



A decisive year for e-education

A PROGRAMME OF:











Contents

Letter from the President: The differential value of ProFuturo.	3
Letter from the Managing Director: A global team united in the face of a great challenge	5
Who we are	7
Digital education to narrow the education gap	8
Our Founders	9
Board of Trustees and Management Team	11
ProFuturo in the World	12
ProFuturo’s Educational Proposal	13
The multiplying effect of alliances	17
ProFuturo in 2020.	18
The year in figures	19
The response to the education crisis caused by COVID-19	20
ProFuturo’s five strategies to ensure continuity in education	21
A coordinated response in 4 regions	29
A global leader	37
Promoting teacher training in Africa	41
Other milestones of the year	45
A year of awards and recognition	52
Transparency	54
Investment in 2020	55
Corporate Governance	56
2020 for the team.	58

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LETTER FROM THE PRESIDENT



The differential value of ProFuturo

2020 has been a year of many challenges. It has plunged us into the greatest crisis in the recent history of humankind, and is leaving a terrible toll in terms of human lives. Despite it all, we have learned a lot and 2020 has reminded us that there are using heroes in all sectors of society, including education.

The pandemic has had a major transformative effect on education. It has opened an unprecedented opportunity to accelerate educational transformation and has highlighted the importance of digital education, ProFuturo's *raison d'être*. The commitment made in 2016 by the Telefónica Foundation and "la Caixa" Foundation is now more valuable and meaningful than ever.

2020 presented us with the challenge of keeping up our activity, designed on the basis of a face-to-face intervention models in schools, in a world that had gone 100% online. The implementation in record time of a contingency plan enabled us to continue to reach the majority of our teachers and students. In a year of enormous difficulties and despite the high percentage of schools that remained closed, we surpassed our goals, helping to improve the education of 9.5 million children and training more than 535,000 teachers in 40 countries in Latin America, the Caribbean, Africa and Asia.

These beneficiaries were joined by many others who, thanks to the free availability of our online educational resources, were able to continue their training and learning from home in 118 countries. In Spain, we donated 10,000 tablets to the 17 Autonomous Communities, Ceuta, Melilla

and 34 social organisations, which distributed them among vulnerable families with school-age children, as well as in residential homes for the elderly and hospitals.

2020 has put digital education to the test and demonstrated ProFuturo's differential value. We are receiving recognition from governments, institutions and international organisations such as the World Bank, UNESCO and the OAS, among others. Many looked to us for support, asking us to share with them our expertise in digital education, as well as our methodologies, content and platforms.

We have crossed borders, exceeded all expectations and confirmed the importance of our role in society and in the global digital education environment. We have become a global benchmark and we are proud that the path we started five years ago is bearing fruit in Latin America, the Caribbean, Africa and Asia, where in this time we have trained a total of 914,000 teachers and contributed to improving the education of 19.7 million children.

We are aware that we measure ProFuturo's success in terms of the lives of teachers and students we have transformed and of how we have contributed to narrowing the education gap in the world. That is our only motivation, for which we continue to work harder each day, innovating and giving the best of each of us.

César Alierta

President of the ProFuturo Foundation



A united global team facing a great challenge

Magdalena Brier

Managing Director of the ProFuturo Foundation

2020 has put us to the test. We have gone through an unprecedented situation, not only as mankind, but also as part of the education sector, as a digital education programme and as the team of professionals that comprise ProFuturo. The closure of schools around the world, which left 1.6 billion students without classes overnight, forced us to reinvent ourselves to respond as quickly as possible to the challenges of a new, uncertain and unfamiliar reality and to seek solutions to mitigate the consequences of this strong blow to education.

At ProFuturo, we put our experience of working in the most vulnerable environments at the service of the educational community, implementing a contingency plan to contribute to the continuity of education. We opened up our educational resources free of charge to teachers and students so that they could continue training and learn-

ing from home, and we adapted our training formats in order to reach those without connectivity and ensure nobody was left behind. In addition, we also promote teacher training in digital skills and strengthen collaboration with governments and international organisations.

To make this possible, the ProFuturo team, distributed between Madrid and the 40 countries around the world in which we operate, worked tirelessly, initially from home and each with their own personal circumstances. It was not easy to ask people who may have lost family members to COVID-19 or had to take care of their children and elderly to put in extra effort to get our action plan into place as quickly as possible. The challenge was even greater in the field, where some of our teachers had lost their jobs and were only thinking about how they would survive. However, the team's reaction was overwhelming and within weeks the plan was running and producing results.



Our capacity to act in 2020 helped us to increase the impact of our programme, to create a universe of institutional relations and position ourselves, together with the most relevant agents of the sector, as a key player in the educational field.



In a year of extreme difficulties, our contingency plan and the enormous effort of the professionals who made it possible, enabled us to continue bringing quality education to the most remote corners of the world and exceed the results we had set ourselves. We surpassed our annual target of beneficiaries, reaching almost 10 million children and training more than 500,000 teachers in the 40 countries in which we implement our programme. The opening of our online educational resources also allowed us to extend our geographical scope to reach 118 more countries.

Our capacity to act has helped us to increase the impact of our programme, to create a universe of institutional relations and to position ourselves, together with the most relevant agents in the sector, as a key player in the educational field. In 2020, ProFuturo was invited to join the *Global Education Coalition* launched by UNESCO and to actively participate in the global debate on the future of education. Our work has been recognised and referred to by institutions such as the OECD and the World Bank, and in 2020 our programme was selected as one

of the 100 best global educational practices by the renowned Finnish organisation, HundrED, as well as being recognised by the Global Best Practice Programme of the Expo 2020 Dubai.

There is no doubt that the pandemic will mark a turning point for the world. We are still not able to measure all the consequences it will have on the education sector. However, this crisis also brings many opportunities. The pandemic has accelerated the much-needed transformation of education and opens the window to a more participatory, more creative, more digital and more inclusive education system.

At ProFuturo we will continue to contribute to the construction of this new educational model and put our experience in digital education to good use in this transformation. The vision and mission of our programme have been strengthened by this pandemic and, thus, we will continue working to bring quality digital education to every corner of the world with more enthusiasm and motivation than ever.



WHO ARE WE?



Digital education to narrow the educational gap

ProFuturo is a digital education programme launched in 2016 by the **Telefónica Foundation** and the **“la Caixa” Foundation** to **narrow the educational gap in the world by providing quality digital education to children in vulnerable environments** in Latin America, the Caribbean, Africa and Asia.

ProFuturo works for the equal opportunities of children,

contributing to the achievement of Goal 4 of the United Nations 2030 Agenda for Sustainable Development (SDG4).

The aim of ProFuturo is to enable teachers, school principals and students to develop the **21st-century skills** needed to meet the challenges of the digital era, through innovative teaching experiences and technology.



VISION

To improve the education of millions of children around the world and become a global reference for transformation and innovation in education.



MISSION

To narrow the global education gap by providing quality digital education to children in vulnerable environments in Latin America, the Caribbean, Africa and Asia.



Ensure inclusive and equitable quality education, promoting lifelong learning opportunities.

GOAL 4 OF THE UNITED NATIONS 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT



Our Founders

In 2016, the **Telefónica Foundation** and **“la Caixa” Foundation** decided to join forces and pool their expertise in the world of education to ensure that children from vulnerable environments have a quality educational experience and equal opportunities. **ProFuturo** was founded from this partnership.

THE TELEFÓNICA FOUNDATION, THE SOCIAL SIDE OF THE DIGITAL AGE



The Telefónica Foundation has been working since 1998 to be a catalyst for social inclusion in the digital age, mobilising other social agents to join forces with them to promote transformation. With this vision, it seeks to improve

opportunities for people’s development, through educational, social and cultural projects. It works on 4 strategic lines: Education, committing to quality as a vehicle for social transformation, exploring, inspiring and transforming teaching models to close the educational gap; Employability, helping people find work and training opportunities in the most sought-after technology profiles; Digital Culture, by creating and sharing cultural and technological knowledge through several initiatives related to science, innovation, art and STEAM learning; and Corporate Volunteering, mobilising our employees through Telefónica Volunteers, present in 32 countries, to work in social projects that respond to social needs.





THERE IS ONLY PROGRESS IF WE ALL MAKE PROGRESS



"la Caixa" Foundation

Providing opportunities for people who need them most, with the aim of contributing to the construction of

a fairer and more equitable society. This is the fundamental purpose of "la Caixa" Foundation, created in 1904.

With a current annual budget of more than 500 million euros, it is the leading private foundation in Spain and one of the most important worldwide.

"La Caixa" Foundation's priority is the development of social programmes that respond to the great challenges of our time, such as the fight against child poverty, promoting employment, caring for people with diseases in advanced stages as well as the promotion of active and healthy ageing. Medical research, excellence training, culture and education, essential in promoting progress and equal opportunities, are other strategic lines of action of the Foundation.





BOARD OF TRUSTEES



President:
Mr César Alierta Izuel,
in his position as
President of the
Telefónica Foundation.

- Trustee: **Mr José María Álvarez-Pallete López**,
in his position as President of Telefónica, S. A.
- Trustee: **Mr Antonio Vila Bertrán**,
in his position as Managing Director of “la Caixa” Foundation.
- Trustee: **Mr Luis Blasco Bosqued**.
- Non-Trustee Secretary: **Mr Pablo de Carvajal González**.



Vice-President:
Mr Isidro Fainé Casas,
on behalf of
“la Caixa” Foundation.

MANAGEMENT TEAM

- Managing Director:
Ms Magdalena Brier López-Guerrero
- Assistant Managing Director:
Mr Javier Bertolín Pueyo
- Global Partnerships and Institutional Relations:
Ms Leticia de Rato Salazar-Simpson
- Legal Services:
Ms Margarita Álvarez Illescas
- Control and Finance:
Ms Blanca Meléndez Morillo-Velarde
- Compliance and Internal Control:
Mr Alejandro Gil Ibarra
- Strategy and Evaluation:
Ms Valentina Ríos de Montiel
- Innovation and Product:
Ms Mila Tonarelli Gonçalves
- Operations:
Ms Lola Martínez-Bernabéu

Mr Julio Rimoldi, a key person who has provided advice on strategic and operational issues since ProFuturo’s beginning.

ProFuturo in the world

914,000
trained teachers

19,7 M
children benefited

40
countries in Latin America, the Caribbean, Africa and Asia

118
countries which access our open resources

3.5 million directly impacted*
16.2 million indirectly impacted**

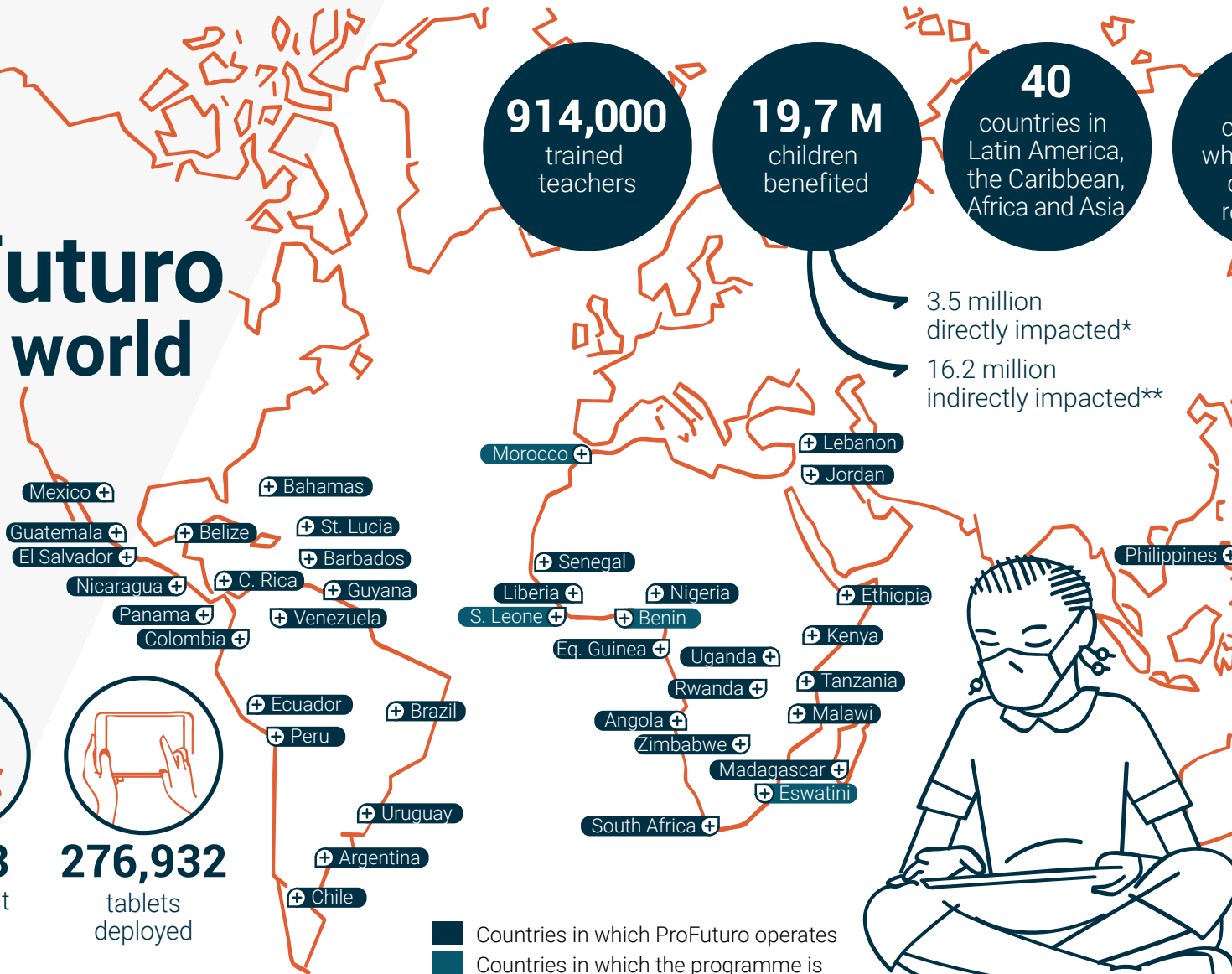


8,593
equipment cases deployed



276,932
tablets deployed

Cumulative figures 2016-2020



■ Countries in which ProFuturo operates
■ Countries in which the programme is in the initial phase of implementation






* Children who have benefited from direct involvement in educational activities provided by ProFuturo through various means and actions, including activities on the ProFuturo platform and using its digital resources.

** Children who have benefited from ProFuturo's teacher training, based on the ratio of the average number of students per teacher in primary education (UNESCO).

ProFuturo's Educational Proposal

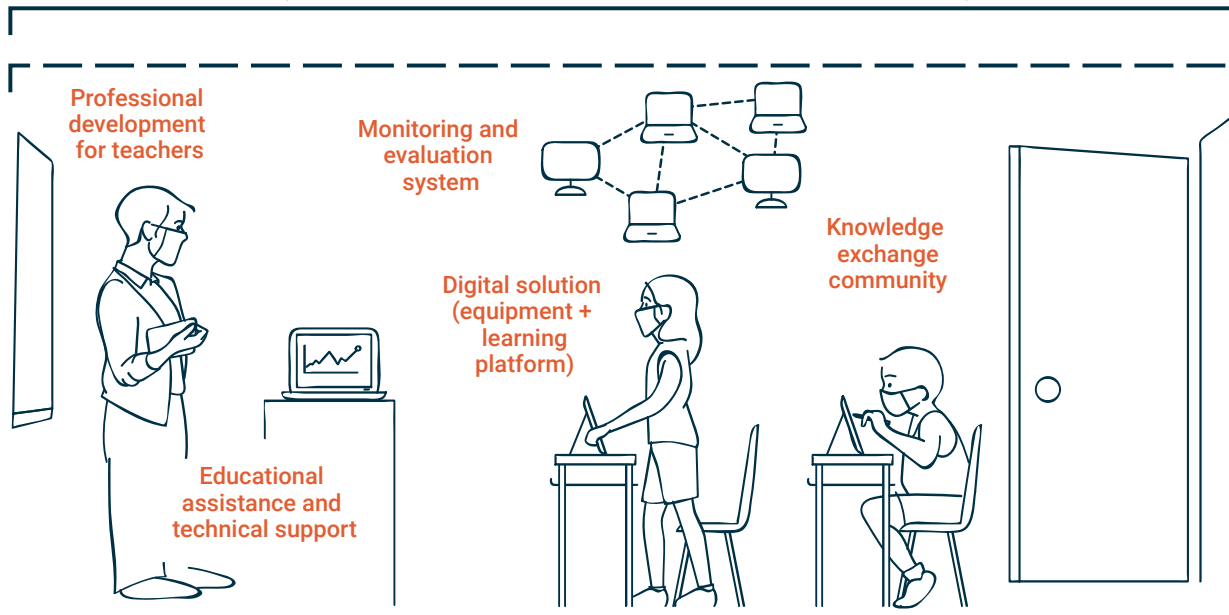
ProFuturo has three types of intervention models to provide quality digital education to the most vulnerable places on the planet. The three models seek to transform the educational experience for teachers and students, and to **enhance the development of 21st-century skills** which are needed to meet the challenges of today's world. This is supported by:

-  High-quality digital educational resources
-  Innovative teaching-learning methodologies
-  A strong commitment to teacher training



COMPREHENSIVE MODEL

onsite (40 countries in Latin America, the Caribbean, Africa and Asia)



REFUGEE MODEL

(Lebanon, Jordan and Malawi*)



* Accounted for in the 40 countries with the Comprehensive Model

1 COMPREHENSIVE DIGITAL EDUCATION MODEL

PRESENT IN 40 COUNTRIES IN LATIN AMERICA, THE CARIBBEAN, AFRICA AND ASIA

The **Comprehensive Digital Education Model** combines educational resources for primary school children, accessible via a digital learning platform, **professional development itineraries for teachers, pedagogical assistance and technical support** and an ongoing **monitoring and evaluation system** to measure and assess the impact of its implementation. If the educational centre requires it, ProFuturo also provides the necessary **technological equipment** (router, laptop, tablets, etc.) to access the educational resources. In addition, ProFuturo is developing a **community for the exchange of knowledge** and good practices among teachers around the world.

The model is designed to enable the delivery of key elements that have an impact on the quality of education **as a whole and also in a modular way**. In addition, the model can be adapted to the different environments in which ProFuturo operates, including remote areas or emergency contexts, as it works with or without connectivity.



Focus of action: the school.

Schools in environments with limited connectivity.

Keys:

- ▶ On-site or mixed teacher training
- ▶ On-site support at schools
- ▶ A digital platform with educational resources that can be accessed offline
- ▶ Technological equipment



2 REFUGEE MODEL

PRESENT IN LEBANON, JORDAN AND MALAWI

The **Refugee Model** offers the same components as the Comprehensive Model but, in addition, it seeks to ensure that other **aspects that are necessary for quality learning to take place in an emergency context** are covered : psychosocial support, access to a safe learning environment, food and health assistance.

To ensure these additional components are in place, ProFuturo works with different agents, NGOs, education experts and other institutions.

This model addresses the **specific needs of refugee children** by means of a **holistic approach** based on the standards set by the Inter-Agency Network for Education in Emergencies (INEE).

Focus of action: schools in refugee camps, informal settlements and urban areas.

Schools in environments with limited connectivity.

Keys: Same elements as in the Comprehensive Model plus:

- ▶ Psychosocial support
- ▶ Learning spaces
- ▶ Teaching materials
- ▶ Community participation



3 MASSIVE OPEN MODEL

ACCESSIBLE FROM ANYWHERE IN THE WORLD

The **Massive Open Digital Education Model** focuses on **teacher training** in educational innovation, leadership, communication and class planning. To do this, it offers **in-person** or **online** courses on innovation and ICT, pedagogical and teaching skills, as well as digital skills. The teachers can be **trained autonomously** or with the **support of virtual tutorials**.

This model focuses on teachers, who are the triggers of the learning process, and in turn it contributes to improving the quality of education for millions of children who benefit from having teachers trained in these skills.



Focus of action: the teachers.

Connected and disconnected environments.

Keys:

- ▶ On-site or mixed teacher training
- ▶ Option of virtual tutoring
- ▶ Accessible from anywhere in the world
- ▶ Online and offline digital platform with educational resources



The multiplying effect of alliances

To multiply the programmes' impact on education, ProFuturo has built a strong system of alliances. It collaborates with both the public and private sectors to consolidate implementation in the field, share resources, operate effectively and efficiently, and achieve the scalability and sustainability of the programme.

It works with all types of partners, ranging from small **religious congregations** with schools under their care, to **Ministries**



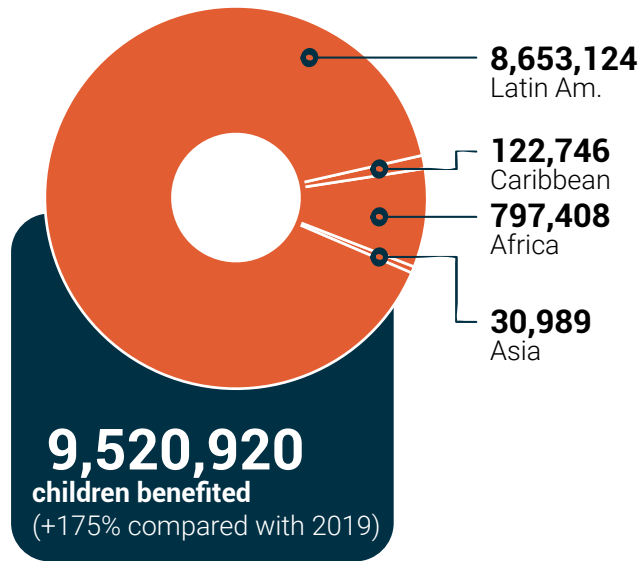
of Education, as well as foundations, universities, technology start-ups and international institutions such as World Vision, Save the Children, UNHCR, the Entreculturas Foundation, the Organization of American States (OAS), the Organization of Ibero-American States (OEI), the United Nations Educational, Scientific and Cultural Organization (UNESCO), Empieza por Educar and the global Teach For All network.



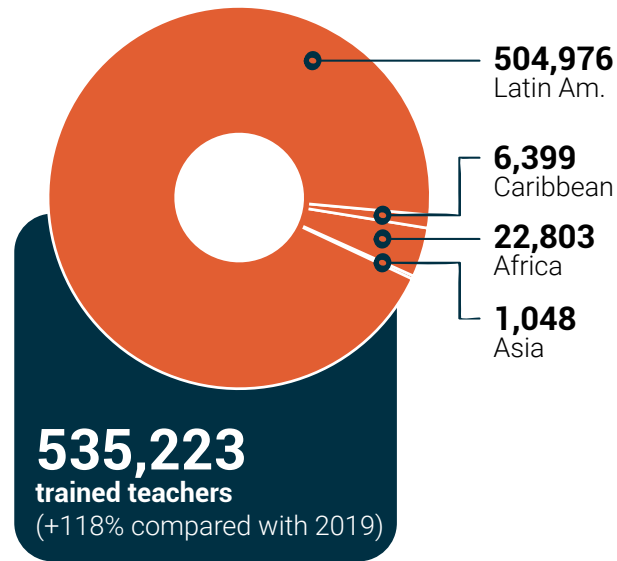


PROFUTURO IN 2020

The year in figures



466,679 directly impacted
9,054,241 indirectly impacted



Audited scorecard of the 2020 indicators

40
countries in which the programme is implemented

+118
countries in which resources are accessed online

DEPLOYMENT OF THE PROGRAMME IN THE FIELD



97
partners



948
coaches



7,828
schools

BENEFICIARIES

Despite the high percentage of schools that had to close during 2020, ProFuturo exceeded its annual target of teachers and children benefiting from the programme thanks to the implementation of its contingency plan.

ProFuturo worked in 7,828 schools and had 97 implementation partners in the field as well as 948 coaches.

The opening of the online educational resources made it possible to extend ProFuturo's geographical scope to 118 additional countries.



The response to the educational crisis caused by COVID-19

In March 2020, following the outbreak of the COVID-19 pandemic, ProFuturo implemented a **contingency plan** to help alleviate the impact of the crisis on education.

School closures around the world left, at the highest peak of the pandemic, 1.6 billion* students with no classes in 190 countries, making digital education a great ally for the continuity of teaching and learning outside the classroom. In this context, ProFuturo's work became more meaningful than ever. For this reason, from the outset, the programme has made its experience in the field of digital education, its work in vulnerable environments and its presence in 40 countries around the world available to the global education system.

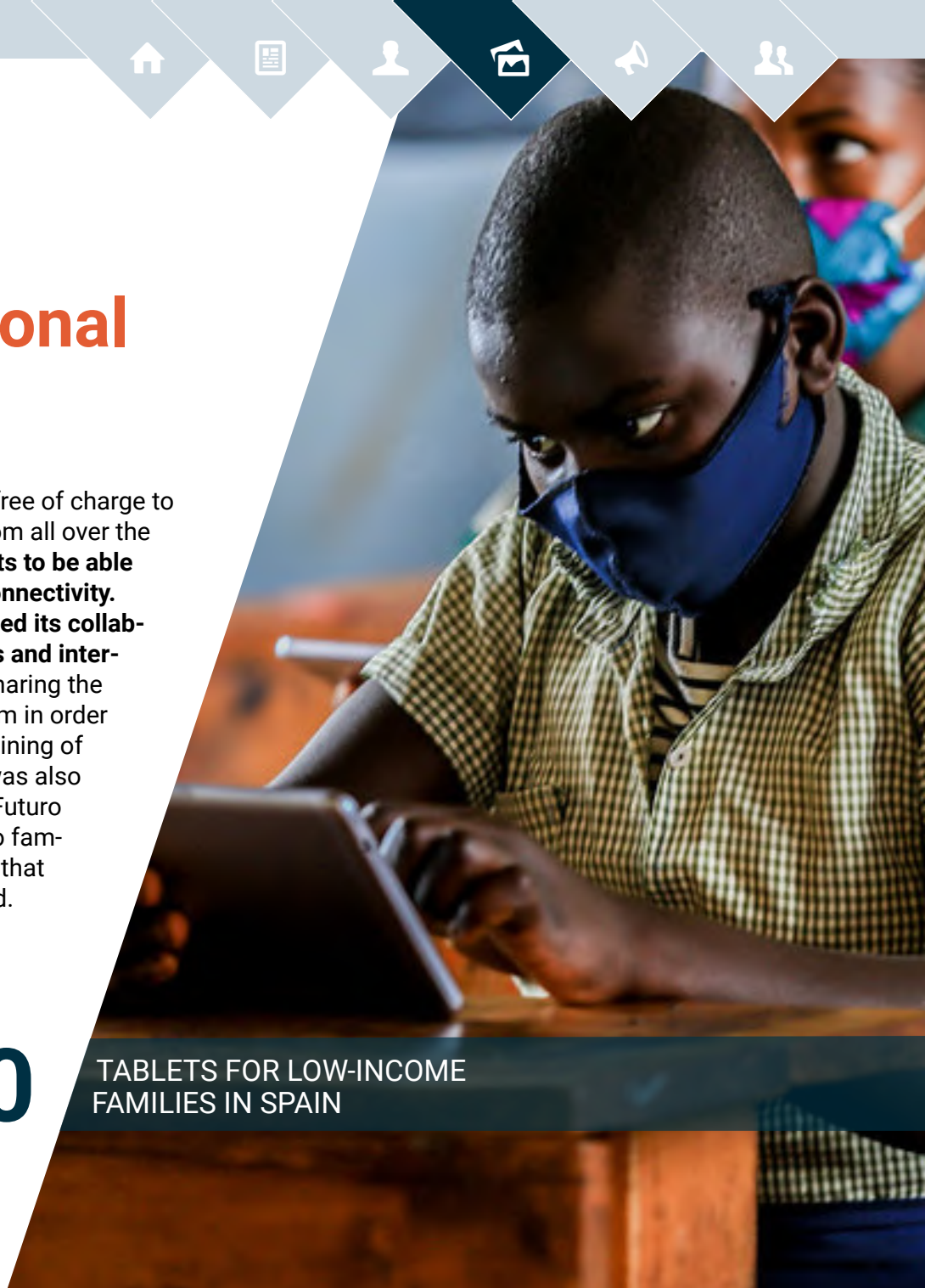
The contingency plan comprised a series of actions aimed at facilitating remote education. ProFuturo opened its training courses

and educational content free of charge to teachers and students from all over the world, **adapting its formats to be able to reach those without connectivity**. Additionally, it **strengthened its collaboration with governments and international organisations**, sharing the digital resources with them in order to reach more people. Training of teachers in digital skills was also **reinforced**. In Spain, ProFuturo **donated 10,000 tablets** to families with low incomes so that they could stay connected.

10,000

TABLETS FOR LOW-INCOME FAMILIES IN SPAIN

* UNESCO figures, December 2020





ProFuturo's five strategies to ensure continuity in education

1 PROFUTURO'S EDUCATIONAL RESOURCES OPENED TO THE WORLD

To enable teachers and students around the world to continue teaching and learning from home, regardless of whether they were part of the programme, **in April, ProFuturo opened its educational content. In total, it offered 160 free** teacher training courses and 1,800 hours of language, mathematics, science, technology and life skills content in English, French, Spanish and Portuguese for primary school pupils. To raise awareness of the availability of these resources, ProFuturo launched a global online campaign **#NosVemosEnDigital (#SeeYouInDigital)**.

To expand the range of educational content on offer, ProFuturo also **adapted resources that had previously only been available locally so that they could be used on a global**

160

TEACHER TRAINING COURSES

1,800

HOURS OF OPEN CONTENT FOR STUDENTS

Ahora más que nunca, unidos por la educación.

#NosVemosEnDigital



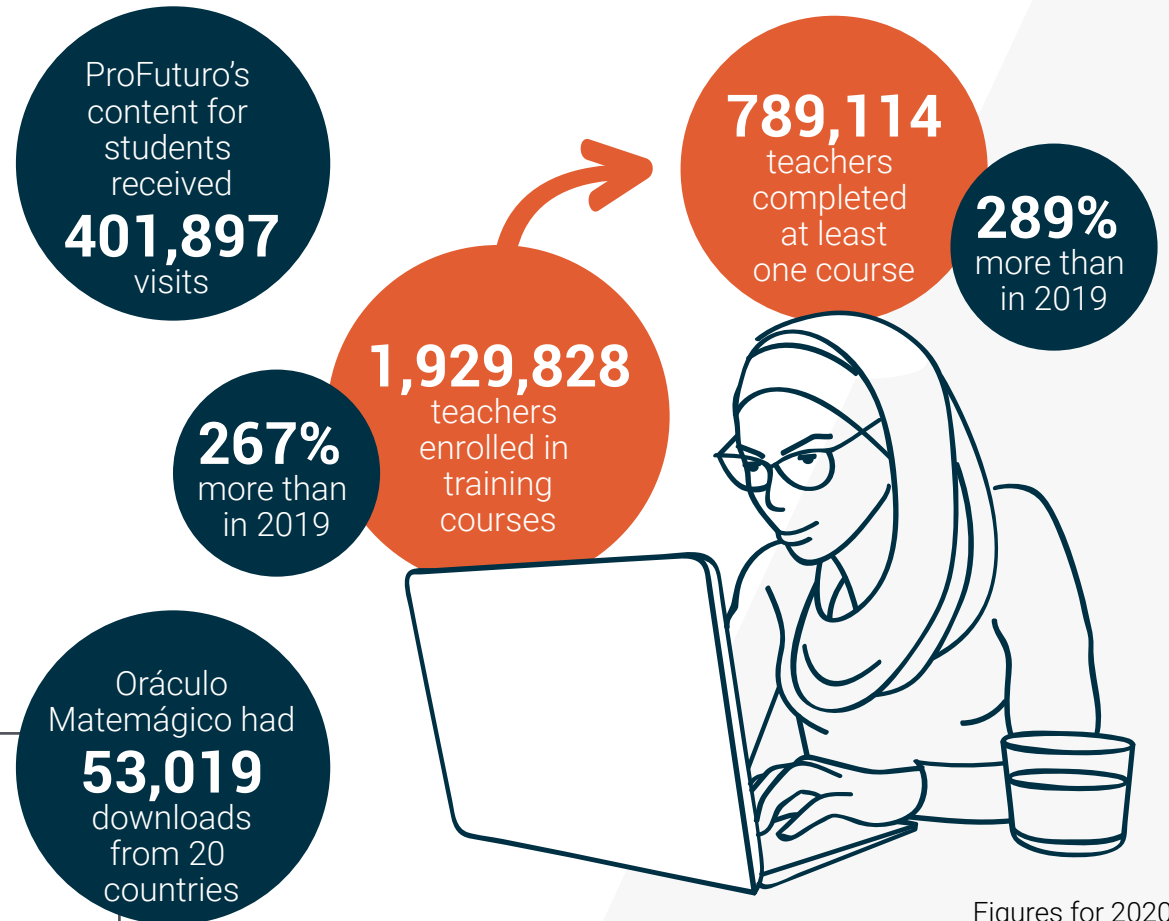
scale. This is the case of the mathematical application **Oráculo Matemático** created by the Telefónica Foundation in Peru, which in mid-April could be downloaded by children in other Latin American countries and Spain to learn mathematics while playing.



Opening the educational resources to the world was a huge challenge. On a technical level, ProFuturo had to triple the size of its digital platform's infrastructure to improve its capacity, enabling large-scale content sharing and enhancing user experience. In addition, it had to reinforce its technical support to be able to solve potential technical difficulties experienced by the growing number of teachers and students accessing the learning platform. As a result of this process, ProFuturo is currently in the process of defining an "Open Educational Resources Policy" for the programme.

The provision of online educational content and services helped to increase the number of trained teachers by 2020. In total 1,929,828 teachers enrolled in training courses, of whom 789,114 completed at least one course, which is 267% and 289% more than in 2019 respectively.

ProFuturo had to triple the size of the infrastructure of its digital platform to improve its capacity, enabling large-scale content sharing.



Figures for 2020

ProFuturo's resources in the world

1 Mexico	28 Belize	55 Australia	82 Benin	95 Georgia	108 Malawi
2 Ecuador	29 Honduras	56 Liberia	83 Cameroon	96 Guadeloupe	109 Norway
3 Colombia	30 Bahamas	57 Cuba	84 Cape Verde	97 Hong Kong	110 Nepal
4 Chile	31 Dom. Republic	58 Ethiopia	85 Denmark	98 Haiti	111 Pakistan
5 Panama	32 Germany	59 Jamaica	86 Kuwait	99 Hungary	112 Sweden
6 Uruguay	33 Bolivia	60 Puerto Rico	87 Serbia	100 Israel	113 Eslovakia
7 Peru	34 Ukraine	61 Qatar	88 Sierra Leone	101 Iraq	114 Somalia
8 Costa Rica	35 Zimbabwe	62 Belgium	89 Togo	102 Iran	115 Timor-Leste
9 Guatemala	36 Barbados	63 China	90 Armenia	103 Liechtenstein	116 Tunisia
10 El Salvador	37 Italy	64 Eq. Guinea	91 Aruba	104 Luxembourg	117 Yemen
11 Nicaragua	38 UAE	65 Greece	92 D. Rep. Congo	105 Moldova	118 Zambia
12 United States	39 Portugal	66 Indonesia	93 Côte d'Ivoire	106 Mali	
13 Brazil	40 India	67 Morocco	94 Cyprus	107 Mongolia	
14 Guyana	41 Austria	68 Mauritius			
15 Venezuela	42 Jordan	69 Romania			
16 Argentina	43 Finland	70 Saudi Arabia			
17 Spain	44 Czech Rep.	71 Switzerland			
18 Philippines	45 Rwanda	72 Ireland			
19 Senegal	46 Kenya	73 Japan			
20 Nigeria	47 Thailand	74 South Korea			
21 Angola	48 Uganda	75 Bulgaria			
22 United Kingdom	49 Turkey	76 Algeria			
23 Netherlands (Curaçao)	50 Paraguay	77 Tajikistan			
24 Saint Lucia	51 Singapore	78 Vietnam			
25 Lebanon	52 South Africa	79 Andorra			
26 France (Mayotte)	53 Russia	80 Azerbaijan			
27 Canada	54 Tanzania	81 Bosnia & Herz.			





2 ADAPTING CONTENT TO REACH THOSE WITHOUT CONNECTIVITY

The closure of schools due to the **COVID-19** pandemic further exposed the differences in access to digital education tools and connectivity among citizens around the world, highlighting the **digital gap**. To ensure that no one was left behind, ProFuturo developed creative and innovative solutions to reach those without connectivity.

Since its creation in 2016, the programme has strived to reach every corner of the planet and has implemented its programme in schools located in remote areas, providing electronic devices and enabling a Wi-Fi network in the classroom so that students can access digital educational resources. However, with the closure of the schools, teachers and students were deprived of these connection points and equipment.

In order to reach students and teachers with no connectivity, in 2020 ProFuturo **transformed its digital training content into alternative formats**. Firstly, **workbooks** were



developed, printed and physically delivered from house to house. Additionally, digital educational content was transformed into **radio and television pieces**.

In the most remote areas, ProFuturo was able to reach children through their teachers. In many cases, low-data-consumption **instant messaging applications** were used, allowing teachers to send links to activities and establish a two-way communication with their students, who, in turn, used the same method to send the teachers their answers and ask questions.

Digital content was transformed into radio and television pieces.



3 STRENGTHENING COLLABORATION WITH GOVERNMENTS AND INTERNATIONAL ORGANISATIONS

A Faced with a global challenge on the scale of the COVID-19 pandemic, **collaboration between institutions was more important than ever in 2020**. The crisis highlighted the value of education as a common good and a pillar for the development of societies, as well as the importance of collective action. In a very short time, **the joint work of the public and**

private sectors succeeded in generating an unprecedented level of knowledge and innovation which helped to overcome obstacles and ensure the continuity of education.

In this regard, in March, **ProFuturo joined the *Global Education Coalition* launched by UNESCO** to combat the impact of

the crisis on the education sector, and in 2020 it participated actively in the global debate on the future of education. In addition, ProFuturo shared its open educational resources with international institutions, Education Ministries and departments along with municipalities so that they could use them on their own educational platforms.

ORGANIZACIONES INTERNACIONALES



PUBLIC EDUCATION INSTITUTIONS





4 PROMOTING TEACHER TRAINING IN DIGITAL SKILLS

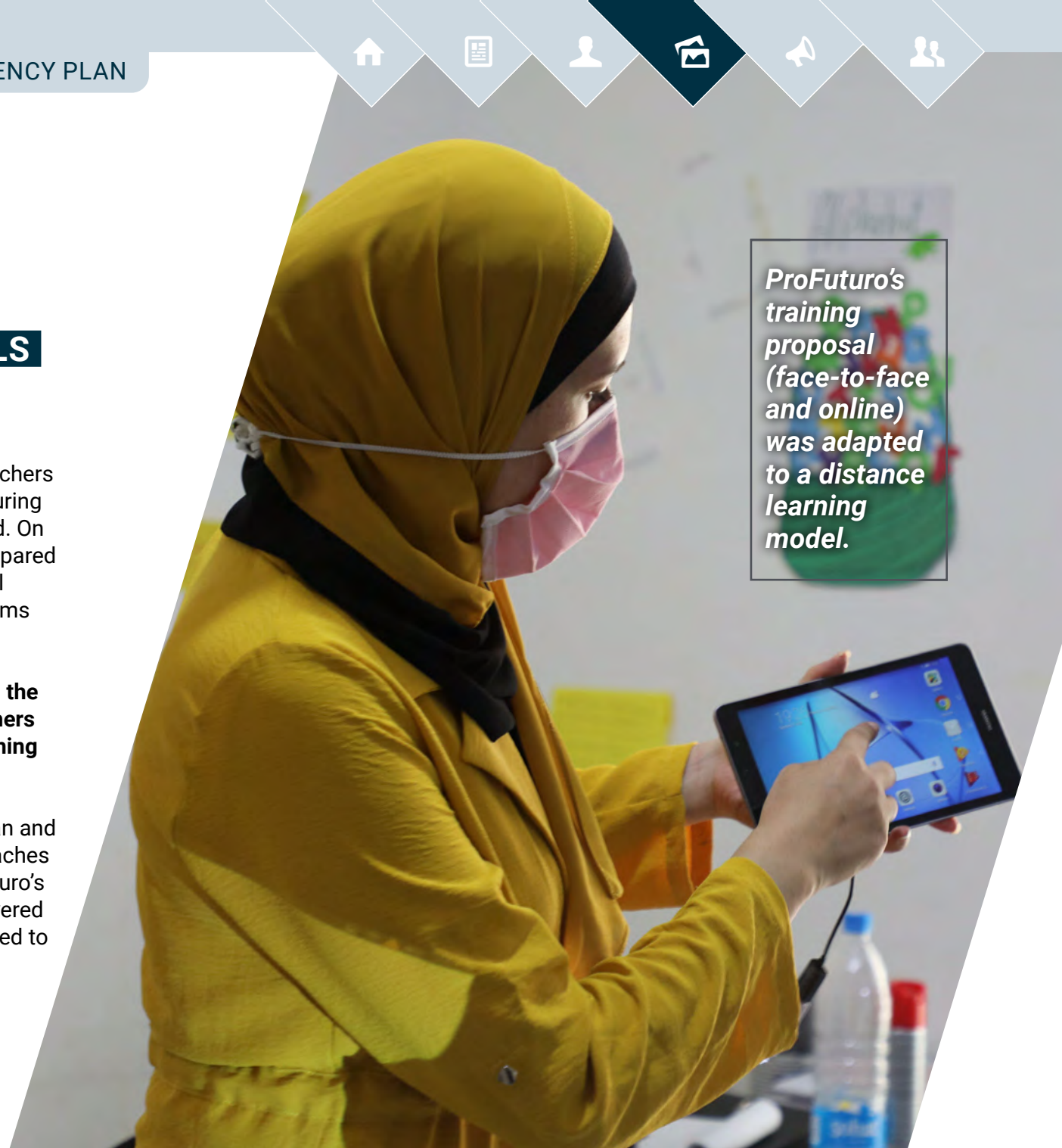
Training and support for teachers became even more necessary during the pandemic. On the one hand, teachers played a key role in reaching out to students and ensuring the continuity of education when schools were closed. On the other hand, it became clear that they were not prepared to teach remotely as they lacked the necessary digital skills, and they weren't familiar with the virtual platforms designed for this purpose.

Therefore, during the pandemic, ProFuturo **reinforced the training of its local coordinators (coaches) and teachers in educational innovation and ICT, pedagogical, teaching and digital skills.**

To avoid the interruption of the scheduled training plan and to ensure the continuous training of teachers and coaches despite the situation caused by the pandemic, ProFuturo's training proposal, which until that time had been delivered in a blended (face-to-face and online) way, was adapted to a **distance training model.**

ProFuturo's training proposal (face-to-face and online) was adapted to a distance learning model.

Access the **TEACHER TRAINING** on profuturo.education





5,600

tablets were donated to the 17 Autonomous Communities, Ceuta and Melilla



5 10,000 TABLETS DONATED IN SPAIN

So that families with fewer resources could stay connected during lockdown, ProFuturo donated some of the technological equipment it deploys in the 40 countries in which it implements its programme to regional governments and social organisations operating in Spain.

On the one hand, **5,600 tablets were donated to the 17 Autonomous Communities, Ceuta and Melilla.** The regional

governments distributed the tablets to **residential homes for the elderly and hospitals**, so that the residents and patients could communicate with their relatives, as well as to **vulnerable families with school-age children** so that they could continue their schooling at home.

On the other hand, **4,400 tablets were donated to 34 social entities**, which distribut-



4,400

Tablets were donated to 34 social entities

ed them to youngsters in vulnerable situations to facilitate remote education while schools were closed. Among the beneficiaries who received tablets from ProFuturo were **children at risk of social exclusion, students with disabilities, young people living in juvenile detention centres, and hospitalised school-age children.**





ORGANISATIONS BENEFITING FROM PROFUTURO'S TABLETS DURING THE PANDEMIC

 Cáritas	 ACCEM	 Fund. J. María de Llanos	 LARES	 UPIMIR	 FEATE	 Soñar Despierto
 Grandes amigos	 Mensajeros de la Paz Castilla - La Mancha	 Juegaterapia	 ACRA	 Hogar Sí	 Fundación Prodis	 Fundación Secretariado Gitano
 Fundación Garrigou	 Fundación Don Bosco	 Fundación Bobath	 Fund. Balía por la infancia	 Fundación Juan XXIII	 Fundación Juan Soñador	 Fundación Tengo Hogar
 REDES Cooperativa	 Eduvic	 Casal dels Infants	 Fundación Norte Joven	 Save the Children España	 Comité Español de UNICEF	 Coord. Personas sin Hogar
 Entreculturas	 Fundación Mujeres	 Parroquia San Manuel González	 Fundació de l'Esperança	 Fundación A LA PAR	 Fundació del convent de Santa Clara	



A coordinated response in 4 regions

LATIN AMERICA AND THE CARIBBEAN

From March 16th, the governments of Latin America and the Caribbean started to close schools in response to the spread of COVID-19 across the continent. This significantly affected ProFuturo’s work in the region as, overnight, the programme had to stop operating in the classrooms of the 5,873 schools in which it was implemented.

The new transformational environment was a window of opportunity for ProFuturo to implement its **contingency plan in the region and to support countries in creating innovative solutions in order to provide continuity in education. This strengthened the relationship with various Ministries of Education and decentralised educational institutions that**



needed to respond to the situation but didn’t have the resources, platforms, methodologies and remote support to do so.

ProFuturo prioritised **online teacher training** and worked with educational institutions in the countries to reinforce ICT and digital skills training. It also promoted **initiatives to ensure that students could continue to receive**

their classes remotely, online or through radio, TV or printed materials. As part of this initiative, **educational content was provided to Ministries of Education** to enrich their own educational portals and the **mathematics application Oráculo Matemágico** was globalised from being used only in Peru to being available to be downloaded throughout the whole region.

At the supranational level, ProFuturo worked with the **Organisation of American States (OAS) to promote policy dialogue and mobilise the digital education agenda in the region.** The Educational Portal of the Americas, of the OAS’s Department of Human Development, Education and Employment, made ProFuturo’s educational resources available to teachers and students in the region and was also used as a space to share with Ministries of Education the good educational practices identified during the pandemic.



Teacher Training

To meet the growing needs of teachers, ProFuturo developed and expanded the scope of its online teacher training courses and worked with national and local authorities as well as civil society organisations to **adapt the catalogue of training** offered in different contexts to the needs of national plans.

ProFuturo's training pathways were endorsed and certified by various national and local authorities and renowned universities in Argentina, Chile, Uruguay, Ecuador, Mexico, Peru, Panama, Costa Rica, Belize and Guyana.

In 2020, ProFuturo trained a total of **511,372 teachers** in Latin America, 174% more than in 2019. These teachers represent 95% of all the teachers trained in 2020 by ProFuturo.

As part of the plan to strengthen the Ministries of Education, ProFuturo seeks to **leave an installed capacity** in the ministerial teams themselves, creating collaborative work

511.372
docentes
formados en
Latinoamérica y
el Caribe

133
webinars
organised
across the
region

networks between the local coordinators and their teams. This is the case in countries such as Chile and some Caribbean countries, where ProFuturo teacher training courses were included in the national teacher training agenda.

In addition to the efforts made to provide training, more than **133 workshops and webinars** for teachers and education professionals have been held **across the region** since May 2020. In total, more than 73,000 people participated.





Costa Rica

ProFuturo provided teacher training and classroom management content to its partner in the country, the Omar Dengo Foundation, which is working with the Costa Rican Ministry of Public Education on a national educational IT programme with the aim of bringing the 21st-century classroom to the country's public schools.

Ecuador

Through an agreement signed between the Telefónica Foundation and the Ministry of Education, 12 educational itineraries were defined, through which **50,000 teachers** were trained and certified, representing 30% of the total number of teachers in the country's public education system.

Peru

The Regional Education Directorates (DREL in its Spanish initials) and the Local Education Management Units (UGEL in its Spanish initials) certified **50,000 teachers** who took ProFuturo's courses.

Chile

6,241 teachers took part in some of the ProFuturo's training activities being carried out in the country as part of the alliance between the Telefónica Foundation and the Ministry of Education for the implementation of the National Digital Languages Plan.

Mexico

Through the Secretariat of Public Education, calls were made for teacher training at a national level, in the form of self-study and tutoring. A total of **88,000 teachers** completed more than one training course.

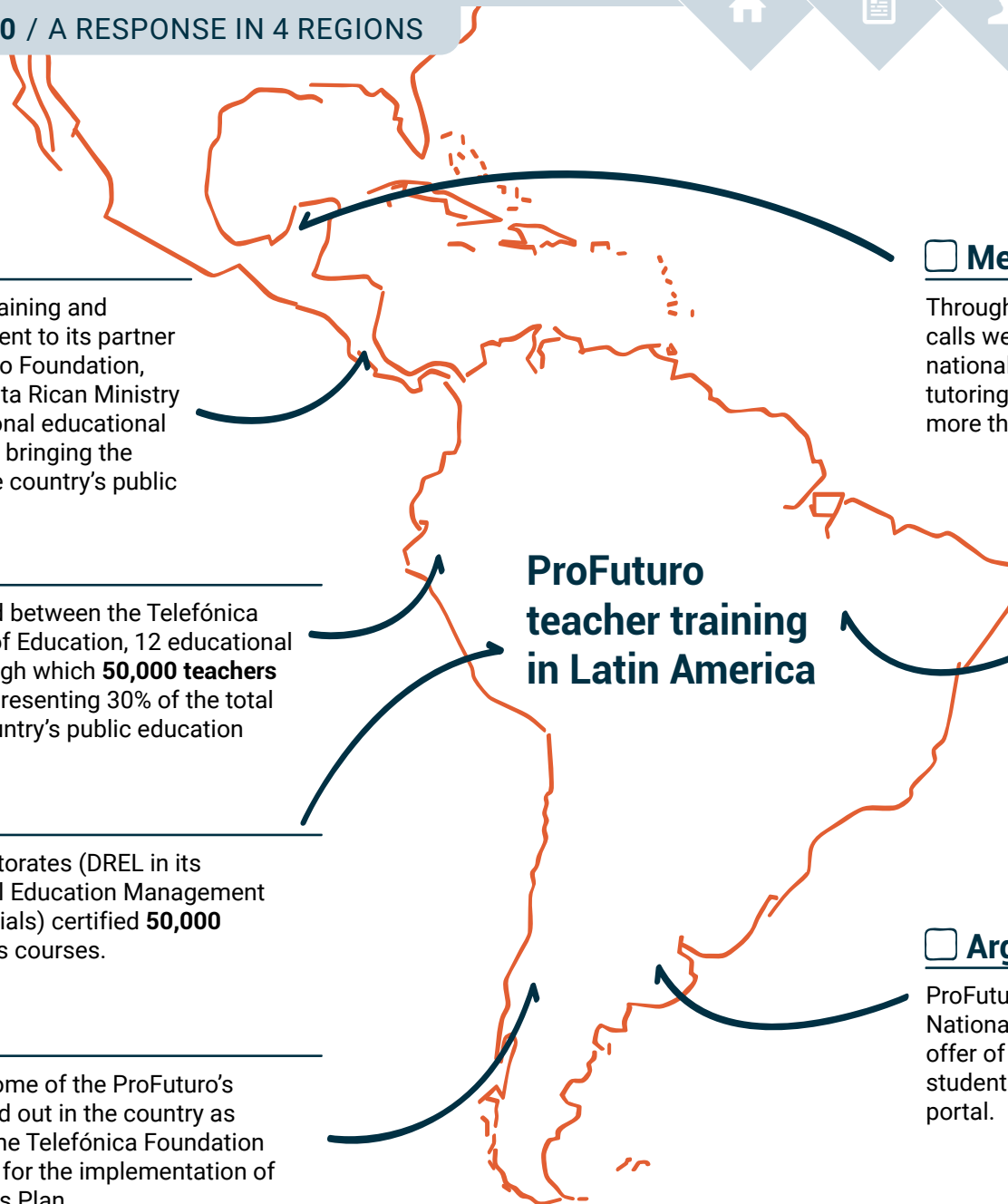
Brazil

A total of **67,000 teachers** completed training courses, 136% more than in 2019. These teachers carried out at least two training activities focused on educational technology.

Argentina

ProFuturo signed an agreement with the National Ministry of Education to enrich its offer of digital content for teachers and students through its inclusion in the EDUC.AR portal.

**ProFuturo
teacher training
in Latin America**





Resources for students

Classes on television in Panama



ProFuturo's digital resources, with the help of the country's Ministry of Education, were transformed into nationally broadcast classes on TV through the *Conéctate con la Estrella* programme. This initiative reached **200,000 children** who had to stay at home.



[FOR MORE INFORMATION](#)



Lessons by radio in Brazil



The Department of Education of the State of Sergipe and the Paramitas Institute used ProFuturo content to broadcast Five 22-minute weekly podcasts on various radio stations. Students from the 1st to 5th grades followed the lessons from home with the help of printed learning booklets provided to them by the project. In total, these radio classes reached **146,000 students in the 75 municipalities in the State of Sergipe.**

[FOR MORE INFORMATION](#)

The Digital Classroom at home in Peru



In Peru, ProFuturo and the Ministry of Education developed an online platform, *Aula Digital en Casa*, in order to facilitate home learning for students in the 3rd to 6th grades of primary school. As well as offering educational resources, the platform facilitates communication between teachers, students and families through communication channels and discussion spaces. Throughout 2020, **131,047 children were taught through this initiative.**



[FOR MORE INFORMATION](#)



Donation of tablets in Colombia



In the context of the pandemic, ProFuturo donated 500 tablets to the Colombian Government's Computers for Education

programme to support its campaign '*Con más equipo hacemos equipo*' (With more equipment we make a team). In addition, in partnership with the Colombian Ministry for Information Technologies and Communications, the Telefónica Foundation developed the ICT Family School project to support parents, who became a fundamental pillar of their children's education in 2020.



FOR MORE INFORMATION



Gamifying Mathematics in Latin America

ProFuturo made **Oráculo Matemático**, an application for learning maths through play created by the Telefónica Foundation in Peru, available to all Latin American countries.

For example, in Colombia, the application was deployed through the partnership between the Telefónica Foundation in Colombia and the Colombian Ministry of Education.



FOR MORE INFORMATION



AFRICA AND ASIA

In mid-March, the schools in which ProFuturo implements its programme in the 18 African countries in which it, along with those in Lebanon, Jordan and the Philippines, were closed.

Through the African Union, ProFuturo **offered African Ministries of Education its online educational resources** and the use of its **learning platform** so that those with access to an internet connection and an electronic device



could continue to learn from home. To reach those without connectivity, the **digital content was adapted to audio, video or paper formats**, and in the Philippines, ProFuturo **tablets were lent** to students so that they could complete the lessons from home. To avoid interrupting the training plan and to ensure the continuous training of teachers and coaches despite the circumstances caused by the pandemic, ProFuturo's **training proposal was adapted** to continue providing training remotely.



Remote teacher training in **Liberia, Nigeria and Tanzania**



ProFuturo and the Empieza Por Educar Foundation adapted the professional development project for teachers which they jointly implement in these three African countries in order to be able to develop it remotely.

In places in which an internet connection was available, the training was conducted through online classes, video conferences and virtual learning communities via applications and social networks.

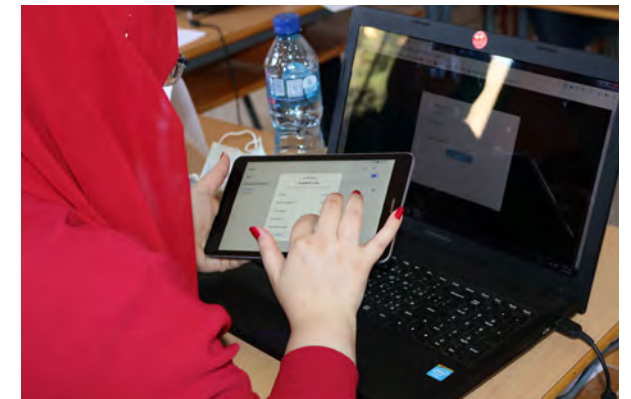
For teachers with limited connectivity, the training materials, podcasts and other content were made available for download so that they could follow the training autonomously through their electronic devices. Teachers with no Internet connection or access to a computer or mobile phone received printed materials. In all cases, the programme's teachers were able to follow the lessons through podcasts that were recorded and broadcast on the radio.

Accessing ProFuturo's
platform from home

Lebanon



ProFuturo expanded the functionalities of its e-learning platform, enabling the Class Management space to be used in the online mode. This allowed teachers to create and assign lessons to their students online from home, and students to view and complete them using the devices available in their homes.





Tablend Philippines



In October 2020 ProFuturo and its partner in the Philippines, the Ayala Foundation, started implementing the *TabLend* project in El Nido and Puerto Galera, in the provinces of Palawan and Oriental Mindoro respectively. Through this initiative, students in the 4th-6th grades in 30 schools that remained closed due to the pandemic were able to borrow ProFuturo tablets to complete from home the Education Department's educational modules, which were loaded onto the devices on a weekly basis. The project leaders trained the parents in the use of tablets and teachers visited their students regularly at home to assist them. In order to reach more children, the tablets were passed on to others every 2-3 days.



A global leader

With the experience gained in the last four years of work and with a proven and successful digital education model, ProFuturo became a global leader in the field of digital education during the pandemic

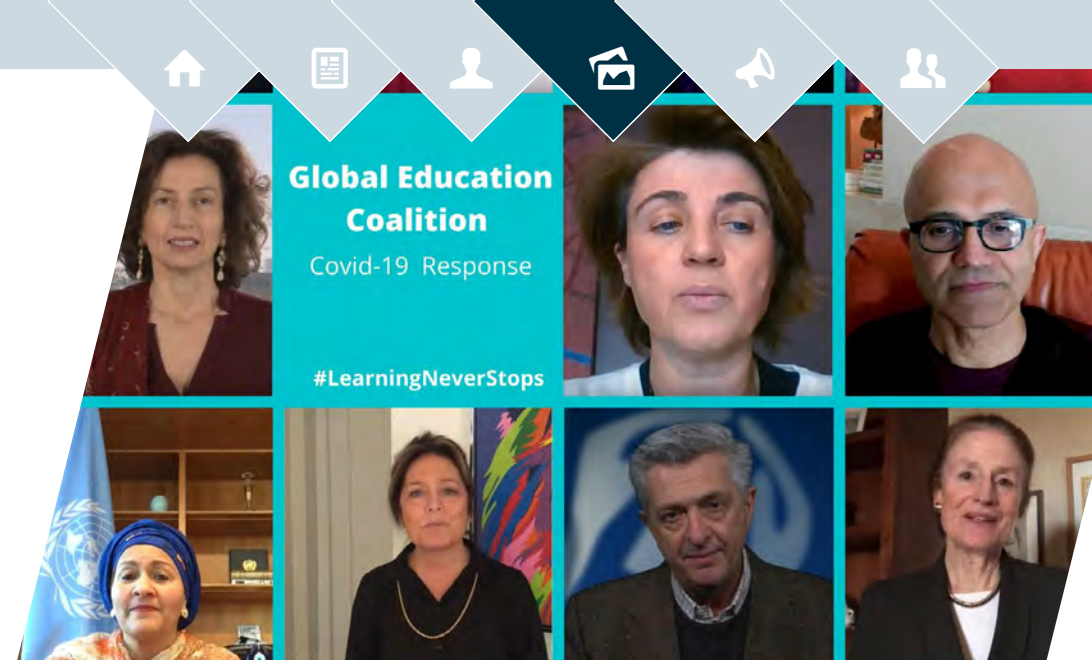


IT PARTICIPATED, together with the most relevant actors in the educational sector, in **international coalitions** and global working groups that were formed to contribute to the continuity of education and to debate the future of education in the post-COVID era. In this regard, in March 2020 ProFuturo joined a **global coalition launched by UNESCO** to combat the impact of COVID-19 on the education sector in vulnerable environments. Among others, the coalition brings together the

technology companies, Microsoft and Facebook; international agencies such as WHO, UNHCR and UNICEF; and educational organisations such as the Khan Academy and Google for Education.



IT SHARED its training offer and open educational content with Ministers of Education from various countries and institutions such as **the World Bank, UNHCR, the African Union, UNESCO, the OECD, the OEI and the OAS**, in order to reach a greater number



Representatives of member organisations led by the UNESCO global coalition to combat the impact of COVID-19 on education.

of teachers and students so they could continue to study from home.

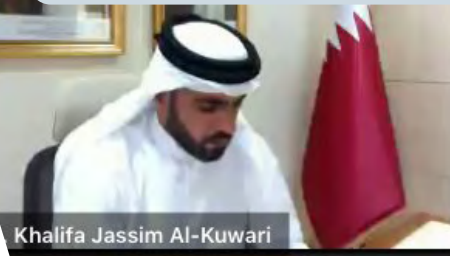


IT WAS RECOGNISED by institutions such as the **World Bank**, which disseminated ProFuturo's recommendations for the development of educational platforms; by the **OECD** and **HundrED** who recognised the innovation and relevance of the programme at such a critical time; and by **UNESCO** and **UNICEF**, with whom ProFuturo is designing projects

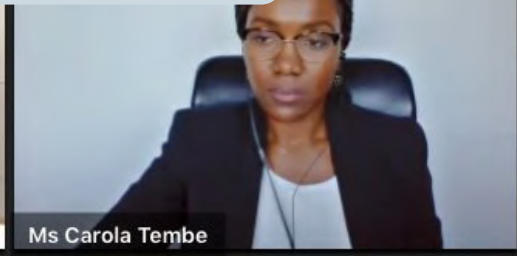
to provide teacher training; as well as the public acknowledgement received by the Ministries of Education of several countries for ProFuturo's contribution.



IT MADE KNOWN its digital education programme and its contribution to education during the pandemic through its contingency plan in national and international meetings such as the **OECD Global Forum** and at parallel events at the **UN General Assembly**.



Khalifa Jassim Al-Kuwari



Ms Carola Tembe



Ms Magdalena Brier



Ms Zeynep Gündüz



Ms Mamta Saikia



H.E. Dr Hang Chuon Naron



Ms Annemarie Hou

The Education Above All virtual event in the framework of the United Nations General Assembly.

PARTICIPATION IN NATIONAL AND INTERNATIONAL FORUMS

At a global level, noteworthy is ProFuturo's participation in the **"Post-COVID Education"** event, organised by UNESCO on the occasion of the United Nations High-Level Political Forum which meets every year to review the degree of compliance with the Sustainable Development Goals, and in various par-

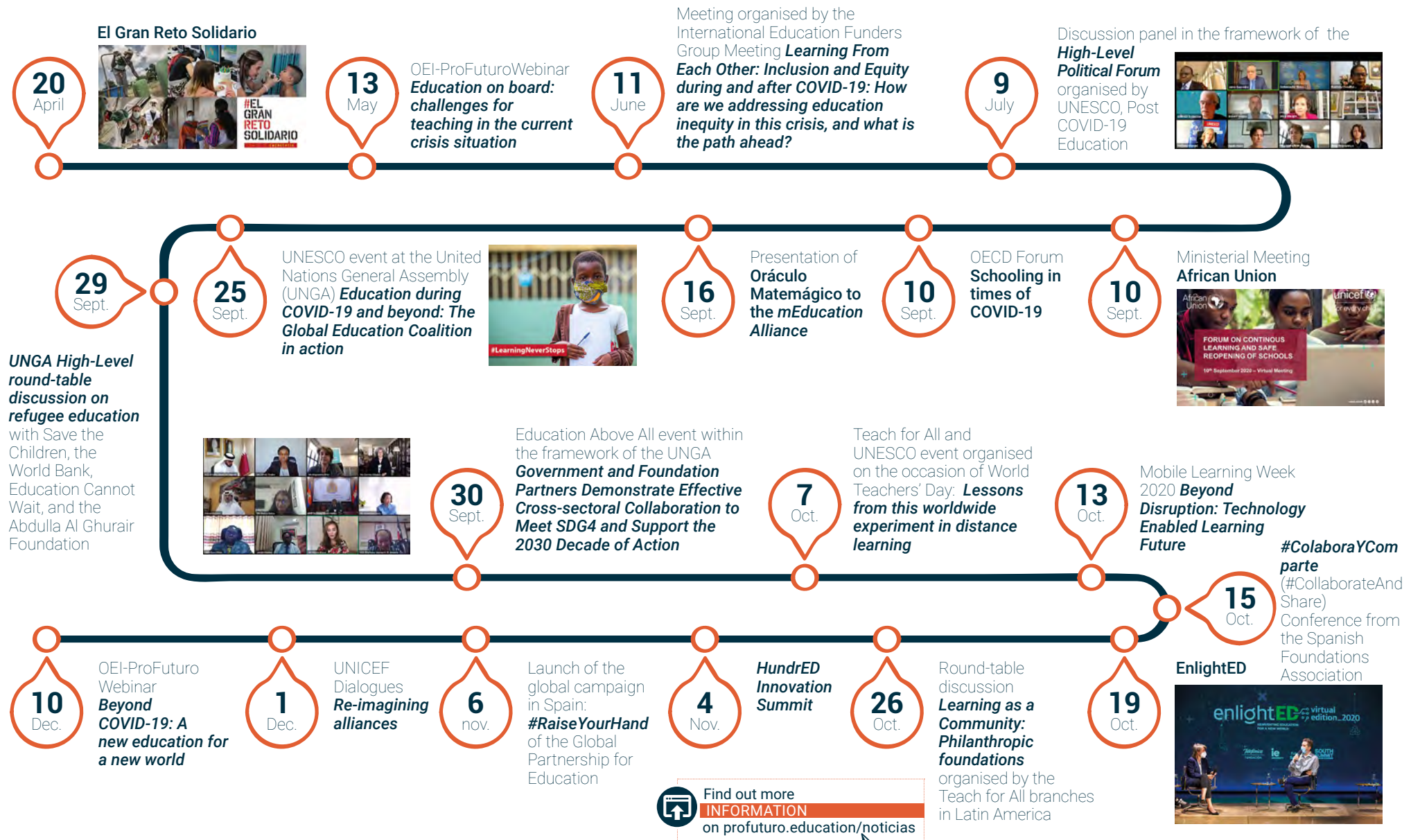
allel events organised by the **UN General Assembly** which took place in September. The programme also participated in forums organised by various international institutions such as the **OECD, the African Union and the Global Partnership for Education** to analyse how COVID-19 has affected education and discuss possible solutions. In addition, in 2020 ProFuturo once again participated as a collaborating partner in UNESCO's **Mobile Learning Week**, in the **mEducation Alliance Symposium** and in the Telefónica Foundation's digital education **EnlightED** event.

In addition, in collaboration with the Organisation of Ibero-American States (OEI in its Spanish initials), ProFuturo organised two **webinars** to discuss the impact of COVID on education in the Ibero-American region.

In Spain, its participation in **"El Gran Reto Solidario"** (The Great Solidarity Challenge), a virtual event held at the beginning of the pandemic with the aim of raising funds for the Spanish Emergency Committee, which is made up of six large Spanish NGOs, should be highlighted.

Find out more **INFORMATION** on profuturo.education

A Year of Events





ProFuturo in renowned international publications

The contingency plan implemented by ProFuturo during the pandemic was considered by various international institutions and organisations such as the OECD and Harvard University as an example of good practice and referenced in their publications.

Leading Educational Change During a Pandemic



ProFuturo's Director General wrote a chapter for the book *Leading Educational Change During a Pandemic*, by Fernando Reimers, the Director of the Global Education Innovation Initiative at Harvard University. The book compiles the experiences of 28 leaders of innovative education organisations from around the world during the pandemic.

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Beyond the Classroom Walls: An opportunity for an inclusive digitalisation of education



The OECD published a series of articles on its website in which experts and opinion leaders from all parts of the world and society reflected on the educational challenges arising from the COVID-19 crisis and suggested solutions for the future. In one of the articles, ProFuturo's Managing Director presented the work the organisation carried out during the pandemic.



Spain: #SeeYouInDigital (Ensuring the continuity of learning)

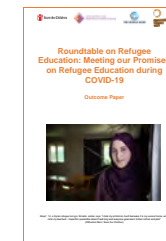


The OECD, the World Bank, HundrED and the Harvard Global Education Innovation Initiative, launched the

"Continuity stories" initiative to compile stories from around the world on the solutions put in place by the educational systems and how they adapted to the different needs of students and teachers during the coronavirus crisis. Under this umbrella, they documented and published ProFuturo's contingency plan #SeeYouInDigital as an example of a response to the crisis in education caused by COVID-19.



Roundtable on Refugee Education: Meeting our promises on Refugee Education during COVID-19



ProFuturo's work, which has been compiled in this document, synthesises experiences, lessons learned

and promising practices that emerged in responding to the educational needs of refugees during the pandemic. The paper was developed following a high-level roundtable organised in September by **Save the Children, Education Cannot Wait, the World Bank** and the **Abdulla Al Ghurair Foundation for Education** which ProFuturo participated in.





Promoting teacher training in Africa

In 2020 ProFuturo teamed up with the **Empieza Por Educar Foundation** to train **15,540 teachers in Liberia, Nigeria and Tanzania** and thus, through them, improve the quality of education for thousands of children living in rural and vulnerable areas of these countries.



15,540
TEACHERS

TRAINED IN
LIBERIA, NIGERIA
AND TANZANIA.



TEACHFORNIGERIA





Seleccionando graduados con talento y compromiso social en cada país.



Formándoles en competencia docente, digital y liderazgo social



Y ofreciéndoles apoyo y materiales para la formación que impartirán a otros docentes de su comunidad educativa.



How?

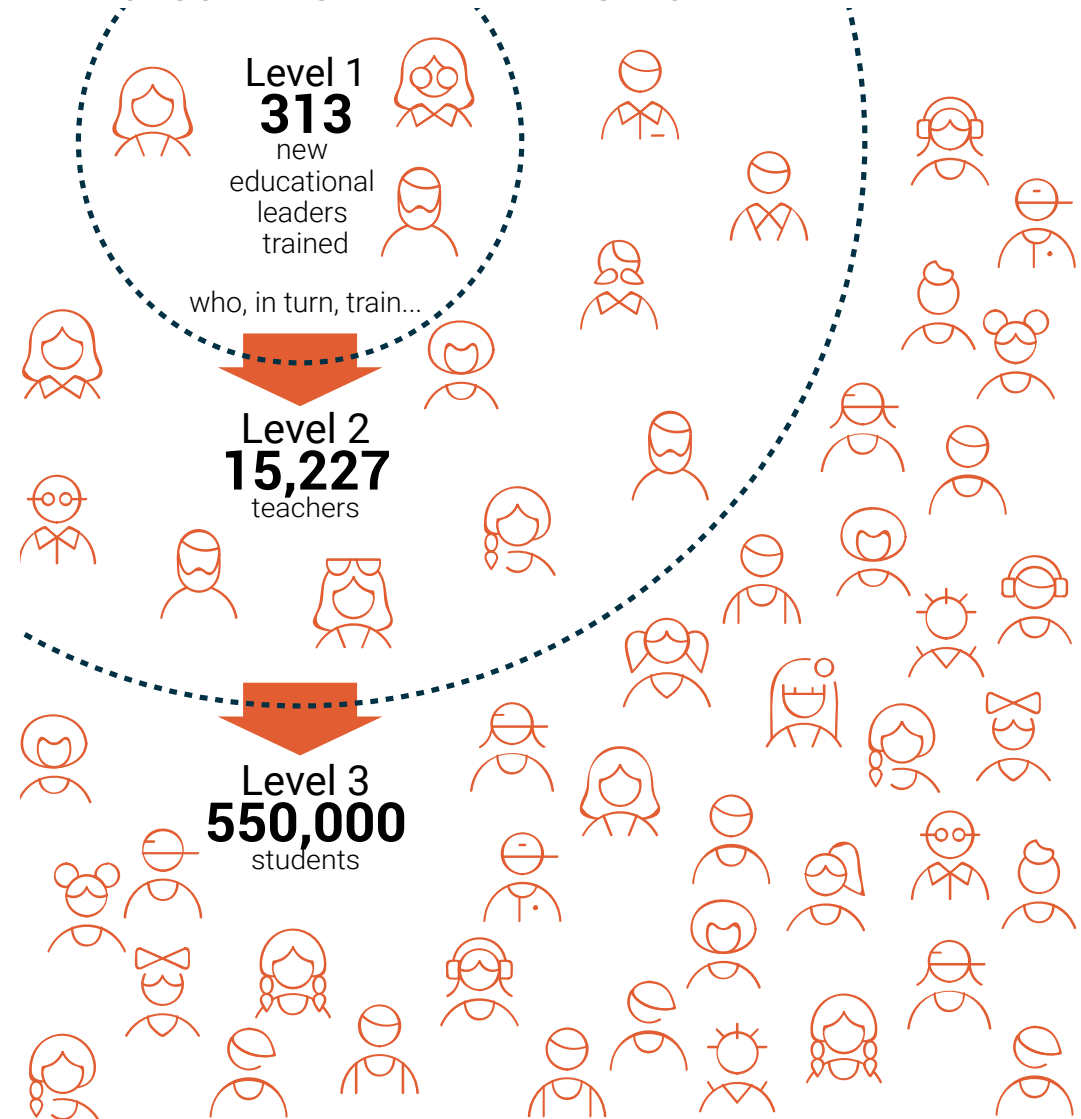
1 BRINGING TOGETHER TRAINING METHODOLOGIES

The methodology used in the project was based on the **teacher attraction and training programme designed and tested by the Teach for All international network**, which Empieza Por Educar and the three local organisations belong to, and on the **teacher training methodology implemented by ProFuturo**, which focuses on teachers as the triggers of the learning process and on their training in educational innovation, leadership, communication and classroom planning.

2 THROUGH A CASCADE TRAINING MODEL

The Professional Development Project for Teachers was implemented through three local organisations: **Teach for Liberia, Teach for Nigeria and Teach for Tanzania**. They selected and trained some of the **most talented and socially committed university graduates** in the respective countries in teaching and pedagogical skills, social leadership and digital skills, making them **agents of change in their educational community**. These teachers subsequently led the **cascade-style training for other teachers**, making a long-term impact on the lives of thousands of children through education.

CASCADE-STYLE TRAINING MODEL



3 WITH PRACTICAL AND INTERACTIVE TRAINING

Based on best educational practices, the training was supported by printed and digital materials, including **presentations, video classes, readings and practical exercises**. In addition, teachers were provided with a **collaborative space** where they could exchange good practices and encourage peer support to increase their learning.

4 ADAPTING TO THE COVID-19 CRISIS

At the end of the creation and definition of the project, an unexpected circumstance arose: the outbreak of the COVID-19 pandemic and school closures. This made it necessary to **rethink the project's implementation methodology**, which initially included face-to-face training with both printed and digital teaching materials.

In order to overcome this difficulty and not leave teachers who did not have Internet connection or electronic devices behind (something common in some rural areas of Africa), content was designed in **alternative formats** and **complementary learning platforms** were used.



 FOR MORE INFORMATION 



Other milestones of the year

2020 was largely marked by the COVID-19 pandemic and ProFuturo focused much of its efforts on combating its impact on education. However, there were other activities which also took place during the year. ProFuturo continued to expand its programme around the world, developing new educational content and seeking innovative solutions to address the challenges facing digital education.

PROFUTURO CONTINUES GROWING

Despite the difficulties generated by the pandemic, the programme was able to expand its activity in 2020 with the support of its main local partners and through new strategic alliances. In **Zimbabwe**, ProFuturo is working with the Zimbabwean Government and World Vision to scale up the programme in the coming years and in **Rwanda**, the programme's intervention was expanded to more than 100 new schools.





NEW EDUCATIONAL CONTENT

In 2020 ProFuturo developed new educational content:

CLUB 2030: in collaboration with the Mexican organisation *Educara para Compartir*, the production of this educational resource was finalised. It aims to raise awareness of the Sustainable Development Goals of the United Nations 2030 Agenda and to develop key competencies for sustainable development among students.

ANTURA AND THE LETTERS: to teach Syrian children whose schooling has been interrupted due to the conflict in Syria to read Arabic, ProFuturo integrated the video game Antura and the Letters into its digital solution and adapted the resource for use in a traditional classroom environment. The educational resource allows children to discover the different letters of the alphabet and to recognise their sounds, as well as to build and read words made up of the letters they have learned.

DOCENTES DIGITALES: the production of this important resource for teacher training was completed in 2020. Digital teachers offers 9 modules that aim to support teachers

in the developing their digital skills and integrate digital tools into their teaching process.

REFERENCE FRAMEWORKS FOR LEARNING AND TEACHING IN THE DIGITAL ERA: In 2020 ProFuturo launched the document Reference Frameworks for Learning and Teaching in the Digital Era, a publication that aims to serve as a tool for reflection and analysis to help individual and collective improvement of these two processes. The frameworks are intended for learners and teachers who are seeking to consolidate their professional development, as well as for any public or private organisation which aims to define or evaluate its methodologies, processes and educational policies.



FOR MORE INFORMATION



HACK4EDU



In November, with the support of the Pontifical University of Salamanca (UPSA in its Spanish initials) and through the Telefónica University Network, ProFuturo organised #hack4edu, the first virtual hackathon for digital education.

Over three days, more than a hundred “hackers” from ten universities in six countries worked in multidisciplinary teams, collaboratively and remotely, to find innovative technological solutions to real educational challenges posed by teachers, academics, educational institutions and individuals. The teams were mentored by 40 Telefónica Volunteers from the various participating countries.

Hack4edu awarded prizes of 2,000, 1,000 and 500 euros to the three best projects. In addition, the International University of La Rioja (UNIR in its Spanish initials), through the Telefónica-UNIR Chair in Digital Society and



Education, awarded three scholarships to study a master’s degree at its School of Engineering and Technology (ESIT in its Spanish initials) to the OmniEdu, Los Marketeros and SocialMedia4edu teams for presenting the best social projects.

WINNERS:

First prize: **Move4Learn**
(University of Salamanca)

A gamification activity used in the classroom to combine learning with physical activity. The project encourages students to move so as to avoid physical injuries from the prolonged use of technology.



FOR MORE INFORMATION





Second prize: **The UVA Team**
(University of Valladolid)

An extension to the Moodle learning management tool with a chatbot that not only explains and solves questions but can also perform the necessary actions intelligently to make the user experience much easier.



Third prize: **Hilo Rojo**
(Pontifical University of Salamanca)

An App for mobile devices which allows notes to be lent and exchanged. Users rate the quality of the material and the profile of other users.



WAYRA

For the second consecutive year, ProFuturo and Telefónica’s open innovation hub Wayra launched a global call to identify three innovative projects that contribute to tackling the technological and educational challenges faced in the vulnerable environments in which the programme of Telefónica Foundation and “la Caixa” Foundation operates.

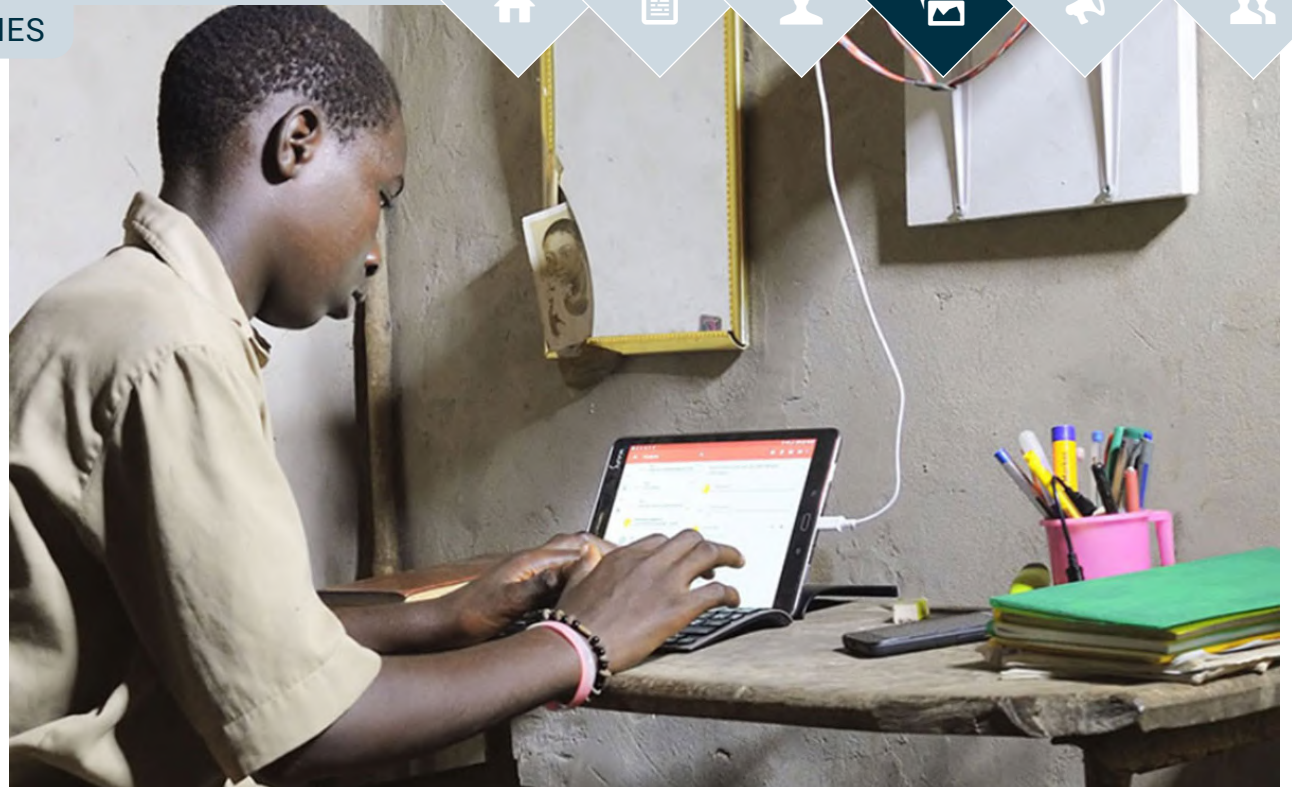
The Colombian start-up TOMi and the French start-up Moon won the call, which received a total of 26 proposals from Spain, France, the United Kingdom, Colombia, Mexico, Senegal, Equatorial Guinea and Uganda.



FOR MORE INFORMATION

Moon

The French start-up, Moon proposes a solution for populations with scarce resources and no electricity connection, consisting of a photovoltaic solar kit and a smartphone. The mobile device contains a selection of



low-data-consuming applications installed on it. These apps can also be used offline, providing access to digital services, including the educational resources from the Khan Academy and the YouScribe virtual library. The kit includes a solar panel connected to a battery with which the phone and three LED lamps can be charged. The project, which is being implemented in southern Senegal, seeks to contribute to the energy-related, digital and financial inclusion of one million Africans by 2023.

TOMi

The Colombian start-up has developed a digital platform that allows teachers to create virtual interactive lessons based on activities and contents from an open bank of educational resources and teach them to their students at schools, even if they don’t have an internet connection. To do this, it has created a wireless electronic device to simulate a Wi-Fi network in the classroom which the students synchronise their computers, tablets and phones to.



THE VIRTUAL EDITION OF THE PROFUTURO RACE

In this virtual environment, students can interact with one other and compete in solving the exercises set by the teacher. The device also provides access to the content of the platform by projecting it onto a board or wall, as it has a sensor that turns any surface into a touch screen. Thus, the students who don't have a computer, tablet or smartphone can still take part in the lessons. TOMi is already being used in 200 cities in ten Latin American countries.

Due to the COVID-19 pandemic, the 2020 edition of the ProFuturo Race had to be run virtually, via the official race app. Throughout the month of October, registered runners could run the 5 km race as many times as they wished on any route and the application calculated their best time. The app also included specific training sessions and, once the race had been completed, it allowed the participants to download the accreditation certificate.

On March 29th, the date on which the race was initially scheduled to take place, the athlete Chema Martínez led a live virtual training session on ProFuturo's Instagram channel to warm up for the race scheduled in October. It was also a way of keeping in good physical and mental shape during the lockdown.



FOR MORE INFORMATION



PROFUTURO'S STORIES TOUR SPAIN

2020 ProFuturo took its photo exhibition “The transforming power of e-ducation” to Zaragoza, Barcelona and Seville. The exhibition, inaugurated at the Telefónica Foundation’s Espacio in Madrid in November 2019, offered the visitor a journey through different schools around the world which ProFuturo has taken digital education to. Through the photographs on display at the CaixaForum in Zaragoza and Seville and at the CosmoCaixa in Barcelona, visitors could get a glimpse of the daily lives of Emilia from Angola, Cristiano from Brazil and Nicole from the Philippines, seeing how digital education is changing their lives. The immortalised images taken by the camera of Nairobi-based (Kenya) photojournalist Ismael Martínez Sánchez reflect that the desire to learn and the dream of a better future are universal.



SEVILLE
3,116
VISITORS

BARCELONA
4,820
VISITORS



ZARAGOZA
3,438
VISITORS





A year of awards and recognition

Go!ODS AWARD

El On February 20th, the Spanish Global Compact Network, an international initiative that promotes corporate sustainability in Spain within the United Nations' framework and the Rafael del Pino Foundation, awarded ProFuturo with the Go!ODS award in the social category for its contribution to Sustainable Development Goal 4. The programme also received special recognition from the jury.





DUBAI 2020 EXPO

In October, ProFuturo was chosen by the Global Best Practice programme of Expo Dubai as one of the 20 projects selected for its 2020 edition for its contribution to the achievement of the Sustainable Development Goals. As a result of this recognition, ProFuturo will have the opportunity to present its digital education programme to the world at an international exhibition to be held in Dubai between October 2021 and March 2022.



HundrED 2021

In November, ProFuturo was selected as one of the 100 best global educational practices by the renowned Finnish organisation HundrED.



EQUALS IN TECH AWARDS

ProFuturo was a finalist in the EQUALS in Tech Awards, a joint global initiative from the United Nations, the GSMA and the International Telecommunication Union (ITU) which rewards projects with the greatest impact on bridging the gender digital gap.



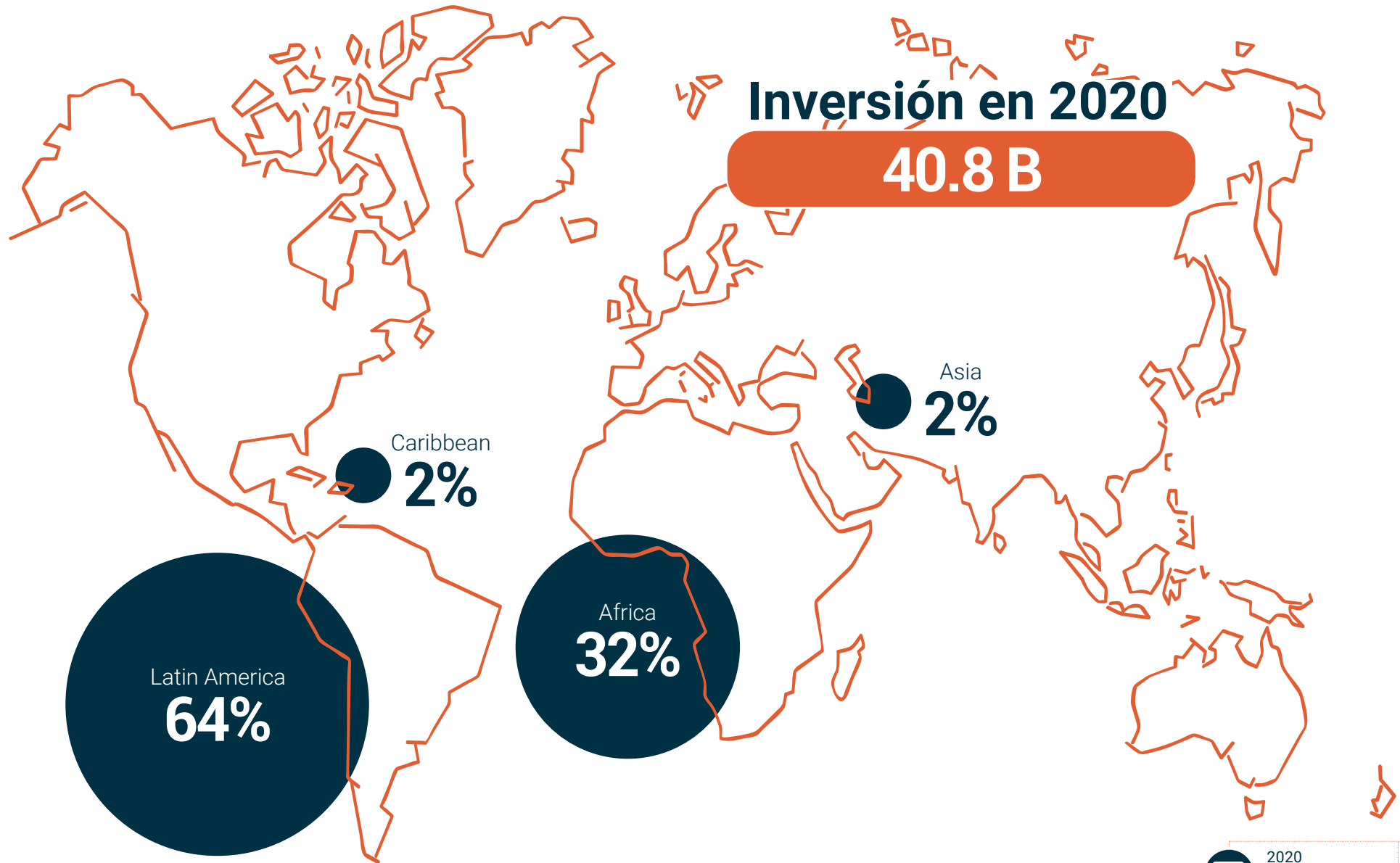
UNESCO-HAMDAN FOR SUSTAINABLE DEVELOPMENT AWARD

The Connected Schools project, developed in Brazil by the Telefónica Foundation Vivo, as an implementing partner of ProFuturo in the country, along with various business foundations, received the prize awarded every two years by the Hamdan Bin Rashid al Maktoum Foundation to projects that have made a significant contribution to improving the quality of teaching and learning.





TRANSPARENCY



 2020 Accounts and Audit Report



Corporate Governance

The ProFuturo Foundation bases its conduct on the Code of Good Governance approved by its Board of Trustees in its meeting held on 31 May 2017. This document includes the main national and international recommendations on the good governance of non-profit organisations and the principles of foundational social responsibility. The ProFuturo Foundation's system of governance is established based on the following regulations:

- ▶ **The ProFuturo Foundation's Statutes** which, together with the Law, form the basis for the responsible management of its projects and interaction with society in general.
- ▶ The ProFuturo Foundation's **General Principles of Action**, which form its code of ethics. These are the core values that inspire and define the way in which the ProFuturo Foundation carries out its activities, in line with the highest international standards and ethical principles on which it builds its reputation,

thus seeking to earn the trust of its stakeholders and maximising the impact of its mission for society in general.

- ▶ The **Code of Good Governance** which interprets and develops the ProFuturo Foundation's Statutes in order to guarantee the fulfilment of the purposes of the foundation, the transparency of its bodies, the members of the Board of Trustees and the employees of the ProFuturo Foundation.

The **Business Principles** apply to the ProFuturo Foundation as a whole, and in particular to the functioning of its Board of Trustees, as well as to the entities with which it collaborates and its suppliers, ensuring that they are observed by all of them in carrying out their activities. They are aimed at ensuring the correct development of ProFuturo Foundation's mission under the strictest standards of transparency, integrity and commitment.





In the area of privacy, in accordance with current legislation, the ProFuturo Foundation protects the personal information of users, ensuring the **confidentiality and security of personal data** through technical and organisational measures to prevent the loss, misuse, alteration, unauthorised access and theft of the data provided, taking into account the state of the technology, the nature of the data and the risks to which they are exposed.

The ProFuturo Foundation follows a **policy of zero tolerance towards possible criminal offences**, as reflected in the Code of Good Governance and in its General Business Prin-

ciples, which make up its fundamental values, fostering an ethical and responsible foundational culture.

In this context, and in order to incorporate best ethical and business practices, the ProFuturo Foundation's Board of Trustees approved an **Anti-Corruption Policy** in March 2017, and subsequently, in February 2018, it approved the appointment of a Manager of the **Compliance** department. This department unifies, reinforces and homogenises existing controls.

With regard to money laundering, the ProFuturo Foundation has internal regulations for the pre-

vention of money laundering and the financing of terrorism, as well as various controls on payments, identification and due diligence procedures for suppliers and counter parties, among others.

Throughout 2020, the Compliance department continued to develop various actions with the aim of reinforcing the culture of compliance, led from the highest level, and with clear lines of responsibility and the definition of key risks in this matter.

Since its creation, this department has been developing prevention functions, including training in criminal prevention, anti-corruption, integrity and, in general, internal regulations and applicable legislation. In addition, it has continued to strengthen its internal communication to employees. It also continued to establish new assurance and control structures. In 2020, among others, it promoted the **updating of the Business Principles**, as well as the approval of the **Environmental Policy** for the Board of Trustees' approval.



FOR MORE INFORMATION

2020 FOR THE TEAM



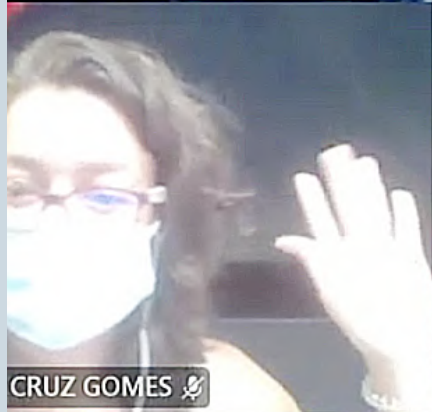
DO LIZON DIAZ



ISABEL PEREZ PORRAS



AMAYA VILLACHICA MURRIETA



CRUZ GOMES



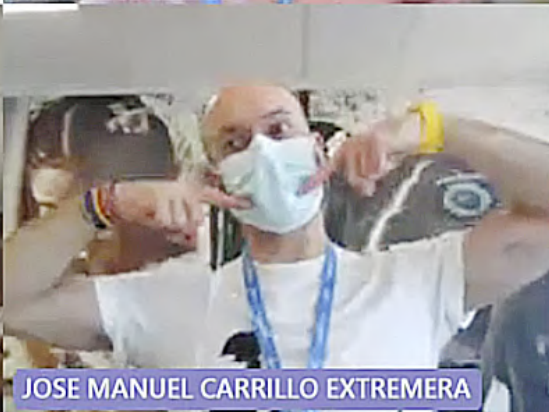
TOMAS MENSI



STEVEN MARQUANT



MENEZ FLOR



JOSE MANUEL CARRILLO EXTREMERA



AROA SANCHEZ RODR



MARIA LA

A
CHALLENGING
YEAR FOR
THE TEAM



Lola Martínez



Tomás Mensi



Marián Álvarez



María Salsamendi



Valeria Cruz



María Lobo



Isabel Pérez



María de Lope



Valentina Ríos

I really miss normality, the smiles of the children and the energy of the school.
VALENTINA RÍOS



Virginia Chinchilla



Virginia Soto

The hardest thing has been not being able to meet with colleagues and missing the occasions we create each day to laugh.
VIRGINIA SOTO

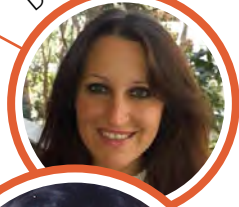


Enrique Vázquez



Irene Jiménez

A year in which the talent, gifts and superpowers of each of the people on the team made it possible to overcome adversity and offer solutions. When there is a clear purpose, nothing is impossible.
DIANA HINCAPIE



Daniela Aliotta



Ihs Santos



María Lacadena



Diana Hincapie



Cleide da Silva

“

It was an emotional challenge and I'm very grateful for the understanding of my team.

AMY RAISBECK

”

“

The exponential increase in interest and use of our educational resources made me very proud of our mission, our team and all the work that makes this possible.

ANA DELGADO

”

“

A key year in terms of visibility and the presence of ProFuturo, reaching frenetic moments of activity.

CONCHI GALLEGO

”

“

The pandemic helped us to see what really matters, both in our personal and professional lives.

STEVEN MARQUANT

”



Amy Raisbeck



Amaya Villachica:



Mila Tonarelli



Ana Delgado



José Manuel Carrillo



Carlos del Río



Raúl Fernández



María Fernández



Miguel Pérez



Koldo Muñoz



Conchi Gallego



Leticia de Rato



Alvaro Ros



Enrique Llorente



Carmen Rodríguez



Steven Marquant

“

This year has demonstrated our ability as humans to adapt to environments we would never have imagined possible.

ÍÑIGO ESPINOSA DE LOS MONTEROS

”

Íñigo Espinosa de los Monteros



“

In a matter of days, we reorganised ourselves and, almost without realising it, we began to function differently, remotely, with children running around, adding to our already full schedule undertaking the role of parents, teachers, cooks... a challenge!

BLANCA MELÉNDEZ

”

Ana García



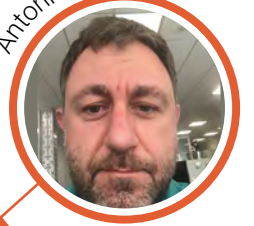
Alejandro Gil



Jon López



Blanca Meléndez
Antonio Álvarez



Marina Sanz



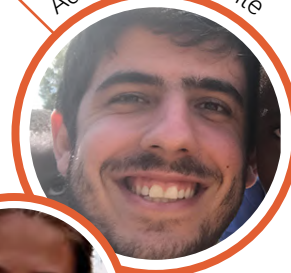
Ayoa Sánchez



Iván Blanco



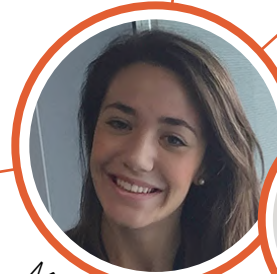
Adrián de la Fuente



David Mateos



Luis Herranz



Margarita Álvarez

Celia García



“

The team in Madrid and the staff in the field have enabled us to continue to reach each and every one of our students and teachers, even remotely.

MANUEL RUÍZ

”

Manuel Ruíz



Pilar Segura



ProFuturo

A PROGRAMME OF:

