

ProFuturo

EVIDENCE-BASED
E-EDUCATION

2022
ANNUAL
REPORT



A PROGRAMME OF:




Fundación
Telefónica





Fundación "la Caixa"


ProFuturo

Ronda de la Comunicación s/n
Edif. Norte 3, Planta Baja. 28050 - Madrid

 <https://profuturo.education/>

 @ProFuturoEducation

 @ProFuturo_

 @profuturo_

This annual report is interactive

Throughout it you will find different icons with internal and external links. 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.





TABLE OF CONTENTS

- 1 Remarks by the President and the Managing Director**
- 2 What is ProFuturo?**
 - 2.1 Driving foundations
 - 2.2 Governing bodies
 - 2.3 Partnership network
 - 2.4 Intervention and educational proposal
 - 2.5 Beneficiaries
 - 2.6 Geographical scope
- 3 Evidence-based educational intervention**
- 4 International context**
 - 4.1 Latin America and the Caribbean
 - 4.2 Africa and Asia
- 5 New developments in the education proposal**
- 6 Summary of milestones**
 - 6.1 Participation in high-level forums
 - 6.2 Mentions in international publications
 - 6.3 Featured events and projects
- 7 Transparency**
 - 7.1 Investment in 2022
 - 7.2 Corporate Governance
- 8 ProFuturo Observatory**
- 9 ProFuturo team**



Remarks by the **President**

Contributing to educational transformation...

In the wake of the pandemic, it would be impossible not to talk about the need for digital transformation of education. This was highlighted at the UN Transformation Education Summit in September 2022. In this context, we at ProFuturo shared our experience implementing a programme where technology is a means to improve the education of children from vulnerable environments.

Being an active part of a forum that has set the direction for the future of education globally, as a catalyst for the Sustainable Development Goals, is energising and has many meanings for us. It tells us that digital transformation is set to play a leading role in providing solutions to the education crisis when it comes to equal opportunities, inclusion and quality of teaching and learning. It also makes us feel enormously proud of the transcendence that digital education is acquiring in this shared and ambitious task that unites all educational agents with a common goal.

In February 2017, just five years ago, the same UN headquarters in New York hosted us to present the still nascent ProFuturo project. In my speech, I stressed the need to foster public-private partnerships to narrow the education gap in the world. With our sixth anniversary behind us, we have returned to the same place with the same message, but now with a journey that serves as a source of inspiration for the international education community and has resulted in more than 28 million students reached* and more than 1.4 million teachers trained since 2016.

César Alierta, President of ProFuturo

* 4,153,171 impacted directly and 24,132,193 indirectly

Remarks by the **Managing Director**

...with an evidence-based intervention

After six years, we have worked and learned a lot. The development of tools that allow us to monitor and evaluate what we do has been key to evolving and adapting our intervention to the changing environment of education in a post-pandemic situation.

If I had to evaluate 2022, I could say that it has been a year of readjustment. We have assessed the schools where we work in order to be able to address the practically individual situations in each region and country after the closure of all schools. We have been able to grow thanks to our network of partners. And we have participated in forums and events to continue contributing our experience and learning from other educational agents.

We have a long way to go and the coming year will be full of challenges, but the many evaluations we are conducting of our programme show us the way forward so that we can provide children from vulnerable backgrounds with a programme that will help them to have opportunities for their future.

This year we have reached more than 7.4 million children* and more than 411,000 teachers and we hope to continue to support them in their development with new products and improvements in the future.

Magdalena Brier, Managing Director of ProFuturo

*1,252,110 directly impacted and 6,190,959 indirectly

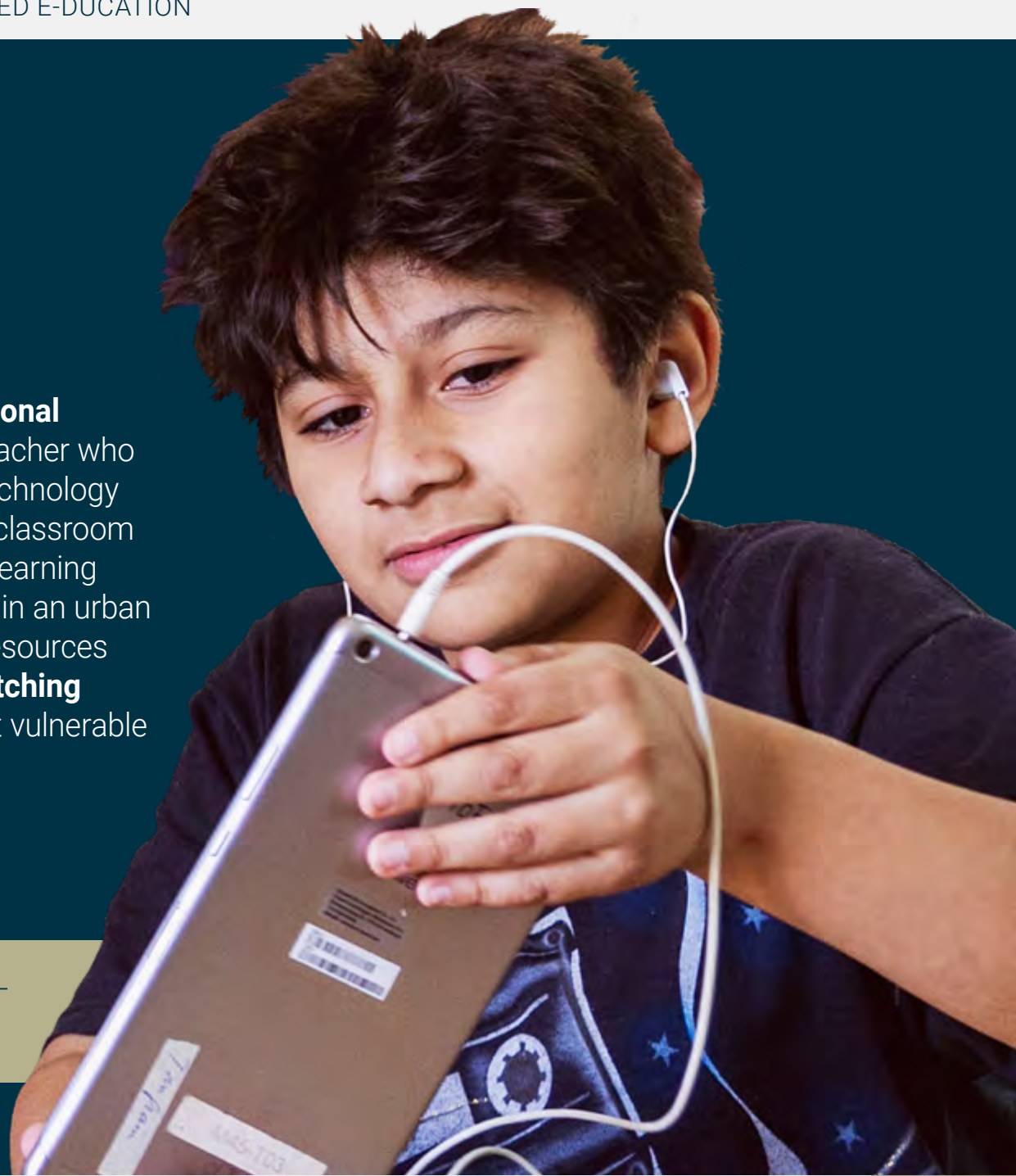


WHAT IS PROFUTURO?

ProFuturo is a girl learning the basics of **computational thinking** in a South African village. It is a Filipino teacher who is finally able to train in **digital skills** and finds in technology the best ally to motivate his students. It is a digital classroom within an informal settlement in Malawi that turns learning into an incentive for **young refugees**. It is a school in an urban commune in Colombia that has access to digital resources and computer equipment. It is digital education **stitching gaps and weaving opportunity** in the world's most vulnerable environments.



We recommend you to visit profuturo.education and **subscribe** to the monthly newsletter to find out more about **ProFuturo**.



DRIVING FOUNDATIONS

The programme is promoted by Telefónica Foundation and "la Caixa" Foundation, which in 2016 decided to join forces and pool their **long experience in the field of digitalisation and education** to help children and young people have access to an education in line with their needs, regardless of their place of birth or life context.

Telefónica Foundation

Let's make the world more human by driving inclusive digital development

We want to form an active part of a fairer society in which people can realise their full potential by using the transformative power of digital to achieve greater social progress. We therefore foster the development of digital skills by means of innovative and life-changing solutions to improve people's employability, reduce the education gap and address the new social and digital vulnerabilities. We do so with a direct, distinctive and innovative intervention model in partnership with strategic partners, focusing on people to achieve a greater social impact.



FURTHER INFORMATION

fundaciontelefonica.com

"la Caixa" Foundation

There is only progress if we all make progress

Committed to the well-being of people, especially the most vulnerable groups, "la Caixa" Foundation is the leading private foundation in Spain and one of the largest in the world, with a budget of 538 million euros. Its priority lines of action are developed in the social, cultural, educational and scientific research fields. Through EduCaixa and its scholarship programme, the institution fosters educational transformation in schools and promotes training of excellence in the best universities and research centres in the world.



FURTHER INFORMATION

fundacionlacaixa.org

GOVERNING BODIES

Board of Trustees



Chairman

César Alierta



Vice-President

Isidro Fainé

on behalf of "la Caixa" Foundation

Trustee

José María Álvarez-Pallete

in his capacity
as Chairman of
Telefónica S.A.

Trustee

Antonio Vila

in his position
as General Director of
"la Caixa" Foundation

Trustee

Luis Blasco

Non-Trustee Secretary

Pablo de Carvajal

MGMT. Committee

Magdalena Brier

Managing Director

Leticia de Rato

Global Partnerships/Institutional Relations

Margarita Álvarez

Legal Services

Blanca Meléndez

Control and Finance

Alejandro Gil

Compliance and Internal Control

Valentina Ríos

Strategy and Evaluation

Mílada Tonarelli

Innovation and Product

Lola Martínez-Bernabéu

Operations

A special mention must go to **Mr. Julio Rimoldi**, who has been instrumental from the outset in the ideation and foundation of this initiative, as well as the promoter of the strategic alliance and the link between His Holiness and the Vatican. He currently holds the position of strategic advisor.



FURTHER INFORMATION

<https://profuturo.education/en/government/>

PARTNERSHIP NETWORK

Profuturo contributes to SDG 4 (ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all) building on SDG 17 (revitalising the Global Partnership for Sustainable Development).

The programme is implemented differently in each region where it operates. Telefónica Movistar Foundation has always been our great supporter in the deployment in Latin America.

Year after year, thanks to their experience and background, we are able to reach the most remote places and where we are most needed, hand in hand with governments and ministries of education.

Their advocacy work and experience in developing education projects has helped us to learn from their work in the other regions with strategic allies.

Global partners

- Office of UNHCR in Spain
- Empieza Por Educar Foundation (ExE)
- Entreculturas Foundation
- International Rescue Committee (IRC)
- Organisation of American States (OAS)
- Save the Children
- World Vision

Educational partners

- Organisation of Ibero-American States for Education, Science and Culture (OEI)
- Innovation Centre for Brazilian Education (CIEB)
- iteNlearning (Neuroscience Adaptive EdTech)

Positioning and advocacy partners

- Organisation of Ibero-American States for Education, Science and Culture (OEI)
- Organisation of American States (OAS)
- UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC)
- mEducation Alliance

Co-financing partners

- UNESCO (Global Teacher Campus)

Partners on the ground

The ProFuturo programme is implemented in each country and region in collaboration with local partners.

In 2022, we are working with a total of 98 local partners. Throughout the year, ProFuturo continued the evolution of its partnership model

and closed new agreements that allowed it to contribute, with its experience, to the improvement of education in new places and contexts and, with its knowledge, to the global public debate on digital education.

New global implementing partner **International Rescue Committee (IRC)**

Organisation with a long history of working in humanitarian contexts. Since 1933 it has been helping people affected by humanitarian crises to survive, recover and rebuild their lives (where education plays a key role).

New partnership with UNESCO

Global Teacher Campus

ProFuturo joined the Global Teacher Campus (GTC) initiative, a flagship programme of the UNESCO Global Coalition for Education.



ProFuturo contributes to two of the **United Nations Sustainable Development Goals**: *Quality education and Partnerships to achieve the objectives.*

Its aim is to offer the teaching community the opportunity to improve their knowledge and teaching practices through a wide selection of training courses.

New status at the United Nations
Special Consultative Member of the Economic and Social Council (ECOSOC)

ProFuturo gained new status in this central body that promotes the realisation of the three dimensions of sustainable development (economic, social and environmental). This recognition opens the door to ProFuturo’s participation in events organised within the United Nations system, as well as to the contribution in the elaboration of reports, recommendations and publications related to topics of interest to the organisation (education, partnerships, technology, social development, etc.).

Pupils in a classroom in Lebanon ►





FURTHER INFORMATION

<https://profuturo.education/en/allies/>

INTERVENTION AND EDUCATIONAL PROPOSAL

The programme consists of 3 intervention models, 1 digital learning platform and an educational proposal based on 2 frameworks for learning and educating in the digital era and structured in 6 schools of knowledge.

3 Intervention Models

Designed to adapt to the specific needs of each context.

1. Comprehensive Digital Education Model
2. Digital Education Model for Humanitarian Contexts
3. Massive Open Digital Education Model

1 digital learning platform

The workspace accessed by the student to develop activities and by the teacher to manage training courses, educational resources and innovative classroom experiences.

2 frameworks for learning and education

Aligned with international frameworks, they aim to describe and define ProFuturo's approach to learning, teaching and digital skill.

1. Global Framework of Competence for Learning in the Digital Era
2. Global Framework of Competence for Teaching in the Digital Era

6 schools of knowledge

Classification system of the portfolio of teacher training courses and educational resources according to the type of competences.

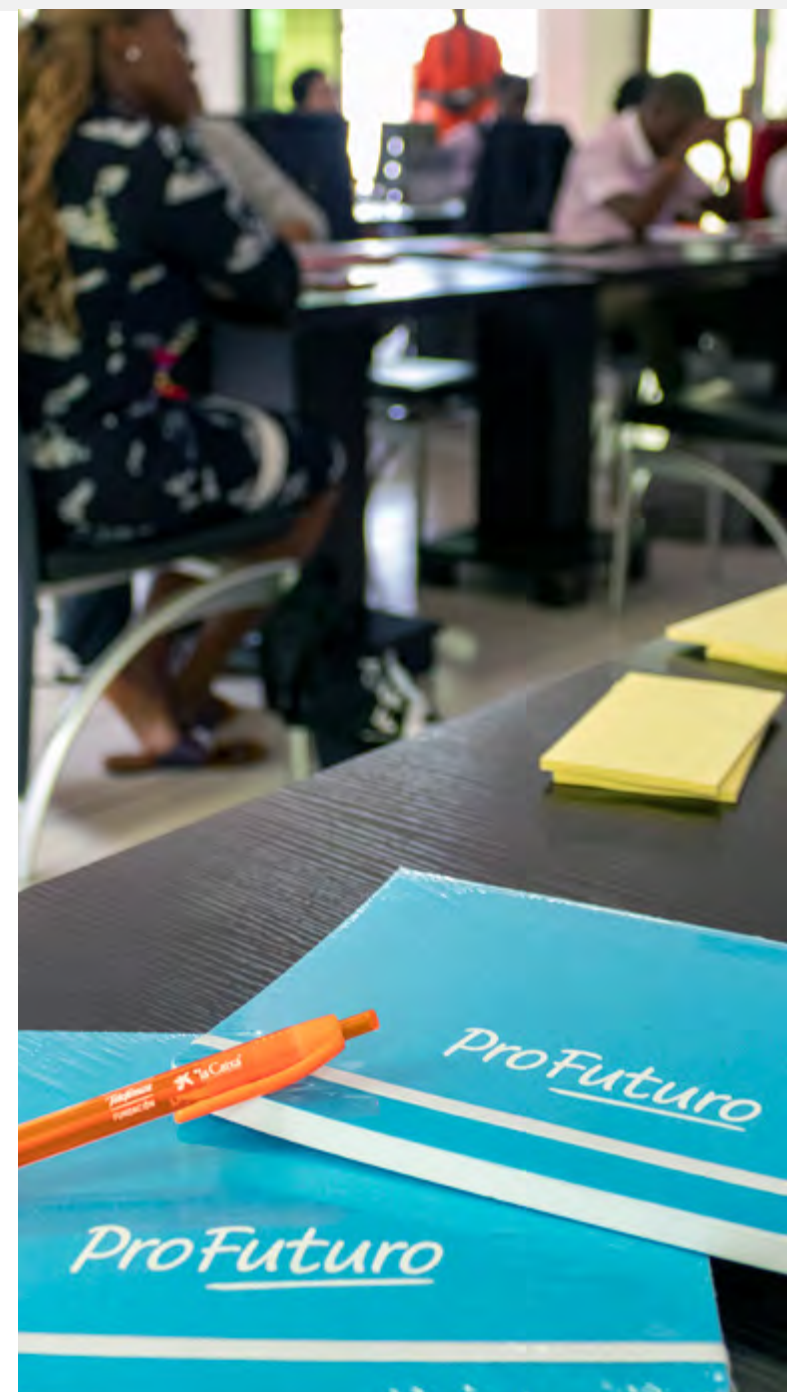
1. School of Mathematics
2. School of Digital Competence
3. School of Computational Thinking and Artificial Intelligence
4. School of Educational Innovation
5. School of Citizenship
6. School of Multiple Literacies

ProFuturo teaching material ►



FURTHER INFORMATION

<https://profuturo.education/en/education-proposal/>



BENEFICIARIES

The ultimate beneficiaries of ProFuturo are **the children** who become students of a digital education programme with an international reach and benchmark that can **encourage them to go to school and improve the quality of their learning.**

But to achieve educational transformation, the training and teaching conditions of their **teachers and schools** must also be improved.

2022 FIGURES



CUMULATIVE FIGURES 2016-2022



* Children who have benefited from direct involvement in educational actions provided by ProFuturo through various means and actions, including activities on the ProFuturo platform and using its digital resources.
** Children who have benefited from ProFuturo's training of their teachers, based on the ratio of the average number of students per teacher in primary education (UNESCO).

Pupils from Liceo Magallanes (Porvenir - Chile) ►



GEOGRAPHICAL SCOPE

The programme was born with an international vocation and therefore aspires to take the transformative power of digital education further and further. It is already present in **45 countries** in Latin America, the Caribbean, Africa and Asia. From 2022 it includes **Indonesia, Ghana, Namibia, Democratic Republic of Congo (DRC) and Zambia**.

45 COUNTRIES



FURTHER INFORMATION

<https://profuturo.education/en/countries/>

EVIDENCE-BASED EDUCATIONAL INTERVENTION

To what extent is ProFuturo contributing to improving the quality of education in the contexts where it is implemented? What are the effects on its beneficiaries? What are the areas for improvement in its intervention? What factors should be taken into account for the future? The Strategy and Evaluation Area tries to respond to all of this, working to make ProFuturo's educational intervention increasingly effective based on knowledge management and change.

What do we mean by “evidence” (or findings)

All changes related to the implementation of the programme. They can be related to processes, short, medium and long term effects, expected impact...



A STRATEGIC ISSUE

Collaborating in the transformation of education in remote and vulnerable environments is not an easy task, it depends on multiple factors and there is no foolproof recipe for success.

ProFuturo's approach includes **technology** as an essential ingredient in **educational innovation**, which is why it is evolving in a state of permanent beta. Observation, active listening or cross-data analysis allow the programme to be continuously readjusted.

This is the purpose of ProFuturo's Monitoring and Evaluation System, which serves to:

- **Achieve** the objectives taking into account the evolution of the multiple contexts of action
- **Verify** strategies as baseline assumptions are validated
- **Check** the assumptions upon which the programme was designed
- **Review** the quality and effectiveness of work processes.

And, ultimately, to ensure that the desired results are achieved by feeding back into the strategy.

EVALUATIONS AND ONGOING RESEARCH IN 2022

1. Case study with a qualitative approach in Zimbabwe and Guatemala.

Outstanding finding among others: ProFuturo increased class attendance and classroom participation, and a collective environment of general interest has been generated.

2. Case study research with a qualitative ethnographic approach in Uruguay.

Purpose: to identify changes following the arrival of ProFuturo in the educational community.

3. Evaluation of results in Ecuador.

Purpose: to find out the extent to which ProFuturo training (through the Open Model) contributes to the improvement of teachers' digital skills.

4. Process evaluation.

Purpose: to test the design of the ProFuturo Mathematics content implementation and identify adjustments before mass roll-out, with pilot tests in Colombia, Brazil and South Africa.

5. Evaluation of the evaluability of the programme.

Purpose: to define the characteristics, relevance and scope of an impact evaluation in the Latin American countries where ProFuturo operates.



The recipe for the transformation of education in remote and vulnerable environments **proposed by ProFuturo includes technology as an essential ingredient from educational innovation**, so it evolves in a state of permanent beta.

10 EVIDENCES OF THE EDUCATION TRANSFORMATION DRIVEN BY PROFUTURO

Programme results are identified through different evaluative projects and methodologies depending on the object of study. Between 2018 and 2022, ProFuturo has carried out 14 investigations in 16 countries

IMPACT ON THE COMMUNITY

1 DIGITAL GAP

ProFuturo brings technology to those who would otherwise have no way of accessing state-of-the-art equipment (**Mexico**) and includes rural areas in the digital reality, thus equalising the rights of rural and urban children (**Peru**).

2 FUTURE OPPORTUNITIES

The students declare that they experience enhanced future opportunities (**Philippines**). The education community regards the programme as an opportunity to overcome barriers and achieve equality of opportunities (**Ecuador**).

92% of the students say they have a more positive outlook on life (Philippines).



IMPACT ON THE TEACHERS

3 TEACHING COMPETENCES

It improves digital skills (**Brazil**), increases familiarity with the technology (**Angola**) and contributes to better organisation, planning and lesson preparation.

92.5% of teachers indicate that they have modified educational activities using technology and digital resources (ProFuturo 2022 survey).

93% of students appreciate and value changes in learning methodologies (ProFuturo 2022 survey).

4 MOTIVATION TO CONTINUE TEACHING

It increases motivation and the interaction between the teachers by improving their pedagogical skills (**Philippines**).

83% of teachers claim to have used the methodologies, tools or resources learned in the classroom (Spain).

80.7% of teachers show an improvement in their motivation to carry out their educational work (ProFuturo 2022 survey).

5 EDUCATIONAL INNOVATION

The technological resources enable the teachers to revamp their lessons and bring about changes in them (**Zimbabwe**). More dynamic ways of teaching and learning are adapted to the needs of the learner, taking advantage of interactive content (**Guatemala**).



IMPACT ON THE CHILDREN

6 PERSONALISED LEARNING

Greater capacity to devote more attention to the differences, paces, needs and goals of the individual students (**Brazil**). The technology, with more visual content and practical activities, helps the students with greater learning difficulties (**Zimbabwe**).

7 MOTIVATION TO CONTINUE STUDYING

ProFuturo is an incentive in that it increases the students' motivation to learn and punctuality and contributes to reducing absenteeism and drop-out rates (**Malawi**).

8 IMPROVED SKILLS

It increases interest in reading and writing by means of the tablet (**Ecuador**) and digital skills in terms of reading, arithmetic and self-learning skills (**Guatemala**).



IMPACT ON THE SCHOOLS

10 ORGANISATIONAL CHANGES

ProFuturo is generating a new distribution of time and space and the responsibilities and organisation of the teachers to guarantee the appropriate incorporation of the technology. Teamwork in the classroom and school is encouraged, as the students and teachers support and strengthen each other (**Guatemala**).



IMPACT ON THE FAMILIES

9 GREATER COMMITMENT TO EDUCATION

The parents appreciate the benefits of the programme in that it improves the knowledge of their children, who pass it on to their elders, thus reinforcing intergenerational digital literacy.

These interactions enable the families to build closer relationships with each other and increase their children's commitment to learning through the new technologies (**Zimbabwe**).



INTERNATIONAL CONTEXT

Although Latin America and the Caribbean are the main regions in terms of investment, it is on the African continent that ProFuturo is starting up in 2016.



LATIN AMERICA AND THE CARIBBEAN

In terms of investment volume, Latin America and the Caribbean are the main regions where ProFuturo is active.

2022 INDICATORS



Countries

19



Schools*

5,458



Teachers trained

380,640



Children benefited

6,479,221

822,660 directly impacted and
5,656,561 indirectly impacted

* 4,178 through the Integrated Model

Latin America has a special significance due to the experience accumulated over decades by **Telefónica Movistar Foundation**.

Regional alliances

OREALC/UNESCO

An agreement was signed with UNESCO's Regional Bureau for Education in Latin America and the Caribbean (OREALC) to be part of the Advisory Board that advises the Regional Committee, which is responsible for monitoring the implementation of SDG 4 in the region.

OAS - ProFuturo Alliance

Collaboration for teacher training in 9 Caribbean countries was expanded with an open call for ProFuturo courses with the Inter-American Network for Teacher Education (RIED) of the OAS.

- More than **1,600 registered teachers**.
- More than **5,870 visits to the call's website**.

Alliances in countries through the Telefónica Movistar Foundation

· ARGENTINA:

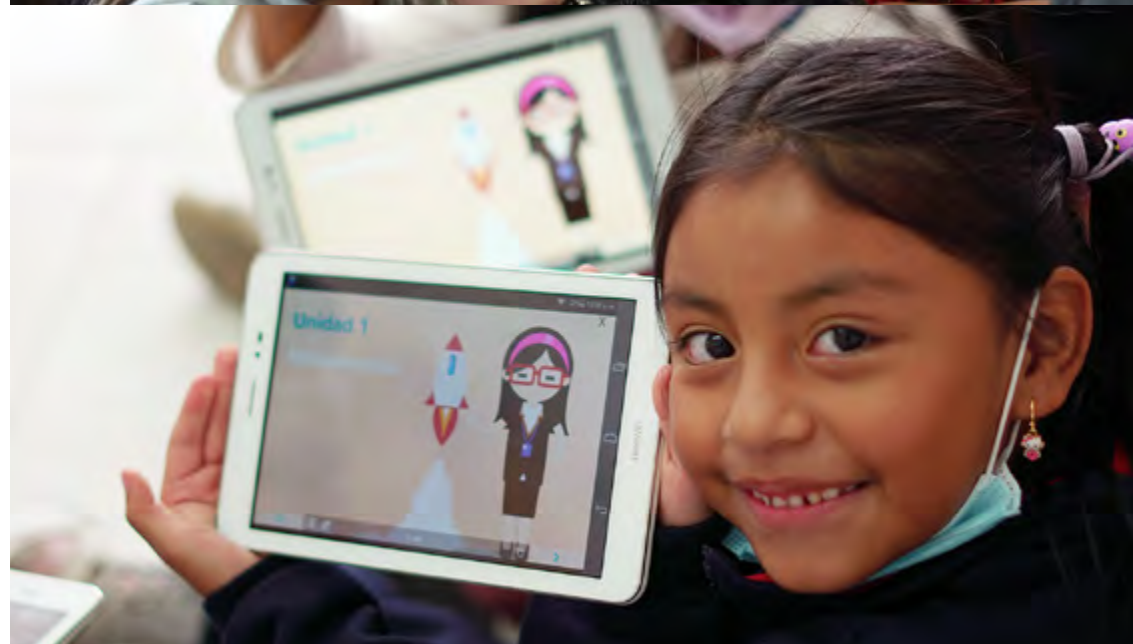
- FUNDESCO
- Fundación Evolución
- Sobre Tiza
- Educar 2050
- Aptus Propuestas Educativas

· BRAZIL:

- TEC Educação
- Frente Parlamentar Mista da Educação
- Gape
- Conselho Nacional de Secretários de Educação (CONSED)
- União Nacional dos Dirigentes Municipais de Educação (Undime)

Magdalena Brier with pupils from Liceo Magallanes (Porvenir - Chile) ▶ ☐

Pupil of the 24 de Mayo School (Ecuador) ▶ ☐





· COLOMBIA:

- Ministry of ICT (MinTIC)
- Computadores para Educar
- Entrepreneurs for Education Foundation (ExE)
- Colombian Association of Universities (ASCUN)
- Fundación Compartir

· ECUADOR:

- Ministry of Education
- Secretary of Higher Education, Science, Technology and Innovation
- Ecuadorian Confederation of Catholic Educational Establishments
- Federation of Private Secular Education Establishments (FEDEPAL)
- Foundation for the Integration and Development of Latin America (FIDAL)
- National University of Ecuador (UNAE)
- Pontifical Catholic University of Ecuador (PUCE)

· MEXICO:

- Secretary of Public Education (SEP), through the General Coordination @prende.mx
- State Public Education Secretariats: Aguascalientes, Nuevo León, Nayarit,

Jalisco, México, Ciudad de México, Veracruz, Puebla, Guerrero, Chiapas, Yucatán and Quintana Roo

- National College of Technical Professional Education
- Chihuahua Business Foundation (FECHAC)
- Guadalajara International Book Fair

· PERU:

- Ministry of Education (MINEDU)
- Regional Education Directorates
- Regional Government of Cajamarca
- Digital Transformation Laboratory of the Presidency of the Council of Ministers (PCM)
- OAS Department of Human Development, Education and Employment
- Pontifical Catholic University of Peru (PUCP)
- University of Lima
- Technological University of Peru (UTP)

· URUGUAY:

- Ministry of Education and Culture
- Fundación Humaniza Josefina
- Universidad del Trabajo (UTU)
- Consejo Directivo Central (CODICEN)
- E-Government and Information and Knowledge Society Agency (AGESIC)

◀ Tablets are part of the technological equipment provided by the programme

Collaboration with
Ministries of Education

ProFuturo, through the Telefónica Movistar Foundation in Latin America, has **specific cooperation agreements** with the Ministries of Education in countries such as Chile, Ecuador, Peru and Uruguay. Others, such as Argentina, Brazil, Colombia and Mexico, have agreements with the **Departmental Education Directorates**, whose objective is to implement programmes and projects aimed at strengthening the digital skills of the educational community and facilitating

the coordinated implementation at national level or in specific territories of the ProFuturo Comprehensive Model and Open Model with the participation of authorities, teachers and students.

Working together with the Ministries **allows the programme’s scope to be broadened**. In Ecuador, for example, ProFuturo has trained 50% of the country’s teachers, in Colombia 30% and in Chile 23% since 2017.

ProFuturo, through the Fundación Telefónica Movistar in Latin America, has specific cooperation agreements with the Ministries of Education, Culture, Education and Science.



Teacher training days in Guyana

ProFuturo is part of the government's programmes for promoting education and defining public policies, especially digital education. Examples:

- Brazil: a new sustainable intervention model promoting ProFuturo Mathematics was designed and TEC Educação, a pilot project to train 15,000 teachers in digital skills, was launched.
- Chile: is part of the National Digital Languages Plan and collaborated in the creation of the Diploma in School Coexistence to respond to emerging problems in education in the post-pandemic era.
- Ecuador: is part of the Ministry of Education's working groups, where it participates in the definition of national public policy and has aligned teacher training courses (training in project-based learning) with the needs set out by the Ministry.
- Mexico: is part of the @prende 2.0 programme, which brings together the public sector, the private sector and Civil Society Organisations (CSOs) to promote the development of digital skills and computational thinking.
- Peru: part of the government's education digitalisation strategy, which adds ProFuturo resources in equipment for students. In partnership with the Ministry, two training calls for 500 school principals, managers and

education specialists were created in 2022.

- Uruguay: collaborates with Plan Ceibal in academic levelling programmes during the holiday period.

And in the Caribbean, a special mention to:

- Belize: ProFuturo's training offer was adopted by the Ministry in its national teacher training plan.
- Guyana: The Ministry integrates innovation courses into national teacher training plans and defines a specific training route for teachers in remote rural areas.
- St. Lucia: The Ministry integrated Jump Math as a course for primary school teachers to strengthen their mathematics teaching skills.

Official certification at national level

The number of public educational institutions recognising and/or certifying training courses grew especially in this region.

Outstanding is the example of Guyana, where the "Innovation Route" and the "ICT Route" training are not only recognised by the Ministry, but are compulsory for all teachers. Or that of Peru, where teachers who completed the course "Methodologies for teaching in virtual environments" or "Evaluation in virtual environments" received a certificate issued by the Presidency of the Council of Ministers of Peru, Telefónica Peru Foundation and the OAS Educational Portal of the Americas.





Other countries where ProFuturo also has ministerial-level certifications are Bahamas, Belize, Ecuador, Guatemala, Guyana, Mexico, Panama, Uruguay and St. Lucia.

Featured events and projects



THE KEYS TO DIGITAL EDUCATION IN LATIN AMERICA

María Victoria Angulo, Colombia's Minister of National Education (2018-2022), visited ProFuturo's headquarters during her trip to Spain and shared a chat with Magdalena Brier, the programme's Managing Director, in which current issues in the education innovation ecosystem in Colombia and Latin America were discussed.

[More information](#)



GEM REPORT HIGH-LEVEL CONSULTATION ON TECHNOLOGY AND EDUCATION IN IBERO-AMERICA

In 2022, UNESCO's Global Education Monitoring Report (GEM Report) launched

the consultation for the elaboration of the Regional GEM Report 2023 Latin America and the Caribbean. In October, ProFuturo organised in Madrid, in collaboration with the GEM team and the OEI, a consultation event ("Learning and digital transformation in Ibero-America") to provide knowledge and contribute to the report with success stories.

[More information](#)



MAPPING OF BEST PRACTICES IN DIGITAL EDUCATION IN THE AMERICAS

As part of their partnership, ProFuturo and the OAS launched the first mapping to identify best practices in digital education in Latin America and the Caribbean. The call, launched in August to schools and Civil Society Organisations (CSOs), attracted 165 internships from 17 countries. The selected practices will be published in an interactive map and report to be released in 2023.

[More information](#)

The number of public educational institutions recognising and/or certifying ProFuturo training courses grew especially in this region

◀ Students of the IEDI school - La Candelaria (Colombia)

AFRICA AND ASIA

The African continent is the place of origin of ProFuturo, which started in Angola in 2016, and where it has the largest presence. In 2022, it reached 4 new countries, bringing its total to 21, and its footprint in Asia also grew from 3 to 4 countries with the arrival in Indonesia.

2022 INDICATORS



Countries*

25



Schools**

2,032



Teachers trained

26,786



Children benefited***

933,538

**In December, ProFuturo and the BMCE BANK Foundation signed an agreement to implement the programme in Morocco from 2023.*

*** 2,005 through the Comprehensive Model and the Model for Humanitarian Contexts; 27 through teacher training.*

**** 427,381 directly impacted (up more than 46% on the previous year) and 506,157 indirectly.*

New countries

GHANA

Open teacher training

In collaboration with the Ghana Society for Education Technology (GSET), 2 calls for teacher training courses were opened on the digital platform -Jump Math and Innovation Route: Basic Level-, for which 34 teachers registered and completed.

Digital education in the rural north

An agreement was signed with NASCO Feeding Minds to implement the programme in 43 educational centres in 9 rural areas near the Mole regional park. The collaboration started in October with a first phase of training for 6 coaches and 23 teachers.

INDONESIA

An agreement was signed with the Congregation of Conceptionist Missionary Sisters of the Teaching Sisters to implement the programme in 2 schools on the islands of Kupang and Larantuk, where teachers are already teaching with the support of ProFuturo.

NAMIBIA, DEMOCRATIC REP. OF THE CONGO AND ZAMBIA

ProFuturo was selected to set up and implement, within the UNESCO Global Teacher Campus initiative (and in collaboration with local and regional UNESCO teams, universities and Ministries of Education), a teacher professional development project in these 3 countries and in Liberia, where it has been present since 2018. Between May and December, 1,580 teachers were trained with a high satisfaction rate.

By 2022, ProFuturo has reached Ghana, Indonesia, Namibia, DRC and Zambia



Primary school pupils in Tanzania

INTERVENTION IN HUMANITARIAN CONTEXTS

Partnership with the International Rescue Committee (IRC)

An agreement was signed with IRC, a major new partner with a long history of helping people affected by humanitarian crises around the world. The partnership aims to implement the programme (with the Digital Education Model for Humanitarian Contexts) in two refugee camps in Tanzania: Nyarugusu and Nduta in the Kigoma region, serving people mainly from DRC and Burundi.

Expansion of the project with UNHCR

In addition, in 2022, the scope of the collaboration with the Office of UNHCR in Spain (which started in 2021 with the implementation of ProFuturo in 6 refugee camps in Rwanda) was extended to two new countries: Zimbabwe and Nigeria. In the first, the programme has been implemented in 4 schools located in Tongogara refugee camp and 3 in the host communities around the camp. In Nigeria, it is being implemented in 4 refugee settlements in the Cross River and Benue regions. [More information](#)

PROFESSIONAL DEVELOPMENT FOR TEACHERS IN AFRICA

Alongside the development of the Global Teacher Campus project with UNESCO, the success of this project with Empieza Por Educar (ExE) and several members of the global Teach For All network in Africa is also noteworthy.

In three years (2020-2022) it has reached more than 38,000 teachers through a partnership involving 10 organisations. According to the satisfaction surveys: 100% of the teachers improve their knowledge; 80% consider the contents of the training relevant; and 87% would recommend it to others. [More information](#)

5TH ANNIVERSARY OF THE PARTNERSHIP WITH WORLD VISION

We celebrate five years of collaboration with the NGO World Vision, a strategic alliance that crosses borders, which has trained more than 6,800 teachers and has improved the educational quality of more than 195,900 boys and girls. Through it, educational innovation projects have been implemented in 7 countries: Angola, Philippines, Zimbabwe, Rwanda, Senegal, Uganda and Sierra Leone. [More information](#)

Milestones by country

ESWATINI

At the beginning of the year, the official launch of the programme took place together with the Ministry of Education and Training. ProFuturo has been implemented in the country since 2020, but due to the COVID-19 pandemic it could not be presented in person before.

PHILIPPINES

In February, after almost two years of waiting due to pandemic restrictions, 100 technological equipment kits were delivered to the expansion schools of the collaborative project with the Ayala Foundation.

SENEGAL

ProFuturo brought together part of the educational community linked to the programme (around 600 people) in Fatick for a working session that included, among other activities, meetings with local authorities and training workshops for 40 coaches and 260 teachers.

SIERRA LEONE

An agreement was signed with World Vision, the Directorate of Science, Technology and Innovation (DSTI) and the Ministry of Basic and Secondary Education to promote innovations to improve literacy and numeracy proficiency in primary schools.

UGANDA

Mochila Móvil, a teacher training project in digital skills, benefited 180 teachers in 20 schools that did not have technological equipment. ProFuturo provided courses of around 44 hours of training and mobile support equipment.

Schools in the Nakasongola region, where the programme is implemented in partnership with World Vision, reported increased attendance and enrolment, as well as improved student performance thanks to ProFuturo.



Teacher training days in Tanzania



Primary school pupil in Nigeria



Do you want to know how the programme is implemented in each country?
Visit <https://profuturo.education/en/countries/>

Primary school pupils in Tanzania

NEW DEVELOPMENTS IN THE EDUCATION PROPOSAL



Primary
school in
Ecuador

SCHOOLS OF KNOWLEDGE

In 2022, ProFuturo has updated its educational proposal through the definition of Knowledge Schools, which respond to the need to structure, classify and offer, in a clear and intuitive way, its growing portfolio of training courses and educational resources according to the knowledge and skills that both teachers and children develop.

1. School of Mathematics

Training resources aimed at improving teaching practices which can develop students' logical-mathematical thinking and language. As a result, students improve their problem-solving skills, increase their perseverance, and gain key tools for numerous information and technology-related career fields.

2. School of Digital Competence

Set of proposals aimed at reinforcing teaching skills to improve the learning experience of students through digital tools. The development of digital teaching skills allows incorporating digital tools with a pedagogical sense, as well as evaluating the performance of the experiences created.

3. School of Computational Thinking and Artificial Intelligence

Training resources that help teachers to assimilate the concepts of computational thinking and its relationship with technologies such as AI, as well as to work in the classroom on the set of mental processes for information processing, so necessary for problem solving in the digital era.

4. School of Educational Innovation

Set of proposals to incorporate more effective teaching methodologies and strategies in the classroom, contributing to the transition from the traditional class model to experiences that encourage a more active and collaborative role of students in the teaching-learning process.

5. School of Citizenship

Training resources aimed at training teachers to improve student skills in terms of emotional intelligence, coexistence, entrepreneurship and other skills for sustainable development. The goal is to enable children to become agents of change in their communities.

6. School of Multiple Literacies

Training proposals that help the teacher to create better learning experiences aimed at the development of basic skills in linguistic, scientific, artistic fields, etc.



FURTHER INFORMATION

<https://discover.profuturo.education/en/>

NEW DIGITAL LEARNING PLATFORM

It is the centre of the educational programme, where all of ProFuturo's digital resources are brought together. The new version represents a great qualitative leap and incorporates different advantages: easier and more intuitive user experience; teacher training resources and classroom experiences integrated in the same space; multi-platform and multi-device access...

It is divided into 3 areas: **Teacher training**, with a catalogue of 160 free courses; **Classroom experiences**, with resources that allow teachers to teach, manage groups and assess students in a personalised way; and **Community**, a new space that allows teachers to interact and share their experiences.

2,971,406 users* accessed open resources in 2022

** Users who have accessed the set of ProFuturo resources (teacher training and classroom experience platform, resource catalogue, open content for students, etc.)*



ACCESS THE PLATFORM

<https://school.profuturo.education/>



ASSESSMENT OF THE **TEACHERS'** DIGITAL SKILLS

Self-Assessment tool

The digital skills self-assessment tool for teachers was launched, created by the Brazilian Innovation Centre for Education (CIEB) and adapted by ProFuturo to incorporate it into its programme and make it available to teachers worldwide in open and free of charge in four languages (Spanish, English, French and Brazilian Portuguese).

More than 11,000 teachers completed their self-assessment and received suggestions for training pathways to work on their areas of improvement.

“Digital Teachers. The Assessment of Teachers’ Digital Skills as a tool to face the challenges of the classrooms of 2030”

On 4 May, together with the National Institute of Educational Technologies and Teacher Training (INTEF), ProFuturo organised a meeting with educational experts from the public and private sector to discuss the relevance of teacher training in digital skills and their evaluation in the provision of quality digital education, especially in the most vulnerable environments.

MATHEMATICAL LITERACY IN VULNERABLE ENVIRONMENTS

ProFuturo Mathematics

ProFuturo Mathematics was launched, an educational platform (online and offline) to develop and improve mathematical competence in children from 8 to 12 years old in any geographical location through the ProFuturo Open Model.

Mathematical Adventure Workshop

In November, 19 teachers from 7 countries in Latin America and Africa met in Madrid to participate in the process of designing an international community of teaching practice in mathematics that mobilises innovation applied to mathematical literacy in the world.

INNOVATION

Innovation cycle

An internal exercise was initiated to install the culture of innovation and collaboration as a driving force of ProFuturo’s educational offer.

The first meeting took place in Quito, where a group of representatives from 9 countries met to define this cycle.

Data governance

ProFuturo’s data governance, an optimised management system for data generated on the platform and integrated into the programme’s digital ecosystem, was completed.

Digital competences self-assessment tool for teachers

 <https://competencyassessment.profuturo.education/>

Digital competence self-assessment tool for teachers

 <https://profuturo.education/noticias/evento-docentes-digitales-profuturo-intef/>

ProFuturo Mathematics

 <https://maths.profuturo.education/>

SUMMARY OF MILESTONES

Participation in high-level forums

UN Transforming Education Summit

ProFuturo was part of the panel of world leaders who participated in the 1st United Nations Summit on the Transformation of Education that took place on September 16, 17 and 19 in New York. It was convened in response to the global education crisis that has exacerbated COVID-19 and that affects millions of boys and girls in vulnerable contexts.

ProFuturo participated in a session on the promotion of alliances between multiple actors to promote the transformation of education. The session, organised by the UNESCO Global Coalition for Education, of which ProFuturo is a member, was also attended by representatives from the private sector such as Microsoft, Ericsson and Google, and governmental representatives such as the Ministers of Education of El Salvador and Senegal.

Within the framework of the Summit, ProFuturo was highlighted in the report “Transformational innovation The Global Education Coalition in action Compendium”, which outlines a new global model of cooperation promoted by the Global Education Coalition. ProFuturo appears as a partner through its collaboration with the Global Learning House and its participation in the Global Teacher Campus.

It was also selected as an example of best practices for its innovative approach to digital education and its contribution to the achievement of SDG 4.

Consultation events for the GEM 2023 Report

In addition to co-organising with the OEI in October a consultation event for the GEM Report on technology and education in Ibero-America, ProFuturo participated in June in a seminar on teacher professional development and pedagogy at the consultation event convened by the International Task Force on Teachers for Education 2030, the conclusions of which were compiled in a report. More information.

mEducation Alliance Symposium

ProFuturo participated once again in this important symposium, whose 12th edition focused on the emotion of learning (Wondrous Learning), in two sessions: one in which the keys to the ProFuturo Mathematics School were presented and another,

together with representatives of UNHCR, in which the work carried out between the two organisations in humanitarian contexts in Rwanda was presented. More information.

World Telecommunication Development Conference (WTDC)

At this important event organised by the International Telecommunication Union (ITU), ProFuturo presented its programme as part of Telefónica’s commitment to the Partner2Connect Digital Coalition in a round table with the participation of other key players in the international digital transformation. More information.

World Teacher’s Day Celebration

ProFuturo participated in an event promoted by the Global Teacher Campus, with UNESCO as host institution, where it presented its teacher training model and presented the collaboration project that both institutions have carried out in Africa. More information.

More information about the forums and publications



<https://profuturo.education/en/news/profuturo-2022-international-publications/>



MENTIONS IN INTERNATIONAL PUBLICATIONS

“Effective Teacher Professional Development Using Technology”

World Bank report that highlights ProFuturo as one of the 10 best teacher training programs in the world thanks to its cascade training model that promotes local talent. [More information.](#)

EdTech Knowledge Packs

ProFuturo is selected as an example of best practices in the guides [“Knowledge Pack: Learning Management System for Education”](#) and [“Knowledge Pack: Teachers’ Skills & Skills Frameworks for Remote and Blended Learning of the World Bank.”](#)

“Inclusive education: campaigning for refugee education”

UNHCR’s Refugee Education Report 2022 includes a mention of the ProFuturo programme in Rwanda, launched in 2021 with the aim of improving the quality of education for children in emergency contexts and the host community in the country. [More information.](#)

“Compendium Digital Teaching Skills”

The Latin American Coalition for Excellence in Teaching mentions and synthesises ProFuturo’s Global Framework for Competence for Learning in the Digital Era in this compendium that brings together initiatives that have strengthened teachers’ digital skills in Latin America. [More information.](#)


◀ Magdalena Brier and Xavier Bertolín at the UN Transforming Education Summit (New York)

FEATURED EVENTS AND PROJECTS

6th edition of the ProFuturo Race

3 April


The 5.8 km charity race, held in parallel to the Movistar Madrid Half Marathon, attracted more than 1,500 participants. Among the runners was the athlete Chema Martínez, a friend of ProFuturo and promoter, together with the programme, of the initiative **#RunnersConCausa** initiative, a series of talks with public figures on the relationship between running and solidarity.

 [More information](#)

Talks at Casa de América

25 May


The Canal 24 Horas TV programme dedicated one of its episodes to the state of education in Latin America, highlighting ProFuturo's experience in the region. To explore the topic further, he conducted a joint interview with Magdalena Brier, Managing Director of ProFuturo, and Tamara Díaz Fouz, Director of Education at the OEI, ProFuturo's education partner.

 [More information](#)

Renewal of the Telefónica ProFuturo-UPSA Chair

1 June


ProFuturo, the Pontifical University of Salamanca (UPSA) and the Telefónica University Chairs Network renewed for another year their chair "Data analysis of educational projects in vulnerable environments", which was created in 2018 with the aim of innovating in digital education and find the educational quality algorithm.

 [More information](#)

Telefónica's International Volunteering Day

1 July


ProFuturo organised a workshop for children from 6 to 13 years old from Aldeas Infantiles: "Get fit with Computational Thinking", an experience that aimed to convey the importance of this competence and encourage STEM vocations in children.

 [More information](#)

5th edition of enlightED

16 November


ProFuturo was present in three sessions: the Managing Director, Magdalena Brier, led an exciting talk with Ousman Umar, founder of NASCO Feeding Minds; organised the workshop "The mathematical adventure from the perspective of equity and inclusion: the experience of the teachers of the ProFuturo network"; and participated in the panel "How to digitise our educational systems? The great challenge of teachers' digital skills".

 [More information](#)

3rd edition of #hack4edu

22-25 November

"The change you want to see in the world programme". With this motto, for the third consecutive year, the international hackathon promoted by ProFuturo and the Pontifical University of Salamanca (UPSA) in collaboration with the Telefónica University Chairs Network, was held to respond to the challenges of digital education. 135 hackers from 6 countries and 12 universities worked for 48 hours on prototypes developed with blockchain, virtual reality, AI and robotics.

 [More information](#)



Telefónica's International Volunteering Day



3rd edition of #hack4edu

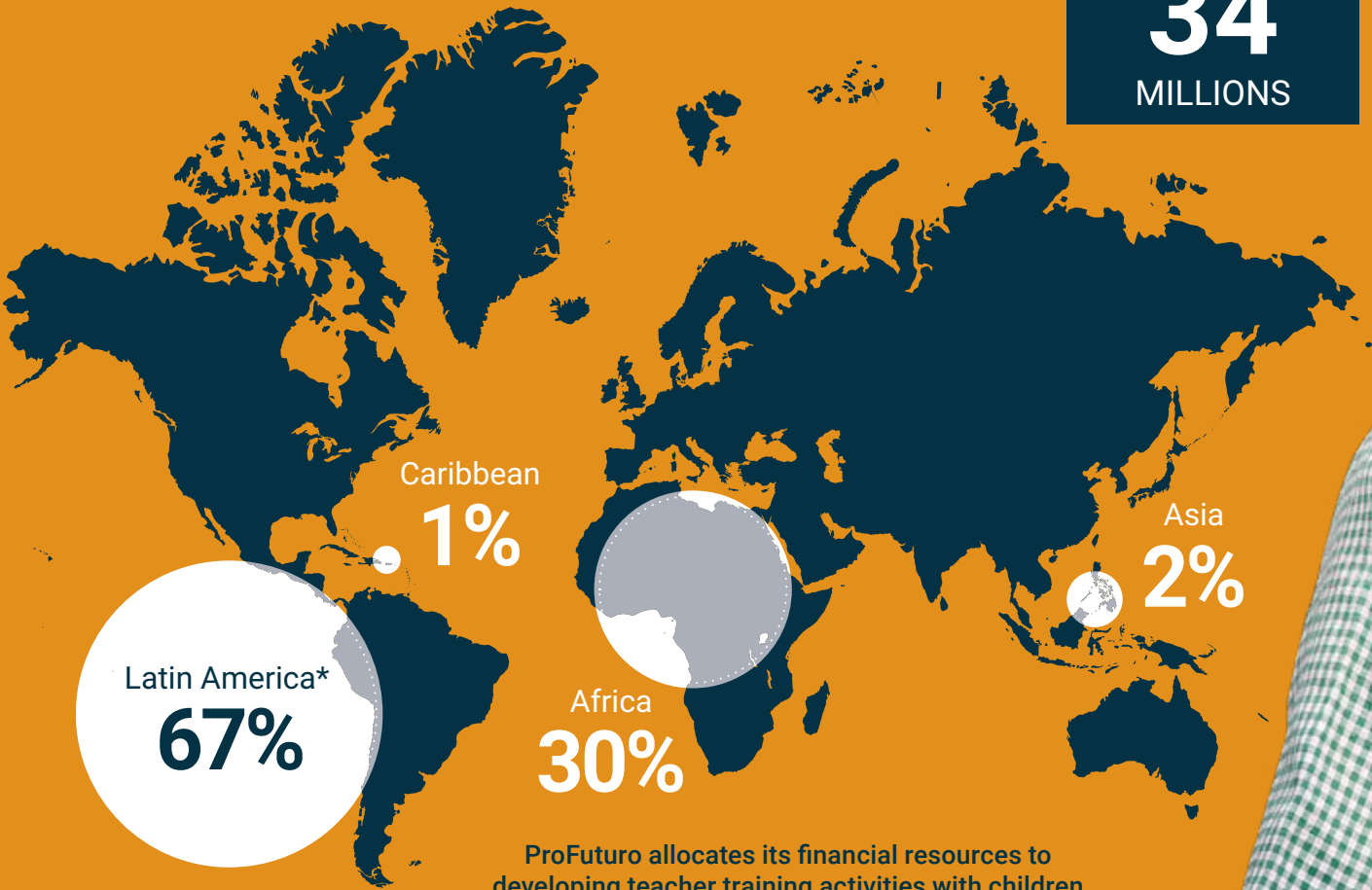


6th edition of the ProFuturo Race

TRANSPARENCY

INVESTMENT IN 2022

TOTAL INVESTMENT
34
MILLIONS



(*) 24% Brazil
34% Hispam
9% CAM

ProFuturo allocates its financial resources to developing teacher training activities with children in vulnerable environments in Latin America, the Caribbean, Africa and Asia.



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.



Lebanon



Chile



Belize



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 2022, 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.

◀ Heroes de Yungay School (Santiago de Chile)

PROFUTURO OBSERVATORY

THE PROFUTURO OBSERVATORY IS A WEB SPACE IN WHICH THE TELEFÓNICA FOUNDATION AND THE "LA CAIXA" FOUNDATION PROGRAMME ENCOURAGES DISCUSSION AND CRITICAL REFLECTION ON THE CURRENT SITUATION OF DIGITAL EDUCATION IN THE WORLD.

To this end, it shares research, analysis and innovative initiatives aimed at improving educational opportunities for vulnerable children and teachers.

In 2022, coinciding with its fifth anniversary, it has been relaunched with a version that improves the user experience and offers a dynamic portal with the latest educational news.

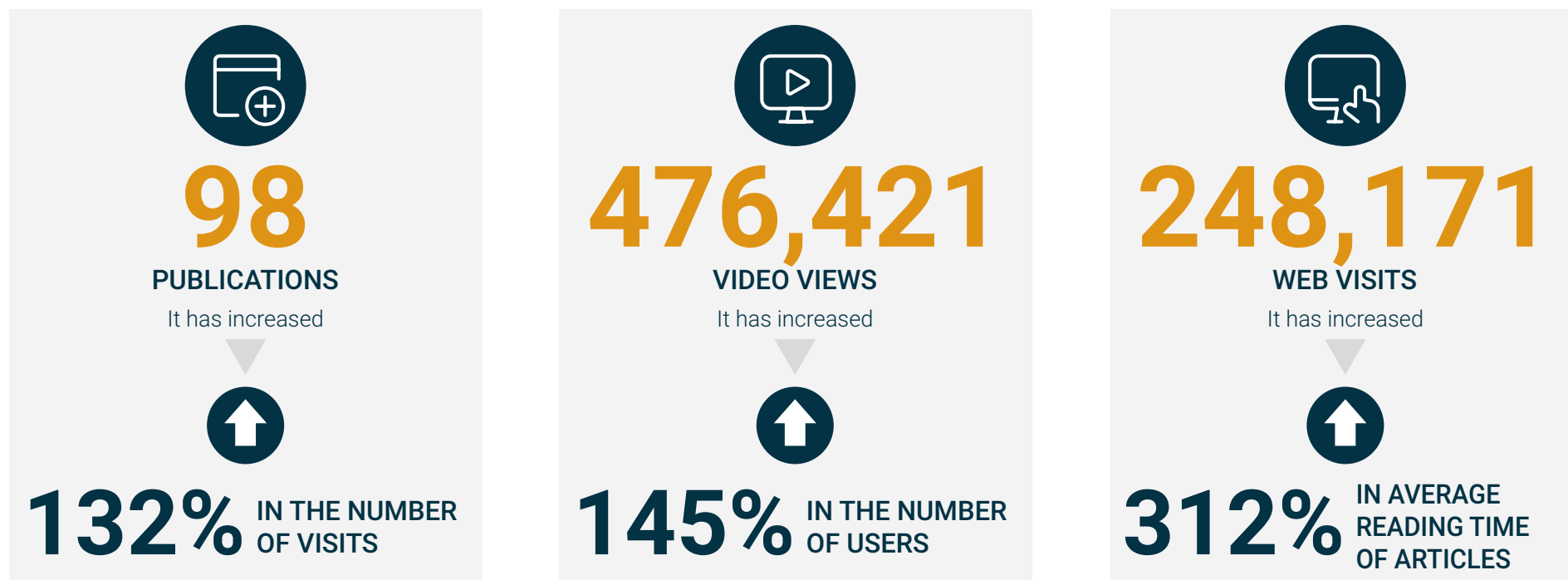
The contents of the ProFuturo Observatory are now structured in five new categories: approaches, competences XXI, innovative solutions, inspiring experiences and trends. A new section has also been added, dedicated to the group of experts and collaborating entities that contribute to the reflection from their different areas of specialisation.



This year it has published more than 90 articles on topics such as the digital teaching skills, the integration of technology in educational practice, the gender gap in education, personalised learning and content curation. It has also given a voice to renowned experts in interviews about mathematics education, the role of teachers in the 21st century, education on the African continent or artificial intelligence among many other topics.



2022 FIGURES FROM THE PROFUTURO OBSERVATORY



The ProFuturo Observatory promotes a reflection on the current situation of digital education in the world in order to make visible **solutions to improve access to quality education in vulnerable environments.**



 **Discover the ProFuturo Observatory**

IEDI School - La Candelaria (Colombia)

PROFUTURO TEAM

ProFuturo is made possible by the work of a great international team committed to the transformative power of digital education.

Their efforts and dedication take the programme further and further, reaching millions of children and teachers in Latin America, the Caribbean, Africa and Asia.








ProFuturo

Ronda de la Comunicación s/n
Edif. Norte 3, Planta Baja
28050 - Madrid

<https://profuturo.education/>

 <https://profuturo.education/>

 @ProFuturoEducation

 @ProFuturo_

 @profuturo_

A PROGRAMME OF:

