
INNOVATION IN EDUCATION FOR THE 21st CENTURY

How to accelerate change in
Latin America and
the Caribbean to include and
develop every child's potential



SUMMA⁺
Innovation in Education

Laboratory of Education Research and Innovation
for Latin America and the Caribbean.

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EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

Our children and youth are last in line

This is a line with first, second, third... and last places that should not exist. A line that moves too slow, undermining the human right to receive quality, equitable and inclusive education.

International measurements are explicit: children and youth in Latin America and the Caribbean are located as the world's students rear quarter, when ranked according to their learning achievements measured by the PISA Test, conducted by the OECD.

Out of the 70 countries that participated in the 2015 PISA Math Test, students from Chile are ranked in the 48 place, Uruguay 51, Mexico 56, Costa Rica 59, Colombia 61, Peru 62, Brazil 65, and Dominican Republic in the last place.

Students from Latin America and the Caribbean are several years behind from their peers studying at the OECD countries, in terms of expected learning. In the 2015 PISA Science Test, Chilean and Uruguayan students are lagging in about 2 years, while Brazilians, Colombians, Mexicans, and Peruvians, in 3. That is, a 15-year-old in Brazil possesses knowledge and skills equivalent to an average 12-year OECD student.

While the countries of the region have been improving the quality of education they provide their children and young people with, the rate of improvement is not adequate enough. If we continue at this rate, we will only be able to reach the OECD countries in several decades. Even Peru and Colombia, which are among the countries that have advanced the most in the PISA Science Tests, would take 21 and 29 years respectively, to reach the OECD average.



The lines to acquire adequate learning levels are segregated

Evidence shows strong levels of inequality in the region, where the higher-income students show considerably better academic performance than their lower-income peers.

The results of the PISA 2015 Science Test shows that in Brazil, Colombia, and Peru, the poorest students have learning levels equivalent to 3 years of schooling less than their richest peers.

The PISA 2015 Test is explicit in showing that the socioeconomic variation of students within a school is low, therefore they will hardly get to know different realities, affecting their socialization process and the countries' social cohesion.

Likewise, the socioeconomic variation between schools is higher than the OECD's average. This evidence demonstrates the greater school segregation degree that exists within the region.

In addition, girls tend to lag behind their opposite gender peers in science and math. The opposite occurs in language, where the girls have better results than boys.



**HOW TO
ACHIEVE
QUALITY
EDUCATION**

Quality Education

SUMMA understands quality as a holistic concept that not only considers the learning achievements, but also the education system's equity and inclusion levels, as well as its ability to provide comprehensive and relevant education to all members of society.

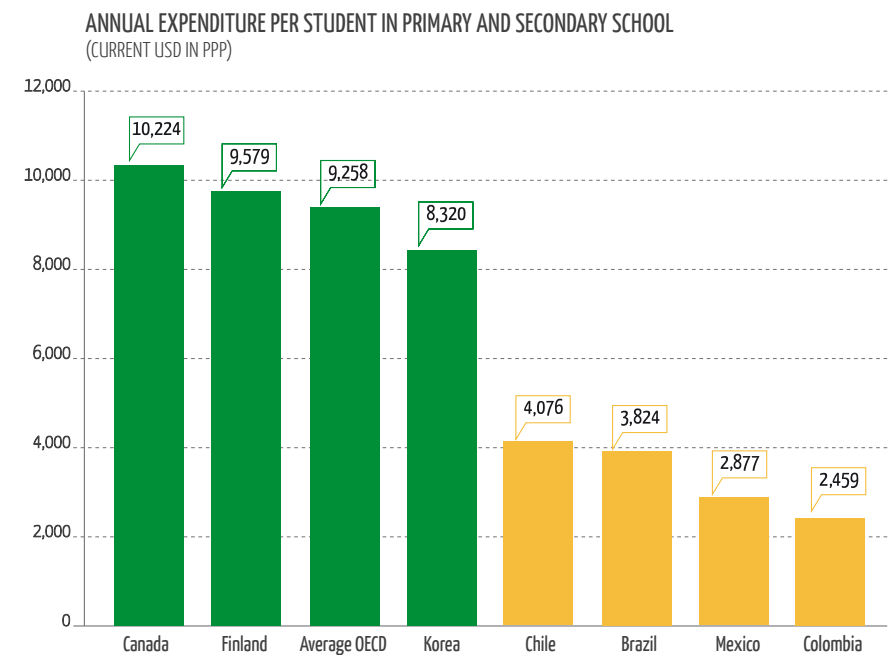
Increasing and Bettering Investments

Invest more resources

The learning outcomes obtained by Latin American and Caribbean countries do not correspond to their economic development level. In fact, the performance of the region in the PISA Test is lower than expected in terms of income per capita (IDB, 2016).

The level of investment in education is important

International evidence states that there is a correlation between educational outcomes and investment in education per student per year. This relationship is positive and significant until US\$ 8,000 per student is reached per year (Vegas and Coffin, 2015).



Source: own elaboration based on OECD data, 2016.

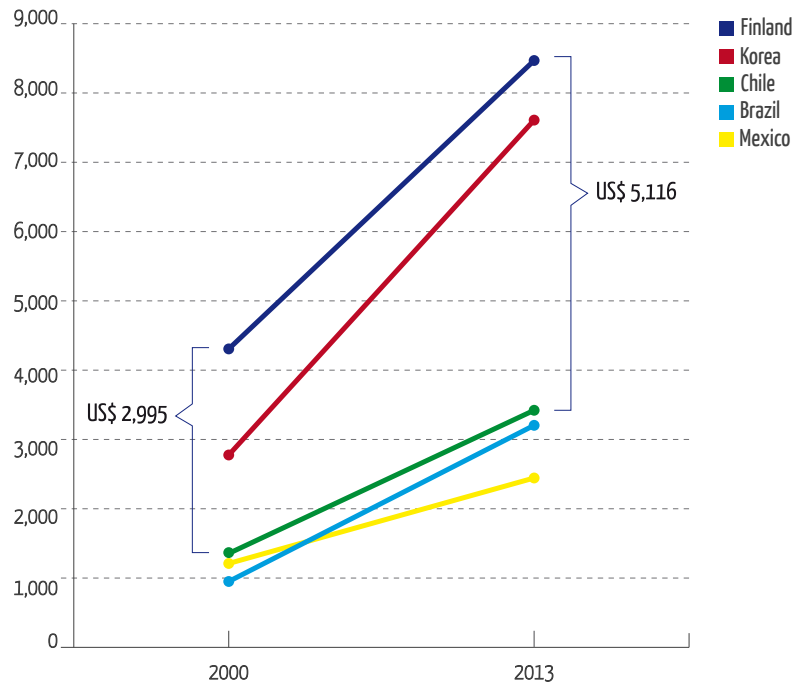
Why is this a good news?

Because given the current investment level, the region still has a large margin to improve through greater educational investment. On average, an increase of US\$1,000 per student per year, is associated with a 15-point increase in the PISA Test, when the expenditure is less than US\$8,000 per year.

Why is this a bad news?

The absolute level of investment in education in the region is still low (less than 45% of the OECD average), and in many cases the gap with some OECD countries is increasing year after year. We are falling behind.

PUBLIC EXPENDITURE PER STUDENT IN PRIMARY EDUCATION
(CURRENT USD IN PPP)

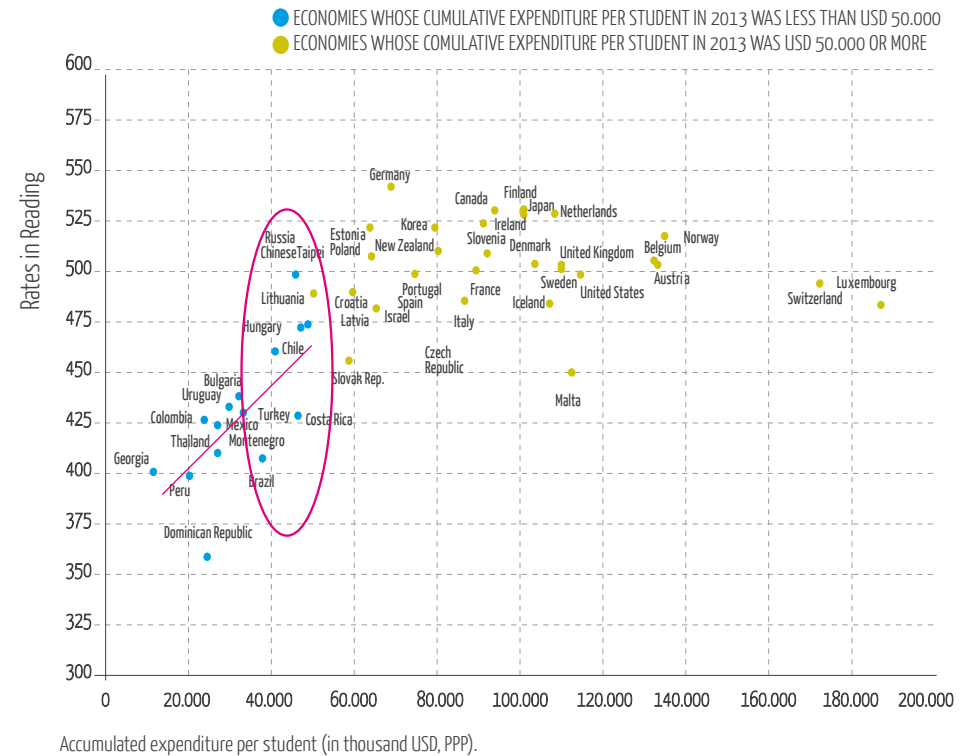


Source: Own elaboration based on UIS Stat UNESCO data, 2017.

Better Investments: Innovation as a Regional Imperative

Although greater educational investment is required, spending more is not enough. Evidence shows that same levels of expenditure per student can yield different educational results depending on the efficiency and effectiveness with which it is carried out.

PISA AVERAGE PERFORMANCE AND AVERAGE EXPENDITURE PER STUDENT FROM AGES 6 TO 15
(CURRENT USD IN PPP)



Source: own elaboration based on OECD data, PISA 2015.

It is necessary to reform the education systems of the region, starting with the classrooms, focusing on learning, equity, and inclusion; as these problems have not yet been adequately addressed.

There are several areas where innovation is urgently required as to:

- + Advocate for structural reforms that promote quality, equity, and inclusion.
- + Generate capacities in the system, with special emphasis in the training and continuous development of the teachers.
- + Adapt the curriculum to the requirements of the 21st century.
- + Implement new teaching and learning strategies and practices.
- + Make better use of the opportunities offered by new technologies.
- + Monitor the performance of the students, teachers, and headmasters.
- + Develop better support systems for school improvement.
- + Improve the way in which investment in education is decided and carried out.

Innovation is required in these and many other areas...

Why is it necessary to innovate urgently?

In recent years, Latin American societies have been mobilized actively demanding greater social rights. The expectations on the school system have increased significantly.

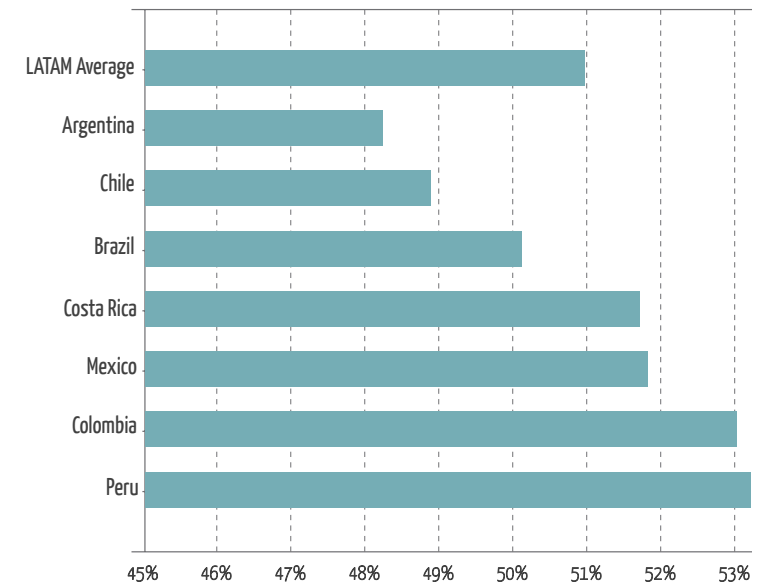
However, the yearly expenditure on education per student is still insufficient to meet the social demands and its growth. This is difficult in the current times characterized by lower rates of economic growth.

Technological changes are changing our economies and consequently the labor market demand.

Therefore, more innovation is needed to increase the performance and impact of the public investment, to provide adequately the right for quality education, and to meet the demands of the labor market.

People with 21st century skills are required (with critical thinking, creativity, and ability to work collaboratively, among others).

POTENTIAL TECHNOLOGICAL CHANGE EFFECTS ON EMPLOYMENT IN LATIN AMERICA



Percentage of workers that could potentially be replaced due to automation if the technology currently available in the world was introduced.

Source: McKinsey Global Institute

What is Innovation?

In short, to innovate is to find and apply new approaches to address existing problems or unmet needs. Adarsh Desai, Head of Innovation Labs, The World Bank. (2016).

From a development point of view, an innovation is a new solution with a transformative capacity to accelerate impact. Gates Foundation, UNICEF, AIDS, DFID et al. (2015).

SUMMA defines innovation as a new solution that has two essential simultaneous elements: novelty and effectiveness to address a problem.

How to Innovate

The good news is that innovation is a process that can be systematically planned, promoted and developed. Contrary to popular belief, the continuous generation of new solutions does not necessarily depend on the creativity and genius of exceptional people, but on continuous and systematic efforts, as shown in Figure 1, which briefly describes the stages of the innovation process.

Under this perspective, SUMMA seeks to develop, promote, and disseminate innovative educational policies and practices that add value to the educational systems of Latin America and the Caribbean, so that all children and young people receive the education they need and deserve.

Achieving the desired result will only be possible if the entire system counts with robust evidence to guide the decisions and efforts of the educational community. The key to success lies not in the creativity of decision-makers, but in the effectiveness of the strategies proposed, adopted, and evaluated in terms of their impact on the quality of education.

Figure 1: Stages of the innovation process



Source: Cambridge Education, 2016

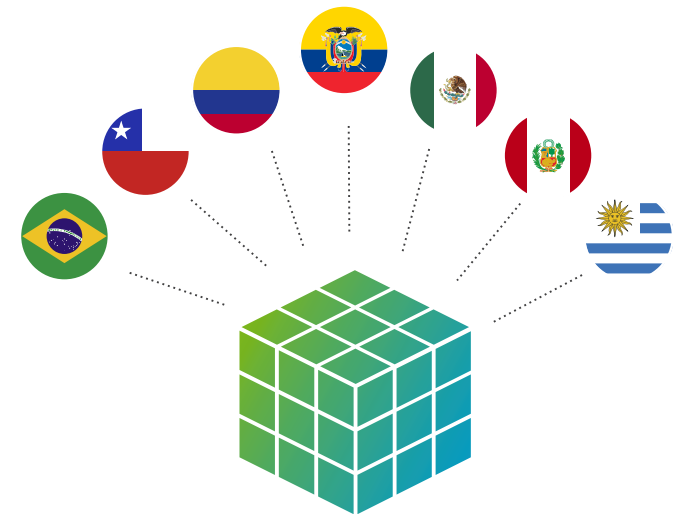
**MULTIPLYING
THE IMPACT
SO CHILDREN
AND YOUTH
RECEIVE THE
EDUCATION
THEY DESERVE**

SUMMA's Background: a Step Towards the Future

At the Seventh Summit of the Americas held in Panama in April 2015, member countries of the Organization of American States (OAS) signed a motion to create an innovation laboratory to promote greater and better use of rigorous evidence in the decisions-making process of education social policies.

Subsequently, following the commitment and concrete support of seven countries of the region, and the strategic alliance between the Inter-American Development Bank (IDB) and Fundación Chile, SUMMA began its activities in October 2016 in Santiago, Chile; and being officially launched in November of that year in Washington DC, at the offices of IDB.

SUMMA is an institutional innovation; it is a cutting-edge combination of research center and innovation laboratory with a regional focus.



SUMMA's Aspiration: Promote innovation to improve learning

SUMMA is created in response to major challenges

Its mission is to contribute to improving the quality, equity, and inclusion of education systems in the region through the generation of knowledge, evidence and the promotion of innovations that will guide and improve the decision-making process of educational policies and practices.

SUMMA firmly believes that the only way to expand the frontiers of knowledge and to foster innovation is creating collaborative and networking initiatives that allow us to take advantage and adding to the efforts, experiences and visions of the different actors that make up the education community (government, academia, schools, private sector, and civil society).



THREE STRATEGIC PILLARS

SUMMA's Three Strategic Pillars:



Cutting-edge Research

Focused on strengthening decision-making processes.



Innovation in Education

Focused on providing solutions to the main educational problems of the region.



Collaborative Spaces

To facilitate the exchange between policy makers, knowledge and innovation producers and the school, based on a consensual regional agenda.

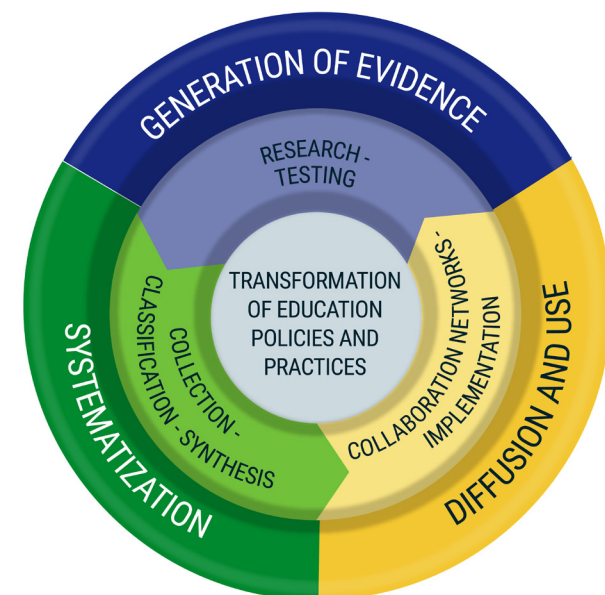
**MOBILIZING
EVIDENCE AND
EFFECTIVE
SOLUTIONS TO
PROMOTE
INNOVATION**

Evidence Mobilization Model

SUMMA's mission and its strategic pillars are materialized through an innovative work model that seeks to mobilize evidence to promote innovation in education.

The Model is comprised by three dimensions that interact each other in a virtuous and continuous manner in order to promote improvement in education policies and classroom practices:

- **Generation of evidence** through the development of cutting-edge research on the region's priority problems and the experimentation of effective solutions through innovation laboratories. Both the laboratories and the different comparative studies will be undertaken in collaboration with leading institutions from the seven countries that support the work of SUMMA.
- **Systematization** of evidence through the collection, classification and synthesis of available knowledge and effective innovations, nationally and globally, that can be useful to address challenges in the Latin-American contexts.
- **Diffusion and Use** of knowledge, experiences and effective solutions, through the dissemination of policy reports, development of guidelines for implementing effective interventions and approaches, collaborative work with ministries, key agencies and institutions, and the creation of spaces of dialogue among government officials, academics, innovators, headmasters, teachers, members of civil society and entrepreneurs.



I. Generation of Evidence and Innovative Solutions

SUMMA develops cutting-edge research aimed at strengthening decision-making processes, using innovative methodologies and regional relevance.

The research will be communicated through in regional educational policy reports, which will be defined, based on the challenges of Latin America and the Caribbean, and will be developed and validated through discussion tables and groups with key players such as teachers and headmasters, academics, government authorities, and NGOs, among others.



a) Regional Education Policy Reports

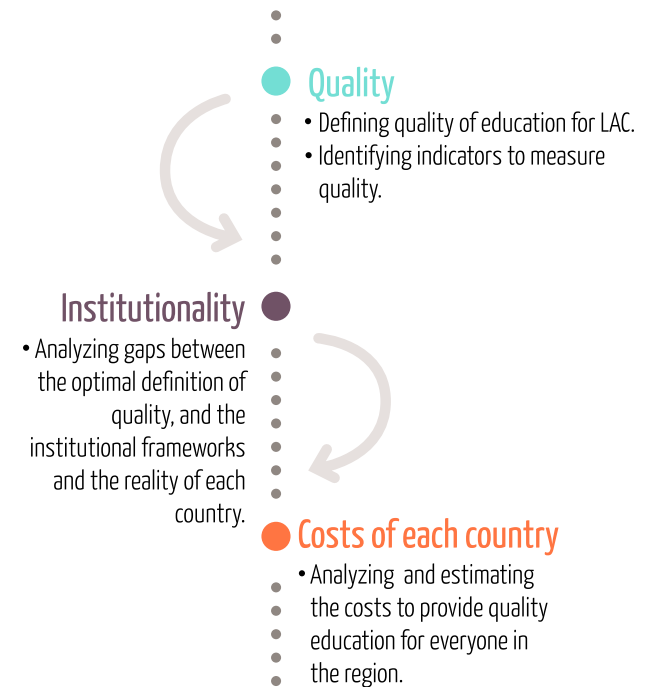
SUMMA's Regional Reports respond to the need of generating cutting-edge research and a roadmap addressing the priority regional challenges in education, fostering collaborative work among countries and the education systems key players. Most of these studies will be carried out through research networks, comprised by researchers and excellence research centers of the SUMMA member countries.

The Report will move forward towards progressive stages. First, a comparative study will seek to define and measure clearly what is understood by educational quality in our region; considering dimensions such as academic performance, equity, inclusion, and citizenship education. Based on these definitions and indicators, a regional diagnosis of educational quality will be generated in order to identify the gaps and the challenges that need to be met to reach quality in each of the countries.

Subsequently, how the extent of the established definitions are reflected in the educational institutions (organizations, constitutional rights, laws, etc.) of each of SUMMA's countries will be analyzed. The institutional analysis will be carried out through a network of institutions from each of the countries; analyzing the gaps both between the definition of quality and the institutional frameworks, as well as among the countries' regulations and what is actually implemented and observed through key indicators.

Once an operational concept of educational quality (optimal desirable) has been defined, a quantitative diagnosis of gaps has been made on the basis of this definition and the institutional existent weaknesses have been analyzed, the following report will determine the micro (at a classroom level) and macro (structural) improvement strategies, based on the review of international best practices, necessary to provide quality education. The cost of these improvement strategies will allow us to estimate the optimal cost needed to provide quality education.

Regional education policy reports



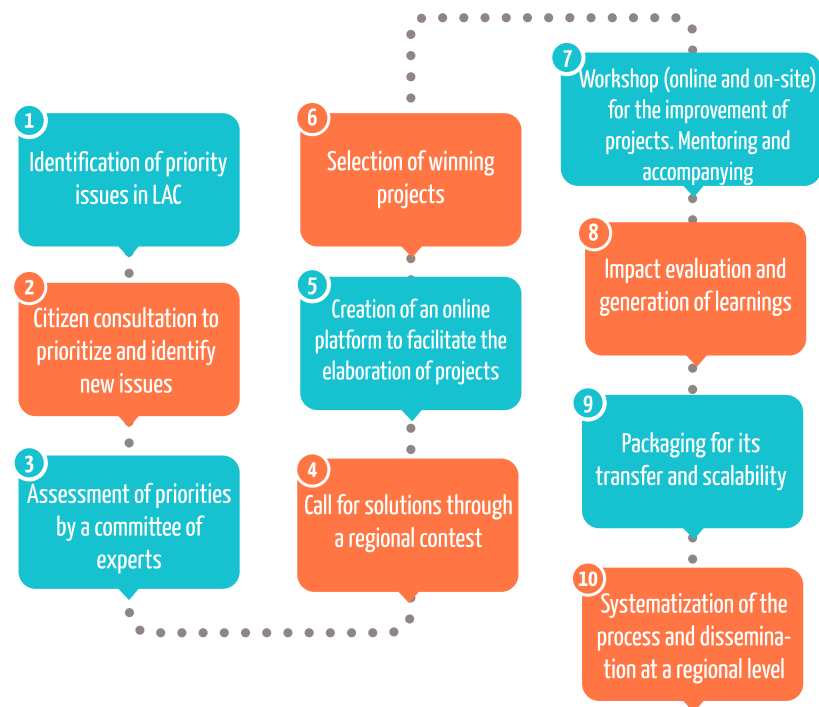
b) SUMMA Innovation Laboratories

The improvement in the quality of education, the inclusion, and the educational equity require advancement in innovative and effective solutions. Many of these challenges are common in the region and can be detected, addressed, and coordinated from a regional perspective with a national-local solutions focus.

SUMMA, as a regional center, can play a relevant role as Laboratory in the detection of shared needs. In like manner, it can efficiently coordinate the search for solutions that arise in the local contexts, and that are oriented to the generation of transferable, adaptable, and scalable models for the rest of the countries in the region.

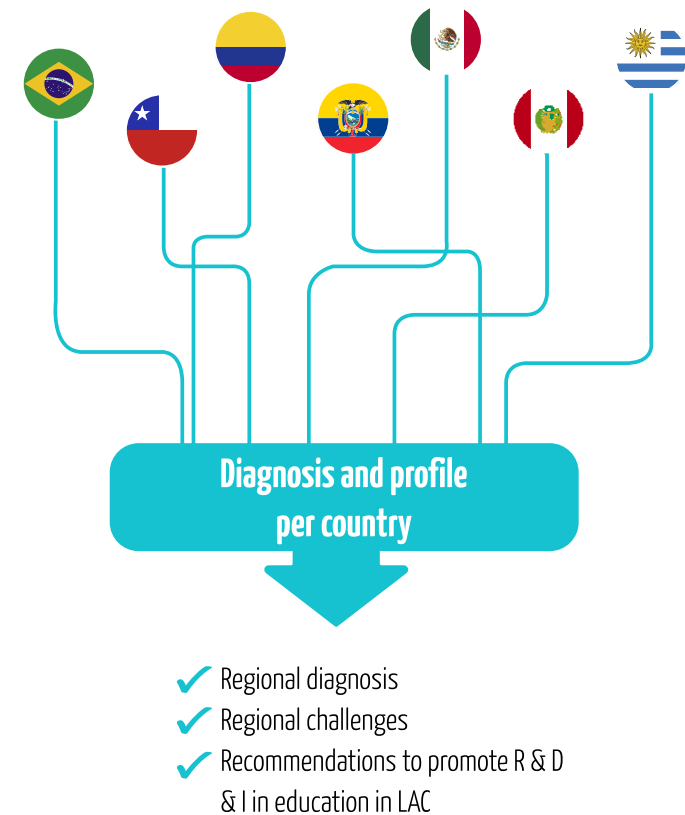
The Laboratory seeks to promote the experimentation and development of disruptive innovations that address and solve the most important educational priority problems. It also seeks to detect existing solutions at a global level, in order to adapt them to the local contexts of Latin America and the Caribbean.

The strategy to achieve these goals has two phases: a) During 2018, the development of a **Pilot** of the SUMMA Regional Laboratory, geared to identifying priority needs, mapping adaptive solutions, and evaluating the overall work model; and b) As of 2019, consolidating the **SUMMA Regional Laboratory** based on the learnings of the Pilot; as well as the creation and installation of innovation capacities at a local level, through the development of **National Laboratories** connected to the ministries of education and/or quality education agencies.



c) Promoting and Strengthening National R & D & I Ecosystems in Education

SUMMA seeks to consolidate institutional frameworks at a national level, which are appropriate for the promotion of research, development and innovation in education. To this end, the institutions, legal norms, and funds necessary to promote research and innovation in education will be analyzed. Likewise, a diagnosis of the role played by the main actors of the system, the existence of means of dissemination and scientific journals, and mechanisms of use among policymakers will also be developed. Finally, the study will identify typologies and good practices, in order to make policy recommendations in line with the realities and needs of the countries in the region. Therefore, the ecosystems study will be carried out in a network, with institutions from each of the SUMMA's member countries.



II. Systematization of Evidence and Effective Solutions

This component seeks to update the region with respect to the knowledge and innovations that exist at a global level and that can be useful to address regional challenges.

The goal is to collect, classify, and synthesize evidence regarding effective educational strategies and experiences, using for its dissemination, technological platforms that ease access and use of knowledge.



a) Effective Education Practices Platform (EPPP)

The Effective Educational Practices Platform synthesizes the international and Latin American academic evidence at a level of effectiveness in improving the learning of a set of 32 school interventions.

For its creation, SUMMA established a long-term agreement with the Education Endowment Foundation (EEF) to jointly develop this Platform. It successfully integrates the material developed by EEF, which includes the analysis of more than 10,000 individual studies and the elaboration of more than 200 meta-analyses, with SUMMA's systematic analysis of new and robust research from Latin America and the Caribbean. To this end, over 250 studies published in the region have been compiled, classified and synthesized in the initial stage in order to contextualize the international evidence.

This new platform is available in Spanish, Portuguese, and English.

Main information provided for each educational strategy/intervention included in the EPPP



Cost

Probable relative cost of developing and implementing a particular strategy in a classroom.



Evidence security

Establishes the level of security and robustness of the existing evidence for each of the strategies identified.



Impact in additional months' progress

The numbers of each strategy refer to the additional months that a student advances in his/her learning (effectiveness) when undergoing the intervention.



This platform seeks to help overcome a number of barriers that prevent policy-makers and key actors in the education system from making adequate and intensive use of evidence: (a) inadequate access to high-quality information; (b) high processing costs and synthesis of accumulated knowledge, (c) lack of confidence in the type and validity of information, and (d) difficulties in putting available evidence into practice.

In order to contribute to addressing some of these challenges, the EPPP provides high quality evidence that helps ministries and schools make better informed decisions and advance effective educational improvement practices. This implies that decision-makers must interpret the evidence in the context of their professional contexts and criteria, making use of available information in a careful and responsible manner. In addition, the EPPP opens a space of collaboration among the countries of the region to share, discuss and implement the best teaching and learning strategies. This is an ambitious challenge in the region, which will be overcome if there is willingness to try, fail, learn, and share experiences and knowledge.

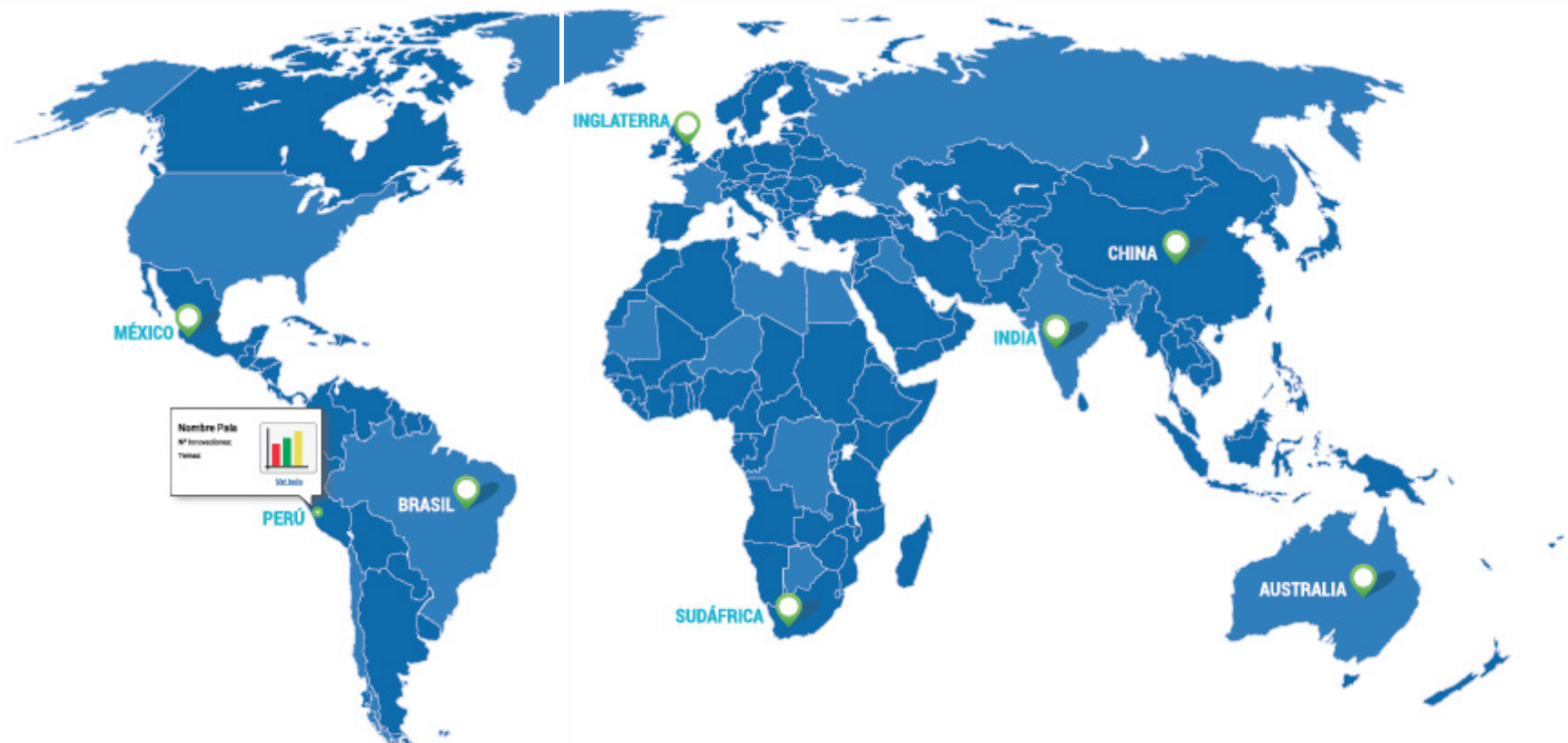
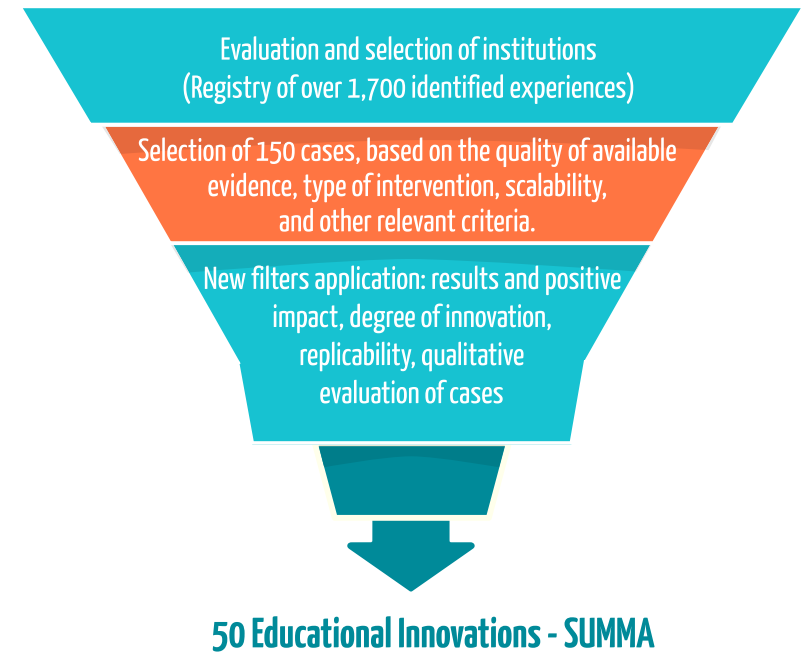
A second phase of this platform will aim at collecting, classifying, and synthesizing structural education policies, with a high impact in improving the quality, equity, and inclusion of education systems. This will allow the development of an **Effective Education Policies Platform** that synthesizes the current and historical evidence regarding effective reforms that allow generating important transformations in the educational systems. This platform will have as main beneficiaries the ministries of education in the region, which will be able to rely on this tool to strengthen their decision-making process.

b) Innovations Map

The Educational Innovations Map brings together in an online application, proven educational innovations that SUMMA makes available for school communities, academics, government authorities, and the public in general. It aims to identify, describe and disseminate successful experiences of educational innovation, promoted and developed in Latin America and the Caribbean, as well as in other corners of the world.

It is a map that provides relevant and appropriate information about the type of issues that school communities are facing, how they are being addressed, and the type of outcomes these solutions are achieving. In the medium and long term, this platform seeks to become a global tool and an active repository of educational innovations in constant renewal and expansion. It also seeks to encourage different actors to look with renewed eyes at their own local realities, identify problems, and put into practice new ideas and solutions to address their challenges in the present and the future.

To create the map we have collaborated with leading institutions in the identification of educational innovations: WISE, Center for Education Innovation (CEI), Education Endowment Foundation (EEF), Fundación Telefónica, Center for Educational Research and Innovation (CERI-OECD), Harvard University's Global Education Innovation Initiative, J-PAL, and Innovations for Poverty Action (IPA). These institutions have allowed us to generously integrate part of their work in order to nourish this new global map of educational innovations and thereby enhance their outreach in the region.



SUMMA
Laboratorio de Investigación e
Innovación en Educación para
América Latina y el Caribe

MAPA DE INNOVACIÓN

III. Diffusion and Use of Knowledge, Experiences, and Solutions

Mobilizing Evidence through Networks and Collaborative Spaces

The urgency and complexity of the challenges we currently face in education require the joint effort of all actors.

This is why SUMMA seeks to create collaboration and meeting spaces that bring together the actors in the educational community through collaborative networks that foster the exchange of knowledge and experiences, strengthening the connection between government authorities, academics, innovators, headmasters, teachers, members of the civil society, and entrepreneurs based on a consensual regional agenda.



a) Agenda 2017: Main Visits and Workshops in SUMMA Member Countries

As part of the first phase in forming collaborative networks, SUMMA will visit its member countries in 2017, in order to launch the initiative at a national and regional level, initiating collaborative work with governments, universities, research and innovation centers, schools, members of the civil society, and the private sector. Based on a coordinated work with ministerial counterparts, organizations, and other educational stakeholders, SUMMA will be able to effectively contribute to solving the main necessities of each country, through deep understanding of the local context.



b) SUMMA Networks Platform

In view of the need to connect and coordinate the collaboration networks that SUMMA is generating, both regionally and globally, it aims to develop a platform for Latin America and the Caribbean for knowledge, exchange, and collaboration among actors connected to the education system.

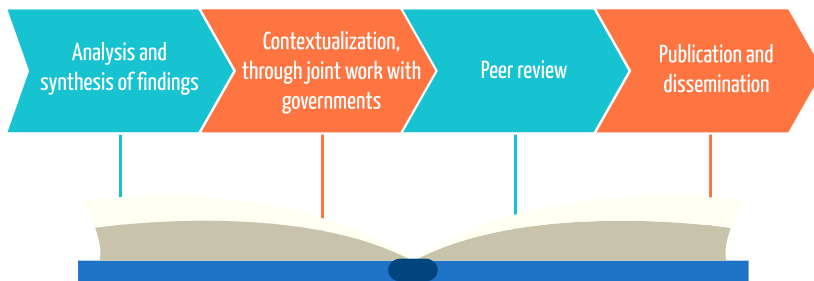
The platform will consist of three interfaces: one for institutions, a second for researchers, and a third one that shows the national ecosystems of innovation in education in each country. Its purpose will be to (a) identify relevant actors and promote their interaction, (b) make available information on their research topics and workplaces, collaboration networks, and sources of funding used; and (c) map and disseminate funds available for research and innovation, encouraging the participation of stakeholders in projects on priority issues in the region.

This will support the consolidation of innovation ecosystems in education, promote learning and exchange of knowledge and experiences between actors, and generate collaborative work networks from a systemic view of innovation, research, and development in the region and each country.



c) Policy Briefs

The purpose of these documents is to synthesize and disseminate the main findings of our work of SUMMA, in order to influence the improvement of practices and educational policies in the region. In agreement with the countries, the policy briefs will also analyze the implications of these findings in relation to the particularities of each country's context. The main targets of these briefs are the educational community, decision makers and researchers, as well as those interested in deepening the region's priority educational issues.



d) School Practices Transformation Platform

Within the set of educational challenges identified by SUMMA, one that stands out is the need to transform the evidence and scientific knowledge available at a global and regional level into resources and materials to support school headmasters and teachers. These resources aim to support and guide the processes of transformation and improvement of teaching and learning practices.

During 2018, SUMMA will seek to advance in the creation of an online educational resources platform geared to teacher training and transforming classroom practices. This platform will be based on the evidence gathered in the Educational Innovations Map and the Effective Educational Practices Platform, as a way to translate academic evidence into audiovisual material and guide of less complexity to promote school transformation.

To create this platform, we will work with SUMMA's member countries to identify the most relevant intervention strategies for their local realities. On this basis, we will seek to develop together with the governments, online resources such as guides to implement effective strategies, relevant innovations tutorial videos, online courses, and other tools to help schools to activate change.

The added value of developing such a platform lies within the possibility of creating educational resources in tune and hand-in-hand with the ministries of education and agencies of educational quality. Along with this, all the resources will be based on solid evidence that has risen both from the region as well as the international scientific production.



e) SUMMA's Media Strategy

SUMMA Website

SUMMA's main communication media. It aims making available for the diverse public in the region, the different results and platforms developed by SUMMA to promote innovation and educational improvement. In less than one year since its creation, it has received over 30 thousand visits.



NEWSLETTER SUMMA N°1 / 21 DE JULIO DE 2017

BIBLIOTECA NACIONAL DE SANTIAGO

Lanzamiento de SUMMA en Chile



El pasado 31 de marzo, BID y Fundación Chile, respaldados por siete Ministerios de Educación de América Latina y el Caribe, lanzaron SUMMA en Chile.

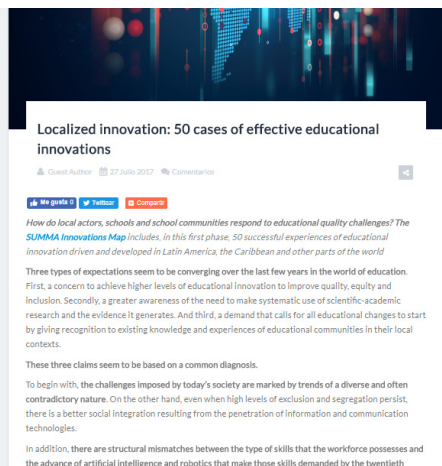
El lanzamiento contó con la participación de destacados expertos nacionales e internacionales, entre ellos, Sir Kevin Collins, director de la Education Endowment Foundation de Reino Unido, Bridget Crumston, asesora senior de la

Newsletter

With the goal to keep informed the stakeholders involved in SUMMA's activities, this monthly newsletter has been produced since June 2017. It seeks to put a spotlight on news, ideas, and projects, both one that belong to SUMMA as well as other initiatives, which contribute to the fulfillment of our mission.

Columns

Our opinion columns seek to promote dialogue and reflection on relevant and priority issues in the region. Its goal is to contribute to the public debate on the educational systems necessary transformations.



Appearance in media

SUMMA seeks to influence the decision making processes, so to this end, it has an active presence in communication media such as television, papers, radio, and digital.



SummaEdu @summa_edu

8m

The only way to expand the frontiers of knowledge and to foster innovation is to create instances of collaboration... @BIDeducacion



1

Twitter

We participate in social media through Twitter @summa_edu. We seek to position relevant issues in education matters, as well as to promote the most direct exchange and communication with key players in the educational field.

**GOVERNANCE
AND
TRANSPARENT
FUNDING**

Governance

The effective fulfillment of SUMMA's mission requires:

1. Ensuring that its operation and products respond to fundamental principles connected to the impact, excellence, autonomy and regional relevance of its work.
2. Strengthening its governance, ensuring that its medium and long-term strategies are in accordance with the needs of the region and consistent with its mission and established principles.
3. Guaranteeing long-term financing, which will enable it to sustain its work and ensure a large-scale impact.

Who are part of SUMMA?

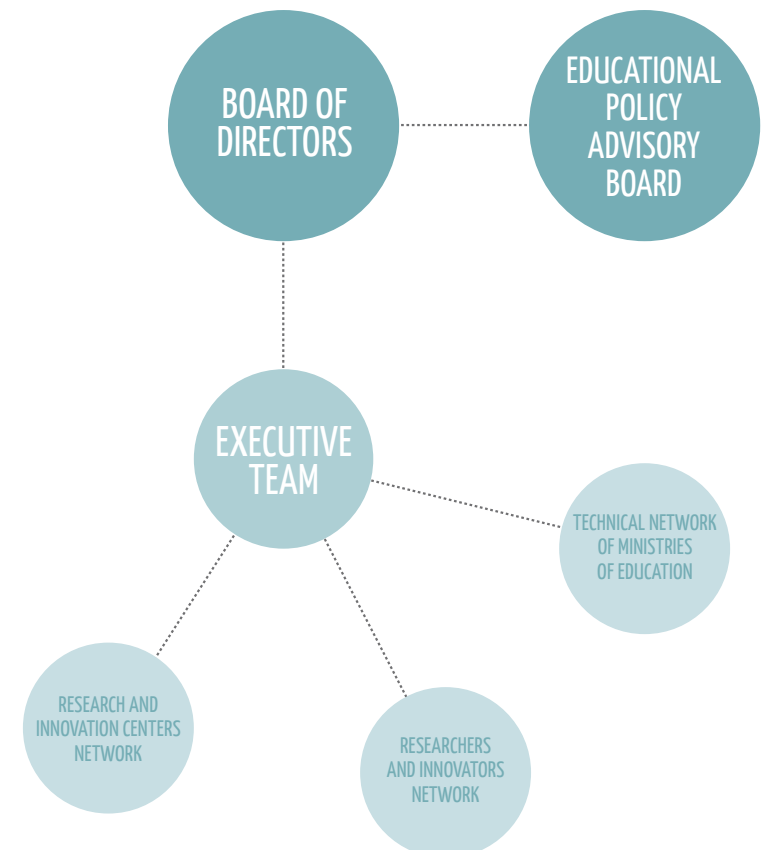
SUMMA's governance structure is comprised by two entities: a board of directors and an educational policy advisory board. Under its guidelines, there is the SUMMA executive team based in Santiago, Chile.

The board of directors is comprised by the IDB head of the education division (who chairs it), Fundación Chile's education manager, and seven members of the academic, public and civil society sectors with vast and recognized international trajectories. This board's function is to establish SUMMA's goals and to approve the work proposals presented by the executive team.

The educational policy advisory board is comprised by representatives from the ministries of education of SUMMA's member countries, and is responsible for ensuring representativeness, impact, relevance, and political legitimacy of SUMMA's work agenda.

The executive team is responsible for leading and implementing the strategic work plan that allows the fulfillment of the institutional mission, in accordance with the guidelines issued by the board of directors. It operates from Santiago, Chile.

Governance Structure



Board of Directors



Emiliana Vegas
Head of the Education Division, IDB.
Chair of Board of Directors



Ana María Raad
Head of the Innovation in Education
Center, Fundación Chile



José Miguel Benavente
Head of the Competitiveness,
Technology and Innovation Division, IDB



Leo Burd
Director of the Lemann Creative
Learning Program at the MIT Media Lab



Cristián Cox
Director of the Center for
Comparative Education Policy of the
Faculty of Education at the Diego
Portales University



Rebeca Grynspan
Secretary-General of the Ibero-American
General Secretariat



Geoff Mulgan
Chief Executive of Nesta



Claudia Sanhueza
Director of the Public Policies Masters
Program and Professor at the Institute
of Public Policies, Universidad Diego
Portales



Miguel Urquiola
Professor of Economics and
International Affairs at Columbia
University

Team SUMMA



Javier González
Director of SUMMA



Dante Castillo
Coordinator of Innovative Policies
and Practices



Jimena Cosso
Coordinator of Educational Policy
Research



Agustín Wolff
Coordinator of Strategic Development
and Network Management



Pamela González
Coordinator of Communications

Team IDB



María Soledad Bos
Education Senior Specialist at the
Inter-American Development Bank



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Transparent Funding

Under the Regional Public Goods initiative, the Inter-American Development Bank and Fundación Chile established a technical cooperation with the purpose of promoting the creation of the Laboratory of Education Research and Innovation for Latin America and the Caribbean, SUMMA.

SUMMA has a budget of US \$ 1,370,000 for its first two years of implementation. This initiative is funded by both institutions, as follows:

BID	US\$950,000
FCH	US\$420,000
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US\$1,370,000	

In addition, each SUMMA member country has committed, to this date, the equivalent of US \$ 10,000 in non-pecuniary contributions, for the development of the laboratory activities. This contribution is expected to grow over time.

As of the third year of execution, SUMMA will be able to apply to renew the financial support received from the IDB, under the mechanism of Regional Public Goods.

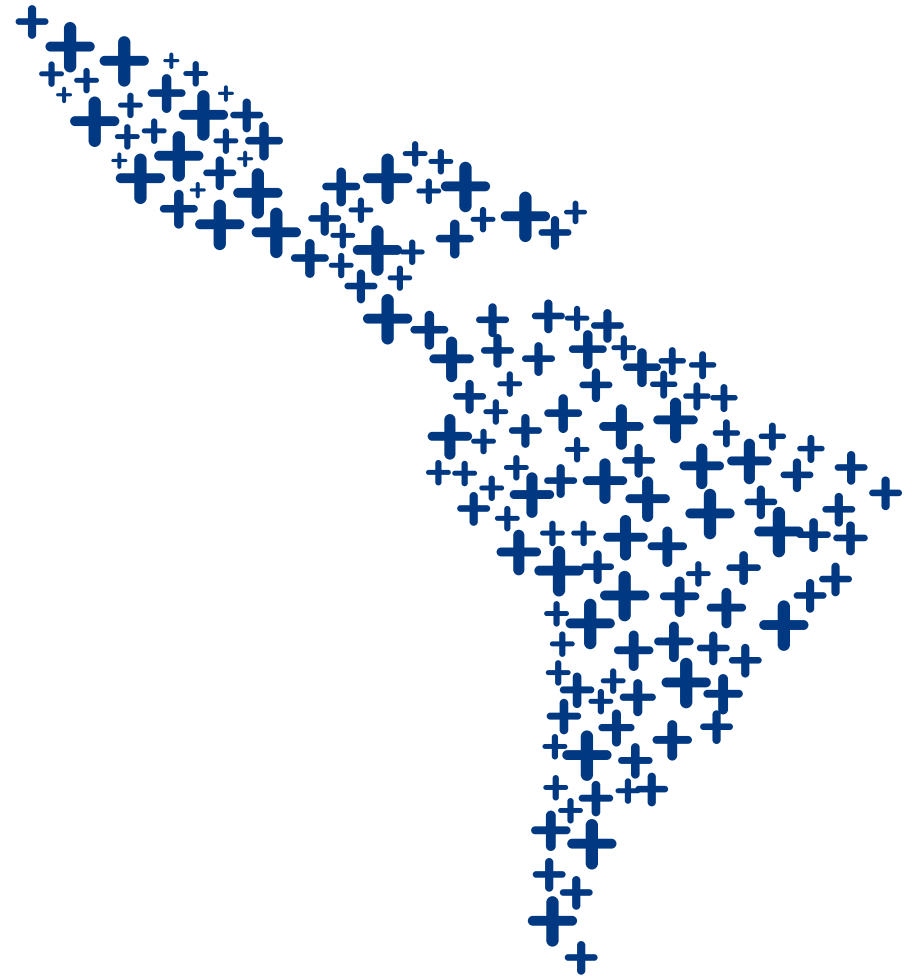
On the other hand, from 2018 onwards, increased funding is expected from public and private sources, which will allow SUMMA to guarantee its financial sustainability and consolidate its autonomy, so it can adequately achieve its mission.

**WHY
SUMMA
IS OUR NAME**

The educational challenges in Latin America and the Caribbean surpass the capacity of any person or individual institution, this is why we strongly believe that in order to keep moving forward we need to:

SUM up the will to change
SUM up experiences
SUM up visions
SUM up efforts
SUM up ideas
SUM up knowledge
SUM up innovations
SUM up collaboration networks

In sum ... SUM up to multiply the impact and subtract the number of years our children and youth still have to wait for the education they deserve.





SUMMA+

Innovation in Education



BID

Banco Interamericano
de Desarrollo

Educación

Centro de innovación

FCh

FUNDACIÓN CHILE