Promoting Higher Education for Refugees in Mexico
An Informative Guide for Higher Education Institutions
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Introduction

Year upon year, millions of people around the world struggle to find a safe place to live. The experience of leaving their homes and making long and dangerous journeys, only to face fresh challenges at their destination, takes a lot out of those people. No area of a refugee’s life is spared the harmful effects of this ordeal, but when it comes to education, the damage can be irreparable.

As a response to this state of affairs, a small but promising movement of higher education institutions who are responding to the global refugee crisis is taking form. It consists of a de facto coalition of universities, governments and NGOs around the world who are striving to meet the educational needs of this underserved population. Habesha Project, as part of its efforts to open paths to education for refugees in Mexico, offers this informative guide, which is a detailed how-to on including young refugees in education.

This guide is based on careful reflection on Habesha Project’s own experience of securing places at universities in Mexico for refugees from conflict areas as diverse as Syria, Iraq, Yemen and Nicaragua, as well as the experience of organizations and other actors doing similar work around the world. With this manual, Habesha Project hopes to show decision makers at universities how they might guide their institutions towards taking part in the growing global movement of similar institutions, and thus become part of the education sector’s response to the global refugee crisis.
**UNHCR:** The High Commissioner for Refugees is the United Nations agency tasked with protecting refugees and those displaced by persecution or conflict and promoting sustainable solutions to their situation, through voluntary resettlement in their country of origin or destination country.

**Stateless:** According to the 1954 Convention Relating to the Status of Stateless Persons, a stateless person is someone who is not considered a citizen of any country according to their laws. Not all stateless people are displaced people. While some are born stateless, others become stateless over the course of their life.

**Blended learning:** Blended learning is an approach to education that involves combining both in-person teaching and online teaching, in the hope of promoting learning.

**Higher Education in Emergencies:** This term refers to higher education opportunities that offer international protection to young displaced people and refugees living in areas affected by armed conflict, natural disasters or generalized violence around the world.

**COMAR:** The Mexican Commission for Helping Refugees (COMAR) is a Mexican government body that was founded in 1980 to serve the needs of refugees in Mexico. COMAR is responsible for processing applications for refugee status in Mexico.

**Internally displaced:** Internally displaced people are those highly vulnerable people who are forced to flee their homes for the same reasons as refugees but, because they do not cross international borders, remain under the protection of their government.

**Inclusion:** In the context of education for refugees, inclusion refers to the policies and processes that facilitate access to education systems in the destination countries of refugees for both refugees and citizens.

**Integration into education:** This term describes the process by which certain non-citizens access national education systems in exactly the same way as do citizens, as well as the sense of belonging and social cohesion that accompanies full participation in said systems. Educational integration may differ from integration more broadly in that it tends to include the granting of permanent legal status or some other sustainable solution to displacement, such as when a refugee obtains citizenship or another status that permits her or him to access rights and remain in her or his destination country.

**Internationalization of education:** This term refers to the process by which education is enriched for all by the inclusion of international and intercultural perspectives. Internationalization is achieved by bringing in students and staff from different countries, collaborating with universities and academics outside of the region or abroad, adopting curricula that reflect a diversity of global perspectives, and offering exchange programs and international internships and research trips, among other things.

**Complementary protection:** Complementary protection is a concept in Mexican law that allows a person to remain in Mexico without receiving recognized refugee status, when sending her or him back to her or his home country would be dangerous or otherwise go against the ordinances of various agreements on human rights and the rights of refugees.

**Refugee:** A refugee is a person who, due to a well-founded fear of being persecuted for one or many of the reasons given in the 1951 Refugee Convention, leaves her or his country of origin and is unable to find protection within it. Those refugees who face long-term displacement or are members of a group of individuals of the same nationality who have been in a state of exile in a certain country for several years are referred to as refugees in a protracted situation.

**Asylum Seeker:** An asylum seeker is a person who seeks international protection but whose application for recognized refugee status has not yet been concluded.
1. FORCED DISPLACEMENT AROUND THE WORLD

The Global Refugee Crisis

Armed conflict and persecution force a person to flee home every two seconds. As a result, the number of displaced people has never been higher. People have been driven away at unprecedented rates in places around the world, such that forced migration is one of the biggest challenges the international community faces today.

In 2020, there are 70 million displaced people around the world. Of those, 40 million are internally displaced, 25.9 are refugees, and 3.5 million are asylum seekers. The numbers are the highest they have ever been since World War II. They’re also on the up, as is made starkly clear by the fact that the number of refugees recognized by the United Nations High Commissioner for Refugees (UNHCR) is more than double what it was in 2012.

As well as natural disasters, one of the main causes of forced migration are the crises present on almost every continent. Armed conflict, generalized violence and human rights violations force 37 million people to leave their communities every day. In the vast majority of cases, going back is not an option.

1 ACNUR “Statistical Yearbook” https://www.unhcr.org/figures-at-a-glance.html
2 ACNUR. "Tendencias Globales: Desplazamiento Forzado en 2018". Para más información véase: https://www.acnur.org/5d05c37c4.pdf
The American Refugee Crisis

Several countries in the Americas are going through periods of generalized violence and/or political instability, and this has lead to one of the most serious humanitarian crises in the region’s recent history. More than 430,000 people of north Central America and Nicaragua alone have had to flee their homes because of generalized violence, threats of violence, extortion, gang recruitment or prostitution, all of which are aggravated by social and economic instability and poverty.

Further south, more than four million Venezuelans have left their country, and more than 650,000 of those have sought asylum in the Americas, contributing to an 8000% increase in applications for refugee status by Venezuelans around the world since 2014.

The Mexican Context

Mexico has become a destination country for an increasing number of people seeking refuge. Between 2015 and 2019, the numbers of people applying for recognized refugee status in the country has increased by 1,167%, and are predicted to do so even further at the end of 2019 (COMAR).

Honduras, a country with one of the highest homicide rates in the world, is the biggest producer of asylum seekers in Mexico, with over 30,000 Hondurans registered in 2018 and 2019 alone. The people of El Salvador continue to suffer violence inflicted by gangs and other delinquent groups and, as a result, over 12,000 Salvadorans have sought asylum in Mexico in the last two years. Venezuela is seeing human rights violations on a massive scale, and going through a serious political crisis that has caused an acute shortage of food. As such, in the same period, over 10,000 Venezuelans have sought asylum in Mexico.

The numbers of Haitian and Nicaraguan nationals seeking asylum in Mexico are smaller, but still unprecedented.

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Infographic of Applications for Recognized Refugee Status in Mexico: COMAR 2019

The refugee populations in need of international protection today include men and women, accompanied and unaccompanied children and young adults, members of the LGBTI community, and elderly and disabled people.
2. HIGHER EDUCATION IN EMERGENCIES

Higher education can change the lives of young refugees. Members of future generations who have access to university education can prepare themselves to become future leaders of their home communities. They can take knowledge from their host countries back to their places of origin and perhaps solve the very humanitarian emergencies that caused the mass emigration of which they were part. When this is not possible, the knowledge and experience a young refugee gains when study a university degree can give her or him and her or his family a fighting chance at building a prosperous future in the host countries.

Young Refugees

Young refugees face a number of obstacles when it comes to accessing higher education, from the lack of funds and cultural barriers to long distances and legal and administrative restrictions. Because of the existence of these barriers and other factors, only 3% of refugees have access to higher education, compared to a global average of 37%.

The most visible barrier to young refugees hoping to study at university are tuition fees, which the vast majority of young refugees are unable to meet. Another problem is that, in order to apply for a place on a course, students must produce certificates for the qualifications they gain at high school. The circumstances in which refugees leave their home countries often means that these documents become lost. Given this state of affairs, leaders and other decision makers at universities must do their bit to break down the barriers in front of young refugees.

University education can have a particularly transformative effect on refugee women. Empowerment is the process by which women gain increased control over material and intellectual resources in order to challenge gender based discrimination, take more informed decisions and expand their control over their own lives. Education can empower refugee women by giving them the tools they need to make their own choices, help their countries of origin come out of crisis, and promote peace.

“After travelling through nine countries, I arrived in Tijuana looking for the American dream. I never went for it in the end, because I stayed in Mexico and looked for an educational opportunity. I learnt Spanish in the street, and after sitting the admission exam for the Autonomous University of Baja California twice, I was finally accepted. Now I’m studying law and am a secretary of an association for Haitians in Mexico.”

Dales Louissaint - Haitian student in Mexico.

The Role of Universities

Universities must play a fundamental role in giving young refugees options. Universities can protect and empower refugees and at-risk migrants in at least three ways:

Firstly, universities can offer refugees ways in which to enter a country legally, be that by offering them work, study opportunities or vocational training. An acceptance letter from a university can facilitate a legal exit from a conflict area, as well as the chance to do something meaningful when they arrive.

Secondly, as part of their mission to educate the public at large, universities can actively position themselves against behaviours and conversations that are xenophobic and anti-migrant. Many have categorically rejected that programs for refugees are costly and even dangerous. Institutes of higher education can play a decisive role in the fight against xenophobia by raising awareness both in their classrooms and further afield.

Thirdly, universities have an obvious part to play in supporting political policies based on research and evidence. Among other things, research can be used to demonstrate the economic and social contributions that refugees make to their host societies and subvert narratives that portray them as a burden.

University communities gain a lot from the inclusion of refugees in their programs. Refugees are often resilient students who have incredible potential and are highly motivated to make the most out of their time at university, and use what they learn to the benefit of their families, countries and cultures.

Also, the presence of such students makes of a university campus a diverse, multicultural space in which learning is enriched for all. Refugees bring to the classroom different perspectives that allow their fellow students to understand global challenges more fully.

And of course, universities who choose to support refugees join global efforts to achieve Sustainable Development Goals numbers 4 and 10 on Quality Education and Reduced Inequalities, which are part of the United Nations 2030 Agenda for Sustainable Development. Students, alumni and other members of those universities’ communities will be inspired to take interest in issues related to refugees and education.

“It has been an honour to be part of the development of Hazem and Jackdar (Habesha Project student beneficiaries). They are high-performing students who are an example to others because of the activities in which they take part, such as alumni societies and team competitions, and because of their openness and resilience. We are very proud to have students like them who remind us every day that all of us who live on this planet are brothers, and the most important thing is to remain united.”

Juan José Martínez Rodríguez, Director of the Bachelor’s in Business Management and Administration at the University of Monterrey.
Student Mobilization

University students are an important pillar in the implementation of university programs for refugees because, through the actions of their student committees and other groups, they can support refugees in a number of different ways.

Student committees can be a mutual point of contact between refugees seeking educational opportunities and university decision makers. Once refugees are enrolled, students can act as guides, showing refugees the different areas and departments of the university, and introducing them to all of the services that are available to them and could have a transformative effect on their educational experience.

El apoyo por parte de sus compañeros puede hacer la diferencia en la adaptación de un joven refugiado a un contexto universitario que puede ser extraño tanto en términos culturales como de clase social. El reinserirse en una nueva cultura y sociedad, así como el adaptarse al ambiente universitario puede constituir un reto para las y los refugiados.

Another important job for student committees can be to raise awareness among the university community. Decision makers can support this work by facilitating access to space on campus, and providing logistical support during events.

The act of offering these services is very beneficial to members of student committees, as working closely with refugees gives them a more nuanced perspective of global problems, as well as the chance to gain skills in and practice leadership, which can be vital for their academic and professional growth.

"As a student committee, we have realized just how enriching it is having refugees at our university. It’s been a process of constant learning and growth. At first, we found ourselves part of a community that was prejudiced and harboured stereotypes, that didn’t know much about the conflict in Syria and was reluctant to include refugees, as is maybe to be expected in a city with low levels of migration and little diversity. But slowly, Hazem and Jackdar’s presence at the University of Monterrey (UDEM) transformed the community. Both of them got involved in thousands of activities, met loads of people, and told their stories and spoke about their culture in the first person. Having these Kurdish students at a university in Monterrey has opened up spaces for dialogue, exchange and inclusion that didn’t exist before. Having Hazem and Jackdar as fellow students and friends has been a great experience, and we can say that UDEM wouldn’t be the same without them."

UDEM Student Committee - Monterrey.
3. INCLUSION OF STUDENT REFUGEES AROUND THE WORLD

The International Experience

There are several programs around the world that are successfully providing higher education to young refugees, and some of them have been running for 40 years. This experience has shown the international community that including young refugees in national higher education systems has numerous benefits. Also, the most successful programs are those that involve cooperation between international organizations, governments, civil society and universities, and that offer education in different ways, depending on the unique circumstances of each crisis and destination country.

Albert Einstein German Academic Refugee Initiative Fund (DAFI)

The Albert Einstein German Academic Refugee Initiative Fund (the German acronym is DAFI), funded by Germany’s Federal Foreign Office and run by UNHCR in more than 51 countries, has supported more than 15,000 young refugees from conflict stricken countries around the world.

UNHCR gives DAFI scholarships to young refugees so that they can gain a bachelor’s degree in their destination country. Other partner organizations support the program by monitoring students’ progress, and by offering academic regularization courses or psychosocial services when necessary. DAFI also supports refugees in their transition into the world of work by offering skills development courses and internships and opportunities for volunteering.

The value of a DAFI scholarship varies according to the beneficiary’s country of residence, as it covers students’ living costs and the costs of academic supplies in addition to tuition fees for the entire period of study. The DAFI scholarship is the largest program of academic grants for refugees in the world, and is a cornerstone in UNHCR’s higher education strategy.

World University Service Canada (WUSC)

World University Service Canada (WUSC) is a Canadian nongovernmental organization that offers education, employment and opportunities for empowerment to young people around the world. One of its most important programs is its Student Refugee Program (SRP) which, from its offices around the world, selects young refugees to travel to Canada with a university scholarship. Since its foundation in 1978, the SRP has benefited more than 2,000 students (approximately 120 each year) from 39 countries, who have completed their education in institutes of higher education in Canada.

A key signature of the SRP is the fundamental role that Student Committees play. Under the guidance of WUSC, Student Committees take on the majority of the responsibility for the reception and support of student refugees, and, in some cases, the funding of scholarships, which is done through the student associations syndicates at Canadian universities. Also, because of the way Canadian migration law works, beneficiaries of the SRP become permanent residents of Canada the moment they enter the country as students.

The SRP gives financial, social and academic support for the first 12 months of the beneficiary’s stay in Canada. After this time, the program comes to an end, and Student Committees help students find work on campus or in the local community. The SRP has Student Committees in more than 90 universities across Canada.
The Mexican Experience

Habesha Project emerged in Mexico in 2015 as a politically neutral and secular nonprofit humanitarian initiative of Mexican civil society, and established a route by which young Syrian refugees could travel to the country and finish their university studies at the bachelor’s or master’s level.

Over five years, Habesha Project has constructed a comprehensive model through which it selects at-risk young Syrians, obtains a visa for them, validates their academic qualifications, finances their travel to Mexico, and covers their accommodation and living costs during their entire stay in the country. One of the organisation’s outstanding features is its support system, which allowed the organisation to continuously monitor and evaluate the academic and psychosocial progress of student beneficiaries.

Unlike other initiatives, Habesha Project does not require applicants to speak the language of the country in which it is based (in this case, Spanish), because, as part of its model, beneficiaries spend up to a year studying Spanish intensively at the organisation’s residences in Aguascalientes city. Beneficiaries also take academic regularization courses in math, Mexican history and other courses to make their integration into Mexican society easier.

Student beneficiaries can choose to attend any one of the universities with which Habesha Project has agreements, and they study towards their chosen bachelor’s or master’s program on a full scholarship.

In 2019, Habesha Project signed a Memorandum of Understanding with WUSC with the aim of receiving the Canadian organisation’s technical assistance, as well as reproducing the Canadian model as closely as possible in Mexico.
Higher Education for Refugees in Mexico
International Conference


The conference was held in the José María Morelos Hall at the Mexican Secretariat of Foreign Affairs (SRE), and over 100 representatives of academic institutions, government bodies, NGOs and international organizations attended, as well as student refugees. The main objective of the conference was to create a network of Mexican universities committed to the inclusion of refugees in the Mexican education system. The conference offered a space for dialogue and the sharing of experiences related to providing university education to refugees.

In breakout sessions, attendees discussed ways in which institutions of higher education can play an active role in breaking down the barriers that refugees face when attempting to access university study. Together, members of the educational community (students, student refugees, faculty, administrative staff and government officials) identified the best ideas to meet both local and global needs. The conference also served as a place in which to share best practice in terms of the kinds of learning opportunities and materials student refugees need, as well as to identify the universities that are capable of offering such opportunities.

The breadth of conversation at the conference shows the diversity of experience of universities offering education to young refugees around the world. Because the human resources that universities are able to dedicate to higher education in emergencies varies, each program is unique in terms of its implementation, reach and how it is funded.

What follows is a description of the particular types of work that are needed for a refugee to successfully begin university study and integrate into society in the unique context that is Mexico.
4. INTEGRATION OF YOUNG REFUGEES INTO MEXICAN HIGHER EDUCATION SYSTEMS

The integration of refugees into their host countries is often complex and sometimes difficult. It is a process during which displaced individuals face changes in every aspect of their lives. A new language, lengthy procedures and having to adapt to a new culture are all challenges student refugees face when beginning taking up their university studies in a new country. It is worth pointing out that these challenges are unique. Unlike foreign exchange students, student refugees travel to a new country because of violence or persecution, which makes their experience very different.

Student refugees can encounter discrimination from their classmates because of their appearance or the way they talk. Also, the socioeconomic context of the host community can be vastly different to that the refugee travels from, especially if the refugee is given a grant at a private university. Below are detailed a number of obstacles that refugees come across when attempting to integrate, as well as some practices that can make their arrival easier.

Obstáculos para las y los Refugiados

Language

Language is often a significant barrier for refugees. The largest group of non-Spanish speakers who seek asylum in Mexico is Haitians, but people come to this country in search of protection from all over the world. According to COMAR, people of over 79 different nationalities have applied for recognized refugee status in Mexico. 51 of those nationalities are extra-American (26 African, 16 Asian and 9 European).

In order to begin university studies, students must reach a C1 level of the language in which their program is taught according to the Common European Framework of Reference for Languages, although experience has shown that, if the academic load is light, students can enter with a B2 level and be successful. Reaching a B2 level in Spanish requires between 12 and 18 months of intensive study. University faculty must be patient with student refugees in the first semesters of their program, because taking classes in a new language is a huge challenge. If a university offers Spanish classes, it is highly recommended that student refugees are offered these, to support their work to increase their command of the language.
Academic Integration

Another challenges to refugees seeking an education springs from the fact that they often travel long distances to reach safety, so spend significant periods of time away from their studies. Reintegration into academic life can be difficult, particularly if it involves learning a new language. In order to avoid the unnecessary forfeit of scholarships, it is important to support refugees through the readaptation process, including by offering career counselling.

In many cases, teaching methods vary substantially between different education systems. Student committees can have a fundamental role in supporting student refugees in adapting to Mexico's unique academic culture. Universities can also assign a member of faculty as a tutor who can keep an eye on the student's progress.

Psychosocial Issues

Even in cases when migration is a good idea (by offering a person access to new opportunities, for example), it presents a series of difficulties, tensions and challenges. When they move, migrants leave behind a place, a culture and, often, a family. The psychosocial effects of migrating can be painful, and are unique to each migrant, according to her or his specific circumstances. Feelings of nostalgia, trauma and sadness related to the family, language, culture, country, socioeconomic status and social group left behind are common, as are similar feelings related to the experience of moving itself.

Psychosocial issues can be a bigger or a smaller problem according each migrant's experiences. Moving to Mexico while financially and physically comfortable is not the same as being forced to flee a place as a matter of life and death. For this reason, it is essential that university programs for refugees include a psychosocial support element.

Financial Challenges

Perhaps the biggest barrier standing between refugees and university education is financial. Whether they hope to study at public or private universities, refugees are often unable to cover tuition fees and other related costs. That's why one of the most important ways in which a university can support refugees is by offering them full scholarships.
5. REFUGEE WOMEN

According to UNHCR, around half of refugees around the world are women. The challenges refugee women face are various, however, the majority of them are related to their personal safety, financial income and levels of education. These are issues that all refugees must think about, but women are more likely to be seriously affected by them. Human trafficking, often directly related to sexual exploitation, is the most serious security threat that refugee women face. 98% of human trafficking victims are women.

Women have fewer opportunities of access to education than do men. According to UNESCO, almost two thirds of illiterate people around the world are women. The situation is even worse for displaced women. Before the civil war in Syria, almost 50% of university students were women, but now, among Syrian refugees, women are three times less likely to be in university education than their male counterparts. Only 0.09% of displaced women around the world today are in higher education.

“In order to talk about the importance of higher education, especially for young women, it’s worth taking a look at the conditions in which women who were not able to continue their studies live. The majority of them live under very difficult conditions. They are voiceless, and are often obliged to get married very young. Studying at university made me a different person, a strong person who is able to make her own decisions. I began to grow and am still growing, and I’m learning a lot from my master’s. I think it’s not only necessary but also urgent that we give women opportunities in the form of grants for university study. Study will change the way that women think and their personalities, give them the confidence to make decisions about their own lives, and allow them to educate their sons and daughters to think in a similar way and build themselves a better future.”

Rasha Salah, Habesha Project student beneficiary and student of the Master’s in Social Science at El Colegio de Sonora.
6. THE LEGAL FRAMEWORK

The International Legal Framework

Mexico is part of a number of international treaties and declarations that guarantee access to education to all refugees. Notably, it signed the Convention Relating to the Status of Refugees, which was rectified on 28 July 1951, and in which it is acknowledged that every refugee should be able to exercise, as far as possible, her or his rights and fundamental liberties.

Mexico also adopted the New York Declaration for Refugees and Migrants, written on 19 September 2016 which stipulates, in Article 82, that signatory nations must promote the provision of tertiary education and vocational and professional education to refugees, and recognizes that higher education is a powerful driver of change in times of conflict and crisis.

Based on the New York Declaration is the Global Compact for Safe, Orderly and Regular Migration, which was adopted on 11 December 2018 and stipulates that signatory nations must “provide inclusive and equitable quality education” and facilitate access to vocational training and employment. It mentions grants for professionals and university students as tools that legitimate complementary pathways for migrants, so can be used to achieve the above goals.

With the declarations mentioned above, the nations of the world have clearly expressed their intention to create rules, methods and mechanisms to guarantee the rights of all refugees to education.

The Mexican Legal Framework

Mexico is one of the few countries around the world that recognizes in its constitution the basic right to have recognized refugee status and to seek asylum, in Article 11 of the Political Constitution of the United Mexican States.

In addition, in Article 3 of the same document, it is stipulated that every person has the right to receive an education. It is important to notice that the word used in the Constitution’s original tex is “person”, because Mexico acknowledges the human dignity of each individual, and therefore her or his right to an education, whether she or he is a Mexican citizen or not.

Various regulatory frameworks specifically related to refugees and migrants have emerged from the Constitution, the Ley de Migración and the Ley sobre Refugiados, Protección Complementaria y Asilo Político among them.

Those regulatory frameworks stipulate that refugees should be able to access the educational services provided by both the public and private sectors in Mexico, independently of their migration status, and therefore reinforce what is laid out in the Constitution, as well as Mexico’s commitment to be part of global efforts to develop the human being.
7. CONCLUSION

With this manual, Habesha Project has given a basic overview of the reality of living as a refugee in Mexico. As we have seen, education is a serious challenge to refugees in the country, but it is one of the things that can have the greatest positive impact on their lives. We hope we have awakened the reader’s desire to join efforts to make education available to all those seeking refuge here.

We have given you the most relevant information on education in emergencies, and shown you that our experience in Mexico and that of others around the world has proven that it is possible to provide such education, and that the benefits of doing so are real. Habesha Project is convinced that together, as is the Mexican way, we can make a real difference to young refugees’ lives. We invite you to be part of this story of Mexican solidarity.
PARTNERS

Agencies and International Organizations

Universities
EN MEXICO SE PUEDE