

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



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Executive Summary

In the context of the unprecedented human mobility crisis in Latin America and the Caribbean (LAC) the increasing proportion of children and young persons (CYP) in school age crossing borders raises concern on their access to basic human rights, including education. This dramatic scenario demands urgent, timely and coordinated multilevel policy responses from states at multiple levels. States, as the primary guarantors of the right to education, must lead these efforts in collaboration with a broad alliance of stakeholders to safeguard the rights of the most vulnerable individuals and their families.

This document analyzes the challenges faced by refugee, migrant and displaced (RMD) CYP to enjoy education rights in contexts of mobility in the LAC region, and how digital technologies could support and enhance their educational trajectories. Sources of information comprises (1) a literature review of education and technology issues in relation to RMD and (2) four semi-structured interviews with key informants from international and regional government and non-governmental organizations.

Findings suggest that:

- **In terms of access to formal education:** While legal access to formal education for RMD CYP has been established in most LAC countries, significant administrative, socio-economic and cultural barriers remain, which requires regionally coordinated actions by states to ensure truly inclusive and equitable quality education.
- **On leadership and governance:** Ministries of education must provide stronger leadership in implementing targeted interventions that safeguard the educational trajectories of RMD CYP. This includes improving multi-level governance, particularly the integration of digital education, and prioritizing the collection and use of quality data to inform evidence-based educational programs and policies.
- **On digital education:** There is evidence on the use of digital technologies to improve RMD CYP's access to education in the LAC region, though it is limited and fragmented. Although some examples highlight the potential of digital tools to address educational challenges, these must be thoughtfully integrated into the education systems framed by comprehensive digital education policies (DEP) that prioritize educational outcomes and prevent the deepening of existing inequalities in the region.

Recommendations for public policy highlight that digital interventions to support the right to education of RMD CYP should be guided by two fundamental principles: a **user-centered approach** that places this population's experiences and needs at the center of educational decision making processes, research and policies, promoting their participation as well as their families and teachers', framed by intercultural and intersectional approaches, and an **education-centered approach** that ensures edtech programs and initiatives are firmly grounded in educational policies guidelines and aligned with expected educational outcomes, from the perspective of education as a basic human right and as public good.

These principles frame the following proposed strategies: 1) To promote digital education programs and initiatives adapted to different RMD CYP profiles, striking a balance between targeted interventions to address specific needs and universal interventions that avoid differentiation and possible discrimination, and 2) To promote multistakeholder engagement and participation at multiple levels and across diverse sectors with leadership from ministries of education, as the main guarantors of the right to education.

1. What is at Stake?

The human mobility crisis in Latin America and the Caribbean (LAC) has reached an unprecedented scale and complexity, driven by multidimensional factors such as political and economic instability, poverty, violence, human rights violations, as well as natural disasters, family reunification and seasonal jobs, among others (Bellino & Gluckman, 2024; Dulieu et al., 2022; Summers et al., 2022; UNICEF, 2023).

In addition to historical migration patterns to the United States (US) and Europe, recent trends show a dramatic increase in LAC intra-regional mobility, with highly mobile and diverse populations in terms of demographic profiles, motivations and routes of origin, transit and destination (IOM, 2023). Legal status has become blurred as refugees, migrants and displaced people travel along similar routes and are exposed to similar risks and vulnerabilities, leading to the broader definition of “mixed migration flows” (Migration Data Portal, n/d).

By 2023, the three major migration routes included: a) the movement of more than 6.5 million Venezuelans to other LAC countries, mainly Colombia, followed by Peru and, to a lesser extent, Brazil and Chile (R4V, 2024); b) the exodus of Central and South Americans to the US, with rising numbers of refugee and migrant children apprehended at the US southern border (UNICEF, 2023), and c) the return movements to El Salvador, Guatemala and Honduras, which experienced a year-on-year increase of 64% in 2022 (IOM, 2023). Regarding internally displaced persons, while climate change motivations are on the rise, conflict and violence continue to be the main triggers, with Colombia and Haiti accounting for 85% of the total in the region (IDMC, 2024).

Women, children and adolescents are increasingly on the move (IOM, 2023), particularly affected by poverty and violence¹. By 2022, one in four people on the move (25%) in LAC was a child, the highest proportion globally, together with Sub-Saharan Africa (UNICEF, 2023). **In the first eight months of 2023, more than 60,000 children, half of them below the age of 5, crossed the dangerous Darien jungle between Colombia and Panama, doubling the numbers in three years.**

Crises and emergency situations **disrupt children and young persons' access to basic human rights**, including education (Cameron et al., 2023). Some of the consequences of forced mobility are the disintegration and weakening of family ties, food and nutritional insecurity, situations of mistreatment, abuse and neglect, sexual and gender-based violence, labor exploitation and human traffick-

1 LAC high poverty rates are much higher for children and adolescents (ECLAC, 2023). In addition, countries like Venezuela, Colombia, Honduras and El Salvador have among the highest child homicide rates in the world, in part due to gang violence and recruitment (Bueno, 2024).

ing, recruitment into criminal organizations, early marriage and early pregnancy, physical, socio-emotional and mental health consequences, interruption of the educational process, difficulties in access, adaptation, permanence and completion of preschool, primary and secondary education (UNICEF, n/d).

This dramatic scenario threatens their present and future development and social integration, demanding urgent, timely, innovative and coordinated multilevel policy responses from states, as the main guarantors of human rights.

This document focuses on the challenges faced by refugee, migrant and displaced (RMD) children and young persons² (CYP) to enjoy education rights in contexts of mobility in the LAC region, and how digital technologies could support and enhance their educational trajectories. It comprises two main sources of information: (1) a literature review of the intersection of education, digital technologies and human mobility, with focus on RMD CYP³, as illustrated in Figure 1, and (2) four semi structured interviews with key informants from international and regional government and non-governmental organizations.

Academic literature on the educational inclusion of RMD CYP in LAC focuses mainly on the current administrative, socioeconomic, socioemotional and cultural challenges they face to access and stay in school, with very few references or analysis to technology use or potential (Foulds et al., 2021; 2024). In contrast, there is a burgeoning production of reports dedicated to conceptualizing and systematizing global initiatives, alliances and networks around digital technologies in the context of education in emergencies worldwide (UNESCO, 2022a, 2022b; mEducation Alliance, 2023; Mullan, & Broadbent, 2021; Abbasi & Tripathy, 2022; UNICEF, 2022).

2 Young persons are defined in this document as those under the age of 18.

3 Methodological information on the literature review search protocol and string are available in the supplementary material [here](#).

2. Findings on the Intersections of Migration, Education and Digital Technologies in LAC

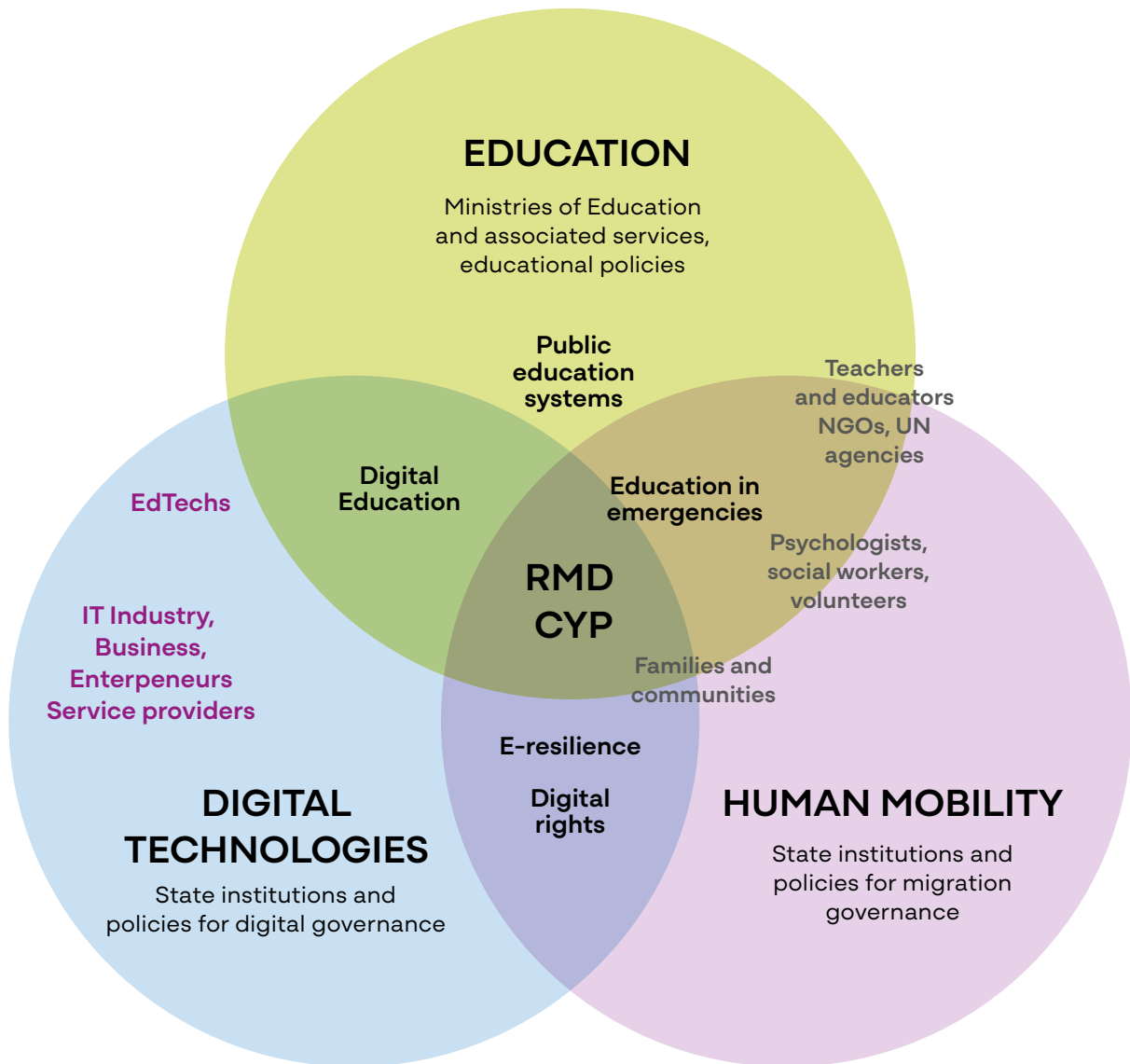


Figure 1. Intersection of education, digital technologies and human mobility, with focus on refugee, migrant and displaced children and young persons (RMD CYP).

2.1. Despite LAC States Efforts, RMD CYP Still Face multiple and Overlapping Barriers and Challenges to Access Equitable and Inclusive Quality Education

Access to “inclusive and equitable quality education” (UN, n/d) as expressed in the United Nations Sustainable Development Goal 4, involves multiple and overlapping challenges for both people on the move and host societies.

Despite underfunded and overstretched public education systems and infrastructures⁴, most Latin American countries have made great efforts to comply with international, regional and national legal frameworks and commitments to protect the right to education for all children and adolescents, regardless of their legal or migrant status. In 11 out of 12 LAC countries analyzed in a recent report⁵, RMD CYP have the right to education granted by law (IDB, 2023:87) and in 10 of those, they have access to essential public education support services that become essential in context of forced mobility, such as tutoring and training, food assistance and/or psychosocial support (IDB, 2023:88).

However, access, permanence and graduation from formal education continues to be hindered by interconnected barriers, at regional and national levels, related to public policy implementation, data availability, as well as legal, administrative, socioeconomic, infrastructural and cultural barriers (IDB, 2022).

Lack of personal documentation (ID, passport, migration card) and/or previous academic records and certificates prevent many migrants from enrolling in a new school, accessing scholarships and other economic support to overcome poverty (IDB, 2022; 2023; Summers et al., 2022; Vargas Valle, 2023). This is worsened when migration policies become stricter -e.g., new visa requirements to Venezuelans arriving in Chile since 2019 (IIN OAS 2019)- or change with governments, creating legal vacuums that lead to uncertainty and statelessness, as happened with Venezuelan minors in Colombia (e.g. Martinez Londoño et al., 2023).

Limited infrastructure conditions the availability of school spaces in national education systems facing overcrowded classrooms and/or segregation of RMD CYP in “migrant schools” that often receive fewer resources and provide lower-quality education (Martinez Londoño et al., 2023; Granda Alviarez et al., 2021).

Cultural barriers encompass lack of intercultural sensitivity in learning environments, gender stereotypes, linguistic barriers (e.g., Haitian children in Chile and Brazil) and/or facing ethnic discrimination and xenophobia.

Barriers faced by RMDP to access and stay in education are highly determined by intersectional variables such as age, gender, ethnicity, disability, family context, migrant trajectories, legal status, and sociocultural and economic profile, among others. For example, girls and women in mobility often face significant barriers to access education and other basic services due to gender inequalities (e.g., lack of time due to domestic chores and care of dependents, lack of access to resources and/or violence at home, or on the way to schools). This might be worsened by disability, ethnicity or other characteristics (Cameron et al., 2023).

4 With a contribution of less than 5.70% of GDP (World Bank, 2024), public education systems in the region face insufficient and inadequate infrastructure and capacities, teachers and staff shortages, among other challenges.

5 The 12 countries were selected according to data availability: Argentina, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Paraguay, Peru, Dominican Republic, Trinidad and Tobago, and Uruguay. Many Caribbean countries, such as the Bahamas, Jamaica, Barbados, and Haiti, did not have “sufficient microdata available from 2015 onwards to accurately identify and measure the immigrant population. This lack of reliable data hampers effective policymaking and understanding of migrants’ needs” (IDB, 2023)

Diverse migratory stages and routes significantly shape the needs and access to resources of people on the move. These needs vary greatly depending on whether individuals are recent arrivals in a new location, in transit, returning to their place of origin, or planning to settle. Additionally, mobility within national borders versus between different countries and educational systems introduces further complexities. CYP in transit are particularly vulnerable, as crossing borders often prevents them from attending school regularly, disrupting their educational trajectories. For instance, 73% of refugee and migrant children in transit in Colombia did not receive any education services during their journey. The percentage increases to 83% when considering children in transit across Costa Rica (R4V, 2024:45). A high percentage of Venezuelan migrant and refugee children and adolescents in the LAC region are not enrolled in the formal school system nor attend school regularly. Recent estimations evidenced non-enrolment rates ascend to 68% in Trinidad and Tobago⁶, 35.5% in Costa Rica, 35% in Ecuador, 29% in Colombia, and 22% in Curaçao (R4V, 2024:45) due to families' economic constraints and inability to meet strict documentation requirements.

In these critical contexts, diverse non-state actors like humanitarian and civil society organizations (CSOs), often in alliance with multilateral organizations and/or other partners, deliver diverse non-formal educational programs and resources⁷ to out-of-school children and adolescents. However, as an informant from a multilateral organization pointed out, non-formal education initiatives pose numerous challenges as they have become a parallel system requiring quality improvement and curriculum support in a context where human mobility and the educational needs of many RMD CYP are no longer circumstantial but have become structural. This requires major leadership from educational authorities to enhance non-formal education programs contents and capacities. Equally important, states can benefit from the expertise and innovative solutions of non-state organizations, which work closely with communities to design and implement targeted interventions for specific populations.

The decision to design and implement targeted or universal-reach educational programs is context dependent and shaped by diverse variables, including the aim and setting of the interventions and the actors involved. For example, some organizations in Colombia and other LAC countries develop youth vocational and non-formal educational programs to support young persons' reinsertion in school or improve employment opportunities. These initiatives often do not differentiate based on migratory status, as the challenges they address affect young people more broadly.

⁶ For example, in Trinidad and Tobago, migrant children's parents must present immigration documents that are difficult to obtain.

⁷ Non formal education initiatives vary greatly across organizations in terms of educational focus, geographical scope, funders, target population, educators' profile, quality curricula, pedagogies, monitoring and evaluation strategies, as well as technology components. They might focus on literacy, reading, peace education, life skills, "economic empowerment, rural development or other subjects that are outside the formal curriculum, or in community, indigenous or religious education" (Cameron et al 2024: 9).

2.2. Digital Technologies Have the Potential to Effectively Address Many Educational Challenges Faced by RMDP CYP in LAC, If Carefully Framed by Public Policy Guidelines

The use of educational technologies initiatives for RMDP in LAC appears to be scarce and scattered, or at least little documented and systematized.

Various initiatives worldwide have focused providing technology-based solutions to RMDP, mainly through e-Learning platforms and mobile devices that support students' learning processes. Long-established refugee camps in Asia and Sub-Saharan countries offer numerous examples (UNESCO 2022a, 2022b). However, the LAC region presents unique challenges due to a hyper-mobile population that moves across countries, making it difficult to engage them in digital or other educational programs designed for fixed settings.

This regional specificity requires making a distinction between RMD CYP in transit and those who have settled and enrolled in formal educational systems. Many of those attending schools can benefit from universal digital education initiatives being developed in some LAC schools since 2008, such as One Laptop Per Child (OLPC)⁸. As an informant from a global NGO highlighted, programs implemented in schools should address all children, no matter their legal or migrant status, to prevent differentiation and discrimination.

The Covid-19 pandemic "accelerated the uptake and lived experience of digital technology for teaching and learning" (OECD, 2023) in response to the challenges posed by school closures, encouraging the emergence of new remote learning initiatives. However, these initiatives proved unsustainable over time following the pandemic⁹ and evidenced significant digital gaps.¹⁰ For example, many displaced families lacked access to necessary technology and internet connectivity to participate in remote education programs, exacerbating existing inequalities in education (Dulieu et al., 2022; Voltarelli, 2020).

While data in LAC is scarcely disaggregated to capture migrants' specific experiences and challenges with technology, "available data suggest an even more pronounced digital divide" (Martínez Fernández & Tafur Marín, 2023:11) at the intersection of variables such as migrant status, ethnicity, and rural versus urban areas, among others. Recent surveys among Venezuelan refugees and migrants revealed that while 50 per cent used social media for real-time journey information, "61 per

8 The OLPC initiative to provide affordable laptops to children in developing countries to enhance their educational opportunities was implemented in multiple countries across various regions, including Latin America, Africa, and Asia. Some examples in LAC include Argentina, Brazil, Chile, Ecuador, Peru and Uruguay.

9 For example, in Costa Rica, the Ministry of Public Education sent text messages to support preschool children's learning at home, while in Peru the initiative "Aprendo en Casa" (I learn at home) was launched in April 2020 to support remote learning for early childhood, elementary, and secondary students, though lack of internet access proved to be a barrier for vulnerable populations, including refugee, migrant, and rural families (Foulds et al., 2022). Also in Peru, the "Aprendiendo Unidos" (Learning United) program, developed by UNESCO in partnership with multiple stakeholders, provided a specific, remote educational response for Venezuelan children and adolescents by making available digital resources and tools for learning, specialized virtual tutoring and interactive sessions with games.

10 For example, a study in Argentina revealed socio-economic inequalities between schools using WhatsApp and those using Zoom to provide remote education solutions during the pandemic (Romero et al.; 2021).

cent faced obstacles accessing it, mainly due to a lack of internet. Of these, 30 per cent were unable to afford SIM cards, and 15 per cent cited high mobile data costs” (R4V, 2024:37).

Non-state actors implementing digital solutions to support RMD CYP's education trajectories while in transit between countries, such as returnees or migrants heading to a new destination, rely on digital platforms for both learning and the management and follow-up of their education, as summarized in Table 1. Learning platforms have contemplated digital gaps, offering alternative connectivity options, distributing content through hybrid or blended technologies and offline resources (see Good Practices in Annex B).

Challenge	Solution	Good Practice ¹¹	Digital Component
Lack of academic records and documents for school enrolment, leveling and accreditation of knowledge	Regional harmonization of education systems	Table of Equivalences + Regional test (CECC SICA ¹²)	Digital platforms for the registration system and for the regional test that certifies the skills
Lack of learning progress follow-up	Educational resources and protocols to measure and record children's levels of knowledge at different points along their journey	Educational Route (Save the Children)	A virtual platform to record RMD CYP levels of knowledge by staff equipped with tablets
Interruption of the educational process (school non enrolment, drop-out, learning loss, lack of socio-emotional support)	Digital educational platform with content tailored to RMD CYP different learning needs	Learning Passport (UNICEF)	Adaptable platform with multi-device functionality and offline capabilities
	Digital and print playful educational and socio-emotional content to support RMD young children and their families	Sesame Workshop	Content in microcomputers with their own Wi-Fi signal to provide users with free access + a WhatsApp chatbot for parents

Table 1. Digitally enhanced solutions to support RMD CYP education trajectories while in transit between countries.

On the one hand, digital technologies offer unique affordances that prove particularly promising in mobility contexts: ubiquity, immediacy, scalability and cost-effectiveness. Digital educational programs can reach migrant families, children and young persons so they do not interrupt their learning process while on the move as well as enabling remote teacher training. In addition, digital platforms can deliver content adapted to RMDP unique circumstances, needs and interests, and at

11 See Annex for a more detailed description.

12 Central American Educational and Cultural Coordination of the Central American Integration System.

a relatively low cost. For instance, they can provide socio-emotional support to young children and their families (Foulds et al., 2024, 2021), as well as enhancing skills and employment opportunities for forcibly displaced youth along their school-to-work transition (UNICEF, 2021).

On the other hand, digital educational solutions need to be carefully designed and implemented to a) provide good quality digital content (aligned with the curriculum, pedagogically appropriate, and culturally relevant to the diverse profiles of RMD CYP) and b) pay attention to digital divides, especially in terms of available infrastructure and devices, as well as digital literacy and skills (UNESCO, 2023) for the well-being and digital rights¹³ of students and teachers (e.g., in relation to data privacy and security as well as to the disruptive effects of generative artificial intelligence, among others).

This is particularly relevant in processes that require multistakeholder partnerships with the private educational technology (edtech) sector. While IT companies, industry and entrepreneurs can provide innovative solutions to RMD CYP's educational challenges, an integral, comprehensive and multi-level digital education policy framework (OECD, 2023) is needed to ensure edtech solutions are relevant, equitable, scalable and sustainable (UNESCO, 2023). In this context, states, through ministries of education and associated services, must lead digital education initiatives as a public good guided by human rights approaches that prioritize quality education and inclusion over the technological dimension. In this sense, technological advantages should complement, rather than replace, key educational practices, such as well-founded curricular and pedagogical tools (Rodríguez Segura, 2024) and face-to-face interaction with teachers, so that "the focus should be on learning outcomes, not digital inputs" (UNESCO, 2023).

13 For example, the Latin America Kids Online network conducts research on LAC "children's online access, opportunities, risks and safety (...) map[ping] children and parents' experience of the internet, in dialogue with national and Latin American policy stakeholders". More information: <http://globalkidsonline.net/latin-america-kids-online/>

Recommendations

While LAC countries are making significant efforts —both individually and regionally— to ensure universal access to formal education for RMD CYP, more resources, stronger state leadership, and better multilevel government coordination are required to facilitate their smooth transition into host countries' education systems.

Digital technologies have great potential to address many of the challenges related to learning, teaching, and educational information management, provided they are integrated within robust digital education policy frameworks that mitigate associated risks and prevent the exacerbation of existing inequalities. In this context, digital interventions to support the right to education of RMD CYP should be guided by two fundamental principles:

1. **User-centered approach:** place refugee, migrant, and displaced children and young persons' experiences and needs at the center of educational decision-making processes, research and policies, promoting their participation as well as their families and teachers', framed by intercultural and intersectional approaches. For example, the "[Child Rights by Design](#)" guide for innovators developed in the UK adopts children's perspective from the early steps of digital technology design to avoid costly and ineffective changes afterwards.
2. **Education-centered approach:** ensure edtech programs and initiatives are firmly grounded in educational policies guidelines and aligned with expected educational outcomes, from the perspective of education as a basic human right and as public good.

These principles frame the following strategies and associated initiatives:

1. Promote digital education programs and initiatives adapted to different RMD CYP profiles, striking a balance between targeted interventions to address specific needs and universal interventions that avoid differentiation and possible discrimination.

- 1.1 Improve mechanisms to collect and use qualitative and quantitative information (e.g., through Education Management Information Systems) on RMD CYP profiles, educational trajectories and needs to support evidence-based policies and initiatives.
- 1.2. Promote analyses of RMD CYP profiles, educational trajectories and needs that incorporate intersectional, gender and multicultural perspectives to understand how socio-economic, cultural, and demographic variables operate simultaneously to design and implement edtech solutions.
- 1.3. Implement monitoring and evaluation strategies to assess the impact of digital interventions, potential risks, and areas for improvement. This should be carried out by independent bodies, guided by public policy frameworks in education, to avoid bias related to the commercial interests and agendas of private edtech providers.

2. Promote multistakeholder engagement and participation at multiple levels and across diverse sectors with leadership from ministries of education

- 2.1. At the micro level, raise awareness among RMD CYP, their families and teachers about the importance of education and the role of educational technologies in supporting various educational outcomes. This includes highlighting both the advantages and disadvantages of these technologies, while providing connectivity facilities, training and opportunities for active participation, whenever possible, in the design, implementation, monitoring and evaluation of edtech interventions.
- 2.2. At the meso level, facilitate curricular and pedagogical support and guidance for non-state actors providing non-formal education services, and improve connectivity, content and capacity in educational communities (students, families, teachers and managers) and host communities.
- 2.3. At the macro level, promote the leadership role of ministries of education to strengthen digital governance of education (UNESCO, 2023) through regional coordination and alliances with multi-level government representatives, as well as partnerships with the IT sector (industry, business and entrepreneurs) providing edtech solutions.

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Annex: Good Practices

A. Regional Challenges Demand Regional Coordination and Solutions

Central American countries and Mexico promote the harmonization of their education systems in the subregion through the Regional Policy on Recognition, Validation and Accreditation of Results. It has been implemented since 2020 and has served as a guiding framework to the following initiatives:

- A **Table of Equivalences for the Regional Policy on Recognition, Validation and Accreditation of Results** to facilitate undocumented children access to educational systems and the continuity of their studies across countries, in accordance with the Organización del Convenio Andrés Bello.
- A **regional test** developed in collaboration with the IDB, covering El Salvador, Honduras and Guatemala, aimed at returnees or young people who have been out of school to certify their skills and enable access to educational systems and/or improve their employment options. It is based on the Acredita test implemented in Uruguay.¹⁴ This initiative involves two digital platforms: one for a registration system and another for the regional test that certifies the skills.

These regional efforts have been promoted by the Central American Educational and Cultural Coordination (CECC), an organization comprising the ministries of education and culture of the eight countries that are part of the Central American Integration System (SICA): Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, and the Dominican Republic which is an Associated Member State.

B. Overcoming Connectivity Barriers to Meet Educational and Socio-emotional Needs of Children on the Move

- [Sesame Workshop](#) (SW), the nonprofit organization behind the American TV show Sesame Street, offers curated playful educational and socio-emotional content to support young children's coping strategies in the context of migration. This is done through partnerships with formal and non-formal educational, on-the-ground implementing partners, such as the global NGO World Vision. SW promotes research-based diagnoses of each community's needs to adapt content and launch pilot proposals that are adjusted based on iterative monitoring. Content is delivered through multiple platforms and hybrid distribution models to adapt to both offline settings and the ever-changing needs of migrant families during crises. For instance, in Latin America, these models include "hybrid implementation via digital media to support Venezuelan migrants in Brazil, Colombia, and Peru, and direct distribution through implementing partners to support migrant children at the U.S. border" (Foulds et al., 2024). Curated content is loaded onto microcomputers that emit their own Wi-Fi signal providing users with free access. These are strategically placed in shelters, community kitchens, libraries, hospitals, formal and non-formal learning

¹⁴ As of May 2024, the regional test was still under development.

centers where migrant families frequent. Print materials, posters and training for service providers are also included. In addition, parents can interact with a WhatsApp chatbot to search for content based on their needs on a dedicated website.

More information on this initiative: <https://sesameworkshop.org/>

- **The Learning Passport** is a comprehensive digital educational platform powered by UNICEF and Microsoft to provide children and adolescents in Latin America and the Caribbean with continuous access to high-quality educational content tailored to their different learning needs. To address connectivity gaps, it offers multi-device functionality and offline capabilities. Additionally, it was conceived as a flexible, versatile and adaptable platform that can serve as a national learning system or complement existing platforms to bolster learning outcomes. It is currently present in more than 33 countries, including 6 in Latin America and the Caribbean. Honduras has been among the first countries in the region to adopt the initiative and adapt it to its specific needs. The platform has also expanded to Mexico, Jamaica and Costa Rica, and soon to Brazil, the Dominican Republic, and Eastern Caribbean countries.

More information on this initiative: <https://www.unicef.org/lac/en/learning-passport-latin-america-and-caribbean>

- **The Educational Route initiative** by global NGO Save the Children is physically developed in the Child Friendly Spaces, where children in crisis or emergency situations can play and learn “among equals recovering a sense of normalcy”. Migrant children receive educational resources to continue their learning as they move through different countries, along with recommendations on areas to be reinforced. Materials are adapted to their varying levels of knowledge of language, mathematics and socio-emotional skills, measured and recorded on a virtual platform by staff equipped with tablets. In the first semester of 2024, 800 educational evaluations were conducted in Mexico, Panama, Costa Rica, Honduras and El Salvador.

More information on this initiative: <https://www.savethechildren.es/actualidad/ruta-educativa-una-iniciativa-que-permite-que-ninos-y-ninas-continuen-aprendiendo-en-su>



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