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Evaluation of Innovation in UNICEF

Latin America and the Caribbean Regional Thematic Case Study Report

Evaluation of Innovation in UNICEF:
Latin America and the Caribbean Regional Thematic Case Study Report

United Nations Children's Fund
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For further information, please contact:

Evaluation Office
United Nations Children's Fund (UNICEF)
3 United Nations Plaza
New York, New York 10017
evalhelp@unicef.org

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Acronyms and abbreviations

ADT	Accessible Digital Textbooks
AI	Artificial Intelligence
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
API	application programming interface
CO	Country Office
COAR	Country Office Annual Report
HQ	Headquarters
ICTD	Information Communications and Technology Division
ISC	Innovation Steering Committee
IVR	Interactive Voice Response
LAC	Latin America and the Caribbean
LACR	Latin America and the Caribbean Region
LACRO	Latin America and the Caribbean Regional Office
MEC	Ministry of Education and Sciences
NLP	natural language processing
OoI	Office of Innovation
PG	Programme Group
PIC	Product Innovation Centre
RO	Regional Office
SBS	Secretaria de Bienestar Social de la Presidencia
SD	Supply Division
SDG	Sustainable Development Goal
STEM	science, technology, engineering and mathematics
SVET	Secretariat Against Sexual Violence, Exploitation and Trafficking in Persons (Secretaria Contra La Violencia Sexual, Explotación y Trata de Personas)
T4D	Technology for Development
UDL	Universal Design for Learning
UNEG	United Nations Evaluation Group

Executive summary

Introduction

This regional thematic case study was developed as part of the global Evaluation of Innovation in UNICEF, which assessed the organization's ability to accelerate progress toward child rights and the Sustainable Development Goals (SDGs). Although published separately, it is one of seven regional thematic case studies comprising Annex 6 of the global evaluation. This regional thematic case study from the Latin America and the Caribbean (LAC) region contributes to the global evaluation evidence base by examining the relevance, effectiveness and sustainability of two innovations supported by UNICEF, and by identifying the enabling and hindering factors that influence their implementation and outcomes. Its purpose is to provide insights and lessons learned, rather than a full standalone evaluation, and should be read in conjunction with the main report. This case study was conducted between March and October 2025.

A structured and comparative case study approach was adopted to generate insights from purposively selected innovations. This case study reviewed two innovations that aim to support children in LAC region: *Accessible Digital Textbooks* (*ADTs*) in Paraguay and *La Travesía* videogame in Guatemala. *ADTs* are interactive, digital versions of traditional textbooks that serve diverse learning needs. They accommodate children with disabilities (e.g. deafness or blindness), learning in indigenous languages or other preferences. In Guatemala, the case study focused on *La Travesía*, a rights-based videogame that aimed to strengthen psychosocial support, mental health service provision and disseminate information about the challenges, risk and rights of young people during irregular migration. The initiatives offer a useful lens into digital solutions that have been designed with the input of children in the region.

An appreciative inquiry methodology was applied as a participatory and strengths-based approach to guide data collection and analysis. Evidence was triangulated through document review, portfolio analysis, and semi-structured interviews and focus group discussions with UNICEF staff and partners. The approach adhered to UNEG norms and UNICEF ethical standards, ensuring informed consent and confidentiality. Findings are primarily qualitative and illustrative and should not be interpreted as representative of the entire regional innovation portfolio.

Key findings

Programme effectiveness: Both initiatives aimed to contribute to programme effectiveness, but at different levels given *ADTs* are a more mature solution whilst the videogame was a pilot. For *ADTs*, government stakeholders said teachers reported that students improved their reading comprehension, writing, literacy and vocabulary by using the books. They also mentioned increased classroom participation by children with disabilities or students with different learning needs. For *La Travesía*, respondents said the videogame contributed to creating a safe space for children to reclaim a sense of agency and begin to communicate about difficult experiences. However, neither of the initiatives collected outcome data so information about effectiveness was anecdotal.

Equity, gender equality and inclusion: The initiatives considered inclusion, but lacked systematic mechanisms for incorporating gender or equity dimensions. Whilst *ADTs* explicitly addressed issues such as visual or hearing impairments or learning in another language, respondents emphasized they served all students by offering multiple ways for children to study at their own pace and in their preferred format. The design of *La Travesía* catered to users with low levels of digital literacy to ensure it was

accessible to children with a range of technological capacities. Both case study examples sought to include users in design processes, but only the videogame did this systematically through multiple focus groups with prospective end users.

Cost-effectiveness: There were no mechanisms to assess the cost-effectiveness or efficiency of the case study initiatives over alternatives. The two initiatives considered in this case study also lacked data on their cost-effectiveness in comparison to traditional solutions or other similar innovations. It is noteworthy, however, that UNICEF's global partnership with OpenAI has been transformative for reducing the time and cost to create *ADTs*. Before artificial intelligence (AI), it took up to a year to create *ADTs* and now they can be completed in about a month. Before AI, staff estimated it cost $30,000 to create the books, which has decreased to $1 per page.

Scale and sustainability: Funding limitations have curtailed scaling ambitions for both case study innovations. For *ADTs*, there has been an impressive level of government ownership, support and commitment to *ADTs* over the last ten years. Government stakeholders expressed an intention and willingness to scale inclusive education initiatives like *ADTs*, but without funding cannot move forward. For *La Travesía*, UNICEF established a strategic partnership with the Secretariat of Social Welfare to potentially scale the videogame nationally. However, a change in government in 2024 put these plans on hold indefinitely.

Lessons and the way forward

Enabling factors included strong leadership support at Country Office, Regional Office and Headquarters levels; the presence of dedicated innovation focal points across all levels of the organization; access to flexible funding for innovation; and strong ownership by the government. Key hindering factors included aspects of the digital divide, such as limited internet connectivity; a resistance to innovation; and a culture of risk aversion in UNICEF. These findings underscore the need for a stronger design phase to understand the technographic landscape, requirements of end users and identify avenues for sustainability.

1 Introduction

1.1 Purpose of the evaluation, objectives and scope

Innovation was made a key change strategy in UNICEF's Strategic Plans for 2018–2021 and 2022–2025, aimed at accelerating progress toward the Sustainable Development Goals (SDGs) by addressing stubborn barriers and stagnating progress with new solutions. UNICEF defines innovation broadly as a new or significantly improved solution that advances results for children and young people across five categories: Data, Digital, Innovative finance, Product, and Social innovations.

The Evaluation of Innovation in UNICEF (2025), carried out by the Evaluation Office, aimed to provide a credible and independent assessment of UNICEF's 'fit for purpose' to use innovation as a change strategy to achieve transformational organizational outcomes and goals. Combining formative and summative elements**, the evaluation had four objectives:**

Objective 1: To assess the relevance, coherence and sustainability of UNICEF institutional arrangements to integrate innovation as a change strategy;

Objective 2: To examine the relevance, effectiveness, efficiency and sustainability of UNICEF innovation approaches;

Objective 3: Assess the relevance, effectiveness, efficiency, impact and sustainability of innovation initiatives to enhance programme effectiveness and accelerate positive outcomes for children; and

Objective 4: To identify and analyse the enabling and hindering factors influencing innovation within UNICEF, the generation of new knowledge and thought leadership to influence the innovation ecosystem and promote child rights.

Innovation at UNICEF involves a wide range of distributed activities and diverse stakeholders at multiple levels. **The primary audiences for the evaluation are internal UNICEF stakeholders:**

- Global level (particularly the Global Innovation Board, the Innovation Steering Committee (ISC), the Office of Innovation (OoI), Supply Division (SD), Information and Communication Technology Division (ICTD) and Programme Group (PG));
- Regional level (particularly Regional Programme and Planning Chiefs, Regional Evaluation Advisers, and Regional Technology for Development (T4D) Specialists); and
- Country level (particularly Country Office (CO) staff developing innovation strategies, thematic teams involved in portfolio governance, and staff working on specific programmatic innovations).

Secondary audiences include the UNICEF Global Leadership Team, UNICEF National Committees, the Executive Board of UNICEF, as well as external development partners and governments. The findings will inform UNICEF's approach to innovation as a change strategy, including the internal governance and systems for innovation at the global level.

The temporal scope of the evaluation is the period from 2019 to 2024, encompassing both the management response to the 2019 Evaluation of Innovation in UNICEF's Work,[i] and implementation of the current Strategic Plan (2022-2025).

1.2 Purpose of this regional thematic case study

Thematic case studies were developed during the global evaluation to explore how innovation is implemented across UNICEF's seven regions. These case studies aim to **assess the relevance, effectiveness, and sustainability of innovation initiatives** (evaluation Objective 3), and to generate insights into **enabling and hindering factors** (evaluation Objective 4). The case studies were not intended as standalone evaluations, but rather as explorations of what is working in different regions and the challenges associated with implementing and scaling different types of innovations. They were designed to draw out common learnings of relevance to the global evaluation, rather than assessing the regional innovation situation or specific individual innovation initiatives. They contribute to evaluation questions under Objectives 3 and 4.

Evaluation questions under Objective 3:

- 3.1 To what extent did innovations implemented through the regional portfolios contribute to programme effectiveness and accelerate positive outcomes for children?
- 3.2 To what extent did they address considerations of equity, gender, and disability inclusion in achieving child rights?
- 3.3 What specific outcomes were achieved for marginalized or underserved populations through these innovations?
- 3.4 Is there data on the cost-effectiveness of the innovations compared to alternatives?
- 3.5 How are the innovations being scaled or sustained over time?

Evaluation questions under Objective 4:

- 4.1. What factors have enabled (or hindered) the successful implementation of innovation, scaling and replication of innovation within UNICEF?
- 4.2. What new knowledge and insights have been generated through UNICEF innovation initiatives, and how have these contributed to thought leadership and influence within innovation ecosystems?
- 4.3. In what ways has UNICEF's approach to innovation disrupted traditional sector practices, and what impact has this had on the broader field of child rights and development?

Each regional case study has a distinct thematic focus and includes two to three illustrative examples to generate comparative insights into how innovation is identified, supported and scaled across UNICEF's programming. The initiatives have been selected to highlight specific dimensions of innovation—such as scale, participatory design or systems integration.

This regional thematic case study for the Latin America and the Caribbean (LAC) region focuses on co-creation and innovation. The initiatives have different objectives, ambitions and resourcing levels. The initiatives explored are:

- ***Accessible Digital Textbooks* (*ADTs*)** are interactive, digital versions of textbooks that serve diverse learning needs supported by UNICEF Paraguay.
- ***La Travesía*** videogame aimed to enhance psychosocial support, mental health service provision, and inform young people about the challenges, risks, and rights associated with irregular migration supported by UNICEF Guatemala.

The case study report is structured into six sections, findings are organised by sub-question. Following this introduction, Section two provides a brief methodology. Section three is an overview of the three case study initiatives, situating them within the region's broader structures and in relation to other innovation initiatives. Section four provides an analysis of the findings relevant to the five evaluation sub-questions, and Section five draws out common enabling and hindering factors to innovation related to the thematic focus of this case study. Finally, the report concludes with a summary of the achievements and challenges of these initiatives, as relevant to the broader evaluation.

2 Methodology

2.1 Case study sampling strategy

A total of seven regional thematic case studies were developed during the global evaluation, each focusing on a different thematic area (scaling, co-creation, emerging technologies and innovation strategy). The themes were strategically selected and assigned to each region in consultation with UNICEF stakeholders to ensure alignment with strategic, portfolio and learning priorities in each region and ensure thematic diversity across the global sample.

Co-creation was selected as the thematic focus for the LAC case study because the importance of youth co-creation in innovation was identified during the inception phase. This was discussed with the Regional Office (RO), who agreed to this topic as the regional theme.

Once a theme was assigned to a region, one to three innovation initiatives were purposively selected to illustrate the assigned theme and to enable comparative insights into how innovations are identified, supported and scaled within different regional and country contexts. The selection of initiatives was guided by the sampling strategy for the global evaluation, which was designed to ensure a balance of initiatives based on the following factors: type of innovation (data, digital, innovative finance, product and/or social innovation), stage of development (early stage pilot through to scale), sector (i.e. health, learning, youth etc.), and design origin/approach (i.e. country, regional or globally led).

Following extensive consultation, portfolio review and document review (described below), a sample of 18 innovation initiatives was identified for the global evaluation sample. Once the initiatives for each region were selected, the implementing countries were identified, with the most suitable CO invited to participate in data collection. The original data collection approach proposed in-depth in-person data collection in one or two of the countries, with lighter touch remote data collection in the other one or two countries per region. Organizational changes[ii] in some COs meant alternative countries and/or innovation initiatives had to be selected in line with the regional theme and overall global sampling strategy. To accommodate staffing capacities, some regions shifted to highlighting a regional innovation initiative that involved lighter-touch data collection across multiple countries. A total of 16 initiatives were included in the final global sample.

The two innovation initiatives featured in this regional thematic case study reflect different models of innovation—public-private partnerships, digital platforms, and blended finance—and offer lessons on equity, sustainability, and systems integration.

2.2 Summary of the approach to data collection and analysis

A structured and comparative case study approach was adopted to generate insights from the purposively selected innovations. Appreciative inquiry methodology was used as a participatory and strengths-based approach to guide data collection and analysis. This approach was well-suited to the evaluation's focus on relevance, effectiveness, sustainability and the enabling and hindering factors influencing innovation, as outlined in Objectives 3 and 4. The robustness of the appreciative inquiry approach was enhanced though triangulation of the following data:

- **A document review** of 50 documents from UNICEF COs in the region, LAC Regional Offices (LACRO) and their partners. The evaluation team used a structured format to map documents against the evaluation questions. The evaluation team also utilised the natural language

processing (NLP) tool Claude.ai to conduct a keyword and sentiment analysis of Country Office Annual Reports (COARs) for the 36 countries in the LACR region, exploring the ways innovation is implemented in the region.

- **18 interviews** and **11 focus group discussions (FGDs)** were conducted. Interviews included nine CO; three RO and one headquarters (HQ) staff and five stakeholders from the government and private sector. All FGDs involved government stakeholders (see Annex A.1). Interviews included 12 women and six men; FGDs included eight FGDs with women and three with men. A sampling frame was developed in the inception phase and interviews were conducted during April 2025. The interview data was transcribed, coded in MaxQDA, reviewed and discussed by the evaluation team. Key findings were categorised in an evaluation matrix, ensuring alignment with evaluation objectives and facilitating triangulation across data sources.
- The **portfolio review** collated dashboard data available from the OoI Dashboard, Venture Fund Dashboard and INVENT. Analysis identified a number of initiatives supported across innovation type, region, stage and thematic area. Analysis also explored alignment to priorities, budget allocation, reach and outcomes, where this was recorded.

One meeting was held with a regional focal point to receive feedback on the case study design.

To assess effectiveness, the evaluation used three outcomes for innovation based on the Active Learning Network for Accountability and Performance in humanitarian action's (ALNAP)[iii] work on evaluating humanitarian innovation. The outcomes are:

- **Consolidated knowledge and learning:** New knowledge generated, or the evidence base enhanced around the area the innovation is intended to address, or around the performance of the innovation itself.
- **Improved solution:** The innovation offers a measurable, comparative improvement in effectiveness, quality or efficiency over current approaches to the problem addressed by the innovation.
- **Widespread adoption of the solution:** The innovation is taken to scale and used by others to improve humanitarian performance.

The evaluation approach and framework were developed in line with **UNICEF[iv] and United Nations Evaluation Group (UNEG) standards and principles on evaluation ethics and quality**, as outlined in the UNEG Norms and Standards for Evaluation,[v] the UNICEF Adapted UNEG Evaluation Reports Standards, the UNEG Ethical Guidelines for Evaluation, and the UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis.[vi] The obligations of the evaluators include: independence, impartiality, credibility, transparency on any conflicts of interest, and accountability.

The approach to data collection and storage prioritised **confidentiality and informed consent**. The evaluation team provided full disclosure of the study's context, including potential harm or benefit. Interviewers informed respondents that they had the right to decide whether they wanted to participate or not, and they could leave at any time. Information is stored anonymously, protected, and will be deleted six months after closure of the assignment. The anonymized data collected in the course of the evaluation will be given and stored by the Evaluation Office.

2.3 Limitations and mitigation measures

This case study report aims to contribute to the evidence base for the broader evaluation and is not intended to serve as a stand-alone evaluation nor were case studies intended to generate formal recommendations. While the evidence has been triangulated and confirmed based on the primary and secondary data sources available, the findings cannot be interpreted as representative of, or as confirming patterns across, the overall global or regional innovation portfolio. Specific limitations of the case study, and their impact, are listed in Table 1below.

Table 1: Case study limitations and mitigation measures

Limitation	Impact on case study and mitigation measures
Case selection	There was no comprehensive list of innovation initiatives in the LAC region from which to systematically select case studies. Instead, the selection of cases involved a consultative process with ROs and COs to ensure relevance and buy-in, as well as a review of portfolio data and discussions with the OoI.
Interviews	It was not possible to interview rights holders who engaged with either innovation. This limits the extent to which findings about the evaluation questions can be validated with end users of the innovations. Where possible, the evaluation attempted to draw upon other documentation about the innovations to provide insights and feedback from users, though this has been very limited.
Document review	The documentation varied widely in detail and quality. The initiatives lacked documentation on outcomes and budgets. There was also no robust data on cost-effectiveness or gender/disability outcomes. These gaps were mitigated by triangulating across available documents and interviews to fill gaps; limitations around data are discussed in the report.
Presentation of findings	Only one case study systematically worked with young people in the design and implementation of the innovation. This limits the extent to which findings from the case studies can be compared or contrasted about co-creation with end users. Therefore, the evaluation has only presented findings from one innovation in this case study.
Data and analysis	Due to limited quantitative data (including data on outcomes, cost and cost-effectiveness), findings were largely based on qualitative feedback and anecdotal evidence. The analysis could not fully capture outcomes, impacts, cost-effectiveness nor efficiency relative to alternative solutions. The evaluation used a structured coding matrix aligned with evaluation questions and relied on team debriefs to validate emerging findings. Where data was anecdotal, findings were clearly framed as illustrative rather than definitive.

3 Context of the innovations

UNICEF operates across 36 countries and territories in Latin America and the Caribbean through 24 national programmes, supporting children and adolescents amid persistent inequality, high levels of violence, and increasing climate-related risks. The region faces some of the world's highest rates of adolescent homicide and child migration, while also grappling with malnutrition, school exclusion, and gender-based violence. UNICEF's priorities include child survival and health, protection from violence, inclusive education, social protection, and climate action, with a strong focus on equity, adolescent development, and children on the move.[vii]

In 2024, UNICEF invested $370 million across the region. Spending concentrated on ensuring every child survives and thrives (Goal Area 1), particularly through programming aligned with SDG 2 (Zero Hunger) and SDG 3 (Good Health and Well-Being), which accounted for 29 per cent of regional resources in 2024. This was followed by ensuring every child is protected from violence and exploitation (Goal Area 3), which received 27 per cent of the regional investment. Ensuring every child learns (Goal Area 2), also received a sizeable 20 per cent of the regional investment, largely on SDG 4 (Quality education). This was followed by ensuring every child lives in a safe and clean environment (Goal Area 4, with 18 per cent of funding allocation), and ensuring every child has an equitable chance in life (Goal Area 5, with 6 per cent of funding allocation). With large humanitarian responses, Haiti and Venezuela received the largest funding allocations in the region.[viii]

3.1 Innovations in LAC

Analysis of COARs indicates that across the LACRO region, innovation efforts focused on practical, scalable solution, especially digital and educational technologies. The emphasis was on adapting platforms to local needs, engaging youth and communities, and integrating environmental sustainability. Innovation was often framed around strengthening service delivery and enhancing access to education, health and climate resilience, with strong digital transformation themes across most countries.

Digital technology and platform innovation was the most cited theme across the region, mentioned in nearly 500 documents. This included national and subnational education platforms (e.g., remote learning systems), mobile tools for health data and service delivery, interactive platforms for youth engagement and digital learning initiatives were particularly widespread, driven by pandemic-related disruptions and long-term goals for inclusive education.

Innovations aimed at youth engagement and participation were a significant focus, with a strong emphasis on empowering adolescent voices. Youth-centred innovation was a strong theme, with several countries establishing digital participation platforms and innovation challenges. Examples included social innovation labs and participatory governance structures. These efforts aimed to co-create solutions with young people, often leveraging digital tools and peer networks. Community engagement was also enhanced through human-centred design approaches, feedback platforms, and social innovation methodologies. These were particularly important in reaching underserved populations and tailoring services to community needs.

Several LACRO Country Offices demonstrated a strong commitment to building innovation capacity and structures. Some countries, like Argentina and Colombia, developed local innovation

governance models, such as innovation coalitions or hubs within ministries. Others relied on project-based approaches or donor-supported pilots. Whilst institutional investment in innovation systems remains uneven, there are promising examples of embedding innovation capacity within public systems and partnerships with tech hubs and international organizations.

OoI and INVENT dashboard data was analysed to summarize innovation efforts in the region, including the COs involved in different OoI initiatives, budget allocation and key thematic areas (Figure 1). It is noted that INVENT is an open repository and is used in different ways by COs; it includes early ideas that may not been developed and implemented.

Figure 1: Overview of LACR innovation initiatives (2019-2024)

Sources: Venture Fund dashboard; the OOI dashboard (which included Portfolio, Hub and Spark); the PIC dashboard; and INVENT.

3.2 Evidence from regional evaluations

There was only one evaluation of an innovation for the LAC region covering an education platform called *MatematIA*. The platform aimed to improve the algebra and geometry skills of students in Mexico. The evaluation reported no outcomes on learning, students' enjoyment, perceived usefulness of mathematics or interest in a science, technology, engineering and mathematics (STEM) career. However, the programme did have a positive effect on dropout rates, reducing them by almost 50 per cent for students in treatment schools.

Lessons from the initiative highlight the importance of designing solutions that are relevant to the needs of end users. Whilst the platform was recognized as useful by education stakeholders, the content was not fully aligned with the curriculum of students. The use of artificial intelligence (AI) and gamification helped maintain student interest and engagement through personalizing topics and allowing students to work at their own pace. However, about a third of students found the platform difficult to use, which demonstrated the need for a more robust design phase.

3.3 Examples for this case study

This case study builds on this understanding of innovation in the region and explores two initiatives implemented in LAC:

Case 1: *Accessible Digital Textbooks* (Paraguay)

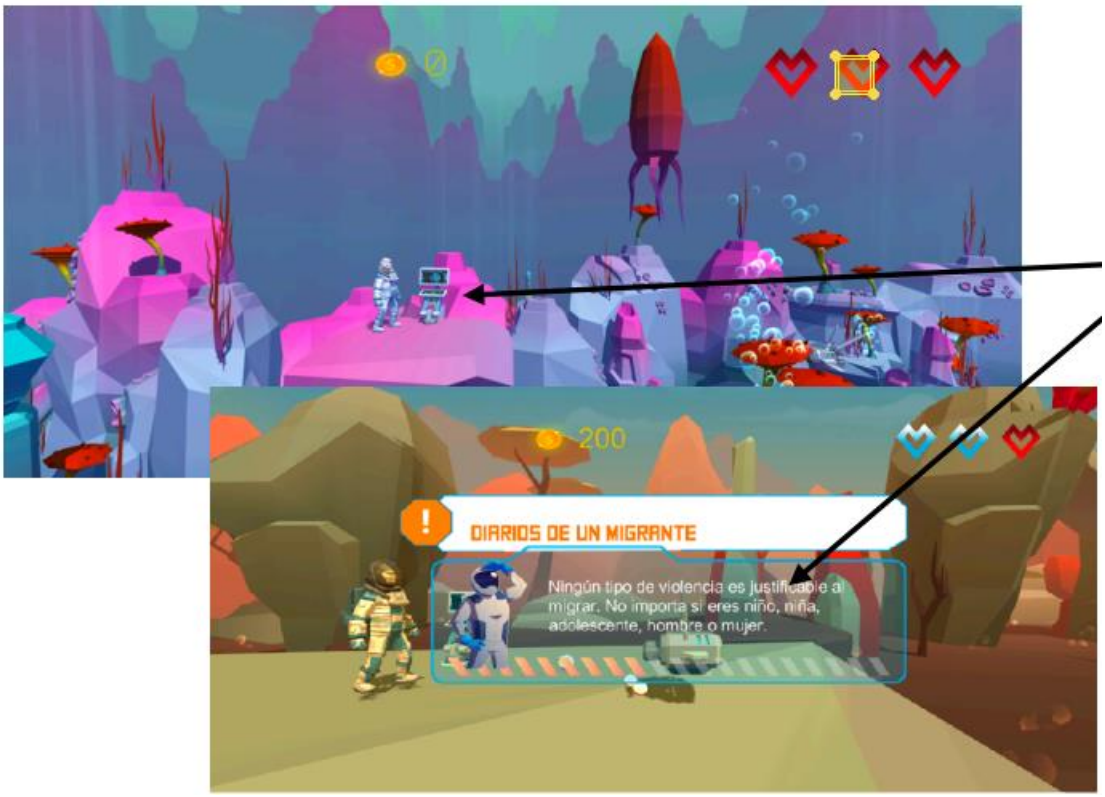
Figure 2: A child using an Accessible Digital Textbook in Paraguay.

Photo credit: UNICEF

***Accessible Digital Textbooks* (*ADTs*)** are accessible, interactive digital versions of traditional textbooks designed to support diverse learning needs, including children with disabilities, indigenous language speakers,[ix] and those with different learning preferences. Since 2014, UNICEF Paraguay has supported the development and use of *ADTs*, primarily in classrooms around Asunción and the Central Region. Four *ADTs* for Grades 1 and 2 and two storybooks were created, alongside a teacher guide and training course based on the principles of Universal Design for Learning (UDL). Key partners included the Ministry of Education and Sciences (MEC), Paraguay Educa, Book Fusion, the Canales Foundation, and the Eleva Foundation, with support from the UK National Committee for UNICEF. Civil society and intended beneficiaries also contributed to the design, helping to ensure the materials reflected user needs and preferences. The evaluation team received some financial data for this initiative, indicating that the cost of one textbook was $30,000.

Case 2: *La Travesía* Videogame (Guatemala)

Figure 3: Screenshot from La Travesía



La Travesía is a rights-based videogame for children that aimed to strengthen psychosocial support, mental health service provision and disseminate information about the challenges, risk and rights of young people during irregular migration. The videogame was innovative by using gamification to enhance existing service provision and information dissemination channels to children on the move. It was designed and implemented by UNICEF Guatemala from 2022 to 2024 and piloted in government-operated migration shelters in Guatemala City and Quetzaltenango. The videogame was part of a broader initiative incorporating SMS, interactive voice response (IVR) and a chatline for unaccompanied migrant children. To facilitate uptake, UNICEF created "technology corners" where children could access *La Travesía* using UNICEF-supplied tablets or televisions whilst waiting to be collected from the shelter. Key government partners included the Secretariat of Social Welfare of the Presidency (SBS) and the Secretariat Against Sexual Violence, Exploitation and Trafficking in Persons (SVET). The game was designed by ULTRALUDIC, a Guatemala-based company. *La Travesía* was financed by funding from the Office of Innovation and had a budget of $293,000.

4 Case study findings

4.1 Effectiveness and outcomes

There was clear alignment with RO and CO strategies and priorities. The aims of the videogame aligned with the Guatemala Country Office's strategy on the rights of children and supported the provision of much-needed services to children on the move and their families. *ADTs* directly responded to Paraguay's Inclusive Education Law.

The monitoring and reporting of the initiatives have primarily been at the output level. Outcome level results have been challenging to capture and, therefore, reported anecdotally rather than systematically. The limited monitoring and evaluation data make it difficult to draw conclusions on overall contributions to programme effectiveness and disability inclusion.

- ***ADT*** output achievements were captured in a results framework, and a report was produced by Innocenti on how *ADTs* were used in the classroom and how they could be further embedded in Paraguay's education system. A 2023 Evaluation flagged that the Paraguay CO was "lacking data that demonstrates the impact of programming on children with disabilities" across its programmes.[x]
- Monitoring and evaluation were even more limited for ***La Travesía*****.** There was no measurement framework to monitor effectiveness and impact, nor a theory of change to articulate the intended outcomes and support in collecting data against these areas. Staff said there was no opportunity to monitor or follow up on the initiative, nor the possibility of hiring external support to measure anticipated changes. A lack of outcome measurement was not isolated to the video game – it was a common issue reflected in the literature of UNICEF innovations delivering innovative mental health and psychosocial support. In a paper reviewing seven chatbot innovations (of which *La Travesía* was included), none had data collected or planned data collection that would enable an evaluation or comparison of the effectiveness of the innovation to traditional approaches.[xi]

Anecdotal evidence suggests children experienced improved learning and mental health outcomes by using case study initiatives. Examples include:

- *ADTs:* Government stakeholders said teachers reported that students **improved their reading comprehension, writing, literacy and vocabulary** by using the books. They also mentioned increased classroom participation by children with disabilities or students with different learning needs. This was also reported in a 2025 study by Innocenti.[xii]
- *La Travesía*: Respondents said the video game contributed to creating a safe space in the shelter for children to **reclaim a sense of agency and communicate about difficult experiences.** Multiple respondents noted that children appeared to feel more relaxed and opened up about their feelings when using the video game in the technology corner. This enabled psychosocial support officers to explore traumatic experiences during their journey and potentially report them. As a result, UNICEF Guatemala designed a guide to accompany the video game for shelter staff about mental health and migratory rights.

The documents and interviews illustrated several areas of learning about the videogame. For example:

- The literature on chatbots highlighted the importance of implementing a hybrid approach whereby digital solutions are supplemented with face-to-face support to increase the effectiveness of the initiative.[xiii]
- Creating the guide for care workers was important to provide additional support to children to ensure they were not unintentionally harmed by disclosing traumatic or life-threatening situations with no follow up. Since initiatives were not designed to provide this type of support,[xiv] it would be key to ensure care workers were properly trained to provide the best support the vulnerable children.
- Government stakeholders also felt the space where the children used the game could be improved and made more appropriate for providing this type of support.

The outcomes for innovation can be considered not only in terms of demonstrated contributions to programmes, but also the addition of knowledge and learning and of improved solutions. The evaluation utilised the ALNAP innovation success criteria to assess the project's outcomes. Table 2 illustrates the strongest achievements in the area of **developing new solutions and opportunities for the innovation teams to do more around consolidating and sharing knowledge and learning with other UNICEF staff.**

Table 2: Innovation outcomes based on the ALNAP criteria for evaluating humanitarian innovations.

Innovation outcomes	*Accessible Digital Textbooks*	*La Travesía* Videogame
Consolidated knowledge and learning	The April 2025 Innocenti Report on *ADTs* in Paraguay generated insights about how they were used in schools. The results centred on teachers' perceptions about the utility of *ADTs* and how students and teachers engaged with them. A draft evaluation on UNICEF Paraguay's work on disability inclusion from 2018-2022 also included *ADTs* and results about government partnerships in relation to the innovation. However, this report and the other documentation reviewed by the Evaluation Team highlights gaps in evidence about anticipated outcomes and impacts from *ADTs*.	There was a 2023 external review of seven chatbot interventions that UNICEF has implemented to deliver mental health and psychosocial support, in which the videogame was included. The report provides valuable insights about impact, innovation, scalability and enabling environment. It did not include evidence about outcomes or impacts about the videogame.
Improved solution	There was documentation about objectives achieved in the Eleva Foundation results framework. However, this did not include systematic or documented information, analysis or evidence of *ADT*'s comparative advantage over traditional approaches. Anecdotal evidence of improved learning outcomes was shared with the Evaluation Team during the key informant interviews and focus group discussions.	There was some documentation about objectives achieved in an end of funding report.[xv] This report did not provide evidence of outcomes or impact comparing videogame achievements over alternatives.

Innovation outcomes	*Accessible Digital Textbooks*	*La Travesía* Videogame
Widespread adoption of the solution	The textbooks have been scaled and replicated in several countries in Latin America such as Colombia, Dominican Republic, Jamaica and Uruguay.	The videogame was the first of its kind and has been piloted in one country. It has been field tested and now gained proof of concept through its deployment in migration shelters in Guatemala.

4.2 Equity, gender equality and inclusion

Both case study examples sought to include users in design processes. When *ADTs* were prototyped in 2019, the MEC undertook ad hoc testing with visually and hearing-impaired students as well as teachers to understand how they were used in the classroom. However, the design, testing, prototyping and validation was not undertaken systematically with children with disabilities or other language learning needs. Government stakeholders acknowledged that in the future the process would be strengthened by systematically including children and adolescents in the design and validation of *ADTs*. For *La Travesía*, a participatory, user-centred design approach with prospective end users informed the design, prototyping, testing and validation of the videogame design. UNICEF Guatemala and ULTRALUDIC conducted multiple focus groups with boys and girls in several shelters to understand their perspectives and learning preferences for topics covered. Findings informed the genre, characters and even the name of the game**.**

Both initiatives incorporated equity-focused designs to increase their accessibility. *ADTs* were designed for schools with varying levels of resources, including those with limited device availability and poor internet access. Online and offline versions were created so that schools with limited, intermittent or no internet connection could use them. Most public schools were unlikely to supply one device per child, so the design accounted for activities that could be undertaken individually or in groups. *La Travesía* included audio and visual cues to ensure children who were illiterate or had lower reading comprehension could understand the messages. It also reached children in underserved, high-risk "red zones" where there was less digital access and infrastructure. UNICEF provided both the hardware and internet access to these locations so that children could use the video game.

***ADTs* responded to diverse learning needs, particularly those of children with disabilities.** Whilst *ADTs* explicitly addressed issues such as visual or hearing impairments or learning in another language, respondents emphasised they served all students by offering multiple ways for children to study at their own pace and in their preferred format. This reduced marginalizing children with different learning needs and supported their equitable participation in classroom activities.

The design of *La Travesía* catered to users with low levels of digital literacy to ensure it was accessible to children with a range of technological capacities. The game was simplified so that it could be completed by all types of users quickly to maximize its effectiveness in the short timeframes children stayed at the shelters.

Important lessons emerged around the need for deeper engagement with underrepresented groups, such as girls and indigenous language speakers. Girls participated in the focus groups for development of *La Travesía*. However, their specific interests were not always catered for in design decisions. Some expressed dissatisfaction with an action game, feeling it was boring and "too masculine". In addition, indigenous language speakers could not play the game in their own language.

The team attempted to put the game's audio into 5 of the 25 official languages but it was not configured by the time the game was rolled out.[xvi] The literature review highlighted the importance of incorporating a needs assessment into the design and implementation of mental health and psychosocial support tools to ensure innovations are relevant and respond to the needs of end users.

4.3 Cost-effectiveness

There were no mechanisms to assess the cost-effectiveness or efficiency of the case study initiatives over alternatives. The two initiatives considered in this case study also lacked data on their cost-effectiveness in comparison to traditional solutions or other similar innovations. No data was provided about the cost-effectiveness of *ADTs* or *La Travesía*. Anecdotally, government stakeholders said *ADTs* were cheaper because printing was expensive in Paraguay, though the team cannot confirm this.

UNICEF's global partnership with OpenAI has been transformative for reducing the time and cost to create *ADTs*. Before AI, it took up to a year to create *ADTs* and now they can be completed in about a month. Before AI, staff estimated it cost $30,000 to create the books, which has decreased to $1 per page. This cost is based on OpenAI providing UNICEF with $600,000/400,000 application programming interface (API) credits to use their large language model, ChatGPT. At the time of reporting, this was being tested in Uruguay (including a cost-effectiveness study) and has not yet been deployed in Paraguay. It should be noted that whilst using AI to create *ADTs* faster and cheaper has the potential to accelerate scaling, there are important implications and possible risks, such as the loss of copyrights.

4.4 Scale and sustainability

For *ADTs*, there has been an impressive level of government ownership, support and commitment over the last ten years. The MEC has maintained a dedicated group of technical staff to oversee its implementation. They continue to support *ADTs* in Grades 1 and 2 by providing technology, training teachers on UDL and hosting the online and offline versions of *ADTs* on government websites. They have promoted and adapted the book over multiple phases of the project. At the time of reporting, the Vice Minister of Education in Paraguay had recently expressed strong interest in scaling *ADT*s and would be discussing it as a priority agenda item in an upcoming meeting.

UNICEF established a strategic partnership with the SBS[xvii] to potentially scale the videogame nationally, however a change in government in 2024 put these plans on hold indefinitely. Government collaboration was essential for scaling and sustaining the intervention beyond the pilot phase. UNICEF restarted conversations with the new government to increase the visibility of the videogame and to generate buy-in and support for scaling it. While the new government has expressed willingness to support UNICEF programmes generally, the videogame has not been prioritized.

Funding limitations have curtailed scaling ambitions for both case study innovations. Government stakeholders expressed an intention and willingness to scale inclusive education initiatives like *ADTs*, but without funding it cannot move forward. UNICEF has supported incremental scaling by integrating *ADTs* into other programmes. For instance, with financing from Education for All's Quality Education for All Out of School Children, UNICEF rolled out *ADTs* to an additional 174 schools. For *La Travesía*, the videogame was only used in migration shelters where UNICEF provided tablets, televisions and internet access. Although the game could be played on mobiles, it was not promoted outside of the shelters on platforms like Google Play.

Scaling *ADTs* also requires the buy-in and upskilling of other actors in the education ecosystem to generate sufficient market readiness. Both implementing partners and local publishers need the technological capabilities and financial incentives to create the books efficiently and affordably. Whilst AI is expected to greatly decrease the cost, the private sector publishers still need to be incentivised to purchase printed and digital formats of the books. This requires a two-way strategy to motivate both the government and private sector to produce books as well as have the capacities to do so. In addition, in Paraguay there were few companies with the technological experience and abilities to develop *ADTs*.

Beyond Paraguay, UNICEF has accelerated the regional and global scale up of *ADTs* over the last 10 years. In 2021, UNICEF raised $3 million to implement *ADTs* in Latin America and the Caribbean from 2021-2025. *ADTs* have since been expanded to Colombia, Dominican Republic, Jamaica, Nicaragua and Urugay.

To facilitate further scaling in UNICEF and other countries where it operates, the videogame was created as an open-source product. The Guatemala CO highlighted that the code has been shared with other COs who are interested in implementing this type of innovation, although to date, no other COs have done so.

5 Enabling and hindering factors

A range of enabling and hindering factors to testing digital innovations emerged from this case study. This section highlights those most strongly evidenced in the data and most relevant to the global evaluation findings, rather than providing an exhaustive list (Table 3).

Table 3: Enabling and hindering factors to innovation from the case study examples.

Enabling factors	*ADTs*	Videogame	Hindering factors	*ADTs*	Videogame
Leadership support	X	X	Resistance to new solutions	X	X
Innovation capacity	X	X	Low digital literacy or digital readiness	X	X
Funding opportunities	X	X	Government change		X
Visibility and promotion of innovation	X	X	UNICEF bureaucracy was slow, risk adverse and constrained the pace of innovation	X	
Strong ownership and initiative from local government	X		UNICEF culture could be unconducive to innovative ideation and deployment	X	
User-friendliness	X	X			
Adaptable technology	X				

5.1 Enabling factors

A key enabler for *ADTs* was identifying committed and strategic internal and external stakeholders with the capacity to progress innovation. Some UNICEF staff understood the innerworkings of the public sector as well as how to engage traditional education stakeholders such as teachers, parents and students. They were also very involved and well connected with disability organizations and civil society focused on disability inclusion. Employing an *ADT* consultant allowed a consistent touchpoint for UNICEF to maintain personal relationships with government stakeholders, institutional knowledge and passion for the project. Continuity at the MEC of technical staff, even while political rotation was significant, was also helpful. Within UNICEF's regional and global offices, the same *ADT* focal point also remained dedicated to the initiative. This facilitated the cross-divisional relationships between the OoI, ICTD, COs as well as global scale-up of *ADTs* and enabled lesson learning and advancements such as the OpenAI partnership.

In both Guatemala and Paraguay, staff highlighted that senior management endorsement was instrumental for ideating and advancing innovation. Critically, building trust and demand for innovation with the programmatic areas was more effective when senior management championed these initiatives, enabling stronger collaboration with internal partners.

- **Paraguay:** When *ADTs* were first considered in 2015, the leadership team was knowledgeable about digital tools and open to failure.
- **Guatemala:** Senior management commitment led to the creation of a dedicated innovation focal point to drive initiatives. This staff member was valuable for onboarding others to the initiatives, launching processes and undertaking background work to design the videogame. It also provided a valuable connection to headquarters and ongoing communication with the OoI. Staff members commented that the position was catalytic for transforming attitudes and instilling an innovation mindset in the programmatic areas. As an example, at the time of the data collection, the CO was undergoing an internal process to strengthen the office's innovation capacities, which would potentially be incorporated into the next Country Development Plan.

Access to flexible funding incentivised COs to pursue initiatives that they otherwise would not have been able to undertake. The Guatemala CO noted there were few flexible funds that allowed them to autonomously decide how or whether to fund an initiative. Having a global financing mechanism was essential because it was challenging to find innovation funding from traditional donors who tended to be more risk averse and were cutting contributions.

5.2 Hindering factors

Resistance to digital tools for children was identified in both case studies: from communities where innovations were deployed, within UNICEF and by the government.

- **Community level resistance:** Stakeholders noted Paraguay had a traditional culture and that some communities objected to *ADTs* due to unfounded beliefs about the type of content they included. Therefore, they did not allow their children to participate in lessons when they were used.
- **Resistance amongst intended users:** Some teachers were afraid of using too much digital technology in the classroom and also lacked sufficient training and digital literacy to implement *ADTs* effectively.[xviii]
- **Resistance within UNICEF:** Some stakeholders noted that tensions existed between different parts of the organisation in terms of risk appetite for innovation. This highlighted institutional barriers around what were the acceptable levels of risk and failure as well as the trade-offs between implementing proven programming and testing new solutions with significant potential but without a sufficient evidence base about their impact.

UNICEF bureaucracy and risk averse culture were seen as constraining new ways of working and challenging to overcome when teams experienced delays or setbacks.[xix] Stakeholders noted that UNICEF's systems and processes could make it difficult to progress innovation. This was also linked to a culture of unsupportive attitude toward innovation. The innovation functions were perceived as nimbler and more supportive of outside-the-box thinking. This engendered creativity and openness to solutions and accepted uncertainty about what could be achieved in the absence of an evidence base for pilots. Some staff highlighted that the widespread funding cuts in the international development and humanitarian sector further complicates the attitude toward innovation; they were concerned that innovation was less likely to be supported in the future.

Disparities between those who have ready access to computers and the internet and those who do not were highlighted in both contexts. A challenge for implementing and scaling the innovations

was access to devices and necessary infrastructure to use the solutions. Hardware such as computers, tablets or television and infrastructure to provide internet access were not widely available in Paraguayan schools. The MEC and UNICEF tried to address these inequities by providing equipment to some schools as well as creating online and offline versions of the books. Similarly, in Guatemala, the migration shelters did not have the necessary equipment to use the game, so UNICEF provided both access to the internet and tablets for the pilot. This approach also has implications on the long-term viability of the initiatives as their uptake and use was based on external support to supply hardware or replacing it over time.

6 Concluding achievements and challenges

The innovations supported by the Guatemala and Paraguay COs in the LAC region demonstrate a strong commitment to implementing inclusive, rights-based and equity-focused innovations that reach marginalized and highly vulnerable children. The initiatives accounted for several dimensions of equity, such as addressing some aspects of the digital divide by building solutions with online and offline use, supporting partners with the necessary infrastructure to access the internet and designing solutions that were accessible to children with low levels of digital literacy. *ADTs* centred on inclusivity of all children and increasing the visibility of marginalized groups such as students with disabilities with a solution that catered to their diverse learning needs.

UNICEF COs have demonstrated good strategic alignment with governments to develop innovations that support their priorities. *ADTs* directly responded to Paraguay's Inclusive Education Law. Its relevance was showcased in the ongoing commitment of government resources to dedicated technical staff, technological infrastructure and promotion of *ADTs* in schools through teacher training and communication. The integration of the videogame into government migration shelters highlighted that UNICEF identified an area where they could strengthen existing child protection services through an innovative solution.

Both innovations demonstrate commitment to Digital Public Goods that can be leveraged by other stakeholders. The videogame was open-source and could be used by other UNICEF COs who wish to implement a rights-based innovation for children on the move. There were also intentions to make *ADTs* open source so they could be leveraged by other COs and governments.

The lack of prioritisation, resource allocation and accountability for measuring impact, effectiveness and cost-efficiency significantly undermines the ability to generate credible evidence on innovation outcomes. Without a theory of change or monitoring and evaluation approach to capture outcome or impact level results, there was no data to substantiate anecdotal evidence about what the innovation achieved. The innovations also lack cost-effectiveness metrics and reporting to demonstrate how innovative solutions compared to alternatives.

Without continued UNICEF funding, both COs encountered challenges with scaling the innovations. In Guatemala, the change in government shifted priorities and disrupted plans for the videogame to be integrated into more migration shelters without UNICEF support. In Paraguay, the MEC has stated it is committed to expanding the number of books to other grade levels so that they can reach more students, but the cost was prohibitive. Without external funding they will not be able to adapt new textbooks. This highlights the vulnerability of innovation efforts that rely heavily on external support and the need for stronger up-front planning about long-term financing strategies and integration into national systems.

A.1 Documents reviewed

Regional and CO documents

- UNICEF, *COARs for 2021–2023 for Anguilla, Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, British Virgin Islands, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Honduras, Jamaica, Mexico, Montserrat, Nicaragua, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay and Venezuela*.
- UNICEF, *Guatemala AMP 2021*.
- UNICEF, *Guatemala AMP 2022*.
- UNICEF, *Guatemala AMP 2023*.
- UNICEF, *Guatemala AWP 2024*.
- UNICEF, *Guatemala COAR 2019*.
- UNICEF, *Guatemala COAR 2020*.
- UNICEF, *Guatemala COAR 2021*.
- UNICEF, *Guatemala COAR 2022*.
- UNICEF, *Guatemala COAR 2023*.
- UNICEF, *Guatemala CPD 2015–21*.
- UNICEF, *Guatemala CPD 2022–25*.
- UNICEF, *Guatemala Organisational Chart*.
- UNICEF, *Paraguay AMP 2019*.
- UNICEF, *Paraguay AMP 2020*.
- UNICEF, *Paraguay AMP 2021*.
- UNICEF, *Paraguay AMP 2022*.
- UNICEF, *Paraguay AMP 2023*.
- UNICEF, *Paraguay AMP 2024*.
- UNICEF, *Paraguay AWP 2020–2021*.
- UNICEF, *Paraguay AWP 2022–2023*.
- UNICEF, *Paraguay AWP 2024*.
- UNICEF, *Matriz de Planifacion Education 2019*.
- UNICEF, *Paraguay COAR 2019*.
- UNICEF, *Paraguay COAR 2020*.
- UNICEF, *Paraguay COAR 2021*.
- UNICEF, *Paraguay COAR 2022*.
- UNICEF, *Paraguay COAR 2023*.
- UNICEF, *Paraguay CPD 2015–2020*.
- UNICEF, *Paraguay CPD 2020–2025*.
- UNICEF, *Paraguay CPMP 2020–2024*.
- UNICEF, *Paraguay Organisational Chart*.

Evaluations in the region

- Centro de Estudios Educativos y Sociales, *Uso de la Plataforma MatematIA en CECyTEMs: Informe Final Ajustado* (2023).

La Travesía

- UNICEF, *Rapid Assessment of OoI Funding Support* (n.d.).

- UNICEF, *End of Fund Narrative Report* (2022).
- UNICEF, *Application Form Set Aside Funding Round NewTech4MHPSS LACR* (n.d.).
- UNICEF, *Guatemala CO MHPSS Adjusted* (n.d.).
- UNICEF OoI, *MHPSS Solutions Review* (2023).
- UNICEF, *Checklist MHPSS Final* (n.d.).
- UNICEF, *Milestone Odisea* (n.d.).
- UNICEF, *Odysea Persona* (n.d.).
- UNICEF, *Odysea Scope of Work* (n.d.).
- UNICEF, *Updates Odisea* (n.d.).
- UNICEF, *MHPSS Videogame Solution ToR* (2022).

ADTs

- UNICEF, *Revised Reporting Template Eleva Foundation* (n.d.).
- UNICEF Innocenti, *Accessible Digital Textbooks: Creating Digital Tools to Enable Inclusive Education in Paraguay* (2025).
- UNICEF Innocenti, *Accessible Digital Textbooks: Creating Digital Tools to Enable Universal Design for Learning and Inclusive Education, Paraguay* (2022).
- UNICEF, *Formative Evaluation of UNICEF Work on Disability Inclusion 2018–2022: Field-based Paraguay Case Study Draft Report* (2023).
- Government of Paraguay, *Ley N 5.136* (n.d.).
- Unknown author, *Perfil de País: Paraguay – Análisis del Contexto para la Implementación de Libros de Textos Digitales Accesibles* (n.d.).
- No author, *Análisis de Brechas Tecnológicas para Utilización de Textos Digitales Accesibles con Enfoque de Diseño Universal de Aprendizaje* (n.d.)

A.2 List of people consulted

Country	Institution	Role	Data type
Guatemala	UNICEF	Child protection Specialist	KII
Guatemala	UNICEF	Child protection Associate	KII
Guatemala	UNICEF	Innovation Officer	KII
Guatemala	UNICEF	Deputy Representative	KII
Guatemala	UNICEF	Innovation Team Member?	KII
Guatemala	UNICEF	Innovation Partnership Private Sector Fund Raising	KII
Guatemala	Private Sector	Implementing Partner	KII
Guatemala	Government	Director at Secretariat of Social Welfare	KII
Guatemala	Government	Government shelter manager	KII
Paraguay	UNICEF	Deputy Representative	KII
Paraguay	UNICEF	Education Officer	KII
Switzerland	UNICEF	Innovation Manager Learning Innovation Hub	KII
Panama	UNICEF	Education Specialist	KII
Panama	UNICEF	ECD Specialist	KII
Panama	UNICEF	Consultant	KII
Paraguay	Government	Director General Education Inclusion Department	KII
Paraguay	Implementing Partner	ADT Coordinator for CSO	KII
Paraguay	Implementing Partner	ADT Coordinator for CSO	KII
Paraguay	Government	General Directorate of Inclusive Education	FGD
Paraguay	Government	General Directorate of Desarrollo educativo	FGD
Paraguay	Government	Direccion general de educacion inicial	FGD
Paraguay	Government	General Directorate of First and Second Basic School Education	FGD
Paraguay	Government	General Directorate of Inclusive Education	FGD

Paraguay	Government	General Directorate of Inclusive Education	FGD
Paraguay	Government	General Directorate of Educational Department	FGD
Paraguay	Government	General Directorate of Educational Department	FGD
Paraguay	Government	General Directorate of First and Second Basic School Education staff	FGD
Paraguay	Government	Government official	FGD
Paraguay	Government	Directorate of Science and Technology official	FGD

Endnotes

[i] Evaluation Office*, Evaluation of Innovation in UNICEF's Work* (2019).

[ii] This evaluation took place during a time of significant organisational change for UNICEF. The availability of country staff was consequently affected by concurrent strategic planning, restructuring and downsizing processes associated with the restricted funding context and the Future Forward Initiative.

[iii] ALNAP is a global network to advance humanitarian learning.

[iv] Economic and Social Council at the United Nations, *Revised Evaluation Policy at UNICEF* (2023).
[v] United Nations Evaluation Group (UNEG), *Ethical Guidelines for Evaluation* (2020).
[vi] UNICEF, *Global Evaluation Report Oversight System: Handbook for UNICEF Staff and Independent Assessors* (2017).

[vii] UNICEF, Latin America and the Caribbean Region (LACR), Annual Report (2024)

[viii] UNICEF, Transparency tool, 2024

[ix] Guarani is an indigenous and official language of Paraguay.

[x] *Formative Evaluation of UNICEF Work on Disability Inclusion 2018–2022: Field-based Paraguay Case Study*.
[xi] UNICEF OoI, *MHPSS Solutions Review* (December 2023).
[xii] UNICEF Innocenti, *Accessible Digital Textbooks: Creating Digital Tools to Enable Inclusive Education in Paraguay* (2025).
[xiii]UNICEF OoI, *MHPSS Solutions Review* (December 2023).
[xiv]Ibid.

[xv] *Office of Innovation Funding: End of Funding Report*. No date.

[xvi] For the SMS and IVR component of the innovation, UNICEF worked with the Academy of Mayan Languages to translate and voice record 186 messages into five Mayan languages (Chuj, Akateko, Ixil, K'iche' and Q'anjob'al). ULTRALUDIC left the code to the videogame so that these modifications could be incorporated later on.

[xvii] The SBS is the government entity mandated to work with children in the country.

[xviii] UNICEF Innocenti, *Accessible Digital Textbooks: Creating Digital Tools to Enable Inclusive Education in Paraguay* (2025).
[xix] UNICEF OoI, *MHPSS Solutions Review* (December 2023).

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evalhelp@unicef.org

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