

Annex

This Annex to [Policy brief 2.2. “Education ecosystem in public policies for refugees, migrants and displaced children and young people in Latin America and the Caribbean with the use of digital technology”](#) aims to provide a more comprehensive list of actors, networks and initiatives than the examples cited in the main document.



Annex

The Annex to Policy brief 2.2 "Education ecosystem in public policies for refugees, migrants and displaced children and young people in Latin America and the Caribbean with the use of digital technologies" aims to provide a more comprehensive list of actors, networks and initiatives than the examples cited in the main document.



Ceibal Foundation team

Director of the Ceibal Foundation:

Roberto Porzecanski

Project leader:

Martín Rebour

Principal Investigator:

Cristén Dávalos

Operative Project Coordinator:

Jesica Pouzo Paccosi

Author of this document and Consultant of the project:

María Cecilia Gordano



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

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

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

Table of Contents

A.1. Multilateral Cooperation Organizations.....	4
A.2. Regional Networks, Organizations, and Agencies: Intergovernmental and Multistakeholder	6
A.3. Funders.....	9
A.4. Non-Governmental Organizations (NGOs).....	11
A.5. Non-Profit Organizations.....	13
A.6. Faith-Based Actors	13
A.7. Think Tanks, Foundations and Research Centers	14
A.8. Private Actors in Education Technologies.....	15
A.9. Others	15

A.1. Multilateral Cooperation Organizations

Defined as a form of cooperation between at least three states, multilateralism is both understood as a method of cooperation and a form of organization of the international system ([UN](#)).

- The [Organization for Economic Co-operation and Development \(OECD\)](#) is an international organization that brings together 38 member states but works with over 100 countries worldwide. It provides policy makers, stakeholders and citizens with a forum and knowledge hub that helps shape better policies through its standards, trusted statistics and analysis, platforms for dialogue and support to policy reform to find solutions to social, economic and environmental challenges. It collects and standardizes international migration statistics and publishes reports on digital education latest trends, among other topics.
- The [United Nations](#) system comprises many funds, programs and specialized agencies that actively participate in the education ecosystem of RMD CYP, through numerous human rights mechanisms which monitor the implementation of the right to education worldwide.¹ UN regional and country-based offices support national and supranational initiatives and foster multistakeholder synergies towards achieving the Agenda for Sustainable Development 2030, in particular SDG 4 to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.
- The UN constitutes a key non-state actor that strengthens governments' capacities and networking to lead evidence-based public policy design and innovation with a human rights perspective. UNESCO, UNICEF, OIM, and UNHCR are actively involved in supporting RMD CYP educational trajectories, including experiences enhanced by digital technologies in the context of crisis and emergencies. Together with humanitarian NGOs these agencies are part of the Latin America and Caribbean Regional Education Group (GRE LAC).
- [UNESCO](#): The United Nations Educational, Scientific and Cultural Organization UNESCO, through the Regional Office for Education in Latin America and the Caribbean (OREALC/UNESCO) based in Santiago de Chile, constitutes a leading organization in the education ecosystem at the regional level, with the capacity to mobilize high level authorities and representatives, promote multistakeholder collaboration around common goals, produce research and evidence-based policy advice, frameworks of action, and regional strategies on emerging topics. Some outstanding recent examples include:
 - » The [Regional Forum "Education Beyond Borders"](#), a joint initiative between UNESCO Santiago and GRE-LAC supported by the Education Cannot Wait (ECW) UN global fund for education and the Government of Canada (GAC).

¹ See <https://www.right-to-education.org/node/226>

It brings together the ministries of education of the region to hold technical and political conversations on the right to education for people on the move. Some relevant outcomes of the Forum are the creation of the Education and Human Mobility Working Group, composed of representatives of ministries of education and UNESCO offices in the region (outcome of the first forum held in 2019 in Santiago de Chile) and the implementation of the Regional Monitoring Framework on Students in Mobility (UNESCO/OREALC, 2022b), after the 2nd edition held in Ecuador.

- » The [Regional Strategy on Human Mobility for Latin America and the Caribbean 2022-2025](#): a UNESCO project that continues the 2019-2021 strategy to strengthen the multilateral regional education response to human mobility.
- » The study "[Feasibility of a Traceability Mechanism for Student Mobility in Latin America and the Caribbean](#)" launched in 2024 to identify requirements, advantages and disadvantages of implementing a cross-country effort of students' data sharing and monitoring.
- » [UNICEF](#): The United Nations Children's Fund (UNICEF) works in 190 countries and territories to defend children's rights, and to help them fulfill their potential, from early childhood through adolescence. They have a broad profile of humanitarian and educational projects and programs in the region, in alliance with states, NGOs and private actors (e.g., the Learning Passport with Microsoft). They also produce and commission research reports to identify the main challenges RMD CYP face to access quality education and how to use digital technologies to overcome barriers in the context of crisis and emergencies.
- [OIM](#): The International Organization for Migration (OIM) works to help ensure the orderly and humane management of migration to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems, and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.
- [UNHCR](#), the UN Refugee Agency, is a global organization dedicated to saving lives, protecting rights and building a better future for people forced to flee their homes because of conflict and persecution. It leads international action to protect refugees, forcibly displaced communities and stateless people.
- [ONU Women](#) works for gender equality and the empowerment of women to accelerate progress on meeting their needs worldwide. As an example, the Project Trajectories focus specifically on migrant girls and women crossing the Darien jungle, in the border between Colombia and Panama. In order to articulate actions with other partners working in the region, it held strategic meetings with civil society organizations and actors such as UNHCR, IOM, UNFPA, UNICEF, JICA, Casa Lat, HIAS, RET International and CONAMUIP ([UN Women, 2024](#)), evidencing a multistakeholder col-

laboration to protect migrants wellbeing in a critical territory besieged by poverty, insecurity and violence.

- The [UN Economic Commission for Latin America and the Caribbean \(ECLAC\)](#) focuses on LAC economic and social development through regional and subregional cooperation and integration, advising governments, producing and disseminating information, data and knowledge on diverse issues, including migration and development.

A.2. Regional Networks, Organizations, and Agencies: Intergovernmental and Multistakeholder

Intergovernmental

Latin America has a rich network of multilateral cooperation organizations at the regional level, as well as regional political and economic integration mechanisms, such as the Common Market of the South (Mercosur), the Central American Integration System (SICA), the Andean Pact into the Andean Community (CAN), The Caribbean Community (CARICOM), The Community of Latin American and Caribbean States (CELAC), The Union of South American Nations (Unasur), The Bolivarian Alliance for the Peoples of Our America (ALBA). Some of them have been proactive in searching and developing coordinated solutions to the educational challenges posed by intraregional human mobility.

- [The Common Market of the South \(Mercosur\)](#): Despite being historically more focused on trade agreements, it includes a technical research body in the field of human rights public policies, the [Institute for Public Policy on Human Rights \(IPPDH\)](#), which has led a [Regional Initiative Focus on Migrant Children](#). This initiative has promoted research, public consultations among states and collaborations with governments, UN agencies and CSOs on topics related with the wellbeing and education opportunities of migrant children in the region.
- The [Central American Integration System \(SICA\)](#) includes Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, and Dominican Republic. Together with Mexico, SICA has brought together the ministries of education and culture of the nine countries to form the Central American Educational and Cultural Coordination (CECC) to promote the harmonization of the education systems in the subregion and address migrants' educational challenges. Their flagship initiative is the Regional Policy on Recognition, Validation and Accreditation of Results.
- The [Organisation of Eastern Caribbean States \(OECS\)](#) focuses on economic harmonization and integration, the protection of human and legal rights, and the promotion of good governance among 11 independent and non-independent countries in the Eastern Caribbean: Anguilla, Antigua and Barbuda, Dominica, Grenada, Guadeloupe, Martinique, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and the British Virgin Islands. One of its lines of action is education, through the [OECS Education Sector Strategy 2012-2026](#) to guide the educational directions and priori-

ties of OECS Member States. The Strategy includes among its main goals “to improve participation in early childhood education, especially among disadvantaged groups” and “to adapt curriculum content to better reflect the knowledge and skills required for a dynamic, technology-driven global work environment”.

- [The Organization of American States \(OAS\)](#) is a multilateral regional body focused on democracy, human rights, security, and development across the 35 independent states of the Americas. It hosts the Inter-American Children's Institute (IIN-OAS) that in 2019 included the promotion and protection of the rights of children and adolescents in the context of human mobility as a priority in its Plan of Action 2019-2023 which focused on the role of the systems promoting and protecting children and adolescents in the region. Through the creation of a Network of Technical Liaisons on the issue of human mobility, member states were consulted on [the role of the systems responsible for the promotion and protection of migrant and refugee children and adolescents](#).
- The [Organization of Ibero-American States for Education, Science and Culture \(OEI\)](#) is the largest multilateral cooperation organization among Spanish- and Portuguese-speaking Ibero-American countries, throughout 20 countries in the region. During 2021, the OEI office in Uruguay participated in the project [“Muros que unen”](#) together with the Human Rights Education Program, the Intercultural and Migrant Education Program and the Arts Education Area of the Education Directorate of the Ministry of Education and Culture of the country, the Human Rights Directorate of the Central Board of Directors, and the Office of the Organization of Ibero-American States in Uruguay. The initiative aimed “to generate a space for meeting, interaction and construction of knowledge related to human rights, migration and interculturality in the current context, by working with children and adolescents, educators and interested social groups” through workshops with schoolchildren, high school and vocational education students.
- The [Andres Bello Agreement \(CAB\)](#) is an international organization of an intergovernmental nature, favors the strengthening of integration processes and the configuration and development of a common cultural space. It seeks to generate consensus and courses of action in the areas of culture, education, science and technology, so that its benefits contribute to the equitable, sustainable and democratic development of its member countries. One of its flagship initiatives in education has been the CAB Equivalency Table, which allows for the recognition and comparison of diverse training processes across member states and the articulation of their education systems.

Multistakeholder

- The [Inter-agency Network for Education in Emergencies \(INEE\)](#) is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. It has 22,000 individual members affiliated with more than 4,000 organizations and institutions in 190 countries. INEE members are NGO and UN personnel, ministry of education, and other government staff, local and regional CSO representatives, students, teachers, youth, donors, and researchers who work in education in emergencies.
- The [Inter-Agency Coordination Platform for Refugees and Migrants from Venezuela \(R4V\)](#) covers 17 countries of Latin America and the Caribbean. By 2024, it brings together 248 partners - including UN agencies, funds and programs; international and national NGOs; a broad spectrum of civil society and faith-based actors, including some 65 migrant- and refugee-led organizations and the Red Cross Movement; international financial and development institutions; and the academia -. It was established in 2018, with a mandate from the UN Secretary-General for IOM and UNHCR to lead a coordinated response in support of host governments in meeting the needs of millions of refugees and migrants, largely from Venezuela, but also from other countries of origin, through the Regional Refugee and Migrant Response Plan (RMRP). It produces a yearly publication on Refugee and Migrant Needs Analysis (RMNA), including educational needs.
- The **Alliance for the Digitization of Education in Latin America (ADELA)** project – funded by Canada's International Development Research Centre (IDRC) – aims to generate knowledge for the development of policies that will promote more inclusive and equitable quality education through digital resources. ADELA is a regional network comprising policymakers in the areas of innovation and education, as well as research centers, universities, think tanks and various NGOs from Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, the Dominican Republic, and Uruguay. Its purpose is to improve the ability of governments to assess, monitor and promote evidence-based practices and policies with a focus on cost-effective solutions adaptable to vulnerable communities, with the ultimate goal of promoting the development of innovations in digital education ([Fundación Ceibal, 2022:32](#))
- The [Knowledge and Innovation Exchange Centre \(KIX\) for Latin America and the Caribbean \(LAC\)](#) is a space for collaboration and exchange for innovation among education leaders from Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, Saint Vincent and the Grenadines, and Saint Lucia, coordinated by the [Laboratory for Research and Innovation in Education for Latin America and the Caribbean \(SUMMA\)](#) and the Organisation of Eastern Caribbean States (OECS), with the support of the International Development Research Center (IDRC).

- [The Hola América](#) program, boosted by 2811 and Ashoka,² seeks to develop innovative solutions to the problems that afflict different migrant and refugee communities in Latin America. Some of their initiatives include mentorships for ventures (in alliance with the IDB), the creation of an interactive [map](#) of the social innovation ecosystem focused on solving challenges of migrant and refugee communities and a solutions portfolio to record initiatives like [O-Lab](#), a mobile app to provide young refugees and migrants in Chile with science, technology, engineering, mathematics and arts (STEAM), and entrepreneurial skills.

A.3. Funders

There are several profiles of funders supporting RMD CYP's right to education initiatives in the region, including high-income country governments, multilateral development banks and organizations, private and public foundations, among others. While an exhaustive list of funders is beyond the scope of this document, three examples of regional and global funding organizations are provided as reference points for inclusion in the ecosystem of stakeholders. At the regional level:

- The [Inter-American Development Bank \(IDB\)](#) defines itself as “the main source of development financing for Latin America and the Caribbean”. Besides supporting diverse governments' programs, the IDB also produces and disseminates knowledge through the publications of its Migration Unit and Educational Division as well as the statistical portal [DataMIG](#). It also implements the [Public Perceptions Laboratory on Migration to offer information](#), resources and tools to accompany governments in their response to xenophobia.
- The [CAF – Development Bank of Latin America and the Caribbean](#) comprises 19 countries in Latin America and the Caribbean, as well as Spain, Portugal, and 13 Latin American private banks, which promote “credit operations, non-refundable resources and support in the technical and financial structuring of projects in the public and private sectors in Latin America”. In 2024 they signed a six-year agreement with UNICEF on “expanding collaboration on comprehensive care during early childhood; strengthening early education and foundational learning; promoting life skills and school-to-work transition; improving water, sanitation, and hygiene; transforming health systems; reducing all forms of malnutrition; and protecting children's rights in emergency contexts”.³

² 2811 is a platform for social change created in 2016 and established in Chile, Germany, Colombia, Brazil, and the United States. It seeks to strengthen the ecosystems of innovation and social entrepreneurship to offer multi-sectoral, systemic, and sustainable solutions to diverse social, economic and environmental challenges. Ashoka is a non-profit organization that supports social innovation solutions through its programs in more than 90 countries.

³ More information: <https://www.unicef.org/lac/en/press-releases/unicef-caf-join-forces-build-better-future-children-latin-america-caribbean>

At the global level:

- [Education Cannot Wait \(ECW\)](#) is the global billion-dollar fund for education in emergencies and protracted crises within the United Nations. It works to generate greater shared political, operational and financial commitment to meet the educational needs of the millions of children and adolescents affected by crises, with a focus on more agile, connected and faster response that spans the humanitarian-development continuum to lay the ground for sustainable education systems.
- The [European Union](#) has strong cooperation links with LAC and support various regional initiatives focused on migration and displacement priorities, together with OIM, for example, promoting the social inclusion of Venezuelan migrants in host communities in South America and the Caribbean, and to implement the initiative [Inclusive Cities, Communities of Solidarity](#), which sought to reduce the vulnerabilities of refugees and migrants and increase the resilience of host communities in six Latin American countries and Caribbean, together with UNHCR and UN-Habitat.
- The [U.S. Agency for International Development \(USAID\)](#) is part of America's foreign policy by leading the U.S. Government's international development and disaster assistance through partnerships and investments to reduce poverty, strengthen democratic governance, and support people facing humanitarian crises. In partnership with the Inter-American Development Bank (IDB), it developed the [BetterTogether/JuntosEsMejor Challenge](#), a global initiative implemented from September 2019 to September 2022 to crowdsource, fund, and scale innovative solutions from Venezuelans and innovators worldwide to support Venezuelans and host communities affected by the regional crisis of human mobility. It focused on Argentina, Brazil, Chile, Colombia, Ecuador, Guyana, Panama, Peru, Trinidad and Tobago, and/or Venezuela. One of the funded initiatives was, for example, the Jardín Sésamo and the Sésamo chatbot, implemented by NGO World Vision (WV). These “two innovative digital solutions focused on increased access to and interaction with quality learning content to support displaced and migrant Venezuelan children living in Peru and the host communities where they lived” (Foulds, Rodríguez & Casas, 2024). They also finance the educational program [Juntos Aprendemos](#) in Colombia to strengthen the national education system by supporting migrant and host community children and adolescents through diverse initiatives.
- The [International Development Research Center \(IDRC\)](#) is part of Canada's foreign affairs strategy to support and fund research and innovation initiatives in developing regions. In LAC it aims to promote long-term sustainable development through economic growth, equitable access to health and social services, sustainable natural resources and civil security. It supports diverse education projects in Latin America and the Caribbean, including participatory initiatives, such as “[MiGran-Acción](#)”, implemented by the Colombian Fundación para la Paz to support the education and labor opportunities for young migrants in the country.

- The [German Federal Ministry for Economic Cooperation and Development \(BMZ\)](#) and [the Corporation for International Cooperation \(GIZ\)](#). This is the German development agency that implements the majority of BMZ's technical development cooperation. They have a diverse project portfolio covering nine countries in the region as well as regional priorities in Central America and the Caribbean. In 2021, BMZ and GIZ supported the UNESCO Education Response to Covid-19: Distance Learning and Training Strategies for Latin America and the Caribbean Region. In Peru, it involved the implementation of ["Aprendiendo Unidos"](#), a non-formal and virtual education program to strengthen digital and socio-emotional skills in migrant and refugee girls, boys and adolescents, affected by high rates of school non-enrollment even before the pandemic.

A.4. Non-Governmental Organizations (NGOs)

NGOs carry out important humanitarian work in critical areas of human mobility, implementing programs with an education component in emergencies. They may be local, national or international. International NGOs actively working for RMD CYP in the LAC region include:

- World Vision works to serve and help the most vulnerable communities, focusing their efforts on children and adolescents through different projects. Its global presence extends across 100 countries, including 15 in Latin America and the Caribbean. Some of their educational initiatives include non-formal education programs for young persons who dropped out of school. These initiatives include the development of soft skills and vocational training, such as the ["Youth Ready"](#) program which covers both local and migrant youth populations in seven countries in LAC.
- [Plan International](#) works with children and girls in over 80 countries to support free, equal access to quality education for all children – from early learning to secondary education, protect them from violence, promote youth empowerment and skills for employment, and promote sexual and reproductive rights, among others.
- [Save the Children](#) is present in more than 120 countries to guarantee adolescents and children's rights to health, education, and protection against violence. In LAC they have offices in 11 countries which focus on migration and displacement, safe back to school and learning, as well as safety nets and resilient families. They lead the ["Educative Routes"](#) initiative together with HIAS with the financial support of the European Union, which identifies educational needs of migrant children and adolescents, implement a learning toolbox, elaborate unified protocols that allow educational continuity, and strengthen the coordination of humanitarian and national actors with the support of GRE-LAC and the Central American Educational and Cultural Coordination (CECC-SICA).

- The [Norwegian Council for Refugees](#) is an independent humanitarian organization helping those forcibly displaced across 40 countries, including Ecuador, Colombia and Panama.
- The [Danish Refugee Council](#) is a private humanitarian organization providing support and solutions for refugees and displaced people globally. In the Americas, DRC is present in Colombia, Mexico, Venezuela and Peru. Innovation is one of their working areas, both for improving organizational capabilities and for ensuring that the people they support are protected from digital risks while enabling them to enjoy their full rights, also in the digital space.
- The [Hebrew Immigrant Aid Society \(HIAS\)](#) provides vital services to refugees, asylum seekers, and other forcibly displaced and stateless persons around the world and advocates for their fundamental rights so they can rebuild their lives.
- [RET International](#) focuses primarily on the two pillars of youth and women, as they represent among the most vulnerable populations during crises, as well as the greatest vectors of positive social change. Their humanitarian actions during emergencies, in protracted crises, and in fragile contexts support refugees, returnees, migrants and Internally Displaced Persons (IDP's), alongside the host communities adopting the fundamental principles of humanity, impartiality, neutrality, and independence.

Numerous national and local NGOs are also very active in protecting RMD CYP's basic human rights, including diverse initiatives for educational support. While an extensive mapping is beyond the scope of this document, some examples are provided below:

In Colombia, Colnodo leads social processes around the strategic use of the internet for development. Together with UNHCR and the Fundación Hermanos sin Condiciones, it is implementing [a community network project for internet access to support the digital inclusion of refugees, migrants and host communities in La Guajira](#). One of the interventions, located in the Tres de Abril settlement in Uribe, will benefit more than 500 families in this municipality.

In the Dominican Republic, [the Dominican Institute of Integral Development \(IDDI\)](#) develops social, economic, environmental, health and educational projects focused on the low-income population living in the urban areas of the country, including migrants. One of their projects focuses on the protection and integration of children and adolescents of foreign origin, providing assistance to facilitate their access to documentation and/or to refer them to [other protection, education and documentation services](#). Between June 2023 and August 2024, they implemented 12 friendly spaces for 300 children and adolescents, aged between 6 and 18, in vulnerable conditions (of foreign origin, in irregular conditions, out of school, or at risk of exclusion).

A.5. Non-Profit Organizations

- [Sesame Workshop](#) (SW) is the non-profit organization of the American TV show Sesame Street that produces television and video content for children worldwide. They offer curated playful educational and socioemotional content to support young children's coping strategies in the context of migration, through partnerships with formal and non-formal educational, on-the-ground local, state, national, and global implementing partners, such as global NGO World Vision in Peru (Foulds et al., 2022).

[In 2023, SW signed an Inter-institutional Cooperation Agreement with the Ministry of Education of Ecuador](#) to support the country's public educational institutions that receive children from migrant and host communities. SW facilitates printed and digital content to promote inclusion, strengthen the sense of belonging, and foster peaceful coexistence among children, as well as guides for teachers and families, and portable video projectors to be used in the classrooms.

- [CommonLit](#) is a nonprofit based in the United States with a regional office in Mexico for the Latin American regions. It offers digital resources to help teachers and schools to improve children's literacy skills (e.g., reading comprehension, writing, oral expression and problem solving). In LAC, it works in partnerships with ministries of education, teachers' unions, and NGOs in Mexico and across Latin America. It conducts research to ensure the CommonLit Español program is optimized for the most marginalized students in Latin America and implements awareness campaigns through popular communication channels in the region like WhatsApp, Facebook, and television.

A.6. Faith-Based Actors

The LAC region presents considerable religious and spiritual diversity, but Christian religion is the most practiced, also among migrant populations: "An estimated 83% of immigrants in the Latin America-Caribbean region are Christian, and 11% are unaffiliated. Both figures are similar to those religious groups' shares of the overall population. Every country in the region has a Christian majority" ([Pew Research Center, 2024](#)).

There is a strong presence of religious actors supporting RMD persons throughout different stages of their human mobility experiences, offering basic services like shelter, food, health and socioemotional support as well as educational resources. As one informant pointed out:

Perhaps in many countries where there is no health care center, where there is no school, what you will find is a church and therefore what we work on is the empowerment of these community actors to be able to carry out this development and, in many cases, also humanitarian work.

Some examples of active religious providers of education are:

- The [Jesuit Network with Migrants](#) (Red Jesuita con Migrantes) is present in 19 countries in the region. It is linked to the Society of Jesus in its search for Justice and Reconciliation through the defense and promotion of the rights of migrants, displaced persons and refugees in Latin America and the Caribbean.
- The [Jesuit Refugee Service](#) (Servicio Jesuita a Refugiados) is an international Catholic organization dedicated to accompany, serve and advocate for refugees and other displaced persons, through projects focused on education centers, food security, livelihood training, reconciliation, among others.
- [Fe y Alegría Internacional](#) is an international movement of popular education and social promotion born in Venezuela in 1955 that promotes the right to quality education. It is present in 15 LAC countries: Argentina, Bolivia, Brazil, Colombia, Ecuador, El Salvador, Spain, Guatemala, Honduras, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, and Venezuela.
- The three organizations integrate an active working network that coordinates exchanges and initiatives with government authorities, partners, strategic allies, international organizations, and cooperating partners. They praise networking collaboration among diverse specialized institutions as a key strategy to advance the educational inclusion of RMD CYP: “The complementarity of knowledge and resources enriches the processes and broadens the impact of interventions. It is important to emphasize that networking requires humility, active listening, and recognition of the diversity of perspectives in order to achieve significant results”, they reflect in the organization website ([Fe y Alegría, 2024](#)).

A.7. Think Tanks, Foundations and Research Centers

- [The Laboratory for Research and Innovation in Education for Latin America and the Caribbean, SUMMA](#), was created in 2016 by the Inter-American Development Bank (IDB), to support 21 ministries of education in the region. It leads diverse research projects and publications and offers a map of educational innovations across the continent.
- [ODI - Overseas Development Institute](#) is an independent global affairs think tank dedicated to research, convening and influencing to generate ideas, evidence and wide-ranging expertise to tackle global challenges of injustice and inequality.
- [EdTech Hub](#) is a global research partnership dedicated to conducting academic research to provide evidence-based advice about how to use technology in education to decision-makers inside and outside government in low- and middle- income countries. Although they focus on eight African and Asian countries, they have also researched educational technologies initiatives in Latin America:

- » [Mapping and Analyzing Digital Learning Platforms in Latin America and the Caribbean](#) and [Understanding the Potential of Using EdTech to Measure and Mitigate Learning Losses in Latin America and the Caribbean](#) commissioned by the UNICEF Latin America and Caribbean Regional Office
- » [Blended and Hybrid Learning Initiatives: A curated list for El Salvador](#), commissioned by the Ministry of Education of El Salvador and UNICEF

A.8. Private Actors in Education Technologies

These are educational technology (edtechs) services and companies that “seeks to advance education through innovations in software, hardware and educational processes. Depending on its purpose, educational technology can take different forms inside and outside the classroom, including educational applications and games, podcasts, learning management systems (LMS), video conferencing software, and online discussion forums, among others.” ([ECLAC, 2024](#)).

The LAC region represents only 7% of the global edtech market (led by the U.S., Asia and the Pacific and Europe) but it might have growth potential in the near future (HolonIQ, 2023). The region presents an uneven country distribution of edtech companies, with Brazil outstanding (63% of the total in 2023), followed by Mexico (86 companies or 14%), and Chile (43 companies, 7% of the total) ([ECLAC, 2024](#)). Edtech funding is also uneven, focusing more on workers' training than on covering education: primary and secondary education received only 26% of funds and early childhood 6% ([IDB, 2021](#)).

A.9. Others

- In Costa Rica, [the Permanent Forum on the Migrant and Refugee Population](#) is a body developed since late 1995, in which the Office of the Ombudsman influences the Technical Secretariat. This forum is characterized by being an inter-institutional, intersectoral and multidisciplinary space composed of approximately 65 people representing various organizations: state institutions, government institutions, civil society organizations, international organizations and academic institutions whose mandate, competencies and interest are related to the theme of migration. The initiative is carried out as a permanent model of organized work and the convergence of different social and institutional actors that analyze and generate comprehensive proposals on migration issues.
- The [Latin American Campaign for the Right to Education](#) (CLADE) is a plural network of civil society organizations, present in 18 countries of Latin America and the Caribbean. It promotes social mobilization and advocacy actions in defense of the human right to transformative, public, secular, and free education for all, throughout life and as a state's responsibility.



**Fundación
Ceibal**