

Education Ecosystem in Public Policies for Refugees, Migrants, and Displaced Children and Young People in Latin America and the Caribbean with the Use of Digital Technology



Fundación
Ceibal

Education Ecosystem in Public Policies for Refugees, Migrants, and Displaced Children and Young People in Latin America and the Caribbean with the Use of Digital Technology



Ceibal Foundation team

Director of the Ceibal Foundation:

Roberto Porzecanski

Project leader:

Martín Rebour

Principal Investigator:

Cristén Dávalos

Operative Project Coordinator:

Jesica Pouzo Paccosi

Author of this document and Consultant of the project:

María Cecilia Gordano



This work is licensed under a **Creative Commons License (BY-NC)**.

The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

This work was made possible by a grant from the International Development Research Center (IDRC), Ottawa, Canada.

Table of Contents

Executive Summary	4
1. Introduction and Research Overview	5
2. Conceptualizing Education Ecosystems	7
3. Mapping the Ecosystem: Actors, Relationships and Initiatives	8
4. Conclusion and Recommendations	14
5. References	15

Executive Summary

While states are the main duty bearers of the right to education, “the non-state sector accounts for a large and, in many countries, growing share of education provision” (UNESCO, 2024). This becomes particularly visible in contexts of crisis and emergency, where multilateral and humanitarian organizations are actively coordinating and providing basic services to those in need.

The unprecedented human mobility crisis in the Latin American and the Caribbean (LAC) region has resulted in a high percentage of school-age children and young persons experiencing interruptions in their educational trajectories and facing numerous challenges in accessing inclusive and equitable quality education. This situation has raised concerns among various actors, prompting diverse responses from state and non-state actors. These responses encompass formal and non-formal education initiatives, in different geographical areas, types of intervention (specific or universal), educational approaches and use of technologies.

This document aims to map some of the main actors involved in the education of refugee, migrant and displaced (RMD) children and young persons (CYP) and the use of digital technology in Latin America and the Caribbean from an ecosystem perspective. Desk research was conducted comprising a) a literature review of academic papers and leading organizations reports published between 2019 and 2024 addressing issues of educational inclusion, human mobility and digital technology in the region, and b) four semi-structured interviews with key informants from international and regional governmental and non-governmental organizations.

Findings evidence that:

1. In emergency and crisis situations there is a **wide range of non-state actors** involved in supporting RMD CY population access to the region's educational resources, which challenges state leadership and regulation in education, but also offers specific solutions with great innovative potential and partnership opportunities.
2. **The LAC region has active networks and alliances of state and non-state actors** making efforts to respond to the educational challenges posed by increasing intra-regional mobility, through both existing and newly created multistakeholder partnerships.
3. **The ecosystem composed by the intersection of education, human mobility and digital technologies in LAC is an emerging field**, still underdeveloped and quite unexplored in terms of policies, programs and initiatives: educational initiatives for RMD CYP incorporating digital technologies are still limited though promising, requiring strong partnerships and impact evaluation to remain sustainable in time and flexible to scale and adapt to changing needs and scenarios.

The recommendations presented in this document arise from identifying a notable gap in the literature: the absence of a comprehensive and unified mapping of actors and initiatives focused on the educational inclusion of RMD CYP in LAC. Additionally, some interviewees highlighted efforts to coordinate actions and understand each other's work. Recommendations revolve around the need to

generate new knowledge as well as systematize existing knowledge about the education inclusion ecosystems of RMD CYP with digital technologies, in order to generate evidence for the formulation of policies, avoid duplication and lack of coordination among the actors in the ecosystem:

- To promote the creation of **collaborative, open-access, digital repositories of information** on actors involved in the digital education ecosystem for refugee, migrant and displaced children and youth in Latin America and the Caribbean, where state and non-state actors can upload standardized information on their initiatives to publicly track ongoing and potential partnerships, target countries and populations, gaps, risks and challenges, funding opportunities and scalability, among other areas of inquiry.
- To promote the **collection, analysis and sharing of successful as well as unsuccessful practices and results**, focusing on lessons learned, case studies and other resources to inform future public policies, partnership agreements, projects and programs for the educational and digital inclusion of the RMD CYP population.
- To support the knowledge of existing ecosystems and subsystems through **mapping and visualization tools** fed by country-specific data and cross-country comparisons to identify emerging actors, trends, gaps, and areas for future collaboration.

1. Introduction and Research Overview

Latin American and the Caribbean faces an unprecedented human mobility crisis: the total number of migrants in the region has dramatically increased from 34.6 million in 2010 to 42 million in 2020. Intra-regional migration has increased 83.2%, from 5.3 million to 11.3 million (UNDP, 2023). Venezuelan migrants and refugees fleeing political and economic instability stand out in the total number, with estimates reaching 6.82 million people by the end of 2024, “including some 4.71 million people in need of assistance” (R4V, 2024).

High proportions of children and young persons in school age are crossing borders, raising concern on their access to inclusive and equitable quality education as well as motivating varied responses by both state and non-state actors, through formal and non-formal education, across diverse geographical scope, type of intervention (targeted or universal), educational approaches and technology use.

While states are the main duty bearers of the right to education, “the non-state sector accounts for a large and, in many countries, growing share of education provision” (UNESCO, 2024). This becomes particularly visible in contexts of crisis and emergency, where multilateral and humanitarian organizations are very actively coordinating and providing basic services to those in need.

The concept of *education in emergency* has gained terrain as it refers to “the quality learning opportunities for all ages in situations of crisis [that] provide physical, psycho-social, and cognitive protection that can sustain and save lives” (INEE, 2018). In turn, e-resilience defined as “the ability of Information and Communication Technology (ICT) to support systems to withstand, recover, and evolve in the face of external shocks” (Marotta & van der Laar, 2024) acquired centrality after the social isolation measures imposed by the Covid-19 pandemic and the urgency of adopting remote ICT solutions.

This document aims to map some of the main actors involved in the education of refugee, migrant and displaced (RMD) children and young persons (CYP) and the use of digital technology in LAC from an ecosystem perspective to answer two research questions: 1) Who are the main regional actors involved in the intersection of education, human mobility and digital technologies? and 2) How do they relate to each other to configure multistakeholder alliances and networks to face emerging challenges for the educational inclusion of RMD CYP in Latin America and the Caribbean?

Desk research was conducted comprising two main sources of information:

1. The documentary corpus that underpinned policy brief 1.1 “Education for refugees, migrants and displaced children and young people in LAC: challenges and opportunities with digital technology”, based on a literature review of documents published between 2019 and 2024¹ and four semi-structured interviews with key informants from international and regional governmental and non-governmental organizations.
2. A review of 8 additional papers and reports² as well as information collected from the websites of the 38 organizations and networks mapped for this document.

The first section of the document offers a conceptual outline to define an education ecosystem, while the second section zooms into some of the main actors of the education ecosystem for RMD CYP, with examples of referent alliances and initiatives. The final section provides conclusions and recommendations to improve knowledge and information on these ecosystems. In addition, an Annex is included as a stand-alone resource listing relevant actors and networks including a brief description and/or examples taken from each organizations' websites.

1 The literature review included documents published between 2019 and 2024 as follows: 20 academic papers retrieved from 6 scientific databases, 10 documents identified through Google Scholar and 12 reports from trusted organizations. See supplementary materials [here](#).

2 ECLAC, 2024; IDB, 2021; Hannon et al., 2022, 2019; Marotta & van der Laar, 2024; OECD, 2023; Ripani, 2022 and UNESCO (n/d b).

2. Conceptualizing Education Ecosystems

Ecosystems can work both as an analytical tool –to identify the main actors in a given field– and as a practical strategy that acknowledges the interconnectedness, diversity and dynamism of stakeholders, facilitating prospective thinking when planning educational solutions (UNESCO, n/d).³

The education ecosystem in public policies for RMD CYP in LAC using digital technology can be located at the intersection of three areas of policy knowledge and intervention: education, human mobility and digital technologies, where children and young persons are located at the center, as shown in Figure 1.

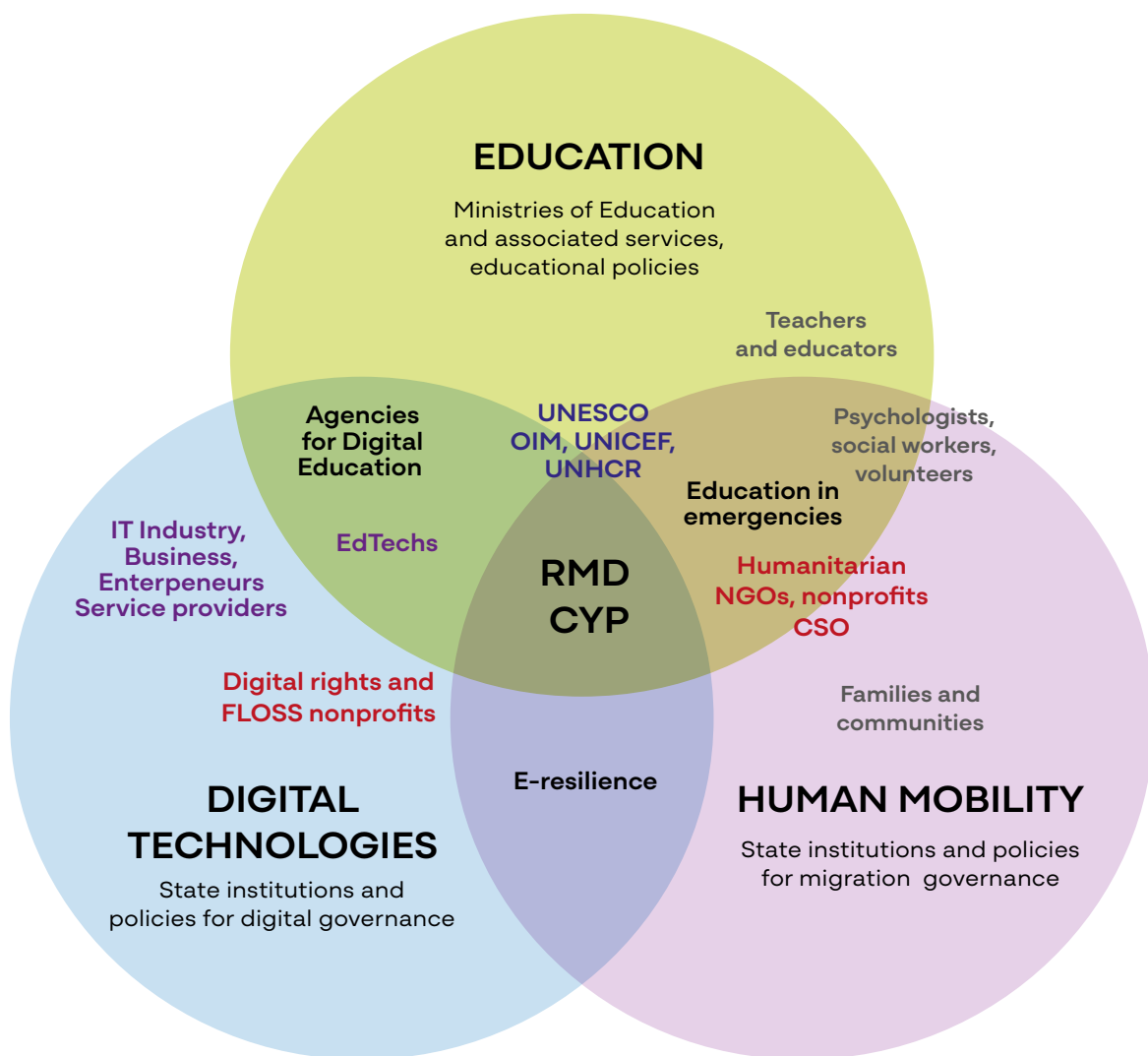


Figure 1. Refugee, migrant and displaced (RMD) children and young persons (CYP) at the center of the intersection of education, human mobility and digital technologies.

³ The concept of ecosystem derives from biological sciences and serves as a metaphor for addressing more dynamic, non-hierarchical and multistakeholder arrangements around a common issue of interest. Ecosystems comprise various subsystems and components characterized by 1) the interconnectedness of their constituents, 2) the information flows throughout the systems and c) diversity of its components.

Spheres and their intersections can be mapped and analyzed according to diverse levels (micro, meso, macro), typologies and sectors of interaction, considering “components outside the education sector, including state and non-state actors working in telecommunications, physical and mental health, labor, employment, skills development, training, social protection, finance, and planning, among others” (Abbassi & Tripathy, 2022:6). In addition, typologies are useful for describing different multistakeholder arrangements around a common goal, such as “knowledge sharing”, “innovation” and “learning”⁴ (Hannon et al., 2019).

3. Mapping the Ecosystem: Actors, Relationships and Initiatives

3.1. State actors

State actors play a central role in the ecosystem of education, human mobility and digital technologies, as the main implementers and regulators of public policies for the promotion and protection of human rights. They are made up of large and complex sub-systems, including different governmental bodies and levels: from the local level of municipalities and neighborhoods to bodies with national reach.

While ministries of education are the main guarantors of the right to education for all citizens, including RMD CYP, successful initiatives to address the educational needs of this population require highly coordinated efforts. These efforts must operate both within the institutional structures of the ministries and across different governmental bodies involved in migration management (to regulate migration flows), cultural diversity (to promote intercultural societies, respect for diversity and the full integration of indigenous populations and RMD CYP) and digital inclusion policies (to ensure equitable access to and proficiency in digital technologies for all citizens).

At the policy level in LAC, there are no coordinated initiatives that address RMD CYP educational needs and specific challenges using digital and/or educational technologies. UNESCO's Profiles Enhancing Education Reviews (PEER) repository, which summarizes national laws and policies worldwide on key education issues such as inclusion and technology, evidences a wide range of policies and programs of educational inclusion for RMD as well as for universal digital inclusion, though designed and implemented on separate tracks.

Analysis of national educational profiles worldwide shows that Information and Communication Technologies (ICT) or education technology does not depend on ministries of education but on a government department or agency in 82% of the countries, though “of those countries, the education ministry takes the lead alone only in 58%, the education ministry and another ministry share the lead in 36%, and another ministry is the sole leader in 6%” (Daddio et al., 2023). These percentages reflect the different institutional configurations of countries to articulate the intersections of education and technology.

4 In practice, diverse typologies might coexist and overlap.

Some examples in the region of agencies created to support the implementation of national policies of digital education include the Center of Innovation (CIM) of the Ministry of Education of Chile, Ceibal in Uruguay, and Fundación Omar Dengo in Costa Rica (OECD, 2023).⁵

Regarding educational inclusion policies, programs and initiatives addressed to diverse social groups, including RMD CYP, ministries of education in the region have been active in coordinating internally and with other state and non-state actors. For example, in Chile, the Diversity Attention Unit within the General Education Division of the Ministry of Education elaborated the Policy on Foreign Children and Students 2018–2022, which promoted the creation of a specific working group, “Coordinación Migrante Mineduc” (CMM) in 2016, led by the Inclusion and Citizen Participation Unit of the Ministerial Cabinet and made up of different teams of the Chilean Ministry of Education and its associated services⁶. This initiative constituted a great inter-institutional coordination effort that laid the foundations for an updated version of the Policy on Foreign Children and Students in 2024, presented by the Ministry of Education, the National Migration Service, and UNESCO, after a broad participatory process involving ministerial teams at the central and territorial levels, public institutions and services, educational communities, civil society, and academia.

While a country-by-country analysis is largely beyond the scope of this document, other examples of intra and inter-institutional cooperation to provide educational solutions to RMD CYP have been established in the region, particularly following the increase in Venezuelan migrant flows.

In Ecuador, the Under-Secretary for Educational Innovation and Well-Being of the Ministry of Education has generated, since 2018, spaces for the coordination of initiatives to improve the access and permanence of vulnerable children and adolescents in the national education system, for example, through a Ministerial Agreement (25 A-2020), involving actions from Education Districts as well as the Ministry of Foreign Affairs and Human Mobility, Civil Registry, Intergenerational Equality Council, and/or local entities for the protection of rights (UNESCO, 2021).

The use of digital technologies to support the educational inclusion of RMD CYP is not yet systematized in public policy as a targeted intervention but depends on specific initiatives proposed by other non-state actors, such as multilateral and humanitarian organizations.

3.2. Non-State Actors

Non-state actors involved in RMD CYP education in LAC constitute a diverse and ever growing conglomerate of multilateral cooperation organizations (mainly UNESCO, UNICEF, UNHCR and OIM), civil society organizations (NGOs, activists and community-based groups, faith-based actors, teachers' unions, etc.), academia, research centers and think tanks, philanthropic foundations, regional and global funds, and private companies related to the ICT sector, among others. Actors

⁵ The new government of Costa Rica has decided to create and implement a new digital education policy (to be implemented in 2024) in which the role of FOD has yet to be determined (OECD, 2023:391).

⁶ Participating services included: the Undersecretary of Education, the Undersecretary of Parvular Education, Office of International Relations, General Education Division, Higher Education Division, Office of Citizen Attention Aid Mineduc, Center of Studies, Curriculum and Evaluation Unit, National Coordination of Technology, Center for Improvement, Experimentation and Pedagogical Research (CPEIP), Agency for the Quality of Education and Superintendence of Education.

working on digital rights⁷ as well as free open-source software (FLOSS),⁸ could be also considered potential allies to design digital educational solutions for this specific population. Their contributions include a human rights perspective and the digital activism of users and developers' communities.

While a more detailed list of actors and alliances is presented in the Annex, the following subsections focus on three non-state actors particularly relevant to this ecosystem: humanitarian NGOs, educational technologies private actors, and regional multistakeholder networks.

Nongovernmental Organizations (NGOs)

Local, national and international NGOs carry out important humanitarian work in critical areas of human mobility, implementing "education in emergencies" programs in alliance with multiple state and non-state actors. International NGOs actively working for the educational inclusion of RMD CYP in the LAC region include the following: RET International, Plan International, World Vision, the Hebrew Immigrant Aid Society (HIAS), Save the Children, the Norwegian Council for Refugees and the Danish Council for Refugees, among others. Some of them have incorporated digital technologies for diverse purposes, from monitoring educational progress and levels, to providing learning materials and resources.

The "Educative Routes" initiative is an example of multistakeholder partnerships to identify and support RMD CYP educational needs through the implementation of a learning toolbox and the elaboration of unified protocols that allow educational continuity. It is led by Save the Children and implemented with HIAS, with the financial support of the European Union. One of its aims is to strengthen the coordination of humanitarian and national actors with the support of Regional Education Group for Latin America and the Caribbean (GRE-LAC) and the Central American Educational and Cultural Coordination (CECC-SICA) to avoid duplication and overlapping of programs. This initiative draws on digital technologies to monitor RMD CYP educational progress along their migratory routes and provide information on leveling tests.

Private Actors in Education Technologies

The rise of educational digital technologies since 2008 has brought a new non-state actor to the education ecosystem field: Educational technology services and companies (edtechs). They experienced a strong boost during the Covid-19 to meet the increasing demand of distant learning options in response to sudden school closures, and receded in the post-pandemics period.

The relationship between edtechs and other actors in the education ecosystem is not without tensions and challenges as there may be conflicts of time, agendas and priorities between commercial and educational actors. However, there are already fruitful collaborations that constitute good

7 While a thorough overview of actors working on children and adolescent digital rights is beyond the scope of this document, it is worth mentioning some of them as referent partners for future digital educational initiatives with RMD CYP, in particular, non-profits such as Derechos Digitales (LAC), Tedic (Paraguay), Faro Digital (Argentina) and SaferNet (Brazil), among others.

8 Current FLOSS based educational solutions were not identified in LAC. Online search revealed some initiatives that are no longer active in Argentina (educ.ar), Brazil (Educational Linux) and Mexico (Zacatecas Municipality).

practices to learn from and eventually replicate.

A promising partnership between a major IT private actor, a multilateral organization and national educational bodies is exemplified in the Learning Passport initiative. This initiative is supported by the alliance between Microsoft Corporation and UNICEF to provide diverse educational solutions to migrant children and adolescents, offering continuous access to high-quality educational content while they are in transit, through a digital platform customized to diverse national contexts.

Regional Multistakeholder Networks

At the regional level, several networks, alliances and multistakeholder initiatives provide inspiring examples of how ecosystems reorganize resources and forces around common visions and goals to address the educational challenges related to RMD CYP access to quality education in the LAC region.

Focus	Multistakeholder Initiative
Education	<ul style="list-style-type: none"> • The UNESCO Regional Forum "Education Beyond Borders" • The Latin American Campaign for the Right to Education (CLADE)
Education in emergency	<ul style="list-style-type: none"> • The Regional Education Group for Latin America and the Caribbean (GRE-LAC) • Inter-Agency Network for Education in Emergencies (INEE)
Venezuelan crisis response	<ul style="list-style-type: none"> • Inter-Agency Coordination Platform for Refugees and Migrants from Venezuela (R4V)
Education innovation	<ul style="list-style-type: none"> • Alliance for the Digitization of Education in Latin America (ADELA) • The Knowledge and Innovation Exchange Centre (KIX) for Latin America and the Caribbean (LAC)
Social innovation	<ul style="list-style-type: none"> • Hola America program

Table 1. Examples of Multistakeholder initiatives with focus on education, digital technologies and/or human mobility in LAC.

- The [Regional Forum "Education Beyond Borders"](#) is a joint initiative between the United Nations Educational, Scientific and Cultural Organization UNESCO, through the Regional Office for Education in Latin America and the Caribbean (OREALC/UNESCO) based in Santiago de Chile and GRE-LAC, supported by the Education Cannot Wait (ECW) UN global fund for education and the Government of Canada (GAC). Since 2019, the Regional Forum brings together Ministries of Education of the LAC region to hold technical and political conversations on the right to education for people on the move. Some relevant outcomes include the creation of the Education and Human Mobility Working Group and the implementation of the Regional Monitoring Framework on Students in Mobility (UNESCO, 2022).

- The [Hola América](#) program, boosted by 2811 and Ashoka⁹, seeks to promote social innovations focused on migration to offer better solutions to the problems affecting different migrant and refugee communities in Latin America. Some of their initiatives include mentorships for ventures (in alliance with the Inter-American Development Bank - IDB), the creation of an interactive [map](#) of the social innovation ecosystem focused on solving challenges faced by migrant and refugee communities, and a solutions portfolio to record initiatives like [O-Lab](#), a mobile app to provide young refugees and migrants in Chile with science, technology, engineering, mathematics and arts (STEAM) and entrepreneurial skills.
- The [Regional Education Group for Latin America and the Caribbean \(GRE-LAC\)](#) was created in 2011 to support ministries of education and coordination mechanisms for emergency response in the education sector in the region, including risk management, disasters, and migration. It brings together 18 civil society organizations, UN organizations, networks and donors, including UNICEF and Save the Children as co-leaders, as well as UNESCO, UNHCR, UN Women, AECID, ECHO, IFRC, INEE, IsraAid, NRC, PLAN International, RET International, OCHA, and World Vision, among others. International allies include the Global Alliance for Disaster Risk Reduction (GADRRRES) and the Global Education Cluster. Some of the GRE-LAC partners and other connections are visualized in Figure 2, which maps a fragment of the ecosystem using the visualization tool Kumu to facilitate the identification of actors and their current and potential connections.

⁹ 2811 is a platform for social change created in 2016 and established in Chile, Germany, Colombia, Brazil, and the United States. It seeks to strengthen the ecosystems of innovation and social entrepreneurship to offer multi-sectoral, systemic, and sustainable solutions to diverse social, economic and environmental challenges. Ashoka is a non-profit organization that supports social innovation solutions through its programs in more than 90 countries.

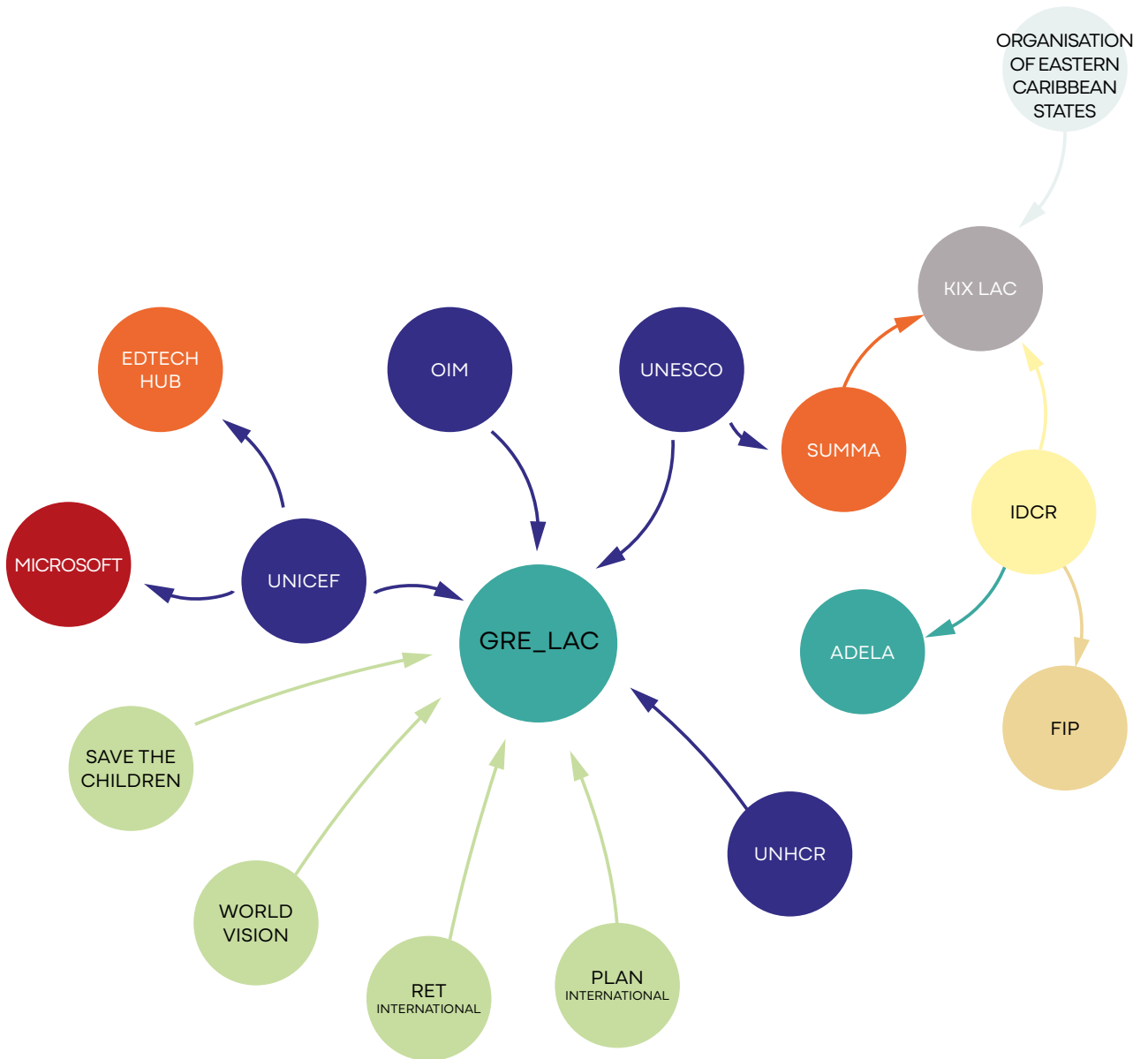


Figure 2. Mapping a fragment of the ecosystem using a visualization tool. Source: kumu.io

Code color: UN agency - Global NGO - Local NGO - Research centre - Private company - Regional network

4. Conclusion and Recommendations

The ecosystem approach made it possible to map diverse actors involved in the provision of educational services for RMD CYP in LAC. A special focus was placed on whether digital and educational technologies were used and/or could become a window of opportunity to address some of the educational challenges faced by these populations because of their mobility experiences across the region. In addition to identifying the main actors at play, some examples served to identify how they relate to each other, creating different configurations or typologies for collaboration around educational common goals in the highly dynamic context of human mobility (with changing needs of people on the move) and the fast-paced innovation environment of digital technologies.

There is a wide range of non-state actors involved in supporting RMD CYP's access to educational resources in the region. On the one hand, this diversity can pose a challenge for state educational leadership in terms of implementing and monitoring public educational policies that guarantee basic quality standards. On the other hand, non-state actors offer specific solutions based on their accumulated experience working on the ground with great innovative and partnership potential for states.

Examples of fruitful collaborations between state and non-state actors are already in progress through both existing and newly formed multistakeholder partnerships to address the educational challenges posed by increasing intra-regional mobility, particularly Venezuelan flows.

Initiatives incorporating digital technologies are limited though promising, requiring stronger partnerships and impact evaluation to remain sustainable in time and flexible to scale and adapt to changing needs and scenarios. In this sense, the ecosystem composed by the intersection of education, human mobility and digital technologies in the region is an emerging field, still underdeveloped and quite unexplored in terms of policies, programs and initiatives.

The recommendations presented in this document emphasize the need to generate new knowledge and systematize existing knowledge on the educational inclusion ecosystems of RMD CYP using digital technologies. This approach aims to produce evidence for the formulation of policies, avoid duplication and lack of coordination among actors and initiatives.

Recommendations:

- To promote the creation of collaborative, open-access, digital repositories of information on actors involved in the digital education ecosystem for refugee, migrant and displaced children and youth in Latin America and the Caribbean, where state and non-state actors can upload standardized information on their initiatives to publicly track ongoing and potential partnerships, identify target countries and populations, gaps, risks and challenges, funding opportunities and scalability, among other areas of inquiry.
- To promote the collection, analysis and sharing of positive as well as unsuccessful practices and results, focusing on lessons learned and examples of learning from experience, case studies and other resources to inform future public policies, part-

nership agreements, projects and programs for the educational and digital inclusion of the RMD CYP population.

- To support knowledge of existing ecosystems and subsystems through mapping and visualization tools fed by country-specific data and cross-country comparisons to identify emerging actors, trends, gaps, and areas for future collaboration.

5. References

- Abbasi, S., & Tripathy, A. (2022). *Landscape and Ecosystem: Mapping of Key Initiatives Supporting Resilient Education Systems*. IEEE. <https://ieeexplore.ieee.org/document/10003186>
- Daddio, A.C.; April, D.; Al Hadheri, S.; Jain, C.; Kaldi, M.; Pombo, M.; Sharma, D. and Wang, D. (27 July, 2023). *New PEER profiles to inform policy dialogue on technology in education*. UNESCO GEM Report 2023. <https://world-education-blog.org/2023/07/27/new-peer-profiles-to-inform-policy-dialogue-on-technology-in-education/>
- CEPAL. (9 February, 2024). *Empresas EdTech al alza durante la pandemia*. Observatorio de Desarrollo Digital. <https://desarrollodigital.cepal.org/es/datos-y-hechos/empresas-edtech-al-alza-durante-la-pandemia>
- Hannon, V.; Clayton, R.; Stevenson, M. and Talreja, V. (2022). *Exploring learning ecosystems in the Global South. Pathways to thriving for every child*. Global Education Leaders Partnership, Dream a Dream and The Learning Planet Institute. <https://www.learningplanetinstitute.org/2023/07/18/learning-ecosystems/>
- Hannon, V.; Thomas, L.; Ward, S.; Beresford, T. (2019). *Local learning ecosystems: emerging models*. Wise Report Series RR.1.2019. Qatar Foundation; World Innovation Summit for Education; Innovation Unit. https://www.wise-qatar.org/app/uploads/2019/05/wise_report-rr.1.2019-web.pdf
- HoloniQ. (22 December, 2023). *2023 Latin America EdTech 100*. <https://www.holoniq.com/notes/2023-latin-america-edtech-100>
- Lustosa, A.; Bar Ben, Y.; Franco Segura, C.; Arias Ortiz, E.; Heredero, E.; Botero, J.; Brothers, P.; Payva, T.; Spies, M. (2021). *Tecnología educativa en América Latina y el Caribe*. Inter American Development Bank. <http://dx.doi.org/10.18235/0003828>
- Marotta, J., & van de Laar, M. (2024). *Education as an e-resilient system: Empirical insights from stakeholder perspectives in public affairs education*. Journal of Public Affairs Education, 1–28. <https://doi.org/10.1080/15236803.2024.2388919>
- OECD (2023). *OECD Digital Education Outlook 2023. Towards an Effective Digital Education Ecosystem*. https://www.oecd.org/en/publications/oecd-digital-education-outlook-2023_c74f-03de-en.html
- Ripani, M.F. (Ed) (2022). *Education and technology: The challenge of sustainability in Latin America*. Ceibal Foundation, Uruguay. https://fundacionceibal.edu.uy/wp-content/uploads/2022/03/FCEIBAL_Ed-and-Tech-Challenge-of-Sustainability-in-LA_V4.pdf
- R4V (2024). *Regional Refugee and Migrant Response Plan (RMRP)*. <https://rmp.r4v.info/#:~:text=By%20end%2D2024%2C%20it%20is,to%20the%20updated%20RMRP%202024>

UNESCO. (2024). *Regulating non-state actors in education: findings from a collaborative research project*. <https://unesdoc.unesco.org/ark:/48223/pf0000390064>

_____ (2022). *Regional Monitoring Framework for People on the Move. Transforming Education Summit 2022 Knowledge Hub. Collection of Good Practices*. https://media.unesco.org/sites/default/files/webform/ed3002/AT1GP346_5.pdf

_____ (2021). *Ficha técnica de Ecuador in La inclusión educativa de migrantes venezolanos en Brasil, Colombia, Ecuador y Perú: recomendaciones de políticas a la luz de la experiencia de 10 países de América Latina*. UNESCO IIEP Buenos Aires, Education Cannot Wait and UNICEF. <https://unesdoc.unesco.org/ark:/48223/pf0000378633>

_____ (n/d a). *Unesco Chair Hannele Niemi*. <https://www.helsinki.fi/en/networks/educational-ecosystems-for-equity-and-quality-of-learning/unesco-chair-hannele-niemi>

_____ (n/d b). *Profiles Enhancing Education Reviews*. <https://education-profiles.org/>



**Fundación
Ceibal**