborations and partnerships with humanitarian agencies, NGOs, and communities for the educational inclusion of migrants • Education policies for migrant diversities (race, language, unaccompanied minors, disability, undocumented)
PANEL 2. Inclusive Practices by and for Migrants • Schooling of the Venezuelan migrant/refugee population: the Sérgio Vieira de Mello Chair case – **Rafael González (Universidad Federal de Juiz de Fora)** • Educational attention to overage Venezuelan students in public educational institutions in Cúcuta, Colombia – **Judith Villavicencio (Institución educativa Antonio Nariño)** • A proposal for intercultural education from a migration perspective - **Edward Sultant (Corporación Municipal de Puente Alto - Chile)**	**PANEL 3. Persistent Barriers to the Educational Inclusion of Migrants and Refugees** • Reproducing borders: A critical analysis of education policies toward migrant children and adolescents in Chile – **Sara Joiko (Universidad de las Américas)** • Scopes and challenges for educational inclusion in basic education: students, teachers, school leaders, and families—experiences in Zacatecas - **Javier Zavala Rayas y Georgina Lozano Razo (Universidad Autónoma de Zacatecas)** • Rights advocacy and intercultural dialogue: The socio-legal perspective of SJM – **Ignacio Eissmann (Servicio Jesuita Migrante)** • Report on the right to education in human mobility in Central America, the Dominican Republic, and Mexico: toward inclusive, equitable, quality education and lifelong learning opportunities – **Romina Kasman (UNESCO América Central)**

Day 1 - School Practices	Day 2 - Education Policies
Workshop 2. Building Inclusive Educational Communities • Professional development for teachers and school leaders • Collaborations and partnerships with the community	**Workshop 4. Designing Policies with and for Migrants** • Participation of migrants in educational policy decision-making • Role and responsibilities of local governments in the educational inclusion of migrants and refugees

Subsequently, information synthesis phase began based on transcripts of presentations, discussions, and notes taken by research assistants.

Five key themes emerged from this analysis:

- Inclusion practices and programs
- Professional development for teachers and school leaders
- Mental health and socio-emotional well-being
- Policy and regulatory implementation
- Governance of education for migrants and refugees

Where Does Migrant and Refugee Educational Inclusion Stand Today: Progress and Persistent Barriers?

PART 2

Map of Initiatives and Challenges

A Thematic Overview

Theme 1: Inclusion Practices and Programs

Symposium discussions highlighted diverse strategies to welcome migrant and refugee students. One example came from Juiz de Fora, Brazil, where the program Braços Abertos (Open Arms) adopted the concept of acolhimento, a holistic approach that goes beyond access to promote care and solidarity (González, 2025). This municipal initiative integrated intercultural curricula, teacher training, and community fairs, showing how inclusion can begin with intentional gestures of hospitality and extend into sustained supports for students and families.

Similar efforts were reported in Chile, where educators implemented "micro-actions" in classrooms, such as storytelling and collaborative games, to dismantle cultural hierarchies and foster empathy among students from diverse backgrounds (Joiko, 2025; Sultant, 2025). Some schools embraced cultural horizontality, affirming the equal recognition of all student identities. These practices were complemented by nomadic learning, in which students and teachers exchange traditions and emotional expressions as part of the educational process (Sultant, 2025).

Art and literature also served as pedagogical bridges for inclusion. In Brazil, Venezuelan children's stories and books about migration stimulated debates about belonging and imagination (Russo, 2025). In Chile, bilingual cultural mediators played a critical role in helping families overcome linguistic and cultural barriers, supporting emotional adaptation (Sultant, 2025).

Flexibility emerged as another pillar of inclusion. The Retorno al Aprendizaje (Return to Learning) program in Colombia and community classrooms in Brazil offered accelerated education and psychosocial support for out-of-school children affected by migration and conflict, demonstrating how adaptive models can restore continuity in interrupted educational trajectories (Villavicencio, 2025). In Zacatecas, Mexico, participatory methodologies helped migrant students navigate emotional and cultural transitions, underscoring the power of community-driven initiatives (Zavala & Lozano, 2025).

Persistent Challenges in Schools and Hidden Barriers

Despite these promising efforts, participants pointed to ongoing challenges. Many schools limit inclusion to symbolic gestures, such as food fairs and cultural events, that increase visibility but risk masking structural inequities when not accompanied by curricular reforms (Cuéllar, 2025; Joiko, 2025; Russo, 2025). Educators described how exclusion persists through subtle mechanisms, often overlooked, within educational environments. Discrimination and deficit narratives continue to portray migrant students as lacking discipline or needing to "catch up," rather than recognizing their resilience and agency (Joiko, 2025; Kleidermacher, 2025). This approach perpetuates exclusion by obscuring the diverse experiences and capacities migrant students bring to the classroom.

Curricula and assessments rarely reflect migratory histories, particularly those of Indigenous and Afro-descendant communities (Joiko, 2025). This lack of representation limits educational relevance and constrains meaningful participation. Linguistic gaps compound these challenges, as students who do not speak Spanish face systemic barriers amid the absence of national policies for second language acquisition (Russo, 2025).

BOX 1

Systemic Constraints and Sustainability Gaps

Participants also highlighted systemic constraints that undermine sustainability. Many programs rely on **short-term humanitarian funding**, leaving schools vulnerable when funding cycles end (Díaz-Ríos, 2025; Villavicencio, 2025). **Monitoring and evaluation systems remain weak**, with scarce data on learning outcomes, attendance, and progression of migrant students, which hinders evidence-based policymaking.

In practice, inclusion efforts often depend on the individual goodwill of teachers rather than on systemic commitment, creating inconsistencies and limiting scalability (Poblete, 2025). At the school level, this reliance is linked to **administrative barriers** that prevent leaders from prioritizing inclusion and to the lack of professional training (Cuéllar, 2025; Joiko, 2025; Poblete, 2025).

These reflections underscore that inclusion cannot depend solely on isolated practices or symbolic acts. Looking ahead, regulatory frameworks must integrate socio-emotional care into curricula, strengthen teacher support systems, and ensure sustainable financing (Díaz-Ríos, 2025). Intercultural education emerged as a possible pathway (Joiko, 2025), but participants emphasized the need for research to critically examine its applicability.

Theme 2: Professional Development for Teachers and School Leaders

Presentations and discussions underscored the importance of teacher agency in advancing inclusive education. In Colombia, mentoring programs for educators in temporary remedial classes integrate literacy, socio-emotional support, and accompaniment—an approach that moves beyond technical training toward a relational pedagogy (Villavicencio, 2025). In Brazil, the Program of Academic Solidarity, supported by CAPES and UNHCR, positions universities as hubs for refugee inclusion, fostering collaboration between researchers and schools (González, 2025). These alliances exemplify how higher education can bridge policy and practice, creating networks that sustain innovation and knowledge exchange.

Experiential learning methods, such as art, theatre, and storytelling, allow teachers to experience diversity rather than merely learn about it, cultivating empathy and intercultural competence (Russo, 2025). Interdisciplinary teacher groups within schools share strategies to confront discrimination and linguistic barriers, while NGOs and education clusters offer short courses on psychosocial support and conflict-sensitive pedagogy, especially in border regions. UNESCO's promotion of training in contexts of mobility reflects a growing recognition that educators must be prepared to address trauma, cultural adaptation, and flexible pedagogy.

Leadership development also emerged as a critical dimension. In Cúcuta and Puente Alto, school principals play a mediating role by translating national policy into local implementation and developing creative solutions, such as flexible schedules and peer tutoring for migrant and overage students (Villavicencio, 2025; Sultant, 2025). These examples illustrate how leadership and teacher networks can catalyze systemic change when supported through structured alliances,

university partnerships, or national leadership systems.

languages and carry displacement experiences (Russo, 2025). The same gap is observed in training programs for school

Systemic Gaps in Professional Development

Despite progress, participants noted systemic gaps that limit the sustainability of professional development (PD) efforts in Latin America. PD often takes the form of short, isolated workshops that raise awareness but do not equip educators with practical tools for classroom implementation (Joiko, 2025). Initial teacher education programs rarely integrate migration and diversity, perpetuating a disconnect between regulatory frameworks and classroom realities, where students speak multiple

leaders (Cuéllar, 2025).

Few initiatives directly address racism, xenophobia, and anti-oppression practices, allowing structural biases to persist (Russo, 2025). Teachers working in border regions, such as Cúcuta, face overwhelming workloads and emotional fatigue without institutional mechanisms for psycho-pedagogical support (Villavicencio, 2025). Migrant teachers, including educators trained in Venezuela and Haiti, remain excluded from formal employment, despite their potential to enrich schools with intercultural expertise (Díaz-Ríos, 2025).

These gaps reveal that professional development cannot remain peripheral or depend on individual goodwill. To catalyze transformative inclusion, participants emphasized the need to move from voluntarism to systemic integration.

This entails embedding interculturality and socio-emotional care at the core of teacher education, aligning training with the lived complexity of diverse classrooms, and creating sustained support systems that protect teacher well-being (Kasman, 2025). Such reforms are not technical adjustments but normative commitments to justice and equity. Without them, inclusive education will remain aspirational rather than actionable.

Theme 3: Mental Health and Socio-emotional Well-being

While panelists and collaborative groups emphasized the relationship between culture, culturally relevant practices, and well-being, the synthesis revealed a distinct line focused on the trauma experiences and mental health of migrants and refugees in relation to host education systems. This aligns with the growing trend to consider mental health and socio-emotional well-being as essential components of education for migrant and displaced students.

Participants described schools as protective and transformative spaces capable of offering safety, emotional stability, and social cohesion. Several inclusion practices positioned well-being as an indispensable condition for effective teaching and learning (van Korlaar, 2025).

A variety of practices placed well-being at the center of learning and inclusion. In Mexico, teachers used arts- and narrative-based methods—such as drawing, theater, and storytelling—to help students process memories of migration, separation, and cultural adaptation (Lozano & Zavala, 2025). In Colombia and Peru, educators receive basic training in psychological first aid and socio-emotional education, often delivered by NGOs or education clusters.

Beyond teacher-led approaches, participants highlighted integrated learning models that combine academic recovery with emotional support. For example, programs in Colombia and Chile link leveling instruction with psycho-social stability, while accelerated education initiatives in humanitarian contexts integrate learning and healing. The Return to Learning centers in Colombia exemplify this approach by offering group activities that encourage students to share experiences, rebuild trust, and reestablish a sense of belonging (Villavicencio, 2025). Finally, peer support networks emerged as another promising practice, creating spaces where students can discuss adaptation challenges and feelings of loss, fostering solidarity and resilience.

Institutionalization Gaps and Resource Constraints

Despite these efforts, participants identified two major challenges: institutionalization and systemic integration.

Shortfalls in institutionalization: Mental health remains a stigmatized topic, limiting the possibility of addressing it openly in schools and communities. Access to mental health services in schools is scarce due to structural resource shortages—few schools have counselors or psychologists—and a lack of continuity, since psychosocial programs are often short-lived and depend on external funding. Moreover, teachers and school leaders, especially in vulnerable contexts, frequently assume roles of emotional support without specialized training or recognition, contributing to high stress levels (Villavicencio, 2025).

BOX 2

Systemic barriers

National education policies tend to u**nderestimate the emotional dimensions of learning**, leaving schools to confront distress arising from **family separation, uncertainty about legal status, poverty, and discrimination** (Cavagnoud, 2025; Kleidermacher, 2025). Families also experience **nostalgia, cultural disorientation, and emotional anguish**—dimensions that schools rarely address. These vulnerabilities are intensified by **gender and intersectionality**: migrant girls, racialized youth, and unaccompanied minors face elevated risks of violence and exclusion (Cavagnoud, 2025).

Participants underscored the need to **strengthen coordination between the education and health sectors**, as well as to advance policies that increase **visibility and empathy toward migrants** beyond the school environment (Villavicencio, 2025; González, 2025).

Theme 4: Policy Formulation and Implementation

Most countries in Latin America have integrated the right to education for migrants and refugees into their legal systems, aligning with international instruments such as the Global Compact on Refugees and Sustainable Development Goal 4 on inclusive education. These reforms have unlocked basic access to schooling—ensuring that migrant children have a place in the classroom. However, only a few countries have moved beyond access to address diversity in meaningful ways, reorganizing laws and regulations to respond to the complex needs of migrant and refugee students.

Participants shared examples of these efforts. In Chile, open enrollment policy guarantees that no child is denied access to school on the basis of migration status. The country has developed regulations and guidelines for working with diversity, although many remain recommendations rather than binding obligations to date (Joiko, 2025). Colombia's national education framework mandates flexible access for Venezuelan students and coordination with humanitarian agencies (Díaz-Ríos, 2025). Brazil has adapted legislation across multiple levels, including higher education, where refugee and migrant students benefit from scholarships and mentoring programs under the Sérgio Vieira de Mello Chairs (González, 2025). Mexico revised both education and migration laws to simplify enrollment procedures, remove documentary barriers, and promote intercultural content in the curriculum (Lozano & Zabala, 2025).

Despite these advances, a significant gap persists between regulatory frameworks and implementation, particularly in including diversity and intersectionality when policies are put into practice.

Contradictions and Administrative Barriers

Chile vividly illustrates this gap. According to participants, while the country guarantees education through laws that ensure access to school, this commitment coexists with state actions such as destroying the homes of migrant migrant children in informal settlements—revealing a stark contradiction between rights on paper and realities on the ground.

Administrative barriers also undermine inclusion. Participants described difficulties validating

prior studies and the complexity of placement exams—such as Peru's requirement to pass a national history exam —which often serves as a pretext for schools to reject migrant students (Cavagnoud, 2025). Legal and administrative restrictions, including the lack of citizenship, frequently prevent migrants from accessing school or fully participating in decision-making spaces such as student councils or representative bodies.

Intersectionality Overlooked

Participants stressed that policy implementation usually treats migrants and refugees as a homogeneous group, overlooking dimensions of intersectionality such as ethnicity, gender, and social class. The case of Indigenous refugees—such as the Warao from Venezuela—illustrates this gap. These communities face barriers related to language, collective identity, and non-formal learning traditions, yet remain invisible in policy frameworks despite mandates to attend to diversity (Russo, 2025).

Addressing these gaps requires shifting from individual-centered school models to community-based, culturally relevant approaches. An inclusive education must recognize the multiple identities within migrant populations to ensure meaningful participation and equity.

Theme 5: Governance of Education for Migrants and Refugees

Multi-Level and Multi-Sector Coordination

A clear, coherent, and participatory governance structure is essential to ensure the right to education for migrant populations is realized effectively.

This requires coordinated action across multiple levels of government, partnerships with civil society and humanitarian organizations, and meaningful participation of migrant communities themselves (González, 2025; Joiko, 2025; Russo, 2025). While promising practices have emerged across Latin America, coordination challenges continue to undermine implementation.

In cities with large migrant populations, collaboration among departments of education, health, social protection, and human rights is growing (Cavagnoud, 2025; Díaz-Ríos, 2025). Partnerships between public institutions and NGOs help fill key service gaps, particularly in mental health support, nutrition programs, and documentation assistance. Education clusters—usually led by UNICEF—serve as coordination spaces connecting national authorities, local schools, and humanitarian actors. Universities also contribute through outreach, data collection, and capacity-building initiatives for teachers and policymakers (Kasman, 2025; Zavala & Lozano, 2025).

Municipalities play a decisive role in translating policy into practice. Juiz de Fora, Brazil, was repeatedly cited as a model of local coordination, successfully connecting the Sérgio Vieira de Mello network with education and human rights departments (González, 2025). In Colombia, the border city of Cúcuta implements the National Strategy of Flexible Education Models (MEF) to accommodate the massive arrival of Venezuelan students (Villavicencio, 2025).

Persistent Coordination Gaps

Despite these efforts, coordination challenges persist. Responsibilities among sectors are often poorly defined, leading to duplication or gaps in service delivery (Villavicencio, 2025). Sustained mechanisms for dialogue among ministries, municipalities, and civil society remain scarce (Kleidermacher, 2025). Fragmented policies and weak intersectoral communication undermine the holistic support required by migrant students and families (Díaz-Ríos, 2025; Russo, 2025).

Participants described a “hot potato” dynamic in which actors seek to shift blame and service delays persist because “when everyone is responsible, no one is truly responsible” (Díaz-Ríos, 2025). Education secretariats in border areas often operate with severely limited resources, affecting teacher recruitment, infrastructure, and learning materials (Villavicencio, 2025; Joiko, 2025). Coordination with academia is also weak due to a lack of shared language and dialogue strategies among universities, ministries, and schools, limiting the implementation of research-informed policy and practice (Kasman, 2025).

Challenges in International Cooperation

Humanitarian organizations play a key role but raise concerns about sustainability and community empowerment. NGO initiatives often depend on external funding that is increasingly constrained, making programs short-lived and difficult to institutionalize. Excessive dependence on external aid undermines national empowerment and creates instability when funding ends or priorities shift (Villavicencio, 2025; Díaz-Ríos, 2025).

Participants also noted that humanitarian actors sometimes introduce pre-packaged programs with little room for local adaptation, weakening community participation and failing to address context-specific needs.

Data, Monitoring, and Evaluation

The availability and quality of data emerged as a central governance concern. Many education management information systems do not systematically collect or disaggregate data on migrant status, enrollment, attendance, or learning achievement. Even when data exist, they are rarely shared across ministries or agencies due to system incompatibilities or organizational silos. Monitoring and evaluation remain inconsistent, and indicators of iinclu-

sion, well-being, and equitable learning outcomes are not prioritized.

Participants emphasized that improving education information systems is a prerequisite for evidence-based policymaking. While regional agencies such as UNESCO and CECC/SICA support data harmonization, significant national capacity gaps persist (Kasman, 2025).

BOX 3

Political Will and the Politics of Migration

The governance of migrant education is influenced by tensions between policy commitments and political calculations. Politicians often shy away from supporting inclusion policies because they perceive political costs (Cuéllar, 2025). Public opinion and media narratives influence funding decisions, and when migration is framed as a "burden," inclusion policies lose support (Poblete, 2025).

Media alarmism exacerbates these dynamics. Chile, for example, has been described as "highly alarmist" about migration compared to Colombia, which receives a far larger number of migrant students (Joiko, 2025). These narratives encourage social resistance and reproduce discrimination as a structural factor. Aporophobia (rejection of poor people) intertwines with racism and colonial hierarchies, creating patterns of exclusion in schools. In Argentina, for instance, European physical traits are valued while Bolivian nationality—associated with indigeneity—faces the highest discrimination (Kleidermacher, 2025). These patterns reveal entrenched biases that undermine inclusion efforts.

Public policy implementation remains vulnerable to electoral cycles and leadership changes, which disrupt long-term planning and continuity (Kasman, 2025). Inclusive education often advances during reform periods but stalls—or even regresses—during times of fiscal austerity and shifting political priorities (Villavicencio, 2025). Without sustained political commitment that transcends electoral cycles, even well-designed policies struggle to achieve lasting impact (Cuéllar, 2025).

How Can Research Help Build More Inclusive Education for Migrants and Refugees?

PART 3

RESEARCH FOR TRANSFORMATIVE INCLUSION

Principles and Priorities

After two days of presentations and collaborative discussions, participating researchers distilled key lessons into guiding principles and priority areas for future research. This process seeks to ensure that research on migrant education in Latin America is not only rigorous and relevant but also transformative.

Guiding principles for research

Five principles emerged to shape CAMINA's research agenda:

- **Recognize Migration as a Contribution, not a Burden**. Migration exposes pre-existing weaknesses in education systems. Solutions developed for migrant students often benefit all. Research should make this dynamic visible and advocate policies that frame migration as an opportunity for systemic improvement.

- **Be Critical and Constructive**. While documenting exclusion and social injustice remains vital, research should also generate applicable knowledge. CAMINA aims to identify and analyze promising practices and interventions that inspire innovation and social transformation.

- **Adopt Participatory Approaches**. Migrants should not be positioned only as research subjects but as allies in knowledge production. Collaborative and community-based methodologies are crucial to democratize research and ensure migrant voices shape research questions and proposed solutions.

- **Build Bridges Across Actors**. Understanding school-level experiences is essential for designing context-sensitive policies that respond to local realities. Research can systematize these experiences, scale successful practices, and promote collaboration among universities, governments, and schools so policies are informed by practice and supported by institutional frameworks.

- **Promote Comparative Cross-country Research.** Comparative studies are key to generating learning across diverse contexts. Rather than imposing uniform solutions, research should identify lessons on how education systems address shared challenges—such as learning loss, mental health, socio-emotional well-being, and governance—while respecting contextual diversity.

Conceptual Priorities

These conceptual areas require deeper exploration to guide public policy and practices:

- **Define Inclusion**. Participants emphasized the absence of a shared understanding of "inclusion" among educators, policymakers, researchers, and migrant communities. A robust research agenda should examine these interpretations and work toward a conceptual framework that informs coherent goals across actors.

- **Apply an Intersectional Lens**. Migrant populations are highly diverse, and research must reflect that complexity. Beyond gender, race, ethnicity, language, and socioeconomic status, studies should consider varying migration conditions (unaccompanied minors, returnees, pendular migrants)—each shaping educational experiences differently. Intersectional analysis can surface both shared challenges and unique vulnerabilities to inform policies that promote equity without reinforcing divisions within school communities.

- **Interrogate Intercultural Education**. Though often cited as promising, intercultural education generates debates in relation to Indigenous education. Research should critically assess its applicability to migrant contexts, identifying lessons from the past and avoiding harm or political tensions that could undermine Indigenous rights.

Thematic Priorities

Building on these conceptual priorities, participants identified four thematic areas that require immediate research attention:

- **Systematize Inclusion Practices.** There is an urgent need to document and analyze existing initiatives—such as temporary learning programs, community–school partnerships, arts-based pedagogies, psychological support, and peer mentoring. Systematization will enable critical reflection and facilitate transfer of lessons across contexts, ensuring that promising practices inform broader strategies.

- **Professional Development for Teachers and School Leaders**: Research should examine professional development needs and evaluate initiatives that address multiple dimensions of educational inclusion—not limited to intercultural education but also encompassing mental health, socio-emotional support, and inclusive pedagogical practices. Systematizing these efforts can help identify elements that lead to meaningful change, inform the design of future programs, and strengthen frameworks for teacher and leadership development across diverse contexts.

- **Student Trajectories and Experiences**: Longitudinal studies are essential to capture not only academic outcomes but also identity formation, socio-emotional well-being, belonging, and transitions to higher education. These studies should adopt an intersectional perspective and reflect the diversity of migrant experiences, including returned migrants, unaccompanied minors, second-generation youth, and those affected by other emergencies in their host communities (e.g., pandemic, conflict, forced recruitment).

- **Governance and Regional Cooperation**: Research in this area must explore how governance structures and collaborative mechanisms can support educational inclusion. Key dimensions include:

(a) **Intersectoral coordination**—examining how migration, health, and social protection policies enable or constrain school access and learning continuity.

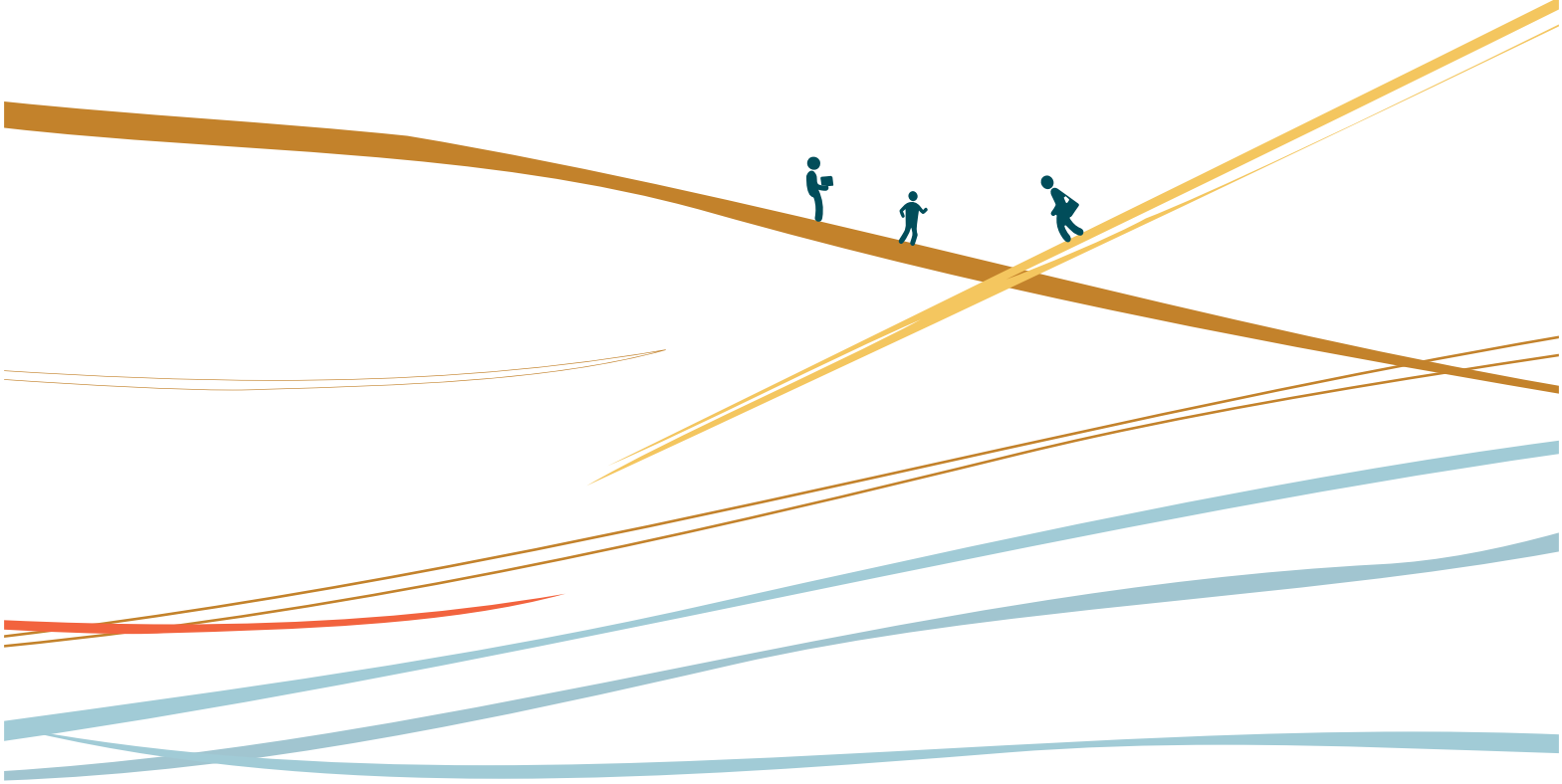
(b) **Alliances, sustainability, and data**—investigating how universities, governments, and humanitarian organizations can design effective programs that endure beyond project cycles and are grounded in robust evidence, including building solid data systems.

(c) **Participation of migrant communities**—identifying participatory governance models that amplify migrant voices in decision-making and program design.

(d) **Regional cooperation and regulatory barriers**—analyzing obstacles such as certification of prior studies, enrollment requirements, and assessment practices to inform regional agreements that protect continuity of learning across borders.

By addressing these dimensions, research can contribute to policies and practices that are context-sensitive, inclusive, and resilient, while fostering cooperation among countries to respond to shared challenges.

Together, these principles and priorities lay the foundation for a research agenda that is inclusive, action-oriented, and attuned to the realities of migration in Latin America. CAMINA will advance this agenda by promoting collaboration among researchers, implementers, and migrant communities, ensuring that research translates into meaningful change.



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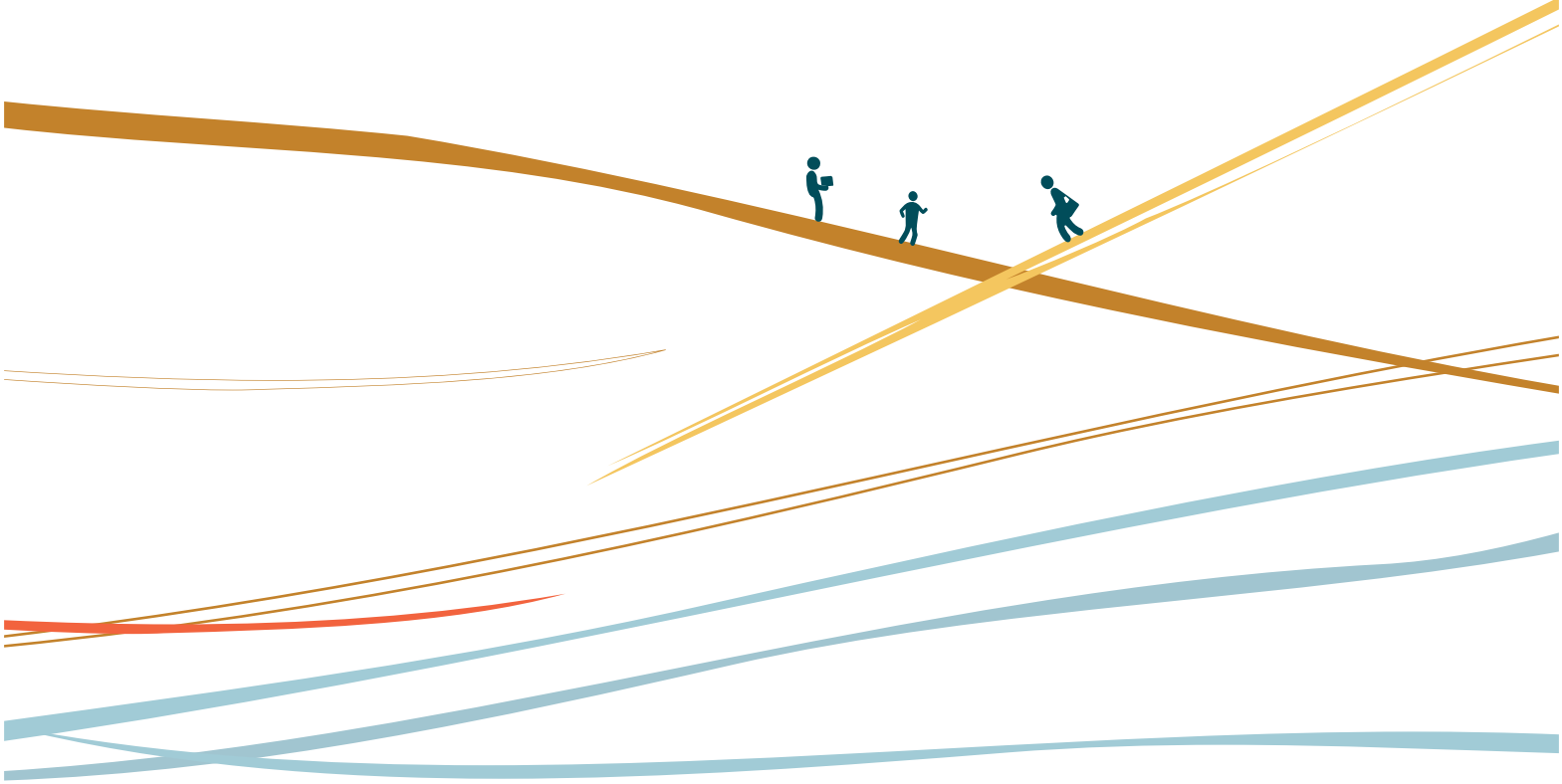

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