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Report 1: Latin American and Caribbean Observatory of Multilateral Organizations, Development Banks, Technology Corporations and Philanthropy

World Bank Group (WBG), UNESCO Institute of Higher Education for Latin America and the Caribbean (IESALC), Gates Foundation and Facebook Corporation

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The International Center for Research Otras Voces en Educacion was created in 2015. Beginning its public activities with the launch on February 1, 2016 of the portal Otras Voces en Educacion, a database permanently in construction that captures real - time trends in educational change.

The International Center for Research on Other Voices in Education is a member center of the Latin American Council of Social Sciences (CLACSO) and through its Global / Glocal Network for Educational Quality is part of the Latin American Campaign for the Right to Education. The International Observatory of Educational Reforms and Teacher Policies (OIREPOD) has developed the International Contact Group (GCI) to work with teachers' unions and syndicates around the world, as well as collectives and individuals from critical pedagogies and popular educations. Now CII-OVE is developing another platform for meeting and analysis: the regional political analysis network. Likewise, it has just created the Latin American and Caribbean Observatory of Technological Corporations, Multilateral Organizations, Development Banks and Philanthropy, as well as permanent study seminars on China, Russia, the United States and Turkey.

The International Center for Research on Other Voices in Education (CII-OVE) is part of a strategic alliance of Latin American social movements that carries out an open online training program, available on the YouTube of Otras Voces en Educación.

IRC-OVE has a team of researchers who work on educational reforms, change and resistance in the 21st century

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1. Presentation

Critical thinking is based on the praxis anchored in the territories , the systematic study of reality, the analysis of data, narratives and imaginaries. According to the world-system framework , doing critical pedagogies adds the need to study the link between large corporations, development banks, multilateral organizations and philanthropy with education.

This is particularly relevant in the context of recent decades tensions, resulting from the national educational disinvestment in key areas such as teacher working conditions, infrastructure, endowments and social programs for students, to which is added standardization systems of educational goals marked by suparanational definitions .

At no other time in history was so decisive explicit international pressure on the national in educational matters. The normalization and standardization of educational policies is produced through consensus induced by post-cold war multilateralism, formulation of minimum and maximum coordinates established by the G-7, international monetary fund and development banks, strengthened through the corporatization of the educational agenda and philanthropic financing of multinationals conditioned by market priorities.

Despite the multiple evidences in this regard , unfortunately many of the discourses of educational resistance do not immerse themselves in this spider web, which leads to the emptying of the narratives of resistance , to the fragility of the arguments and serious limitations to foresee.

The great obstacle to the work of this observatory is the precarious transparency in the budgetary and financial information of some instances of multilateralism. In the 21st century, transparency is an imperative to rebuild the democratic culture and the active role of citizens. However, the work will be done with the information that is available, without leaving at every opportunity to underline the need to improve transparency.

For the work that we begin with this report, we are eager to call on more voices to join the work we do, with the understanding that the work that we begin strategically is sustainable with an alternative social structure.

2. Investment and educational agenda of the World Bank in Latin America and Caribbean region in 2021

2.1. World Bank Group in Latin American and Caribbean education

The World Bank Group (WBG) is the main source of educational co- financing on a global scale , work attached to the budget execution of these resources framing within the standardization and particular orientation demanded by the capital's agenda in each country . The World Bank implements the G-7 guidelines and harmonizes these with the definitions of spaces such as the World Economic Forum or Davos Forum, among others.

The World Bank Group (WBG) is part of the institutions that, together with the International Monetary Fund (IMF) and the World Trade Organization, lead Global Governance, and therefore the achievement of the objectives of the neoliberal globalization model.

As described on its website, the WBG *works on educational programs in more than 80 countries and is committed to helping countries achieve SDG 4, which calls for ensuring quality education and promoting learning opportunities.* "[1] In this first part, we will address how true efforts being made in this direction in Latin America and the Caribbean (LAC) can be.

The portfolio of projects invested by the WBG during 2019 was US $ 3 Billion, just 0.08% of the global investment in education during that year, expressed in the GDP invested by all countries. It is curious that an institution that defines itself as the main source of educational financing in developing countries reflects such insignificant investment figures in the region.

The reading that we can do about it, is that the WBG has a fundamentally macro-political impact on education, , which is overestimated in financial matters without correspondence with its real contributions. The amount of WBG funding in the region denotes the little effort made by this body, leaving at the expense of their capacities in increasingly dependent and neocolonial economies. For those countries that have chosen to access the GMB loan portfolio, this is conditioned by parameters of systemic

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[1] Available in: https://www.bancomundial.org/es/topic/education/overview

dependence (external debt, standardization, commercialization). For this reason, we point out that the political impact of the WBG today is fundamentally one of conditioning the policies of the school systems, while its real contribution in economic matters is ephemeral, intermittent, limited and creates dependency through the loans that they facilitate.

In LAC, according to the WBG project database, during 2019, only 4 projects in education were currently financed for a total of US $ 600,000, in the Dominican Republic (1), Argentina (1), Haiti (1) and Honduras (1), this amount representing only 0.01% of all regional educational investment (GDP in education in LAC), evidencing the falsehood that the World Bank is the largest source of educational financing.

Governments end up building a financing narrative, which justifies standardizing policies and hiding the conditioning of loans, due to a non-existent budgetary impact on education; except for the collateral effect of pushing school systems toward commodification and privatization.

2.2. Structure and Network of Associates of the World Bank Group

The WBG structure works through a Board of Governors of all member countries, in which there are institutions such as the International Bank for Reconstruction and Development (IBRD), the International Development Association (IDA), the International Finance Corporation (IFC), the Multilateral Investment Guarantee Agency (MIGA), the International Center for Settlement of Investment Disputes (ICSID), and the Independent Evaluation Group of the World Bank Group (IEG).

Each of these institutions function under a limited democracy, through the commodification of decision-making, since the votes are proportional to their contributions. 50% of the decisions belong to one of the main sources of financing: the IBRD, which is occupied by 10 countries: the United States (15.98%), Japan (6.89%), China (4.45%), Germany (4.03%), France (3.78%), United Kingdom (3.78%), India (2.93%), Russia (2.79%), Saudi Arabia (2.99%) and Italy (2.66%)[2].

By means of this proportional formula, a vision of the world is imposed, that of the most powerful ones, who assume that they are empowered to construct "saving" narratives of the less developed countries, when what actually happens is that they construct ingenious formulas so that most countries work to achieve goals of a small handful of nations.

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[2] Available in
https://web.archive.org/web/20150906093100/http://siteresources.worldbank.org/BODINT/Resources/278027-1215524804501/IBRDCountryVotingTable.pdf

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In addition, it is clear that no country in Latin America, the Caribbean or Africa participates in the decisive nucleus of decision-making, that is the reason why the formulations that emanate from this hegemonic bunch are very far from expressing the needs of countries of these regions. Applying policies of those who, assuming themselves as a " big brother", only seek to dispossess those whom they claim to protect.

On the other hand, they leave aside, building a kind of Latin American and Caribbean apartheid, as well as the African one, those countries of the region who are relegated to buying the "educational mirrors" made from this development bank. In other words, "whoever has the money plays the educational music", although in the end, in terms of the WBG's financial contribution, we could say that *the empty pot is the one that makes the most noise.*

There are also global agencies, which function as WBG partners, where we can find instances such as: World Education Registry, Human Capital Project, Inclusive Education Initiative, Education for All Results, Strategic Fund for Impact Evaluation, Trust Funds from Australia, the European Commission, South Korea, Japan and Russia, as well as the Arab World Initiative, the Education Research Group, the Consultative Group on Early Childhood Development, the World Book Alliance, the Internet Global Reading and the Malala Fund. Some of these instances have much more complex networks that we will analyze below.

2.2.1. Global Alliance for Education

Body created to transform education in low-income countries. It is made up of Ministries of Education, Coordination Agencies, Bilateral and Multilateral Partners, Grant Agents, Civil Society, Teachers' Representatives, the Private Sector, and Private Foundations.

The presence of Latin America and the Caribbean in the AME is through representatives of Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, Santa

Lucia, Saint Vincent and the Grenadines, the General Manager of the Organization of Eastern Caribbean States of Saint Lucia and the Coordinator of the Ministry of Education project of Honduras.

2.2.2. Education Commission

According to its website of the Education Commission, this instance:is committed to creating a Generation of Learning by transforming education systems so that all children can be in school and learn within a generation. The Commission focuses on four areas, as

well as coordinating global collaboration platforms: Workforce Transformation... Transformation Financing... Delivery Transformation... Learning Transformation[3].

The first objective of the EC, which defines one of its main purposes, draws powerfully attention because It is focused in the consolidation of the workforce and a transformation process that is not openly defined, although we can identify It by the actors that comprise them:

a) Governments represented by UK Government Office for Foreign, Commonwealth and Development, Netherlands Government, Ghana Education Service, Sierra Leone Ministry of Basic and Upper Secondary Education, Malawi Institute of Management, Ministry of Education, Republic of Ghana, Sierra Leone Teaching Service Commission, Ministry of Education and Training of Vietnam;

b) Organizations Specialized in Economics such as the Global Business Coalition for Education, World Economic Forum;

c) Companies and Private Foundations, among which are the LEGO Foundation, MasterCard Foundation, Atlassian Foundation, Rockefeller Foundation, SABIO, DataVision International, Dubai Cares, Fab Inc., Unlimited Generation, Global Coalition of Business for Education, Goldman Sachs, IDEAS , IDInsight, PwC, Reed Smith Smith;

d) Civil Society Organizations such as Echidna Giving, Education Cannot Wait, Association for the Development of Education in Africa (ADEA), Education International (EI), Forum for African Women Educators, Promoting Equality in Schools African (PEAS), Plan Ceibal, SEEK Development, Social finance, Teach for all, Your world;

e) International Organizations and Associations in the category of the Inter-American Development Bank, UNICEF, African Development Bank (AfDB), Asian Development Bank, Educational Development Trust, Educational Results Fund

Group of Educational Associations, World Alliance for Education , International Task Force on Teachers for Education 2030, Development Results, Right to Education, UNESCO, UNESCO International Institute for Educational Planning, UNESCO Institute for Statistics

f) Universities and Research Centers such as Arizona State University, Blavatnik School of Government, Oxford University, Brookings Institution, Center for Global Development, Center for Lebanese Studies, Center for Policy Research, Center for the Study of Economies Africa, Economic Policy Group, EdTech Hub, FHI 360 Education Policy Data Center, Institute for Development and Economic Alternatives, International Institute for Applied Systems Analysis, Korean Development Institute, Ontario Institute for Education

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[3] Available in : https://educationcommission.org/about/

Studies, University Toronto Open University, OPERA, Overseas Development Institute, Pardee Center - University of Denver, Research Center for Equitable Access and Learning, University of Cambridge, School of Foreign Service, Georgetown University, College of Humanities and Sciences, Stanford University, World Bank Bureaucracy Laboratory, University of Witwat ersrand.

It is necessary to emphasize that, in the structure of the Education Commission, an ally of the World Bank, Latin America and the Caribbean has been absolutely relegated to the mediation of the Inter-American Development Bank (IDB) and the Latin American Institute for Economic and Social Planning, dependent of the ECLAC-UN.

In terms of analysis of the world-system, this shows the valuation of the periphery assigned to the region, despite all the paraphernalia of development. The non-recognition of regional civil society organizations shows the double moral of a discourse that speaks of citizenship, but subalternizes it to comply with decisions emanating from the capitalist center.

There is a kind of neo-colonialist racism towards the region, since not only are the Governments of the Region not reflected, but also no present in an associative form, be these through civil society organizations, universities or research centers, but neither is the business area and its foundations that have been completely dismissed from this instance.

2.2.3. Teach for All

It is a network of 60 independent partner organizations from around the world who work together with alumni and teachers to share innovative ideas in the field of Education. They have a presence in LAC in 12 countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Haiti, Mexico, Panama, Paraguay, Peru and Uruguay.

It is a central problem for global capitalism the acceptance of the acceleration of innovation by school systems and the generation of another model of education that deal with them. This is not new, but it is more evident since the Coleman (USA, 1966) and Faure (UNESCO, 1971-1972) Reports , opening the chapter of the narratives of incessant crisis of the educational systems that tries to couple the dynamics of learning to growth of the returns to technology in the capitalist mode of production. For this reason, the WBG's call for innovation in education is nothing more than the demand for pedagogical connection (curricular, didactic, evaluative, planning, management) and professional careers with the acceleration of innovation. Speeches of quality and relevance are only the rails through which we try to achieve this purpose.

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What does this show?

The capitalist world system of the 21st century demands that school systems play the educational melody of the transition between the third and fourth industrial revolutions. The diversity of institutional educational options of the past, an expression of the uneven and combined development of industrial capitalism of the 20th century, must give way to the educational standardization and normalization of the present. Sustainable Development Goal 4: quality of education, is the expression of this standardization of objectives, goals, processes and results. The truth is that both the direct structures of the WBG, and its associates, are overseers and guarantors that the institutional objectives from the international to the national in the educational field are met. Consequently, this entails a unique vision of the world on this matter, in which LAC is completely excluded.

This cannot lead, neither to the alternative politics of the ostrich, nor to the drive to deny a hegemony being built in all territories, but rather to the elaboration of emancipatory education in this reality. The alternatives will not have a clear field of work where they can start from scratch and without obstacles, but rather have to re-learn to make way for the new in their own terrain of disputes and resistance.

Figure 1. WBG Governance
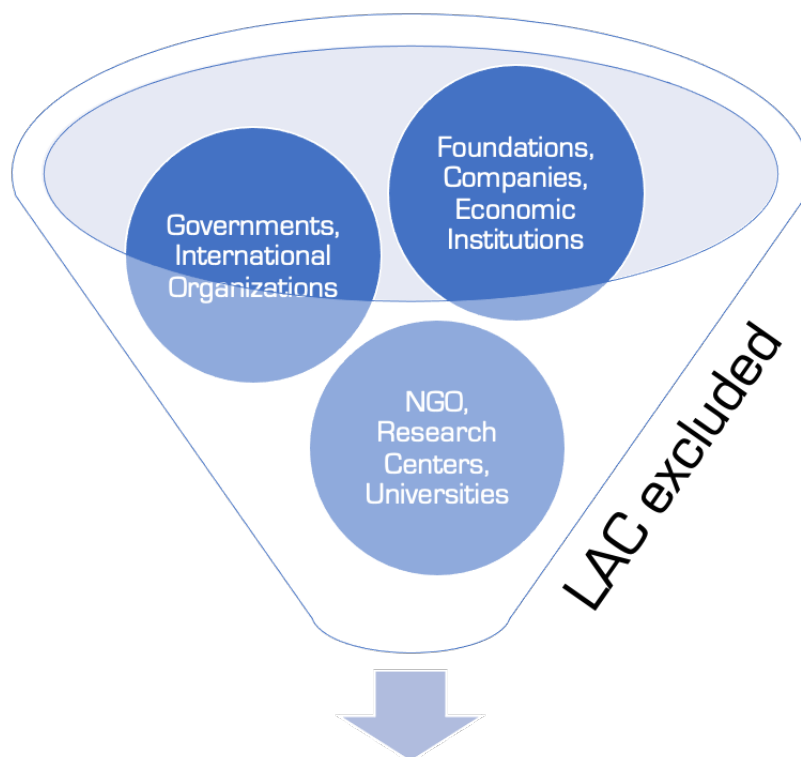
2.3. Projects in Education

In order to analyze the focus on Education of the WBG in LAC, we must first assess the meaning of the region in the global projects developed.

Table 1. Active World Bank projects

Region	Quantity of Projects	Amount (Billion of US$)
América Latina and the Caribbean	366	37,26
East Asia and Pacífic	466	42,78
South Asia	417	68,01
Europe and Central Asia	379	36,00
Africa	1.421	141,7
Others	16	18,77
Total	**3.065**	**325,76**

World Bank (2021). *World Bank projects.* [online consultation]. Available at: https://maps.worldbank.org , [July, 21, 2021]

Currently, LAC owns 11.94% of the WBG's active projects (beyond the educational agenda) , which represent 11.44% of the financing granted. Of these, according to figures from the WBG project database, only US $ 1,090 Billion are non-reimbursable through subsidies, so that 97.07% of the financing of this organization ends up in the external debts of the national accounts of the countries.

The education sector represents for the WBG 14.13% of the active projects on a global scale, and barely 7.88% of the resources allocated for these purposes.

Table 2. Active projects of the World Bank in Education worldwide

Active projects in education	Percentage of projects in education over the total	Financing of active projects in education (Billion of US $)	Percentage of Financing of Active Projects in education over the total
433	14.13%	25.7	7.88%

World Bank (2021). *World Bank projects.* [online consultation]. Available at: https://maps.worldbank.org , [July, 21, 2021]

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In LAC, 12.47% of the projects financed by the WBG are from the education sector, representing 10.89% of the total financing in the region.

Table 3. Active World Bank Projects in Education in LAC

Active projects in education in LAC	Percentage of LAC projects in education over the total	Financing of active projects in education in LAC (Billion of US $)	Percentage of Financing of Active Projects in education in LAC over the total
54	12.47%	2.8	10.89%

World Bank (2021). *World Bank projects.* [online consultation]. Available at: https://maps.worldbank.org , [July, 21, 2021]

If we analyze the data by country, the WBG still presents a more unequal and limited coverage , since only 22 LAC countries have projects in developed countries financed in active education. In fact, 13 countries currently have one or two active projects only

Table 4. Active World Bank projects by country in LAC

Country	Number of Projects	Financing (MM of US $)
Brazil	8	530.30
Haiti	5	69.00
Argentina	4	679.20
Guyana	4	36.83
Panama	3	65.00
Nicaragua	3	66.77
Dominican Republic	3	150.60
St. Vincent and the Grenadines	3	10.81
Peru	3	62.00
Colombia	2	320.00
Ecuador	2	268.50
Honduras	2	43.80
Jamaica	2	16.00
San Martin	2	10.26
Mexico	1	15.50
Uruguay	1	40.00

Guatemala	1	100.00
grenade	1	3.50
St. Lucia	1	10.60
Bolivia	1	4.00
Screech	1	50.13
The Savior	1	250.00
22 Countries / 368 Locations	**54 Projects**	**2.8 Billion US $**

World Bank (2021). *World Bank projects.* [online consultation]. Available at: https://maps.worldbank.org , [July, 21, 2021]

2.4. Role of the World Bank in the Impact of COVID-19 on Education

One of the most affected sectors with the emergence of the pandemic generated by COVID-19, has been education, given a *de facto* segregation has been imposed with the closure of schools and universities, limiting the right to education, especially of the poorest.

The WBG's response was immediate and as reflected in the update of its page on April 13, 2020:

> The World Bank's education team is working to support countries in managing and overcoming the current crisis, in addition to providing immediate and short-term advice on distance learning and supporting operations to facilitate learning after the pandemic ends.. The Bank is also supporting systemic educational reforms to ensure that schools are in a position to provide the necessary learning contexts once children return to classrooms.

The hybrid teaching-learning model, which is intended to be implemented with the excuse of the pandemic, without measuring the diverse consequences of distance education, reveals which are the real objectives of the WBG in the education sector, and towards where they could be directing the actual resources.

On the other hand, they propose to reform systemic educations, without explaining how they will be executed and in what direction they are headed, generating a kind of parallel agenda , beyond the route established in the Incheon Declaration (2015) and SDG4. This parallel agenda goes hand in hand with technology corporations as one of the most dynamic sectors of the global economy. The WBG builds a paradigmatic landing strip for the landing of the digital world and virtuality in education.

This is evidenced by the work being done by the GBM team, EdTech, who has seized the moment to promote online documents by different corporate distance learning platforms.

If the noble objectives of the GBM were so true to address the impacts against the COVID-19 education, they had not only invested US $ 61.67 million in five projects from 3 countries in the region. Consequently, neither the effects nor the conditions to guarantee better access are addressed; but if the new model, for which developing countries are not prepared.

Table 5. Active World Bank projects by country in LAC against COVID 19

Country	Number of Projects	Financing (MM of US $)
Brazil	3	6.17
Dominican Republic	1	69.00
Panama	1	30.00
Total	**5**	**61.67**

World Bank (2021). *World Bank projects.* [online consultation]. Available at: https://maps.worldbank.org , [July, 21, 2021]

3. IESALC - UNESCO 2020- 2021

Institutional data: The Institute for Higher Education in Latin America and the Caribbean (IESALC) is the only UNESCO type 1 (high level) institute dedicated to university education. IESALC is the result of an arduous work dating back to 1969 between the Venezuelan State and countries of the region. This relationship served to the Latin American and Caribbean integration which afterwards ,in 1974,made possible the creation of the Regional Center for Higher Education in Latin America and the Caribe (CRESALC),and then it became into an Institute (IESALC) in 1997.

Its headquarters are located in Caracas, Venezuela and it has a bi-annual budget granted by mandate of the General Conference of UNESCO. It is run by the Council of Government (CG) composed of representatives of the governments of the region and regional university networks.

At present , IESALC is not chaired by a Latin American or a Caribbean person, but by a European (Spanish), Mr. Francesc Pedró , a decision that was taken in Paris without consulting the IESALC Governing Council. . Mr. Pedró is a highly qualified professional, with a long tradition of working at UNESCO, his professional capacity is not questioned, but rather the Eurocentric decision of the UNESCO authorities to appoint someone who does not belong to the region.

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Strategic Problems : a) As part of the 40th General Conference of UNESCO, held in 2019 in Paris , the General Directorate of the agency introduced an application for bylaw amendment of the Institute which reduced appreciably the role of the Governing Council ,an initiative that did not prosper due to the vertical attitude of the Councilors, but that can be reconsidered in the new general conference this year. Reducing the decision-making role of the IESALC Governing Council would be an involution to the centrality of the Paris headquarters and a lack of knowledge of regional particularities.

b) IESALC is being forced to become a Global Institute of Higher Education. This, which may be good news, exceeds the actual current capabilities of the institute. The economic difficulties of UNESCO Paris do not augur a certain possibility of a substantial increase in the budget or additional provision of qualified personnel to undertake a task of this size. Converting IESALC into a global institute may exceed its current real capacities and would distance it from its real social base, the regional academy. Furthermore, a transformation of these dimensions must be the result of a broad debate between the Latin American and Caribbean university sector, never a simple administrative decision that is approved with a low profile by the General Conference of the multilateral organization;

c) Since 2015, UNESCO Paris has expressed the possibility of IESALC leaving Caracas, arguing different situations. This became worser with the problems caused by the US blockade on Venezuela, which has impacted so sensitive to the possibilities of the host country to provide more resources to the Institute. However, Venezuela provides the necessary facilities for the Institute's operation. It would be terrible for UNESCO's image if, in the current situations of US economic aggression against Venezuela, IESALC withdraws from the country, as this would only deepen the international blockade. UNE SCO should play a central role to build in the international arena , sensitivities about the perverse and negative effects of the embargo; withdrawing from Venezuela could be interpreted by some sectors as an alignment with the foreign policy of the most powerful nations in the world to the detriment of a third world country . However, we must point out that institutional dialogue between the host country and IESALC should be improved in order to optimize the relationship and avoid the risk of leaving the institute

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IESALC priorities: the Institute has defined five strategic lines in this period

> **1. Internationalization and academic mobility : which IESALC defines as** *focused on promoting the ratification of the New Regional Agreement and the Global Convention for the recognition of higher education and disseminating its benefits to the academic community* .

The Regional Agreement, which has been a historic achievement as the will to advance in the recognition of studies and qualifications, has encountered now in pandemic and post-pandemic times, the difficulty derived from the unequal and asymmetric transformation of profiles of graduates, study plans and careers in the framework of the fourth industrial revolution. The will expressed in the agreement is encouraging, but now it requires an operational architecture that is preceded by the elimination of conceptual, epistemic and action gaps that were reflected during the pandemic.

From this Observatory we will accompany Latin American and Caribbean initiatives in this regard , with a gaze focused on overcoming inequalities and exclusions as safe route for the implementation of this regional agreement.

The other purpose is to *support the creation of thought and dissemination of trends in the matter of internationalization of higher education and academic mobility* , something that must be developed , not only with the authorities of the universities and academics that build a hegemony on the perspective IESALC, but also with the unions and guilds of the teaching staff of university education, as well as the organizations of the university student movement and regional currents of critical thought; It is impossible to advance in a certain, safe and equitable way in that direction without summoning these actors .

> **2.**   **Quality and relevance :** in this regard, IESALC raises the need to *contribute to reflection on public policies and mechanisms that contribute to improving the quality, relevance and equity of higher education* ; as well as, favor *the convergence towards a regional framework of criteria of quality and relevance of the institutions of higher education that is referential and that is updated regularly* "

This aspect is limited by the fact that the region does not have a consensual definition of educational quality, making the term in a wild card that is often used to promote commercialization, neo-privatization and standardization policies. Of course, this is not a problem for IESALC, but for UNESCO as a whole, which has transferred its diffuse and volatile categorization of educational quality to the United Nations system, via ODS4.

In order to move forward on the subject, beyond good intentions, IESALC can make a sensible contribution if it facilitates meetings and mechanisms for a consensual regional

definition of educational quality that allows for a concrete assessment of progress on the subject. Without a clear concept, any initiative in this matter becomes diffuse.

Something similar happens with pertinence, about which there are non-coincident definitions of three types. The first one, which is fundamentally linked to the needs of the market and the economic development of the country. Second, which is based on a localism centered on the immediate territories of the institutionality, with a precarious link with global processes of a political, economic, social, cultural and technological nature. And the third one, an instrumental pertinence between the country's development plans and regionalizations. It is necessary to rethink the relevance in dialogue with the complex realities of the 21st century, the acceleration of scientific-technological innovation and the dialectic between the local and the global, with a place of enunciation situated in the majority of citizens with privileges, never in the logic of the minorities that accumulate wealth in the most unequal region of the planet.

This involves raising the capacity of IESALC to interact with the Latin American and Caribbean social structure, something that is very possible because it enjoys the respect of the regional academy.

Finally, IESALC proposes contributing *to significantly increase the number of professors with an academic doctorate level in those countries with the greatest deficit* . This initiative, particularly relevant, should serve to facilitate the connection between doctoral training based on the Latin American social thought cessing with the demands of literacy algorithms (not the banal use thereof), and dynamics of each field professional associated with artificial intelligence, nanotechnology, Blockchain, metadata analysis, among others.

> 3.   **Equity and Inclusion :** two of the three priorities defined by IESALC in this matter are of special importance for the follow-up that we start at the Observatory. On the one hand, *promote a greater scope of public policies and mechanisms of all kinds to financially support higher education students* . On the other hand, they propose to *favor a better knowledge of the different conceptions of higher education that emerge from indigenous communities in the region, and also outside it, and their articulation with the other institutions*

The imprecision regarding "mechanisms of all kinds" is worrisome , because it may leave open the possibilities for governments to opt for forms of privatization such as university loans that become a terrible burden for graduates, private financing without transparency on the mechanisms of return, as well as models of external indebtedness with the pretext of covering the social agenda or, neoliberal policies under the paradigm of educational financing by results.

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From our point of view, IESALC should focus on getting governments to commit to a minimum floor of 6% of GDP in education that clearly and precisely sets out the public section corresponding to university education and student support.

In the indigenous peoples sector, the creation of an autonomous instance of regional dialogue between the different educational initiatives in university education in this field is urgent . IESALC can play a leading role in this regard, if it decides to move in this direction.

4. **Innovation :** the three purposes that express this priority are: a) to *support the development of non-university education;* b) *advocate for institutional sustainability programs of higher education institutions in line with the Sustainable Development Goals* and, c) *contribute to the pedagogical renewal of higher education through analyzes that promote a better understanding of the impact of emerging technologies* .

The relationship of the non-university education sector with the rest of the HEI has so far been not only precarious, but also mediated by the economic variable. Therefore, the emphasis should be an articulation based on the social variable , on the interests of the majorities. The COVID-19 pandemic showed the terrible inequalities in access to technology and internet connection, the tip of the iceberg of much deeper inequalities in innovation that must be explored and revealed. IESALC can make a contribution that is not only important but also sensitive in this matter.

In terms of University Education and Sustainable Development Goals, the first thing that should be done is to seek visibility of the agenda of Higher Educational Instituitions in the definitions, goals and tasks of university education in the standardized policies of the United Nations, something that today is virtually invisible in the SDGs . And we are not talking about passive integration, but about a link with the SDGs from critical thinking.

5. **Follow-up to the agreements of the Regional Conference on Higher Education (CRES in spanish) held in Argentina in 2018 :** in this case focused on a) *follow-up of the CRES2018 Action Plan, something that is already terribly behind schedule* , b) *linking the contributions from CRES2018 to the World Conference on Higher Education (CMES) to be held in 2021,* something that we will address in a separate point

From the Observatory we value this effort. However, we have serious doubts if the debates on university education carried out before the pandemic and the landing of virtuality are enough to have an updated and alternative voice before the World Conference on Higher Education (CMES).

World Bank, IESALC UNESCO, Gates Foundation and Facebook

For this reason, it is urgent and important to open a regional consultation, not only with authorities but with university teaching staff in Latin America and the Caribbean, to press the strategic thinking of the university sector. This would make it possible to show IESALC's capacities in terms of innovation for the construction of consensus and public policies in education.

Something fundamental to avert the risk that Latin America convene a "Counter Summit Against Higher Education " , something that 's going away to be a rumor to an initiative that builds viability.

Based on the thematic priorities described, IESALC develops a set of **Programs:**

a) **Research** : through analysis work in ten specific aspects, of which half already show results through reports available on the web. However, IESALC should perhaps focus much more on in-depth prospective studies, in a regional conjuncture in which there is an epistemic gap between routines and strategic challenges.

b) **Capacity development** : in this sense, the offer of an *IESALC Campus stands out* something new, since the IESALC had practically abandoned the training. The pillars of this training are a) right to higher education, b) quality, c) pertinence, d) inclusion, e) democratization of knowledge, f) social justice, g) paradigm of competencies and skills, h) strategic alliances between the public and private sectors, i) professional training perspective, j) dialogue, k) educational innovation, l) Agenda 2030 and SDG , m) strengthening of the CRES2018 Declaration, ñ) South-South cooperation.

We will surely return to these pillars in another report from the Latin American and Caribbean Observatory on Multilateral Organizations, Development Banks, Technological Corporations and Philanthropy, since they imply a commitment to an educational model, on which there is enough alternative construction in the region.

c) **Technical cooperation** : in this matter, IESALC assumes two regional responsibilities and one outside its scope of regional competence. First, it develops accompaniment in Cameroon, second, in Peru and third, in Colombia.

The level of activity in this area seems to indicate that IESALC should concentrate much more on relations with governments and universities in the region. Perhaps it is convenient to develop institutional capacities with African teams so that they can take on tasks that are currently being assigned to IESALC. South-South cooperation should be a priority focusing on that one in what may be useful, without neglecting its regional mandate.

In this sense, it is worrisome that it has not been possible to establish a closer advisory link with the host country.

> d) **Associated advocacy** : refers to the development of campaigns and the construction of consultation, dialogue and work mechanisms . Perhaps this is one of the most important tasks at this juncture and it should occupy a central role in the institute's work together with prospective and comparative analysis.

Concern: the debate on the university in the framework of the fourth industrial revolution appears subsumed in the topic of innovation, which does not account for the urgency of this debate, especially in a region with a precarious internet connection, lack of educational clouds digital, precarious development of autonomous educational platforms, serious difficulties in understanding the paradigmatic change in the development of educational materials and inclusive and emancipatory pedagogical models. This line of work should be consistent with the importance that UNESCO Paris is giving to artificial intelligence.

Only if decision-makers in education and senior government teams become aware of this new reality can the way be paved to build material conditions of possibility to take the required leap, at the risk of remaining on the educational periphery if this does not happen.

The Journal of Higher Education and Society

This publication celebrates 30 years contributing to regional debates and reflections on university education. A significant reference work that at one point served as the basis for the creation of the defunct IESALC publishing house, an initiative that was suppressed during the administration of Mr. Claudio Rama.

Now leading the magazine is the prestigious Argentine academic Nolberto Fernández Lamarra, one of the comparativists in education with the highest production and contribution to the study of university and non-university education in Latin America and the Caribbean. We celebrate this designation.

Some elements to highlight from the IESALC 2020 annual report :

The report shows the enormous potential of IESALC, fundamentally in the formation of teams for debate and reflection. However, the 2020 report also shows the precarious link between IESALC and the unions and unions of university teachers in the region. A substantive part of the alternative debates in higher education during 2020 were carried out by union organizations such as CONADU-H of Argentina, ANDES of Brazil, SINDEU of Costa Rica, APU of Colombia, APUPR of Puerto Rico, the Association National

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Associations of Officials of the University of Chile, The Coordinator of Unions of University Professors of Mexico, among others. This regional reality is not registered in the Institute's work inventory.

IESALC is part of the United Nations system and especially UNESCO, which in 1997 promoted the Recommendation on the status of teaching personnel in higher education, an instrument that is still in force today and whose key actors are the higher education unions.. For this reason, this dimension is not a unionism, but the recovery of a work agenda.

Brief comments on the Report "Thinking Beyond Boundaries: Perspectives on the Futures of Higher Education to 2050"

We celebrate the opening of this prospective debate by IESALC UNESCO , convening 25 prestigious academics from around the world to reflect on it. However , it is worrisome that, since IESALC is a regional institute, it has only convened 7 academics from Latin America and the Caribbean and no experts from the institute's host country. Perhaps, before making a global report, you should have concentrated on a regional study, summoning three experts per country, to obtain a closer approximation to the regional perspective .

Moreover, any prospective study in higher education is crossing today by the paradigm available on the impact of the acceleration of innovation science and technology in college work , something that is not uniform per country it has uneven development on the continent. Therefore, a prospective regional should account for these diversities to be a real state of art.

It is a good document, located more in the field of educational philosophy than in the framework of public policies. We hope it will be the beginning of a sustained regional prospective effort by IESALC .

The World Conference on Higher Education : The information on the thematic agenda, participation mechanisms and the meeting between civil and governmental society in the face of this global event, does not yet appear clearly defined on the Institute's website, something that should be resolved accordingly. urgently given the proximity to the World Conference on Higher Education.

Transparency in budget execution : one of the tasks of the Latin American and Caribbean Observatory of Multilateral Organizations, Development Banks, Technological Corporations and Philanthropy, is to work on the culture of transparency in the budget assigned to the organizations we monitor and the budget execution. UNESCO as a whole

and IESALC in particular would make a sensible contribution if they make this information available to the general public.

6. The Gates Foundation

The Bill and Melinda Gates Foundation or as it is popularly known, the Gates Foundation was created in 1994. This foundation falls within the range of Philanthropy institutions , which allocate an amount of their profits that do not go to the treasury, to invest in projects of social interest that consolidate its strategic vision.

Its promoter, Mr. Bill Gates, has a fortune calculated by Forbes magazine in 2018 of 95,100 Billion dollars, the main source of his earnings being the work he does with the field of technology (computing, informatics, software, intelligence artificial data, metadata, among others), making its activity one of the most dynamic epicenters of the fourth industrial revolution. For this reason, his philanthropic work is of special interest to the education sector, since it is linked to developing a pedagogical perspective and a turn of the school systems towards the educational paradigm of the fourth industrial revolution.

Google is the face of the multinational corporation Alphabet Inc based in the United States. Alphabet is the original source of the wealth of the Gates family, although now they are diversifying their investments, towards medicine and agriculture, always hand in hand with the technological perspective.

Google counts among its team , as director of engineering and innovation, Mr. Ray Kurzweil , the guru of trans humanism and the era of singularity (fusion of biological life with fourth industrial revolution technology). Mr. Kurzweil, who is in addition Chancellor of the Singularity University (the prototype of university construction sector elite capital) was the special guest , at the launch in June 2020 of the book Covid-19 The Great Reset, writing by Davos Forum leader Klaus Schwab and Thierry Malleret . The global reset is the theory that guides the world economic policies of the capitalist sector grouped in the Davos Economic Forum; in fact , the Davos summit in January 2021 had the Great Reset or the Great Global Reset as its motto. This has developed a line of work called Educational Reset that we will work on in another of the IRC-OVE conjuncture reports, but we are interested in emphasizing that the Gates family philanthropy is at the heart of the educational reengineering launched from the COVID -19.

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The Bill Gates Foundation has allocated $ 53.8 million since 2000 to what they call work and progress measurement. In recent years it has financed work with vaccines and their massive application in Africa (polio, polyvirus, among others).

In 2017 the Gates Foundation announced a review of its approach to improving K-12 education (free and compulsory education up to age twelve). They announced the investment of $ 1.7 billion over a five-year period, to work on student achievement, professional development and of course innovative research. (We have already explained in the section of the WBG what innovation in education implies in the current context of the world system and the development of the mode of production).

Between 2005 and 2018, the Gates Foundation launched *the library goes global* as an initiative , which brought the internet and computers to many schools in Latin America, Asia, Africa and Europe. An effort that we understand in the line of reorientation that capital demands on educational systems since 2011, when the fourth industrial revolution was announced. Therefore, it is necessary to re-politicize the debate on the strategic orientation of philanthropy, removing it from the place of "good intentions" and "charity".

During 2020, the Gates Foundation allocated 1.75 billion to accelerate the development and equitable distribution of COVID-19 tests, treatments and vaccines, amid conspiratorial accusations about the Foundation's role in promoting virus research .

In 2021, they announced to the UN Women a five-year contribution of 2.1 million dollars to support the efforts made by this multilateral body to promote gender equality. These funds are being distributed among the Forum's Intersectoral Action Coalitions, whose work is based on sexual and reproductive health, justice and economic rights, feminist movement and leadership.

The investment in philanthropy for Latin America and the Caribbean, reported by the Gates Foundation is as follows:

World Bank, IESALC UNESCO, Gates Foundation and Facebook

Table 6 . Projects funded by the Gates Foundation in LAC

Country	Number of Projects	Amount	Beneficiaries
Mexico	50	402,313,647	MexFam, National Council for Culture and the Arts, International Center for Corn and Wheat Improvement, Ministry of Education of the State of Veracruz, Mexico, National Institute of Public Health, Diconsa, National University of Mexico , Sasakawa Africa Association, Bansefi, Alliance for innovation in integrity of infrastructure and pipelines AC (AI3D), Consortium for Research on HIV AIDS TB CISIDAT, AC, Center for Research and Teaching in Economics, Mexican Association of Parasitology, Centro de Investigación y Desarrollo Tecnológico en Electroquímica, SC. ,
Peru	25	117,740,886	Universidad Peruana Cayetano Heredia, International Potato Center, Work and Family Institute, PRISMA Charitable Association, Andean Community
Colombia	25	56,910,013	International Center for Tropical Agriculture, Fundacion Empresas Publicas de Medellin (EPM), Colombia Ministry of Culture, Regional Center for Book Development in Latin America and the Caribbean (CERLALC), Fundacion Universidad de Antioquia, Fundacion Capital, Coschool SAS, Cooperativa Multiactiva De Madres Del Valle Coomac, Fundacion Barranquilla +20

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Brazil	59	44,334,138	Universidade Federal do Rio Grande do Sul, Universidade Federal do Rio de Janeiro, Fundação Ataulpho de Paiva, Universidade Federal de Minas Gerais, Brazilian Agricultural Research Corporation, Worldwide Initiatives for Grantmaker Support, Inc., Sociedade Brasileira de Medicina Tropical, Government of the State of Sao Paulo, FIOCRUZ, Brazilian Institute of Geography and Statistics, Universidade Federal de Viçosa, Instituto Kairós, Bio-Manguinhos, Instituto de Politicas Relacionais, Universidade de Fortaleza, Center for Digital Inclusion, Universidade Federal de Pelotas, Hospital de Câncer de Barretos, Institute of Advanced Studies of the University of São Paulo, Universidade Federal da Bahia (UFBA), Universidade Federal da Bahia (UFBA), Cemicamp - Centro de Pesquisas em Saúde Reprodutiva de Campinas, Institute of Nutrition, Universidade Federal do Rio de Janeiro, Fundação Universidade do Maranhão, Universidade Federal do Ceará, UFC, Faculdade de Medicina da Universidade de São Paulo, F undação Getulio Vargas, University of Brasilia, Federal Institute of Education, Science and Technology of São Paulo, Federal University of Pernambuco, University of São Paulo, Faculdade de Saúde Pública, Universidad Católica de Santos, Instituto de Apoio à Fundação Universidade de Pernambuco, Fundação de Apoio ao Ensino, Pesquisa e Assistência, Institute of Advanced Studies of the University of São Paulo, Instituto D'OR de Pesquisa e Ensino
chili	7	19,924,075	Chilean Institute of Reproductive Medicine, Department of Libraries, Archives and Museums (DIBAM), Foundation for Studies Biomedical Advanced School of Medicine, Foundation for Democracy and Development, Management of Environmental Services SAC
The Savior	10	10,471,840	PRO-LIFE

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Argentina	16	8,867,736	Library of Congress of the Nation, Institute of Human Immunity Studies, CONICET, National University of La Plata, National University of Rosario, Institute of Biochemical Research of Bahia, Foundation Institute of Biotechnological Research, Institute for Clinical Effectiveness and Health Policy, Foundation INFANT, Gihon Laboratorios Quimicos SRL, Mundo Sano Foundation
Panama	3	2,948,050	Inter-American Center for Tax Administration, Vax Trials, Institute of Advanced Scientific Investigations and High Technology Services Secretariat for Science and Technology
Haiti	1	1,716,000	Foundation for Reproductive Health and Family Education
Ecuador	2	1,073,689	In Terris Foundation
Dominican republic	1	1,000,000	Community Technology Centers of the Dominican Republic
Costa Rica	2	900,000	University of Costa Rica
Nicaragua	1	875,236	NicaSalud Network Federation
Honduras	1	526,837	Foundation of the National Autonomous University of Honduras - FUNDAUNAH
Guatemala	1	250,000	Guatemala Libraries Project (Probigua)
Venezuela	1	99,933	Institute of Tropical Medicine, UCV
16 Countries	**205**	**669,952,080**	

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Graph 2 . Percentage distribution by country of the financing granted by the Gates Foundation
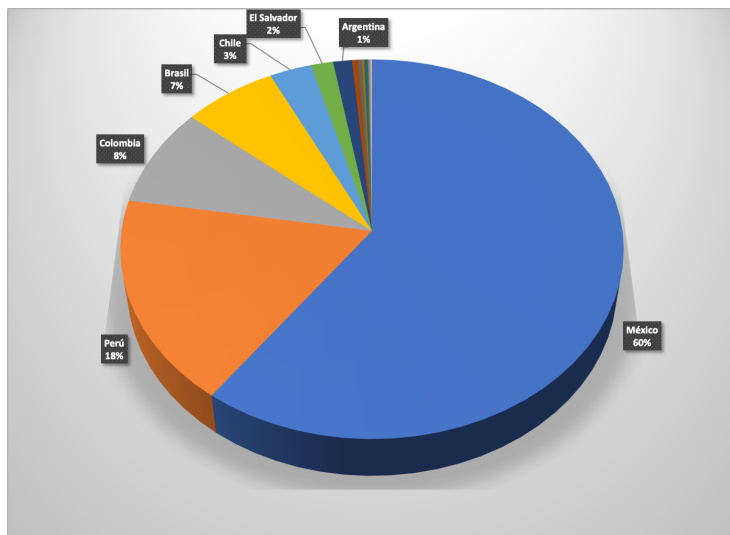
Graph 3 . Map of countries with funding from the Gates Foundation

The Gates Foundation has developed 205 projects in 16 LA countries. None from the Caribbean. For an amount of 669,952,080 US $.

99% concentrated in 7 countries: Mexico (60%), Peru (18%), Colombia (8%), Brazil (7%), Chile (3%), El Salvador (2%), Argentina (1%) . The remaining 9 countries complement the remaining 1%. In total, they have financed 94 initiatives in LAC.

7. Facebook Corporation : creating communities and revolutionizing education?

Facebook corporation

Facebook is a free access online social media company, based in California, United States. According to the Statista (2021) Report, in the first quarter of this year, its total assets users worldwide reaches approximately 2,850 Billion . It is the largest social network globally that, at the end of 2020, employed just over 58,000 workers (Statista, 2015) and its mission is to " *offer people the power to create communities and make of the world a more connected place* "(Facebook, 2021).

Facebook programmatically emphasizes communication and virtual social interaction, data capture and metadata analysis for market and intelligence purposes, it is not a platform created for educational work despite its use in the COVID pandemic -19 , especially through its dialogue rooms. However, we are interested in its educational use as a continuity of the frontal model of teaching by virtual means, the modeling of the educational culture through the mining of personal data and the creation of referenced market niches through the crossing of artificial intelligence and big data.

The company has been the subject of a series of discussions in the academic field, which, among other things, are based on the imperative of analyzing the benefits and concerns generated by Facebook, and in general, by social networks themselves; Among the benefits, for example, the strengthening of social ties can be considered, although this consideration can be contrasted by the risks it entails with respect to people's privacy and the disclosure of information (Wilson, Gosling & Graham, 2012) .

The network has also begun to be discussed in the educational field (Llorens and Capdeferro, 2011) (Sánchez, 2017) (Gafni & Deri, 2012). However, a systematic study regarding its impact in particular areas such as education, from a critical perspective, still persists. However, the central features of its educational model are: a) frontal model,

b) image as a conductor of dialogues, c) creation of communities, d) presentation of daily life results as elements of construction of new subjectivity, e) content self-management. We can say that Facebook shows the educational model of transition between the third and fourth industrial revolutions.

Over a decade and a half, its dimensions have achieved global status. At the beginning of 2021, more than 200 million companies in the world use its applications to maintain their commercial activities, at the same time, the company concentrates the daily sending of more than 100 billion messages among its users. Its expansion has been such that it has created offices in 70 cities around the world, as well as 17 data centers, globally (Facebook, 2021).

Its activities have been incorporated into different areas of interaction, including the explicit educational field and philanthropy in the sector. To a large extent, its growth has responded to the human need to keep in touch with acquaintances and socialize (Wilson, Gosling & Graham, 2012) in the context of the profound impact of the acceleration of technological innovation, as well as the success of which For commercial purposes, they have enjoyed social media platforms, thanks to the configuration of contemporary capitalism.

Mark Zuckerberg is the Founder, President and CEO. Thanks to the success of his company, in 2010 he was recognized as the *Person of the Year* by Time Magazine. In addition to the interests of the business practice, the founder of Facebook has shown interest in education, which he understands as a fundamental item regarding the impulse of the economy and its long-term improvement. In this sense, his concern is centered on the use of new digital technologies in pedagogical environments. It also considers that, given the great flow of information available in society, and available in the same way for students, the role of the teacher will be like that of a manager or mentor, who guides the learning process enabled by the different available opportunities. in software; in this sense, it becomes a precursor of the new school model that tries to build platform capitalism.

Zuckerberg recognizes that Facebook can provide different tools favorable to the educational field - such as Facebook Groups, used by different schools - and has shown great interest in the sector, which has been seen with the promotion of personalized learning in the educational system U.S. The Homeschooling model in the transition between the third and fourth industrial revolutions, has on Facebook a bridge to navigate the turbulent waters of the paradigm shift.

Zuck , as his close *friends* often call him, is also impressed by the work carried out by *Teach for America* in the United States, which allows us to understand the good

reception - and the promotion - of the *entrepreneurial* perspective in its educational proposals.

The history of Facebook

In February 2004, students at Harvard University in Cambridge, Massachusetts received the *thefacebook.com* service , created by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Huges, all of whom were students at the University at the time. from Harvard. This mechanism, which consisted of a kind of online directory of academic profiles, enabled exchange between students by creating a profile with personal information. To use it, they only needed to have a personal email address ending in *harvard.edu* , as well as be over 18 years of age. Subsequently, the service would begin to include other universities in the United States, which in a short time numbered in the hundreds (Brügger, 2015). At the end of that same year, a million people were already active on Facebook.

The service grew rapidly. Towards the end of 2005, a year after its creation, it already included more than six million users, thus competing with existing websites, such as Linkedin and MySpace.

In 2006, Facebook ceased to be a communication network between university students , and allowed the incorporation of employees from certain companies, such as Apple and Microsoft; in that same year, the service was available to anyone over the age of 13 (Brügger, 2015) and began to be available in different languages.

During the first years of Facebook - which acquired that name in 2005 - advertising advertisements consisted of the only commercial activity that took place on the site (Brugger, 2015). Later, *Marketplace would* be incorporated , as well as the Shopping function on Instagram (Facebook, 2021). The above contributed to the realization of a virtual meeting space for various activities.

In 2006 Facebook Mobile was created, with which you could maintain communication through text messages. A year later, its platform was created (Brügger, 2015) with which the supply of content software programs was allowed.

Over time, the Facebook platform has undergone considerable changes regarding its design and the range of activities it enables for the users that make it up, such as the platform for creating ads and pages, the video application and the chat. An important point in this development was the launch of Facebook for iPhone in July 2008, thereby building an offering that would link two of the big technology companies: Apple and Facebook.

World Bank, IESALC UNESCO, Gates Foundation and Facebook

In 2012 Facebook announced the acquisition of Instagram. In that same year, it reached a number of active users of more than 1 Billion. Two years later the acquisition of WhatsApp and Oculus was made public. Given the wide offer of the company, in 2017 there were already 2 billion people using the social network accessing each month, to which 1 billion people were added who, daily, used WhatsApp. A year later, Instagram reported a monthly influx of 1 billion people (Facebook, 2021).

As we mentioned at the beginning, at the beginning of 2021 the company has a total volume of active users of almost 3 billion globally. This expansion, in addition to favoring income through advertising, also enables it to seek to join other specific areas of the social process, such as education.

There is no transparency on the financial reports of the sale of metadata analysis for global, regional and local marketing, as well as strategic information on emerging demands.

Facebook in Latin America

The implementation of the consumption model promoted by technology companies requires the development of telecommunications infrastructures, which allow internet connectivity, and on the other hand, a cloud architecture, which allows them to achieve their corporate objectives. This translates into the ability to tailor global network platforms to access their services more quickly, relegating other service providers to the background.

The Report developed by NERA Economic Consulting (2020), for Facebook, shows the *contribution of investments in connectivity to the development of Latin American societies ,* describes a series of telecommunications infrastructure programs that are implemented in LA.

World Bank, IESALC UNESCO, Gates Foundation and Facebook

Table 6 . Relevant Facebook Connectivity Programs for Latin America

	Program	Description
With partners	Telecom Infra Project (TIP) *	Develop open architecture telecommunications network equipment and systems
	Rural Access	Develop tools and strategies to bring economically sustainable networks to rural areas
	Express Wi-Fi	Provide Wi-Fi connectivity in areas without service, by partnering with local service providers and telecommunications operators
	Free Basics	Provide free access to basic online services, to help people discover the relevance and benefits of the Internet
Own infrastructure	Submarine cables	Deploy submarine cables in countries with low international transit capacity
	Local Points of Presence (PoPs)	Deploy PoPs to Local Internet Exchange Points (IXPs) to interconnect locally with Internet Service Providers (ISPs)
	Local caching	Place storage units in ISP facilities, to cache the most popular content from Facebook services

*Note: * TIP is a Facebook project in which the main telecommunications operators (for example, Vodafone and Telefónica) and equipment manufacturers of all sizes have joined, with the aim of "accelerating the pace of innovation in the industry of telecommunications by designing, building and implementing technologies that are more flexible and efficient.*

NERA Economic Consulting (2020). *Contribution of investments in connectivity to the development of Latin American societies.* Madrid: NERA Economic Consulting.

As we have outlined in the previous table, Facebook has not limited itself to placing its services for LA, but has been generating a conditioning for its use, adapting the hardware and software environments for it. In the following table we will see the geography of this connectivity.

Table 7 . Geographical scope of Facebook connectivity investments in Latin America

	Projects	Countries in which it has been implemented
Partner programs	Wi-Fi projects	Colombia, Mexico, Brazil
	Rural Access	Peru
	Free Basics	Colombia, Peru, Dominican Republic, Guatemala, Honduras, Mexico, Panama
Own infrastructure	Submarine cables	Brazil, Argentina and Uruguay
	Cache	Brazil, Argentina and Uruguay
	PoPs	Brazil, Argentina and Uruguay

NERA Economic Consulting (2020). *Contribution of investments in connectivity to the development of Latin American societies.* Madrid: NERA Economic Consulting .

World Bank, IESALC UNESCO, Gates Foundation and Facebook

Partnerships with governments, multilateral organizations and companies at the confluence of Facebook's objectives

- ▪Facebook, Telefónica, CAF and IDB are partners in Internet for All in Peru, in the *Rural Access program.*
- ▪Hughes Network Systems and Facebook are working on Wi-Fi connectivity projects in LA. According to NERA Economic Consulting (2020)... *As of March 2020, more than 1,000 Wi-Fi Express access points had been installed in Latin America, in Brazil, Colombia, Mexico and Peru. Most of them are in rural areas of Brazil that lacked good ground service.*
- ▪The OAS and Facebook signed on March 21, 2021, an agreement to promote electoral integrity, human rights, and economic recovery in Latin America. Curiously, it does not involve the northern countries[4].
- ▪In Colombia, Facebook has decided to finance 403 SMEs with US $ 6.9 million from its global business support program of US $ 100 million.[5] This fund arises from the joint work with the OECD and the World Bank that launched an indicator of SMEs data in 2016. It shows this, as there is a greater confluence between the international organizations of neoliberalism and the large corporations.

Facebook's own infrastructure projects in LA

- ▪The Malbec project is a submarine cable that connects from Rio de Janeiro to Buenos Aires, in association with the Argentine operator GlobeNet, with a length of 2,500 km, which represents an improvement between the connectivity between both countries and in turn with the States. United. Likewise, another project is being developed between Argentina and Uruguay.
- ▪Different internet service providers (ISPs) in the region have developed alliances to improve access to Facebook through PoPs and Caché technologies.

Facebook and education

Facebook has gradually become a relevant actor in the educational field, particularly in the United States.

Before the expansion of its use in a large proportion of the population, the original virtual space interaction has also become an interchange of information of different nature,

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[4] Available at: https://www.oas.org/es/centro_noticias/comunicado_prensa.asp?sCodigo=C-026%2F21

[5] Available at: https://www.semana.com/empresas/articulo/como-acceder-a-los-recursos-que-ofrece-facebook-para-pymes-en-colombia/295211/

in cu on exceeds that which can be used for purposes academic . Given the openness it presents for the organization of groups, the creation of discussion topics, meeting rooms, etc., the platform has extended its activities to the educational field in those populations with access to digital technology and internet connectivity.

It is not an exaggeration to consider the increasingly widespread role in education of Mark Zuckerberg's company , which responds both to a) the usefulness that some teaching groups have found in their tools to create *collaborative learning* networks , and b) the expansion project in education that have been promoted by the directors of the company and the Chan Zuckerberg Initiative, the philanthropic initiative of Mark Zuckerberg and Priscila Chan.

Educational communities and collaborative learning

Regarding the first, we recover Llorens and Capdeferro (2011) who in their study consider that, despite the fact that the Facebook platform does not formally constitute a learning environment, it can provide relevant support towards educational processes. This is due to the fact that the Facebook platform's ability to share resources, link content to profiles and the evolution towards *lifestreaming* and *microblogging* " *empowers it* to support complex and continuous interaction experiences , and with it, to structure collaborative learning processes. " The authors mention those that, in their opinion, represent some pedagogical possibilities offered by the company for learning: virtual community culture and social learning; innovative approaches to learning; motivation to students; presentation of meaningful content and synchronous and asynchronous communication.

On the other hand , Sánchez (2017) agrees with the contribution that Facebook -together with WhatsApp- can provide regarding the creation of *collaborative learning networks* , although these are not developed expressly, but are the product of the interaction and exchange of the social media. The author considers that technology "especially mobile devices, facilitate collaborative work and learning, since it allows students to share information, work with joint documents and facilitate problem solving through mobile applications".

From a less optimistic perspective of the use of social networks in education, Gafni & Deri (2012) explore the influence of Facebook regarding the learning of undergraduate students. They consider that the platform can be useful for students in their social relationships, as well as for academic purposes, since through the platform they can ask for help from other people or share content; however, there are serious disadvantages to

its use, such as wasted time, delayed activities, and addiction. As part of the conclusions of their study, they state that "social activities on Facebook consumed a significant amount of the students' time, during browsing and even afterwards, negatively affecting their learning process." Of course, this is linked to the appropriation of free time for the purposes of the market and consumption, of merchandise and ideas, with social networks being increasingly central in the reproduction of the capitalist social model.

Although to varying degrees, much of the standard analyzes on the use of Facebook in education, start from a certain instrumental interpretation of technology, with the above, digital technology and the platforms / programs derived from it, are no longer considered solely as *tools* that can be used with total freedom by users, but begin to be clearly valued as technological proposals that contain within them a specific configuration, which delimits the space of possible practices, while enabling and constraining them . In this way, the configuration of these platforms also impacts the practice of those who teach and those who learn. This impact is not absent from the foundational ideologies that give life to digital technology, which entails specific ways of understanding the world and interpreting the different processes of life in common.

Philanthro-capitalism and personalized learning

In addition to recovering the use that some educational communities have made of said platform, it is necessary to take into consideration the corporate and philanthropic actions carried out by Facebook in relation to the expansion of its incidence in the education sector. With this we can build an overall vision that allows the development of an ad hoc critical perspective.

In 2015, Mark Zuckerberg and Priscilla Chan launched the Chan-Zuckerberg Initiative, an organization aimed at granting grants in projects in different areas such as science and health, as well as carrying out risk investments. Since its launch, the CZI has awarded at least $ 2.9 billion in grants (CZI, s / f). A major focus of interest on the part of the CZI - which extends to Zuckerberg himself - is the promotion of "personalized learning" in American schools. This is consistent with the individualized education model promoted by technology corporations and sectors of cognitive capitalism.

Facebook has been a protagonist in the greater incorporation of digital technology in schools in the United States, through its collaboration with the chain of charter schools Summit, California. Through this alliance, the Silicon Valley company has promoted the development of Summit Learning, an educational program that, thanks to the intervention of different philanthro-capitalist organizations, has developed considerable expansion in

the United States. In 2014, Facebook engineers developed the Summit learning platform, which was ready for large-scale use by 2015; just the year in which sectors of critical theory in education denounced the possibility of a Global Pedagogical Blackout, via a massive global landing of virtuality, something that happened with the pandemic.

According to the official Summit Learning page, "Facebook engineers continued to work for free under the direction of Summit Learning educators until 2017, when CZI became their long-term technology partner" (Summit Learning, nd). The program enjoyed considerable expansion; since the 2015-2016 school year, expanding to more than 300 public schools, from different states of the country (Strauss, 2018).

The Summit offers an educational approach called "personalized learning". According to its promoters, this approach represents the future of education, hand l to digital technology, although the impact of the use of *EdTech* in education, as well as l made proposals for "personalized learning" is still under of intense debate.

The Summit Learning proposal is developed from the use of online tools that, through their use in classrooms, have the ability to collect information about users, which, when converted into data, enables the generation of individualized educational materials . With this, the aim is to "personalize" or "adapt" the content for each student, in order to meet their learning needs and enhance their abilities. With the above, it is possible to build individualized progress objectives, leaving aside boring and anachronistic educational models that do not respond to the needs of the 21st century.

Although the proposal was successful in terms of its expansion into North American schools, it is also important to note the emergence of significant signs of dissatisfaction among families and students in the face of some unfavorable characteristics of the program. Parents in Wisconsin have been dissatisfied with the program's "excessive emphasis on a culture of digital learning", in addition to the total time in front of the screen and the absence of interaction with teachers and peers (Strauss, 2018). Similar statements regarding Summit Learning were made at campuses in New York, Chicago, Connecticut, Kentucky, Ohio, New Jersey, and Kansas (Strauss, 2018).

Another concern raised by school communities is relative to the collection and management of student data. According to Summit Learning, to carry out its activities, the platform has "service providers", in order to operate, protect and improve the learning platform . For such suppliers to fulfill their functions, it is *possible* that Summit gives them access to user information. Those providers include Amazon Web Services, CZI, Clever, G Suite for Education, and Microsoft Office 365 (Summit Learning,

2021]. Although the program and even Facebook officials have reiterated responsibility in handlng relevant information, this has not lessened concerns for the integrity of students.

However , despite the aforementioned issues, Zuckerberg's and Facebook's philanthro-capitalism has remained steadfast regarding the drive for personalized learning in American schools, as can be seen in the large investment that the CZI has allocated to the continuity of the program. to which it allocated, from 2016 to 2019, the amount of 99.1 million dollars in grants (Bowles, 2019).

Hand in hand with charter schools, Facebook seeks to promote "innovative" models in education, which, although they generate many doubts in academic bodies and educational communities regarding their results, are presented as part of the north to follow in the education of the century XXI.

Although the educational intervention of Facebook in the promotion of these proposals is of great interest, it is necessary to recognize that it is a specific actor - albeit a very important one - in the wide range of market interests in education. We must think of Facebook as an actor articulated in a systemic logic.

Philanthropy or influence on Global Governance?

In 2015, with the creation of the Chan Zuckerberg Initiative Foundation, 549 projects in education were developed for US $ 384,242,210.00, of which only US $ 6,942,000.00, for UnidosUS, Cignition, Education Leaders of Color (EdLOC) and Latinos for Educations.

Table 8 . Chan Zuckerberg Foundation projects

Global Grants	2.9 billion US $
Foundation projects	2,077
Grants in Education	384 Million US $ (13.24%)
Projects in Education (Does not include scientific projects)	549 (26.43%)
Grants in Education in LA	6.9 Million US $ (1.79% of total education grants)
Projects in Education in LA	12 (2.18% of Total projects in education)

Source: Chan Zuckerberg Initiative Foundation

As can be seen, Latin America and the Caribbean only represent a consumer market for Facebook for its services. The few projects destined for education in the region, led by foundations from the United States, demonstrate this.

World Bank, IESALC UNESCO, Gates Foundation and Facebook

Technological platforms created by the Chan Zuckerberg Initiative in Education Foundation:

- *Age of Learning:* interactive learning program for children under 12 years of age.

- *Altitude Learning:* Professional *Learning* Services for Student-Centered Education

- *BYJU's Learning - Brings* together teachers, technologies and content for distance learning services in India.

- *Decomplicates:* online courses for undergraduate and graduate entrance tests in Brazil

- *Ellevation:* Integrated Management Software for English Language Schools Districts.

- *Erudito:* offers professional education programs at universities such as; the Masachusets Institute of Technology, Harvard University, Cambridge University, the National University of Singapore, the Indian Institutes of Technology and the INCAE Business School.

- *Lovevery:* support tool for families in the neural development of children.

- *Mastery Connect:* allows teachers to use formative assessment, curriculum planning, and midterm assessment of students.

- *New Globe:* to contribute to the transformation of the public education systems of the countries

- *Newsela:* platform for comprehensive reading analysis

- *OpenClassRooms:* global employment education platform.

- *Panorama:* used to support social-emotional learning , school climate, and other needs of students.

- *Sawyer -* Connects children, parents, and educational service providers.

- *Trilogy Education Services -* Partnership with the world's leading universities to manage training programs.

- *Varsity Tutors:* connect experts and students anywhere in the world

World Bank, IESALC UNESCO, Gates Foundation and Facebook

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8. Conclusions

This report shows the need to promote social oversight ,on the part of the general public and of the pedagogical movement in particular, on multilateralism, development banks, technology corporations and philanthropy instances. Statements of "good intentions" in favor of these instances are insufficient, since there is no neutral stance on the contrary, in many cases, their actions are explicitly ideology icas in favor of the logic of the world system .

All actions of these organisms must be deconstructed, one by one, in order to objectively assess their real effects on education. The fabric of relationships between these instances, the actions self promote including frames of references that act as reflections mirrors to complement, to the unfold and understood not only allow us to understand key aspects of the current problematic nodes of education, but also facilitate the development of prospective analyzes.

This work, pioneer in the integration of analysis of these instances, develops in a propositional way a critique of the action of educational collectives and critical pedagogies, as well as teachers' unions and unions that allow themselves to be absorbed by day-to-day tareism and have abandoned the epochal analysis of the institutions of the world system, strategically weakening their actions.

With these monthly reports, the Latin American and Caribbean Observatory of Multilateral Organizations, Development Banks, Technological Corporations and Philanthropy, of the International Center for Research on Other Voices in Education (CII-OVE) begins a work that aspires to make a sensitive and important contribution to the work to rethink educational resistance in the key of the XXI century and the fourth industrial revolution.

International research Center Other Voices in Education
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