

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



Fundación
Ceibal

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Executive Summary

This working paper is part 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*,” led by Fundación Ceibal (Uruguay) and funded by the International Development Research Centre (IDRC, Canada). The main objective is to identify and analyze innovations and best practices in using digital technologies for the educational inclusion of refugees, migrants, and displaced persons (RMDP) in the region. The focus will be on two implemented experiences and their potential for scalability. This study aims to contribute to the design of policies and strategies that improve access to, retention in, and quality of education for this population in mobility contexts.

Forced displacement remains a global challenge, affecting more than 108 million people worldwide (European Commission, 2022), with an increasing impact on education. Human mobility has significantly increased in Latin America and the Caribbean in recent decades, placing additional pressure on already overburdened education systems. Education plays a central role in the integration and well-being of migrant children and adolescents. However, access to and continuity of education face multiple barriers. In this context, digital technologies offer a key opportunity to mitigate these challenges by expanding access to education and facilitating the inclusion of students in mobility situations. Their implementation requires, however, comprehensive strategies that address issues such as access to devices and connectivity, teacher training, adaptation of regulatory frameworks, and the development of educational policies to ensure their effective and equitable use.

To achieve the proposed objective, 28 regional initiatives for the educational inclusion of RMDP that integrate technology were systematized and categorized into four groups: Access to Education and Documentation for Migrants, Educational Infrastructure, Connectivity and Educational Platforms, Training for Inclusion, and Transit and Migrant Mobility. Best practices were identified based on technological use, scalability, and collaboration with local institutions. This analysis preselected four outstanding cases: *Equivalence Table* by the *Andrés Bello Agreement*, *Learning Passport* by UNICEF, *Casas Club* by World Vision Costa Rica, and *Educational Route* by Save the Children. Finally, the *Equivalence Table* and *Educational Route* initiatives were prioritized, with an in-depth analysis conducted through seven interviews with key stakeholders.

The policy recommendations for scalability, derived from the analysis of these best practices, highlight the need to harmonize competencies at a regional level, allowing for the educational validation of children and adolescents without documentation and from non-signatory countries of the *Andrés Bello Agreement*. Another recommendation is to expand both initiatives' geographical and population coverage, institutionalizing methodologies such as *Skills Progression*, *Haldo*, and the *Learning Passport* while promoting digitalization to enhance the traceability and accessibility of educational information. Additionally, strengthening the training of key actors, creating safe environments, diversifying funding sources, and fostering intersectoral collaboration among governments, NGOs, and humanitarian organizations are recommended. Continuously evaluating and consolidating regional agreements, will ensure sustainability and replicability in different migration contexts.

Background

Forced displacement due to conflicts, human rights violations, natural disasters, and climate change affects more than 108 million people worldwide (European Commission, 2022). This phenomenon has doubled the number of displaced students over the past decade (UNESCO, 2023a). Latin America and the Caribbean (LAC) is the region with the highest number of migrants per capita in the world (UNHCR, 2021), with a significant increase in human mobility, rising from 7 million in 1990 to nearly 15 million in 2020. In 2023, more than 20 million displaced people were recorded in the region, three-quarters of whom migrated internally (UN, 2023; UNESCO, 2023b).

In particular, regional migration flows can be categorized into three main movements: Venezuelans relocating to other Latin American and Caribbean countries, LAC migrants heading toward the United States, and return migration from the United States to countries such as El Salvador, Honduras, and Guatemala (UNESCO, 2022; IOM, 2023).

In this context, education, as a fundamental human right, is key to ensuring access to and the enjoyment of other fundamental rights. It also plays a crucial role in fostering inclusion within communities, driving national development, and promoting the well-being of children and their families. Beyond providing relevant and appropriate curricular knowledge, education offers protection and socio-emotional support, fosters critical thinking and resilience, and promotes social inclusion (UNESCO, 2015, 2023a).

Human mobility in the region places additional pressure on education systems, which face structural challenges in accommodating many students (UNESCO, 2023a). In this context, educational innovations for displaced populations can benefit displaced individuals and host communities, mainly through technology (Cameron, Pon, D'Angelo, & Cooper, 2024). Digital technologies represent an opportunity to expand access and improve the quality of education.

In contexts of migration crises, the diversity of situations and migration patterns is vast. Some people leave their country of origin and establish themselves permanently in another, while others undergo a long journey to reach their destination country. Between these two paradigmatic scenarios, an infinite range of configurations require responses tailored to each context. Recognizing one's status as a migrant is essential to accessing fundamental human rights, such as health, social protection, and education (IDB, 2023). In this framework, LAC implements different initiatives to address the diversity of situations arising from this process.

Some of these initiatives focus on the difficulties migrants face in accessing the education system due to the lack of official documentation for schooling. In this regard, the Action Framework for guaranteeing the right to education proposed by UNESCO (2022) establishes that, regardless of the reason or form of migration, it is necessary to provide people in mobility with educational opportunities on equal terms, either through national education systems or alternative modalities, ensuring the availability of infrastructure and educational staff (INEE, 2020). In this sense, educational information and management systems are key to generating evidence-based inclusion policies. Likewise, as mentioned in another document from this project (Fundación Ceibal, 2025a), collaborative work between governments to achieve regional policies that ensure the traceability of educational

trajectories and certification documents becomes imperative to guarantee the right to education for these populations. Some initiatives, for example, aim to ensure access to educational systems for students, whether or not they have official documentation.

Other initiatives in the LAC region address barriers created by a lack of educational infrastructure and connectivity (Cameron, Pon, D'Angelo & Cooper, 2024). These actions became more relevant during the COVID-19 pandemic to ensure remote education through technology. This involved deploying technological infrastructure, such as providing laptops and tablets to students, expanding access to connectivity, creating online educational resources, and providing teacher training for their use. After the pandemic, digital education was revalued as an opportunity for migrants to continue their learning processes. In this context, educational platforms can offer lower-cost content tailored to students' competencies and interests (Fundación Ceibal, 2025b).

There are also initiatives focused on teacher training to address the challenges of diversity in the classroom and meet the needs of migrant students (Cameron, Pon, D'Angelo & Cooper, 2024). In its report on education for refugees, UNHCR (2022) emphasizes the importance of training teachers to manage cultural diversity in the classroom. In this regard, programs are needed to equip teachers with tools to adapt their pedagogical practices, promoting educational continuity and addressing issues such as discrimination, racism, and xenophobia. These actions aim to ensure that migrant students have access to educational services on equal terms (UNESCO/OREALC, 2020).

Finally, another group of initiatives is aimed at people in migratory transit, who face some of the most vulnerable conditions within this population due to the difficulties in ensuring educational continuity while they move. In many cases, parallel systems implemented by humanitarian organizations offer spaces for normalization, protection, recreation, and leisure for children and adolescents (C&A) when educational systems cannot accommodate them (UNESCO, 2022). However, without certification that validates the competencies acquired, these programs may not be recognized once the student attempts to re-enter the formal education system.

Recent literature mentions initiatives that promote the educational inclusion of RMD in LAC and, to a lesser extent, those focused on emergency education. However, very few documents explore how digital technologies can support access, retention, and learning for students within educational systems (Foulds et al., 2021; 2024 in Fundación Ceibal, 2025b). This study aims to identify the most promising innovations in digital technologies to mitigate the challenges faced by RMD in LAC, focusing on two specific cases implemented in the region with potential scalability.

This working paper is part 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." This initiative is led by Fundación Ceibal from Uruguay and funded by the International Development Research Centre (IDRC Canada). The goal is to identify innovations and best practices in digital technologies for the educational inclusion of refugees, migrants, and displaced persons (RMDP) in Latin America and the Caribbean, considering the main needs previously mentioned: access, infrastructure, technological resources, training for inclusion, and migratory transition. To achieve this, the study delved into two initiatives carried out in the region through in-depth interviews with key stakeholders, identifying opportunities and barriers that sustainably

provide clues for their potentially scalable implementation. The document is structured into four sections: the first two sections relate to the conceptual framework and methodology adopted. The third section, results, analyzes the characteristics, barriers, and opportunities for scaling the two selected cases. A series of best practices from these initiatives in the region are also presented. The fourth section provides conclusions and policy recommendations.

Theoretical Framework

The theoretical framework of this study is based on multiple key dimensions that intersect in the pursuit of educational inclusion for refugees, migrants, and displaced persons (RMDP) by digital technologies. It begins by addressing the human right to education, particularly in the context of human mobility and emergency situations, where access to learning opportunities is often disrupted. It then explores the concept of educational inclusion, emphasizing the need for education systems to adapt to diverse student populations, including migrants. The role of digital technologies is also examined, highlighting their potential to enhance access, participation, and quality in education. Other dimensions considered in the study's objectives include the identification and dissemination of best practices in education, as well as the principles of scalability and sustainability—key elements for ensuring long-term impact and the effective expansion of initiatives.

The United Nations 2030 Agenda for Sustainable Development (Naciones Unidas, 2018) establishes that all boys and girls must complete primary and secondary education, ensuring it is free, inclusive, and high-quality. However, achieving this goal faces significant challenges when it coexists with phenomena such as human mobility. In these contexts, the threat to exercising education as a fundamental human right and a tool for protecting dignity becomes more pronounced. Therefore, education's defense becomes even more urgent to ensure the continuity of educational trajectories in contexts of human mobility emergencies and to guarantee inclusion in the educational systems of host countries.

In emergency and human mobility situations, the humanitarian response often focuses on ensuring other fundamental rights, such as food and health (Fundación Ceibal, 2025a). In this context, education is relegated by families and response systems, causing many children and adolescents to fall out of the formal education system during migration transit, with a significant portion of adolescents failing to rejoin later. This disruption leads to the loss of opportunities, skills, and the possibility of acquiring new knowledge, affecting full development, social integration, and opportunities throughout life (ECHO, 2024). In light of this reality, the INEE Strategic Framework 2018-2023 emphasizes the need to 'guarantee the right to quality, safe, and relevant education for all those living in emergency and crisis contexts through prevention, preparedness, response, and recovery' (INEE, 2018, p. 7).

An inclusive approach to education refers to students' diversity, mainly focusing on those groups at risk of exclusion or marginalization due to socio-economic vulnerability, poor performance, disability, ethnicity, gender, and other factors, such as the migrant condition. Inclusive education emphasizes the ability of the educational system and school structure to adapt to diversity (INEEd, 2024), taking into account, for migrant children and adolescents, the competencies acquired, for example, in the educational systems of their countries of origin.

The incorporation of digital technologies has increased over the past two decades, a process that became even more relevant with the school closures caused by the COVID-19 pandemic worldwide (Rodríguez-Segura, 2023). Their contribution to teaching and learning processes can help improve equity in educational inclusion (Castillo et al., 2023), especially for the most disadvantaged students: those living in remote areas, RMDP students, or students with learning difficulties (UNESCO, 2024). However, there is still work to be done regarding access to devices and reducing the digital divide,

teacher training, pedagogical adaptations, the creation of safe environments that ensure digital rights, data privacy, and the assessment of learning, among other aspects (IDB, 2020, Fundación Ceibal, 2025b).

This study aims to identify best practices of initiatives that contribute to improving the right to education for RMDP. The concept of good practices is polysemous. In the educational field, it is subjectively used to refer to successful cases where particular effectiveness in improving learning, socio-emotional skills, and school climate, among other aspects, has been accredited. Good practices can improve policy design, drive institutional change management processes, or replicate in other contexts. The focus on good practices is also closely linked to using digital technologies and incorporating innovation in the educational process. This focus is not limited to online education but also includes other emerging elements that arise indirectly for its implementation. An example is transforming the teacher's role or developing learning communities (Argenis, Beltrán & Moreno, 2020).

Scalability seeks to optimize social impact by considering knowledge derived from research and innovation to identify opportunities and barriers that can provide inputs for social transformation. Scalability is also associated with knowledge mobilization, i.e., the transfer and exchange of theoretical-practical models to improve user application. Finally, the sustainability of an initiative involves understanding what impacts it will have on people, places, or things, the effort needed to produce it, such as in terms of resources, and the resistance to implementation that may arise. In this sense, this study provides inputs for informed decision-making, considering the possibility of scaling these initiatives sustainably (McLean & Gargani, 2019).

Methodology

This study has a qualitative methodological approach. Based on the review of academic literature and available reports on the topic, key concepts and processes for integrating learned lessons were identified. Through desk research, 28 regional initiatives addressing the educational inclusion of refugees, migrants, and displaced persons (RMDP) that incorporated technology in various stages of their implementation were identified and systematized. To select the best practice cases (see initiative characterization in the annex), inputs from four technical meetings with regional experts on the subject were integrated. Based on these interviews and the literature review, four case studies were selected that met the following criteria:

- Be active in initiatives or those about to be developed,
- Be linked to some of the macro-dimensions mentioned earlier (access to educational systems and required documentation, infrastructure, technological connectivity, training for educational inclusion, and the migrant transit population),
- Be scalable at the public policy level in the region and work locally with governmental or civil society institutions.

Four cases that met these criteria were identified and classified under the categories outlined in the introduction of this document: (1) access to education and documentation for migrants, (2) educational infrastructure, connectivity, and learning platforms, (3) training for inclusion, and (4) migrant transit and mobility. Two initiatives were preselected within the Access to Education and Documentation category: the Andrés Bello Agreement Equivalency Table and Learning Passport. The World Vision Costa Rica Club Houses initiative falls under the 'Training for Inclusion' category, and the Save the Children Educational Route focuses on students in transition and migrant mobility. The four pre-selected cases were presented in the Webinar [“Conectando futuros: innovación, educación y TIC para nuevas generaciones en movimiento en Latinoamérica y el Caribe”](#).

The four proposals were evaluated based on these presentations, and two initiatives were selected: the Andrés Bello Agreement Equivalency Table and Save the Children's Educational Route. The proposals were valued for their complementary potential. Both focus on access to education for different population groups, including those with some permanence in the host country and those in transit. While one is based on agreements between the Ministries of Education, the other takes a humanitarian approach. Furthermore, one spans both Central America and South America, while the other is focused on Central America. The other two initiatives, although also preselected for their good practices, had the disadvantage of having less dialogue with the Ministries of Education and a strong humanitarian component, which provided fewer elements of heterogeneity in the case selection. Semi-structured in-depth interviews were conducted with innovation designers, policymakers, and other relevant stakeholders to characterize these initiatives further. Seven interviews were conducted, four with the Equivalency Table and three with the Educational Route. The following Table shows the number and roles of the key actors from each initiative who participated in the interviews:

INICIATIVE	ROLE
Equivalence Table	Coordinator of the Equivalence Table of the CAB
	Education Programs Officer of the CAB
	Technician of the Equivalence Table of Chile
	Technician of the Equivalence Table of Panama
	Technician of the Equivalence Table of the Dominican Republic
Educational Route	Education and Inclusion Focal Point of Save the Children and Co-leader of the Education Cluster, Honduras
	Senior Education Specialist at Save the Children, Guatemala
	Researcher at the University of Valle, Guatemala
	Researcher at the University of Valle, Guatemala
	Researcher at the University of Valle, Guatemala

Table 1. Participants in the In-Depth Interviews

Participation in the webinars and the execution and processing of interview information were conducted under strict research ethics standards. Informed consent was obtained, and a consultant in Research Ethics provided oversight. The information gathered from the interviews was transcribed and coded using the AtlasTi program to analyze the content of the collected narratives. The most frequent codes were: initiative characteristics, population, achievements, activities, challenges, opportunities, and scalability.

Best Practices for Improving Educational Inclusion of Migrants, Refugees, and Displaced People in LAC: The Cases of the Andrés Bello Equivalence Table and Educational Route

The selected proposals present different characteristics that make them complementary in addressing the various migration contexts in Latin America and the Caribbean (LAC).

The first case analyzed is the Andrés Bello Equivalence Table. This initiative, which operates through administrative channels of the Ministries of Education, aims to facilitate the integration of refugee, migrant, and displaced children and adolescents who were already part of the educational system in their country of origin, allowing them to continue their formal education in the host country. Its main counterparts are the ministries of education in the countries that sign the agreement. Although this initiative does not begin as a digital technology project, nor does it focus its contributions on the generation or use of digital technologies, it has web resources where the equivalencies between the national curricula of the member countries are available. In countries like Chile, students' school documentation is digitized for validation, enabling their integration into the formal education system and creating a digital repository of their academic records. This last point represents, according to recent literature (Dodel, 2023; Fundación Ceibal, 2025a), the most promising element for scaling this proposal, improving management and the acquisition of accredited educational documentation, facilitating the tracking of migrant students' trajectories, and also reducing administrative costs for citizens. On the other hand, the creation of digital services as a complement to in-person services makes this initiative adopt a multi-channel approach.

The Educational Route is an initiative designed and implemented by Save the Children from a humanitarian education in emergencies approach. It targets the population in transit, especially children and adolescents not enrolled in the formal education system throughout the migratory route. Its main counterparts are grassroots humanitarian organizations working in the field. Regarding the use of technology, the initiative has developed digital platforms that allow the diagnosis of needs, adaptation of materials, and informed decision-making about educational services for migrant children.

As shown in Figure 1, both initiatives have high scalability potential in countries that do not yet have similar proposals. The first is in Latin America and the Caribbean, while the second is in Central American countries.

Next, the information gathered on good practices is analyzed based on interviews with the technical staff responsible for each initiative.



Figure 1. Localization of the Equivalence Table and Educational Route

Source: Own elaboration.

Educational Inclusion and the Digitalization of Processes for the Integration of Refugee, Migrant, and Displaced Children and Adolescents into the Educational Systems of Host Countries: The Case of the Equivalency Table of the Andrés Bello Agreement.

What characteristics does the initiative have?

The Equivalency Table of the Andrés Bello Agreement (CAB), created in 1974, is a key tool for educational integration in Latin America and the Caribbean, with nearly 50 years of experience. This tool allows for the comparison and equivalence of the educational systems of the member countries, facilitating the integration of children and adolescents, refugees, migrants, and displaced persons (RMDP) into educational systems.

Its goal is to ensure the recognition of primary and secondary education studies among the signatory countries, promoting access, retention, and graduation of children and adolescents in mobility. Currently, 12 countries are signatories and members of the CAB: Bolivia, Colombia, Cuba, Chile, Ecuador, Mexico, Paraguay, Panama, the Dominican Republic, Peru, Venezuela, and Spain. Additionally, its framework is used by the educational systems of other countries that are not part of the agreement. Its implementation helps students continue their studies without interruptions, promoting equal opportunities and guaranteeing the right to education. The Equivalency Table links the formal curriculum structure of compulsory education in each of the countries of the agreement to facilitate the validation of previously completed grades, providing information on the level at which the student can be inserted to ensure their educational continuity. The signatory countries of the CAB, through the Equivalency Table, can:

- Recognize and validate prior studies, allowing for educational continuity. Validate apostilled study documents brought by RMDP (from CAB member countries) when they wish to enter the host country's educational system.
- Provide options for those without complete or legalized documents or from countries outside the agreement. Work is underway on a skills progression to assess the competencies of children and adolescents who arrive without valid documents.
- Establish equivalencies between the last grade approved by the student in their country of origin and the host country's curriculum. This equivalency is made considering their age, grades completed, the educational structure of their country of origin, grading scales, school periods, and academic calendars they have followed.
- The validation office informs the educational system about the grade and level into which the student should be incorporated. In some countries, not having validated documentation allows provisional enrollment; in others, it disqualifies the student from entering the formal educational system.

Best Practices for the School Integration of Children and Adolescents from Signatory and Non-Signatory Countries of the CAB in the Dominican Republic

In the Dominican Republic, the inclusion of migrant students varies depending on whether they come from signatory or non-signatory countries of the Andrés Bello Convention (CAB). For the former, the enrollment process is more flexible, as the convention allows their admission even without an apostille, preventing children from being excluded from the education system while completing the necessary paperwork. In contrast, students from non-signatory countries face more significant restrictions if they lack official documentation to validate their previous studies. The Technical Specialist for the Table in the Dominican Republic explains that to address these cases, they have implemented a receipt system with QR codes that facilitates document management and digitization of academic records. However, many families face technological barriers to completing the procedures.

Another particular challenge is the inclusion of refugee children, primarily from conflict zones such as Gaza, who often arrive without documentation. In these cases, national regulations allow provisional enrollment in the education system through diagnostic assessments. For students with age discrepancies, tests are conducted to determine the most appropriate grade, and in some cases, they are included in leveling programs. Additionally, children who do not speak Spanish must undergo a language adaptation process. The interviewee indicates that schools are advised to assess language proficiency and encourage participation in Spanish language programs. Despite challenges such as a lack of personalized education and overcrowded classrooms, the strategies implemented aim to guarantee the right to education for all children, regardless of their origin or migratory status.

The Table of Equivalencies is a living, dynamic tool that is continuously refined and updated to align with member countries' regulations and curricular structures. It has also considered changes in migration flows to adapt its implementation to the needs of the migrant population. In this regard, interviewees highlight some recent achievements:

- **Impact on Educational Access:** From 2017 to 2021, the Table of Equivalencies facilitated access to education for 368,992 students in mobility. This impact continues to grow, with 119,896 cases between 2022 and 2023, even after the challenges posed by the pandemic.
- **Network of Technicians:** Technicians are responsible for validating educational documentation and overseeing the processes in each country, working in coordination with the ministries of education. Since 2018, the Network of Technicians has supported the application in each member country. This network addresses complex queries within an average of 48 hours via instant messaging and virtual forums, promoting dialogue, case analysis, and updates to the Table. Direct communication, supplemented by forums, WhatsApp, and email, ensures the swift resolution of doubts,

strengthening student mobility and ensuring proper integration into the host country's education system.

- **Technical and Regulatory Strengthening:** This achievement has been driven by the project "In School, I Am Better," developed in collaboration with UNICEF and Education Cannot Wait, which trains officials responsible for validations to ensure equitable access to host education systems. Between 2020 and 2024, workshops on technical analysis and updates to the Table of Equivalencies, technical forums, and regulatory consultations in Colombia, Panama, and the Dominican Republic have been held, focused on relaxing regulations to guarantee the right to education.

Best Practices of the Equivalency Table Technicians in Panama: Trainers and Awareness Agents

In Panama, the technicians of the Equivalency Table play a key role as trainers and awareness agents on migration and recognition of studies. The training for new academic documentation analysts follows a structure that moves from general to specific, starting with the international and national legal frameworks that support the right to education for the migrant population. An Equivalency Table Technician in Panama explains that the process is based on the Andrés Bello Agreement but also on national regulations, which allow the application of the Table to be adapted to the local reality: "Although it is always said that international agreements override national regulations, we still apply the national regulations in some way." This approach ensures that the technicians understand the instrument and know how to apply it according to each specific case. Training is carried out in all educational regions of Panama and given to the academic documentation analysts who serve students and their families directly. Additionally, in 2021, the Andrés Bello Agreement organized a national event where representatives from all regions gathered to strengthen knowledge and the application of the Equivalency Table.

Beyond technical training, the technicians of the Equivalency Table face challenges in the school integration of migrant students, especially with incomplete documentation or expired passports. According to the interviewee, the priority is always to ensure access to education: "When I have a child in front of me, I do not ask where they are from... I know I must figure out how to integrate them into the educational system." However, she acknowledges that there are still barriers to sensitizing some school principals and teachers, which requires constant work in terms of information and support. Furthermore, the education system's capacity is a growing challenge, as many migrants in vulnerable situations rely on public schools, which are already struggling to accommodate the local population. In response, efforts are being made to improve the registration and tracking of migrant students, strengthen the educational system's responses, and ensure the effective exercise of their rights.

How does the Equivalency Table interact with digital technologies?

Thanks to its digital format, the Equivalency Table allows for more agile and transparent access to educational information, facilitating validation and accreditation processes in the region. Available online, the Table has evolved from an exclusive document to an open platform that offers real-time support, benefiting students and educators worldwide. It is available on the official website of the Convenio Andrés Bello, with access through a QR code that directs users to the virtual application. This application allows real-time comparisons between the educational systems of the 12 member countries, considering six key categories. Once a physical booklet, this tool is now an interactive platform that provides information on equivalent grades, evaluation criteria, and procedures in the destination country, streamlining the educational integration of children in mobility situations.

As part of this project's objectives, this report systematizes the evidence on the challenges and opportunities faced by the initiatives analyzed in scaling their social impact based on the research findings. In this regard, the main limitations and systemic risks are presented below, followed by the opportunities to overcome them and, in turn, optimize social transformation.

Best Practices in the Use of Digital Technologies in Chile

The certification and enrollment process for migrant students in Chile has significantly improved through digital technologies, enhancing efficiency and traceability. Previously, individuals without definitive identification documents were assigned a provisional number, which complicated their ability to continue their studies. With the creation of the Temporary School Identifier (IPE) by the Ministry of Education, precise tracking is ensured, facilitating integration and providing online registration.

The use of digital platforms has streamlined the necessary documentation for enrollment and recognition of prior studies. As a Technical Officer of the Table in Chile explained, "A migrant arrives, a Chilean who needs to do a provisional enrollment, and the establishment takes all the data, scans, and uploads all the documents they bring. The request then comes to the Ministry from the establishment." This advancement eliminated the need for in-person procedures, decentralizing the process and making it more accessible.

Furthermore, digitalization allows for the online storage of certificates and documents, ensuring their availability without additional paperwork. Chile has modernized its educational system, reducing bureaucratic barriers and improving access to education for children and adolescents.

Additionally, regulations are updated in response to the evolving migration context, digitalizing validation and entry processes into the education system. Through the World Bank's Management Improvement Program (PMG), protocols, diagnostics, and performance indicators are implemented to strengthen the quality of educational services.

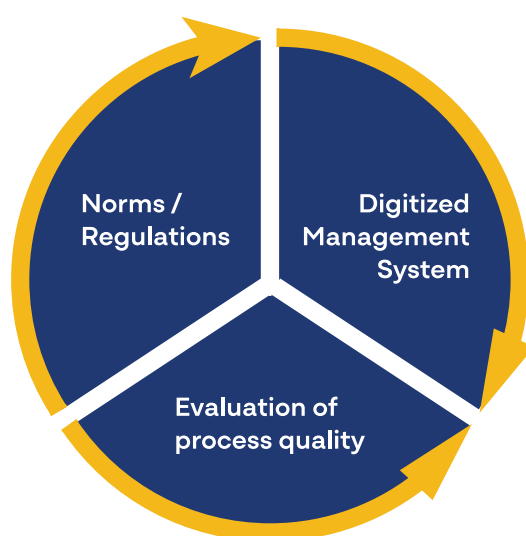


Figure 2. Chilean Model for Improving Service Quality

What are the challenges to its scalability?

The challenges the Table of Equivalencies faces in its implementation vary between countries and even within regions of the same country. The areas for improvement mentioned by the interviewees include issues related to communication and the dissemination of regulations, access to resources, the need to increase training in the field, and other aspects related to collaboration with ministries and the adherence to the convention by new countries.

Inter-regional Communication: One of the main challenges is the lack of communication between the central offices of education ministries and officials in the regions.

Lack of awareness of regulations: Some public-facing officials may be unaware of the scope of the convention and related regulations, leading to the incorrect application of rules for migrant students.

Access to Resources: The implementation of the Table of Equivalencies is also constrained by the financial and technological resources required to train officials and digitize information. Chile is a paradigm of best practices in developing digital information systems, while other countries are gradually introducing these tools.

Regional Differences: There are significant differences in the implementation and understanding of the Table across various countries and regions, which complicates the standardization of the validation process. Regional disparities also exist in access to connectivity and the digital skills of officials required to implement online management processes.

Ongoing Training: Training officials in the regions is crucial. While significant efforts have been made in this regard, much work remains to ensure that all officials are well-informed and adequately trained.

Adherence to the Convention: To implement the Table of Equivalencies in more countries, those countries must sign the Andrés Bello Convention. However, some countries, such as Uruguay, had some involvement but did not complete the process.

Inter-Ministerial Collaboration: The need for collaboration between different ministries (education, culture, technology) is also seen as a challenge, as the separation of these areas in many countries has hindered the joint implementation of policies.

What is its potential for scaling to different populations?

Despite identifying some barriers, the interviewees highlighted several areas where they are already working to improve coverage and the quality of management in different countries. These focus on six main areas of work: the harmonization and progression of skills, digitalization and accessibility to information, increased field training, the inclusion of new education levels and modalities, the addition of new countries to the agreement, and the integration of evaluation and monitoring into work processes.

Harmonization and skill progression: Efforts have been made, and a Skill Progression framework will soon be incorporated into the initiative. This framework identifies 10 key competencies in logical-mathematical, scientific research, communicative-linguistic, and socio-emotional skills. This tool, developed and validated by the 12 member countries, provides a reference framework to assess the educational level of children without documents or school records.

Digitalization and information accessibility: In some countries, progress has been made in digitalizing school documents, facilitating universal and real-time access to educational information, and enhancing the integration of mobile children into educational systems. Interviewees highlight digitalizing information and creating platforms that enable access to data on students' educational history as key steps in improving implementation.

Field training: Emphasis has been placed on training in regions where officials can discuss and resolve their doubts about the regulations and the agreement. Initiatives in Panama, Colombia, and Ecuador have promoted strengthening local capacities, laying the groundwork for replicating this experience in other populations and contexts.

Incorporation of equivalence in vocational training and distance education: Regarding vocational training, there is an advanced study on 400 training offers in 12 countries, with varying entry profiles and scope. The interviewees mentioned the need to continue studying the offers for accreditation. Distance education is growing, but its recognition varies between countries; some require in-person attendance for validation. In this area, it is crucial to identify which countries regulate virtual education and ensure its official recognition.

Consolidation of country integration processes: Significant progress has been made in consolidating the agreement with MERCOSUR countries and with CECC-SICA for Central American countries. However, the signing of the treaty is still pending.

Evaluation and monitoring: While only the Chilean representative mentioned the prospect of assessment and monitoring through the Management Improvement Program, this element could be scaled to other countries' implementation processes.

Ensuring the Right to Education for Migrant Children and Adolescents in Transit so That No One is Left Behind: The Case of Save the Children's Educational Route

The migration and displacement situation in Latin America and the Caribbean (LAC) is also shaped by current factors. In 2025, international policy shifted regarding support for initiatives working with migrant populations. On January 20, 2025, the U.S. government issued a statement titled "Reevaluating United States Foreign Aid," establishing a 90-day Stop Work Order for all departments and agencies funding foreign assistance programs (The White House, 2025). This measure led to suspending activities and impacted the sustainability of numerous humanitarian initiatives that depended on these funds, such as the Educational Route. At the time of this survey, the initiative is in a state of uncertainty, jeopardizing its ability to guarantee, as it did before this measure, the right to education for children and adolescents in mobility, who, while traveling through different countries, face significant difficulties accessing local educational systems.

What characteristics does the initiative have?

The main objective of the Educational Route is to help reduce the barriers to education for children, adolescents, and families in transit along Central American migration routes through cross-border sectoral coordination. This initiative aims to ensure that education, a fundamental human right, is prioritized in emergencies.

Its target population includes children and adolescents traveling along the Central American migration routes, including Panama, Costa Rica, Honduras, El Salvador, Guatemala, and Mexico. This initiative has been operating since 2023 with an approach that integrates children and adolescents, their families, and governmental and humanitarian institutions to incorporate the issues migrants face in transit into their agendas. In particular, the Educational Route is focused on:

- Identifying educational needs and adapting materials and approaches to the individual competencies of each child in transit.
- Using digital technologies, data on educational needs and incorporating competencies along the route are evaluated, processed, and socialized, facilitating continuous monitoring. One year after its implementation, this initiative assessed 1,369 children and adolescents (ECHO, 2024).
- Providing guidance and raising awareness among families about the importance of education during the journey, offering information on where to access educational support. Considering that educational continuity is the least prioritized right by families along the migration route, this is crucial for ensuring families collaborate in the autonomous learning process of children and adolescents in transit.

- Mobilizing knowledge on the actions carried out and coordinating with governments and humanitarian actors to ensure comprehensive and effective care for migrant children.

This initiative, led by Save the Children, involves local, regional, and international actors to identify educational needs and facilitate access to resources. Among the 18 organizations collaborating with Save the Children, the most notable are the Hebrew Immigrant Aid Society (HIAS), the United Nations International Children's Emergency Fund (UNICEF), Plan International, World Vision, the Norwegian Refugee Council, the International Committee of the Red Cross (ICRC), Red Internacional, the Inter-Agency Network for Education in Emergencies, Convenio Andrés Bello, the Latin America Learning Hub, the Latin American Campaign for the Right to Education (CLADE), and donors such as the European Civil Protection and Humanitarian Aid Operations (ECHO), the Spanish Agency for International Development Cooperation (AECID), and the United States Agency for International Development (USAID).

During these two years of implementation, the *Educational Route* ensured the educational continuity educational continuity for children and adolescents in migratory transit and, therefore, in an emergency context. The achievements highlighted by the interviewees and further developed below reflect the comprehensive nature of its intervention.

Learning on the Move: This initiative provides evidence of the possibility of learning during transit, with children and their families recognizing this educational opportunity as essential for development and learning continuity, even in mobility situations.

Effective Coordination and Collective Evidence: Technology facilitates effective coordination among stakeholders, enabling the generation of collective evidence. Data is recorded and shared in real-time, facilitating decision-making without compromising families' migratory processes.

Assessment Tools and Educational Support: A set of educational needs assessment tools has been implemented and tested with a sample of 3,240 children, applying a solidarity-based and scalable approach.

Evidence on the Exercise of the Right to Education: Data was collected on key trends such as nationalities, ages, disabilities, and competency levels, highlighting migrant children's right to receive education.

Information on Available Services: Access to information about educational services along the route was provided.

Institutional Commitments: The ministries of education and CECC-SICA secured political commitments to improve public policy. In Honduras, the initiative also gained recognition from the Ministry of Education and was integrated as a response tool in the updated Comprehensive Risk Management Plan for the Education Sector.

Capacity Building: Local, national, and regional partners were trained to strengthen the initiative's implementation.

Accountability: In Honduras, accountability processes were carried out with school principals, the municipal director, and humanitarian teams. The operational staff and the coordination team participated at the Centro de Descanso Temporal Sagrada Familia.

Scalability and Sustainability Potential: A strategy adaptable to other mobility contexts.

Best Practices in Implementation and Community Awareness in Honduras

The implementation of the Educational Route in Honduras focused on the department of El Paraíso, specifically at the Las Manos border crossing, where key spaces and potential partners were identified to apply the Haldo tool and provide educational support to children in transit. One initial challenge was the transition of the migration entry point from Trojes to the official border following the approval of the migration amnesty. This change allowed for safer and more orderly transit, facilitating the project's establishment in a more accessible environment. As the focal point for the project in Honduras explained:

"The implementation site here in Honduras was selected in El Paraíso, and the challenge was to identify the location and the partners to set up and carry out applications with the mixed migration flows entering the country."

Community awareness was a key component in addressing stigmas associated with migration. Work was carried out with local authorities, such as municipal governments and community leaders, to integrate the humanitarian response in the area and organize a local team under the leadership of UNHCR and field partners. This coordination enabled more efficient service provision and establishing a humanitarian space near the National Migration Institute, where organizations provide complementary services and maintain weekend operations. The interviewee emphasized: "The challenge was to raise awareness among the host community and break down the stigma barrier associated with increased migration and its perceived link to crime. That is why we involved local leaders in the awareness-raising processes."

Teacher training was a key pillar in implementing the Educational Route in Honduras, ensuring that schools along migration routes provided an inclusive and flexible environment for children in transit. The process began by engaging local education authorities, such as the departmental director of El Paraíso and the municipal education director of Danlí, who facilitated the identification of schools located along migration routes.

Approximately ten schools participated, hosting one-and-a-half-day training sessions introducing the project, providing hands-on navigation of the Haldo on the Move tool, and engaging teachers in working groups to practice its application. A key objective was sensitizing teachers to temporarily allow children in transit to join classrooms, even for just a few hours. As the interviewee noted: "Teachers were not sensitized in this regard. They did not see the importance of allowing a child to enter a classroom, even if they were leaving the next day. That is why we included them—to advocate for this issue."

This strategy, supported by education authorities, ensured that education was recognized as an immediate and accessible right, regardless of the duration of a student's stay. The implementation of the Educational Route was consolidated at the Centro de Descanso Temporal Sagrada Familia, managed by Cáritas Honduras. This space provides a safe environment for applying the Haldo tool and conducting psychoeducational activities. Thanks to coordination among humanitarian partners, families are transported free of charge, ensuring their participation without additional costs. This comprehensive strategy facilitates educational assessment and promotes children and adolescents' emotional stability and active involvement in a child-friendly setting. As the interviewee shared: "Inside the Centro de Descanso, we have a tent as a safe and welcoming space where the Haldo tool is applied and recreational activities occur. The children would say: 'Finally, a space for us!'"

How does the Educational Route interact with digital technologies?

Educational Route has developed and adapted various digital technology tools to achieve its objectives. Its primary tool, "Haldo On the Move" (Holistic Assessment of Learning and Development Outcomes), is a digital platform designed to assess and diagnose the core competencies of children and adolescents in emergency contexts. It evaluates mathematics, reading, writing, socio-emotional learning, and executive functions. This assessment is applied progressively to children and adolescents aged 5 to 18.

Additionally, *Haldo On the Move* provides real-time information, allowing educational materials to be tailored to the specific needs of migrant children and enabling continuous tracking of their progress at each evaluation point.

Educational assessment results are also made available to families in real time through a consultation platform. There, they can download evaluation reports, track their children's performance, and receive pedagogical recommendations. These data also support educational systems developing leveling assessments tailored to migrant students.

One of the main challenges in ensuring access to education for children and adolescents in transit is the lack of stable internet connectivity along migration routes. A mobile application called Kobo was implemented to address this barrier and enable the interconnection of educational progress data throughout the journey. Kobo functions online and offline, allowing real-time assessment results to be generated through a weighted matrix and rubrics, even without an internet connection.

The Learning Tree On The Move tool is also a digital educational application designed for migrant children in transit. It focuses on mathematics, reading, and socio-emotional learning. Developed from Save the Children's Return to Learning materials, the app features 20 learning modules for children aged 5 to 15. While initially designed for more static displacement contexts in Africa and Europe, its implementation in Guatemala required adaptations, such as Spanish translation and the provision of mobile devices to enable children to continue learning independently.

However, the tool faced cultural limitations, as its illustrations and contexts were adapted to African and Asian populations. Although the project lost funding, the application continues to be used occasionally, and efforts are underway to develop a context-specific version for Latin America.

In addition to being used for assessment, the tablets in Guatemala are also employed to encourage children's participation after the test, allowing them to express their opinions about the activity autonomously. Through a digital tool, the children complete a reflection on how they felt, what they liked, and what messages they would share with authorities if given the opportunity.

As in the previous section, the following presents the main barriers and opportunities for scaling identified in interviews with key stakeholders of Educational Route.

What are the challenges to its scalability?

The following highlights the most relevant limitations faced during implementation. The interviewees emphasized the lack of communication and public policies related to education in emergency contexts, difficulties in registering children and adolescents in transit across borders, and some technological obstacles associated with using the Haldo On the Move application.

Lack of information about available services: Migrant families were unaware of where to access child care and emergency education services. To address this, coordination with UN-HCR and other stakeholders led to the creation of a web platform that provided real-time information on available services.

Absence of specific public policies: Public policies did not recognize the right to education for children in transit. Therefore, efforts were made to map out priority actions and influence policies that would acknowledge and address the educational needs of this population.

Difficulty registering children in transit: Keeping a reliable record of migrant children was challenging due to the speed and variability of their movements, which could range from days to months or even include pendular movements between countries.

Lack of educational focus: Humanitarian organizations prioritize health, nutrition, and hydration over education. This prioritization led to initial resistance from authorities, although once the project was demonstrated in action, there was greater acceptance and support.

Digital connectivity: Conducting activities outdoors made internet access difficult. After testing different solutions, such as Wi-Fi or connection or electricity issues, access to mobile data or satellite internet was used.

Difficulty with email accounts: Parents and caregivers were required to provide an email address for tracking the children, but many either did not have one or changed it frequently. To resolve this, the team created pre-established email accounts provided to families, allowing them to personalize the password and use the account as their own.

Limited access to education in emergencies: Few organizations work on education for children in emergencies, with Save the Children and the Norwegian Refugee Council being the

main ones. Educational Route aims to fill this gap by connecting migrants to their right to education, not only during their journey to the U.S. but also for those returning or relocating within the country.

Dependence on external funding: The current interruption of funding from USAID highlights the urgent need to establish more sustainable agreements for the transfer of funds with the governments of the involved countries. These agreements are crucial to ensure the continuity of initiatives and facilitate their potential scaling.

Best Practices and Resilience in the Educational Care of Migrant Children and Adolescents in Guatemala.

Implementing the Educational Route in Guatemala faced unique challenges due to the lack of an organized system for migrant transit. Unlike other countries, Guatemala does not provide structured support to people on the move, leaving them without guidance or resources upon entry into the country. With no office at the border, Save the Children Guatemala chose to establish temporary service points on the street, under tents, to provide humanitarian and educational assistance. This decision required special planning to ensure that children could participate in educational activities without being exposed to adverse conditions, ensuring at least an hour and a half of learning in a safe and welcoming environment.

From the pilot phase, the Educational Route in Guatemala was based on delivering personalized materials, such as age- and grade-appropriate workbooks, aligned with a prioritized regional curriculum. This curriculum was developed from the emergency curriculum created during the pandemic, which allowed for the definition of key competencies in mathematics, reading, and socio-emotional learning. This prioritization addressed local needs and integrated with the Haldo On the Move assessment tool, ensuring coherence between the content taught and the evaluations applied.

The implementation evolved into two phases: Initially, children were transported by bus to the Casa de la Cultura, a friendly and safe space. However, after deportation incidents by immigration authorities, this strategy was modified, and an educational point was established in a parking lot near the bus station. This space was set up daily with movable stands, colorful decorations, portable restrooms, internet access, and charging stations for mobile phones. The technical team, consisting of educators, psychologists, and social workers, led the activities and provided hydration kits, educational materials, and nutritious food such as Incaparina, benefiting the children and their families.

What is its potential for scaling to different populations?

The opportunities identified by the interviewees open up a significant range of possibilities for scaling. Below are five key areas for expansion:

Outreach and Beneficiaries: Initially, the initiative focused on children on the move. However, the methodology is fully applicable to returned children, children in reception centers awaiting educational inclusion, and internally displaced children. While the Educational Route started in Central America, there are plans to expand its implementation across the entire region, not only with humanitarian actors but also with Ministries of Education.

Tools and Methodologies: Adapting the Educational Route for the returned population by integrating Haldo as a diagnostic tool and the Learning Passport as a remedial measure could provide educational continuity without significant additional investment. It could also contribute to completing the reintegration protocol in centers for returned migrants. Additionally, beyond the existing tools, specific activities for parents, caregivers, and families could be incorporated into the Educational Route, encouraging their active participation and strengthening the comprehensive approach of the educational intervention. Furthermore, expanding vocational orientation tools for adolescents in transit is possible, helping them recognize their educational potential and develop aspirations beyond their immediate livelihoods.

Infrastructure and Safe Environments: Setting up support spaces at the country's entry and exit points would allow for better tracking of migration routes and continued support for migrant families. Establishing child-friendly spaces exclusively for educational routes in border education centers could foster a sense of belonging and continuity in a safer environment. Implementing specific actions to combat the stigma and violence faced by migrants along the route would generate safer and more welcoming educational environments. For example, developing an inclusive communication strategy that promotes equal rights to education, regardless of sexual diversity, would encourage participation from youth in diverse groups.

Sustainability and Collaboration: Promoting the legislative recognition of the Educational Route as an official tool for children on the move and returned children would facilitate its implementation in migrant care centers. Diversifying funding sources beyond USAID could ensure the sustainability and expansion of the program. For instance, in Honduras, there is a proposal to include a specific budget line within the Ministry of Education. There is also an opportunity for intersectoral collaboration: scaling the project would depend on formalizing cooperation agreements with organizations already trained to implement it and integrating the Ministry of Education for national adoption. To capitalize on these opportunities, the acceptance and awareness already established, for instance, in Guatemala, indicate that with additional funding, the Educational Route could be implemented in various contexts and migration realities within the country.

Evaluation and Monitoring: In the next 24 months, a research project will explore scalability and establish a solid foundation for expansion.

Best Practices for Evidence-Based Decision Making: Evaluation of the Educational Route Model for Scaling Up

Educational Route aims to become an initiative that coordinates efforts to identify educational needs and develop a reliable educational model. It is starting a research project with the University of Valle de Guatemala, funded by IDRC, that will take place over the next two years.

The team responsible for evaluating the Educational Route comprises researchers with experience in child mobility and educational policy evaluation. They are hiring research assistants in Guatemala, Honduras, and El Salvador, who will work on the ground to collect data and coordinate with key stakeholders.

According to the team in charge of the evaluation, the role of the research is to assess the implementation of the Educational Route, evaluating its feasibility and conditions for scaling up. The study will confirm the established paradigms, such as the competency framework's validity and facilitators' profile. It includes a documentary review of current regulations and policies, interviews with key stakeholders, focus groups, and qualitative analysis in each country. The evaluation consists of data collection from two approaches: on the one hand, the perception of children and adolescents regarding the benefits of the services offered; on the other, the experience of the implementing organizations and their ability to adjust the model according to local needs. Through this evidence, the goal is to understand which aspects of the model work and what adjustments are needed to strengthen its reach.

Among the challenges identified, as hypothesized by the researchers, are the ministries' lack of clear strategies to address the out-of-school population and the political sensitivity of the migration issue, which hinders the willingness of some organizations to participate openly. However, Save the Children's acceptance in the region facilitates dialogue and information gathering. The research will also explore whether scaling should focus on NGOs, local governments, or national ministries, considering key factors such as resource availability and institutional commitment.

Conclusions and Recommendations for Public Policy

Based on this study, innovations, and good practices in the use of digital technologies for the educational inclusion of refugees, migrants, and displaced persons (RMDP) in Latin America and the Caribbean were identified and analyzed, with a particular focus on two implemented experiences: the Equivalence Table of the Andrés Bello Convention and the Educational Route, led by Save the Children. Their characteristics were described, along with innovations in the application of digital technologies, and the main challenges and opportunities for scaling and optimizing their social impact were identified based on the evidence collected during the research process. The transfer of these findings, both to the initiatives themselves and to others of a similar nature, constitutes relevant evidence to improve the experience of the population served and overcome the educational barriers faced by migrant, displaced, and refugee children, adolescents, and their families.

As highlighted in the report, various forms of migration and multiple mechanisms are implemented by national governments and humanitarian organizations to ensure the right to education for children and adolescents. The initiatives presented here have contributed to strengthening the exercise of this fundamental right, promoting good practices, and introducing innovations tailored to the specific contexts of each country. These actions have been developed following current regulations, interministerial agreements, partnerships with humanitarian organizations, the characteristics of migratory flows, and community awareness strategies. In this context, digital technologies have played a key role by facilitating the expansion of the beneficiary population, transferring educational resources, disseminating regulations and relevant information for families, optimizing processes, and digitizing educational documentation.

However, addressing the educational needs of children and adolescents (C&A) and their families in mobility contexts presents various tensions and critical issues. The first tension relates to two approaches to care: educational inclusion in the national systems of host countries and the provision of education in emergency contexts. In this regard, identifying and characterizing migratory flows, considering the sociodemographic characteristics of the population and the duration of their stay in the country, are crucial for defining the most appropriate educational response. This approach could involve integration into the formal education system or providing tools and educational resources that allow C&A to maintain their connection to the right to education during transit.

The second tension is linked to the challenge of accrediting school documentation, which is often difficult to obtain in the face of the need to equate competencies and skills at the regional level. This process requires assessments that allow for the subsequent validation of these learnings by formal educational systems.

The third tension refers to prioritizing education as a fundamental right on par with other basic rights such as food, health, and protection. As long as funding agents and families themselves do not recognize mobility education as an essential pillar for the development of C&A, its exercise will continue to face deficiencies and limitations.

These tensions provide context for the challenges highlighted by the interviewees from the two initiatives analyzed. While some nuances are mentioned between them, a few common factors were identified:

1. Lack of communication, access to information, and legal documents.

One of the main barriers both initiatives share is the lack of communication between key actors. In migration contexts, where families often settle in specific areas, validating educational documents can sometimes be challenging due to the lack of proper apostilled legal documents or the absence of multilateral agreements between countries for their accreditation. Regarding the validation processes, there is a lack of coordination between the central offices of the ministries of education and regional officials, especially in rural areas, which hinders the proper implementation of current regulations. Similarly, in emergency contexts, the lack of information results in migrant families being unaware of access to educational services and child care.

2. Lack of knowledge of regulations and absence of public policies

Both initiatives face obstacles related to the lack of knowledge or difficulty in applying existing regulations and the absence of specific legislation regarding the education of the migrant population. In most contexts, the lack of understanding among some officials about the scope of the agreement, coupled with the uneven application of current regulations, can create barriers to the educational inclusion of migrant students. Similarly, in emergencies, there is an apparent absence of public policies that recognize the right to education for children and adolescents in transit.

3. Access to resources and digital connectivity

The scarcity of financial resources, technological infrastructure, connectivity, and digital skills among service providers represents a key challenge for digitalizing educational documentation and standardizing validation processes. Regarding digital connectivity, obstacles have been identified in rural areas and outdoor environments, which were sometimes overcome by installing Wi-Fi networks, mobile data, or satellite internet.

One of the main difficulties in emergency contexts has been tracking student trajectories and maintaining digital records. The variable nature of displacements, movement through different service points, and inconsistent use of provided mobile devices make systematic monitoring difficult. Additionally, barriers to families' creating and using email accounts have been identified, limiting their access to information and available educational services.

4. Continuous training and capacity building

Another common challenge is the lack of training for key actors. Although progress has been made, the need for ongoing training for officials responsible for implementing the agreement is highlighted, as this task requires constant updates due to the continuous technological, regulatory, and curricular changes in each country. Similarly, training parents and caregivers is recognized to strengthen their role in supporting education during transit and the reintegration process.

5. Lack of inter-ministerial agreements and focus on education in emergencies

Both initiatives have faced a lack of prioritization of education in migratory contexts. In the case of the Equivalency Table, one of the main barriers identified is the need to accelerate the vali-

dation processes, which depends on adherence to the Andrés Bello Convention. However, several countries in Latin America and the Caribbean have not yet joined this agreement. On the other hand, in the field of education in emergencies, it was observed that many humanitarian organizations prioritize health and nutrition assistance, placing education access on the back burner.

This gap prompted the initiative to strengthen awareness among authorities, promoting a comprehensive approach that ensures the right to education in these contexts.

Recommendations for Public Policy Based on the Identification of Scalability Opportunities

One of the key objectives of this study is to explore strategies that enable the effective scaling of educational inclusion initiatives for refugees, migrants, and displaced persons (RMDP). The recommendations presented here address critical aspects necessary to enhance the impact, reach, and sustainability of two key initiatives: the Table of Equivalencies and the Educational Route, while inspiring others to incorporate these best practices into their implementation processes.

These recommendations focus on harmonizing educational competencies and accreditation, expanding geographical coverage and beneficiary populations, strengthening tools and methodologies, and leveraging digitalization to improve access to education. Additionally, they emphasize the importance of creating safe environments, fostering intersectoral collaboration, ensuring continuous evaluation, and promoting capacity building as fundamental pillars to guarantee long-term sustainability. Finally, consolidating regional processes is a key element to ensure institutional commitment and cross-border cooperation. The following sections outline specific actions, presented as an evidence-based call to action, for their integration into the design of initiatives or policies aimed at this population.

1. Harmonization of Skills and Educational Continuity

The Table of Equivalencies progresses with the Skills Progression, a framework validated by 12 countries that allows evaluating children without documents in logic-mathematics, communication, scientific research, and socio-emotional skills. However, there are still difficulties in validating the documentation of children from non-signatory countries of the agreement. To address this barrier, a key opportunity for both initiatives is harmonizing competencies at a regional level and their accreditation. Furthermore, accrediting other educational offerings, such as vocational training and virtual education, is another area with high potential. Meanwhile, the Educational Route seeks to expand its reach beyond children in transit, including returnees, children in care, and internally displaced children, thus ensuring educational continuity in diverse migratory contexts.

2. Geographical Expansion and Beneficiaries

Both initiatives present a high potential for territorial and population scaling. The Table of Equivalencies could become a regional tool if more countries sign the Andrés Bello Convention and adopt the skills progression as an official reference. Similarly, initially focused on Central America, the Educational Route aims to expand by working with humanitarian actors and Ministries of Education to institutionalize the methodology and ensure its application in national contexts.

3. Strengthening Tools and Methodologies

The expansion of tools is another shared opportunity. The Educational Route proposes integrating Haldo as a diagnostic tool and the Learning Passport as a remedial measure, facilitating school re-integration without significant additional investments. At the same time, the Table of Equivalencies could benefit from these methodologies to complement its validation processes. Both initiatives also promote the inclusion of specific activities for parents, caregivers, and adolescents, encouraging family participation and vocational guidance.

4. Digitalization and Accessibility to Information

Digitalization is a key driver for scaling. In the case of the Table of Equivalencies, the digitization of school documents allows for universal and real-time access to the educational trajectory of migrant students. Similarly, the Educational Route highlights the importance of digital platforms for traceability and educational continuity, providing migrant families access to key information and preventing interruptions in learning.

5. Infrastructure and Safe Environments

Both initiatives identify creating safe environments as a key factor for expansion. The Educational Route proposes setting up welcoming spaces at border educational centers and entry/exit points of the country, providing continuous support to migrant families and combating stigma and violence. This strategy could be complemented by applying the Table of Equivalencies, ensuring that these service spaces also serve as points of guidance for educational validation.

6. Sustainability and Intersectoral Collaboration

The sustainability of both initiatives relies on the diversification of funding sources and intersectoral collaboration. Given the variability in support policies for RMDP populations, the Educational Route emphasizes the need for funding beyond USAID, citing examples like Honduras, where a specific budget allocation is proposed within the Ministry of Education. On the other hand, the Table of Equivalencies could be consolidated through inter-ministerial agreements and partnerships with organizations already trained to implement the methodology in various contexts.

Additionally, fostering smooth collaboration between governments, NGOs, technology providers, and other key actors requires coordination platforms, such as those focused on education in emergencies, which serve as natural spaces to articulate **these initiatives**.

7. Evaluation, Monitoring, and Continuous Improvement

Evaluation and monitoring are essential to ensure the scalability and quality of the initiatives. The Educational Route already includes a 24-month research project to explore its expansion. Similarly, the Table of Equivalencies could benefit from evaluation mechanisms such as the Management Improvement Program, mentioned in the Chilean experience, to apply these processes in other member countries.

8. Training and Strengthening Local Capacities

Both initiatives highlight the importance of field-based training as a scaling strategy. The Educational Route emphasizes the training of key actors in the regions. At the same time, the Table of Equivalencies highlights the need for ongoing training of officials to ensure the correct implemen-

tation of regulations. The successful training experiences, as outlined in the report, demonstrate that strengthening local capacities lays the groundwork for replicability in other contexts. Additionally, it is key to rely on specialized teams from civil society organizations, humanitarian groups, and government ministries in the involved countries to ensure that the projects effectively respond to local needs and contexts.

9. Consolidation of Regional Processes

Both initiatives have the opportunity to consolidate through regional cooperation. The Table of Equivalencies is advancing in formalizing agreements with countries in MERCOSUR and CECC-SICA. In parallel, the Educational Route has already gained acceptance and awareness in the territories where it is implemented, suggesting that it could be extended to other regional migratory contexts with additional funding.

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Annex

The following initiatives are grouped into three key dimensions to address the educational needs of migrants, displaced persons, and refugees in Latin America and the Caribbean: (1) access to education and documentation for migrants, (2) educational infrastructure, connectivity, and learning platforms, and (3) training for inclusion. The fourth dimension, "Transit and Migrant Mobility," is not included in this annex, as it only encompasses a single initiative: Educational Route.

Some of these initiatives emerged in response to the pandemic and are no longer operational. Others were implemented before, during, or after the health crisis and continue to work in the field. It is important to note that this list does not include the initiatives analyzed in depth in this document: Equivalence Table and Educational Route.

Access to Education and Documentation for Migrants

This category includes initiatives that facilitate access to educational systems by providing relevant information for migrants or supporting their enrollment and participation.

1. **Esperanza sin Fronteras by World Vision:** This initiative focuses on migrant and displaced children without access to essential services. It operates primarily in South America, addressing the Venezuelan migration crisis. The program collaborates with community organizations, civil society, and faith-based organizations. It provides essential services such as water and sanitation and educational services with a focus on inclusive education. <https://www.wvi.org/es/publications/report/venezuela-crisis/actualizacion-de-la-respuesta-esperanza-sin-fronteras>
2. **Colegio y Casa, un Solo Equipo – Fundación Empresarios por la Educación:** This initiative provides digital content and tools to strengthen learning processes and support at-home education. It is designed for both Colombian and Venezuelan populations. The online podcast offers activities to help with migration-related grief, identity formation, and cultural integration. <https://open.spotify.com/show/1040HZIFBihMyBmnVWCwsB>
3. **Dawere Platform – Equal Place Program:** A digital platform that helps overcome barriers faced by migrant populations in accessing compulsory education, as well as training programs and courses in Trinidad and Tobago. <https://dawere.com/>
4. **Education and Mobility in Latin America and the Caribbean, UNESCO:** A repository containing data, documents, experiences, and best practices for and about migrants, refugees, and displaced persons in LAC. <https://beta.emacunesco.org/en/>
5. **Educación sin límites, Aprendo Aquí o Allá, Regional Education Group (GRE-LAC):** This website provides guides, tools, and documents to support the educational inclusion of children and adolescents in situations of mobility in host countries. <https://educacionsinlimiteslac.org/#myrplac>

6. **Migra Segura, Cáritas Brasileira y Cáritas Ecuador:** A collaborative platform that provides Venezuelan migrants with information and support on essential services, psychosocial assistance, legal aid, and details about the educational systems in Brazil and Ecuador. In addition to the website, a mobile app is available, both in Portuguese and Spanish. <https://migrasegura.org/lanzamiento-plataforma-migrasegura/>
7. **La Educación Que Nos Une, Fundación Empresarios por Colombia:** An educational portal that provided educational resources and practical tools to strengthen support for the learning process and the protection of children and young people during the COVID-19 crisis in Colombia. <https://hundred.org/en/innovations/la-educacion-que-nos-une>
8. **Cartografías Migrantes, Centro de Promoción y Defensa de los Derechos Humanos (CDH) y Data Uruguay:** Aimed at recent migrants seeking to regularize their immigration status in Uruguay, this digital platform provides information on how to access essential public services, including education. <https://cartografiasmigrantes.uy/so-bre-el-proyecto/>
9. **Oportunidades para la Inclusión:** Innovaciones Educativas y Capacidades Locales para la Protección e Integración de Jóvenes Migrantes en Colombia (MIGRAN-ACCIÓN), Fundación Ideas por la Paz: A website that gathers information resources on educational opportunities, financial support, psychosocial tools, and procedural guides of interest to Venezuelan youth who have migrated to Colombia. <https://mi-gran-accion.netlify.app/>
10. **U-Report Uniendo Voces, UNHCR, IOM, and UNICEF with Viração Educomunicação and R4V:** A digital platform providing information on rights and available services. It is aimed at Venezuelan refugee and migrant adolescents and youth migrating to Brazil, Ecuador, and Bolivia. <https://uniendovoces-br.ureport.in/>
11. **Educational Access Documents in Creole for Haitian Children and Adolescents, Ministry of Education of Chile:** A set of online documents in Creole guiding accessing the Provisional School Identifier. This unique number, issued by the Ministry of Education of Chile, enables children, adolescents, and adult foreign nationals, including those without a national identification record, to enroll in the Chilean education system. Additionally, information on inclusive educational communities and cultural diversity is available. <https://estudiantesextranjeros.mineduc.cl/dokiman/>
<https://www.mineduc.cl/mineduc-pone-disposicion-migrantes-haitianos-informacion-creole/>
12. **Guía para jóvenes migrantes que llegan a Brasil, OIM:** Este recurso digital reúne información clave sobre el acceso a la educación para niños, niñas, adolescentes y jóvenes migrantes. Además, ofrece detalles sobre cursos de portugués, emprendimiento y herramientas para la búsqueda de empleo. https://brazil.iom.int/sites/g/files/tmzb-dl1496/files/documents/guia_jovenes_migrantes_espanhol.pdf

Educational Infrastructure, Connectivity, and Educational Platforms.

This classification includes initiatives that contribute to the distribution of technological infrastructure and educational resources to ensure the continuity of educational processes.

13. **Access to Education Through Radio, Television, and Text Messages, World Vision:** During the COVID-19 pandemic, support was provided to teachers and families through the distribution of educational resources via digital platforms, radio, television, and text messages, ensuring continuity of learning in contexts with limited access to in-person education. <https://www.worldvision.es/wp-content/uploads/2024/10/afwebmemoriaanual2021.pdf>
14. **Installation of Antennas for Internet Connectivity, World Vision Peru:** Antennas were deployed to provide internet access to students and teachers in rural areas of Cusco. During the pandemic, many lacked a stable connection or had to travel to the highest parts of the hills to access the internet or make phone calls. <https://worldvision.pe/centro-de-prensa/instalan-antenas-para-que-escolares-de-comunidades-rurales-de-cusco-tengan-internet>
15. **Aprendo en Casa, World Vision Perú:** Distribution of tablets to facilitate access to education and support the prevention of school dropout for children during the COVID-19 health emergency. The devices included applications for accessing "Aprendo en Casa," GPS tracking for proper use, content protection blockers, and educational programs from World Vision Perú, such as digital reading, playful activities, and access to virtual classrooms. <https://worldvision.pe/centro-de-prensa/m%C3%A1s-de-3600-ni%C3%B1os-de-zonas-vulnerables-recibir%C3%A1n-tabletas-para-continuar-estudios>
16. **Tablet Distribution to Schools and Homes, UNHCR, UNICEF, Living Water Community, and TTV Solidarity Network:** Distribution of tablets to selected schools to reduce the digital divide among students. Targeted youth from local at-risk communities and the Venezuelan migrant community in Trinidad and Tobago. <https://www.iom.int/news/iom-distributes-200-tablets-risk-and-migrant-children>
17. **Semillas de Apego Watch, Play, Learn Pilot, Sesame Workshop, Innovation for Poverty Action Colombia, NYU Global TIES for Children:** Five-minute animated videos aimed at playful learning for children, especially those affected by crisis contexts. The videos promote skills in mathematics, science, and socio-emotional development. It serves Colombian and Venezuelan children. https://sesameworkshop.org/wp-content/uploads/2024/06/PTL_Resource_Case-Study-Remote-ECD-Services-in-Colombia.pdf
18. **NotesMaster Platform from Equal Place, UNHCR, UNICEF, Living Water Community, and TTVN:** A digital platform that aligns with the national curriculum and offers certification from the Caribbean Examinations Council. It is designed for asylum seekers, refugees, children, and adolescents aged 5 to 17. This program is available in Trinidad and Tobago, Belize, and Grenada. <https://notesmaster.com/>
19. **Sesame ChatBot, The Sesame Workshop:** Uses WhatsApp to provide tailored educational content for caregivers. It focuses on early childhood education to overcome

the educational barriers caused by the dual crises of the COVID-19 pandemic and the migration crisis. It does not require data usage, making it free and accessible. Targeted at populations in Peru, Brazil, and Venezuela. <https://sesameworkshop.org/about-us/press-room/sesame-workshop-announces-new-tools-support-children-and-families/>

20. **Learning Passport:** UNICEF/Microsoft: The primary goal of this initiative is to ensure continuous access to high-quality educational content through a digital platform tailored to various learning needs. This platform is available both online and offline. It is present in over 40 countries worldwide, including countries in Latin America and the Caribbean, such as Mexico, Brazil, Costa Rica, Honduras, Jamaica, and the Dominican Republic. <https://www.learningpassport.org/about-learning-passport>

Training for Inclusion

This category includes initiatives that support teacher training and the development of teaching resources to adapt the curriculum and pedagogical practices for integrating migrant students. It also encompasses programs aimed at addressing psychosocial challenges and discrimination faced in host countries and training directed at including migrant youth.

21. **Digital Education and Teacher Training Program, World Vision Peru:** This program aims to reduce the technological gaps by training teachers in new methodologies and socio-emotional skills. Learning tools are adapted to each community, providing mobile devices and internet antennas in areas with connectivity and self-learning notebooks and audiobooks in regions with limited communication access. <https://worldvision.pe/educacion>
22. **Diploma in Comprehensive Reading Competence, World Vision-Instituto Tecnológico de Monterrey:** This online program was aimed at teachers working in highly vulnerable communities. Its goal was to strengthen reading skills and develop critical abilities to reduce functional illiteracy. Teachers from Colombia, Ecuador, El Salvador, Honduras, the Dominican Republic, Bolivia, and Peru participated in the program. <https://world-visionamericalatina.org/docentes-fortalecen-habilidades-diplomado-lectura>
23. **Casas Club by World Vision Costa Rica:** This initiative aims to help children and adolescents develop socio-emotional skills in a safe and protective environment. This approach is designed to improve the psychosocial well-being of children in vulnerable contexts, promoting their overall development through the acquisition of skills to face daily life challenges. The iSmart360 digital platform is used among its resources, complementing the model with interactive digital content and socio-emotional skills, reducing the digital divide, and promoting psychosocial competencies. Located in Costa Rica, this initiative targets children and adolescents in vulnerable situations, including migrants. <https://www.worldvision.cr/blog/que-son-las-casas-club>
24. **Orange Schools Project in Chile, World Vision Chile:** Support for the school community in the early prevention of abuse and school dropout, promotion of socio-emotional

skills, and psychosocial support during the pandemic through both traditional and digital programmatic offerings. <https://www.worldvision.cl/escuelas-naranjas>

25. **Aprendo Data, CDI Chile and Data Elevates, Juntos es Mejor:** Data Science Boot Camp for young Venezuelan migrants focused on data analysis and interpretation for social and business transformation. <https://www.youtube.com/watch?v=7h7QoDNSm1g>
26. **Conectadas 4.0, Youth Organization, Consejo del Sector Privado para la Asistencia Educativa, and Google through Juntos es Mejor:** Online Bootcamp for 150 Venezuelan women aged 18 to 30, aimed at acquiring information technology (IT) skills and subsequently connecting them to the job market.



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