

School Inclusive Education in Latin American Migrants: A Systematic Review*

[English version]

Inclusión educativa escolar en migrantes de
Latinoamérica: una revisión sistemática

Inclusão educacional baseada na escola de alunos
migrantes na América Latina: uma revisão sistemática

Received on 30/11/2023. Accepted on 15/04/2024

› How to cite:

Carvajal, S. C et al., (2025). School
Inclusive Education in Latin
American Migrants: A Systematic
Review. *Ánfora*, 32(59), 267-294.

<https://doi.org/10.30854/anfv32n59.2025.1145>

Universidad Autónoma de
Manizales. L-ISSN 0121-6538.

E-ISSN 2248-6941.

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Colombia

* This paper is part of a professional practice project of the psychology program at Universidad de Nariño to which the authors were affiliated. It does not belong to any research group. Financing: Own resources, any external financing. Declaration of interests: The authors declare that there is no conflict of interest. Data availability: All relevant data are included in the paper.

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Abstract

Objective: The research aimed to systematize findings on school inclusive education in migrants from Latin America. **Methodology:** Seventy-two scientific papers from EBSCOhost, Redalyc, Dialnet, and SciELO databases were analyzed following the PRISMA criteria. The content was classified by a data extraction matrix to conduct the analysis and the creation of categories. **Results:** Access for migrant students is favored but there are no conditions to promote their retention in education institutions against administrative obstacles, discrimination, and socio-emotional impacts, and also linguistic and cultural difficulties. Teachers try to adapt their teaching approaches to promote inclusion with scarce resources and training but sometimes they just limit it to integration. Moreover, migration impacts family structure and students' levels of education. **Conclusions:** Education systems face challenges in the implementation of education policies to ensure effective inclusion. The need for a comprehensive approach that includes academic achievements, and the needs of the education community is highlighted.

Keywords: schoolchildren; migration; inclusive education; Latin America; cultural diversity (obtained from UNESCO thesaurus).

Resumen

Objetivo: la investigación tuvo como objetivo sistematizar los hallazgos sobre la inclusión educativa escolar en migrantes de Latinoamérica. **Metodología:** para realizar esta revisión, se analizaron setenta y dos artículos científicos provenientes de EBSCOhost, Redalyc, Dialnet y SciELO como bases de datos para la búsqueda de información, siguiendo los criterios del protocolo PRISMA. El contenido se clasificó mediante una matriz de extracción de datos para realizar el análisis de resultados y la creación de categorías. **Resultados:** si bien se favorece el acceso a los estudiantes migrantes, no existen condiciones que promuevan su permanencia en los planteles

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educativos, ya que enfrentan obstáculos administrativos, discriminación e impactos socioemocionales, así como dificultades lingüísticas y culturales. A pesar de la escasez de recursos y capacitación, los docentes intentan adaptar sus enfoques de enseñanza para promover la inclusión, aunque en ocasiones se limitan a la integración. Además, la migración impacta en la estructura familiar y afecta el nivel de apoyo educativo que reciben los estudiantes. **Conclusiones:** es posible afirmar que los sistemas educativos enfrentan desafíos en la implementación de las políticas educativas para garantizar una inclusión efectiva. Se destaca la necesidad de un enfoque integral que considere tanto los logros académicos como las necesidades de la comunidad educativa.

Palabras clave: escolares; migración; educación inclusiva; América Latina; diversidad cultural (obtenidos del tesoro de la UNESCO).

Resumo

Objetivo: o objetivo da pesquisa foi sistematizar os achados sobre a inclusão educacional em escolas para migrantes na América Latina. **Metodologia:** para realizar esta revisão, setenta e dois artigos científicos do EBSCOhost, Redalyc, Dialnet e SciELO foram analisados como bases de dados para a busca de informações, seguindo os critérios do protocolo PRISMA. O conteúdo foi classificado usando uma matriz de extração de dados para a análise dos resultados e a criação de categorias. **Resultados:** embora o acesso aos alunos migrantes seja favorecido, não há condições que promovam sua permanência nas instituições educacionais, pois eles enfrentam obstáculos administrativos, discriminação e impactos socioemocionais, além de dificuldades linguísticas e culturais. Apesar dos recursos e do treinamento limitados, os professores tentam adaptar suas abordagens de ensino para promover a inclusão, embora às vezes elas se limitem à integração. Além disso, a migração tem impacto na estrutura familiar e afeta o nível de apoio educacional que os alunos recebem. **Conclusões:** é possível afirmar que os sistemas educacionais enfrentam desafios na implementação de políticas educacionais para garantir a inclusão efetiva. Destaca-se a necessidade de uma abordagem holística que considere tanto o desempenho acadêmico quanto as necessidades da comunidade educacional.

Palavras-chaves: crianças em idade escolar; migração; educação inclusiva; América Latina; diversidade cultural (obtidas do thesaurus da UNESCO).

Introduction

Research on migration throughout history confirms that population movements are an intrinsic quality of human condition, they leave their place of origin to settle in another country. Latin America and the Caribbean considerably increased in migratory movements, out of the region and between neighboring countries, they have been influenced by geographical proximity and a shared history in economic, political, and social issues (International Organization for Migration, 2019; Vega, 2017).

Between 2010 and 2020, South America received 10.9 million migrants, approximately 25.7% under 14 years. This shows the diversity and dynamism of population movements in the region (Global Migration Data Portal, 2021). Migration not only involves socio-economic and cultural implications, but also education issues that significantly impact the receiving communities: adult population, children and adolescents (Entrena, 2012).

To address school education for migrants, it is essential to define the term “inclusive education”, a main principle that seeks access and equity in learning. Its main objective is to abolish mechanisms of exclusion and discrimination rooted in institutional culture by fostering dialogue between curricular knowledge and cultural identities, and developing intercultural competencies, especially among teachers and students (Lázaro et al., 2022; Veloso, 2022; Jiménez et al., 2017b).

Echeita (2008) highlights that inclusive education represents an aspirational value that treats everyone equally and is not just an ideal, but rather demands adapting learning processes to each student's specific skills. Booth and Ainscow (2000) add that inclusive education demands changes in teaching methods, curricular adaptations, and a review of policies and administrative procedures to ensure genuinely inclusive education.

Intercultural educational inclusion in Latin America, according to Tomé and Manzano (2016) reveal that nineteen Latin American countries have incorporated intercultural values into their basic education laws and, although these vary between countries, they share common strategies. Venezuela stands out as a leading country in promoting these values, while Cuba and Ecuador show less implementation. Although they acknowledge the relevance of inclusion and interculturality in the curriculum, these countries have not managed to incorporate these principles into teacher training or establishment of school institutions able to meet these needs autonomously.

The findings of documentary research by Sánchez (2021) on comprehensive policies aimed at school inclusion of migrants in Latin America between 2004 and 2020, it shows that, although this inclusion has improved for children with special education needs, social exclusion issues for migrant students still persist. Additionally, there is a noticeable lack of information on diversity care that leads to ongoing cases of rejection and exclusion in schools.

Therefore, basic school education for migrants in Latin America is a crucial challenge that requires cooperation between governments, education institutions, teachers, and community to ensure equity in access to quality education that guarantees equal opportunities (López, 2016; Díaz, 2017). As a result, attending school does not guarantee quality education, as it does not efficiently address the specific needs of each migrant student (Groisman & Hendel, 2017).

On the contrary, in the United States, Segal (2018) states that equitable access to public school is a right for the young population. Government and non-government are allocated resources to improve the chances of a successful adaptation.

As the goal of this research is to systematically organize the current research on school inclusive education of migrants in Latin America, several aspects related to inclusive education were addressed. Institutional policies and strategies, teachers' pedagogical strategies and their challenges, intercultural educational conflicts, and the role of migrant families in the inclusive education process were some of these aspects.

The relevance of this review lies in its contribution to the academic field, as to date, the literature on the subject has focused on analyzing public policies related to school inclusive education for migrants in the region, without specifically addressing the strategies and challenges of migrant inclusion in school communities in Latin American. Within a context of global transformation, society and schools are facing significant changes, it is essential to reevaluate and adjust the approaches in the education process to ensure greater equity for this population.

Methodology

A systematic review was conducted to analyze and synthesize available scientific information to increase the validity of individual conclusions and identify possible research needs. The PRISMA method was used to achieve the objective (Page et al., 2021). For eligibility inclusion, some criteria were established: access to paper full text, publication year between 2012 and 2023, papers in Spanish, English, and Portuguese, and inclusion of population actors from the education community who work with migrant students. Research whose main topic was not the inclusive education of migrants, not include Latin American population, not meet the publishing year criterion, not empirical research, and not involvement of school students were exclusion criteria.

EBSCOhost, Redalyc, Dialnet, and SciELO were selected for searching information using these keywords: 'Migration' AND 'Education' AND 'Migrant Inclusive Education' AND 'Latin America' and their equivalent expressions in Spanish, English, and Portuguese as a search strategy. The selection of papers took into account title, abstract, or keywords. The search for information was conducted continuously from January 15 to September 20, 2023.

For the data collection process, an information extraction matrix was used. It included a total of 72 references for the analysis and creation of categories.

Results

The process of preparation is described in different stages according to the PRISMA 2020 Statement (see figure 1).

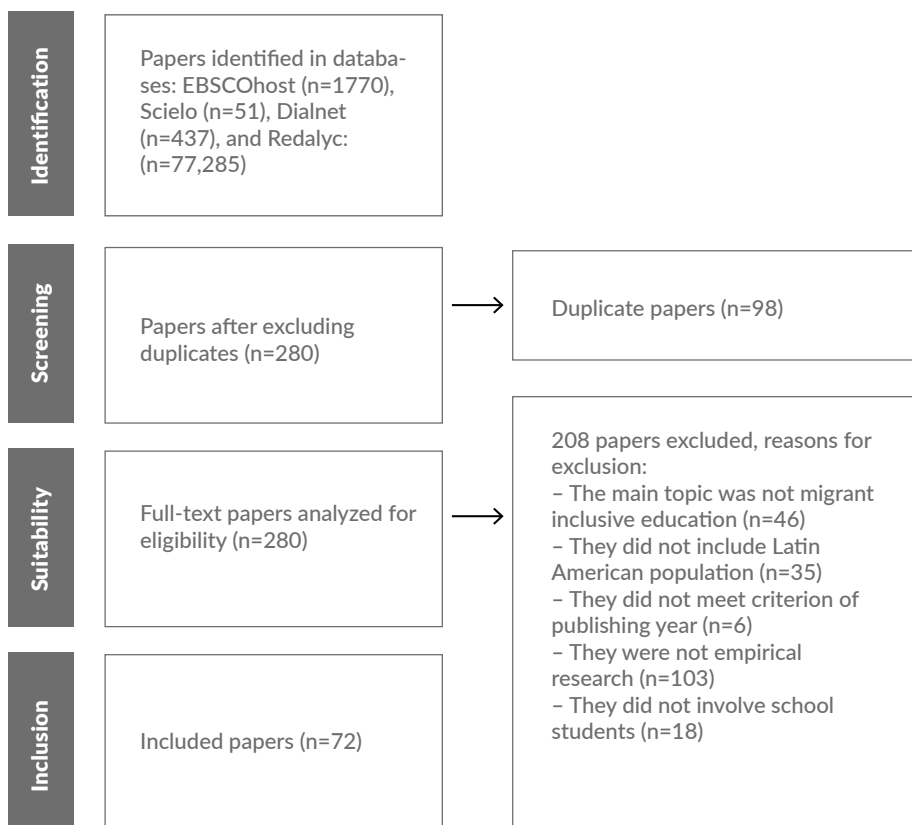


Figure 1. Flowchart for papers selection process.

Source: self-elaboration based on PRISMA (Page et al., 2021).

Descriptive results

The following presents the results on year, techniques or instruments, database, participants, language, methodology, and countries.

Regarding the countries, Chile had the highest number of publications (65.2%) and then Mexico (18%) (see figure 2).

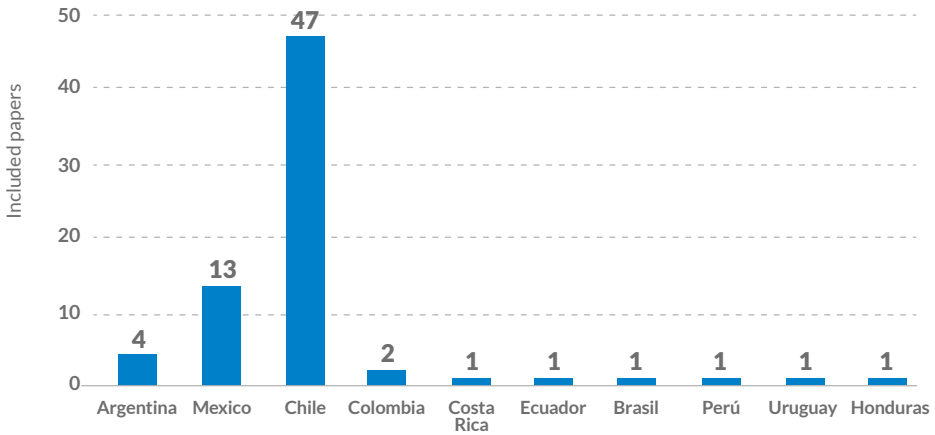


Figure 2. Relationship between the countries and the total of papers.

About language, Spanish had the highest representation (93%), then English (5.5%) and Portuguese (1.3%). About databases, most of the publications were in Redalyc (34.7%) and Dialnet (29.1%), then SciELO (23.6%) and EBSCOhost (12.5%). About methodology, qualitative paradigm reported (72.2%), mixed (16.6%), and quantitative (11.1%).

The years with the highest publication were 2021 and 2022 (16.6%) that shows a growing research interest. However, academic production has experienced fluctuations over the years (See figure 3). The most frequently used techniques and instruments were several types of interviews (80.5%), focus groups (30.5%), observation (29.1%), scales, surveys, and questionnaires (26.3%), and document review (16.6%).

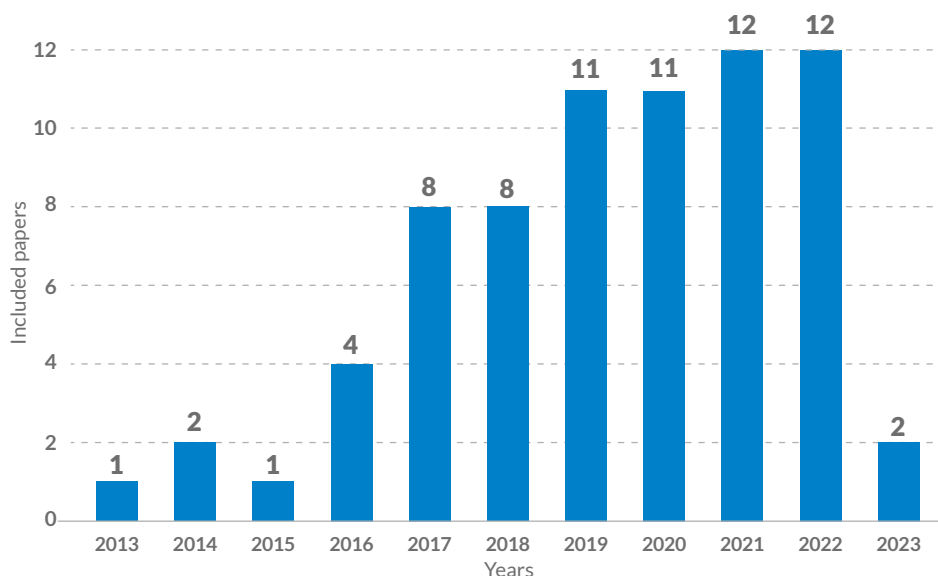


Figure 3. Relationship between the years of publication and the total of papers.

The number of participants ranges from 1 to 20 (37.5%), 24 to 79 (23.6%), and more than 100 (13.8%). Some research did not specify the exact number (25%).

It is highlighted that research include migrant students, nationals, teachers, administrative staff, and/or guardians to analyze the contexts and situations related to inclusive education of this population.

Analysis

To achieve the goal of this systematic review, each of the categories obtained in the information extraction matrix is presented below. This provides a broader perspective to identify several significant challenges in community education of migrant students in Latin America.

Institutional Policies and Strategies.

In several contexts, efforts have been implemented to promote inclusive education. In Argentina, Ecuador, Chile, Mexico, and Colombia, it was found that mere inclusion and attendance of migrant students in education institutions is not enough. Although the law allows enrollment without full documents, this is not

always enforced because there is not a standardized protocol, and it seriously affects their right to education. Moreover, the disparities in academic curriculum affects their inclusion, as they are enrolled in a lower education level that affects their confidence in their knowledge (Millán et al., 2021; Taruselli, 2020; Valdéz et al., 2018, Cigarroa et al., 2016; Delgado et al., 2020; Poblete, 2018; Bustos & Díaz, 2018).

Another aspect is the need to adjust migrant education policies and interventions in Mexico and Chile, an approach that encompasses not only academic achievements but also socio-emotional needs. Some initiatives are criticized for focusing mainly on administrative difficulties, thus, other important factors such as academic level, Spanish language ability, and familiarity with the national school system are ignored. It is recognized that cooperation between the school, the State, and civil society is relevant for establishing a common language in education (Franco, 2014; Fierro & Urtubia, 2022; Poblete & Galaz, 2017; Lahoz, 2021; Muñoz et al., 2021; Gómez & Sepúlveda, 2022; Cerón et al., 2017; Salas et al., 2021; Aguilera et al., 2023; Córdoba et al., 2022; Jara & Vuollo, 2019; Castillo et al., 2018).

In some institutions in Chile, Mexico, and Ecuador, the need to address linguistic and cultural difficulties in education policies for migrants is highlighted. It includes teacher training and language policies, and the language barrier that can be a problem in the classroom and school abandonment (Beniscelli et al., 2019; Poblete, 2018; Herrera & Montoya, 2019; Mellado et al., 2021; Hernández, 2016; Campos, 2019; Flanagan et al., 2022; Salas et al., 2021; Pavez et al., 2019b; Franco, 2014; Toledo et al., 2022; Delgado et al., 2020; Romo et al., 2020; Morales et al., 2022; Rodríguez, 2020; Ramírez & Gómez, 2023; Camacho & Vargas, 2017).

In different education contexts, actions have been implemented to overcome these barriers, such as the School Integration Program (SIP) in Chile, originally designed for students with special needs (Aguilera et al., 2023). However, some actions, such as authoritarian discipline in Chile and Mexico, tend to homogenize education towards local culture. This makes student responsible for school adaptation and transition to an intercultural school that becomes more difficult (Bustos & Pizarro, 2017; Beniscelli et al., 2019; Rodríguez, 2021; Bustos & Gairín, 2017; Jara & Vuollo, 2019; Pincheira, 2020; Romo et al., 2020).

Chile, Mexico, Brazil, and Argentina have been implemented other initiatives to make diversity visible and promote inclusion in school environment; some actions such as intercultural festivals, culinary showcases, dances and anthems from different cultures, and pedagogical projects on valuing their rights (Campos, 2018; Jiménez & Fardella, 2015; Kohatsu et al., 2020; Catalán, 2021; Cerón et al.,

2017; Flanagan et al., 2022; Valdés et al., 2019; Segovia & Rendón, 2020; Beniscelli et al., 2019; Martínez, 2016).

Teaching Pedagogical Strategies and their Challenges.

In Colombia, Argentina, Chile, and Mexico, teachers face challenges in fulfilling an active role in identifying and addressing the issues to impact migrant students for lack of preparation and skills to address multicultural diversity (Millán et al., 2021; Médor et al., 2022; Gelber et al., 2021; Valdéz et al., 2018; Poverene, 2017; Pavez et al., 2019a, 2019b; Cigarroa et al., 2016). The authors insist that continuous training and intercultural awareness are necessary for professional development (Cerón et al., 2017; Franco, 2014; Herrera & Montoya, 2019; Campos, 2018; Aravena et al., 2019).

A particular difficulty in Colombia, Mexico, and Chile is the overcrowding of students, especially in public institutions. This situation and scarce economic resources affect teachers' participation in training programs (Millán et al., 2021; Herrera & Montoya, 2019; Ramírez & Gómez, 2023; Henríquez, 2022; Cigarroa et al., 2016).

In Chile and Ecuador, despite the promotion of an intercultural educational model, they acknowledge the lack of theoretical and conceptual foundation for its implementation. Some Chilean school environments tend integration rather than inclusion, and the responsibility of achieving true inclusion falls on teachers; they face obstacles like a lack of resources and effective competencies, as public policies do not always correspond to the reality of the classrooms (Pincheira, 2020; Delgado et al., 2020; Joiko & Vásquez, 2016; Henríquez, 2022; Alarcón et al., 2020; Segovia & Rendón, 2020).

Despite these challenges, in Chile, Mexico, and Brazil, teachers have made efforts to adapt the curriculum and teaching strategies using expository and interactive teaching approaches. They have developed and translated worksheets and itineraries for interdisciplinary research to promote inclusion and equality (Alarcón et al., 2020; Ramírez, 2022; Poblete, 2018; Kohatsu et al., 2020; Valledor et al., 2020). On the contrary, some teachers in Argentina and Chile do not see the need to use strategies, as they do not associate migration with learning problems (Pozzo & Segura, 2013; Bustos & Díaz, 2018).

In this context, in Chile, Mexico, and Honduras, teachers promote participation and cultural exchanges in the classroom based on their personal knowledge, through respect, solidarity, active listening, games, and music. They perceive these experiences as a valuable source of information about current events, traditions, and cultural realities, as it provides an opportunity to address

diversity, improve their teaching practices, and enrich the classroom curriculum (Hernández, 2016; Mora, 2022; Flanagan et al., 2022; Ramírez, 2022; Gluckman et al., 2021; Herrera & Montoya, 2019; Fierro & Urtubia, 2022; Cerón et al., 2017; Salas et al., 2021; Aravena et al., 2019; Muñoz et al., 2021; Beniscelli et al., 2019; Toledo et al., 2022). In Uruguay, teachers have implemented Information and Communication Technologies (ICT) to approach the diversity of students (Da Silva et al., 2019).

In Mexico and Honduras, in response to linguistic and cultural diversity, teachers use new visual strategies, promote cooperation among students, and allow them to complete tasks in their native language. They recognize that traditional approaches may not be suitable and that academic performance should not be measured by a language they do not master (Zambrano & Ávila, 2018; Gluckman et al., 2021; Franco, 2017; Rodríguez, 2020). Chilean teachers use welcome classrooms, differential groups with a migrant focus, student tutors, and interactive groups, they consider the language barrier as an opportunity to enrich culture and mutual understanding (Campos, 2018; Romo et al., 2020; Campos, 2019; Pavez et al., 2019b; Valdés et al., 2019; Jiménez et al., 2020).

In Mexico and Chile, several perspectives among teachers to migrants in the classroom are identified, and have been accused of affecting local families and academic levels. This has led to the implementation of exclusionary strategies, such as grouping migrant students to avoid delays in the group (Salas et al., 2017; Segovia & Rendón, 2020; Cerón et al., 2017; Jiménez & Fardella, 2015; Cigarroa et al., 2016).

However, in Chile, Brazil and Argentina, some teachers perceive migrant students positively, describing their performance as equal to or higher than local students. They attribute this to motivation, family upbringing, and social acceptance need, they state that students' nationality should not be associated with their performance (Bustos & Mondaca, 2018; Bustos & Gairín, 2017; Bustos & Díaz, 2018; Pozzo & Segura, 2013; Kohatsu et al., 2020; Beniscelli et al., 2019).

Intercultural Conflicts in Education.

In Chile, Mexico, Colombia, Argentina, and Peru, discrimination and exclusion are common experiences for migrant students who face xenophobia, racism, prejudice, stereotypes, and hypersexualization. They are often victims of verbal violence, mockery, physical assaults, and questioning of their social rights by their local peers, teachers, and/or communities. Discrimination reasons vary, gender, language skills, physical appearance, ethnic origin, and nationality are some of the most common ones. These affect their academic performance and school

adaptation (Millán et al., 2021; Stang et al., 2021; Médor et al., 2022; Ramírez & Gómez, 2023; Rodríguez, 2020; Taruselli, 2020; Andreucci et al., 2021; Caqueo et al., 2019; Herrera & Montoya, 2019; Bustos & Díaz, 2018; Rodríguez et al., 2022; Poblete & Galaz, 2017; Hernández, 2016; Flanagan et al., 2022; Bustos & Pizarro, 2017; Pavez et al., 2019b; Salas et al., 2021; Pozzo & Segura, 2013; Poverene, 2017; Ledesma et al., 2018; Gelber et al., 2021; Pavez et al., 2019a; Martínez, 2016; Muñoz et al., 2022; Cigarroa, et al., 2016).

Several studies in Chile and Mexico have highlighted that migrant and national students reflect beliefs and values of their families and social environments in their behavior (Toledo et al., 2022; Pavez et al., 2019b; Bustos & Gairín, 2017; Bustos & Díaz, 2018; Campos, 2018; Cigarroa et al., 2016).

To address these issues, they have implemented strategies in different contexts. In Chile, the role of school mediator and teachers is highlighted to prevent offenses based on nationality (Valdés et al., 2019; Beniscelli et al., 2019). In Colombia, solidarity networks have been built between families and schools, they highlight the involvement and leadership of students against discrimination (Rodríguez et al., 2022). Students in Chile show empathy and solidarity towards their migrant peers, especially those with histories of conflict in their countries of origin, they take a role of protection and integration (Catalán, 2021; Campos, 2018; Campos, 2021; Saldivia & Médor, 2020).

On the other hand, there are effects of migration on psychological well-being. In Colombia and Chile, it is evident that school migrants face a migratory grief, caused by their family distant relationship, friends, and significant environments, and cultural shock between national and foreign students (Fierro and Urtubia, 2022; Millán et al., 2021; Rodríguez et al., 2022, Campos, 2018). Costa Rica and Mexico remark the need to provide psychological support to migrant students, they consider the impact on their socio-emotional and educational development (Artavia, 2020; Salas et al., 2021).

Finally, although students value their closeness with teachers and the kindness in Chilean schools, they consider it necessary to improve empathy and recognition of their efforts, especially in evaluations (Bustos & Mondaca, 2018; Sanhueza et al., 2014). Students taken back to Mexico perceive the education structure as authoritarian and fear that their learned behaviors in the US will be misunderstood and disrespectful (Franco, 2014; Franco, 2017; Ramírez & Gómez, 2023).

Migrant Families in Inclusive Education.

Migration influences family structure, and therefore, social and academic adaptation of schoolchildren in Colombia, Chile, and Mexico. This transforms traditional families into transnational ones, and affects the availability and parents support for active upbringing of their children (Millán et al., 2021; Ramírez & Gómez, 2023; Andreucci et al., 2021; Joiko & Vásquez, 2016; Camacho & Vargas, 2017; Lahoz, 2021; Salas et al., 2021).

Moreover, in Mexico, Argentina, and Chile, families must face cultural and linguistic differences that affect school adaptation and academic performance. They propose solutions like Spanish courses, bilingual teachers, use of technology, cultural mediators, teaching local languages independently, hiring teachers, or choosing private schools (Franco, 2017; Pozzo & Segura, 2013; Salas et al., 2021; Toledo et al., 2022; Ramírez & Gómez, 2023; Rodríguez, 2020; Herrera & Montoya, 2019). In contrast, in Brazil, migrant parents value the quality of education and do not seem concerned about the loss of their mother tongue (Kohatsu et al., 2020).

Another aspect to consider is the socio-economic challenge for some migrant families from Mexico and Chile. This affects the education representation of students, as both parents tend to hold low-skilled jobs, with a heavier workload and lower income (Rodríguez, 2020; Rodríguez et al., 2022; Castillo et al., 2018). In Argentina, there is also concern about uncovered basic needs that affect the education process (Martínez, 2016). In Mexico, although some families prefer private education because it guarantees a higher quality education, the lack of resources leads them to choose a public school (Camacho & Vargas, 2017).

Discussion

Governments recognize the right to education within the framework of human rights and the United Nations Sustainable Development Goals that promote inclusive and quality education (UNESCO, 2015). However, the findings reveal that the inclusive education of migrants in Latin America has significant challenges, like the lack of standardized protocols, curriculum adaptation, and biases in enrollment. While some countries, such as Chile and Colombia, have implemented decrees and regulations to facilitate access, these rights are not explicitly integrated into the internal structure of the education system. In contrast, Costa Rica and Uruguay have integrated these rights into their migratory legal framework, they promote inclusion. Argentina has an advanced immigration law but still faces

challenges in implementing inclusive policies to homogenize practices (Poblete, 2019). It is essential to maintain a governmental and institutional commitment centered on human rights to improve the effectiveness and coherence of education policies to school migrants in Latin America.

Legal regulations are fundamental for establishing policies and allocating resources to education, but they are not enough by themselves. Despite inclusive models proposed in the education system, Neira et al. (2021) report that these do not fully assume the responsibility of providing resources and improving education policies related to migration. According to Loyola (2020), the challenges of attaining inclusive education from resource inequalities and an economic system that does not fully guarantee the right to education. Thus, it is key that regulatory frameworks are clear and specific supported by adequate financial and human resources to ensure their implementation.

Despite identified actions in Latin American schools, like multicultural presentations, González (2021) highlights that only this does not ensure a quality education. It warns the risk of becoming mere folkloric representations without focusing on pedagogical innovations that ensure real inclusion. This differs from the official reception programs established in the European Union that promote the inclusion of migrant students and ensure academic achievement and equity of opportunities (Jiménez et al., 2017a). Most research focuses on integration rather than inclusion, it is essential to adopt a comprehensive pedagogical approach to ensure the inclusion of migrant students, mainly their well-being and academic development.

Despite the policies for access to the education system for migrant students, once they enter, there is no explicit guidance on how to implement inclusive practices in curricular or coexistence aspects (Poblete, 2019). Teachers face challenges in inclusively enrollment of migrant students with language and cultural barriers, overload, few training, and a lack of skills to manage multicultural diversity. Therefore, a comprehensive approach with teacher training is necessary, also aligned with the fourth goal on quality education according to *Agenda educativa 2030* (UNESCO, 2015).

In addition, Rodríguez (2019) suggests the implementation of collaborative work among the entire educational team to address current challenges more effectively. It is recommended to update the teachers training curricula so that future teachers are prepared to handle cultural and linguistic diversity in the classroom.

The discrimination against Latin American school migrants is clear, even when there is a common international framework like the "International Convention on the Elimination of All Forms of Racial Discrimination". (Poblete, 2019). There is also a remarkable effect on the mental health of migrant

schoolchildren. Neira et al. (2021) suggest that the migration process directly affects their academic performance and emotional well-being. Despite this, the education system does not provide the necessary support, leaving them at a disadvantage compared to national students. Therefore, it is suggested to align national laws with international conventions to protect the rights of school migrants.

According to this, migration impacts family dynamics, affects school adaptation for socio-economic challenges that influence education decisions and the level of school support. Despite government commitments to guarantee education regardless of families' immigration status, economic limitations can create inequalities (Lázaro et al. 2022). Although some migrant families choose alternative education strategies, it is essential that the school, the community, and the State ensure an inclusive and comprehensive supportive education environment.

Conclusion

In Latin America, access to education is guaranteed in constitutions and legal frameworks, but the differences in how education rights are established can vary between countries. Therefore, the inclusive education of migrants in Latin America faces significant challenges like language barriers, difficulties in multicultural environments, and discriminatory acts. Moreover, teachers try to adapt the curriculum and teaching strategies, facing limitations in resources and skills to promote inclusion. Migrant families face socio-economic challenges that influence their education decisions and the level of school support. In the context of Latin American migration, these results question the education systems preparation and reflect challenges in the implementation of education policies to ensure effective inclusive education for school migrants.

It is vital to adopt a comprehensive approach that considers academic achievements and the needs of community school, through the development of education policies for migrants on human development and social inclusion, as mere access to education does not guarantee quality inclusive education.

It is suggested that future research focus on developing practical solutions that address the challenges and significantly contribute to the quality of inclusive education for Latin American migrant schoolchildren.

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