ProFuturo

12 months transforming lives through e-ducation

A PROGRAMME OF:

Telefónica FOUNDATION

"la Caixa" Foundation

ProFuturo
C/ Gran Vía, 28
28013 Madrid - Spain

https://profuturo.education/

f @ProFuturoEducation

 @ProFuturo_

 profuturo_

This annual report is INTERACTIVE:
it contains different icons for links (🔗),
videos (▶) and external documents (📄).
At the top of each page, you'll find an icon
⌂ taking you back to the contents page.

Design and setting: **LID Editorial**

Table of Contents

Letter from the president

Enhancing opportunities for the most vulnerable

I strongly believe in **the transforming power of digital education** to overcome distances, barriers and borders as a crucial tool for improving people's lives, reducing inequality and poverty, and laying out the founfations for sustainable global growth.

At ProFuturo, **we use technology to provide education to more people in less time** and to enable us to adapt and tailor teaching to each learning environment.

In 2019, we celebrated the **third anniversary of our ambitious project:** ProFuturo was created to transform the lives of children in vulnerable environments, offering them quality digital education and helping to **narrow the education gap around the world.** Since then, it has become **one of the biggest digital education programmes in the world** and a global reference in transformation and innovation in education.

During these exciting first three years, the programme **has been strengthened** in the places it is already operating in and has expanded to new regions and countries.

As part of our commitment to offer an **innovative and personalised educational proposal,** we have already

reached 11.5 million children and trained more than 450,000 teachers in the 38 countries in which we are present across Latin America, the Caribbean, Africa and Asia.

Numbers are important because to **generate large-scale change** we cannot settle for reaching only few people. Our goals must be **ambitious,** and that's why we've set ourselves the target of reaching 25 million beneficiaries by 2030.

ProFuturo **is a global, open education programme** that works with partners in different intervention contexts to multiply our impact on education.

I am convinced that **it is possible to close the education gap.** But we can only do so if we all work together: governments, institutions and social organisations. The way forward is to join forces. It's not so difficult. **It's just a matter of will.**

César Alierta
President of Telefónica Foundation
President of ProFuturo Foundation

ProFuturo´s commitment

Our commitment to bring quality digital education to vulnerable environments resulted in **an intense and productive year 2019, which saw the project** grow and consolidate and allowed us to strengthen our wide network of partners and exchange knowledge with them. ProFuturo has been implemented in 10 new countries, extending our overall intervention to 38 countries in total. As well as increasing the number of countries that we work with in Africa, we also launched the programme in five English-speaking countries in the Caribbean. We have expanded our presence in the Middle East, where we began working with the refugee population in Jordan as well as continuing our work in Lebanon.

Although the ultimate goal of our programme is to improve the quality of the education received by children, we believe that teachers **are key to our success** and focus our efforts on providing them with training and ongoing support. Teachers trigger learning and play a key role in achieving radical change in educational quality.

With this in mind, **in 2019 we trained a total of 194,000 teachers,** which enabled us to improve the quality of the education received by 4.3 million children. This brings the total number of children who have benefited from

the ProFuturo programme in recent years to 11.5 million, exceeding the 10 million target we had originally set for 2020.

Other key figures from this year include **a 17% increase since 2018 in the number of children reached by the programme overall**, with the most significant increase observed in Africa (44%).

In **Latin America and the Caribbean,** our action has focused on **consolidating** our operations, improving the quality of our implementation processes and training local team members.

In **Africa and Asia,** we have **grown significantly** in terms of the number of countries we work in and the scope of our operations, adapting our model and working methodology to local contexts, where we have experienced complex challenges such as lack of internet connection or even electricity in many areas.

We continue with our **efforts to address these global challenges and their local particularities,** seeking innovative solutions and establishing strong alliances. These alliances help us to further develop our educational and technological programme and to advance the implementation of the project on the ground through the establishment of institutional relationships with local education authorities.

We are working hard to **bring our programme to refugees and people affected by emergency situations.** We have created a social-educational intervention model for refugee girls and boys with the aim of using digital education to reduce the education gap that is worsened by forced migration. In addition to the pilot project launched in Lebanon in 2018, we have been working in Malawi and Jordan throughout 2019. In December, we were able to present our commitment with refugees at the Global Refugee Forum organised by the United Nations in Geneva.

We also established an agreement with the global fund for education in emergencies Education Cannot Wait to improve access to quality education in conflict zones.

Other alliances include **our agreement with the Spanish Data Protection Agency in 2019** to work on a joint programme to promote safe, responsible internet use, prevent crime on social media and raise awareness of the risks of overexposure of personal data.

Through its activity, ProFuturo is contributing directly to **the attainment of Sustainable Development Goal (SDG) 4,** relating to quality education, and indirectly to Goal 5 (gender equality), Goal 10 (reducing inequalities) and Goal 17 (alliances to achieve our objectives).

Magdalena Brier
Managing Director of ProFuturo Foundation

Who are we

ProFuturo is a digital education programme created by the Telefónica Foundation and "La Caixa" Foundation, whose **hallmarks are quality, sustainability and accessibility from anywhere in the world.**

We aim to become a global reference in **transformation and innovation in education** and seek to narrow the education gap in vulnerable environments in Latin America, the Caribbean, Africa and Asia.

Vision

Improve the education of millions of children around the world, becoming a global reference of transformation and innovation in education.

Mission

To narrow the global education gap by providing quality digital education to children in vulnerable environments.

Values

The values of the Telefónica Foundation and "La Caixa" Foundation are at the basis of ProFuturo's own values and are present in everything we do. At ProFuturo, we hold ourselves to a high standard and our dedication is reflected in our actions. We are **aware of the need to work towards a better future** and we strive to ensure that our programme makes a difference in the lives of tomorrow's men and women.

ProFuturo is a **committed, reliable, brave, collaborative foundation.** We are open to the world, to people, and to society. We believe that things can be different and that we are able to reach places that others have been unable to reach. Our programme is part of something much bigger that relies on all our efforts. We work as a single team, comprised by everyone who contributes to achieving our goals.

❝ProFuturo puts a smile on children's faces; it helps to address motivational issues among our pupils ❞
Justo Muavundula,
teacher at a school in Angola

Board of Trustees

- President: **Mr César Alierta Izuel,** in his capacity as President of Telefónica Foundation.
- Vice President: **Mr Isidro Fainé Casas,** representing "la Caixa" Foundation.
- Member: **Mr José María Álvarez-Pallete López,** in his capacity as President of Telefónica S.A.
- Member: **Mr Antonio Vila Bertrán,** in his capacity as Managing Director of "la Caixa" Foundation.
- Member: **Mr Luis Blasco Bosqued.**
- Non-Trustee Secretary: **Mr Pablo de Carvajal González.**

i Structure of the Board of Trustees and Management Board on 17 June 2020 (date of publication of the Annual Report).

Management team

- Managing Director: **Ms Magdalena Brier.**
- Assistant Managing Director: **Mr Javier Bertolín.**
- Global Alliances and Institutional Relations: **Ms Leticia de Rato.**
- Legal Counsel: **Ms Margarita Álvarez Illescas.**
- Control and Finance: **Ms Blanca Meléndez.**
- Compliance and Internal Control: **Mr Alejandro Gil.**
- Strategy and Evaluation: **Ms Valentina Ríos de Montiel.**
- Innovation and Product: **Ms Mila Tonarelli.**
- Operations: **Ms Lola Martínez-Bernabéu.**

Mr Julio Rimoldi, a key figure in ProFuturo's development, provides guidance on strategic and operational matters.

Our founders

This initiative is underpinned by two major Spanish institutions, Telefónica Foundation and "La Caixa" Foundation, which decided **to join forces** and pool their experience in the education sector to give children from vulnerable environments access to a quality educational experience and equal opportunities. Both institutions are known for their social work in the education sector, and collaborate to improve education around the world.

We're able to create teaching materials and upload them to the platform to produce an inventory of our culture and our history

Mario Cruz,
teacher at a school in Manaus (Brazil)

Telefónica Foundation

«Promoting the social side of the digital era»

Telefónica Foundation has been working since 1998 to **be the catalyst of social inclusion in the digital era.** With this vision, it seeks to improve people's development opportunities through inclusive projects with a digital soul and a global vocation, using education and training as the fundamental vehicles for social transformation. It develops educational, cultural, employability and volunteer projects that meet the challenges of the digital world, so that no one gets left behind. Present in 41 countries in Europe, Latin America, Africa and Asia, during 2019 it reached more than 11.8 million people* through its programmes.

As part of the Telefónica Foundation's commitment **to innovation and educational quality,** and with the assistance of "la Caixa" Foundation, the ProFuturo programme was created in 2016 with the aim of facilitating access to quality digital education for children in the most vulnerable environments.

* Including ProFuturo.

"la Caixa" Foundation

«A better society thanks to you»

Committed to people's well-being, particularly of the most vulnerable groups, "la Caixa" Foundation is the leading private foundation in Spain and one of the most important in the world, with a budget of 500 million euros in 2019.

The entity directly manages social projects which have been its hallmark for more than 115 years. Its programmes are developed **in the social, educational and cultural fields, and in scientific research**, promoting up to 51,000 activities per year. In total, over 16 million people worldwide have benefited from this, of which 11.1 million are in Spain.

With extensive experience in the educational field, the Foundation promotes a range of **projects from innovative programmes designed for schools through to excellence training with the granting of postgraduate scholarships.** Through EduCaixa, it has created a facilitating agent for educational transformation, focusing on the integral development of students and teachers. It reaches more than 2 million students in over 8,000 Spanish schools. In the field of international cooperation, "la Caixa" Foundation has 627 projects in progress and has reached a total of 63 countries since 1997.

Our purpose

Improving educational quality is an urgent matter all over the world. According to UNESCO, 130 million children attending school have not acquired basic skills after 4 years of schooling. In response to this
situation, ProFuturo has identified the following
key needs and challenges:

- Teacher training and qualification.
- An approach to learning that allows students to face the 21st century challenges.

As a result, the programme **focuses specifically on teachers,** principals and children, benefiting the rest of the education community indirectly: families, social, educational and institutional agents, and national, regional and local governments, among others.

❝The project has made a huge difference in Peru compared to the traditional education we were used to. The children work much faster ❞
Óscar Adeli Lozano,
teacher in Lambayaque (Peru)

More directly, the ProFuturo programme impacts on:

Teachers: as **key agents in the improvement of education,** their teaching and digital skills, as well as their tecnological appropriation, must me enhanced, enabling them to incorporate into the classroom innovative practices and to provide the best posible education to their students .

Children: by transforming the school's teachers and principal, children receive a better education. Through innovative learning experiences and digital content, **they also develop the 21st century skills** they will need to thrive in the digital era.

ProFuturo gives students an **active role in their learning process** and aims to encourage group work while respecting each student's pace of learning.

Principals: the **development of key skills among principals,** such as leadership, planning for pedagogical innovation and developing an ICT culture, enables more effective management of schools and the adoption of innovative practices using technology. In addition, it encourages teacher development, improves educational quality and enriches the learning experience for children.

❝ The class with the tablet is my favourite, and the school lunch ❞
Raí, student at Zilda Iracema School in Manaus (Brazil)

A unique, comprehensive, flexible educational framework

ProFuturo promotes **equal opportunities for all children** and that's why we seek to ensure that they develop 21st century skills: digital competences such as computational thinking, logical thinking, reasoning, critical thinking and problem-solving, mathematics and language skills, as well as socio-emotional skills (motivation and teamwork).

ProFuturo **contributes to the attainment of Goal 4** of the **United Nations 2030 Agenda for Sustainable Development** (SDG4), which consists of "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all".

In order to improve the quality of education in schools, ProFuturo has developed a **unique, comprehensive, flexible framework** based on **continuous training and support for teachers** to empower them and their schools.

In these three years, ProFuturo has gradually improved the **mechanisms it uses to measure progress in outcomes and evaluate its impact** on the quality of education. To do this, the foundation is working with LUCA – the Telefónica Data Unit – and the Telefónica partnership with the Pontifical University of Salamanca to develop pioneering learning analytics tools based on algorithms and advanced statistical and mathematical methods, which allow making decisions on the content and methodologies used, as well as on the implementation of the programme.

Three years of growth: The transforming power of e-ducation

The starting point of an ambitious programme

The **strategic alliance signed on July 14, 2016 by the presidents of the Telefónica Foundation, Mr César Alierta, and "la Caixa" Foundation, Mr Isidro Fainé,** was the staring point to an ambitious educational programme that aims to transform the lives of children in vulnerable environments around the world. The adoption of the best practices established by the Telefónica Foundation and "la Caixa" Foundation after many years of work in the educational and social sectors was crucial to the project's progress and consolidation.

ProFuturo began its journey in Angola and since then it has successfully reached 11.5 million children by training more than 450,000 teachers in 38 countries in Latin America, the Caribbean, Africa and Asia. The foundation works in remote, hard-to-access areas, including a school in the Manaus region of the Brazilian Amazon that can only be reached by boat, and in indigenous communities located at an altitude of 3,000 metres in the Peruvian Andes. It reaches children living in conflict zones in Colombia and places ravaged by terrorism or by years of civil war, such as Northern Nigeria

and Sierra Leone. ProFuturo is also present in schools in refugee camps, such as the Dzaleka camp in Malawi, and in educational support centres in the Bourj Hammoud district of Beirut (Lebanon). The geographic location may change, but the context remains similar: **disadvantaged children who experience ethnic, cultural, religious or ideological discrimination, have low literacy levels and lack access to quality education.**

Since the project began, we have successfully implemented the ProFuturo **Digital Education Framework in all kinds of online and offline ecosystems,** offering students the same educational experience regardless of their internet connection and tailoring our programme to the local context and to the specific profiles of teachers and students.

Alliances and international positioning

To contribute to empowering the communities we work with, ProFuturo has an **extensive network of partners, including national and local governments; leading institutions with a lot of field experience in the education sector** such as Save The Children, the Entreculturas Foundation and World Vision; **and international organisations** such as UNESCO, the Organization of Ibero-American States (OEI) and the Organisation of American States (OEA). We have also signed more than 90 agreements with local partners and organisations linked to education.

Since the programme was established, ProFuturo has **positioned itself on the international scene, sharing its knowledge and vision of education, technology and innovation** at world-leading events. In 2017, César Alierta presented the programme at the United Nations headquarters in New York following his appointment as SDG Fund Global Advisor on Digital Education and Sustainable Development and at the *'G20 Africa Partnership-Investing in a common future'* conference in Berlin. In 2016, the programme was presented to more than 400 religious leaders from around the world at the interfaith event 'Thirst for Peace: Religions and Cultures in Dialogue', which brought 3,000 people together in Assisi, Italy. In 2019, ProFuturo participated in the 75th United Nations General Assembly, where we shared the progress we have made to date.

❝ In our indigenous education, traditional knowledge is passed down from one generation to the next. Many of our living libraries are no longer with us, we've lost so much. But now we're able to archive all this material and use it in the future ❞

Raimundo Cruz da Silva,
principal at Kanata T-Ykua Municipal Indigenous School (Brazil)

Three encouraging years

The ongoing search for partners and allies in both the public and private sectors – governments, educational partners, universities, implementation partners and multilateral organisations – has played a key role in **maximising the programme's impact and empowering the places where** ProFuturo operates, ensuring **the continuity, scalability and sustainability of the project.**

In an encouraging three-year period, ProFuturo has provided access to quality education to **11.5 million children** experiencing vulnerability, exclusion or discrimination in the countries and regions where we have implemented and expanded our programme.

The overall aim is not for children to learn mathematics or language skills alone, but to equip them with digital skills **that will allow them to change the environment they live in.** Because ProFuturo believes in the "transforming power of e-ducation" and the importance of technology as a catalyst for transforming vulnerable environments, so we will continue to work tirelessly for a fairer, more sustainable future.

ProFuturo in numbers: 2019

ⓘ Data end 2019. Audited figures. 📄

Latin America
Argentina
Brazil
Chile
Colombia
Costa Rica
Ecuador
El Salvador
Guatemala
Mexico
Nicaragua
Panama
Peru
Uruguay
Venezuela

The Caribbean
Bahamas*
Barbados*
Belize*
Guyana*
Saint Lucia*

Africa
Angola
Equatorial Guinea
Ethiopia
Kenya
Liberia
Madagascar
Malawi*
Nigeria
Rwanda
Senegal
Sierra Leone*
South Africa*
Swaziland*
Tanzania
Uganda
Zimbabwe

Asia
Jordan*
Lebanon
Philippines

5

16

3

14

38 countries **(10 new countries in 2019*)**

Teachers trained
186 M LATAM and CARICOM
8 M AFRICA/ASIA
+14 % Regarding 2018

Children reached
4.1 M LATAM and CARICOM
258 M AFRICA/ ASIA
+17 % Regarding 2018

11.5 million children **reached** (cumulative data 2016-2019)

A quality educational solution

Our Digital Education Framework

ProFuturo proposes a Digital Education Framework which uses innovative digital teaching and learning experiences to enhance teachers' pedagogical practice and technological appropriation, as well as boosting meaningful learning among students. The **framework** is **modular, flexible and can be personalised.** It can be implemented in any vulnerable environment, regardless of whether an internet connection is available, and can be adapted to each country and school.

❝ Using the feedback from these schools, we wish to ensure that our digital education programme achieves our objectives and is relevant to the whole community **❞**

Manuel Domingos Pedro Duas Horas,
ProFuturo area coordinator in Luanda (Angola)

ProFuturo

Teacher professional development

Monitoring and evaluation system

Teaching support and Technical support

Knowledge exchange community

Digital solution (learning platform and equipment)

Components of the Digital Education Framework

Teacher professional development

As catalysts of learning, teachers play a central role in achieving meaningful change in education quality, so they are key to the programme's success. In this sense, ProFuturo focuses on providing them with **training, assistance and continuous support.**

ProFuturo uses digital transformation and educational innovation to provide teachers with professional development opportunities and tools to help them to improve their teaching practice, their classroom management abilities, their digital skills and their technological appropriation. The **objective** is to **help them incorporate technology into the classroom and encourage team work.** To enhance teachers' skills, ProFuturo offers a wide range of training opportunities that will equip them to respond to the challenges of our digital society.

ProFuturo's pedagogical strategy underpins the training programme and teaching practice in the classroom. The method is inspired by a **non-linear pedagogy** that seeks **new ways of accessing knowledge and** promotes **critical thinking** and debate, as opposed to memory-based learning.

The aim has been to expand teacher training to enable schools to deliver better quality education in a sustainable manner.

This training, which helps to equip teachers with 21st century skills, including ICT and innovation, **also provides them with tools** to help them significantly **change and improve teaching and learning processes.**

Teachers receive blended training (face-to-face and online) conducted by ProFuturo's teams and local partners through a coach. After being trained themselves, coaches train teachers (this process is known as 'train the trainer').

ProFuturo training is delivered in several different formats:

- *Online* **self-learning without virtual tutors,** with teachers taking charge of their own progress and pace of learning.
- *Online* **self-learning with virtual tutors,** who provide remote support for teachers throughout the learning process.
- *Blended* **(virtual and face-to-face),** covering learning and innovation skills.

❝ I want my students to dream big and I want to help them achieve their goals. ProFuturo is very useful to me in my role as a teacher ❞
Jeian Mae W. Samson,
teacher in Malabon (Philippines)
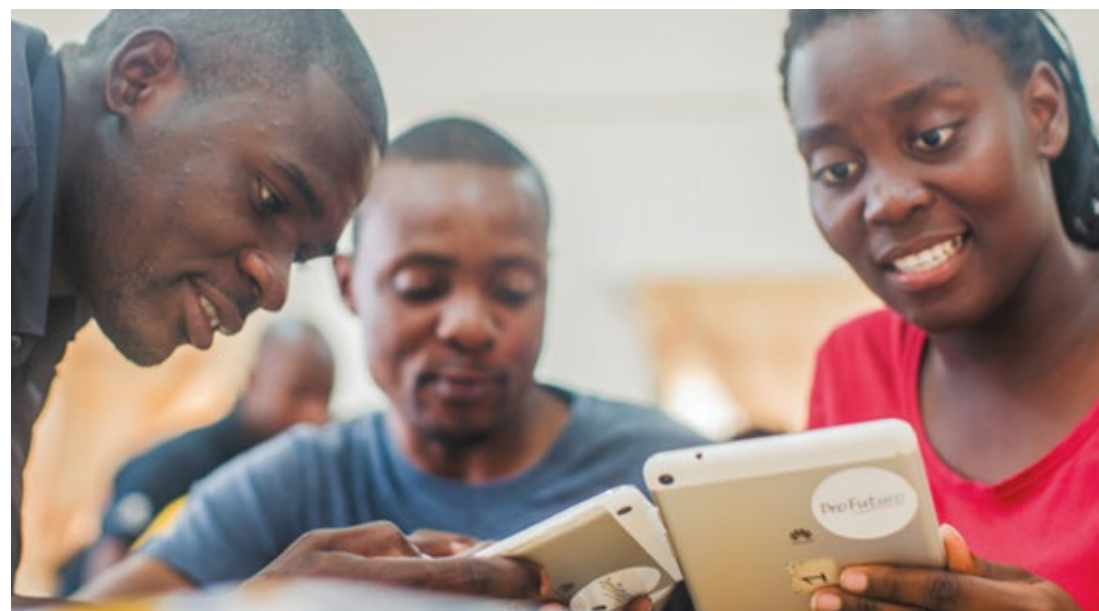
Educational assistance and technical support

ProFuturo believes that **training should be a process rather than a one-time event** and, thus, should be continuous. ProFuturo's teacher training programmes are designed so that teachers are trained continuously at home and at school in an autonomous, at the same time as collaboratively, manner. Coaches play a key role in the training process, supporting teachers as they learn digital and pedagogical skills and use technology to innovate in their teaching practice in the classroom.

This **training and support must be continuous and appropriate** and must therefore be adapted to each teachers´s skills level. With the help of coaches, ProFuturo provides a training programme that allows teachers to gradually incorporate technology for pedagogical purposes.
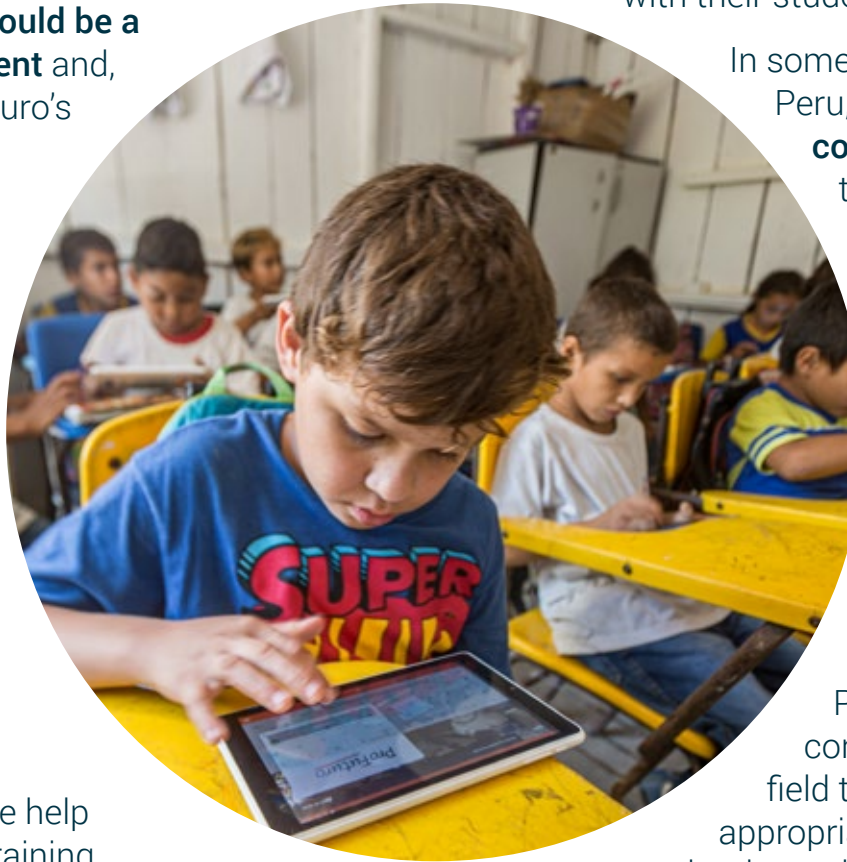
In ProFuturo's Digital Education Framework, training is understood as an **eminently practical process** and teachers are offered tools and techniques to apply in the classroom with their students.

In some countries like Brazil and Peru, ProFuturo also has **"learning communities",** which enable teachers to share innovative experiences.

The training delivered by ProFuturo is **endorsed by education ministries,** increasing teacher participation and improving completion rates.

Moreover, throughout 2019, efforts to encourage **knowledge exchange continued via** ProFuturo's network of allies and continuous training was offered to field teams, enabling more effective, appropriate monitoring and support for the schools participating in the programme and guaranteeing the transfer of knowledge to *coaches*.

Let's Innovate

In 2019, a comprehensive **training project for coaches, school principals and teachers called "Let's Innovate" was launched.** The project has now been running for a year. The overall aim of the project is for stakeholders to take ownership of the ProFuturo programme, feel motivated and begin to adopt innovative practices in the classroom. In a simple, natural way, "Let's Innovate" encourages the introduction of technology in schools and the gradual implementation of the ProFuturo programme in places where access and use of technology remains scarce, including many countries in Africa and Asia.

The training programme, which is divided into three phases, was implemented in 2019 in Equatorial Guinea, South Africa and Senegal, as well as in five Caribbean countries, training almost 500 teachers.

Creation of the teacher competence framework

In 2019, ProFuturo created a **"Global Framework for Educational Competence in the Digital Age"** that reflects the need for a holistic approach to education in which technology is used across all activities carried out by teachers and learners. The framework sets out the skills that ProFuturo believes to be necessary for 21st century teachers.

It represents **an attempt to echo the complexity of education** in an era heavily impacted by digital technology. Accordingly, it has been built on the analysis and mapping of a broad selection of international "frameworks" for both educational and digital competence, aspiring to present an integrated vision of both these ¨competences¨ and resulting in an ¨educational competence in the digital age¨.

In the **21st century, teachers** must not only be educators but also active individuals who are aware of the reality in which they live, capable of transforming it, and in constant contact (*on* and *offline*) with other people.
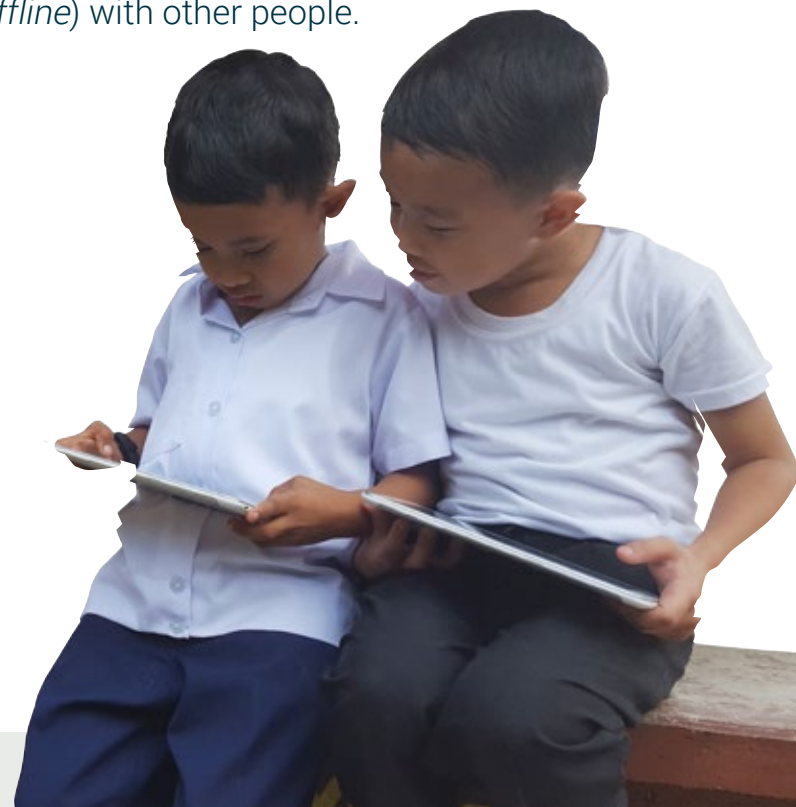
Technology: enabler of our work

ProFuturo offers a **complete digital solution** encompassing technological equipment and a learning platform, which can be adapted to different environments due to its flexibility. In 2019, a new version of the ProFuturo learning platform was developed, with the aim of standardising the user experience of teacher training and lesson management both on and offline.

The new digital platform obtained **UAT certification,** passing the software engineering validation tests that check that the system complies with the specifications and fulfils its purpose.

Throughout the year, integration tests **for third-party products were carried out** and **new educational resources were analysed,** including: Antura and the Letters, War Child Holland, Educared, Oráculo Matemágico, Khan Academy, Kolibri and KA Kids. New suppliers of content focusing on mathematics, Sustainable Development Goals (SDGs) and specific resources for Rwanda were also evaluated.

Learning analytics: pioneering use of data

ProFuturo **collaborates with LUCA Big Data for Social Good and the programme Telefonica has with the Pontifical University of Salamanca** to develop pioneering learning analytics tools. The aim is to analyse the data supplied by the ProFuturo network worldwide to enable making decisions on the programme based on the   available data.

Using artificial intelligence, ProFuturo seeks to develop an **"educational quality algorithm"** to help measure the programme´s outcomes and inform decisions on content, methodologies and operational deployment.

ProFuturo has a **plan** for improving learning analytics and attaining predictive and prescriptive levels of analysis. In the case of the former, by developing algorithms and applications for end users, such as improvements in data-driven products. In the case of the latter, the aim is to automate decision-making through recommendations for actions to be taken.

Data analytics provides ProFuturo with **an overview of all the information and of what is happening at each school:** coverage (country and users), progress towards targets and use of the solution on a descriptive level, through the production of country case studies.

On a **diagnostic level,** patterns can be detected and educational indicators can be defined and evaluated. In 2019, ProFuturo began to produce country case studies using a monitoring system based on data analytics that provides an overview of the country and detailed insight into each of the schools in that country to allow plans for the improvements required by the programme to be drawn up:

- The **use of the programme** by teachers and children is analysed, keeping the data anonymous.
- The way in which **teachers create their lessons** using the digital resources available and the features of the platform is explored.
- The **most commonly used knowledge areas and digital resources are analysed,** from school level to global level.
- The way in which **the use of digital resources as a whole varies** within each country and school is detected in real time.

Incorporating innovative applications

ProFuturo does much more than simply produce educational resources based on the digitalisation of editorial content, seeking instead for an **ongoing search for open content** and **smart "curatorship".**

As a result, in 2019 **the ProFuturo digital platform** was supplemented by **innovative applications,** tried-and-tested solutions **from third parties** that have been successful in the education sector, and open content.

This is the case of the **"ProFuturo Educational Resources" project**, a digital space with educational content and teaching-learning methodologies which have been selected and evaluated to promote better, more inclusive digital education. The project also offers a social ecosystem in which teachers are invited to share their teaching methods and practices, and to experiment with and test out new methodologies.

In March, in collaboration with **Wayra** (Telefónica's startup accelerator), a **global call** for solutions to supplement the ProFuturo programme was launched.

The contest, which was presented at the **Mobile World Congress,** was **very well-received by the entrepreneurial community,** with a total of 65 applications. The winners were the startups Cerebriti, Ubbu and Eedi, which were selected to develop *offline* solutions and conduct pilot trials at ProFuturo schools.

- **Cerebriti** (Spain): An educational platform that allows students and teachers to create their own educational games quickly and easily.
- **Eedi** (Great Britain): An application that measures each student´s mathematical level and detects difficulties they are experiencing. It enables a continuous and personalised learning assessment.
- **Ubbu** (Portugal): A solution for introducing students and teachers to computational thinking and programming. The platform offers detailed, ready-to-use study programmes with activities, discussion topics and class reports with student scores.

A knowledge exchange community

The ProFuturo Observatory

Throughout 2019, work on the Observatory focused on **creating a space for debate and shared reflection**. The project focused on four challenges related to education: teacher training, digital skills, digital reading and writing, and finally, mathematics and data science.

The Observatory aims to position itself as a **leader in the analysis of existing projects** and initiatives in education, as well as of **socio-educational trends** in the **digital sector.** In order to do this, four online publications featuring the main results and conclusions from these virtual challenges were issued.
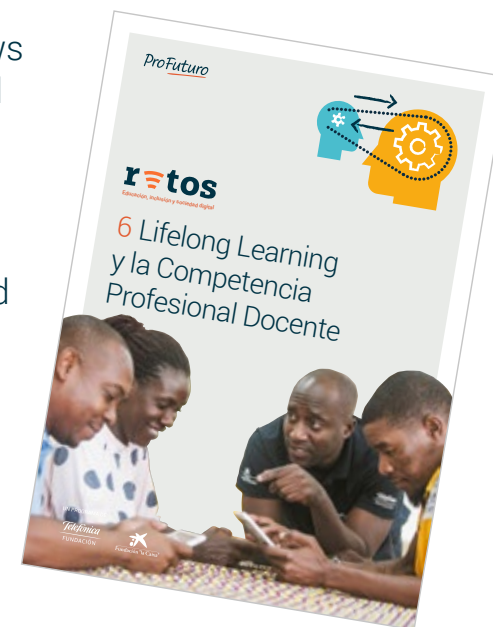
"Living Lab"

The "Living Lab" initiative was created with the objective of **testing and evaluating the different products and resources** in the ProFuturo solution in a controlled experimental environment.

The laboratory aims **to adapt proposals to the needs and demands** of the different stakeholders involved in

educational institutions and allows agile evaluation of efficient digital formulas that, according to the research, significantly improve education quality.

In 2019, experiments were carried out using **Odilo,** a digital solution aimed at teachers, students and families **to cultivate a love of reading.** The solution includes a programme to support the Reading Plan, which encourages improvements in reading comprehension and digital skills.

This "Living Lab" was carried out from June to December at **San Juan Bautista School** in the Tetuán district of Madrid (Spain) and at Las Naves Social Platform in Alcalá de Henares. It was led by three trainers from the Pinardi Federation of Social Platforms, a non-profit organisation that works to promote equal opportunities for vulnerable people and those at risk of social exclusion. Approximately 50 students participated in the experiment. The project continues to operate and another **school has been added: Naranjoven** in Fuenlabrada.

Monitoring and evaluation system

From 2017 to 2019, an **evaluation of the process for deploying and implementing** the programme was conducted to ascertain the quality of delivery within the stipulated deadlines and the satisfaction of the stakeholders involved.

This evaluation process was carried out in **Mexico, Peru and Brazil** by the **organisation J-PAL,** a global network specialising in evaluating poverty reduction projects, in collaboration with the Pontifical University of Chile.

The evaluation explored the design and execution of the programme in detail and seeked to understand the mechanisms by which the intervention and use of technology contribute to improving **learning outcomes for children.**

" When I'm older, I'd like to go to university; my favourite subjects are Maths and Art "
Cris Cruz, **student in Manaus (Brazil)**

" When I grow up, I want to be an independent woman. My favourite lesson at school is the one with the ProFuturo tablets "

Emilia Claudette Noy,
student in Luanda (Angola)

Overall, the different stakeholders expressed high levels of satisfaction with ProFuturo's delivery, with students, teachers and principals all scoring it highly.

Meanwhile, from 2017 to 2019, NOVAFRICA, the knowledge centre created by the Nova School of Business and Economics at the Faculty of Economics at NOVA University Lisbon, conducted an evaluation of the impact of the ProFuturo programme via an experimental investigation in 40 schools in Angola (20 treatment schools and 20 control schools).

The findings include:
- **Technological skills** among teachers and students have improved.
- **Teachers** miss work less often and prepare their lessons better.
- **Students'** attitudes towards school and learning have improved.
- **Parents** are more satisfied with the school overall.

A number of **challenges were also identified.** The **recommendations arising** from the evaluations were incorporated into the programme and a **plan for improvements** was designed and implemented in 2019, covering aspects such as:

- Improvements to the **initial diagnosis:** reinforcing the process for selecting countries and partners and prospecting for schools.
- Improvements to the **induction process** for the programme's implementing partners.
- Improvements to the **training plan** for coaches and teachers.
- Improvements to the **planning and reporting process** for partners.

Additionally, 300 schools in Mexico and Brazil **were randomly selected** for a 24-month impact assessment starting in 2020.

❝ With ProFuturo, we're planting the seeds for innovative education, which is proving to be a success for thousands of Brazilian teachers ❞
Claudia Stippe,
teacher and principal at Paramitas Secondary School (Brazil)

❝ When I joined the project, I didn't know much about technology. ProFuturo has helped me learn and combat ignorance ❞

Milagros Patricia Ramos,
teacher in Lambayaque (Peru)

Monitoring use of the digital solution

The monitoring strategy gives particular weight to **monitoring the deployment and implementation** of the ProFuturo Digital Education Framework, as well as to the use of the digital solution in schools. The aim is to identify the ways in which the solution is used and the challenges involved to improve the quality of the programme through organisation and appropriation of the resources by teachers at the schools to enhance children's learning.

To do this, ProFuturo uses a monitoring system **comprising** several different methodologies that encompass **both quantitative and qualitative aspects,** with regular reports from field partners, coaches and the ProFuturo teams responsible for implementing the programme in the different countries. The most relevant information is grouped in **dashboards** for **ongoing monitoring.**
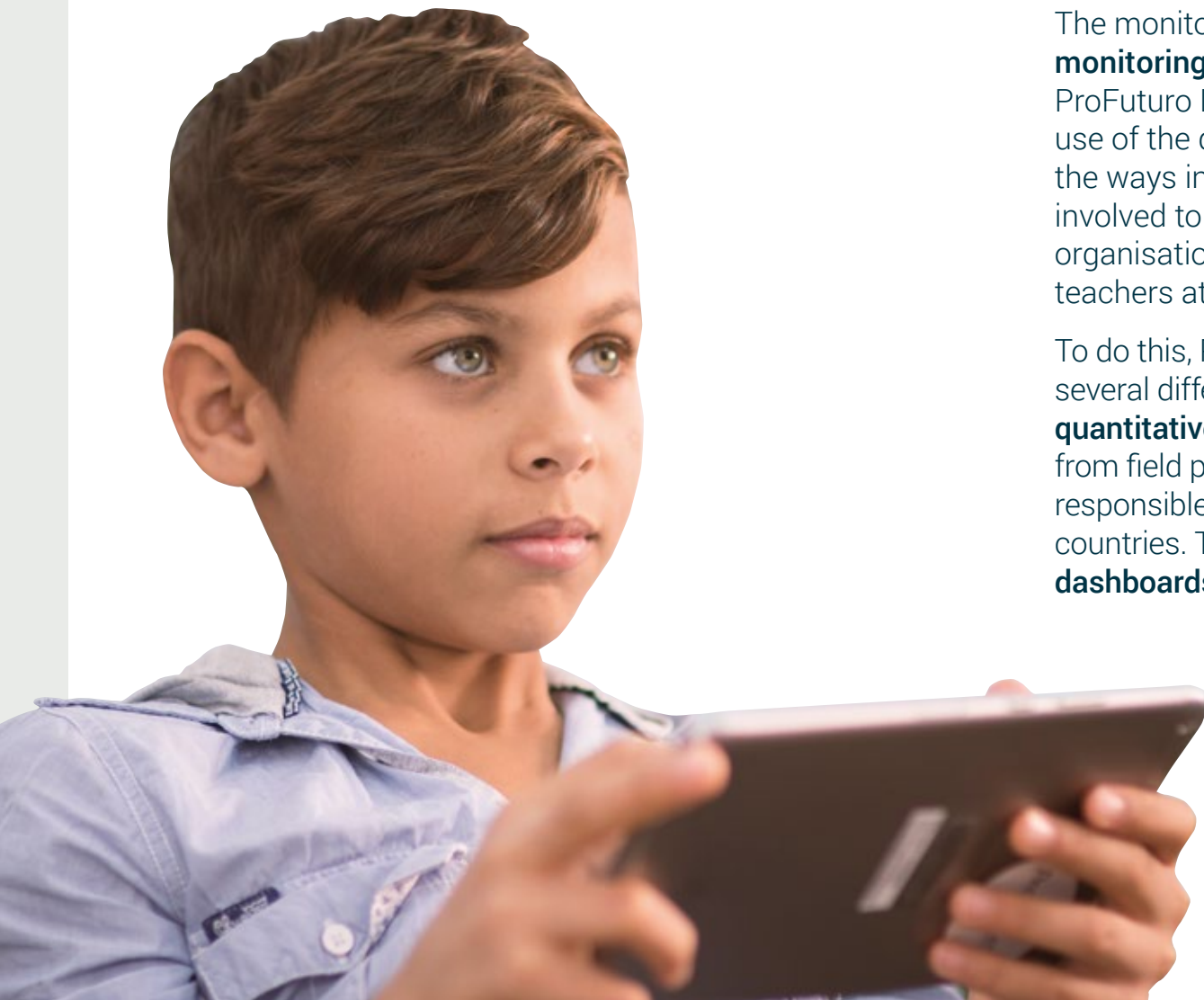
Education in emergencies: the ProFuturo model for refugees

Education is a **fundamental human right.** It is particularly important for **children affected by conflicts and natural disasters**, who tend to lack access to quality education because of the emergency situation they find themselves in.

For this reason, in 2017 ProFuturo began to **adapt its digital education** programme to **crisis contexts** with the aim of improving access to a comprehensive, quality education for children who have been **forcibly displaced** and who are living **as refugees** in camps, support centres and informal settlements in urban or rural environments.

In order to offer quality education in refugee settings, ProFuturo bases its work on the minimum standards set by the **Inter-Agency Network for Education in Emergencies (INEE)**, which include: providing access to a safe venue for learning; quality education through technology; and boosting resilience through psychosocial support for children, teachers and families.

To achieve this **holistic approach,** ProFuturo works in coalition with different agents, governments, NGOs, educational experts and other institutions, supplementing the Digital Education Framework through these additional components.

In 2019, ProFuturo implemented its "Model for Refugees" in **Lebanon, Malawi and Jordan.**

A pioneering alliance

To mark World Refugee Day 2019, ProFuturo and **Education Cannot Wait (ECW),** the first global multilateral fund dedicated to educating children in war zones, disasters and other crises, announced a **strategic alliance** to improve access to quality education for these children.

Equally, in 2019, ProFuturo began to work with the **Global Refugee Forum** led by **UNHCR,** which aims to bring together different stakeholders from the public and private sectors to create a new model to support the refugee population. These alliances provide ProFuturo with opportunities to progress by publicising its objectives and best practices in the field.

❚❚ This joint project is an example of the multiplier effect that can be achieved when you share the same vision. Our alliance is more valuable than the sum of the individual organisations ❚❚

Beatriz Morilla,
CEO of the Empieza Por Educar Foundation (ExE)

The transforming potential of e-ducation

Latin America and the Caribbean

In 2019, ProFuturo worked in **19 countries** in Latin America and the Caribbean.

A total of **8,279** schools participated in the programme, 85% of which were distributed across 9 South American countries and the remaining 15% between Central America and the Caribbean. Depending on their degree of digital maturity, the schools received teacher training and technological equipment, as well as face-to-face and virtual support.

Interventions at the schools were carried out with support from **more than 400 *coaches*** and several national governments; in the Caribbean, for example, ProFuturo works directly with education ministries. More than **148,000 working hours were dedicated to this face-to-face support.**

Some of the local initiatives implemented by ProFuturo in the region **go beyond the impact on schools,** reaching adults such as parents, grandparents and caregivers. This is the case of the **Family ICT School Project** in **Colombia,** which reached more than 27,000 people in 2019 and succeeded in strengthening ties between the school and the community.

With the aim of sharing the lessons learned, carrying out joint work, improving processes and developing the programme strategy, a regional meeting **was held in Lima (Peru) in November.** Throughout the year, training and information sessions were organised for local partners in the different countries, as well as gatherings of *coaches*, school principals and teachers to acknowledge their performance, raise awareness of their work, share good practices and update their knowledge of the latest trends in educational innovation.

Key milestones

In 2019, the mobilisation of political dialogue, which is key to the programme's sustainability, allowed ProFuturo to position itself within the 2030 ICT Agenda and the Inter-American Education Agenda. With support from the Organization of American States (OAS), the programme was able to participate in several important political events, including:

- **10th Inter-American Meeting of Ministers of Education** (sponsored by OAS), where ProFuturo gave a presentation and signed an agreement with the Government of Barbados to implement the programme in the country. ProFuturo also participated in the **preparatory meeting held prior to the meeting of ministers,** presenting its programme as an example of a collaborative project to improve the quality of education.

- **36th Meeting of the Steering Committee for the Inter-American Telecommunication Commission** (CITEL).

- Participation in working groups from the **Inter-American Committee on Education** (CIE).

- Presentation of ProFuturo's programme to the **Political Committee of the Inter-American Council for Integral Development** (CIDI).

Milestones 2019

📎 **Launch of ProFuturo in Luzon and Visayas in the Philippines**

12-22 Feb

ProFuturo begins work in Argentina

4-8 Mar

📎 **1st National Train-the-Trainer Meeting covering the 18 provinces in Ecuador**

29 Jan

📎 **9th Meeting of Teacher Leaders in Peru**

18 Feb

▷ **Mobile Learning Week**

26-29 Mar

As part of the agreement with **CITEL** and the **Educational Portal of the Americas,** ProFuturo expanded its educational activity to Belize, Barbados, Bahamas and Saint Lucia.

Other actions in the region in collaboration with local governments include:

In **Chile,** after schools were closed following demonstrations in the country, ProFuturo reoriented its strategy to supporting and developing public policy, participating in the round table "Digital Talent: Association of Information Technology Companies" and the "HUB Chile Programme", an initiative that brought together various public and private organisations with experience in teaching computational thinking and programming to children, teenagers and teachers. In addition, ProFuturo joined the National Digital Languages Plan, an initiative from the Innovation Centre at the Chilean Ministry of Education launched in collaboration with the Telefónica Foundation to promote professional development in the use of programming tools and agile teaching methodologies among teachers. The aim is to train 100,000 teachers over the 2019-2022 period.
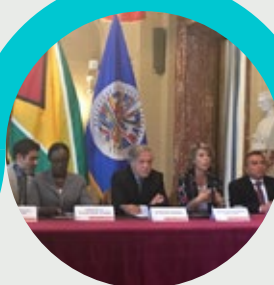
Milestones 2019

▷ **4th ProFuturo race**

18 May

🖇 **Agreement signed with the Ministry of Education in Guyana**

5 June

🖇 **ProFuturo participates in European Development Days**

20 June

7 Apr

Training in the indigenous municipality of Uribia (Colombia)

24 May

▷ **Cerebriti, Eedi and UBBU, finalists in the Wayra contest**

18-19 June

🖇 **Announcement of the alliance with Education Cannot Wait**

In **Colombia,** the alliance with Computadores para Educar was extended. This government programme aims to expand teacher training in 84 municipalities in the country and supplement the existing equipment with 47 servers to enable more than 8,000 devices to be connected in different schools.

In **Costa Rica,** a committee led by ProFuturo's local partner, the Omar Dengo Foundation, was created to assess the programme's incorporation into the country's educational agenda and to plan its expansion with help from the local government.

In 2019, ProFuturo became the main teacher training organisation in **Mexico** for the Digital Inclusion Programme run by the Aprende MX General Coordinating Body, which trains a significant proportion of the country's teachers via its portal.

In **Panama,** an alliance with the Ministry of Education allowed ProFuturo to implement its programme in several provinces in the country, reaching a total of 27 schools.

In **Peru,** ProFuturo participated in the SISEAPRENDE evaluations, a system for monitoring learning in schools

Milestones 2019

24 June

🔗 **Ecuador launches its Profuturo Education Space**

8-9 July

🔗 **Appointment of ProFuturo's new managing director**

11 July

🔗 **Third anniversary of ProFuturo**

🔗 **Event 'Artificial Intelligence Applied to Education: Challenges and Opportunities'**

27 June

🔗 **Agreement signed with the Ministry of Education, Technology and Professional Training in Barbados**

8 July

Presentation of ProFuturo at the 10th Inter-American Meeting of Ministers of Education

18 July

from the Peruvian government that aims to report on the results of evaluations sat by students in real time. The Regional Directorate for Education of the Piura Regional Government in Peru rewarded the Telefónica Foundation for improving opportunities for students and teachers in urban and rural schools in the northern region via the ProFuturo programme.

In **Uruguay,** an alliance was established with the Ministry of Education and Culture to train more than 3,000 teachers in computational thinking in collaboration with the Council for Pre-School and Primary Education.

In addition, in **Peru and Uruguay,** ProFuturo works with children in hospitals through the **Hospital Classrooms project.** In Peru, this project has been in place for 17 years, but under the auspices of the ProFuturo programme, it has been reinforced over the last 5 years and implemented in the regions of Arequipa, Cusco, Chiclayo, Huancayo, Ica, Iquitos, Lima and Trujillo. In Uruguay, it will be launched at the Pereira Rosel Children's Hospital in 2020. Meanwhile, in 2019, we began to work with children with a disability at the María Eloísa Etchegoyhen de Lorenzo School in Montevideo, adapting the programme to smaller classrooms, small

Milestones 2019

July to Nov

1st Meeting of ProFuturo Digital Trainers in Brazil

5 Aug

Launch of ProFuturo in South Africa

9 Sept

ProFuturo starts work in Barbados

Volunteering at ProFuturo

29 July

ProFuturo is gradually implemented in Rapa Nui (Chile)

5 Sept

Presentation of ProFuturo to Swaziland's prime minister

16 Sept

groups and different strategies suggested by the principals at the school to reach 114 students.

Opening of ProFuturo Innovation Centres

In 2019, Colombia and Ecuador both launched "ProFuturo Classrooms", which are spaces for innovation and training that allow the country's schools to experience the programme.

Using these physical spaces, the programme seeks to raise awareness of the importance of digital education among the education community. In the case of Colombia, the centre belongs to the Ministry of Education's network of Innovation Laboratories.

Africa and Asia

2019 was a year of growth and consolidation for ProFuturo in Africa and Asia and the programme was also able to reinforce and exchange knowledge with its network of partners. The programme was implemented in **8 new countries in Africa, extending the intervention to a total of 19 countries:** 16 in Africa, two in the Middle East and one in Southeast Asia.

The **growth in the number of beneficiaries** in these regions was **highly significant:** 258,000 children and 8,000 teachers
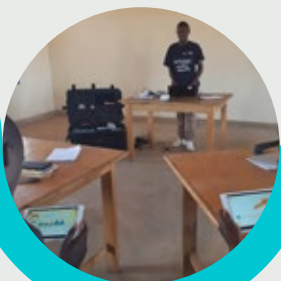
Milestones 2019

20 Sept

🔗 **Agreement with the Spanish Data Protection Agency**

🔗 **74th United Nations General Assembly**

23-25 Sept

26 Sept

ProFuturo starts in Malawi

▶ **EnlightED**

2-4 Oct

9-11 Oct

🔗 **Debate on digital literacy in the mEducation Alliance**

Agreement signed with Belize

15 Oct

benefited from the programme in 2019, an increase of more than 40% on the previous year.

Growth

It is relevant to note that in **Angola,** ProFuturo extended its programme to an additional 21 schools in Luanda, reaching a total of 260 schools across the country. These schools are distributed across 16 of the 18 provinces in Angola.
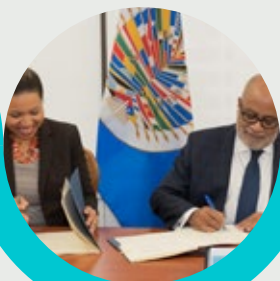
In **South Africa,** the first training session for coaches, teachers, principals and Ministry of Education

representatives was held in the Pumalanga and Eastern Cape regions. This training session, which had 176 participants, was the first step towards implementing the programme in 50 schools in the two regions.

Meanwhile, in collaboration with ProFuturo's global partner World Vision and with support from the **Zimbabwean Ministry of Education,** the programme was implemented in stages to reach 222 schools located in the most remote parts of the country.

Milestones 2019

29 Oct — Agreement signed to implement ProFuturo in Saint Lucia

Living Lab for the Odilo reading and writing platform — Oct to Nov

20 Nov — ▶ "Committed to Education" photography exhibition

3,000 teachers are certified in Uruguay — 21 Nov

16-18 Dec — ProFuturo participates in the Global Refugee Forum

Convinced of the importance of education and committed to a better future for their children, families in the rural communities of Lupane and Gwanda managed to raise sufficient funds to install solar panels on all the schools in the communities to enable the implementation of the ProFuturo programme, despite the crisis affecting Zimbabwe.

Alongside World Vision and working in collaboration with the Salesians and De La Salle Brothers and with support from the Ministry of Education, ProFuturo was launched in more than 50 schools in **Rwanda.**

Consolidating the programme

In **Kenya,** the project continued in the same number of schools and a pilot project was launched in collaboration with Eedi, one of the winning start-ups of the contest held by ProFuturo and Wayra.

The programme was expanded to 37 new schools in the regions of Dodoma, Kilimanjaro and Zanzibar in **Tanzania**, where a cascade training model was applied.

In **Madagascar**, the ProFuturo programme was reinforced at the 13 participating schools, with more than 100 teachers trained.

The programme was also consolidated in the 12 states of northern **Nigeria,** which received all the equipment assigned to the 116 schools where ProFuturo operates, and strengthened in Senegal. In 2019, 212 schools of the country were added to the programme, bringing the total from 30 to 242 in just two years. An agreement was also signed with the AES (Association Éducation Solidaire) to reach another 20 schools in the country.

ProFuturo expanded its intervention in **Ethiopia** with support from the Ministry of Education and the Tigray Development Association (TDA), reaching 160 more schools.

In **Uganda** and **Liberia,** ProFuturo's activities continued as usual in 11 and 60 schools respectively. In **Swaziland** and **Sierra Leone,** collaboration agreements were signed with local partners to implement the programme over the course of 2020, and in **Equatorial Guinea,** collaboration with ACCEGE was expanded to 12 new schools in 2019, reaching a total of 58 schools across the country.

Finally, the Ayala Foundation in the **Philippines** trained more than 500 new teachers and reinforced the teacher training programme by training 18 coaches and project managers in the regions of Luzon and Visayas.

Intervention in emergency settings

In 2019, ProFuturo began to work at Dzaleka refugee camp in **Malawi**, which is home to approximately 40,000 refugees and asylum seekers. The majority come from conflict zones in the Great Lakes region of Central Africa, with a small number originating from Somalia and Ethiopia. 65% of the people arriving at Dzaleka are children and young people and the school-age population represents around 48% of the total number of residents at the camp. The primary school at the camp has 4,269 pupils, covering only 53% of the population aged between 6 to 13 years old.

Lebanon continues to be the country with the highest number of refugees per capita in the world. Alongside the Jesuit Refugee Service (JRS), ProFuturo works at the Frans Van der Lugt Centre in the district of Bourj Hammoud in the outskirts of Beirut. The centre provides support education to Syrian refugee children registered in the Lebanese public system, which uses a different language and curriculum to those of their country of origin.

In addition, in collaboration with the **American University of Beirut** and the **Kayany Foundation,** ProFuturo works with children from 13 informal schools in the Bekaa Valley, preparing students to register in the Lebanese public system so that they can access formal education. Following the results attained by the programme in Lebanon, the decision was made in 2019 to add another 4 schools in 2020 to allow Palestinian refugees to benefit as well.

In 2019, a collaboration agreement was signed with **Mensajeros de la Paz** to begin working with Iraqi refugee children in Jordan.

ProFuturo´s participation in leading global events

Photography exhibition and launch of the book "Committed to Education"

ProFuturo celebrated **World Children's Day** by showcasing childrens' voices.

With the help of 6th grade students of the **Estrecho Salesian School in Madrid,** the foundation held a **photography exhibition titled** *The Transforming Power of E-ducation,* which featured some of the schools around the world where ProFuturo has provided digital education.

" I love school. I'm happy at school because I have very good teachers and I learn lots of things "
Nicole Buerano,
student in Malabon (Philippines)

The Spanish students acted as spokespeople, recounting the educational experiences of Emilia from Angola, Cristiano from Brazil and Nicole from the Philippines, who were immortalised by a **photojournalist** living in Nairobi (Kenya), **Ismael Martínez Sánchez.** He travelled to the three countries to discover the children's daily lives first-hand and understand how digital education is transforming their lives. Their experiences are explored in the book named after the exhibition.

ProFuturo race

The 4th edition of the ProFuturo charity race, held as part of the Movistar Half Marathon in Madrid on 7 April, was **a great success in terms of participation.** Around 3,000 people, twice as many as the previous year, signed up for the charity event. The **winner** of the race was a **well-known athlete,** veteran **Luis Miguel Martín Berlanas,** a Spanish record holder in the 3,000 metres steeplechase.

In the days preceding the event, ProFuturo participated in the **Runner's Fair** at IFEMA. For two days, the ProFuturo stand welcomed hundreds of children, who, along with their families, were able to play and learn using the same tools and educational content that ProFuturo takes to the farthest corners of the planet.

❝ Our alliance with ProFuturo is truly pioneering because technology can be a powerful tool for learning for children in crisis situations, such as refugees and internally displaced children ❞

Yasmine Sherif,
director of Education Cannot Wait (ECW)

Mobile Learning Week

ProFuturo participated as a partner in the **8th edition** of the Mobile Learning Week (MLW) in **Paris** in March 2019. The MLW is the biggest international conference on the use of ICT in education and is organised each year by **UNESCO** in collaboration with companies and institutions such as ProFuturo, which have an interest in the digital education sector and related topics.

The MLW was a **unique opportunity to promote ProFuturo's activity** around the world, showcasing its work on education innovation and artificial intelligence in vulnerable environments. With this aim in mind, the programme presented the reference paper **"Artificial Intelligence (AI) in Education: Challenges and Opportunities for Development",** drawn up by ProFuturo in collaboration with UNESCO and AI experts.

The document sets out a **framework** for **helping countries** to incorporate AI into public education policy, especially developing countries, and highlights the main issues involved in integrating and adopting AI and related technology.

The document also analyses the ways in which governments are handling the challenges of AI in education, providing an overview of the **challenges and opportunities** involved and of the countries that have begun to tackle them. The report can be used to prompt discussion and debate on the topic.

As well as presenting the reference paper on artificial intelligence in education, ProFuturo, "la Caixa" Foundation and Telefónica Foundation organised **several other sessions and workshops:**

- **"Evaluating the impact of education programmes: methods and case studies".** During this session, the challenges and lessons learned from impact assessments carried out in two educational contexts, Peru (ProFuturo) and Spain (EduCaixa), were presented.
- **"The use of learning analytics in complex environments around the world".** ProFuturo presented the results obtained using data analytics and demonstrated how decisions can be made based on learning analytics. The types of analytical tools and AI methods and techniques used by ProFuturo were also discussed.

- **"How to use Big Data/Learning Analytics to identify success stories in social programmes: the case of ProFuturo in Brazil".** Telefónica Foundation Brazil described its use of big data to identify success stories in ProFuturo Brazil's educational programmes in a more automated manner and to make decisions based on these data.

- **"Mapping employment in Spain: building an employment tool using Big Data".** This session focused on the new Conecta Empleo platform from the Telefónica Foundation, based on AI and Big Data.

Digital literacy debate at the mEducation Alliance Symposium

ProFuturo travelled to **Washington** to participate in the 9th edition of the international conference organised annually by **mEducation Alliance** on **digital literacy** and **tools** for education and development.

ProFuturo also participated in the talk **'Digital literacy skills and measurement in teachers and students in low-income environments'** alongside other speakers, discussing the global framework for education in the digital era.

EnlightED

During the international meeting on education, innovation and digital education organised by the Telefónica Foundation, IE University and South Summit, ProFuturo presented the work of the **three winning start-ups** of the contest held in the spring in collaboration with Wayra, which were busy piloting their projects in schools where ProFuturo works at the time.

Presentations at other international events:

- **World Innovation Summit for Education** (Wise) Qatar
- **Side events at the United Nations General Assembly** (UNGA) New York
- **Annual conference of the International Telecommunication Union** (ITU) Budapest
- **World Economic Forum** in South Africa
- **Global Refugee Forum** (UNHCR) Geneva
- **European Development Days** (European Union) Brussels

Other national events

Demos Forum: ProFuturo participated actively in the third edition of the Demos forum organised by the Spanish Association of Foundations, which focused on the responsibility of the third sector and civil society in meeting the Sustainable Development Goals.

International Meeting for Peace: ProFuturo participated in the "2019 Peace with No Borders" meeting organised by the Community of Sant'Egidio.

Solidarity Holidays

Employees and former employees of Telefónica and "La Caixa" Foundation spent part of their summer and autumn holidays supporting ProFuturo's work in different countries.

In total, **86 volunteers** participated in 7 ProFuturo projects in Brazil, Chile, Colombia, the Philippines, Equatorial Guinea, Peru and Uruguay.

The volunteers **helped to boost students' skills in using new technologies.** On one side, they supported teachers in running their classrooms and in implementing ProFuturo's digital learning methods. On the other side, they participated in recreational and training activities with the students and their family members. They also helped to improve the infrastructure of the sports facilities at the schools.

In September, **12 volunteers from Telefónica** spent two weeks in El Nido, Palawan (Philippines), helping at two schools that participate in the ProFuturo project. The experience was hugely rewarding for the beneficiaries and for the local partner, Ayala Foundation, as well as for the volunteers, who are all keen to repeat the experience.

Transparency

Corporate governance

The ProFuturo Foundation is guided by the **Code of Good Governance** approved by its Board of Trustees at a meeting held on 31 May 2017. The document sets out the main national and international recommendations on good governance in non-profit organisations and on the principles of social responsibility underpinning foundations. ProFuturo Foundation's system of governance is established in accordance with the following regulations:

- The **By-laws of ProFuturo Foundation**, which constitute, together with the law, the basis for setting up the responsible management of its projects and for interaction with society in general.

- The **General Principles** of the ProFuturo Foundation are a set of guidelines used to inspire and define the way in which the ProFuturo Foundation carries out its activity, as well as to facilitate the relationships of mutual trust that the ProFuturo Foundation wishes to build with its target groups.

- The **Code of Good Governance**, which interprets and develops the ProFuturo Foundation´s By-laws for the purpose of assuring the fulfilment of the foundation's aims, in addition to assuring the transparency of the bodies, of members of the Board of Trustees, and of employees of the ProFuturo Foundation.

The **General Principles** of the ProFuturo Foundation are compulsory for all executives, employees, partners and suppliers and guarantee the proper execution of the organisation's activity in compliance with the strictest transparency standards.

With regard to privacy, the ProFuturo Foundation complies with the current legislation and protects users' personal data, seeking to ensure the confidentiality and security of personal data by adopting technical and organisational measures to avoid the loss, misuse, alteration, unauthorised access and theft of the personal data provided, considering the current state of the technology, the nature of the data and the risks to which they are exposed.

ProFuturo Foundation adopts a zero tolerance policy towards criminal acts, as stated in the Code of Good Governance and the General Principles that set out the foundation's fundamental values, promoting an ethical, responsible culture at the foundation.

In this context, with a view to adopting the best ethical and corporate practices, the Board of Trustees at ProFuturo Foundation approved an Anti-Corruption Policy in March 2017, appointing a manager of the Compliance Area in February 2018. This department unifies, reinforces and standardises existing controls.

Throughout 2019, the Compliance Area continued to take action to reinforce the culture of compliance, led from the top, with clear guidelines on responsibility and
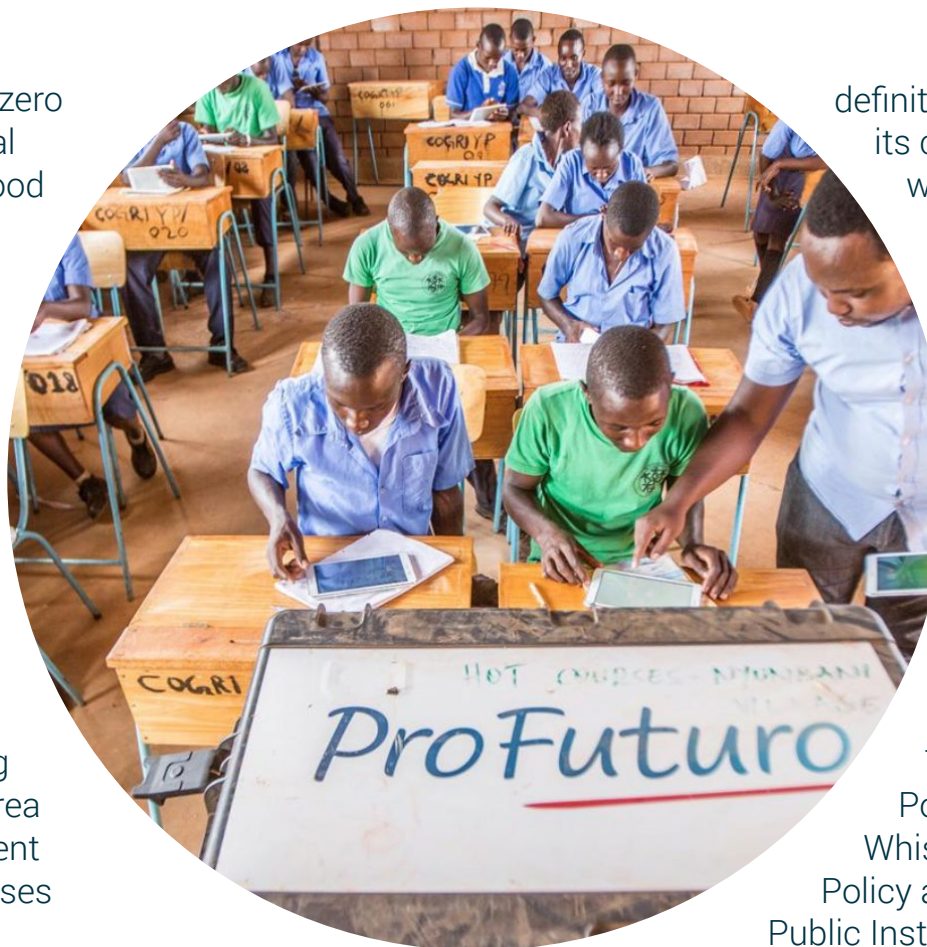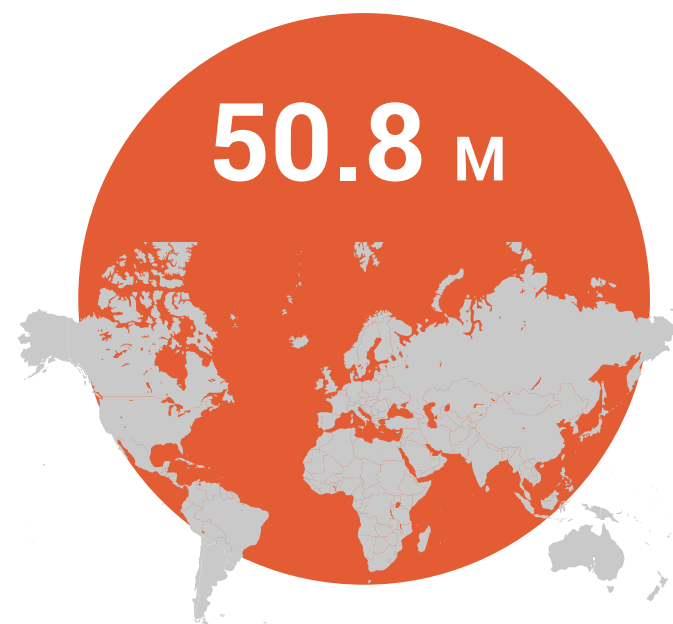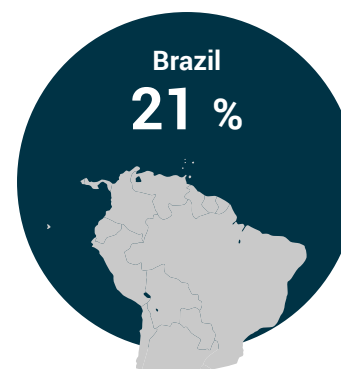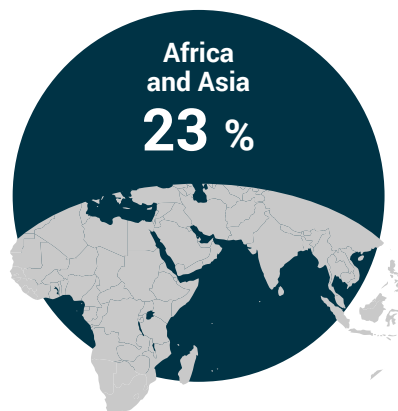
definition of key risks in this area. Since its creation, the department has worked on prevention, including crime prevention training, anti-corruption, and, more generally, internal regulations and applicable legislation. It has also continued to reinforce its internal communication with employees.

New frameworks for security and control have also been established. In 2019, the department facilitated the approval by the Board of Trustees of the Crime Prevention Policy, the ProFuturo Foundation's Whistleblower Channel Management Policy and the Relationships with Public Institutions Regulation, as well as updating the Conflict of Interest Regulation. It also prompted the approval of the Prevention of Money Laundering and Funding of Terrorism Regulation by the Board of Directors.

Investment 2019

ProFuturo dedicates its financial resources to carrying out **teacher training and educational activities with children** in vulnerable environments in **Latin America, the Caribbean, Africa and Asia.**

50.8 M

Latin America
42 %

Africa and Asia
23 %

Brazil
21 %

Central America and the Caribbean
14 %

i Financial and audit report.

ProFuturo