

*ProFuturo*

2021  
Annual Report



Five years promoting  
educational innovation

A PROGRAM OF:



Fundación  
Telefónica



Fundación "la Caixa"

# ProFuturo

## 2021 Annual Report

Five years promoting  
educational innovation

### ProFuturo

C/ Gran Vía, 28 - 28013 - Madrid - Spain

 <https://profuturo.education/>

 @ProFuturoEducation

 @ProFuturo\_

 @proFuturo\_

 ProFuturo

# ProFuturo

## 2021 Annual Report


Five years promoting  
educational innovation

### THIS REPORT IS INTERACTIVE

Throughout the report you will find  
different icons with links to:

 External pages

 Videos

 Other documents

In addition, at the bottom of each page  
you have a navigation menu that will allow  
you to consult it in a more agile  
and enjoyable way.

 Navigation menu

## contents

4	<b>Letter from the President</b>
06	<b>Letter from the Managing Director</b>
08	<b>Five years of ProFuturo</b>
09	Who we are
10	Governing bodies
11	Our footprint in the world
12	The first five years of the programme
14	2016-2021 timeline
16	Annual activity figures
17	<b>2021, a year of progress</b>
19	Annual figures by region
20	Continuity of education in the second year of the pandemic
22	New developments in the education proposal
28	Greater outreach through partnerships
29	Impact in Latin America, the Caribbean, Africa and Asia
37	Educational innovation in humanitarian contexts
40	A step further in teacher professional development
43	Key moments and projects in 2021
47	ProFuturo's voice in the international education community
52	Awards and recognitions
54	<b>Transparency</b>
55	Investment in 2021
56	Corporate Governance
58	<b>The perspective of partners and beneficiaries</b>



# *ProFuturo*

Annual Report  
2021

Five years promoting  
educational innovation

## Letter from the President



CONTENTS

# A dream come true

If 2020 was the decisive year for e-ducation, 2021 was undoubtedly the decisive year for ProFuturo. Our digital education programme has reached its first five years at a key moment, demonstrating that what began as an ideal in our thoughts and a dream in our hearts is today a very important reality for the lives of millions of people.

Our education proposal has been considered a success story by UNESCO, the World Bank or the OECD -among other organisations- in accredited publications and global events. In addition, we were particularly excited to receive the **WISE 2021 Award for Educational Innovation**, a prestigious award that each year goes to six international projects that successfully address global educational challenges.

All these awards are just one indicator of the transformative power of digital education. Confirmation of the potential of innovation applied to the education field, both in its technological and pedagogical aspects, to combat inequality.

In its most embryonic state, ProFuturo may have seemed utopian: the project was born **to help children in vulnerable environments receive a quality digital education and thus develop with equal opportunities**. An ambitious, but not unattainable, mission.

Five years after its birth, our aim has materialised in 40 countries in Latin America, the Caribbean, Africa and Asia. We have transformed the learning experience of nearly 23.4 million students and the teaching experience of just over 1.1 million teachers, raising educational and professional standards in the

most disadvantaged contexts. The high numbers of beneficiaries are a great indicator, but it is the personal stories of each of them that drive us to take our programme further.

Testimonials such as those of Aleyda Leyva (Peru), Miriam Martins (Brazil) and Manuel Domingos (Angola), all of them ProFuturo teachers, allow us to see first-hand how our project really transforms the communities where it is present, as it involves not only the student and the teacher, but also the whole school, the management staff or the students' own families.

At ProFuturo, we are convinced that technological advances and digital transformation must be inclusive and we share the commitment to empower people through them. No one must be left behind, and **education is the first sphere of life to benefit from this transformation**.

The future of the youngest children lies in training them in the skills of the 21st century. And the future of the 21st century depends on today's children being prepared to meet the challenges of tomorrow. **Ensuring quality digital education is safeguarding social progress**. At ProFuturo we are ready to continue to be facilitators of this common good, with the same dose of motivation and confidence with which we started 2016.

César Alierta  
President of the ProFuturo Foundation

# More innovation for better education

Magdalena Brier | [Managing Director of ProFuturo](#)

**2021** has been a turning point in our trajectory. Looking back, it has meant the consolidation of a project that celebrates its first five years of history with the recognition and support of the international education community. **But it has also been a year of intense internal transformation and innovation that drives us towards new goals**, with our sights set on the future and the sustainability of our programme.

ProFuturo is based on an education proposal that is unique in the world and capable of adapting to different contexts, especially those with fewer resources. The key is innovation, which for us is the means but also the end. **We innovate in the development of our platform and our educational content to advance educational innovation**, with which we can respond to those who find it most difficult to access quality education.

2021 has been a year of evolution and change, in which we have approached every challenge as an opportunity to transform ourselves in order to provide a different and increasingly innovative educational offering. **Continuous improvement is part of our DNA**. We see innovation as an axis that extends across

the board from the technological to the pedagogical component, from teacher training in digital skills to memorable and transformative learning experiences in the classroom. In short, **we seek to improve educational quality through innovation applied in three dimensions: technological, social and educational**.

The main transformation we have undertaken this year has been in our educational products and services. **We want to provide students with the most effective resources for learning and teachers with the most necessary training to accelerate educational change**. To this end, we have completed the design and final definition of the new ProFuturo learning platform and made progress in integrating data analytics into our digital ecosystem.

At the same time, we have worked on our own **teacher self-assessment tool**, which will contribute to the professional development of educators and help us implement continuous improvement of our programme. This

series of innovations is complemented by our **monitoring and assessment system**, an important step in impact measurement and knowledge management that will allow us to extract evidence of change and make decisions for improvement

"We seek to improve educational quality through innovation applied in three dimensions: technological, social and educational"

**2021 has also been a year of great partnerships.** In May, it was with great excitement that we began our collaboration with the **Spanish Committee for UNHCR**, which has given us the impetus to strengthen our action in humanitarian contexts. In parallel, we have strengthened relations with our network of strategic partners, broadening the scope of existing collaborations. With **UNESCO**, for example, we have started a new collaboration within the framework of the Global Teacher Campus - an initiative of the Global Coalition for Education. We have also expanded our work with the **Organisation of Ibero-American States (OEI)** to be part of their digital transformation strategy. And in Africa, we have also expanded our collaboration with **Save the Children** and the African partners in the **Teach For All** network.

All of this with forgetting the fact that a pandemic has also played a major role over the past twelve months. Classroom attendance did not return until well into the new year in many countries, so at ProFuturo we have continued to work to ensure educational continuity.

For this very reason I would like to acknowledge the commitment, involvement and effort of our team of professionals, who have made each of our achievements possible, both globally and locally, in every country, region and school.

**Magdalena Brier**

Managing Director of ProFuturo



Find out more about the vision of our programme, the goals achieved and the challenges ahead in this video narrated by our managing director

<https://youtu.be/Rj2-GOSbXzY>

"We want to provide students with the most effective resources for learning and teachers with the most necessary training to accelerate educational change"







# Five years of ProFuturo



# Who we are

ProFuturo is a bridge that builds a brighter future for children in vulnerable contexts through digital education.

## The challenge

To narrow the education gap in the world's most vulnerable environments, where children face the greatest barriers to quality education.

## The drivers

ProFuturo arises from the collaboration between the **Telefónica Foundation** and **"la Caixa" Foundation**, which share a historical commitment to education.

## The team

A team of professionals manages the day-to-day operations and train local programme coordinators for each local project.

## The solution

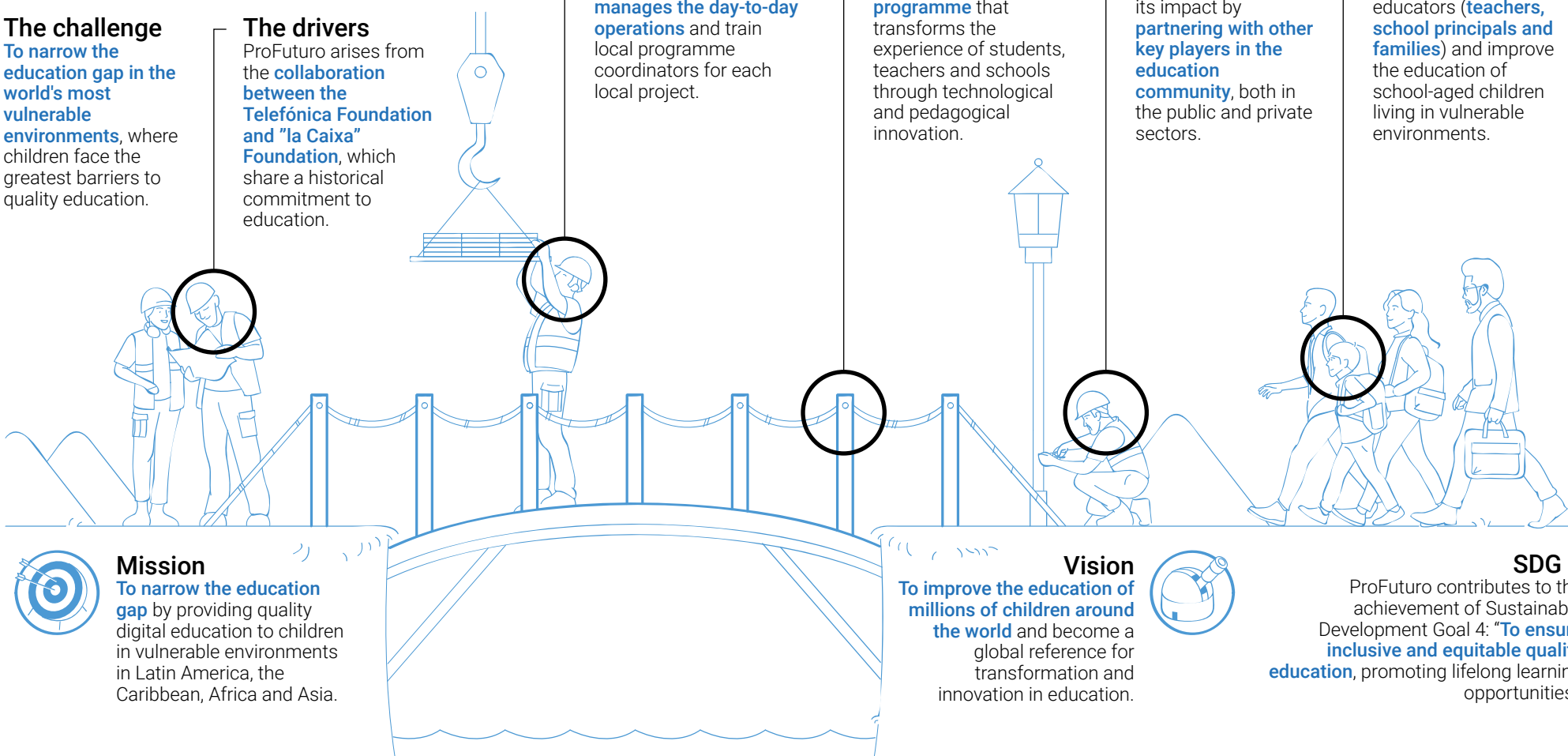
A **digital education programme** that transforms the experience of students, teachers and schools through technological and pedagogical innovation.

## The partners

ProFuturo maximises its impact by partnering with other key players in the education community, both in the public and private sectors.

## The beneficiaries

We work to empower educators (**teachers, school principals and families**) and improve the education of school-aged children living in vulnerable environments.

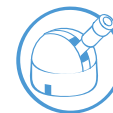


## Mission

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

## Vision

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



## SDG 4

ProFuturo contributes to the achievement of Sustainable Development Goal 4: "To ensure inclusive and equitable quality education, promoting lifelong learning opportunities."



More about who we are at <https://profuturo.education/en/about-us/>



# Governing bodies

## BOARD OF TRUSTEES



Chairman.  
**César Alierta Izuel**



Vice-President.  
**Isidro Fainé Casas**,  
on behalf of "la Caixa"  
Foundation

Trustee. **José María Álvarez-Pallete López**,  
in his position as President of Telefónica S.A.

Trustee. **Antonio Vila Bertrán**,  
in his position as Managing Director of "la Caixa" Foundation

Trustee. **Luis Blasco Bosqued**

Non-Trustee Secretary. **Pablo de Carvajal González**

## MANAGEMENT COMMITTEE

Managing director.  
**Magdalena Brier**

Assistant Managing Director.  
**Xavier Bertolín**

Global Partnerships and Institutional Relations.  
**Leticia de Rato**

Legal Services.  
**Margarita Álvarez**

Control and Finance.  
**Blanca Meléndez**

Compliance and Internal Control.  
**Alejandro Gil**

Strategy and Evaluation.  
**Valentina Ríos**

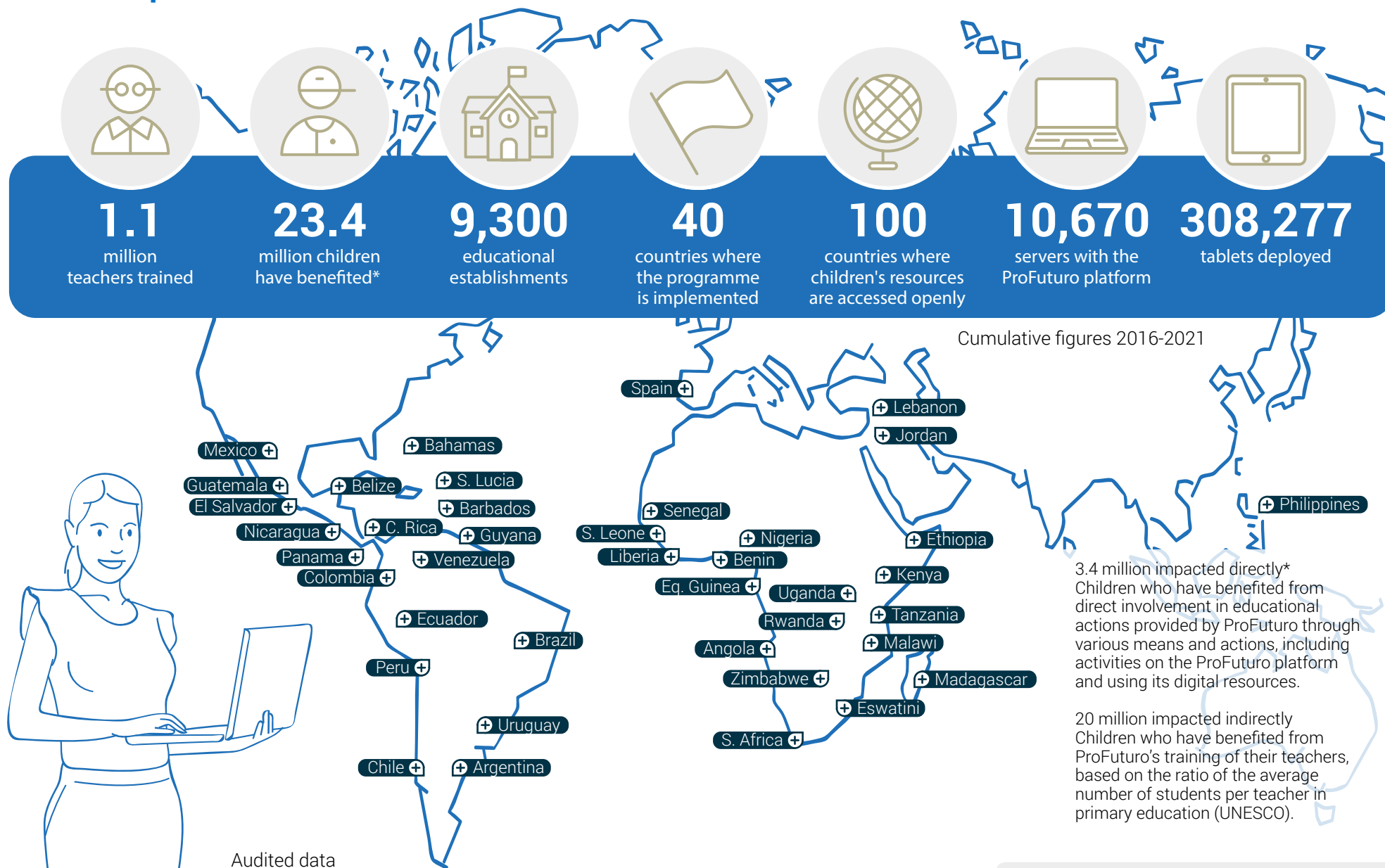
Innovation and Product.  
**Mílada Tonarelli**

Operations.  
**Lola Martínez-Bernabéu**



More about our governance in  
<https://profuturo.education/en/government/>

## Our footprint in the world





# The first five years of the programme

“Education is the most powerful tool for reducing inequality.” With this message, in front of three thousand people, César Alierta presented ProFuturo worldwide at the meeting “Thirst for Peace: Religions and Cultures in Dialogue” held in the Italian city of Assisi in September 2016. In the same month, the programme started in Angola with a pilot project to provide teacher training in nine schools. Shortly afterwards, ProFuturo made the leap from Africa to Latin America, from Latin America to South-east Asia and, in just a few months, was present in some twenty countries where the digital gap, insufficient teacher training and other situations of vulnerability hinder access to quality education.

Year after year **the programme has travelled to remote and hard-to-reach areas, vulnerable environments and humanitarian emergency contexts.** Although the facts on the ground are never the same, ProFuturo always contributes to reducing educational gaps with a digital, innovative, personalised and flexible education proposal. In 2021, an increasingly mature and innovative ProFuturo is consolidated with projects in **40 countries**, having benefited **3.4 million students directly** and **20 million indirectly** through **the more than 1.1 million teachers** trained over these five years

## Main drivers of growth in this first stage

1

**Activity in international forums**, which have given the programme high visibility. From the presentation at the United Nations headquarters in New York in 2017 and participation in the G20 Conference in Berlin the same year, to the recent WISE 2021 Award recognising ProFuturo as a leader and expert in digital education.

2

**The numerous partnerships with institutions** in the field and development education projects, which help to connect with one of the most valuable agents of change in education, the teachers, who are at the heart of ProFuturo's education proposal.

3

**Institutional relations with ministries and local administrations**, which are a powerful gateway to many of the world's most vulnerable areas.

The COVID-19 pandemic, although a major setback for societies around the world, confirmed the importance of digital education and made ProFuturo a decisive actor for educational continuity. For example, the number of trained teachers increased by 275% in the pandemic year - from 194,495 in 2019 to 535,223 in 2020.

"Year after year the programme has travelled to remote and hard-to-reach areas, vulnerable environments and humanitarian emergency contexts"

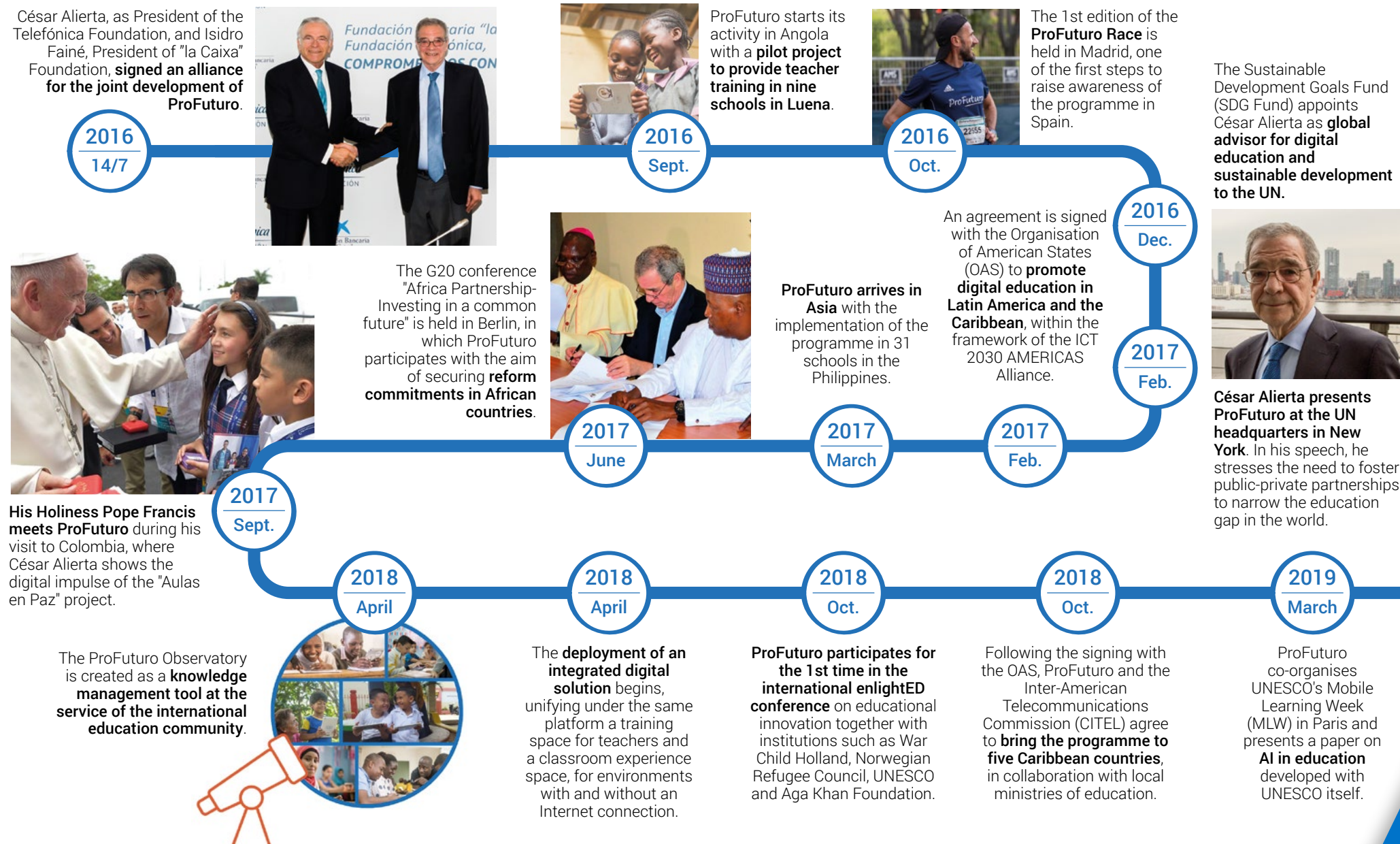
In short, the first five years of ProFuturo have served to consolidate an educational project that works in all types of ecosystems, online and offline, offering boys and girls everywhere the same educational experience regardless of their context, socio-economic level, level of Internet connection and profile of the teacher and the student. This can only be achieved through **constant innovation in technologies, content, learning methodologies and teacher training**. It will undoubtedly be this technological and pedagogical innovation that will mark the next five years of ProFuturo in order to, as our president announced in 2016, continue to reduce inequalities by offering a digital and transformative educational experience to the citizens of the future.



Take a closer look at ProFuturo's first 5 years in this video  
<https://www.youtube.com/watch?v=NCszydtDfpk&t=25s>



## 2016-2021 timeline





The 1st global call is launched together with Wayra, Telefónica's start-up accelerator, to **identify solutions to complement the ProFuturo programme.**



**Magdalena Brier is appointed managing director of ProFuturo.**

coinciding with Universal Children's Day, the photographic exhibition **"The transformative power of e-education"** opens in Madrid and will later travel to Zaragoza, Barcelona and Seville through CaixaForum.

ProFuturo participates in the UNHCR Global Refugee Forum, where it presents its **commitment to refugees**, and joins the "Co-sponsorship Education Alliance".



**2019**  
March

**2019**  
July

**2019**  
Nov.

**2019**  
Dec.



Dubai Expo 2020 selects ProFuturo as one of the **20 innovations "Global Best Practice Programme"** for its "Untold stories" programme.

Participación en un acto paralelo del High Level Political Forum, organizado por UNESCO, bajo el título **"Education post-COVID 19"**.

The #SeeYouInDigital contingency plan is launched to **mitigate the impact of the pandemic on education globally.**

**2020**  
Feb.

The Spanish Global Compact Network and the Rafael del Pino Foundation awarded ProFuturo with the **Go!ODS award in the social category** for its contribution to SDG 4 and the jury's special recognition.

**2020**  
Oct.

**2020**  
July

**2020**  
March

HundrED includes ProFuturo for the first time among the **100 best educational innovations in the world.**

**2020**  
Nov.



ProFuturo and the Spanish Committee for UNHCR sign an agreement to **bring digital education to six refugee camps in Rwanda.**

**2021**  
May

**2021**  
June

**2021**  
July

**2021**  
Nov.

The ProFuturo Education app is presented, a new solution for teachers and students to **access educational resources without an internet connection.**

ProFuturo co-organises a session in the framework of the **UN High Level Political Forum on Sustainable Development.**

Participation in the conference **"G20 and Locally Focused Banks"** co-organised by WSBI.

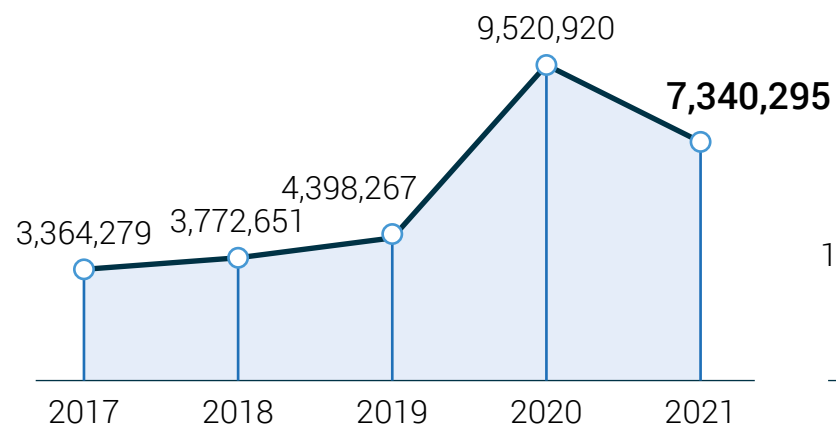
**2021**  
Dec.



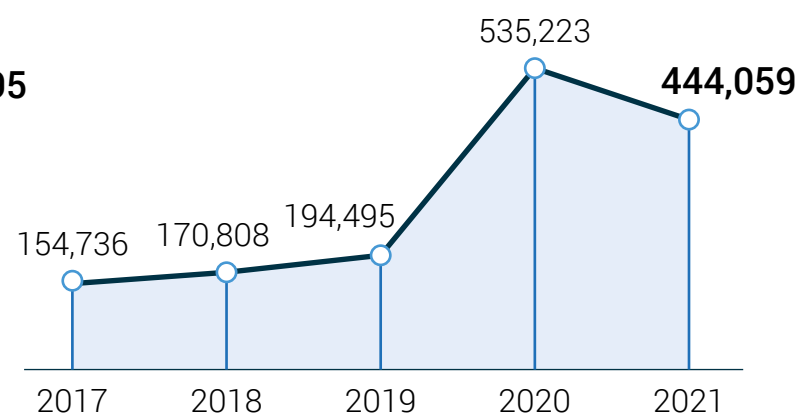
ProFuturo is recognised as **one of the six most innovative projects in the world in the field of education** by receiving the WISE 2021 Award.

## Annual activity figures

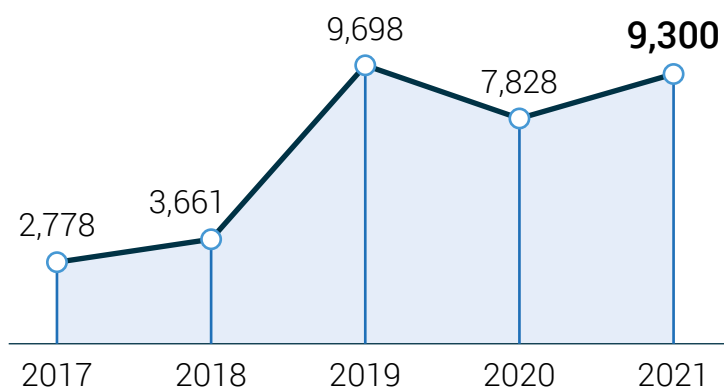
### Children benefited



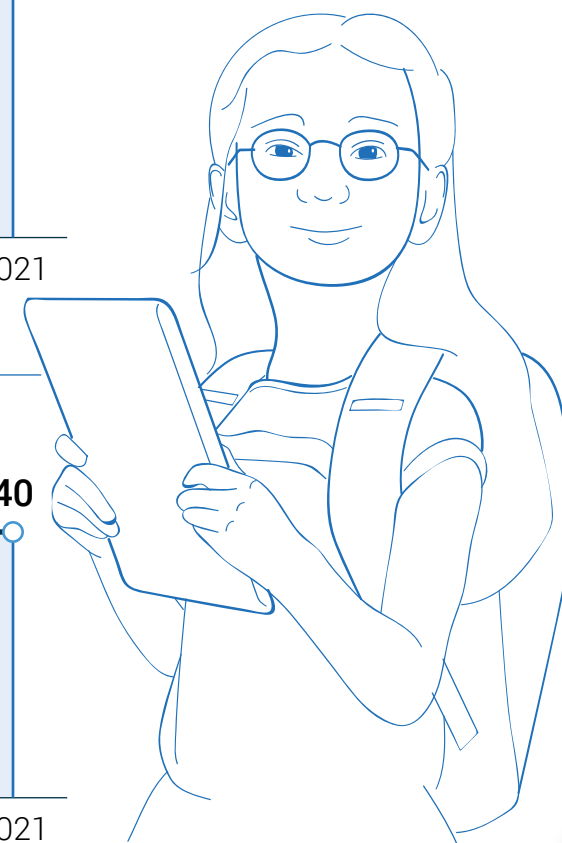
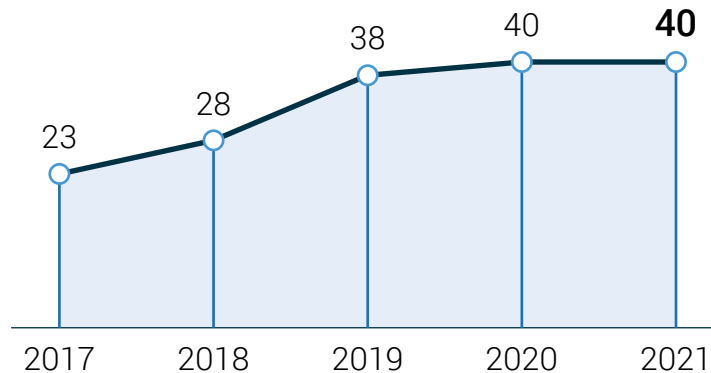
### Teachers trained



### Schools



### Countries



\*The numbers of children benefited include those who have benefited directly and indirectly. The numbers of schools count both those where the Comprehensive Digital Education Model is implemented and those where teacher training takes place.



2021, a year of progress



# 2021, a year of progress

By geographical area, 2021 was a year of consolidation in the regions where ProFuturo operates. In **Latin America**, the foundations for the long-term **sustainability** of the programme were laid by identifying new stakeholders, strengthening the **network of alliances** with local partners and **putting digital education on the public agenda**. In the **African region**, there was a particular focus on opportunities for growth, both in **teacher training** and in **engagement with refugees**.

In terms of technological innovation, the **new Learning Management System (LMS)**, with state-of-the-art specifications in the field of digital education, was a real milestone for ProFuturo's digital ecosystem. During the year, the design and final definition of this new technological solution was completed and its development advanced with **integrated and intelligent data analytics**. In this regard, progress was made in integrating data from the entire ecosystem, refining and reinforcing it and facilitating the reporting of indicators.

Moreover, the portfolio of products and services was significantly strengthened, with all new products revised and available in the four reference languages - Spanish, English, French and Portuguese - by the end of the year. The **ProFuturo Mathematics** project, a robust mathematics learning pathway based on neuroscience and 'deep' data analytics - which uses complex algorithms to draw robust conclusions - was extended to the online world and made openly available, going beyond the initial scope intended for the offline world. The first phase of the implementation of the **teacher self-assessment tool** was also completed, an ambitious project that will

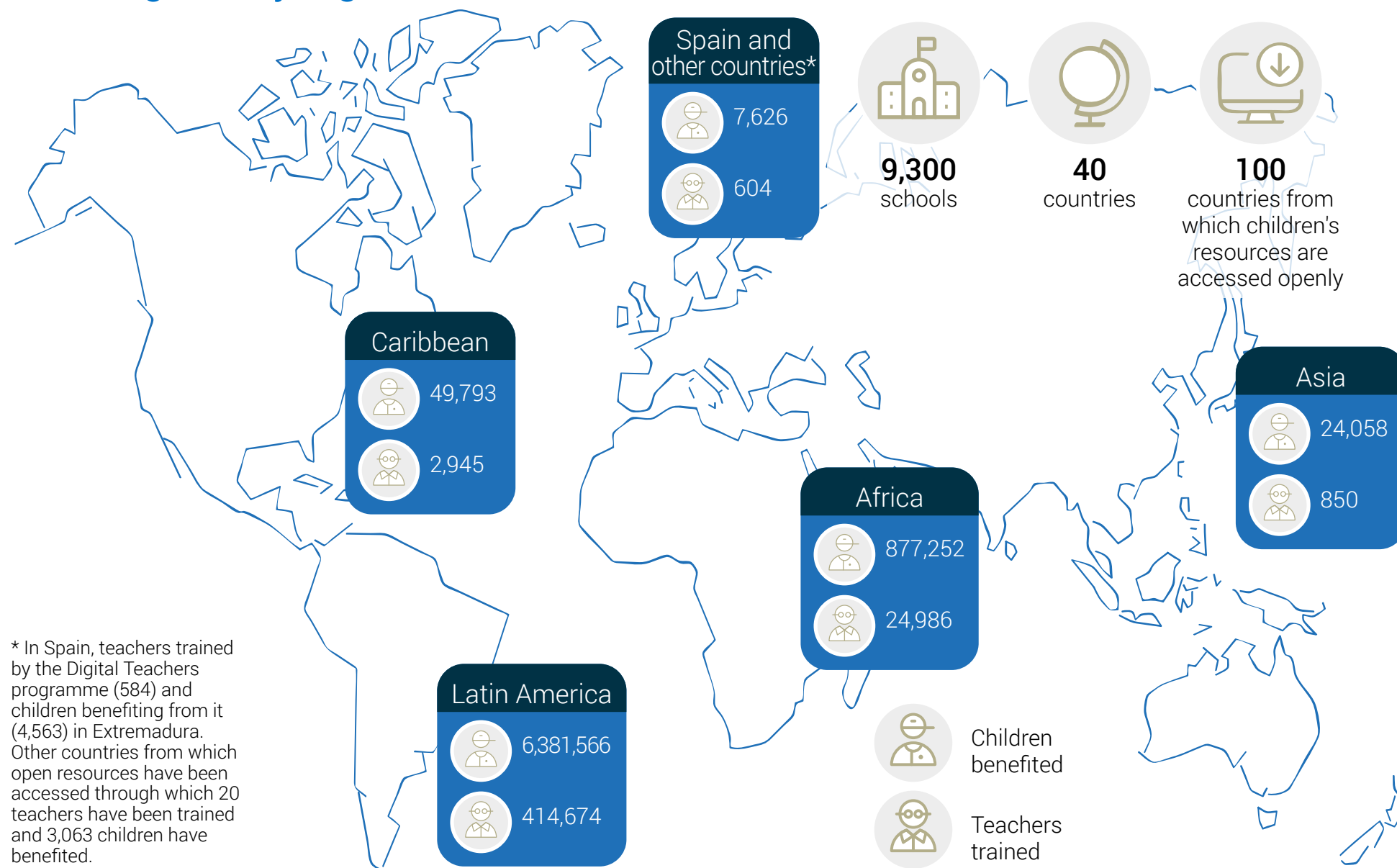
not only boost teachers' professional development, but will also be key to the continuous improvement of the ProFuturo programme.

The **ProFuturo Observatory** experienced a major boost in 2021. This space, which promotes discussion and reflection on the current situation of digital education in the world, has an increasingly interactive and transmedia design, and helps to reinforce the programme's critical view and innovative discourse.

**In terms of technological innovation, the new Learning Management System with state-of-the-art specifications in the field of digital education, was a real milestone for ProFuturo's digital ecosystem.**

ProFuturo's commitment to education was also evident with the organisation of new editions of **#hack4edu** and the **5th ProFuturo Race**, which was able to return to the streets of Madrid. At the same time, it actively participated in forums and events of international importance, such as **enlightED 2021** and the **United Nations High Level Political Forum**.

## Annual figures by region



# Continuity of education in the second year of the pandemic

The COVID-19 pandemic remained in the spotlight in 2021, a difficult year in which the challenges facing the education community continued and normality was not fully restored to classrooms in some countries.

- **In Latin America, countries such as Chile did not open all their schools until the end of 2021. Brazil was able to reopen in the Amazon region and Ecuador in the Galápagos. Other countries such as Argentina and Uruguay were able to keep their schools open, albeit with some periods of closure, throughout the year, while Nicaragua never closed them.**
- **In Africa, schools were gradually opened from the second trimester onwards. In November, with the exception of Uganda - the country where**

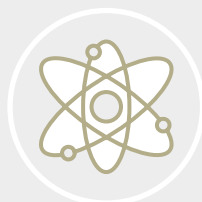
**schools have been closed the longest in the world - and Ethiopia - closed because of the war in the Tigray region - the rest of the countries managed to resume education activities.**

In this context, ProFuturo continued to be an indispensable support for millions of students, teachers and families. The **#SeeYouInDigital** contingency plan, launched in March 2020, was maintained in 2021 to bring learning closer to home by combining the distribution of educational material, training of coaches and teachers, or technology with the use of social platforms such as WhatsApp. In addition, teachers and children continued to have access to open educational resources.

## Main challenges for COVID-19 in 2021



School closures, the digital gap and low internet penetration in the most vulnerable areas.



Motivation of partners and local teams in the face of a challenging and uncertain situation.



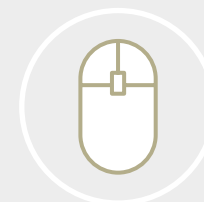
Mobility restrictions in some countries.



High teacher turnover and increased school absenteeism in schools that have progressively reopened.



The implementation and monitoring of the programme 100% remotely.



Political instability, economic recession and conflicts in countries.



## Three responses to the education crisis

1

### How can we promote the recovery of learning lost during the pandemic?

In 2021, new mathematics, life skills and critical thinking content as well as computational thinking courses were included in the platform.

2

### How to support countries in hybrid education proposals?

ProFuturo offers an approach that can be both asynchronous and synchronous, and allows teachers to learn innovative methodologies with the help of the internet.

3

### How to involve families in children's education in order to reduce the digital gap?

In Latin America, a community awareness module was developed for caregivers to learn how to defend themselves in the digital world and to accompany children in learning.

**“We have teamed up during this difficult time with technology. Sometimes we have to make home visits to children who don’t have devices, but in conjunction with ProFuturo, teachers and parents work together”.**

Adriana Eloísa Rodríguez

headteacher and educational coach in Acajutla, El Salvador (2021)



Discover the story of Adriana Eloísa and other participants in the programme at <https://profuturo.education/en/stories/adriana-eloiisa-rodriguez/>



# New developments in the education proposal

The importance of the ProFuturo programme lies fundamentally in its differentiating proposal, which brings together three dimensions of innovation that are central to our environments: educational, technological and social. Thus, the purpose of innovation is to achieve a positive impact on teaching and learning processes, directing its efforts towards constant improvement and transformation in students, teachers and educational centres.

In 2021, ProFuturo's continuous innovation process is based on three main pillars:

## Three pillars of continuous innovation



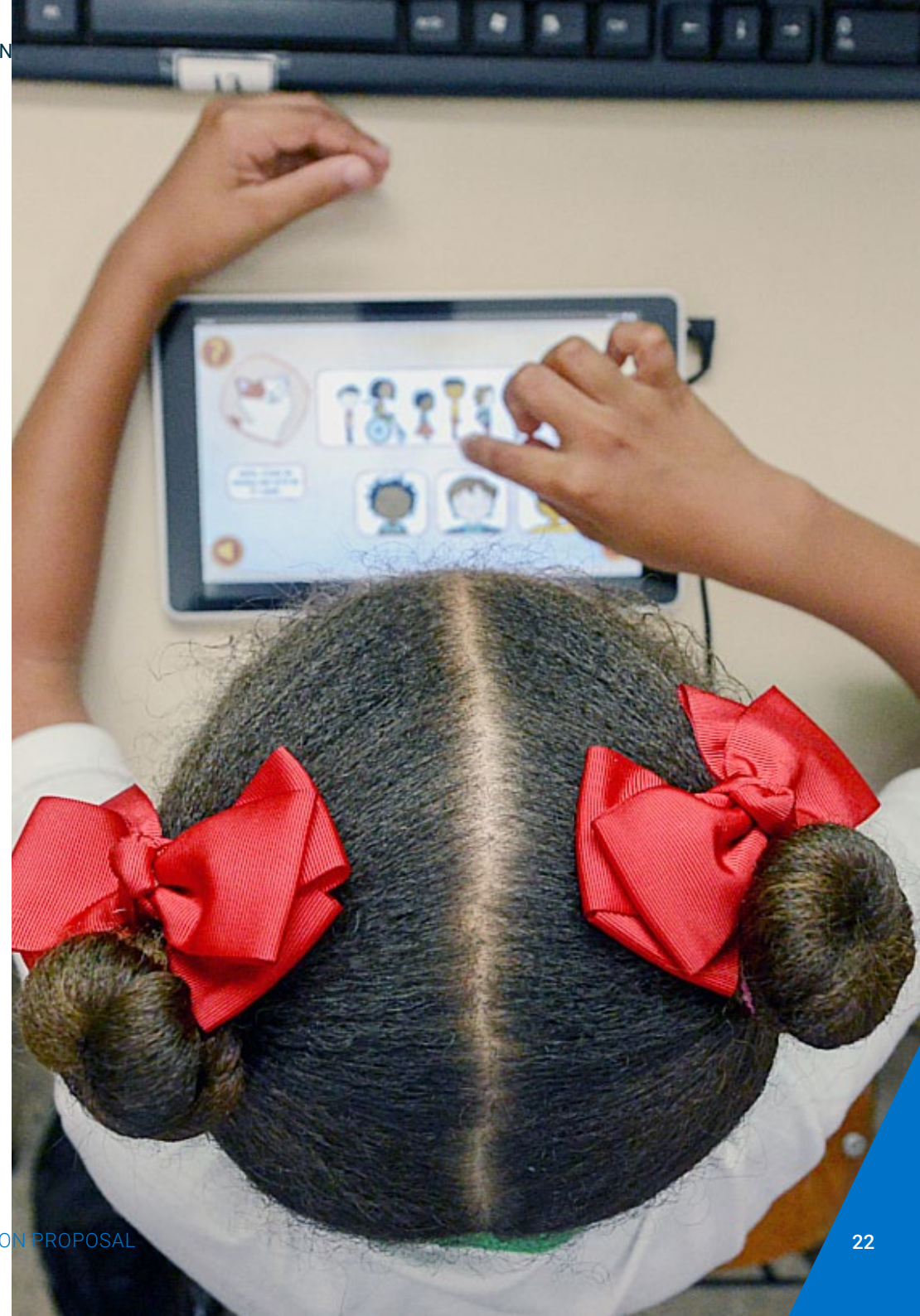
THE TRANSFORMATION OF  
PRODUCTS AND SERVICES



DATA ANALYTICS



THE MONITORING AND  
EVALUATION SYSTEM





## THE TRANSFORMATION OF PRODUCTS AND SERVICES

### New technological solution

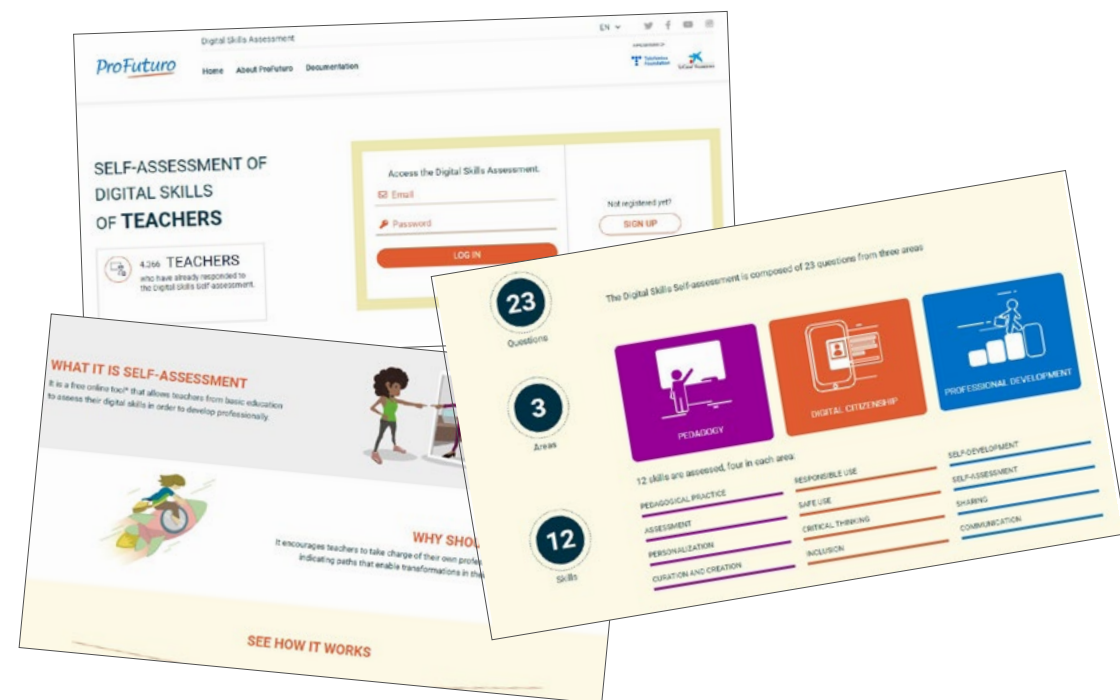
Throughout the year, work was carried out on the design and definition of ProFuturo's new technology solution, a new learning management system (LMS) based on Moodle, the market-leading platform, which is available in open source and includes the most cutting-edge components for digital education.

#### Optimisation of products and services

- ProFuturo ended 2021 with all its products and services - training resources, classroom resources and content, training and work platform, etc. - revised and available in the four reference languages: Spanish, English, French and Portuguese.
- Five educational resources were successfully transferred: Between Teachers, ProFuturo Mathematics, Computational Thinking, Jump Math and Club 2030. By transfer, we mean the first implementation of ProFuturo's innovative techno-pedagogical proposals through a complete immersion in the strategic fitness for purpose of the proposals, as well as in their different components and their specific implementation model. This figure of five transfers exceeded the activity carried out in the previous three years of the project.
- Significant progress was made in two of the programme's most important training pathways, which are starting to become a model in the environments where ProFuturo operates: the Computational Thinking and Mathematics pathways. Each pathway helps users understand the different stages of training they need to go through in order to increase their competence levels.



More information on products and services at  
<https://profuturo.education/en/resources-teachers/>



### Teacher Self-Assessment Tool

In 2021, ProFuturo also completed the first phase of the development of a self-assessment tool for teachers' digital skills, piloted in Mexico, Ecuador, Uruguay, Costa Rica and Chile. This is a tool created in 2017 by the **Brazilian Innovation Centre for Education (CIEB)** that ProFuturo has adapted and incorporated into its digital education programme in order to further enhance the professional development of teachers around the world.

The ProFuturo version of the tool includes **three innovations: the migration of the software to open source, the availability in four languages** - Spanish, English, French and international Portuguese - **and the application of data analytics**, which will allow the information to be used in an aggregated way at the geographical and school level, according to the characteristics of the teachers using it.



Further information at  
<https://competencyassessment.profuturo.education/?lang=en>



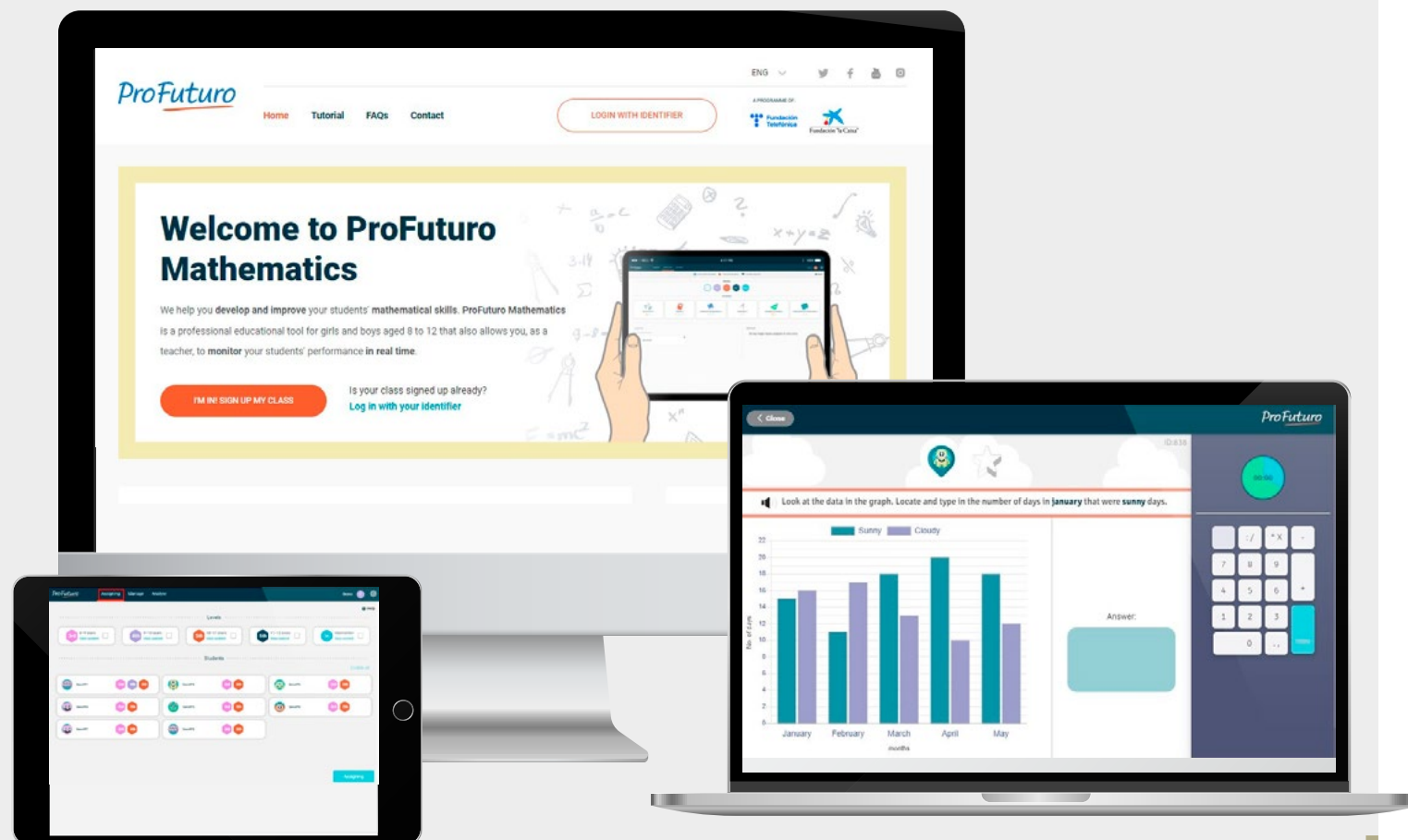


## ProFuturo Mathematics

In 2021, this educational tool began to be applied which, based on **artificial intelligence**, promotes the development of mathematical competence in **children aged 8 to 12**. It can be implemented in any geographical area, as it is based on scientific evidence of **neurodevelopmental competence** and not on local curricular content. It provides the necessary information at all times, in order to guide teachers in making decisions effectively, suited to individual needs. The most distinctive feature of this proposal is that ProFuturo has managed to adapt such a complex application to be used **offline**.



Further information at  
<https://maths.profuturo.education/>





## DATA ANALYTICS

**The use of data analytics in the world of education has opened up new horizons around the uses and possibilities in development education.** Data analytics enables the measurement of the outcomes and impact of educational models through the development of **algorithms that foster the improvement of teaching and learning.**

ProFuturo's data analytics approach has the advantage that the programme is present in 40 countries around the world, generating a network of global education data that is continuously fed back into a **single test bed**. In this way, ProFuturo's data collection and processing is pioneering the application of learning analytics at scale. On the other hand, the main limitation that learning analytics encounters in the programme is to collect such data when a large part of the schools and students are in environments with no or limited Internet connection.

The solution is to continue to apply innovation in every part of the digital education solution.

**Throughout 2021, ProFuturo made progress in integrating data from across its digital ecosystem.** This strategic line of work is focused on making data analytics increasingly a central lever of ProFuturo's monitoring and evaluation system. All of this is based on the extraction of data from different sources and platforms, which has required an intense effort in technological deployment and techno-pedagogical understanding.

In addition, the **technological development for the extraction of first level data** was completed with 16 indicators. Their review and adjustment to suit the exploitation possibilities have been central to the various monitoring and evaluation reports that started in the third quarter of 2021.



Discover the analytical dashboard of our programme at [https://www.youtube.com/watch?v=P\\_M5yvdLUrQ](https://www.youtube.com/watch?v=P_M5yvdLUrQ)





## THE MONITORING AND EVALUATION SYSTEM

In mid-2021, the implementation of the **new monitoring system** began, which **complements the evaluation strategy** and responds to the strategic objective of improving our programme monitoring and understanding of the extent to which programme results are being achieved.

Beyond accountability, the purpose of this new system is to **manage the information and knowledge** that is extracted as the multiple interventions

carried out in the different countries are implemented. It is a key tool for monitoring and **measuring the impact of the programme**.

The monitoring and assessment system is a very important step for ProFuturo, which will allow it to make the most of the data analytics and effectively manage its impact, continuously measuring its evolution and being able to make accurate decisions to implement improvements in the programme and **enhance what works best**.

It is part of the evaluation strategy that ProFuturo has defined for the coming years (2021-2024).

### ProFuturo's monitoring and evaluation system



#### Monitoring

It allows universal application to the programme and its local projects, irrespective of the location and timing of implementation.



#### Evaluation

It allows for an application tailored to local realities or projects, depending on the capacities and resources available at any given time to apply certain assessment methodologies.

### Indicators

It has 78 indicators classified into five areas



Partnerships and impacts



Operational implementation



Educational innovation



Long-term effects



Sustainability

### Seven phases of implementation

1

#### Review and diagnosis

First, a strategic analysis of ProFuturo's interventions in its different projects was carried out.

2

#### Conceptualisation

Based on the strategic analysis, ProFuturo's different intervention models and a theory of change linked to each of them were defined.

3

#### Construction of the monitoring

Indicators were defined to measure the progress of each project within the outlined theories of change.

4

#### Reporting

A regular reporting template was developed to share knowledge internally with all programme areas.

5

#### Knowledge management

All previous knowledge management initiatives were analysed to build a prioritised framework for action.

6

#### Technology

The technological tools involved in the system were selected and provided with multiple external sources to complement the information extracted from the programme, and the monitoring system dashboard was built in the ProFuturo Analysis System with the data exploitations to track and prepare the periodic reports.

7

#### Team building

Several internal teams specialised in technological development, training and awareness-raising of stakeholders and tools development were set up.



## RECENT RESEARCH

ProFuturo has conducted a total of 13 assessments since 2018 that have served to improve operational implementation and identify best practices. In 2021, **7 research projects were completed:**

### From the Comprehensive Digital Education Model

- 1** In Tanzania, with the Tanzania Institute of Monitoring and Evaluation
- 2** In the Philippines, with local partner the Ayala Foundation, a social return analysis was carried out (SROI Report)
- 3** In Mexico, with the external consultant Instituto de Investigación para el Desarrollo de la Educación IIDEAC
- 4** In Brazil, with the external consultant RedCrea
- 5** A qualitative study was carried out in Guatemala and Zimbabwe, by the Universidad Carlos III of Madrid

### From the Model in Humanitarian Contexts

- 6** In Malawi, with the external consultant Possible Digital Education, an evaluation of results was carried out

### From the Massive Open Digital Education Model

- 7** Outcome measurement was carried out in Nigeria, Kenya, Sierra Leone, South Africa and Zimbabwe to measure the effects of teacher training in these countries.

## Featured project

### Qualitative study with UC3M

ProFuturo commissioned the Instituto de Estudios Internacionales Francisco de Vitoria of the Universidad Carlos III of Madrid to carry out a qualitative study in Guatemala and Zimbabwe of the educational communities and their main actors (teachers, school management, counsellors, students and families) in the schools where it operates in both countries. The aim was to **identify the most significant changes that have occurred in their lives in relation to the programme** in order to gather lessons learned, best



practices and opportunities for improvement. The intervention has had a very positive impact on the children by bringing them closer to digital technology in an effective and relevant manner to facilitate their educational processes. It has also

motivated them and made them feel included in the world of technology. **The learning has been faster, more effective and better assimilated.** The teachers indicate that their logical reasoning has improved, they express ideas more easily and they have shown more creativity in their classes. The improvement in learning has occurred in important core subjects such as **Maths, Language and Natural Sciences**. The content and facilities of the programme have also improved the general teaching skills. The technological updates have facilitated other forms of teaching which are more dynamic and, in turn, more motivating. They have also had a very positive impact on the planning, monitoring and evaluation activities.



Do you know what ProFuturo's three intervention models are?  
<https://profuturo.education/en/news/three-intervention-models-profuturo/>

# Greater outreach through partnerships

Throughout its first five years, ProFuturo has built a **solid system of partnerships with leading public and private institutions**, which has allowed it to consolidate the implementation of the programme on the ground, as well as to operate more efficiently, achieving the scalability of the programme and laying the foundations for its sustainability over time.

ProFuturo's partnership strategy is based on the annual strategic objectives defined by the foundation. During 2021, the focus was on **growth in Africa through the launch of new teacher professional development projects and the expansion of intervention with refugee populations**. Hence, the agreements reached to expand ProFuturo's action with UNHCR, Save the Children, Empieza Por Educar and the members of the Teach For All network, as well as the start of work with UNESCO in Africa.



## OBJECTIVE: SUSTAINABILITY

ProFuturo has the ambition to become a global model in terms of sustainability of cooperation projects in digital education. Currently there are few and limited experiences in this area, so **ProFuturo is committed to systematising and collecting lessons learned and best practices to contribute to the sector as a global public good**. To achieve this goal:

- 1 In the **Latin America** region, sustainability action plans were implemented in 14 countries, developing activities to strengthen alliances and advocacy with the aim of empowering schools and partners in the region.
- 2 In the **Africa and Asia** regions, two sustainability agreements were signed and various awareness-raising, training and strengthening actions were launched with local partners.
- 3 ProFuturo's **carbon footprint** was measured and the life cycle of the **technological equipment** was defined.
- 4 We worked with ProFuturo stakeholders to identify potential risks to project sustainability and define **mitigation strategies**.



## Impact in Latin America, the Caribbean, Africa and Asia

### LATIN AMERICA AND THE CARIBBEAN

ProFuturo's intervention in Latin America and the Caribbean is carried out in 19 countries: in 9 of them in collaboration with the Telefónica Foundation, in 5 with social organisations and in another 5 directly with the ministries of the Caribbean countries and the support of the Organisation of American States (OAS). In all of them, **it works in close collaboration with national ministries of education and local authorities** to address the specific educational challenges of each area.

2021 continued to be strongly influenced by the incidence of COVID-19, as Latin America was one of the regions with the longest school disruption in the world during the pandemic. This situation posed great challenges for ProFuturo, which opted for **large-scale online teacher training**, as well as strategies that continued to value and contribute to teacher training with the development of digital skills. With the offer of courses, and according to the needs of each country, **educational pathways and**



More about ProFuturo in Latin America and the Caribbean at <https://profuturo.education/en/countries/>





**diplomas certified by the ministries of each country** were constructed, which enabled many teachers to improve their qualifications and to be recognised as such.

Efforts were also directed towards actions that provided students with access to education, from **mobile applications or offline resources**, to other communication technologies, such as radio and television. Thus, the supply of educational resources was expanded and initiatives were promoted so that children could continue to receive their lessons online, on television, radio and offline where possible. To enable students to continue learning, the Peruvian project **Oráculo Matemático**, an application that promotes the learn-

ing of mathematics through play, was globalised. Other countries, such as Colombia, have also incorporated it into their Matific strategy for working on mathematical competence in children's education and primary education.

Thanks to the wide virtual offering, ProFuturo was able to get teachers, children and families in countries where it is not yet present, such as **Honduras** and **Bolivia**, to start using the resources and content offered in open access. However, with the return to the classroom after the pandemic, teacher participation decreased compared to 2020 as educators focused their efforts on preparing for the return to face-to-face teaching by taking on other responsibilities.

## Regional indicators in 2021



**7,476**

SCHOOLS



**417,619**

TEACHERS  
TRAINED



**6,431,359**

CHILDREN AND  
ADOLESCENTS  
REACHED



**27,351**

ADULTS  
TRAINED\*



**3,724,795**

USERS IMPACTED  
THROUGH ONLINE  
RESOURCES

\*Family members trained in Colombia with "Escuela TIC Familia" and in Ecuador with "Niñez Segura y Protegida".

## INNOVATIVE PROJECTS IN THE REGION



### BRAZIL

Around **80,000 primary school students** benefited in 2021 from Estude em **Casa pela Ondas do Aula Digital**, an educational project that since 2020 has been taking ProFuturo resources to the airwaves in the State of Sergipe thanks to an agreement between the Department of Education and the Paramitas Institute

[More information](#)

### CHILE

In the **ProFuturo Virtual Classroom**, more than **33,000 students and 1,500 teachers** took part in innovative activities in Computational Thinking, attended discussions with experts and had access to high-impact training programmes, such as the diploma courses for teachers that are certified by the Ministry of Education.

[More information](#)

### COLOMBIA

More than 27,000 parents and caregivers in the country were trained in 2021 in digital skills and responsible use of ICTs thanks to **Clic Ahí**, a four-part series that adapts the resources of ProFuturo's Escuela TIC Familia programme to TV.

[More information](#)

### PANAMA

More than **977,000 primary school students** benefited in 2021 from ProFuturo's digital resources turned into TV lessons and broadcast on the nationwide **Conéctate con la Estrella programme**, thanks to a Cooperation Agreement between the State Radio and Television System (SERTV) and the Ministry of Education. .

[More information](#)

### PERU

In the absence of face-to-face activities in schools, Peru continued to work with schools, in alliance with the Ministry of Education, through the **Aula Digital en Casa** (Digital Classroom at Home), a platform with virtual activities aligned with the country's curriculum. Thanks to this platform, more than **157,000 children** were able to continue their education from home.

[More information](#)



### URUGUAY

Around **7,800 students and 600 teachers** developed **computer skills and competencies** by working with different tools with the aim of promoting problem-solving and the appropriation of technologies in the classroom. All this thanks to online training proposals for teachers certified by the Ministry of Education and workshops on computational thinking for both teachers and children in different educational centres.

[More information](#)

## Regional alliances through Telefónica Foundation in Latin America

### Argentina



- Portal Educ.ar with the Ministry of Education of the Nation
- Sobretiza, portal for the dissemination of educational news
- UNESCO and Cippec for partnership network work and policy dialogue
- Agreements for teacher training content with points:
  - Province of San Juan
  - Province of Córdoba
- Other agreements:
  - Province of Neuquén
  - Province of Jujuy
  - Autonomous City of Buenos Aires

### Guatemala



- Ministry of Education

### Mexico



- Spanish Agency for International Cooperation
- Education Secretariats in Mexico City, Jalisco, Guadalajara, Veracruz, Sonora, Aguascalientes, Guerrero, Zapopan and Oaxaca
- Federal Education Administration of Mexico City
- Consejo Nacional de Fomento Educativo (CONAFE) (National Council for the Promotion of Education)
- General Coordination @prende.mx
- University of the Caribbean

### Brazil



- UNESCO Brazil
- Municipal Secretariat of Education of Aracajú, Amapá, Amazonas, Bahia, Espírito Santo, Goiás, Mato Grosso do Sul, Minas Gerais, Rondônia, Sergipe, Sapé, Fortaleza, Macapá, Paraíba, São Paulo and Pernambuco
- State University of Rio Grande do Sul (UERGS)
- Singularidades Institute
- Centro Universitário Bras Cubas
- Centro Universitário Ítalo Brasileiro
- National Union of Municipal Education Directors (UNDIME)

### Panama



- Ministry of Education (MEDUCA)

### Peru



- UNICEF
- UNESCO
- San Martín de Porres University (USMP)
- Technological University of Peru (UTP)

### Colombia



- Ministry of National Education (MEN)
- Ministry of Information and Communication Technologies, "Computadores para Educar" programme
- Government institutions at the national level
- 97 municipalities in the country
- Entrepreneurs for Education
- Colombian Association of Universities (ASCUN)

### Uruguay



- Ministry of Education and Culture (MEC)
- National Public Education Administration (ANEP)
- Joint collaboration agreement with Plan Ceibal
- Catholic University of Uruguay (UCU)

### Costa Rica



- Ministry of Public Education (MEP)

### Chile



- Ministry of Education
- Regional Innovation Committees
- Institutes of Higher Education
- Universities and Technical Vocational Training Institutes
- Kodea Foundation
- All communes in the country



## NEW PARTNERSHIPS AND PROJECTS



**OEA** Through the alliance with the **Organisation of American States (OAS)**, ProFuturo worked closely with the Ministries of Education with offers that complemented their educational plans. Within the framework of this alliance, the study "**Civil Society Organisations and their contributions to educational continuity in a pandemic scenario**" was prepared, which reflects the efforts that 68 social organisations in Latin America have made to guarantee the right to education of children in the region in a scenario of school closures.

In addition, **in 2021 ProFuturo forged 54 alliances that allowed it to strengthen its institutional positioning in Latin America**, either through the mobilisation of public policy or sustained growth through third parties. This strengthening through social organisations was key to facilitating intervention and networking. The creativity, innovation and flexibility with which the social entities implementing ProFuturo in the countries responded to find agile local solutions to facilitate the support of teachers and students were outstanding.

### Featured project

#### Community awareness module

In terms of technological innovation, and extending the boundaries of the school as circumstances demanded, an Awareness Module was developed to **empower the educational community** to manage the programme, **reduce the digital gap among families** and thus bring them closer to their children's education. The design process drew on the experience of projects such as "Escuela TIC Familia" (**Colombia**), "Redes Integrales ProFuturo" (**Ecuador**) and "Dinamizadores Júnior" (**El Salvador**). In 2021, a pilot was carried out in Colombia and transferred to the teams to be implemented in the rest of Latin America.



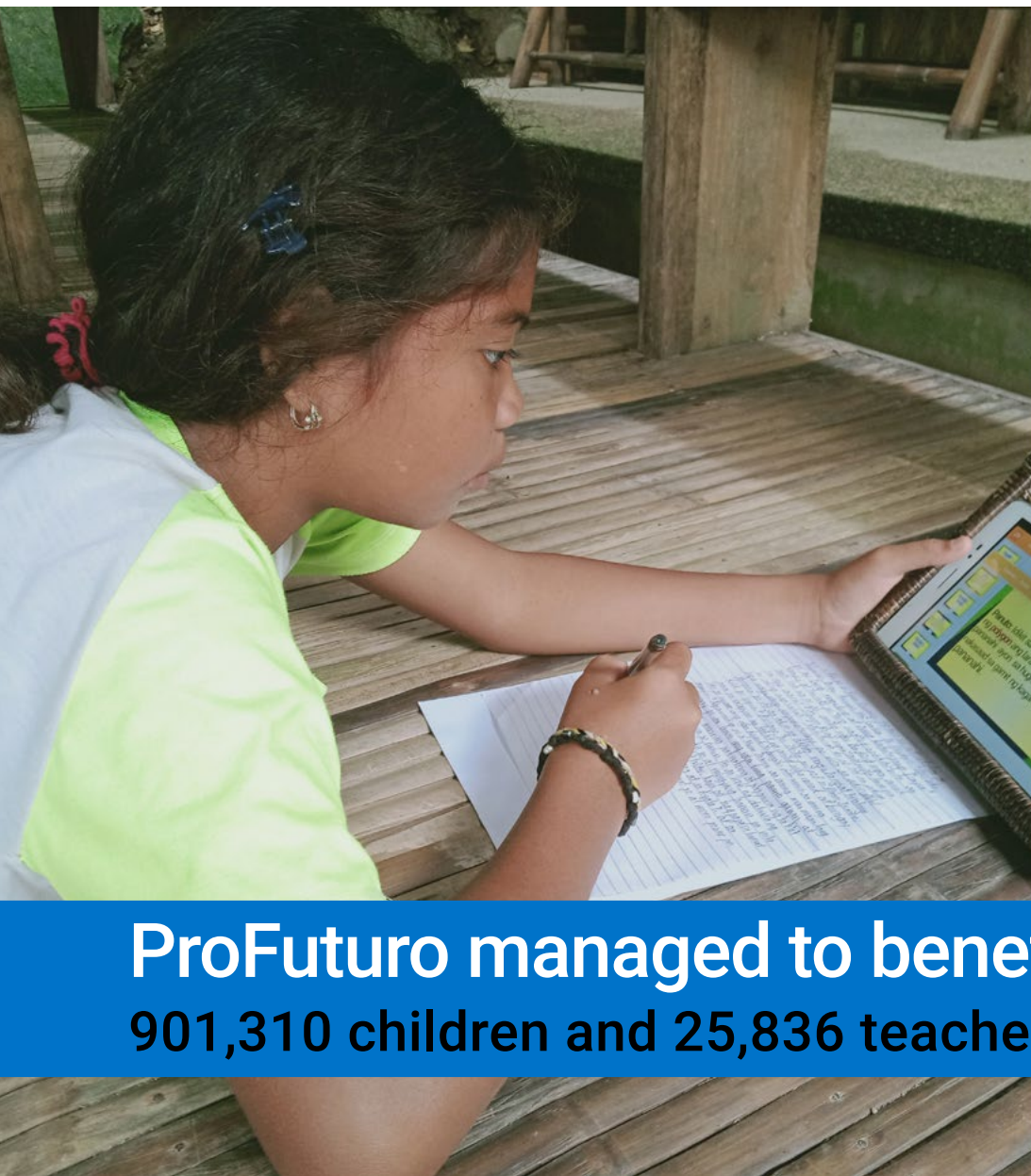


## MEETINGS AND WEBINARS

In 2021, spaces were convened to exchange practices and experiences with social organisations, with the aim of responding to the problems presented by the ongoing pandemic, as well as spaces for political dialogue for the mobilisation of the digital education agenda in the region.

- **ProFuturo participated in various technical education round tables at the invitation of UNESCO and the United Nations Global Compact, among others.**
- **A total of 63 events were held in the region, which sought to mobilise knowledge management in digital education by different experts and programme participants.**
- **In countries such as Peru, Chile, Mexico, Colombia, Venezuela and Costa Rica, ProFuturo participated in webinars and virtual workshops to share experiences and best educational practices during the pandemic. Among others, they include:**
  - **Colombia.** 8th Leaders for Education Digital Summit, the most important academic event in education in the country, which brings together national and international experts to discuss the future of education.
  - **Argentina.** EDUCREAR: education seminar organised annually with the participation of international educational leaders, which is oriented towards reflection on issues related to the challenges of K12, the university world and employability in the context of the digital revolution.
  - **Peru.** Teacher Leaders Meeting: a national training event that integrates conferences, workshops and exchange spaces for teacher training.
  - **Ecuador.** Pro-Education Conference: with the theme "Innovate - Influence - Impact", eight national and international speakers shared their reflections to empower and strategise the education community.
  - **Costa Rica.** MovilizaTE Seminar: educational meeting aimed at promoting innovation practices in the classroom in contexts that incorporate the use of digital technologies in a participatory way for students.
  - **Educational dialogues** on various topics were held in all countries of the region: "Gamification and learning through play", "Neurosciences: stress management at school", "Flipped Classroom".





## AFRICA AND ASIA

ProFuturo is already present in **17 African countries and 3 Asian countries**. Despite the fact that schools were closed for much of the year, ProFuturo managed to benefit **901,310 children and 25,836 teachers** in these regions.

In overall terms, the strategy pursued during the year in Africa and Asia focused on consolidating the operations implemented to date and broadening the commitment to education in humanitarian contexts. **Sustainable growth** was also evident in the number of new participants in teacher training projects, as well as in partnerships with new strategic actors.

In the area of **teacher training**, we would highlight the consolidation of the collaboration with **Empieza Por Educar** to implement teacher training programmes in Africa, specifically in Kenya, Sierra Leone, South Africa, Nigeria and Zimbabwe. **Thanks to the "Empieza Por Educar - Teach For All" programme, 12,604 teachers were trained in digital skills with ProFuturo in 2021.**

Meanwhile, local partners in **Equatorial Guinea and Kenya** focused on training secondary school teachers. Thus, in addition to managing the primary schools where the ProFuturo programme has been implemented, they coordinated several secondary schools to which ProFuturo offered the possibility of training their teachers in innovative classroom methodologies, taking advantage of the team's knowledge in the field.

**ProFuturo managed to benefit 901,310 children and 25,836 teachers in these regions**

For the implementation of ProFuturo as a digital education programme in **Zimbabwe**, a project was initiated with the Ministry of Primary and Secondary Education (MoPSE) through which more than 600 teachers and principals have already been





## Indicators in Africa and Asia in 2021



# 1,824

SCHOOLS



# 901,310

CHILDREN AND ADOLESCENTS  
REACHED



# 25,836

TEACHERS  
TRAINED



# 6,363

USERS IMPACTED THROUGH  
ON-LINE RESOURCES

trained and the educational platform has been rolled out in 250 schools, all thanks to the collaboration and equipment provided by the ministry.

In Senegal, coaches from schools where ProFuturo was already present were trained in the use of ProFuturo Mathematics. The activity had a two-fold objective: to expand the resources available for classroom use, motivating teachers and students, as well as to implement a resource in line with the guidelines of the Ministry of Education of Senegal, which works to promote the teaching of mathematics. **This is the first time that ProFuturo Mathematics has been implemented as a pilot project in Africa.**

On the Asian continent, two projects aimed at facilitating access to education for children stood out. On the one hand, in the **Philippines**, where schools were closed for approximately two years, **tablets on loan were combined with home visits by highly committed school teachers**. In the first case, in order to enable students to continue by distance learning, an

agreement was reached with school principals and coaches that tablets would be distributed and picked up by parents once a week at the schools according to the established schedule, and then help their children to do activities at home using the ProFuturo app offline. When teachers and coaches visited some students' homes, they brought with them a server and a router, as well as tablets. This allowed the teacher to create activities on the platform and the student to do them with their teacher at home.

On the other hand, in **Lebanon**, other options were explored to keep students and teachers connected during school closures. **A survey showed that a large number of project beneficiaries had access to the internet**, so the platform was developed so that pupils and teachers could connect to one another from home. Teachers could create classes, assign them to their students, who, by accessing the online platform, could follow them remotely. This form of learning continued throughout most of 2021.

# Educational innovation in humanitarian contexts

The Digital Education Model for Humanitarian Contexts was approved by the ProFuturo Board of Trustees in 2018 and envisages a coalition of different stakeholders, governments, NGOs, education experts and other institutions to help develop different activities that can **guarantee the right to quality education for refugee children that is integrated and sustainable**. This model is based on the premise that even in a humanitarian crisis, when the most urgent need is to meet immediate basic needs such as food or access to psycho-social and mental support, education cannot be afford to wait. Following the principles of the **Inter-Agency Network for Education**

**in Emergencies (INEE)**, ProFuturo aims to improve the quality of education through innovation and technology, and to provide a safe learning space for young children that will enhance their holistic development and psychosocial well-being and resilience.

A key element in achieving the goals of quality education is the teachers. That is why at ProFuturo we focus on providing them with ongoing training and support. Particularly because **education in the context of the refugee population has different characteristics from that applied to formal education**

## CHARACTERISTICS OF EDUCATION IN THE CONTEXT OF THE REFUGEE POPULATION

1

**Students' learning is mostly non-formal and/or informal.** In many host countries, the integration of these students into their education systems is a major challenge, and hence alternative educational settings need to be established.

2

**Learning resources are mostly inadequate,** given that this is a new population in the host countries.

3

**Teachers often have limited access to professional development opportunities.** For the most part, they lack knowledge of literacy, understanding of pedagogy, student-centred learning, inclusive practices, classroom management, school safety and social-emotional learning, and in many cases even the language of instruction in the host country.

4

**Child protection and security issues are particularly important in refugee settings,** where children are exposed to multiple protection risks.

5

**Data show that displacement is linked to behavioural and academic problems** and that emotional problems are associated with learning difficulties and poor academic performance. Students and teachers often experience trauma and are subjected to sustained stress over long periods of time. This is compounded by increasing security problems, protection issues and exclusion.

For ProFuturo, this model of intervention has been key in recent years, which is why it has grown and evolved in Lebanon, Malawi and Jordan, where it began, and has expanded to new territories such as Rwanda and Tanzania.

To date, ProFuturo has benefited some **32,580 refugee children and 702 teachers**, but there is still a long way to go and it is already working on expanding its reach to more students in sub-Saharan Africa and the Middle East. Interventions under the Humanitarian Settings Model are only possible through partnerships with organisations with solid experience in the field. Together, with the help of technology as a facilitator, ProFuturo continues to strive to bring educational innovation to the areas that need it most.

## Education in humanitarian contexts in 2021

COUNTRIES: LEBANON, JORDAN, MALAWI, RWANDA AND TANZANIA



**29,111**

CHILDREN BENEFICIARIES



**601**

TEACHERS TRAINED



**“ProFuturo's commitment to refugees is public within the framework of the Global Compact on Refugees, adopted by the United Nations General Assembly in December 2018, and the Global Refugee Forum”**



## ARRIVAL IN RWANDA AND TANZANIA

In 2021, ProFuturo began, in partnership with **UNHCR**, to implement the digital education programme in **six refugee camps in Rwanda**, in the regions of Mahama, Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba. With the target of improving the quality of education and facilitating the integration of refugee children into the national education system, the alliance benefited some **18,703 students and 317 teachers in 15 schools**.

In 2021, in **Tanzania**, we worked with **Save the Children** in the Kigoma region, more specifically at **eight primary schools and two mobile centres** in the Nduta and Nyarugusu refugee camps. The joint project trained **92 teachers** and contributed to improving the educational quality of **4,232 Burundian and Congolese children aged 6 to 17**. With the same organisation, the partnership was renewed in Liberia, where the digital education programme has been implemented in 60 schools since 2018. In 2021, the initiative directly benefited **3,873 primary school children and 207 teachers**.

## ENLARGEMENT IN LEBANON, JORDAN AND MALAWI

**Lebanon** was the first country in which ProFuturo implemented its educational intervention model adapted to humanitarian contexts in collaboration with the Jesuit Refugee Service (JRS), whose alliance has already benefited nearly **200 children**. During these years, the work has expanded to other areas of the country together with the **Kayany Foundation and the American University of Beirut (AUB)**, reaching **17 schools, 1,221 students and 69 teachers** by 2021.

In **Jordan**, ProFuturo works with **Messengers of Peace** to bring digital education to around **1,007 children**. In 2021, the project was consolidated through continuous teacher training and coaching of **53 teachers**.

In Malawi, during 2021, ProFuturo contributed to the construction of four classrooms, latrines, a recreational area and the preparation of land for a football pitch. It also sent new technological equipment to the schools where it has been working since 2019 with the **Jesuit Refugee Service (JRS) and Entreculturas**. Since its inception, the programme has benefited **5,780 children and 96 teachers** in the country.



		Rwanda	Tanzania	Liberia	Lebanon	Jordan	Malawi
SCHOOLS TEACHERS CHILDREN		18,703	4,232	3,873	1,221	1,007	5,780
		317	92	207	69	53	96
		15	8	60	17	2	2



Find out more at  
<https://bit.ly/3uNp07Y>



# A step further in teacher professional development

The work of teachers is an undeniable driver of change. If education has the power to transform, teachers are the first people with the capacity to do so. Since the beginning of ProFuturo's activity, they have played the **key role in the digital education programme**, given that teachers with the best technological and pedagogical skills are capable of transforming the future of their students. However, in many parts of the world, children's opportunities are limited by a **shortage of trained and qualified teachers**. For example, according to data from the UNESCO Institute for Statistics, only 64% of primary school teachers in Sub-Saharan Africa have the minimum training required for their job.

Innovation, as part of ProFuturo's DNA, is also a challenge within the classroom in order to achieve an **innovative, transformative and memorable experience**. Teacher training focused on applicability in the classroom and on innovative approaches contributes to providing teachers with more elements to be able to design memorable learning experiences through different methodologies and using different technological

tools, to promote learning that is appropriate for the challenges of the 21st century and to encourage students' understanding of content.

Knowing new methodologies - cooperative learning, project-based learning, etc. - as well as establishing strategies to work on student motivation and act as real role models, helps teachers to generate resources and educational approaches suited to the specific needs and contexts of students, **contributing in part to reducing absenteeism and making the teaching-learning process relevant and pertinent**. It also makes the most of digital resources, both by bringing distant realities closer to children and by linking abstract concepts to their daily lives or concerns.

Teacher training encourages educators to combine different types of resources and strategies, depending on the competencies they want to develop in students at any given moment - communication, problem-solving, collaboration, etc. - and to **foster an active role for children**, not only as learners, but as citizens in an ever-changing world.

## PROFUTURO'S TEACHER TRAINING PROPOSAL

In 2021, ProFuturo's teacher training proposal is based on four main pillars:

- 1 Continuous teacher training.** A training proposal that goes beyond specific moments and seeks to propose a training pathway..
- 2 Progressive teacher training.** ProFuturo offers different proposals, adapted to different levels of ICT appropriation and familiarisation with innovation.
- 3 Classroom-based teacher training.** All the proposals are designed by and for the classroom, either because the courses involve practical implementation, or because the issues they address are central to any teacher.
- 4 Teacher support.** The degree and type of support is tailored to the nature of each resource so that ProFuturo has both proposals that promote more autonomous learning and others that revolve around the generation of a learning community.

## THE TWO MAJOR TEACHER TRAINING PROJECTS IN 2021

### LEVEL UP – LEARNING TOGETHER... LET'S PRACTICE!

Level Up proposes a series of innovative teaching practice tools and **seeks to encourage collaboration between teachers**. Teachers undergo training that includes moments of sharing with other teachers - in face-to-face sessions when possible - as well as individual work addressing issues related to classroom management, student motivation, verification of learning and lesson planning. The aim is to **maximise effective learning time in the classroom and contribute to improving the quality of the educational experience** through small changes with big impact.



More info about Level Up at <https://solution.profuturo.education/en/web/2022-global-level-up-aprendiendo-juntos-a-practicar-leup>

### DIGITAL TEACHERS

Docentes Digitales (Digital Teachers) is a training proposal for teachers with the following aims:

- To promote the pedagogical appropriation of technology in teachers.
- To use technology in the design of teaching and learning sequences that help to improve educational practices.

This proposal has been developed in Spain with **EDU-CAINNOVA21**, an association of Spanish teachers linked to the university environment and the promotion and implementation of innovative proposals in the classroom through the promotion of digital skills.

The training is organised in eleven courses divided in four levels of digital competence in teachers so that they can be assigned according to the level and needs of each tea-



cher. In addition to the different levels of digital skill, the classroom practice proposed at each level also increases in complexity. The structure of each course is as follows:

**Presentation:** the concepts to be worked on in the module are introduced, as well as the objectives and skills to be developed.

**Reflect:** teachers should reflect among peers on the pedagogical potential of the ICT element of the course for their classroom practice.

**Contrast:** different class scenarios are presented in which the element to be worked on may constitute a differential value compared to other alternatives.

**Create:** through video tutorials the element or tool is presented in order to develop educational resources.

**Demonstrate:** teachers should apply what they have learned to a concept or subject they teach. That is, to generate a digital resource and share it with other teachers.

More info about Digital Teachers at <https://formacion.educarex.es/292-sites/3290-formacion-profuturo>



ProFuturo's pedagogical vision focuses on the **transformation of the teaching activity in its classrooms**, which is only possible through meaningful experiences. For this reason, the entire catalogue of resources aims for the teaching community and centres to construct proposals for their classes that break with the traditional methodologies of knowledge transmission and focus on active, constructivist pedagogies, with the student at the centre of the learning process. This is only possible:

- With a correct hybridisation with the digital world. Through digital resources repositories, collaborative networked communities, digital tools to generate new activities, etc.
- Accepting that the final beneficiaries are children living in highly socio-economically and culturally vulnerable environments. ProFuturo

provides teachers and educational centres with the means for relevant techno-pedagogical action that takes into account the existing cognitive limitations and the lack of material and cultural resources in the homes of their students.

- Focusing on such "memorable" experiences, which motivate and foster an acceleration of enquiry and comprehension learning among children, as the only guarantee not only to prevent the digital gap from being added to the socio-economic gap, but also to reverse the latter.
- Incorporating self-diagnosis into the teaching experience so that teachers themselves discover their own professional development needs.

## Open content access figures



TEACHER TRAINING  
COURSES

**3,879,936**

ACCESS TO ONLINE RESOURCES

**1,086,988**

ENROLMENTS



ORÁCULO MATEMÁTICO  
DOWNLOADS

**111,141**



COUNTRIES FROM WHICH  
CHILDREN'S RESOURCES HAVE BEEN  
ACCESSED OPENLY

**100**

# Key moments and projects in 2021



## DISCUSSION WITH FERNANDO M. REIMERS

On 25 February, ProFuturo's Managing Director, Magdalena Brier, held a virtual meeting with the director of the Global Education Innovation Initiative and Harvard University professor, Fernando Reimers, in which they discussed the **opportunities for educational innovation in the post-pandemic era**. Among his reflections, Reimers highlighted the potential of digital education to "equalise differences".

 [More information](#)



## THE TRANSFORMING POWER OF E-DUCATION IN AFRICA

On 25 May, coinciding with **Africa Day**, the event "The transforming power of e-ducation in Africa" took place. The meeting was co-organised by **ProFuturo, Casa África, UNHCR, Empieza Por Educar, Entreculturas, Save the Children and World Vision**, with the support of Planeta Futuro (El País) and Mundo Negro as media partners.

The discussion focused on the progress that has been made in the field of education in recent years on the African continent and was attended by representatives of the different organising bodies. The hybrid format - face-to-face and virtual - made it possible for attendees to follow the streaming, as well as to connect live with **UNESCO's Assistant Managing Director for Priority Africa and External Relations, Firmin Edouard Matoko**, who bore testimony to the reality of education in Africa.

 [More information](#)



## PRESENTATION OF DIGITAL TEACHERS IN EXTREMADURA

On 10 June, the Telefónica Foundation and "la Caixa" Foundation, through ProFuturo, launched in Mérida (Spain), together with the **Department of Education and Employment of the Regional Government of Extremadura**, the first edition of **Digital Teachers**, a training pathway in digital skills to promote the use of technology in pedagogical skill.

The training, which took place between July and August 2021, consisted of three 20-hour virtual courses each on the development and use of digital educational resources, as well as the design of a digital evaluation strategy. **A total of 584 teachers were trained.**

 [More information](#)



## NEW PROFUTURO EDUCATION APPLICATION

Introducing the ProFuturo Education application, **our new solution for teachers and students to continue learning without an Internet connection** by downloading educational content to their mobile phone or tablet.

From ProFuturo Education, teachers and students will be able to access a wide variety of educational content. For teachers, the application offers a new way to develop their digital skills and support their students in the learning process, with free offline access to **more than 160 courses and 2,800 hours of training in different languages**.

The students can enjoy learning through the more than 1,600 additional hours of language, maths, science, technology and life skills content so they can continue their education at home. ProFuturo Education provides the interactive resources in four languages: Spanish, English, French, and Portuguese

 [More information](#)



## LAUNCH OF THE PROFUTURO NEWSLETTER

In June, the ProFuturo Newsletter was launched, a monthly bulletin that brings together in Spanish and English all the latest news about the programme, transformational stories of students and teachers, events and educational experiences within the ProFuturo Observatory. In less than a year, the Newsletter has exceeded 1,000 subscriptions.

 [More information](#)



## ENLIGHTED 2021 HYBRID EDITION

Once again, ProFuturo participated in enlightED, the largest international meeting on education, innovation and EdTech, organised by the **Telefónica Foundation, IE University and South Summit**. This fourth edition stood out for having a hybrid format organised over three days, from 19 to 21 October. On the opening day, dedicated to "Bridging the innovation gap to transform education systems", the managing director of ProFuturo spoke with **Wendy Kopp, CEO and co-founder of Teach For All** about how to empower, train and mentor teachers in the digital era.

In addition, **a round table was set up on how to achieve excellence and equity in education** in a data-driven world. In it, there was advice on using technology in education and reflection on the future of education in the face of pandemic exhaustion and the new educational landscape. ProFuturo **organised a workshop for teachers on how to incorporate computational thinking in the classroom**.

 [More information](#)





### 5TH PROFUTURO RACE

After the virtual edition in 2020, on 14 November the ProFuturo Race returned to the streets of Madrid to run for education. Nearly **1,000 runners** took part in this fifth edition of the Movistar Madrid Half Marathon solidarity race, which in 2021 featured a new improved route, extended to 5.8 km.

In its five editions, the ProFuturo Race has brought together around 12,000 runners and has had the stellar participation of athletes such as **Chema Martínez, Javier Gómez Noya, Abel Antón and Martín Fiz**.



[More information](#)



### 2ND EDITION OF #HACK4EDU

For the second consecutive year, the international hackathon promoted by **ProFuturo** and the **Pontifical University of Salamanca (UPSA)**, in collaboration with the Telefónica University Chairs Network, which seeks to respond to the challenges of digital education, was held from 17 to 19 November. Over 3 days, **130 hackers from 6 countries and 12 Spanish and Latin American universities** worked in multidisciplinary teams in a hybrid format to come up with solutions to the 33 challenges of digital education. To select the **seven winning projects**, an international panel of judges, composed of technology experts from the academic world and business, based their selection on scoring criteria which took into account the creativity and innovation of the proposed solutions, the degree of completion and the final quality of the projects presented, as well as the transferability of the prototypes to the market and the orientation towards solving digital education problems in disadvantaged countries



[More information](#)



### PROFUTURO AT THE DAVIS CUP 2021

Continuing with sport as a major vector to **raise awareness about digital education**, ProFuturo was present with a promotional stand at the 2021 Davis Cup, a leading event in the world of tennis that was held in Madrid from 25 November to 5 December and where millions of fans and figures of this sport had the opportunity to learn about the work of ProFuturo.



## PROFUTURO OBSERVATORY: REFLECTION AND ANALYSIS FROM EXPERIENCE IN THE FIELD

The ProFuturo Observatory is a **space that promotes discussion and reflection on the current situation of digital education in vulnerable environments, educational innovation and their challenges from a digital perspective**. It does this through research, analysis and dissemination of innovative initiatives, with the aim of improving the opportunities of vulnerable teachers and children to achieve quality education.

Through its Observatory, ProFuturo tells **stories of innovation and learning**, shares identified **best practices in education** and develops **rigorous research** in collaboration with academic institutions, research companies and international organisations.

With a **transmedia vocation** and through articles, videos, interviews, debates and discus-



sions, each week the ProFuturo Observatory addresses the reality of education from multiple perspectives, providing, in addition to its vision, the voices of different experts who help

to analyse and reflect on the current situation of education in those areas where ProFuturo usually carries out its work.

In 2021, the Observatory published **more than 60 articles** on topics such as digital education as a tool for equality and inclusion, computational thinking in the classroom, artificial intelligence applied to education, personalised teaching, mathematical thinking, digital education for refugee children, digital citizenship, new teaching competencies... It has also given a voice to **prestigious experts** from the academic world, entrepreneurship, social innovation and teaching.

The ProFuturo Observatory aims to become a trusted space for information, reflection and knowledge for all those interested in the world of education and to contribute to ensuring that it is always at the centre of the debate

[Visit the ProFuturo Observatory](#)





# ProFuturo's voice in the international education community

## NETWORKS AND WORKING GROUPS

2021 was also a year in which participation in networks and working groups was enhanced with the aim of sharing experiences and best practices, as well as nurturing the programme with third-party expertise.



### MEDUCATION ALLIANCE

A collaboration agreement was signed with the mEducation Alliance, an alliance that ProFuturo joined in 2021, in addition to the 15 domestic and international networks and working groups in which ProFuturo actively participates.



### DIGITAL EDUCATION STRATEGY FOR AFRICA

ProFuturo participated in a working group convened by the African Union to advise on the design of the Digital Education Strategy for Africa - in collaboration with the European Union - in line with the Continental Education Strategy for Africa (CESA 16-25).



### "GPE: TEACHER DIGITAL SKILLS STAND UP" WITH THE WORLD BANK

ProFuturo participated in this working group with the aim of developing practical guidelines for implementing digital education projects for governments in low- and middle-income countries. This collaboration resulted in a podcast and a webinar on best practices for the selection of digital learning platforms.





## HIGH-LEVEL FORUMS

ProFuturo was invited to participate in numerous events and forums, including the UN High Level Political Forum and the global event RewirED held at the Dubai Expo, in a session led by UNHCR International.



### E9 CONSULTATION MEETING OF MINISTERS OF EDUCATION

The ProFuturo programme was presented to the representatives of the ministries of education of the nine countries that are part of this UNESCO initiative: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. These countries account for more than half of the world's population and 70% of the world's illiterate adults. [More information](#)

### CIES 2021 CONFERENCE: "SOCIAL RESPONSIBILITY WITHIN A CHANGING CONTEXT"

Organised by the Comparative and International Education Society, one of the oldest and largest comparative and international education societies in the world. World Vision International presented a paper on the case of the Zimbabwe programme, with ProFuturo contributing to the subsequent report. [More information](#)

### WORLD SUMMIT ON THE INFORMATION SOCIETY

UNESCO invited ProFuturo to participate in this event organised by the International Telecommunication Union (ITU), as a member of the Global Education Coalition. [More information](#)

### "LOOKING BACK, MOVING FORWARD - PRIVATE SECTOR SUPPORT FOR REFUGEES"

Within the framework of this event aimed at companies, promoted by the United Nations High Commissioner for Refugees, the collaboration between ProFuturo and the Spanish Committee for UNHCR was presented, as well as ProFuturo's commitment to education in humanitarian contexts.



### HIGH-LEVEL POLITICAL FORUM ON SUSTAINABLE DEVELOPMENT (HLPF)

ProFuturo co-organised a session of the UN High Level Political Forum on Sustainable Development with the title "Tools and lessons for inclusive and sustainable recovery to secure, regain and sustain SDG momentum". [More information](#)



### EDUCATION IN EMERGENCIES

Teach For All held this round table discussion in which ProFuturo participated to share its experience of working with humanitarian contexts.

### GLOBAL ALLIANCE FOR LITERACY (GAL) GENERAL ASSEMBLY

UNESCO invited ProFuturo to participate in the General Assembly of the Global Alliance for Literacy in the Framework of Lifelong Learning, where it presented its programme and training resources.



### MEDUCATION ALLIANCE SYMPOSIUM

ProFuturo participated as a sponsor of the international congress organised annually by the steering committee of the mEducation Alliance. This year, it participated in two sessions: one where the "ProFuturo Mathematics" project was presented and another where the details of the programme were shared with other partners of the event. [More information](#)



### UNESCO WORLD TEACHERS' DAY

ProFuturo participated as a speaker at the event "Leveraging technology for educational recovery: Innovations in teacher development".

[More information](#)



## WSBI-AGFUND-ACRI G20 RELATED CONFERENCE

This important conference, promoted by the World Savings and Retail Banking Institute (WSBI) hosted a round table discussion on financial education with the title "Improve digital financial literacy for better inclusion", in which ProFuturo participated with its approach and experience in bringing digital education to the most vulnerable areas.

[More information](#)



## DIGITAL SUMMIT LEADERS FOR EDUCATION IN COLOMBIA

ProFuturo's Managing Director participated in the 8th Digital Summit Leaders for Education, the most important academic event for education in Colombia. Magdalena Brier spoke among a panel of national and international experts who debated the future of education in the Andean country.

## ROUNDTABLE ON REFUGEE EDUCATION

For the second consecutive year, the Al Ghurair Foundation and Save the Children invited ProFuturo to share its experience of working with refugees. This year's theme focused on digital education.

[More information](#)



## WISE SUMMIT

As a winner of the WISE 2021 Award, ProFuturo participated in the summit in Doha and also participated in some of the sessions as a speaker.

[More information](#)



## 13TH INTERNATIONAL POLICY DIALOGUE FORUM

ProFuturo organised a session of this international forum organised by the UNESCO Teacher Task Force, which this year took place in a hybrid format from Rwanda. It presented the educational project it is carrying out in Zimbabwe together with World Vision International and the Zimbabwean Ministry of Education.

[More information](#)



III Reunión Especializada del CIDI de Altas Autoridades de Cooperación  
2 y 3 de diciembre de 2021, virtual  
Temas: "La cooperación y los esfuerzos como motores para la recuperación socioeconómica post-COVID-19 en la región"

## VIRTUAL DIALOGUE BETWEEN MINISTERS AND HIGH COOPERATION AUTHORITIES

Promoted by the Organisation of American States (OAS). Olga Angélica Alarcón, Director of Telefónica Foundation Chile, represented ProFuturo and its commitment to digital education in the region.



## REWIRED SUMMIT

ProFuturo participated in the session "Connected Education for Refugees Challenge" promoted by UNHCR's Education Section in the framework of the RewirEd Summit, which also included UNICEF and Education Cannot Wait (ECW). RewirED is the global platform for renewing education for a prosperous and sustainable future.

[More information](#)

## PUBLICATIONS

ProFuturo's progress and experience is reflected in numerous renowned domestic and international publications that came out in 2021.



### "CONNECTING LEARNING SPACES: POSSIBILITIES FOR HYBRID LEARNING"

The ProFuturo Teacher Digital Skills Self-Assessment tool is mentioned in this report produced by the UNESCO Broadband Commission and the International Telecommunication Union (ITU), which serves as a guide for the design and implementation of new educational strategies to ensure the correct design of policies based on the hybrid learning model.

[More information](#)



### "SELECTING, EVALUATING, AND ADAPTING OPEN LEARNING MANAGEMENT SYSTEMS: THE CASE OF PROFUTURO"

In the framework of the World Bank working group "GPE: Teacher Digital Skills Stand Up", in which ProFuturo participated as an external advisor, and within the series of podcasts and webinars on digital education organised by the World Bank, ProFuturo shared its experience in the selection, evaluation and adaptation of open digital learning platforms.

[More information](#)



### "CIVIL SOCIETY ORGANISATIONS (CSOS) AND THEIR CONTRIBUTIONS TO EDUCATIONAL CONTINUITY IN A PANDEMIC"

ProFuturo and the Organisation of American States (OAS) conducted research on the experiences of educational CSOs in the context of the COVID-19 pandemic in 16 Latin American countries. The conclusions provide an overview of their contribution and highlight their key role in promoting and guaranteeing the right to education in the region.

[More information](#)



### "LEARNING TO BUILD BACK BETTER FUTURES FOR EDUCATION"

In this book published by UNESCO, authored by experts Fernando M. Reimers and Renato Operetti, chapter 26 is dedicated to the intervention of ProFuturo in Guatemala as a success story in the use of technology for teacher development.

[More information](#)





### **“HIGH, LOW, OR NO TECH? A ROUNDTABLE DISCUSSION ON THE ROLE OF TECHNOLOGY IN REFUGEE EDUCATION”**

In October, ProFuturo participated in the high-level roundtable organised by the Al-Ghurair Foundation, Save the Children and EdTech Hub on the role of technology in education for populations in refugee contexts. The subsequent report draws conclusions on the benefits and challenges of using technology and the limits of EdTech interventions.

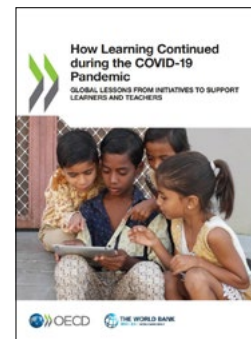
[More information](#)



### **“CONNECTED EDUCATION FOR REFUGEES: ADDRESSING THE DIGITAL DIVIDE”**

UNHCR's Education team, from its Division of Resilience and Solutions, publishes this report on the problem of education in refugee populations, the direct impact of COVID-19 on them and the possibilities that digital education opens up to provide solutions. The example of the ProFuturo programme is highlighted with an analysis of its strengths and areas for improvement.

[More information](#)



### **“HOW LEARNING CONTINUED DURING THE COVID-19 PANDEMIC”**

This OECD publication features 45 "stories of continuity in education" during the first wave of pandemic school closures collected by the World Bank, the OECD, the Harvard Global Educational Innovation Initiative and HundrEd. These include ProFuturo's #SeeYouInDigital contingency plan to mitigate the consequences of school closures due to COVID-19.

[More information](#)

## Awards and recognitions

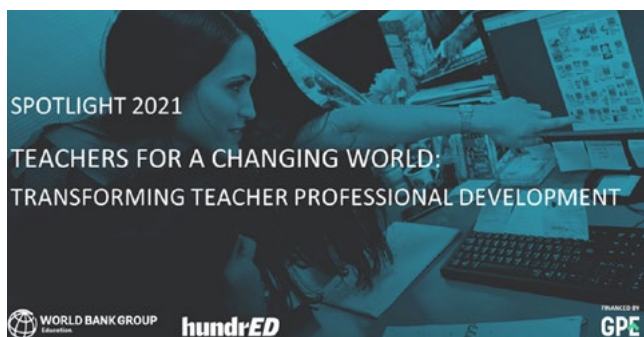


### 2021 WISE PRIZE FOR EDUCATIONAL INNOVATION

In December, ProFuturo was awarded this prestigious recognition, an international for the entire education community, which is awarded each year to **the six most innovative projects in the world in the field of education**. Magdalena Brier received the award at the WISE Summit held in December in Doha (Qa-

tar), where she highlighted how "digital education has been a great ally for the continuity of education (...) and will continue to be so in order to bring quality education to all corners of the world and facilitate equal opportunities".

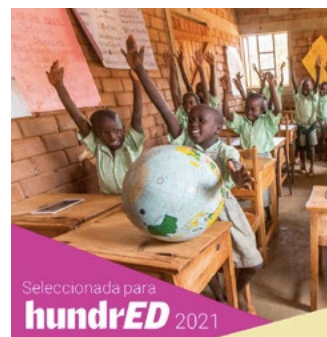
[.More information](#)



## TEACHERS FOR A CHANGING WORLD SPOTLIGHT

In October, ProFuturo was recognised as one of the **top ten education solutions worldwide that improve teachers' professional development by HundrED, the World Bank and the Global Partnership for Education (GPE)**; the only Spanish representative among almost 500 proposals from 70 countries. The panel of judges highlighted ProFuturo for the development of competency frameworks which enable teachers in vulnerable environments to acquire the digital pedagogical skills needed to deliver high-quality remote education as part of their core curriculum.

[Más información](#)



## HUNDRED GLOBAL COLLECTION 2021

In November, ProFuturo was selected for the second consecutive year as one of the **100 best global educational practices** by the renowned Finnish organisation HundrED. ProFuturo stands out for its work to bring quality digital education to millions of children around the world in 2021.

[Más información](#)

## AWARDS IN LATIN AMERICA

During the year, ProFuturo received several awards and recognitions in different countries in the Latin American region.

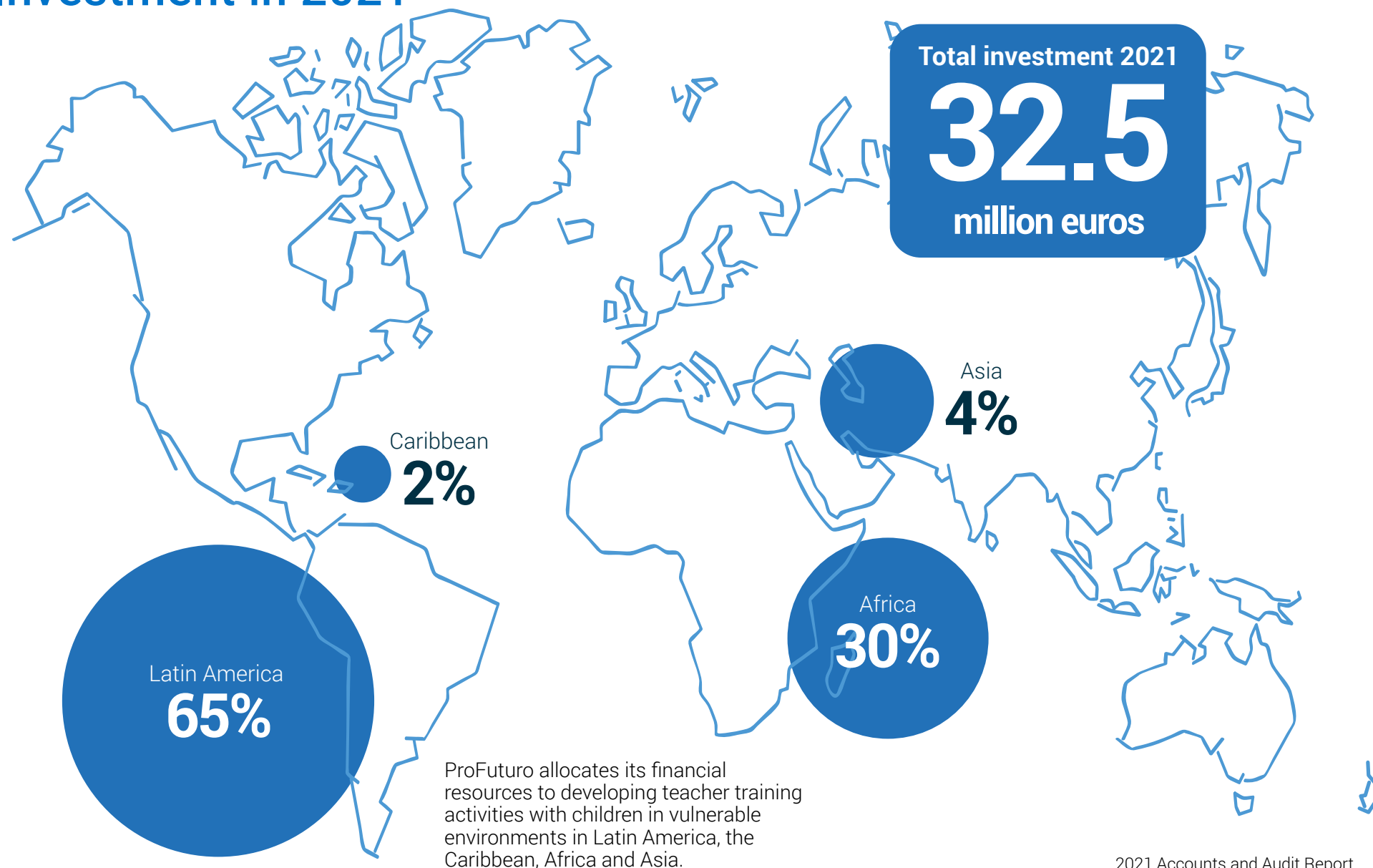
- **Recognition from the United Nations Global Compact to Telefónica Foundation Ecuador, with the award "Leaders for the SDGs, action with purpose", for best practices in relation to Sustainable Development Goal 4**
- **Recognition of the programme management at the Juan Esthele School in Ecuador**
- **Award for business creativity for commitment to society through the Telefónica Foundation Peru**
- **Social Inclusion Badge awarded by the Mexican Centre for Philanthropy (Ceme-fi) to the Telefónica Foundation Mexico for its ProFuturo digital education programme**
- **Recognition from the Mayor's Office of the District of Barú, in Panama, for its outstanding contribution to the comprehensive development of society**





# Transparency

## Investment in 2021



2021 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 domestic 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 in accordance with the following regulations:

- The ProFuturo Foundation's Articles 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 constitute its code of ethics. These are the essential values that inspire and define the way in which the ProFuturo Foundation carries out its activity, in line with the highest international standards and ethical principles, on which it builds its reputation, seeking, as a result, to earn the trust of its stakeholders and maximise the impact of its mission for society in general.



- **The Code of Good Governance** which interprets and implements the ProFuturo Foundation's Article 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 **Principles of Action** apply to the ProFuturo Foundation as a whole, to the workings of its Board of Trustees, in particular, as well as to the entities with which it collaborates and its suppliers, and must be complied with by all of them in carrying out their activities.

They are aimed at ensuring the correct realisation of ProFuturo Foundation's mission to the strictest standards of transparency, integrity and commitment.

In the area of privacy, in accordance with current relevant law, 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 personal data supplied, taking due account of the state of the technology, the nature of the data and 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 Principles, 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 consolidates, reinforces and homogenises existing controls.

With regard to money laundering, the ProFuturo Foundation has internal regulations for the **prevention of money laundering and the financing of terrorism**, as well as various controls on payments, identification and due diligence procedures for suppliers and counterparties, among others.



Throughout 2021, the Compliance department continued to carry out various actions with the aim of reinforcing the compliance culture, 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 performing prevention functions, including training in criminal prevention, anti-corruption, integrity and, in general, internal regulations and applicable law. In addition, it has continued to strengthen its internal communication to employees. It also continued to establish new assurance and control structures. It has also promoted the **updating of the Business Principles**, as well as the approval of the **Environmental Policy**, for the Board of Trustees' approval, among other things.



**Marta Molina**

Teacher, Ecuador

"With the ProFuturo digital solution, we have an Intranet that allows us to work not only inside the school, but also to go out into open spaces."



**Nancy Charles Mtui**

Student, Tanzania

"I am very happy to be part of the group of children who benefit from the digital class." Thank you, ProFuturo. Thank you, teachers. Thank you, coordinators. On behalf of my colleagues, thank you".

Teacher, Brazil  
"With ProFuturo we can create content with children. They love to sign their names and feel they are co-authors."

**Seline Achieng**

Student, Kenya

"ProFuturo has meant that we don't have to wait. When we finish the activity, it is automatically corrected".

## The perspective of partners and beneficiaries

To celebrate the fifth anniversary, we asked those who, in one way or another, are part of this great educational family around the world: **What does ProFuturo mean to you?**

**Yani Shane Pollison**

Student, Philippines

"Tablets and new technologies help us a lot in the classroom. They inspire us a lot to study hard."



**Gloria Tshipata**

Student, Malawi

"Tablets are fun and really good." I love doing activities with them".



**Gato Elie**

Student, Rwanda

"In the past, I didn't use a tablet because no one in our family had one. I like to use it in class because this way of teaching allows me and my classmates to learn many things in a short time."



**Mariano Jabonero**

Secretary General of the IEO

"We've been working together for five years now, but I'm sure it will be many more. **We share with ProFuturo the opportunities offered by digital education in the face of the challenge of a more egalitarian education for all in Ibero-America.** The trust and common goals we have between the two bodies is enabling us to achieve

better results with greater impact. Our collaboration on issues such as innovation, training and educational inclusion will continue to position us as two leading bodies in the region, with the conviction that our **strong alliance contributes to reducing the digital gap,** especially in the most vulnerable environments."



**Javier Ruiz**

Director General of World Vision Spain

"World Vision, on behalf of millions of children, their families and communities, would like to thank ProFuturo for this 5-year history and for our great alliance in Africa and Asia. **Bringing quality digital education to every corner of the world is one of the essential keys to breaking the cycle of poverty,** giving every child a future full of opportunities, guaranteeing their rights and promoting sustainable development in a just and peaceful world."



**Aleyda Leyva**

Teacher, Peru

I'm really grateful for all the courses, meetings and learning communities that allow me to grow every day, improving my practice and impacting my students".



**Raimundo Cruz**

School Principal, Brazil  
 "ProFuturo has been a very positive contribution and has given us a lot of freedom. We can combine our knowledge with the platform materials and we have gained autonomy to develop differentiated classes and content, tailored to our language, our history and our people".



**Karla Muñoz**

Teacher, El Salvador  
 "What I like most about ProFuturo is that they have brought technology closer to the teachers and students with limited resources in the communities"



**Borhene Chakroun**

Director of the Division of Lifelong Learning Policies and Systems, Education Sector, UNESCO

"I applaud ProFuturo's commitment to the SDGs, in particular SDG 4 on education. Their efforts were demonstrated by their response to the unprecedented education crisis generated by COVID-19. **ProFuturo was one of the first organisations to join forces with UNESCO in the creation of the Global Coalition for Education**, bringing its expertise and support to the development of teacher training in many countries in Africa and Latin America. UNESCO is grateful for the support of ProFuturo and looks forward to continuing a fruitful collaboration in the years to come."



**Andrés Conde**

Executive Director of Save the Children Spain

"The alliance with ProFuturo is key for Save the Children. Thanks to this alliance, **we are incorporating digital education into our programmes in some of the most difficult and remote contexts**, helping to bring greater equality of opportunity to the most vulnerable children."

School principal in Chiquimula, Guatemala  
 "It is an inspiring project that invites us all to commit ourselves to building a better world through personal training."



**Francesco Sciacca**  
 Managing Director of the Spanish Committee for UNHCR

"For the Spanish Committee for UNHCR, 2021 was a very important year as we initiated the alliance with ProFuturo, which allowed us to implement the foundation's connected education programme in 15 schools in Rwanda. Thanks to this project we have together, more than 17,000 refugee and host community children have benefited from this programme, and today they have access to technology and interactive content that allows them to learn in a different way,

giving them extra motivation. In addition, **the project has strengthened the quality of primary education in the schools where it is present**, as hundreds of teachers were trained to improve their digital and classroom management skills, and the integration of digital infrastructure in schools in refugee camps was accelerated. We thank ProFuturo for helping to improve the quality of education for thousands of refugee children."



**Beatriz Morilla**  
 Managing Director of Empieza Por Educar (Start by Educating) (ExE)

"For ExE, working with ProFuturo has meant the possibility of reducing the gap in access to quality education that limits the possibilities of thousands of children in some regions where this gap is particularly significant, such as the African continent. **ExE's collaboration with ProFuturo, which began in 2020, has enabled not only the training of hundreds of teachers, but also the support of future educational leaders** who will continue to impact and expand the learning generated in their schools."

Student, Angola  
 "The digital classes have taught me things I would never have learned in my whole life."





# ProFuturo

## 2021 Annual Report

Five years promoting  
educational innovation




A PROGRAM OF:



Fundación  
Telefónica



Fundación "la Caixa"

 <https://profuturo.education>

 @ProFuturoEducation

 @ProFuturo\_

 @profuturo\_