

Integrative Report

Project: Exploring Opportunities for the Use of Digital Technologies to Foster Educational Inclusion for Refugees, Migrants, and Displaced Children in Latin America and the Caribbean

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Executive Summary

This report explores how digital and technology-based education strategies can promote the inclusion and educational continuity of refugee, migrant, and displaced children and youth (RMDCY) across Latin America and the Caribbean (LAC). In a region increasingly affected by forced displacement due to violence, political instability, environmental crises, and socioeconomic inequality, national education systems face mounting pressure to ensure equitable access and sustained learning opportunities for highly mobile populations.

Grounded in an intersectional and rights-based framework, the report offers a comprehensive analysis of the structural, administrative, and sociocultural barriers that RMDCY face in accessing quality education. It draws attention to the disconnect between formal education systems and the lived realities of learners in transit, settlement, or return. Many of these children and youth lack documentation, have disrupted educational trajectories, and encounter discrimination or exclusion in host communities. Standardized education policies and rigid schooling structures often fail to account for this diversity of experience, leaving the most vulnerable behind.

At the same time, the report identifies innovative practices and digital initiatives that are making a difference across the region. The Andrés Bello Agreement's *Tabla de Equivalencias* platform facilitates the recognition of prior learning across borders, helping migrant students reintegrate into formal education without delay. *Ruta Educativa*, spearheaded by Save the Children, provides RMDCY in transit through Central America with access to tailored learning materials and psychoeducational resources via online and offline platforms. The latter example illustrates how digital tools, when adapted to context and rooted in equity, can overcome barriers to access and foster educational inclusion.

The report emphasizes that digital and technology-based strategies must not be implemented in isolation. They should be embedded within broader educational frameworks that address structural inequalities, recognize cultural and linguistic diversity, and prioritize psychosocial well-being. Schools must be safe, inclusive spaces where all learners—regardless of their migration status—feel supported and valued. Teachers need access to ongoing professional development that equips them to respond to diverse classroom realities using inclusive, flexible, and digital pedagogies. Central to this vision is the alignment of national and regional policies that facilitate cross-border cooperation, mutual recognition of academic credentials, and ethical safeguards in digital education. Regional mechanisms for data protection, educational portability, and funding must ensure that RMDCY can continue their education without disruption or harm.

To support this transformation, the report offers a set of key recommendations informed by stakeholder insights and regional research. These recommendations are designed to guide the development and implementation of inclusive, equity-driven education strategies that effectively leverage technology. They emphasize the need to:

- recognize the diverse purposes of education in the context of varying forms of mobility and displacement;

- address the unique needs of learners and communities in both transit and settlement contexts;
- acknowledge and respond to the diversity of student experiences, languages, and cultural backgrounds;
- foster inclusive and welcoming school environments that promote belonging and psychosocial well-being;
- develop inclusive digital education frameworks tailored to the needs of displaced populations;
- utilize digital tools to expand access and improve the quality of education;
- ensure teachers receive adequate training in inclusive, flexible, and technology-supported pedagogies;
- leverage a range of technologies to overcome connectivity barriers and reduce costs;
- strengthen cross-sectoral collaboration and build regional alliances to support mobile learners;
- establish clear quality benchmarks and ethical standards for digital education;
- safeguard the protection and data privacy of refugee, migrant, and displaced learners;
- ensure equitable funding mechanisms and the expansion of digital and physical infrastructure;
- promote evidence-based policymaking grounded in ongoing research;
- implement robust systems for monitoring, evaluation, and learning to guide continuous improvement.

Together, these recommendations chart a course toward systemic change, moving from short-term solutions to long-term educational transformation. By centering the voices and needs of displaced learners, investing in inclusive innovation, and fostering coordinated regional action, countries in LAC can build education systems that not only include RMDCY but also empower them to thrive and contribute meaningfully to more just and resilient societies.

1. Introduction



Migration dynamics in Latin America and the Caribbean have shifted significantly in recent decades, particularly with the rise of South-South migration. Historically shaped by emigration toward the Global North—especially through Central America as a key transit corridor for refugee, migrant, and displaced populations (RMDP)—the region has witnessed a transformation in both the scale and direction of migratory flows. Since the early 2000s, intra-regional migration has grown substantially, with the second decade of the 21st century marking a notable rise in South-South mobility. These shifts have brought about new migration drivers, diverse origins and destinations, and changing socio-demographic profiles (Herrera & Gómez, 2022). One of the most consequential developments has been the Venezuelan migration crisis, beginning around 2018. Driven by political and economic instability, this large-scale displacement has reshaped regional patterns, with over six million Venezuelans residing in other Latin American countries by 2023. A particularly significant trend is the increasing number of children and youth among these mobile populations, now representing a substantial portion of migrants across the region.

Central America, long characterized by its porous borders for those moving toward the U.S., has also seen the expansion of irregular migration routes further into South America. Countries such as Chile, Colombia, Ecuador, and Peru have experienced dramatic increases in their migrant pop-

ulations—from fewer than 100,000 in the 1990s to over one million by 2020. South America’s net migration rate also shifted from -0.2% in 1995 to +12% in 2020 (IOM, 2024), marking a significant demographic and policy inflection point.

In this evolving context, regional governance approaches differ. Central American institutions primarily focus on humanitarian aid and emergency response, while South American intergovernmental bodies like the Andean Community of Nations (CAN) and MERCOSUR have adopted changes in their public policy frameworks. Mechanisms such as the Andean Migratory Statute and MERCOSUR’s residency agreements have facilitated intra-regional mobility, enabling migrants to regularize their status and integrate into national systems—including education. Nevertheless, this dual context—transit migration in Central America and more settled migration in South America—poses complex challenges, especially for the educational inclusion of RMDCY. Despite institutional efforts, access to national education systems remains uneven and often inadequate, particularly for displaced children and youth.

This report draws on qualitative findings from the research project “Exploring Opportunities for the Use of Digital Technologies to Foster Educational Inclusion for Refugees, Migrants, and Displaced Children in Latin America and the Caribbean” conducted by the Ceibal Foundation and funded by IDRC. It underscores the lack of coordinated, responsive public policies that account for the realities of both transit and settlement. At the same time, it identifies promising avenues for transformation, particularly through the growing potential of digital technologies to foster inclusive and flexible educational responses.

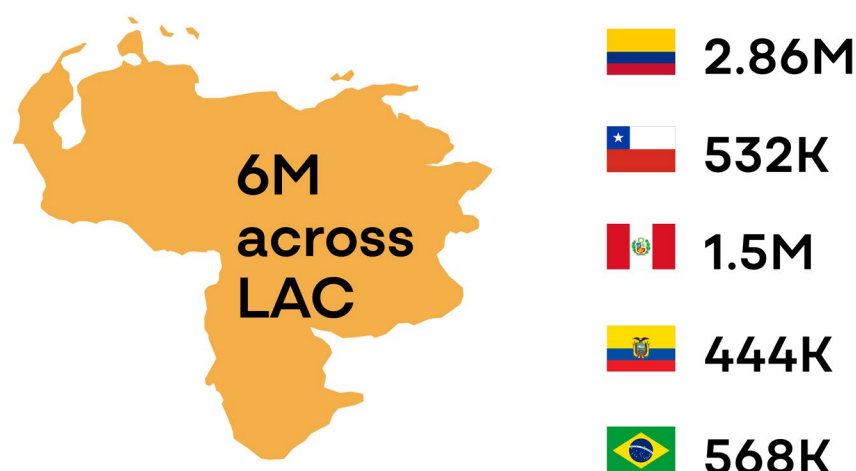
2. Background



The displacement of the Venezuelan population represents the most significant migration crisis in Latin America and the Caribbean in the past decade, both in scale and impact. The complex humanitarian emergency in Venezuela has forced over 6 million people to flee the country (OAS, 2021), transforming regional migration dynamics. Beginning in 2018, Venezuelan migration became increasingly irregular and precarious, with large numbers of youth undertaking arduous, often dangerous, overland journeys across multiple countries. A lack of identity documents prevented many from accessing formal entry routes, leaving them vulnerable to human trafficking, smuggling, and exploitation by criminal groups (Vivas & Páez, 2017).

By 2020, an estimated 6 million Venezuelans had migrated, with the majority settling in South American countries such as Chile, Colombia, Ecuador, and Peru. During this period, the region experienced an annual migration growth rate of 10.4%—dramatically higher than the global average of 0.5% (IOM, 2024). These large-scale population movements placed enormous pressure on national services, especially in education and healthcare. While South America absorbed the bulk of this migration, Central American countries such as Costa Rica and Panama also saw growing Venezuelan populations, largely moving northward. Even at a smaller scale, this movement has strained local infrastructures, revealing common challenges across the continent.

Highlight: The Venezuelan migration crisis



Initially, migration policies in South America were framed within a rights-based paradigm. Regional frameworks such as the Andean Migratory Statute and MERCOSUR residency agreements aimed to promote regularization, social integration, and the protection of migrant rights. However, since 2018, this human rights approach has given way to increasingly restrictive measures. States across the region have imposed additional legal and administrative barriers, undermining earlier commitments and shifting toward enforcement-based regimes marked by detention, expulsion, and deportation (Freier, 2013; Guerrero, 2017; Herrera & Cabezas, 2019; Moya et al., 2022). The stagnation of asylum and refugee systems, coupled with waning state leadership in policy design, has elevated the role of international organizations in managing migration governance. This shift in policy has fragmented national responses to RMDP access to quality education, further marginalizing young migrants. Moreover, the role of digital technologies—despite their potential to facilitate educational inclusion—has remained largely overlooked in mainstream policy frameworks.

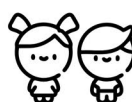
RMDP in Latin America and the Caribbean (LAC)



Rapid increase of
South-South migration in
the 21st century



In-transit migration (C)
Settled migration (LA)



Significant increase of
migrant children and
youth



From human rights to
securitization



Inclusion in
education

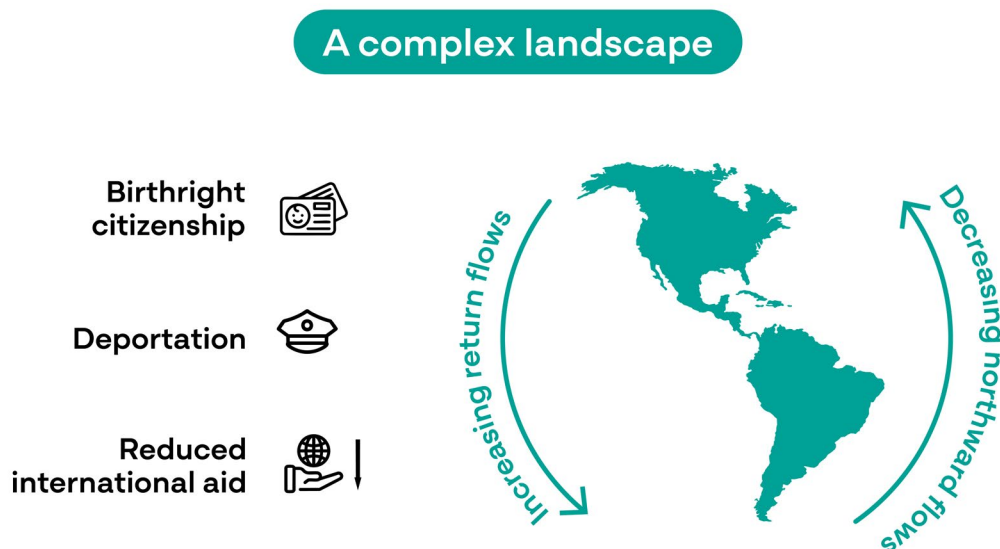


Digital
technologies

Compounding this regional scenario are recent developments in U.S. immigration policy that have had far-reaching implications for the entire Americas. Since early 2025, the U.S. government has adopted stricter enforcement measures affecting deportation, asylum, and refugee resettlement. Notably, it has challenged birthright citizenship through a Supreme Court petition, proposing restrictions based on parental legal status (Bomboy, 2025). Deportations have intensified, invoking the Alien Enemies Act of 1798 to expedite removals without judicial oversight. This legal mechanism, originally targeting individuals linked to criminal networks, has been broadly applied to undocumented migrants, many of whom have no criminal history (Human Rights Watch, 2025).

Detention facilities, including the expanded use of Guantánamo Bay, have been scaled up to manage the growing number of deportees. These measures have contributed to a sharp decline in northbound migration flows, leading many migrants to abandon their attempts to reach the U.S. and resulting in increased returns to countries of origin. For example, in Panama, the number of migrants crossing the Darién Gap has dropped from 520,000 in 2023 to just 112 in 2025 (Pérez Gallardo, 2025). In response, the Panamanian government has closed humanitarian migration centers along this route.

The rising number of returnees has intensified pressures on national and regional systems to provide reintegration support, particularly for deported children and youth. These young returnees face significant challenges, including education discontinuity, cultural dislocation, limited access to health services, and legal or bureaucratic barriers such as lack of documentation and difficulty in validating previous studies.



Within the U.S., immigrant children and youth also face growing vulnerabilities. Increased immigration enforcement and the presence of Immigration and Customs Enforcement (ICE) near schools have led to higher absenteeism, with families fearing detention or deportation. This environment contributes to a climate of anxiety and instability, adversely affecting academic engagement and performance. Researchers have described this trend as a “school-to-deportation pipeline,” wherein

heightened surveillance and punitive discipline practices further marginalize immigrant students (Pak et al., 2022; Tompkins, 2025). These disruptions not only impact education but also erode family well-being, mental health, and economic stability (American Immigration Council, 2021).

In this complex and shifting landscape, ensuring access to education for refugees, migrants, and returnees is one of the region's most urgent priorities. Education provides not only a fundamental right but also a stabilizing force in crisis contexts, promoting resilience and psychosocial well-being. Digital learning holds promise in this regard, offering continuity and flexibility for all migrant children and youth, particularly those in transit, at risk of deportation, or resettling in countries of origin. Despite these needs, securing sustainable funding remains a persistent obstacle. Recent U.S. budget cuts to international development assistance have led to the abrupt termination of numerous programs and services across Latin America and the Caribbean (Migration Policy Institute, 2025). This has left vulnerable RMDP exposed to greater insecurity. In response, governments and civil society actors must seek innovative funding mechanisms and cross-sectoral partnerships to safeguard access to education, protect fundamental rights, and support the long-term development of displaced populations.

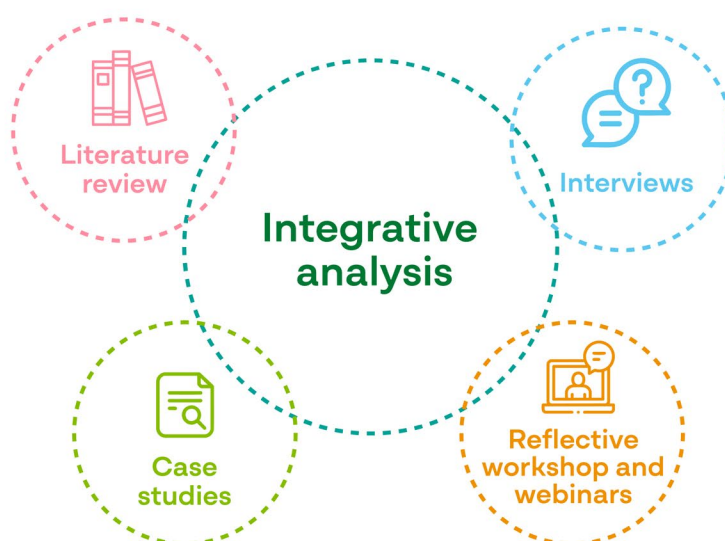
3. Methodology



The project “Exploring Opportunities for the Use of Digital Technologies to Foster Educational Inclusion for Refugees, Migrants, and Displaced Children in Latin America and the Caribbean” aimed to generate evidence and promote dialogue among key stakeholders regarding the diverse educational needs of RMDCY in the LAC region, with particular emphasis on the role of digital and technology-based education in supporting the development of inclusive, equitable, and quality public education.

To achieve this objective, five primary methodological strategies were employed: a systematic and comprehensive literature review, interviews with key stakeholders, selection and analysis of case studies, reflective workshops and technical meetings, and integration of findings.

Methodology



Systematic and Comprehensive Literature Review

A thorough desk study was conducted to collect global scholarly and grey literature (n = 42 documents) on topics related to the challenges faced by RMDCY in accessing education. The review also examined opportunities for digital technologies to address these challenges, as well as policies and programs leveraging digital tools to promote inclusive and equitable education for children and youth on the move.

Interviews with Key Informants¹

Building on the literature review, an ecosystem mapping of key stakeholders in education, human mobility, and digital technology was conducted. Throughout the project, semi-structured interviews were carried out with 26 key informants representing a range of organizations, including national and local governments, multilateral institutions, international and national NGOs, tech companies, and research institutions. While additional stakeholders were initially planned for interviews, the suspension of humanitarian and development assistance by the U.S. government led to the closure or suspension of various programs in the LAC region, rendering some stakeholders unavailable. Nonetheless, the diverse voices included in this report provide a comprehensive overview of the policies, initiatives, barriers, and opportunities related to the use of digital technologies and digital learning to enhance educational inclusion for RMDCY in LAC.

Education for Refugees,
Migrants and Displaced Children
and Young People in LAC:
Challenges and Opportunities
with Digital Technology

¹ In the development of the project “Exploring Opportunities for the Use of Digital Technologies to Foster Educational Inclusion for Refugees, Migrants, and Displaced Children in Latin America and the Caribbean”, ethical safeguards were carefully observed throughout the design and implementation of interviews. The research project adhered to the principles outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2), while also complying with national regulations, notably Uruguay’s Law No. 18.331 on the Protection of Personal Data. Ethical requirements established by the International Development Research Centre (IDRC) grant were also considered. The researchers from Fundación Ceibal implemented an informed consent process that incorporated all required ethical elements. Consent was obtained in all cases.

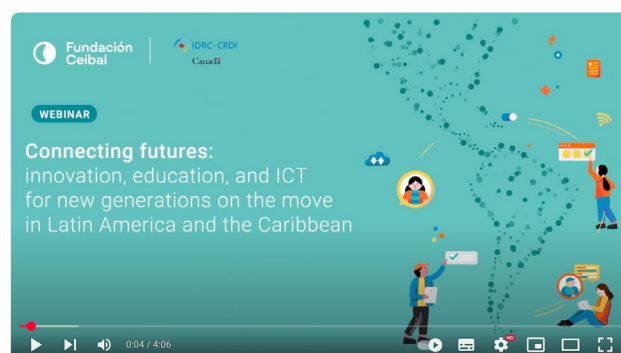
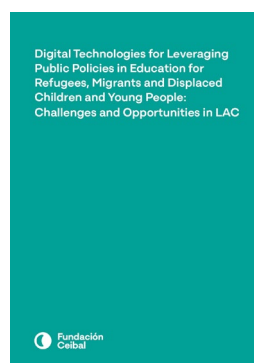
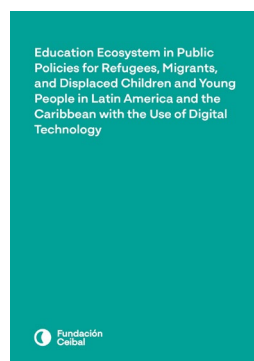
Selection and Analysis of Case Studies

A broad collection of secondary data from grey literature, academic publications, news media, and online sources was gathered to identify programs and strategies that leverage digital technologies to promote inclusive education for RMDCY in the LAC region. These programs and strategies were analyzed to determine key characteristics, success factors, and challenges. Following this initial comprehensive review, two initiatives were selected for an in-depth examination of their design, implementation processes, experiences, and lessons learned in delivering technology-based education to RMDCY. To support this analysis, four semi-structured interviews were conducted with key informants directly involved in the initiatives.

Based on the information collected, three policy briefs and one working paper were developed and subsequently shared with key stakeholders through reflective workshops, webinars, and technical meetings².

Reflective Workshops, Webinars, and Technical Meetings

To foster dialogue among key stakeholders and explore the relevance, challenges, and opportunities of educational technologies in promoting inclusive, equitable, and quality education for RMDCY, two webinars and one online reflective workshop were conducted (see Footnote 2 to access these resources). These events brought together representatives from multilateral organizations, NGOs, government agencies, decision-makers, educational implementers, scholars, and members of the general public. The discussions also aimed to facilitate knowledge exchange on technology-based educational innovations and to analyze the design and scalability potential of the selected case studies.



² All policy briefs, working papers, and related materials produced as part of the project are available at: https://documentos.ceibal.edu.uy/portal/2025/02/Fundacion-Ceibal_Migrantes.pdf.

Additionally, successful technology-based education projects and initiatives developed in other regions were identified. International organizations implementing projects in countries such as Bangladesh, Chad, Jordan, Lebanon, Sudan, Uganda, and Ukraine were contacted, and four technical meetings were held to facilitate mutual learning and knowledge exchange regarding these projects, their current challenges, and future strategies to address them. The aim of this process was to gather insights to inform policy recommendations and guide future pathways for the LAC region. In this context, the virtual inter-regional workshop “Out of the Box: Innovative Technology to Protect the Education of Migrants and Refugees in Emergency Contexts in the Global South” was held to share knowledge with a broader audience and stakeholders from LAC.

General Analysis and Integration of Findings

The information collected throughout the study underwent multiple rounds of analysis at various stages of the project. Additionally, through the reflective workshops and webinars, a collaborative inquiry process was implemented to share knowledge and build consensus among participating stakeholders. Overall, through the analysis of literature, interviews, webinars, reflective workshops, and technical meetings, the challenges, opportunities, and recommendations presented in this report were co-identified and co-developed with project participants, ensuring their voices and perspectives were meaningfully incorporated.



To synthesize all findings, a final integrative analysis was conducted, consolidating lessons learned and formulating policy recommendations on the use of digital and technology-based education to promote inclusive and equitable learning for RMDCY in the LAC region.

The following sections present the integrative analysis of the findings and the key issues identified and discussed with all participating stakeholders. They include an assessment of the main challenges and opportunities related to access to education for RMDCY, an analysis of the policies currently implemented in the region to promote educational inclusion, a review of best practices and innovations related to the integration of technology in education, and recommendations for its use in transformative pathways aimed at fostering more inclusive and equitable education systems for children and youth on the move.

4. Diagnosis of Problems and Opportunities



In LAC, RMDCY's human right to education is hindered by a plethora of challenges. In-transit populations are especially vulnerable, since their mobile circumstances render them invisible to states and their right to education is neglected vis-à-vis pressing basic needs, such as health, food and shelter.

Administrative barriers to accessing formal education systems persist, including RMDCY's lack of personal documentation and/or previous academic records and certificates that enable enrolment. As a consequence, students undergo assessment for school grade placement but typically end up in mismatched classes based on their age, skills, and previous knowledge. Additionally, host countries' changing migration policies, usually towards stricter measures, result in legal vacuums and the preclusion of paths towards migration status regularization, thus undermining RMDCY's access, permanence, and completion of formal education trajectories.

Socioeconomic and cultural barriers also limit RMDCY's access to formal education. In recipient countries, most students and families live in poverty, and access to formal education does not necessarily imply access to scholarships, meals and transportation, which represent high costs for families (UNESCO, 2022). In destination countries, schools have limited funding, which results in teacher

shortages, inadequate infrastructure and overcrowded classrooms. In overstretched public education systems, “migrant schools” arise and segregation follows. Teachers and staff lack intercultural sensitivity, especially with regards to RMDCY linguistic diversity, and engage in gender stereotypes, ethnic discrimination and xenophobia.

Leadership and governance in host countries must also improve to ensure full exercise of RMDCY’s right to education. In LAC, there is a lack of regional comprehensive policies to recognize, validate and certify previous knowledge and learning trajectories across borders, as well as intra-country policy gaps between national and local levels. Therefore, strengthening multilevel governance and evidence-based education programs and practices is urgent, especially regarding the integration of digital education in formal and informal education systems.

Access to internet connectivity in LAC remains uneven and limited across the region, within countries and between urban and rural areas. Both regionally and within countries, digital education policy is fragmented, scattered and lacks continuity. In terms of policy, planning, monitoring and evaluation are insufficient. Professional and institutional resources and capacities, including digital skills among teachers and staff, are scarce. Among such actors, there are also cultural biases that prevent the effective implementation of digital education policy to guarantee RMDCY’s right to education.

Thus outlined, the scenario is highly complex and requires immediate public policy responses in collaboration with all relevant stakeholders to protect RMDCY and their families, especially in-transit populations, from the human mobility crisis that affects the entire region.

Challenges for RMDP and opportunities through digital technologies



Challenges



Opportunities

Access to formal education

- Administrative
- Socioeconomic
- Cultural

- Universal & meaningful connectivity
- Ubiquitous & immediate technologies
- Adaptive learning & multi-channel distribution

Leadership & governance

- Intra-country policy gaps
- Lack of regional comprehensive policies
- Need for multilevel governance

- Coordination
- Collaboration
- Communication

Digital education

- Insufficient policy planning, monitoring & evaluation
- Lack of integration into educational systems
- Scarcity of professional & institutional resources & capacities

- User & education-centered
- Cost-effective & scalable technologies
- Capacity-building

Digital technologies have the potential to advance RMDCY’s right to education because they are cost-efficient, ubiquitous, immediate and scalable. They are also able to support effective communication and information management by offering safe platforms where relevant, timely and

reliable information flows from states to families, and advocacy campaigns from NGOs reach the general population. Nonetheless, to realize their full promise, they must be centered on both users and educational goals.

User-centered digital technologies promote family, teacher and student participation in decision-making processes, research and policies, and they do so with an intercultural and intersectional perspective. They prioritize and adapt to RMDCY's unique needs and experiences, and consider digital gaps in connectivity, available infrastructure and devices, literacy and skills.

Digital technologies that are education-centered are grounded in education policy guidelines, aligned with the curriculum and expected educational outcomes, pedagogically appropriate and culturally relevant for students and families. Above all, they frame education as a human right and a public good.

For digital technologies to fulfill their potential, connectivity must be universal -accessible to all- and meaningful -purposeful-. Teachers, staff, students and institutions must receive ongoing training in digital literacy through constant capacity-building efforts. Educational content in digital technologies should foster adaptive learning and use multiple distribution channels for optimal delivery online and offline. States, academic experts, school leaders, teachers, civil society organizations, students and families must collaborate and coordinate efforts aimed at digital education governance.

5. Policy Analysis



As seen, structural barriers to accessing formal schooling persist for RMDCY, even though most countries in LAC have developed and implemented education and migration policies aimed at guaranteeing their right to education and promoting their inclusion in national education systems. In response to these barriers, ministries of education, from countries such as Argentina, Chile, Colombia, Costa Rica, Ecuador, Mexico, and Uruguay, have taken active steps to improve educational inclusion by generating new regulations, policies, programs, and initiatives designed to facilitate access to formal schooling.

In terms of governance, these ministries have also coordinated efforts both internally and with other state and non-state actors to ensure the provision of education to RMDCY. Among many experiences in South America³, a notable example is Chile, where the Diversity Attention Unit within the General Education Division of the Ministry of Education led the development of the *Policy on Foreign Children and Students 2018–2022*. To draft this policy, the ministry established a working group in 2016, coordinated by its Inclusion and Citizen Participation Unit. The process also included the participation of various internal offices, as well as external stakeholders such as the National Migration Service, UNESCO, public institutions, educational communities, civil society, and academic organizations. These actors later contributed to the drafting of an updated version of the policy, expected in 2024.

³ For detailed information about multiple stakeholders and initiatives in LAC, see the Annex of the working paper entitled “Education ecosystem in public policies for RMDCY in LAC with the use of digital technology.”

Coordinated regional efforts to address educational challenges linked to human mobility are also evident across LAC. Regional integration mechanisms have played a proactive role in developing joint strategies to respond to the educational needs of migrants and displaced populations. In Central America, the Central American Integration System (SICA)—which includes Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, and the Dominican Republic—has partnered with Mexico to establish the Central American Educational and Cultural Coordination (CECC). This body brings together the ministries of education and culture from the nine countries to promote the harmonization of education systems and address barriers faced by mobile students. Similarly, in the Caribbean, the Organisation of Eastern Caribbean States (OECS), which encompasses 11 independent and non-independent states—has prioritized education as part of its broader mandate. Through the *OECS Education Sector Strategy 2012–2026*, member states have committed to improving participation in early childhood education, particularly among disadvantaged groups, and to adapting curricula to meet the demands of a dynamic, technology-driven global environment. These regional frameworks reflect growing recognition of the need for inclusive and technologically relevant education systems that can respond to the realities of intraregional mobility.

However, despite these initiatives and the potential of digital and technology-based education strategies to support inclusive, equitable, and quality education for RMDCY, such approaches are not yet widely recognized, implemented, or regulated by the ministries of education across the region. As stated in the working paper entitled *Digital Innovations for the Educational Inclusion of Refugees, Migrants, and Displaced persons in Latin America and the Caribbean: Analysis of Best Practices and Recommendations for Their Scalability and Sustainability*⁴, there are no specific public policies in LAC to support digital education inclusion of RMDP. Nevertheless, there are broader policy frameworks and initiatives that promote universal digital inclusion for all populations in the region. To increase access and connectivity and advance digital education, some national governments have established dedicated agencies, such as the Center for Innovation (CIM) in Chile, Fundación Ceibal in Uruguay, and Fundación Omar Dengo in Costa Rica (OECD, 2023). Additionally, countries such as Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Honduras, Panama, and Peru, among others have launched diverse strategies and programs for digital and educational inclusion.



⁴ <https://documentos.ceibal.edu.uy/portal/2025/04/working-paper-4-5.pdf>

Nonetheless, important disparities remain across the region, with countries such as Bolivia, El Salvador, Nicaragua, and Paraguay lagging behind in advancing digital education due to limited funding and persistent infrastructure challenges. In the Caribbean, many states continue to rely heavily on international cooperation and support from multilateral organizations. This support has been critical for supplementing underfunded education budgets, deploying digital solutions in response to emergencies, and adapting digital content to align with local languages, cultures, and national curricula.

Additionally, findings from this study suggest that, in general, policies related to inclusive education and those concerning digital education typically operate in isolation from one another. In other words, these two policy areas remain largely disconnected in the region. Policies aimed at the educational inclusion of RMDP rarely incorporate digital or technology-based strategies, and, conversely, digital education initiatives generally do not address or acknowledge their potential role in supporting the educational trajectories of children and youth on the move. In this sense, at the policy level, there are no coordinated initiatives that address RMDCY educational needs and specific challenges using digital and/or educational technologies in LAC.



While digital and technology-based education strategies have the potential to support the specific educational needs of RMDP, particularly for those in transit, national and local governments in LAC have thus far tended to implement such strategies more broadly, targeting all students already enrolled in schools and their teachers. The rationale underpinning these approaches is generally to promote equity by offering learning opportunities for all, support teaching and learning through the integration of technology, enhance digital literacy, and improve the overall quality of education systems.

**All students &
teachers**



**Specific to RMDP
educational needs**

Regarding digital and technology-based education initiatives for students enrolled in public schools, ministries of education in countries such as Chile, Colombia, Ecuador, and the Dominican Republic have prioritized teacher professional development in digital competencies and provided a range of digital learning resources for classroom use. Student-facing initiatives often focus on developing skills in STEM, robotics, and cybersecurity—areas that are increasingly common in education agendas across the region. Similarly, at the local level, in Bogotá (Colombia), the Secretariat of Education has introduced a suite of technology-based strategies in public schools aimed at strengthening bilingual education, STEM learning, and the integration of artificial intelligence into foundational learning.

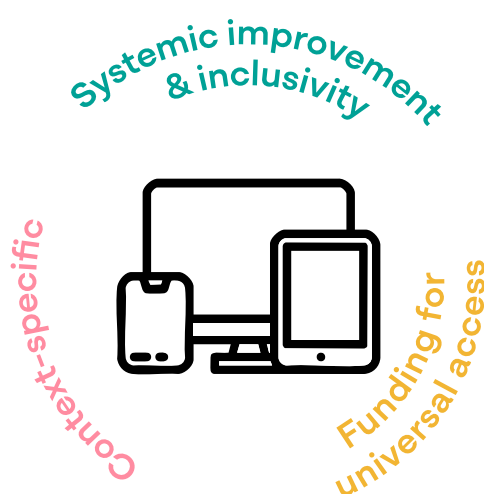
Nevertheless, these programs face notable constraints. Limited resources and variations in program design often restrict implementation to schools with stable internet connectivity, trained personnel, or institutional commitment, resulting in uneven access to digital education. Broader infrastructural and digital divides further hinder the equitable expansion of technology-based learning across public school systems in Latin America and the Caribbean.

Also, while government initiatives have primarily focused on ensuring universal access within formal school settings, inclusion efforts for RMDCY in transit or out of school, in particular, have largely been led by non-state actors—including NGOs, multilateral and humanitarian organizations, and civil society. Although these actors have provided valuable education and technology-based solutions, this dynamic presents challenges to state leadership and regulatory oversight, particularly in their role as guarantors of the right to education and as key agents in policy design and implementation. At the same time, this multi-stakeholder ecosystem offers opportunities for strategic partnerships between governmental and non-governmental stakeholders to improve education opportunities for children and youth on the move.

In parallel, while various governmental and non-governmental actors have made commendable efforts to improve access to education for RMDCY, the development and governance of digital and technology-based education have evolved differently. As noted earlier, digital education is not uniformly overseen by ministries of education. In fact, in 82% of countries in the region, other government entities—often technology or communications agencies—play leading roles in its promotion and governance (Daddio et al., 2023). While some ministries of education regulate digital education directly, in other cases responsibilities are shared or delegated entirely to other bodies, such as ministries of information and communication technologies.

Policy and institutional fragmentation has raised significant concerns among stakeholders regarding the quality, coherence, and ethical implications of digital and technology-based education. Non-state actors, in particular, have voiced apprehensions about the proliferation of uncoordinated educational technology initiatives and the lack of alignment across policy levels, sectors, services, data systems, and implementation strategies. In this context, commercial publishers and technology companies frequently promote a wide range of software, digital textbooks, and learning platforms to schools and governments; however, these products are not consistently subjected to independent, rigorous evaluation. Although decentralized decision-making allows schools to adopt tools that meet their contextual needs, it also increases the risk that private sector interests may take precedence over principles of educational equity, inclusion, and public accountability.

Accordingly, various stakeholders have emphasized the urgent need for coherent national and local policies that provide clear educational objectives for technology use and purposes. Such policies should prioritize systemic improvement and inclusivity, with an emphasis on addressing the varied needs of all students—including settled, in-transit, and out-of-school RMDP—as well as the distinct social and territorial contexts of each country, encompassing both urban and rural areas. Government stakeholders have also highlighted a lack of adequate funding to close digital divides and ensure universal access to digital education. Although multilateral and international development organizations have supported various public-school initiatives, this external funding has proven insufficient to democratize access. Moreover, reductions in international aid have forced some countries to incur debt to expand digital infrastructure and programming.



Despite these challenges, some educational actors across the region agree that technology, when thoughtfully integrated, can broaden educational opportunities for RMDCY and enhance teaching and learning processes in the public education system. From a pedagogical standpoint, the value of digital and technology-based solutions should be leveraged in schools and in the formulation of future inclusive education policies.

In conclusion, while digital and technology-based education holds promise for advancing the inclusion of RMDCY, the specific challenges they face are often overlooked or inadequately addressed in current strategies. In cases where their needs are acknowledged, digital tools are not yet widely perceived as viable support mechanisms. Nonetheless, in the LAC region, state actors remain central to the governance of education, human mobility, and digital innovation. Effective responses to the diverse educational needs of RMDP will require improved coordination among diverse public and private stakeholders—regionally, nationally and locally—across the interconnected domains of education, migration, and digital development.

The following section presents two concrete examples of programs and innovations that illustrate how digital technologies have been leveraged to promote inclusive education for RMDCY. These cases provide insight into best practices, scalability, and the potential of digital tools to address the complex educational challenges faced by mobile populations in the region.

6. Best Practices and Innovation



Tabla de Equivalencias of the Andrés Bello Agreement (CAB, its acronym in Spanish) and *Ruta Educativa* of Save the Children are two best practices in the use of digital technologies for RMDCY's inclusion in education in LAC.

Created in 1974, *Tabla de Equivalencias* is an online resource that allows users to compare the formal education systems of CAB signing countries —namely, Bolivia, Colombia, Cuba, Chile, the Dominican Republic, Ecuador, Mexico, Panama, Paraguay, Peru, Spain and Venezuela— and ensure RMDCY students' uninterrupted educational trajectory upon resettlement. Through their ministries of education, CAB countries are able to recognize, validate and certify the previous learning trajectories of students who move from one CAB country to another, thus ensuring students' access to formal education as well as placement in the appropriate grade at destination. As such, *Tabla de Equivalencias* is a promising regional policy and digital tool to overcome the administrative barriers to accessing formal education that RMDCY face in host countries due to a lack of previous academic records and certificates that enable enrolment and appropriate grade placement.



Since 2023, *Ruta Educativa* has supported the education of RMDCY in transit through Central America via multiple digital technologies. One of them, HALDO On The Move, Holistic Assessment of Learning and Development Outcomes, is a digital platform used to evaluate RMDCY's math, reading, writing, socioemotional learning, and executive function skills, and to provide them with tailored educational materials. Families may access the assessment and obtain personalized recommendations for their children. *Ruta Educativa* also includes the Kobo app, which ensures continued educational support for RMDCY in transit by functioning both online and offline. Similarly, the Learning Tree On The Move app provides them with instructional materials on math, reading, and socioemotional skills. As such, *Ruta Educativa* is an auspicious initiative to overcome the challenge of intermittent connectivity that RMDCY face in accessing education while in transit.



Tabla de Equivalencias can be scaled regionally if more countries in LAC adhere to CAB, including those that are already part of MERCOSUR (Argentina, Brazil and Uruguay) and CECC-SICA (Belize, Costa Rica, El Salvador, Honduras and Nicaragua). Furthermore, the initiative is developing a framework to assess 10 key competences in RMDCY on logic and mathematics, scientific research, com-

munication and linguistics and socioemotional skills, which would eliminate the need for documentation and previous academic records. Some countries, such as Chile, have advanced in the digital portability of RMDCY's personal documents and school certificates to facilitate their access to formal education in destination countries, thus protecting their educational trajectories across the region. Capacity-building for staff to learn more about *Tabla de Equivalencias* and CAB, through efforts in Colombia, Ecuador, and Panama, is yet another avenue to potentially scale the initiative in LAC. Moreover, professional training and remote education programs are currently being studied for their potential inclusion in the *Tabla de Equivalencias* platform. Finally, monitoring and evaluation processes can be scaled across CAB member countries.

Ruta Educativa has the potential for regional scalability if deployed in countries beyond Central America and in other communities beyond RMDCY in transit, namely, returnees, internally displaced students and migrant children and youth who are not yet enrolled in formal education systems in host countries. What is more, the initiative could expand its offer by also including educational materials for RDMCY's families and caretakers. In addition to delivering instructional content on devices, *Ruta Educativa* could provide safe physical spaces for RMDCYP to receive educational support while in transit. Securing governmental recognition through legislation could help *Ruta Educativa's* regional scalability by becoming the official initiative to support in-transit and returned RMDCYP in collaboration with national ministries of education. Finally, diversifying its funding sources could potentially contribute to its expansion across the region.

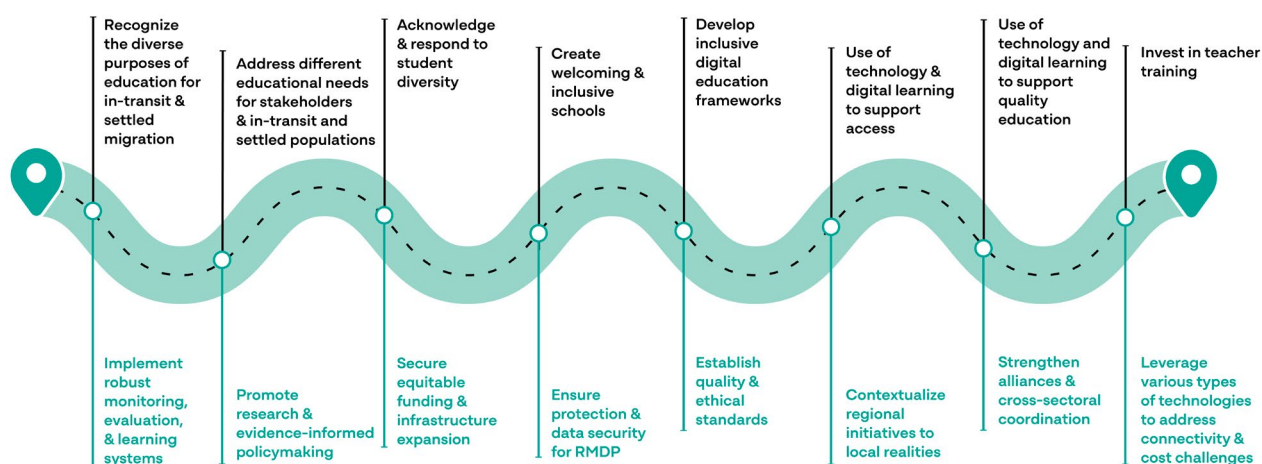
Building on these examples and on findings from the project, the following section outlines a set of actionable policy recommendations to guide governments and stakeholders in designing inclusive, digitally-enabled education systems that address the specific needs of RMDCY across Latin America and the Caribbean.

7. Recommendations for Transformational Pathways



Based on the research conducted and the insights shared by a diverse range of education stakeholders engaged in this study, the following section offers a set of recommendations to support the design and advancement of transformational pathways in LAC. These pathways aim to promote the educational inclusion of refugee, migrant, and displaced children and youth through the thoughtful and equitable integration of digital and technology-based education strategies.

Transformational pathways



Recognize the Diverse Purposes of Education According to Different Kinds of Mobility and Displacement

Educational strategies must reflect the distinct phases and kinds of displacement experienced by RMDP to offer responsive education alternatives for children and youth. For instance, in emergencies and while in transit, education can prioritize flexible, non-formal, regular, and digital approaches to develop foundational skills, such as literacy, numeracy, and socioemotional competencies, and provide crucial information on legal rights, documentation, and regularization procedures. In protracted displacement and settlement contexts, inclusion in formal school systems becomes essential. At schools, regular, digital, and technology-based education strategies should reach RMD students to ensure their right to quality and relevant education and the development of a variety of skills to live, thrive, and work in a changing and demanding world.

Technology can address and support educational needs in both contexts by offering tailored, mobile, and accessible content that meets learners where they are, both geographically and in terms of life and educational trajectories.

Address the Different Needs of Stakeholders and In-Transit and Settled Populations

In the context of migration, everyone's needs are different, especially during crises, transit, return, and protracted conflicts. RMDP, national and local governments, international and national organizations, donors, and other stakeholders supporting access to quality and inclusive education have distinct concerns and priorities. Identifying and understanding the specific needs of each actor is crucial to addressing them appropriately. This avoids conflating their interests or prioritizing the agendas of governments, international organizations, or technology companies at the expense of the real challenges faced by RMD communities.

Effective policies and programs must take into account the diverse and sometimes divergent priorities of key stakeholders. While governments and international organizations often focus on planning, monitoring, and data collection, families and learners tend to prioritize safety, flexibility, a sense of belonging, and learning. Schools may require additional resources and targeted guidance to support the inclusion of newly arrived students and to better understand their unique experiences as migrants. Refugee, migrant, and displaced children and youth—especially those who are out-of-school, overage, or in transit—frequently need alternative educational pathways, such as bridging and accelerated programs. Those already settled often seek barrier-free access to enrollment and graduation, inclusive teaching practices, academic support, and relevant curricula. Education policies must be attuned to these specific needs and grounded in the lived experiences of RMD communities.

Acknowledge and Respond to Student Diversity

Refugee, migrant, displaced, and returnee children and youth bring valuable cultural, linguistic, and experiential assets to classrooms, enriching educational environments for all learners. At the same time, they face complex and often compounding forms of marginalization and ex-

posure to systemic barriers due to forced displacement, instability, disrupted education, psychological distress, and discrimination. These challenges are further shaped by intersectional factors such as gender, age, ethnicity, language, disability, sexual orientation, socioeconomic status, and migration status. These overlapping identities and experiences significantly influence students' needs, aspirations, and the barriers they encounter within education systems. Education policies and practices must not only recognize and value this diversity, but also actively respond to it. Inclusive digital strategies, differentiated instruction, and culturally and linguistically responsive pedagogies are essential to support academic success and psychosocial well-being. Intersectionality must be understood as a framework for identifying the multiple, interconnected obstacles that children and youth on the move may face—obstacles that must not be overlooked in policy development and implementation. Tailoring educational responses to reflect this complexity is key to delivering equitable, relevant, and meaningful learning opportunities for all RMD learners.

Create Welcoming and Inclusive Schools

Despite growing awareness, many stakeholders continue to report the persistence of negative perceptions about migration and discriminatory attitudes toward migrant, refugee, and displaced children and youth in countries of destination. This underscores the need to move beyond access to educational systems as the sole indicator of inclusion. Policies and practices should address both structural (access, infrastructure) and relational (belonging, inclusion) aspects of inclusive education, ensuring cultural relevance and rights-based approaches. Moreover, inclusive education must encompass not only access to education but also the creation of safe, supportive, and affirming environments where all students feel valued and part of the community. Schools should be recognized and strengthened as key spaces for social integration and community building. True inclusion involves cultural and linguistic recognition, pedagogical approaches that embrace diversity as a resource rather than a challenge, and emotional support.

It is also essential to ensure that RMDCY, particularly those who are older than their grade-level peers, highly mobile, or in situations of educational disruption, are fully integrated into school communities, regardless of the expected duration of their stay. These learners should not be treated as temporary or marginal, but as full members of the educational community. Inclusive strategies, flexible learning options, and individualized support must be made available to address their specific needs and ensure their meaningful participation and success in school life. To truly support RMD learners, schools must be safe, welcoming spaces that actively work against xenophobia, racism, and other forms of discrimination. Research shows that prejudice can negatively impact students' achievement and self-perception. Policies should mandate inclusion training for teachers and support schools in cultivating inclusive climates. Promoting well-being through peer support, trauma-informed care, and social-emotional learning is essential for engagement and long-term success.

Develop Inclusive Digital Education Frameworks

While most national and local governments and international organizations assert that digital and technology-based education programs in public schools should be addressed to all students without distinction—ensuring equal opportunities for all—it is essential to recognize that refugee, migrant, displaced, returnee and in-transit populations may require targeted interventions that respond to their distinct educational experiences, mobility patterns, and contextual challenges.

International organizations have developed various digital and technology-based education initiatives to support RMDCY through informal and non-formal education programs. These efforts offer valuable models that can be adapted and integrated into formal education systems to promote continuity, relevance, and inclusion for learners in situations of mobility.

Currently, digital and technology-based education policies often operate independently from inclusive education frameworks. To build truly inclusive digital learning environments, these policy domains must be connected and aligned. This includes ensuring that digital education strategies explicitly consider the linguistic, cultural, psychosocial, and academic needs of RMD learners. Inclusive strategies must ensure that in-transit and out-of-school RMDCY are also digitally included.

Inclusive digital education frameworks should also promote accessible content, flexible modalities, and teacher training tailored to diverse learning contexts. Moreover, they must address barriers related to recognition of prior learning, data protection, and equitable access to connectivity and devices. Such integrated frameworks are essential to advance equitable, high-quality education for all learners across the region.

Use of Technology and Digital Learning to Support Access

Improving the quality and availability of education in countries of origin is essential to expanding life opportunities and addressing structural factors that drive educational exclusion. In many receiving countries, however, national education systems often face capacity constraints—such as limited school spaces, teacher shortages, and insufficient pedagogical resources—that hinder their ability to accommodate growing numbers of RMD learners. Strengthening education systems through targeted investments in infrastructure, qualified educators, and inclusive planning is a foundational step toward guaranteeing the right to education for all.

Digital and technology-based education can be a powerful enabler for the inclusion of RMD populations. When used strategically, technology can expand access to both formal and non-formal education, especially for children and youth in transit, in remote areas, or outside the school system. Flexible digital learning modalities help overcome geographic, legal, and administrative barriers and can support the continuity of learning despite mobility or irregular schooling trajectories.

In addition, digital platforms can play a crucial role in providing RMDCY and their families with timely and accessible information related to access to rights, regularization procedures, available services, and protective resources. This information is essential to reduce uncertainty and facilitate smoother integration into host societies and education systems.

To ensure long-term educational inclusion across borders, education stakeholders recom-

mended that countries strengthen digital solutions and regional policy frameworks for the recognition, validation, and accreditation of prior learning and academic achievements. This would allow migrant learners to transition into national education systems without delays caused by documentation gaps or incompatible credentials, ensuring continuity in their learning pathways.

Use of Technology and Digital Learning to Support Quality Education

While access to education is a fundamental right and a necessary first step, it is not sufficient on its own to ensure inclusive education and long-term wellbeing for RMDCY. To support all students enrolled in schools, and especially RMDP, technology and digital learning should be strategically leveraged to enhance the quality of their education and equip them with relevant, future-ready skills. By promoting digital literacy and supporting teaching and learning processes through technology-based education strategies, education systems can help RMD youth build the foundations needed to access dignified and well-paid employment opportunities in the future. This not only contributes to reducing their social and economic vulnerability but also enables them to actively participate in, and contribute to, the development of their communities and countries.

Invest in Teacher Training

Teachers are central to the provision of inclusive and quality education. However, across LAC, many educators face limited access to professional development, particularly in areas critical to current educational challenges—such as migration, digital pedagogies, inclusive teaching practices, and socio-emotional well-being.

Aligned with SDG 4.c, local, national, and regional efforts must prioritize sustained investments to expand and strengthen the teaching workforce through comprehensive pre-service and in-service training. These programs should be grounded in the realities of diverse classrooms and emphasize the following key areas:

- Interculturality, human rights, and education for peace.
- Critical reflection on bias and discrimination, promoting inclusive classroom cultures.
- Digital fluency and education technology, with a focus on vulnerable and resource-constrained contexts.
- Psychosocially informed teaching approaches that foster student well-being and resilience.
- Collaborative learning opportunities with migrant communities to enrich mutual understanding and knowledge-sharing.

- Hybrid and flexible pedagogical strategies to respond to the needs of mobile and displaced learners in the classroom.
- Use of digital technologies to enhance teaching and learning processes, and to support the development of students' skills across diverse areas. This includes training in the pedagogical integration of digital tools, adaptive learning platforms, and open educational resources, with a focus on fostering critical thinking, digital literacy, and collaborative learning. Special emphasis should be placed on context-appropriate solutions that address inequalities in digital access and support inclusive, student-centered approaches.

Technology should also be leveraged as a tool for teacher capacity development. Distance and blended learning models have proven effective in reaching educators in remote or underserved areas, enabling them to strengthen their professional competencies and better support their students.

To ensure sustained and coherent progress, regional cooperation mechanisms should be established to facilitate the exchange of experiences, joint curriculum development, and recognition of teacher training credentials. This will enable countries to collectively strengthen their educational responses to migration and displacement while fostering shared standards of quality and inclusion across the region.

Leverage Various Types of Technologies to Address Connectivity and Cost Challenges

Digital strategies must be flexible, inclusive, and responsive to varying levels of infrastructure and access. In regions where internet connectivity is limited, intermittent, or unaffordable, alternative modalities—such as educational radio and television, SMS-based learning, printed materials, and offline digital platforms—should be expanded to ensure no learner is excluded. Strategic investments are required to strengthen digital infrastructure, provide affordable devices, and advance universal, reliable connectivity for underserved populations, including both migrant and host communities.

Public-private partnerships and regional cooperation can play a vital role in scaling innovative, low-cost technological solutions. Furthermore, digital equity policies should prioritize localized content, language inclusion, and accessibility features to address the needs of learners with disabilities and from a variety of linguistic backgrounds.

Strengthen Alliances and Cross-Sectoral Coordination

Cross-sector collaboration is fundamental to the design and implementation of coherent, inclusive, and ethical education policies that effectively respond to the complex needs of RMDP. Ministries of education must work in close coordination with migration authorities, technology and communication government agencies, civil society organizations, and international development partners to ensure that education responses are comprehensive, aligned, and sustainable.

Digital education initiatives should not operate in isolation. Instead, they must be embedded within broader frameworks for inclusive and quality education. Effective cross-sectoral coordination can foster innovative solutions, maximize resource use, and avoid duplication of efforts.

Some key areas for action are as follows:

- **Intersectoral Collaboration:** Education and technology actors must co-design inclusive, context-sensitive digital learning programs, ensuring that solutions are pedagogically sound and technologically feasible.
- **Policy Coherence:** Digital education strategies should be harmonized with national education frameworks and consider the different realities and needs of RMDCY enrolled in schools, out of school, and in transit. Planning processes must balance national standards and guidelines with local realities and community-level needs.
- **Strategic Coordination:** Ministries of education should lead the coordination of education initiatives to prevent redundancy and promote synergy across efforts. Engagement with other governmental bodies and non-state actors is key to sustaining long-term solutions and working on regional mechanisms to recognize and certify RMDCY learning trajectories across borders.
- **Regional Leadership and Shared Learning:** National efforts should be complemented by regional frameworks and platforms that facilitate policy dialogue, exchange of experiences, and coordinated action among countries.
- **Community-Based Alliances:** Strong partnerships between schools and NGOs, host and displaced communities, local governments, and international organizations can enhance the cultural relevance, sustainability, and impact of education interventions.

Establish Quality and Ethical Standards

The expansion of digital and technology-based education, often driven by private sector innovation, brings significant potential for expanding educational access. However, without clear oversight and regulatory frameworks, it also poses critical risks, including the exacerbation of educational inequities, uneven quality of learning experiences, and threats to data privacy and ethical integrity. To harness the benefits of digital learning while safeguarding equity and quality, it is essential to establish comprehensive and context-sensitive standards for the use, development, and implementation of educational technologies.

These standards should articulate ethical principles related to data protection, student safety, and inclusivity, while ensuring alignment with pedagogical goals and curriculum standards. They must also reflect and respond to local, national, and regional priorities—guiding the procurement of digital tools, the design of culturally and linguistically relevant content, and the selection and implementation of platforms in both formal and non-formal education settings. Inclusive policy frameworks should involve a range of stakeholders in shaping guidelines that

promote equitable access to high-quality digital learning experiences.

By embedding ethical and quality safeguards into digital education systems, governments and partners can ensure that technology serves as a tool for inclusion and transformation, rather than a driver of further marginalization.

Ensure Protection and Data Security for RMDP

Several education stakeholders have proposed the creation of a regional digital system to facilitate access to academic records, support the recognition and equivalency of learning outcomes, and enable the educational tracking of children and youth on the move. Such a system would play a critical role in ensuring that refugee, migrant, returnee, and displaced learners can access formal education across borders and continue their studies without unnecessary interruptions.

While this initiative holds significant potential to enhance educational continuity, its implementation must be underpinned by rigorous measures to safeguard the personal data and identities of RMDP. Given that many are fleeing violent conflict, political persecution, or other high-risk conditions, any breach in data security could place them at further risk of harm. It is therefore imperative that the design of digital initiatives and infrastructures to support educational processes be guided by robust data protection protocols, ethical standards, and regional cooperation frameworks that ensure the confidentiality, safety, and rights of all individuals in situations of mobility.

Digital tools should never compromise the safety of RMDCY and their families. Education systems must safeguard personal data and avoid surveillance practices that undermine trust. Privacy, consent, and digital safety must be non-negotiable components of any technology-based education policy.

Secure Equitable Funding and Infrastructure Expansion

Sustainable and equitable financing is essential to democratize access to digital education and close the digital divide affecting RMDCY. National education budgets must prioritize inclusive digital transformation, ensuring that funding mechanisms explicitly address the needs of mobile learners.

While international assistance continues to play an important role, current trends indicate a reduction in global funding for education and migration-related initiatives. In this context, long-term strategies must focus on strengthening domestic resource mobilization, leveraging public-private partnerships, and incorporating education and digital inclusion goals into broader national development and infrastructure plans.

To maximize impact and ensure cost-effectiveness, investments in digital infrastructure—such as connectivity, devices, and learning platforms—should be guided by equity principles. This includes prioritizing underserved regions, supporting low-resource schools, and tailoring solutions to the specific needs of mobile learners.

Strategic actions include:

- Creating multi-stakeholder financing mechanisms that engage national governments, local authorities, private sector actors, and philanthropic institutions.
- Mainstreaming digital education investments within broader social protection and resilience strategies to ensure cross-sectoral resource efficiency.
- Advocating for regional financial cooperation instruments to support countries receiving large numbers of displaced learners with targeted funding streams.

Promote Research and Evidence-Informed Policymaking

Ongoing research is essential to ensure that digital and technology-based education initiatives are both effective and equitable. Policymaking should be guided by robust, context-sensitive evidence that identifies what works, for whom, under which conditions. This is particularly important for RMDP, whose educational experiences often fall outside the scope of traditional data systems and research agendas.

Strategic partnerships between governments, academic institutions, civil society, and international organizations are key to generating actionable knowledge and fostering adaptive, responsive policy frameworks. Qualitative and quantitative evidence must be produced, shared, and used in ways that are inclusive and participatory, ensuring that the voices and experiences of mobile populations and educators inform policy design and program implementation.

Stakeholders highlight critical research gaps that must be addressed to improve education outcomes and inform policy innovation, including:

- The specific impact of educational technologies on learning, inclusion, and psychosocial well-being of mobile populations.
- Participatory evaluation methods that capture the experiences and perspectives of learners, families, and communities in community-driven initiatives.
- The systematization and documentation of local, often informal or ad hoc, educational responses that emerge in high-mobility or crisis contexts.

Investing in research that is disaggregated, intersectional, and embedded in local realities will be vital for designing policies that are both inclusive and effective. Strengthening research capacities across the region can also promote greater policy coherence, innovation, and cross-country learning.

Implement Robust Monitoring, Evaluation, and Learning Systems

Transformational pathways must be dynamic, evidence-driven, and responsive to evolving needs. To achieve this, monitoring, evaluation, and learning (MEL) systems are essential. These systems must go beyond traditional metrics to capture how RMDCY are included in, engaged with, and benefit from digital and formal education initiatives. MEL frameworks should be equity-oriented, tracking disaggregated quantitative and qualitative data on access, engagement, teaching and learning processes, learning outcomes, and the use of technology among diverse student populations, including those in transit, already settled, or returning. They must also assess the quality and cultural responsiveness of teaching and learning strategies and identify barriers to participation.

Key strategies to strengthen MEL include embedding evaluation components from the design phase of digital education and inclusion initiatives; ensuring participatory and context-sensitive methods that incorporate the perspectives of RMD learners, educators, and communities; and building institutional capacities at local, national, and regional levels for data collection, analysis, and use. Moreover, MEL systems should establish real-time feedback to support continuous adaptation and improvement, promote inclusive decision-making, and ensure that policies and programs remain responsive to lived realities. Findings should be actively shared across sectors and countries in the LAC region to support peer learning, inform policy development, scale effective practices, and contribute to regional benchmarking.

8. Conclusions



This report underscores the urgent need for transformational approaches to the educational inclusion of RMDCY in Latin America and the Caribbean. As education systems face the challenge of addressing the complex realities of mobility, it is clear that traditional models must evolve. Inclusion cannot rely solely on expanding access—it must also be grounded in equity, quality, and the meaningful integration of digital and technology-based strategies.

A call to action

Partnerships



Implementation



Financing



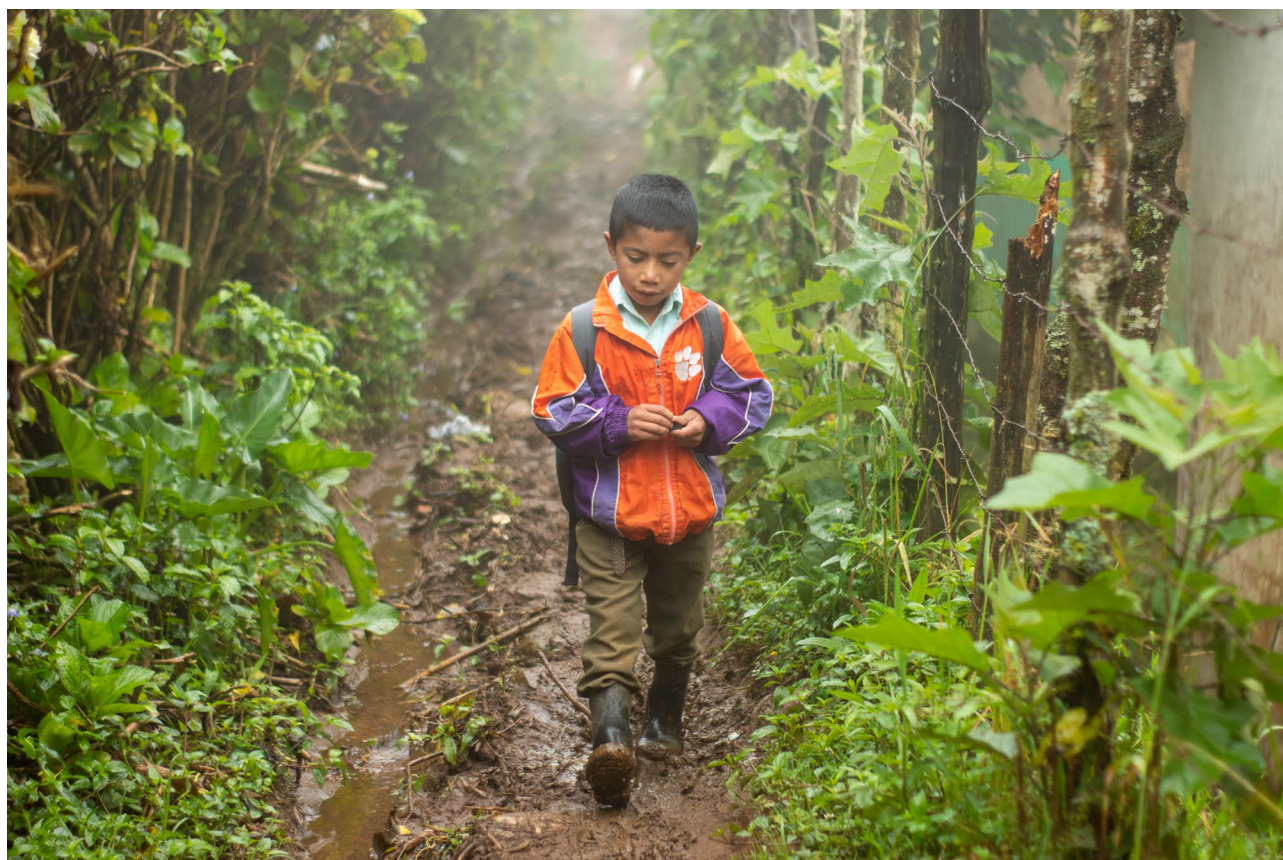
A core finding of this report is the critical role of research and policymaking. Education policies and digital innovations must be guided by rigorous, context-sensitive data that reflect the diverse experiences of RMDCY. Research must include intersectional analyses that consider migration status, age, gender, ethnicity, and language, among other factors. Participatory approaches that involve learners, educators, and communities are essential for generating insights that are not only academically sound but also practically relevant. Investing in research capacities and fostering partnerships between governments, academia, and civil society will be key to closing evidence gaps and ensuring that policies are responsive and inclusive.

Equally important is the development of robust MEL systems. These systems must be equity-oriented and capable of capturing both quantitative and qualitative dimensions of educational inclusion. MEL processes should track access, engagement, learning outcomes, and technology use across different mobility contexts—especially for children and youth in transit, returning, or out of school. Real-time feedback loops, context-sensitive indicators, and participatory evaluation methods can strengthen continuous improvement and adaptive policymaking. When effectively designed and implemented, MEL systems provide a vital foundation for accountability, transparency, and learning across local, national, and regional education systems.

Finally, advancing these efforts will require sustainable, action-based funding. Structural and long-term investments are necessary to bridge digital divides, support inclusive innovation, and ensure educational continuity for mobile learners. Funding must be strategically allocated not only to expand digital infrastructure and teacher training, but also to support research, evaluation, and collaborative experimentation. International assistance, public-private partnerships, and regional financing instruments should be leveraged to reinforce national education budgets and ensure that resource-constrained systems can prioritize equity. Funding models must also reflect the realities of displacement and migration, recognizing that the needs of RMDCY are not temporary but ongoing and deeply intertwined with broader development and human rights goals.

In sum, achieving transformational pathways in education for RMDCY will depend on building strong bridges between research, implementation, and financing. By prioritizing evidence-informed policy, rigorous and participatory monitoring, and targeted funding for both innovation and learning, countries in the LAC region can move toward education systems that are not only inclusive, but also resilient, forward-looking, and just.

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