

ProFuturo




Annual Report
2024

ProFuturo

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 ProFuturo Education



Annual Report 2024

ProFuturo



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A transformative ambition for the education of the most vulnerable

Juan Ramón Fuertes, **President of ProFuturo**



In 2016, Telefónica Foundation and "la Caixa" Foundation, led by Isidro Fainé, joined forces to launch ProFuturo, an educational innovation program using technology to improve the quality of education for millions of children in vulnerable environments around the world. The eight years that have passed and the 2024 results shown in this report are as follows evidence of what can be achieved through commitment and collaboration.

Since its origins, ProFuturo has been a reality thanks to the deep involvement of the two foundations that promoted it. We will always remember, with affection and admiration, **César Alierta, who passed away on January 10, 2024**, the alma mater of this program. Like him, we are driven by the conviction that quality education opens the door to a better future for the millions of children who need it most. **After César Alierta and José María Álvarez-Pallete, I now have the honor of presiding over the ProFuturo Foundation and setting the course for a fantastic team, characterized by a high degree of professionalism and commitment.**



Thanks to this commitment, every year we make progress in the field, in the most remote places, training the teachers who make it possible, day by day, school by school, to make the hope of a life with more and better opportunities a reality and not just an aspiration.

After this time, ProFuturo's transformational ambition remains as great as it was at the beginning, but we have added a clear requirement: to improve the analysis of our intervention and the measurement of its impact on the learning of our beneficiaries.

Nothing would be possible without the impetus of collaboration. We are not an isolated project, but an active part of the global education community. **Moving forward is only possible thanks to cooperation with relevant international allies and local partners**, who implement the program according to the characteristics and needs of each territory.

The strength of collaboration is also displayed in ProFuturo's participation in national and international forums, thus contributing to the global debate on the issues that are shaping the path of education in the 21st century.

For yet another year, we will continue to work to be a global benchmark in the transformation and educational innovation with technology, **always at the service of the education of the most vulnerable children.**



941,785 stories of learning

Magdalena Brier, **Managing Director of ProFuturo**



An Angolan teacher shared with us the emotion of a student for each thing she learns: "ProFuturo is the best thing that has happened to me in my life," she said. **Her story fills me with responsibility, similar to those of 941,785 other life stories of children we have had the good fortune to accompany in their learning.**

The entire ProFuturo team is proud to look back on 2024, a year in which we also trained **262,980 teachers in 3,609 schools in 30 countries.**

In this report, we show the data and evidence of the progress made to **reduce the great challenge of the 21st century, which is the digital divide in education.** But we also reflect the humanistic spirit that drives us and that puts the full potential of technology at the service of people.

The **ProFuturo** program, **with the support of Telefónica Foundation and "la Caixa" Foundation**, seeks to open the door to a future with more and better opportunities for children in vulnerable environments in Latin America, the Caribbean, Africa and Asia.

Throughout the year, among other achievements, we have improved our digital platform, **increased training for teachers and key stakeholders**, promoted and optimized our tools for measuring the program's impact. We have also broken records in participation in hack4edu, the largest educational hackathon dedicated to vulnerable environments, and we've expanded the network of supportive friends with a new edition of the ProFuturo Race.

We are making progress, but we aspire to more. We have the confidence to act hand in hand with a strong network of international and local alliances that share with our commitment to the UN SDG 4, Quality Education. **We are an active part of the global education community**

and encourage reflection and debate on issues that affect the challenges and opportunities of education with technology, such as the role of Artificial Intelligence and its potential to favor the inclusion of the most vulnerable.

In short, we move forward with the conviction that a fairer, more sustainable and inclusive education is possible.

At ProFuturo we constantly remind ourselves that **the numbers of beneficiaries respond to specific people, to teachers and students like Catarina, with a whole future ahead of them**, to whom we are providing more opportunities and bringing technology closer so that they can use it to their advantage and contribute all their talent, with the utmost dignity, in their communities, in their towns and cities, in their countries, to help make the world a better place.



Digital education for change



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ProFuturo is much more than an educational program; it is a **commitment to the transformation of education in the most vulnerable contexts of the world** through educational innovation with technology. With the firm purpose of reducing the educational gap, this initiative, promoted by Telefónica Foundation and "la Caixa" Foundation, relies on technology to open opportunities to thousands of children in Latin America, the Caribbean, Africa and Asia.

To achieve its objective, ProFuturo develops innovative digital teaching-learning experiences, promoting the development of digital competencies that enable teachers, principals and students to face the challenges of the 21st century.

This mission is achieved through collaboration with global allies and local partners, forming a network of wills that enables real and sustainable change.

Since its inception in 2016, ProFuturo has aspired to become a global benchmark in innovative education, aligning itself with **Sustainable Development Goal 4 of the United Nations 2030 Agenda (SDG 4)**. Technology is its strategic ally, allowing it to reach further and more people, ensuring that every child has access to quality education, no matter where they are born.



Visit **profuturo.education** and subscribe to the monthly **newsletter** to learn more about **ProFuturo** and its commitment to digital education.



Mission

Bridging the global education gap by providing quality digital education to children from vulnerable backgrounds in Latin America, the Caribbean, Africa, Latin America, the Caribbean and Asia.

Visión

Improving the education of millions of children around the world, becoming a global benchmark for educational transformation and innovation.

Values

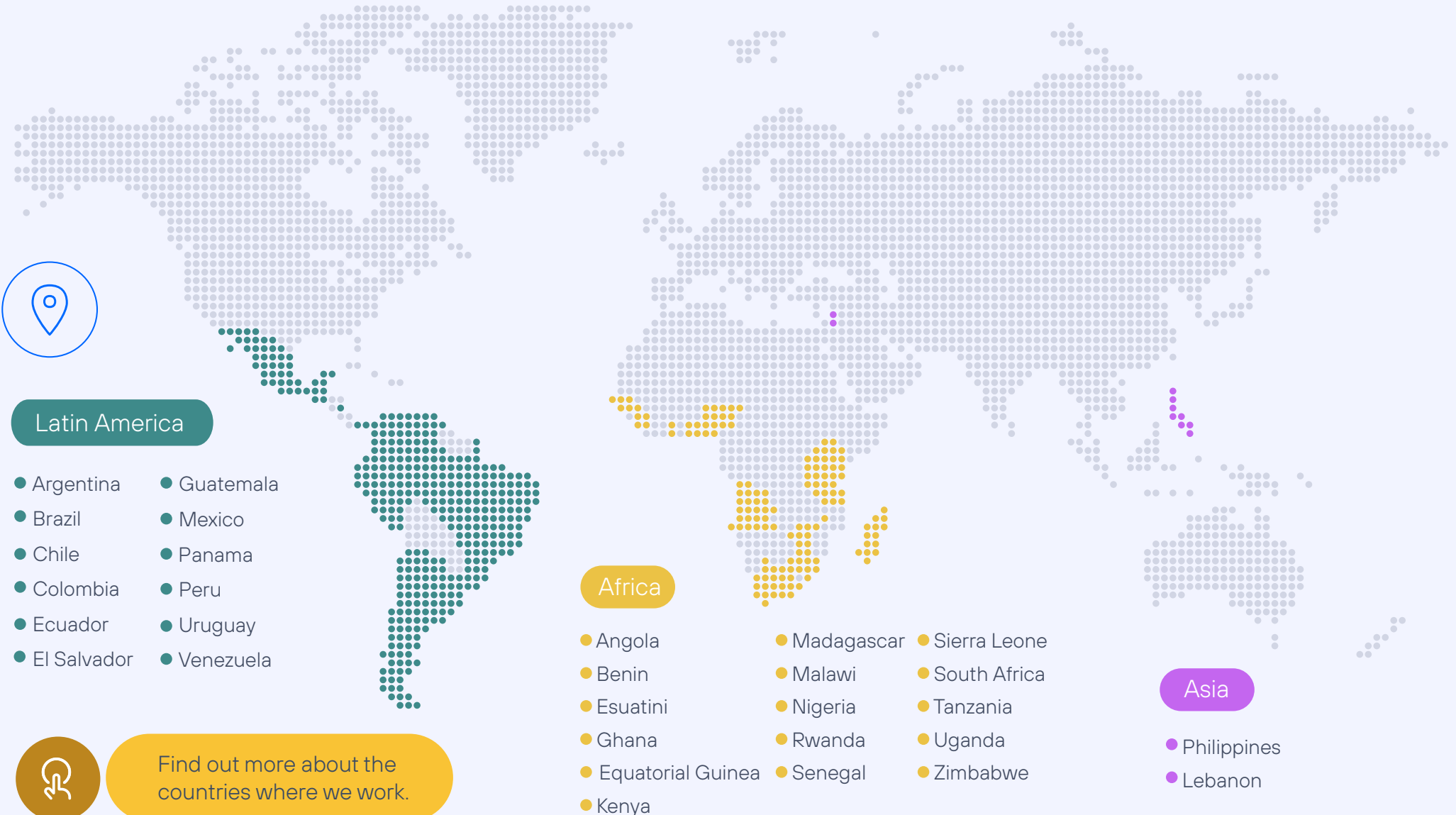
They are born from the values of Telefónica Foundation and "la Caixa" Foundation; we leave our mark, we challenge limits and we know that together we are stronger.



Where we are

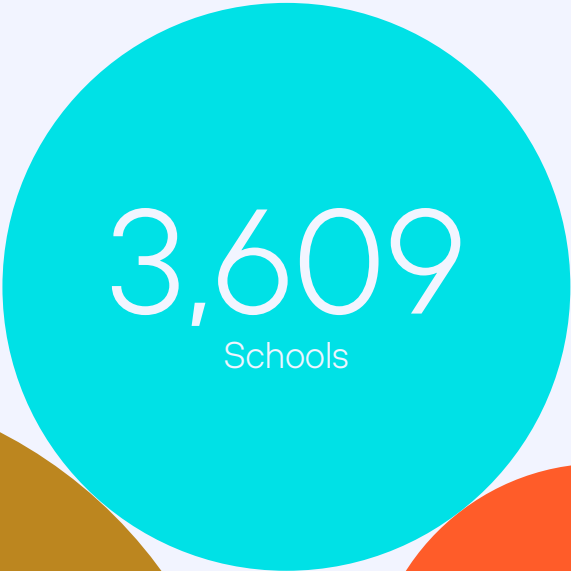
ProFuturo was conceived with a global vocation, aimed at bringing the transformative power of digital education to the most vulnerable corners of the world. Today, its impact extends to more than **3,600 schools** in **30 countries** from Latin America, Africa and

Asia. In addition, its reach continues to consolidate, reaching more countries with teachers being trained and users accessing ProFuturo's resources, reaffirming its commitment to inclusive and quality education.



Our beneficiaries*

In 2024



* Audited figures as of the end of 2024

In 2024

Children

941,785

boys and girls

Accumulated historical: 5,130,640

14,115,967 activities performed



Teachers

262,980

teachers

Accumulated historical: 1,856,313

230,666 teachers who have participated in or received training from ProFuturo.

32,314 teachers using ProFuturo - Modelo Integral platforms.



364,116 online course registrations completed

8,458,477 training hours completed

26.43 course hours completed per participant

68% of trained teachers have completed more than 20 hours of training.

83.6% of cumulative annual completion

84% of surveyed teachers satisfied with the training received

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Driving foundations

Telefónica Foundation

At Telefónica Foundation we contribute to making our world more humane by promoting digital inclusion. We work to respond to four major challenges: reducing the education gap, improving employability, fostering social and digital integration, and promoting art, culture and thought. We anticipate the opportunities and challenges of digitization by safeguarding the digital divide.

We develop free training programs to accompany people throughout their lives: training children in digital skills and the responsible use of technology, training young people and adults so that they can access digital professions, and digitally empowering the elderly so that they are not left behind.



 fundaciontelefonica.com

"la Caixa" Foundation

Committed to the socio-economic development of the territory since its beginnings, the mission of "la Caixa" Foundation is to build a better and fairer society, giving opportunities to the people who need them most, with the values of trust, excellence and social commitment that have always accompanied it.

655 million in 2025, which is a record in the history of the Foundation, which

in the last decade has allocated a total investment of more than 5,000 million euros to the development of social, research, educational and cultural initiatives with the aim of contributing to the improvement of society as a whole, especially the most vulnerable groups. In 2024, the overall budget of "la Caixa" Foundation was 600 million euros, so the allocation for this year has increased by 9%.



 fundacionlacaixa.org

ProFuturo proposal

In order to achieve our goal of having elementary school students improve their learning and teachers improve their teaching skills, we have designed and implemented a multicomponent intervention proposal.

Components of our proposal

Frameworks for learning and educating in the digital age

These frameworks are aligned with international standards, and are intended to describe and define ProFuturo's approach to learning, teaching and digital competence.

ProFuturo has two frames of reference:

- **Global Framework for Competence to Learn in the Digital Age.**
- **Global Framework for Educational Competence in the Digital Age.**

Intervention models

Adapted to the specific needs of each context

Integrated Digital Education Model with teacher training and a learning platform for students.

Model of Digital Education in Humanitarian Contexts: for refugees, which complements the Integral Model with psychosocial support, food or health assistance.

Open Digital Education Model: designed for teachers from anywhere in the world.

ProFuturo Digital Solution

Technological equipment and platforms

Workspace to which the student has access in order to develop the activities, and the teacher to manage training courses, educational resources and innovative classroom experiences.

The solution includes:

- **Technological equipment for schools**
- **Online and offline platforms**
- **Teacher training resources.**
- **Educational resources for students..**
- **Teacher self-evaluation tool.**

Training and support

ProFuturo trains teachers and other key actors to ensure educational quality. It also provides continuous support to schools and teachers.

- **Deployment of coaches in the field to provide on-site training and support.**
- **Training in pedagogy with the use of technology.**
- **Includes self-study and tutoring modalities**
- **Face-to-face, blended or fully online format.**



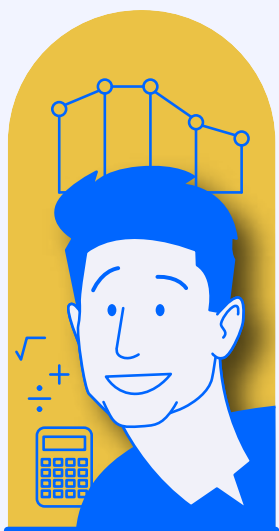
Reference frameworks and schools of knowledge

ProFuturo bases its educational approach on two frameworks: the Global Framework for Learning Competence in the Digital Age and the Global Framework for Educational Competence in the Digital Age.

These Frameworks establish a comprehensive program that addresses two key areas for personal and social development in today's context: learning and education. With a particular focus on teachers, the Frameworks promote lifelong learning and education adapted to the digital age.

To structure its educational proposal, ProFuturo relies on Knowledge Schools, cross-cutting groupings of content to increase teachers' skills and improve the learning experience of girls and boys free of charge.

Mathematics



To develop logical-mathematical thinking and language in students.

Competence Digital



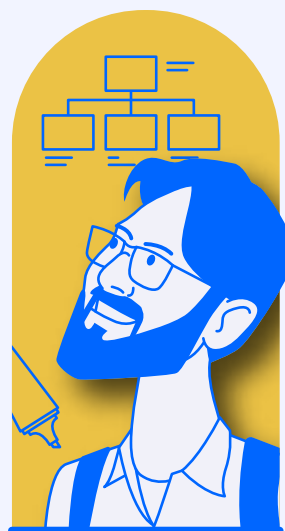
Reinforce the teacher's competencies through digital tools.

Computational Thinking and Artificial Intelligence



Develop skills and competencies in Computational Thinking and Artificial Intelligence.

Educational Innovation



Incorporate innovative methodologies and didactic strategies to the classroom.

Citizenship



Improve the competencies of its students in aspects such as emotional intelligence, coexistence, entrepreneurship and other keys to sustainable development.

Multiple Literacies



Develop skills considered basic in linguistic, scientific and artistic fields, among others.



profuturo.education/en/education-proposal/



Digital learning platform

The digital learning platform integrates all digital resources in a single platform, an accessible and unified space for both teachers and students.

In 2024



...the use of the **ProFuturo online platform** has been consolidated, optimizing the training offer with the implementation of satisfaction surveys in all courses and a more precise traceability of the training courses.

... a **new offline ProFuturo solution** has been developed to make resources available in schools and environments without internet connection.

ProFuturo has a **Teacher Self-Assessment Tool** that allows teachers to carry out a selfassessment of their assessment of their digital competencies and offers them a series of indications on how to continue developing them.



Training of key players

The launching of the School of Key Actors and the Virtual Communities was one of the most important milestones of the past fiscal year. These initiatives seek to strengthen the accompaniment of schools and teachers, expanding the impact of the program.

The School of Key Actors brings together trainers, partners, coaches, teacher leaders and school principals, training and empowering them to lead educational transformation in the schools where ProFuturo is present. These actors are key to implementing the program at the local level and support the professional development of teachers.

The existing **Virtual Communities** within the program have been identified and analyzed. This study has allowed understanding the motivations and interests of its members, which has led to the design of a replicable model to standardize the creation of new communities, adapting to the needs of the different users of the program.

In addition, ProFuturo has launched a pilot to evaluate **the effectiveness of Dora, a virtual support agent based on Artificial Intelligence**. This virtual assistant is designed to enhance the user experience on the platform, ensuring safe and effective interactions.

ProFuturo Catalog

It focuses on three pillars: teacher training courses, classroom learning experiences and resources for the School of Key Actors.

The overall offer is structured as follows:

- Courses for teachers: available in Spanish (100), English (59), French (53) and Portuguese (50).
- 143 didactic units for students available in Spanish, English, Portuguese and French.
- 55 resources for key stakeholders.

In addition to the global offer, ProFuturo responds to specific needs through a local offer adapted to the particular contexts of the program: with training in self-study or mentoring modalities, for teachers and key actors, and in face-to-face, blended or fully online formats.



New formations



In 2024, seven new courses for teachers in two versions (self-study and tutored) and 10 courses for key stakeholders have been integrated. These courses are focus on educational innovation and the use of the offline ProFuturo Solution and the Digital Competency Self-Assessment Tool for Teachers.

New courses for teachers include:

ProFuturo Mathematics introduces teachers to the application of the same name, facilitating its integration in the classroom.

Teacher Support Manuals, your resource planning tool ProFuturo: designed to deepen the available materials, helps teachers to implement digital resources in innovative ways.

For key players, the **Digital Tutoring with ProFuturo** course stands out, offering tools to trainers to maximize their effectiveness in teacher training online.



Partnerships for sustainability

ProFuturo has focused efforts on building strategic partnerships that enhance its mission. Aligned with **SDG 17 of the United Nations 2030 Agenda**, these partnerships are fundamental to leverage its objectives, allowing it to achieve greater impact and ensure the sustainability of its projects in the most vulnerable environments. Through these collaborations, the program can combine resources, exchange knowledge and share experiences, creating an ecosystem of innovation and continuous improvement.

In 2024



Fundación ProFuturo and **American Tower Corporation** expanded their agreement to bring educational innovation with technology to **Brazil, Nigeria, Peru** and **Mexico**. Already initiated in **Chile, Colombia** and **Kenya**, the collaboration reinforces the commitment of the two organizations against the digital divide in education, while seeking to improve knowledge of the context of vulnerable schools to more effectively promote innovative pedagogical practices and strengthen their digital educational transformation.

In just one year, more than 14,000 students and 600 teachers from 50 schools have benefited from this partnership. In Chile, schools that previously had limited access to digital tools now have complete and functional equipment, thanks to ATC's donation and ProFuturo's support. More than 1,288 students have benefited from the program. **In Colombia**, where the existing infrastructure was insufficient to meet student needs, schools now have the tools to reinvent their teaching strategies. In total, 181 teachers actively used the ProFuturo platform and 5,575 students benefited from digital, interactive and inclusive learning experiences.

Many teachers took on their digital training with autonomy, with dozens of them creating and managing their own digital classes independently. In **Kenya**, as of the end of the year, the number of teachers using the platform increased from 170 to 383, while student participation rose from 2,509 to 7,173 students.

Other agreements:

- Renewal of collaboration agreements with the **Organization of Iberoamerican States (OEI)** and the **Organization of American States (OAS)**, strategic partners for the positioning of ProFuturo in Latin America.
- New partnership with the **Inter-American Development Bank (IDB)**, which is working jointly on a publication on digital competencies for teachers in the region.
- Completion of the teacher training project in partnership with **Teach for All**, which reached more than 8,000 teachers trained in digital and leadership skills in countries such as Cambodia, Colombia, Chile, Kenya and Zimbabwe..
- Active participation in UNESCO's Digital Transformation Collaborative (DTC) working group.

We add allies

Global allies

- UNHCR
- World Vision
- Save the Children
- Entreculturas Foundation
- International Rescue Committee
- Organization of American States (OAS)
- Organization of Ibero-American States (OEI)
- Inter-American Development Bank (IDB)
- American Tower Corporation
- Air Europa

Networks

This year ProFuturo joins five new networks:

- Global Education Cooperation Mechanism (UNESCO)
- N50 project
- Global Business for Education
- D4D Hub
- Edison Alliance (World Economic Forum)

These networks are in addition to others in which it was already present:

- mEducation Alliance
- Global Education Coalition (UNESCO)
- Digital Transformation Collaborative (UNESCO)
- Asociación Española de Fundaciones
- Connected Education Challenge Action Group (ACNUR)



Evidence of impact



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Measuring for change

To ensure continuous improvement, ProFuturo makes efforts to rigorously measure its impact through multiple tools and instruments. This allows it to obtain results, analyze them and define strategies to optimize resources and record the program's evolution in different countries and contexts.

ProFuturo, based on its theory of change, has developed and implemented a Monitoring and Evaluation System (SME), which allows internal teams and field partners to track activities and results to ensure compliance with the defined transformation objectives.

The EMS is composed of 114 indicators, 26 of which have been prioritized, and brings together information from various sources: Annual survey of key stakeholders (implemented since 2020), the School Assessment and Transformation Tool (SAT) for the annual evaluation of the appropriateness of the Program and the performance of schools participating in ProFuturo; Digital Competencies Self-Assessment Tool for teachers,

for the measurement of teachers' competency improvement; learning measurement tests included in ProFuturo's teacher training resources. All the information collected is processed, exploited and made visible in ProFuturo's data analytics system (PAS), which reached 250 million records per day, for a total of 97 billion records processed in 2024.

On the other hand, ProFuturo has an Evaluation and Research Plan that has made it possible to collect evidence of the program's impact on schools, teachers and students. The results of the evaluations and research have made it possible to identify the levers that generate positive effects and to propose actions to improve the program.



School Assessment & Transformation Tool (SAT)

Instrument to classify each school according to the level of appropriation of the program and measure its evolution.

En 2024

- ...the diagnosis allows guiding the intervention in each of the schools according to the needs identified, with the purpose of helping to achieve the transformation goals established.
- ...the tool has been applied in **3,293 schools in 28 countries**, covering 98% of the data collection target.

By 2024, 75% of schools will be making progress or maintain their level of transformation.



Transformation of ProFuturo schools

The evidence obtained in the qualitative study conducted in schools at the Transformation level, according to ProFuturo's SAT Tool, in Panama and Mexico indicates that ProFuturo helps schools to generate a management model for the implementation of the program that includes three fundamental components:

A. Operational planning

In both Panama and Mexico, the schools developed detailed operational planning that included clear goals and specific timelines for the use of the Pro-Futuro solution. In both contexts, the active participation of management and teaching teams in operational planning was crucial. These teams worked together to define objectives, establish timelines and set up and assign responsibilities, which facilitated a smoother integration of technology into the educational process.

B. Planning and pedagogical integration

In both countries, the need to align ProFuturo's educational resources with the national curriculum was observed. This process is essential to ensure both that the technological resources are used in a relevant way in the local educational context and that their use is correctly focused on the students' learning process. This allows us to point out the idea that the process of pedagogical integration allows teachers to use technology in a more meaningful way in their teaching practices.

C. Follow-up and accompaniment

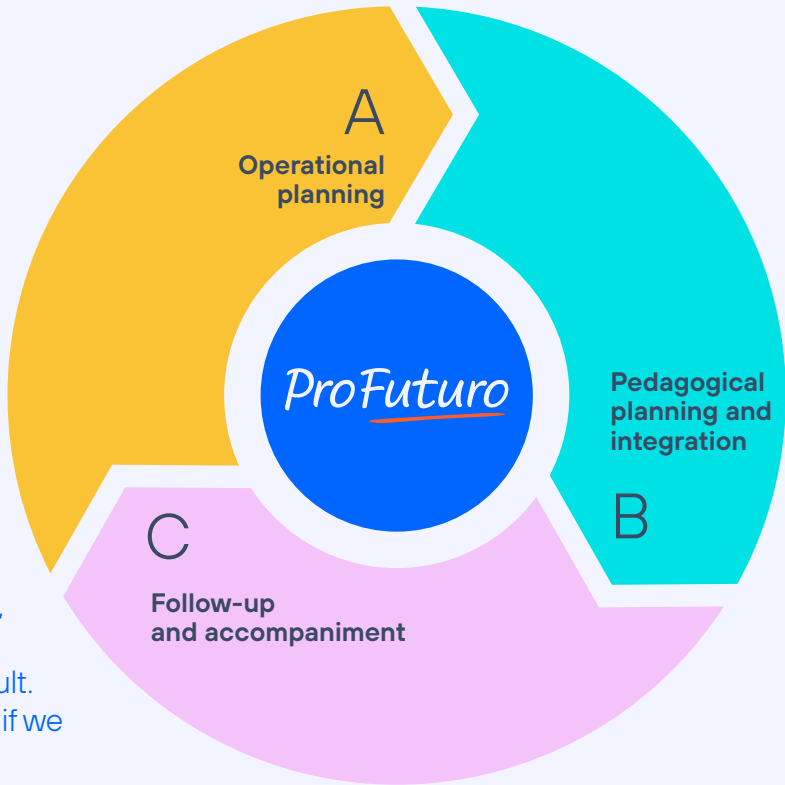
The continuous accompaniment by the coaches was positively valued in both Panama and Mexico, as they play a crucial role in supporting teachers and solving problems during program implementation. The two-way relationship between the coaches and the schools facilitated a more effective integration of the Pro- Futuro program. In addition, the incorporation of systematic mechanisms
The monitoring system allows, to a large extent, to guarantee the achievement of the planned goals through continuous follow-up and action plans.

“ I didn't know anything about computers, in fact, I was even afraid to touch them, I mean, I touch something and I damage it and it erases everything, it deprograms, it gets lost... [With ProFuturo] we managed to make contact with the computer, it was not easy, it was very difficult. Because for us it was something new, apart from the fact that we were very poor people. And if we had seen a computer, it was in our neighbor's house. We had never had one.” .

↑ Head of school in Panama

Components of the management model

Transformation level schools



Improvements in teachers' digital knowledge and skills

Self-assessment of teachers' digital competences

The Digital Competencies Self-Assessment is an online tool for the self-assessment of teachers' digital competencies adapted by ProFuturo in four languages (Spanish, Portuguese, English and French) that allows teachers to identify their knowledge and use of digital technologies in the classroom. At the same time, it offers information to teachers, so that they can identify training paths for their professional development, and to educational network managers to design more assertive planning of courses and strengthening programs.

ProFuturo uses this tool to evaluate the improvement of the digital competencies of teachers participating in the program.

In order to quantify the improvement in teachers' competencies, a quasi-experiment was conducted in 2024 that compared two groups of participants to evaluate whether their participation in ProFuturo courses between the first and second self-assessment generated differentiated effects. The treatment group included teachers who took at least one course between the first and second

self-assessment, while the control group was composed of those who did not participate in any course during the same period.

The increase in digital competencies in the treatment group is greater than in the control group. This means that teachers who take courses with ProFuturo between evaluations are able to increase their digital competence by one level, while teachers who do not take courses with ProFuturo remain at the same initial level.

In 2024

14,834

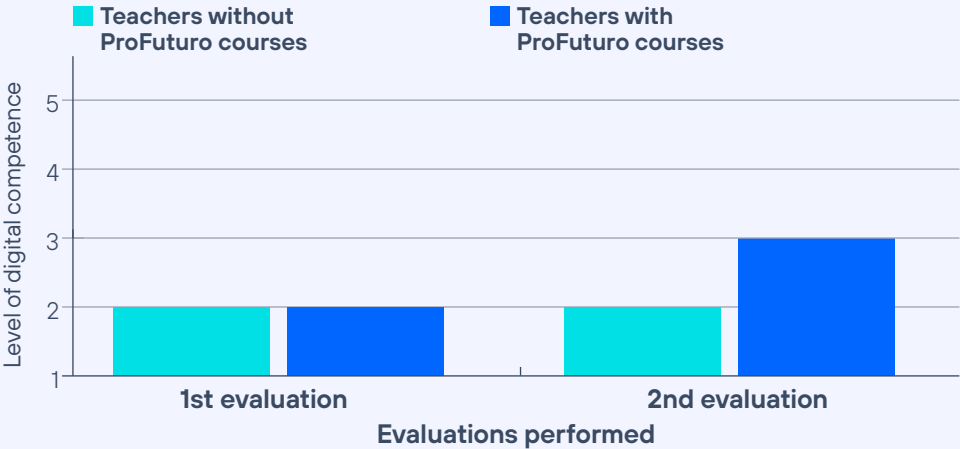
self-evaluated teachers
Accumulated history: 32,057

57% of teachers say they are improving their digital competence.

12% of improvement of teachers' digital competence

ProFuturo's teacher training courses have an impact on the improvement of digital competences

Comparison of the improvement in the level of digital competence among teachers who have taken ProFuturo teacher training courses and those who have not taken ProFuturo courses.



“None of us here were trained, at university or wherever we were trained, in innovation, ... then, [the training] necessarily takes them [the teachers] to another cognitive level, another intellectual ability to be able to do [the classes].”



Principal and teacher leader of school in Mexico



The importance of teacher training

The training offered by ProFuturo enhances teachers' leadership, communication and planning skills in the classroom, which are essential aspects of 21st century education.

Through the use of innovative pedagogical systems and the support of dedicated tutors, educators have access to an online platform and a variety of resources that enrich their professional practice. This training prepares teachers to face contemporary challenges in education, ensuring that students receive instruction that is adapted to their needs and to the current global context.

“ I see education with different eyes and I aspire to be able to positively influence my students and help them to exploit the great potential they have and in this way see them become great leaders changing their reality for the better".

↑ Teacher participating in the project Teach For All in Colombia.

Positive learning levels

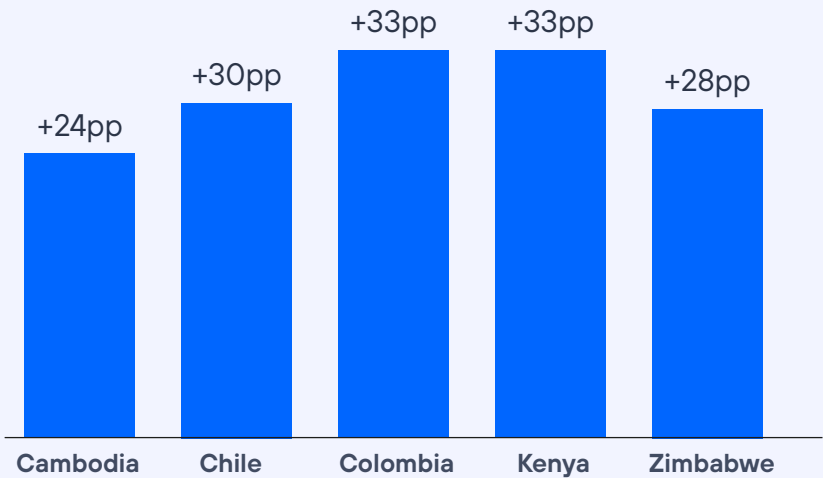
Ongoing teacher training efforts are paying off. Excellent results have been achieved in terms of educator satisfaction and learning levels.

Evidence

In the teacher training project in collaboration with Teach for All, it was possible to observe:

- ➔ Increase in teaching knowledge after the 'Digital Teachers' course, based on the application of pre- and post-course tests carried out in 2023 and 2024

Improvements after the completion of the Digital Teachers



pp: Percentage points of improvement in the final knowledge tests, comparing the tests applied before and after taking the Digital Teachers course.



Positive impact on student learning

Students in ProFuturo schools show **significantly greater improvement in their learning outcomes** than students in similar schools that do not participate in the program..

ProFuturo, in collaboration with the consulting firm SUMMA, has carried out an empirical study in 2024 based on official data from national statistics of the ministries of education and the results of standardized tests that are applied in some Latin American countries (Chile, Brazil and Peru).

This study has made it possible to generate and systematize evidence of improvements in mathematics

and literacy skills, as well as in educational variables such as improvements in the pass rate and the increase in school enrollment.

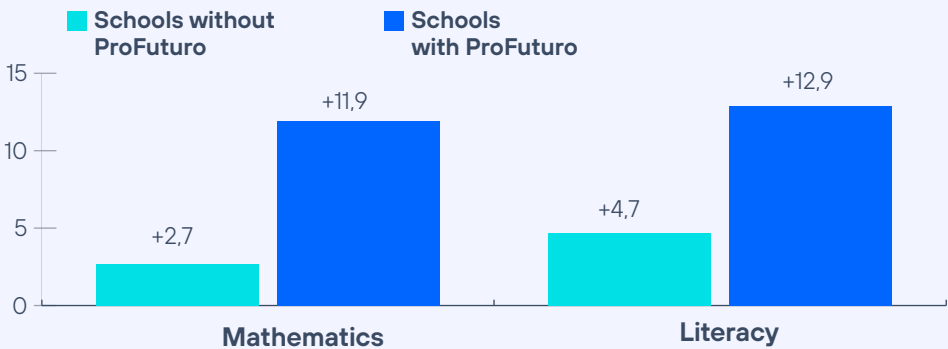
The study was carried out by comparing the results of students in schools participating in the ProFuturo program (schools with ProFuturo) and schools with similar characteristics that do not participate in the program (schools without ProFuturo), considering the year prior

to the start of ProFuturo deployment and the latest year of official information available.

The results obtained from the study indicate that in both Chile and Brazil, students in schools with ProFuturo show a better performance, when considering the variations in real scores on the national standardized tests applied in each country, as can be seen in the following graphs:

Chile 2018-2023

Comparison of variation in math and language scores in schools with ProFuturo and schools without ProFuturo

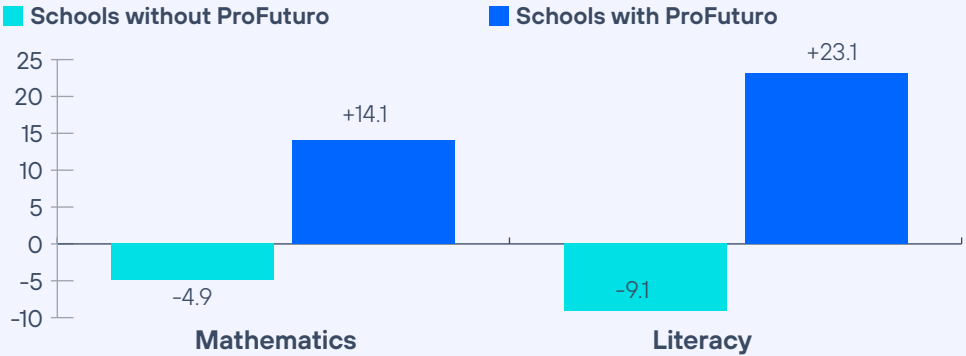


Mathematics: control schools showed an increase of 2.65 points on the SIMCE mathematics test (equivalent to 0.113 standard deviations), while ProFuturo schools **increased by 11.9 points** (equivalent to 0.4 standard deviations).

Literacy: control schools show an increase of 4.7 points on the SIMCE language test (equivalent to 0.09 standard deviations), while ProFuturo schools **increased by 12.9 points** (equivalent to 0.3 SD).

Brazil 2017-2021

Comparison of variation in math and language scores in schools with ProFuturo and schools without ProFuturo



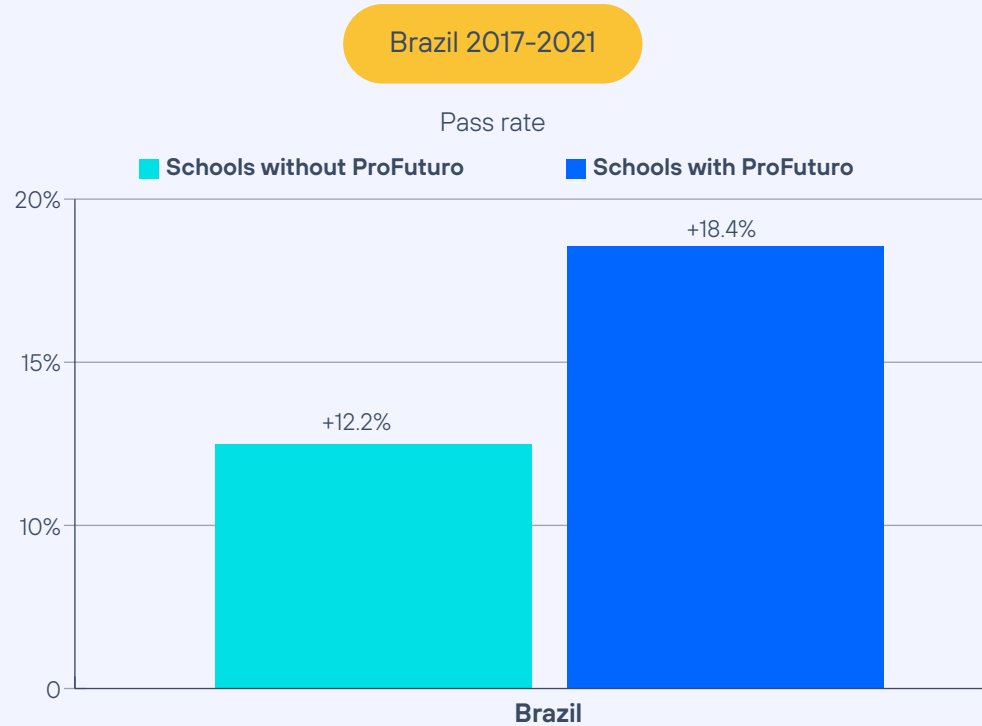
Mathematics: control schools show a decrease of -4.9 points on the SAEB mathematics test (equivalent to -0.144 standard deviations), while ProFuturo schools **increased 14.1 points** (equivalent to 0.418 standard deviations). This means that ProFuturo schools increased 19 points more than similar schools in the same period.

Literacy: control schools decreased -9.1 points on the SAEB language test (equivalent to -0.24 SD), while ProFuturo schools **increased 23.1 points** (equivalent to 0.625 SD).



Students in ProFuturo schools in Brazil show a **higher pass rate** compared to students in schools that do not participate in the program.

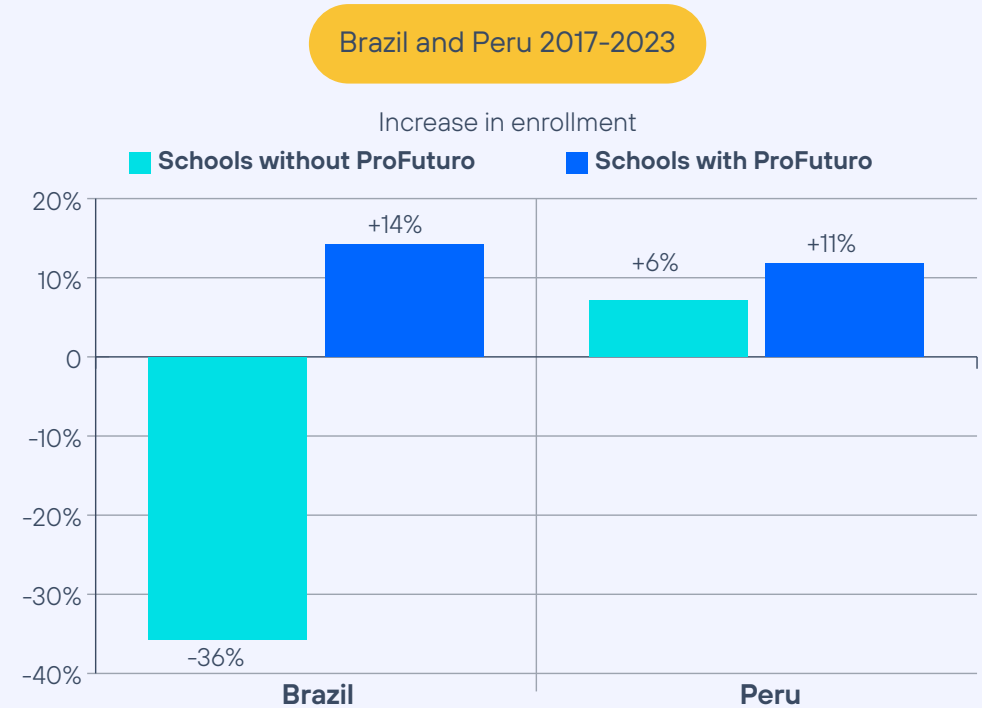
The variation in the pass rate of schools with ProFuturo in Brazil is positive and statistically significant between 2017 and 2021 in students in the final years of primary school (11 to 14 years), when compared to similar schools without ProFuturo.



In **Brazil**, schools without ProFuturo present an increase in the pass rate of 12.24% (equivalent to 1.08 standard deviations) in final years of primary school (11 to 14 years), when comparing their results between 2017 and 2021. While schools with ProFuturo present an increase of 18.43% in their pass rates for the same period (equivalent to 1.628 standard deviations).

Students from ProFuturo schools in Brazil and Peru show a **higher and significant increase in enrollment** compared to students from schools that do not participate in the program.

The variation in enrollment in schools with ProFuturo in Peru and Brazil between 2017 and 2023 is positive and statistically significant when compared to schools without ProFuturo in the same period.



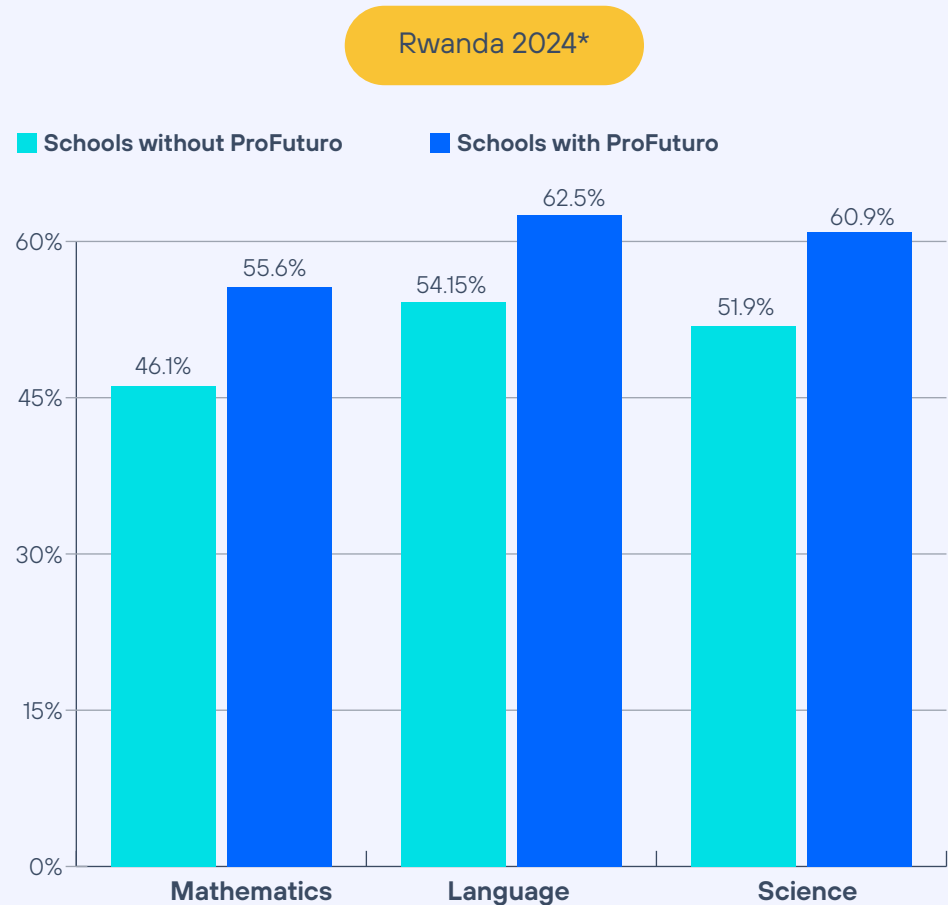
Brazil: schools without ProFuturo decreased their enrollment by 36% (this is equivalent to -0.579 standard deviations) between 2017 and 2023. While schools with ProFuturo and increased their enrollment by approximately 14% (equivalent to 0.122 standard deviations) in the same period.

Peru: schools in the non-ProFuturo group increased their enrollment by 6% between 2017 and 2023 (this difference is equivalent to 0.069 standard deviations), while schools with ProFuturo increased their enrollment by 11% during the same period (which is equivalent to an increase of 0.237 standard deviations).





ProFuturo schools in **Rwanda** have a **higher percentage of students achieving the minimum score set by the National Examinations and Schools Agency (NESA)** compared to the results of students in non-ProFuturo schools.



* National standardized tests were applied in October 2024. In the analysis, the minimum scores established by the National Examinations and Schools Agency (NESA) for mathematics, language and science were considered.

“The tools provided by ProFuturo have transformed the way students learn. They engage with the content much more effectively.”

↑ School principal in Rwanda



ProFuturo Annual Survey

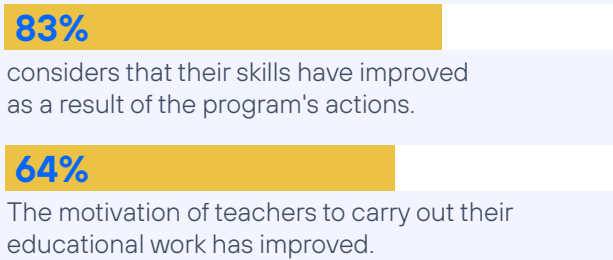
During the third quarter of 2024, ProFuturo's annual survey was carried out with the objective of inquiring about the perceptions of the implementation of the program and the results achieved, from the perspective of coaches, teachers and students.

In 2024

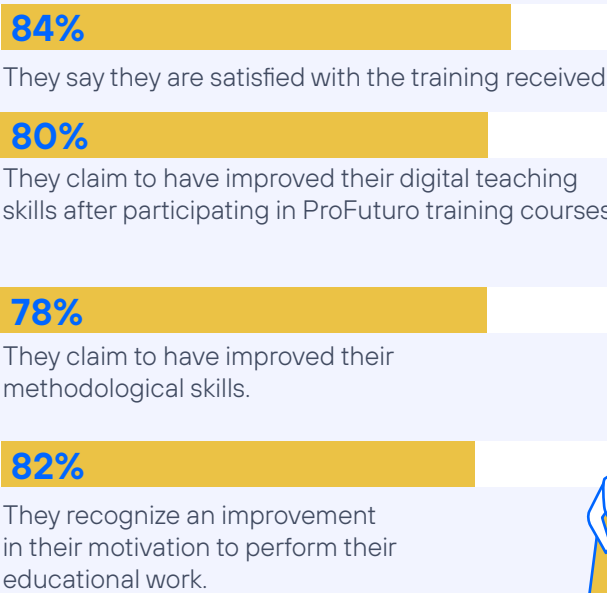
→ ...10,900 teachers, 80,000 students and 287 coaches responded.

The results are positive and consistent with previous years, with improvements in teacher training indicators and in the acquisition of competencies by students.

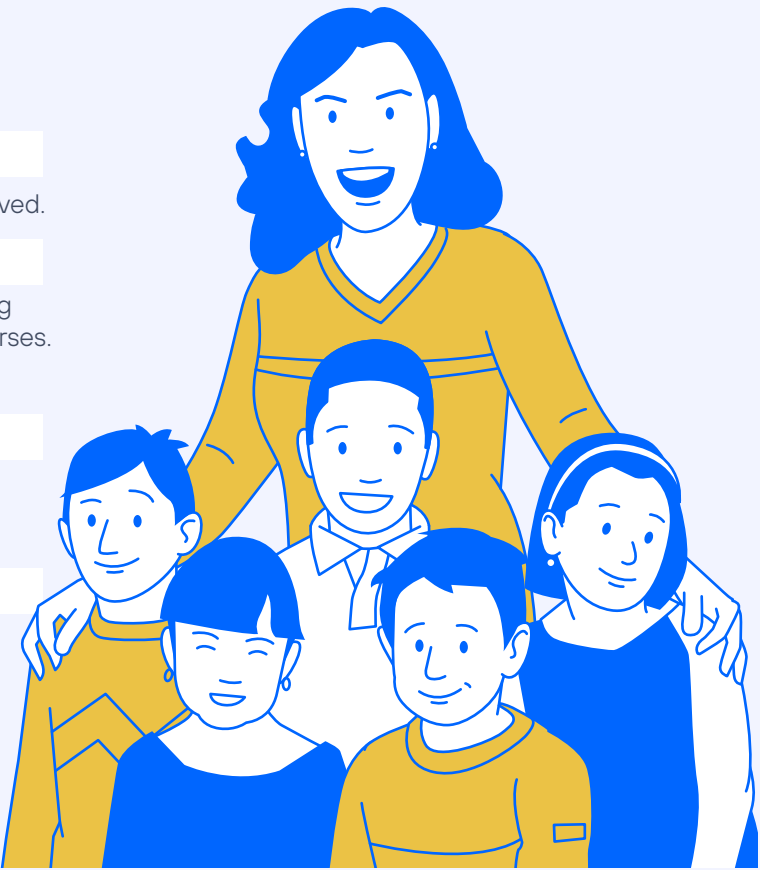
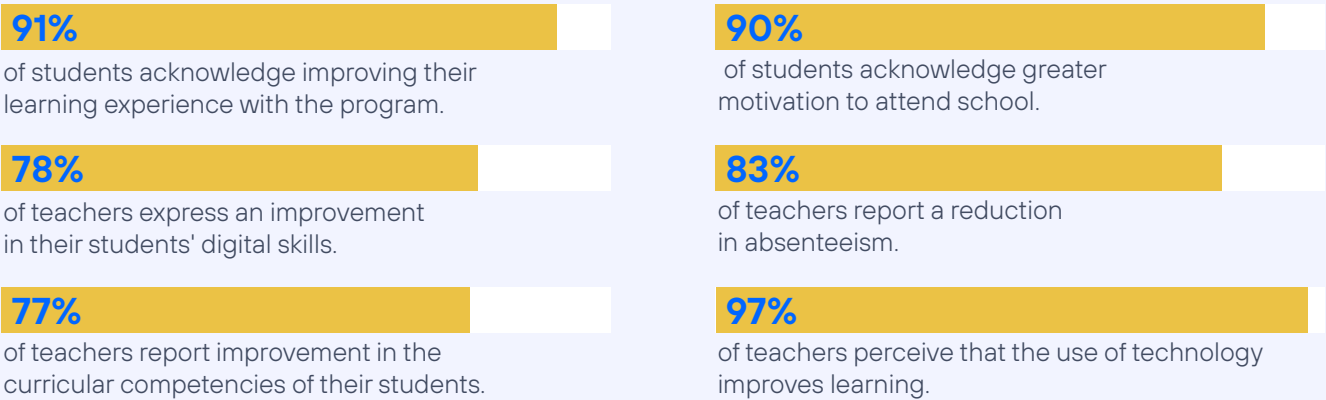
Coaches



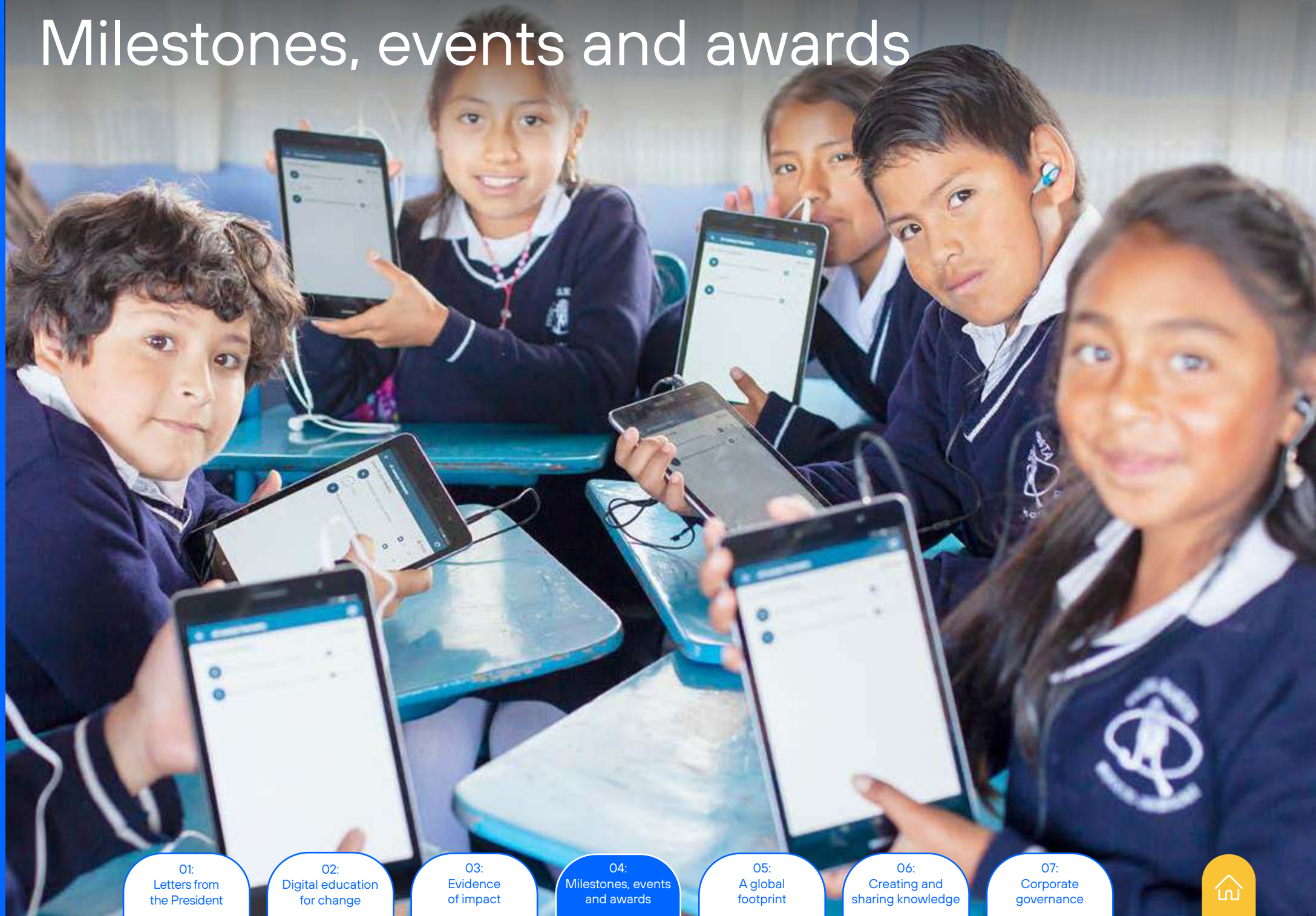
Teachers



Students



Milestones, events and awards



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A year in the life of ProFuturo

● JANUARY

Death of César Alierta

Passing of César Alierta Izuel, a visionary who marked the history of ProFuturo.

International Congress on Educational Innovation

ProFuturo participated in a panel on educational transformation in ProFuturo schools at the annual conference organized by the Institute for the Future of Education (IFE) - Tecnológico de Monterrey.

Education 2024 Latin America Ministerial Summit

Telefónica Foundation Chile participated, on behalf of ProFuturo, as a guest at the summit and as a speaker at UNESCO's Digital Transformation Collaborative (DTC).

Spotlight Edison Alliance

ProFuturo's presentation to members of this alliance, linked to Davos, in collaboration with Telefónica Institutional Relations and UNHCR.



Presentation of the agreement with American Tower Corporation (February).



International Congress on Educational Innovation. Institute for the Future of Education (IFE), Tecnológico de Monterrey (January).

● FEBRUARY

American Tower

New agreement with American Tower to expand the scope of the program.

GIGA Day

Participation, as a guest of the Ministry of Economy, in a meeting organized by the ITU GIGA program in Barcelona.

● MARCH

HackForGood

Participation in the IX edition of HackForGood, organized by Telefónica for young people to solve social problems and challenges through programming.

GEC Annual Meeting

Speaker at two sessions of the meeting annual of Global Education UNESCO's Coalition.





Annual meeting of UNESCO's Global Education Coalition (March).



ProFuturo's participation in GIGA Day, organized by UNICEF (March).



ProFuturo at the European Commission's Global Gateway High-Level Event on Education (April).

● APRIL

Telefónica Centennial

As part of Telefónica's Centennial Celebration, we took part in organizing the event "Nuestro Cien", which included a photo exhibition and a children's workshop.

ProFuturo Career

Solidarity Month with the ProFuturo 2024 RaceFair.

Global Gateway

Participation in the Global Gateway High-Level Event on Education of the European Commission.

Telos Forum

Participation in the Telos Meeting on digital inclusion in education.



ProFuturo 2024 Race (April).



Participation of ProFuturo in the Telos Forum on Digital Education (April).

● MAY

Global Education Forum

Participation in the Global Education Forum (Madrid) to talk about the impact of AI in education.

Africa Day

Celebration of África International Day, a continent where ProFuturo has a presence in 16 countries.



● JUNE

Telefónica Volunteers Day

Promoting computational thinking in children on the International Day of the Girl Child. Telefónica Volunteers.

● JULY

ProFuturo's 8th Anniversary

Celebration of 8 years of ProFuturo's educational commitment.

● AUGUST

Collaboration with UNESCO

Launch of the report "The 6 Pillars for the Digital Transformation of Education" in collaboration with UNESCO.

● SEPTEMBER

Digital Learning Week

Presentation of ProFuturo Mathematics at UNESCO's Digital Learning Week.

Digital Transformation Collaborative

Participation in the DTC (Digital Transformation Collaborative), a multi-organizational alliance for digital transformation in education.

● OCTOBER

Regional Meeting in Morocco

The Africa and Asia Regional Meeting with implementing partners, held in Morocco, was hosted by the BMCE Bank Foundation. The goal was to strengthen collaboration to improve educational opportunities, promote teacher training, and foster innovative practices.

The event brought together representatives from more than 30 implementing partners across 17 countries.

25th birthday of Telefónica Foundation Vivo

Commemoration of the 25th anniversary of Telefónica Foundation Vivo.

Digital October with refugees

A day dedicated to raising awareness and visibility around work with refugees, as part of Digital October, in collaboration with UNHCR.



Meeting in Morocco of ProFuturo implementing partners in Africa and Asia (October).



Presentation in Colombia of hack4edu 2024 (August).



Participants in ProFuturo's Computing Workshop on the Day. Telefónica International Volunteer 2024 (June).



OAS - ProFuturo Mapping of good practices in digital education

Launching, together with the OAS, of the second edition of the Mapping of Best Practices in Digital Education in the Americas.

mEducation Alliance

Presentation at the mEducation Alliance NGO symposium of ProFuturo Mathematics in humanitarian contexts, and reflection on STEM teacher empowerment.

● NOVEMBER Meeting of Telefónica and ProFuturo founda- tion managers

Meeting in Madrid of the Management Committees of Telefónica Foundation and ProFuturo, together with the directors of both foundations of Telefónica Foundation Latam.

● DECEMBER El Español Lion Award

ProFuturo recognized with the 2024 León de la Solidaridad Award by El Español for its contribution to quality digital education in vulnerable contexts.

RunnersConCausa

Launch of the #RunnersConCausa project, inclusive trainings of the ProFuturo Race.



El Español Lion of
Solidarity Award
2024 (December).



UNHCR awareness-raising action in Telefónica District (October).

Mentions in international publications

● Telefónica's Management and Sustainability Report 2023

Telefónica includes the scope of ProFuturo in its ESG/CSR report..

> <https://www.telefonica.com/es/accionistas-inversores/informacion-financiera/informe-anual-integrado-de-gestion/>

● UNESCO Global Education Coalition annual report

> <https://unesdoc.unesco.org/ark:/48223/pf0000389072>

● World Bank Report: Refugee Employment

ProFuturo contributes to the report with information and data about its program.

> <https://thedocs.worldbank.org/en/doc/51e229cb3b4abfa22db-1d93b5354c496-0570062024/original/Refugee-Employment-PS4R-Study.pdf>



● Six Pillars for the Digital Transformation of Education (UNESCO)

ProFuturo is actively involved in the development of this global framework, developed by UNESCO's Digital Transformation of Education.

> <https://unesdoc.unesco.org/ark:/48223/pf0000391299>

● How to Drive Social Inclusion in Latin America and the Caribbean (LAC)

Document prepared by BIAC (Business at OECD) for its ministerial meeting with success stories from the private sector, including ProFuturo.

> <https://shorturl.at/c73Fp>

● Strengthening Policies for Education, Innovation, and Digitization Through Teacher Training: Evaluating ProFuturo's Open Model in Ecuador | The International Review of Research in Open and Distributed Learning

Mention in article on how the collaboration between the Ministry of Education of Ecuador and ProFuturo improved the digital competence of teachers and students during the COVID-19 pandemic.

> <https://www.irrodl.org/index.php/irrodl/article/view/7865>



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A global footprint



Cálculo 1



Dados três números, escreva
três vezes qual é o maior e
menor que os outros

Compor um número arábico
previamente decomposto

Copiar a decomposição numérica
de um número arábico

Dada uma sequência
numérica, escreva os números
próximos (1 ponto)

Dada uma sequência numérica,
escreva os números próximos (1
ponto)

Subtrações horizontais de números
naturais de um algarismo e sem
reserva (3 pontos)

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Latin America

The number of children and teachers benefited makes Latin America (including Brazil, Central America and some areas of the Caribbean) the region of the world with the greatest impact of the project thanks to the presence of Telefónica Foundation Movistar in most of these countries.



Indicators 2024



Countries

12



Schools

2,124



Teachers

245,624



Students

544,788









Regional alliances

ProFuturo is strengthened in the region through the Integral and Open Digital Education Models that are implemented thanks to a wide network of public and private organizations, led by the Telefónica Foundations present in most countries, which collaborate in the sustainability and improvement of the project. These alliances allow the program to be disseminated and positioned. These are some of the most important ones:

Country	Argentina 	Brazil 	Chile 	Colombia 	Ecuador 	El Salvador 
Implementing partner	<ul style="list-style-type: none"> • Conscience Association • Episcopal Vicariate of Education, City of Buenos Aires • Argentine Episcopal Conference • Diocesan Board of Education-Concordia 	<ul style="list-style-type: none"> • Instituto Paramitas • Instituto Crescer • Sincroniza Educação • Triade Educacional • Associação Telecentro de Informação e Negócios (ATN) • BS Educação 	<ul style="list-style-type: none"> • TARS : Robotics consultancy, technology and services 	<ul style="list-style-type: none"> • Proinco Foundation • Social Vision Association 	<ul style="list-style-type: none"> • Lab XXI 	<ul style="list-style-type: none"> • Fundación Salvadoreña para la Salud y el Desarrollo (Fusal),), in partnership with Fundación Aristos y Neoen.
Other alliances	<ul style="list-style-type: none"> • Ministry of Education of the Province of San Juan • Ministry of Education, Science and Technology of Misiones Province • Ministry of Education of the Province of Córdoba • Secretary of Education of the Municipality of Córdoba • Ministry of Education, Culture, Science and Technology of the Province of Salta • Secretariat of Education of the Municipality of General • Alvear-Province of Mendoza. • Potenciar Solidario Foundation • The Dialogue • CIPPEC (EDULAB) • GDFE (Group of Business Foundations) 	<ul style="list-style-type: none"> • Conselho Nacional de Secretários de Educação (Consed) • União Nacional dos Dirigentes Municipais de Educação (Undime) • Frente Parlamentar Mista de Educação • Mato Grosso do Sul (3 comunas) • Secretarias Municipais de Educação de Nova Andradina, Ponta Porã e Três Lagoas • Pernambuco: performance in one commune • Secretaria Municipal de Educação de Vitória de Santo Antão • Sergipe in partnership with the state network and 17 communes • Mato Grosso: actuación con la red estatal • Recife-PE: performance with the state network • FADEB/MS: Fundação de Apoio e Desenvolvimento à Educação Básica de Mato Grosso do Sul - FADEB/MS • Instituto de Estudos Avançados USP – Cátedra Sérgio Henrique Ferreira • Instituto Singularidades • Instituto Votorantim • Centro Universitário Ítalo-Brasileiro - (certificadora) • Centro Universitário Braz Cubas - (certificadora) • Educação Já • Movimento Profissão Docente • Movimento pela Base • Coalizão Tec Educação • Universidade Federal de Pernambuco (UFPE) 	<ul style="list-style-type: none"> • Ministry of Education and UNESCO • Universidad del Desarrollo • Playa Ancha University • College of Professors and Teachers • of Chile RM • Gabriela Mistral Local Public Education Service • Municipality of Pedro Aguirre Cerda • Institutes of Higher Education: Instituto AIEP and CFT Santo Tomás. • Municipality of Talca 	<ul style="list-style-type: none"> • Ministry of National Education • Grupo Social Foundation • La Salle University • Semana Group • Critertec Education • Ministry of ICT, SENA • (National Apprenticeship Service) Governorates and Local Secretariats 	<ul style="list-style-type: none"> • Ministry of Education • Ministry of Higher Education, Science, Technology and Innovation (Senescyt) • Ecuadorian Confederation of Catholic Educational Establishments (Confedec) • Federation of Private Secular Private Education Establishments (Fedepal) • Foundation for the Integration and Development of Latin America (Fidal) • OEI • UNAE (National University of Education) 	<ul style="list-style-type: none"> • In El Salvador, our implementing partner has established strategic alliances with Neoen and Aristos, two organizations that work in education and community support. Thanks to these collaborations, both entities provide resources in 5 educational centers for the implementation of the ProFuturo program.



Guatemala 	Mexico 	Panama 	Peru 	Uruguay 	Venezuela 	Country
<ul style="list-style-type: none"> • DECA Foundation, Desarrollo, Educación y Calidad 	<ul style="list-style-type: none"> • Ateneo Español de México, A.C. • Conectando Pasos, A.C. • Instituto de Investigación para el Desarrollo de la Educación, A.C. 	<ul style="list-style-type: none"> • Gabriel Lewis Galindo Foundation 	<ul style="list-style-type: none"> • Institute of Peruvian Studies 	<ul style="list-style-type: none"> • El Abrojo • Gurises Unidos • Rescatando sonrisas 	<ul style="list-style-type: none"> • Oportunitas 	Implementing partner
<ul style="list-style-type: none"> • Enel GreenPower • Miguel Torrebiarte Sohanin Foundation • Municipality of San Lucas • Departmental Directorate of Sololá • Fe y Alegría 	<ul style="list-style-type: none"> • Secretaries of education at the state level in 25 Mexican states • Chrysalis International Foundation, A.C. (Glasswing Mexico) • Proeducation, I.A.P. • Niños en Alegría A.C. • Aspen Institute and HP's Digital Equity Accelerator • Marist Schools Network • National College of Technical Professional Education (CONALEP) • Center for Leadership and Human Development A.C. (CELIDERH) • EDUCA Mexico Foundation, A.C. • SM Foundation 	<ul style="list-style-type: none"> • Foundation for the Sustainable Development of Panama • Ministry of Education 	<ul style="list-style-type: none"> • Regional Education Directorates, Regional Education Managements and Local Educational Management Units • National Digital Talent Platform • Presidency of the Council of Ministers • San Martin de Porres University • University of Lima • Technological University of Peru 	<ul style="list-style-type: none"> • Ministry of Education and Culture • National Public Education Administration • General Directorate of Early and Primary Education • Labor University • Technological University of Uruguay • Ministry of Social Development • Child and Adolescent Institute • Municipality of Treinta y Tres • Municipality of Rocha 	<ul style="list-style-type: none"> • Miranda. Bolivarian Government • Fe y Alegría School Network • Association of Catholic Schools (AVEC) • Mano Amiga Foundation • Conceptionist School • Archdiocesan Schools 	Other alliances



Main achievements

The entire region made significant progress. In the implementation of the Open Model, the contribution of local value to the ProFuturo proposal through webinars, workshops, conferences and master classes stood out.

In the Integral Model, educational innovation was promoted through the integration of digital technologies in the classroom and the development of relevant and updated educational content, with a special focus on ProFuturo Mathematics. In addition, training and support actions were carried out for teacher leaders, empowering them as agents of change in their schools and promoting the effective use of digital tools.

These are some outstanding examples:

Argentina

- Expansion of teacher training through strategic alliances with the public sector.
- Key training initiatives, such as 'Education for Development', together with the Center for the Implementation of Public Policies for Equity and Growth (CIPPEC).
- Reference documents were generated and published to improve evaluation systems and reduce school dropout rates.

Brazil

- Consolidation of the Integral Model with special impact on Mathematics.
- The presence of the technology reference educator was reinforced.
- Celebration of the 25th anniversary of the Telefónica Vivo Foundation in Brazil. Among several initiatives, we highlight the commemorative event, which took place on October 14, with the theme "Digital Transformation in Education: Challenges and Trends". On this occasion, the book "Education in the Age of Artificial Intelligence", by Charles Fadel, was launched.



“ I have worked with the platform in my classes, reinforcing the concepts developed or as a starting activity which was very attractive to my students, who are very happy.”



María Belén Zarate

Teacher in Argentina

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- As part of the celebrations of the 25th anniversary of Telefônica Foundation Vivo, a series of videocasts on education and technology was held. Divided into four episodes, experts in the field discussed how technologies can be applied in the school environment, their importance and examples of how this is already happening in practice.
- More than 19,000 teachers in the Mato Grosso MT state network underwent training throughout 2024. 60.6% are at the appropriate levels of digital competencies (above level 3 in the self-assessment), representing an increase of
- 8 percentage points in one year and 35.2 percentage points in relation to 2022.
- The systematization of the Digital Competencies Teacher Training Program was launched and is available for other networks that want to be inspired.

“The Matemática ProFuturo project is of great value to us, the teachers, and to our students. All the classroom content is applied by the teacher and is complemented by the platform, which brings the children closer to the technology in a playful and interactive way”.



Teacher Karolina Maciel de Souza

Nova Andradina Municipal
Education Network, Brazil

- Application in the public appeal of the Ministry of Education (MEC) for the offer of continuing teacher training courses for the development of teachers' digital knowledge on its AVAMEC platform. The proposal included 24 self-instructional courses, from 20 to 60 hours in duration.
- Evolution of the virtual assistant Dora, from the Connected Schools platform, towards a Generative Artificial Intelligence model, with a pilot starting in 2025.
- Implementation of the ProFuturo Mathematics platform in 480 schools.
- Publication of poster article on Microlearning on the Connected Schools platform, submitted for analysis by the committee of the 29th CIAED International ABED Distance Education Congress. The article was selected for oral presentation in technical session, which took place during the 29th CIAED.

Chile

- The ProFuturo Virtual Classroom strengthened its impact: it expanded access to ProFuturo Mathematics in the open modality and established agreements to serve students with hearing disabilities and young offenders.
- Diploma in educational inclusion with the support of the Ministry of Education UNESCO, consolidating its position as the main private actor in teacher training.

Colombia

- Implementation of the 'ProFuturo Day' strategy: strengthened teacher autonomy and leadership in the integration of digital tools, impacting 196 educational institutions.
- Incorporation of socioemotional and AI training for teachers.
- Strengthening mathematics skills in more than 6,000 children and adolescents through the online mathematics platform.
- Contribution to closing the digital divide for fathers, mothers and caregivers through the ICT Family School program, which reached more than 9,500 beneficiaries thanks to strategies such as methodological transfer, Social Service and NOTA TIC.

Ecuador

- Improved program implementation in schools, with special emphasis on ProFuturo Mathematics.
- Empowering Teacher Leaders through the development of 21st Century skills in Teacher Leader Meetings.





Guatemala

- Training and certification that benefited more than 800 teachers.
- Empowering Teacher Leaders through the development of 21st Century skills in Teacher Leader Meetings

Mexico

- Reinforcement of the Open Model.
- More than 12,000 teachers trained with accreditation by educational authorities, valid for promotion processes.

Panama

- Certification by the Ministry of Education for more than 2,500 teachers.

Peru

- More than 4,000 teachers trained in the Integral Model with certification from Universidad San Martín.
- Empowerment of leading teachers, with programs focused on innovation, leadership and use of the ProFuturo Mathematics platform.

Uruguay

- Improvement of teacher training itineraries.
- Participation in the "Summer Schools" project with CODICEN.
- Creation of STEM training with a gender perspective at the request of CODICEN's Human Rights Department.
- Creation of the Community PBA training program for rural teachers at the request of CODICEN's Rural Schools Directorate.
- Certification of all training with the Ministry of Education and Culture.
- Participation in the Digital Citizenship round table convened by Argesic (Agency of Electronic Government and Information and Knowledge Society).
- Use of the AVE MEC platform as a framework for the dissemination of courses and the creation of new teacher training proposals.
- Creation of the work plan of the Educational Communities for Digital Citizenship, Mathematics and for MI schools.



Featured events by country

Argentina

- Training webinars: 'Generative AI in the classroom: clues for teaching design', 'Diversity in the classroom: from specific learning difficulties to the theory of intelligences', 'Evaluating with digital tools' and 'How to work with computational thinking and programming at school'.
- Workshops: 'Educational Innovation with Technology: keys to draw a good plan', 'Diversity in the classroom: from specific learning difficulties to the theory of intelligences' and digital citizenship workshop: 'Peer violence and cyberbullying'.
- Participation in the National Congress of Education at the National University of San Martín.
- Talks for the educational community on responsible use of technology and grooming prevention.
- Talk 'Skills for living together in a digital world' and 'Betting on prevention'.
- Participation in the 7th International Congress of Flipped Learning.

Brazil

- Webinars on digital competency assessment of students, in partnership with the IDB.
- Presentation of the ProFuturo Mathematics platform in Sergipe and Vitória de Santo Antão.
- Participation of Lia Galaz, from Telefónica Foundation Brazil, in WSIS (World Summit on the Information Society), representing ProFuturo.
- On-site training of multiplier educators to train in the use of the ProFuturo Mathematics platform.
- Online training for teachers on the digital resource 'Matemáticas ProFuturo' via Escolas Conectadas.
- Event commemorating the 25th anniversary of Telefónica Foundation Vivo: https://www.youtube.com/live/BeZ_U85COUg?si=_BpAJvDifL6lZ0lI
- Webinars on Student Digital Competency Assessment: <https://www.youtube.com/live/rzMqrJoLAGU?si=81N0gOTPi50Jp0Cn>
- Launch of the research "Technology and Racial Inequalities in Brazil" in partnership with Insper.

Chile

- Seminar to promote teacher training and foster inclusive education and diversity in the classroom.



“It is very important that our students have access to technology, especially when we know that they don't have it at home.”



Diana Apaza

Head of the pedagogical area UGEL. Paruro, Peru



Colombia

- National meeting of ProFuturo teachers, which included four workshops focused on the use of AI tools in the classroom.
- Presentation by Luis Prendes at the II Encuentro Inclusión Digital Hispam about Telefónica Foundation and ProFuturo.
- Webinar 'Socioemotional meeting of teachers 2024'.
- Participation in the 11th Leaders for Education Summit to highlight the role of educators in the digital era.
- Delivery of equipment to Telefónica Foundation Movistar Classrooms in Pasto, Barranquilla and Buenaventura.
- Launch of the 5th edition of #hack4edu to present solutions to different educational challenges.

Ecuador

- Improved ownership of the program, with emphasis on the implementation of the school of mathematics.
- STEAM congress to integrate emerging and disruptive technologies into the process of teaching-learning of STEAM areas.
- Webinar 'Transforming classrooms: exploring the frontiers of education with Artificial Intelligence'. The study 'The future of Artificial Intelligence in education in Latin America' was presented to teachers.



Guatemala

- Training workshops and certification that benefited more than 800 teachers.

Mexico

- Participation in the International Seminar on Integral Education 2024 of Fundación SM focused on the possibilities and risks of AI in the world of education.

- Presentation of the results of the 'Digital Culture for All' project and delivery of equipment to schools of the Integral Model..

- Collaboration in EDexplora "Foro de Innovación y Tecnología para la Educación" organized by UNICEF and the Secretariat of Education of Nuevo León <https://edexplora.com.mx/>.



- Participation in the International Seminar on Integral Education 2024 of the SM Foundation focused on "The school that cares". It reflected on the possibilities and risks of AI and care in the digital world.
<https://www.telefonica.com.mx/fundacion-telefonica-movistar-mexico-presente-en-siei-2024-evento-en-comunidad-educativa-iberoamerica/>
- Presentation of the results of the "Digital Culture for All" project and delivery of equipment to schools of the Integral Model in Yucatan.
<http://didactica.yucatan.gob.mx/boletines/view/1132>
- Meetings with directors and leading teachers of the Integral Model in Tehuacán, Oaxaca, Veracruz and Zihuatanejo, to analyze challenges and share best practices.
- Contribution to round tables and courses for teachers within the framework of Virtualia Normalista 4.0 "A human perspective on the use of technology in education".
<https://sites.google.com/aefcm.gob.mx/virtualianormalistacuatroceroprograma?authuser=0>
- Children's workshops at the Guadalajara International Book Fair .
<https://www.fundaciontelefonica.com.mx/noticias/ftm-fil-2024/>

Panama

- Teacher certification by the Ministry of Education for more than 2,500 teachers.

Peru

- More than 5,000 integral model teachers certified by Universidad San Martín de Porres in a digital competence specialization program.
- More than 3,000 open model teachers certified by Universidad San Martín de Porres in various courses in the catalog.
- Empowerment of teacher leaders, with programs focused on innovation, leadership and use of the mathematics platform.



Uruguay

- Improvement of teacher training itineraries
- Organization of the first meeting "Learning Mathematics from the beginning: challenges for education" with Andreas Matt.
- Organization of the second meeting "Learning Mathematics from the beginning: challenges for education" with Daniel Ansani, Katerina Kurosova, Marcelo Fiori, Alejandro Maiche and Silvia Ficiaconi.
- Participation in the Annual Meeting of Catholic Schools presenting ProFuturo.
- Participation in the Ceibal STEM and AI Congress.

Venezuela

- Participation in the World Robotics Olympics.
- Participation in the Mathematics Recreational Olympics.
- Closing event of the school year of the educational innovation program 'Leo, Juego y Aprendo' (I Read, Play and Learn).
- Participation with six teams in #hack4edu, with a third place in the final.
- Presentation of the ProFuturo Best Practice in the Community Voluntary Dividend.



Africa and Asia

ProFuturo was born in Angola in 2016 and continues to conso-lidate in 16 countries in Africa, and 2 in Asia (Lebanon and the Philippines) with financial support, and in others that are already using the technological solution autonomously, with a great positive impact as confirmed by the survey and a high level of satisfaction and commitment on the part of teachers and students.

Throughout 2024, we continued to promote innovation in teaching, as well as the appropriate and effective incorporation of digital technologies in the classroom. Our training offer was enriched with a significant de-ployment of our new resource ProFuturo Mathematics. In addition, training and support activities were carried out for teacher leaders, reinforcing their role as agents of transformation in their schools and promoting the efficient use of digital tools.



Indicator 2024



Countries
18



Schools
1,485



Teachers
17,043



Students
392,360

Regional alliances

Kenya

In partnership with American Tower, a donation of technological equipment was made to 30 schools in Kenya, benefiting more than 360 teachers and 7,100 children in the Nairobi and Nzaikoni regions.

Democratic Republic of the Congo

Collaboration agreement with the Sisters of the Purity of Mary to implement the project in two schools in the Katanga region.

Senegal

Agreements were reached with educational districts to integrate the monitoring of some schools into their activities, facilitating the continuity of the program in the long term. Education inspectors monitor the use of ProFuturo and collect data.

Zimbabwe

ProFuturo's intervention was expanded to 22 schools in rural areas through the Sustainable Transformations in Education Performance (Step Up) project, financed by Anglo American and implemented by World Vision. Eight district inspectors were also trained to monitor the schools.

Lebanon

In the face of the critical situation in this Middle Eastern country, a renewed commitment has been made to support the education of refugee children, together with our partners The Kayany Foundation and the Ame-rican University of Beirut.



“I am delighted to study with the ProFuturo tablet. It's a good way to learn because we don't get bored”.



Justin Muhire Ozil

Fifth-grade student at Nyamagana PD, in Rwanda.



Main achievements

2024 has been a key year for the ProFuturo program in Africa and Asia. In order to achieve a quality and impactful intervention, action plans were implemented in line with the levels of empowerment of the project, interests and pedagogical needs of the beneficiaries in each of the countries where ProFuturo is present.

Thanks to the collaborative work, action plans were designed to achieve the autonomy of the women in the operations and their sustainability, which will continue through 2025.

Our new ProFuturo Mathematics training program has been successfully deployed in several countries in the region: Angola, Philippines, Equatorial Guinea, Rwanda, Senegal, South Africa, Zimbabwe, Malawi, Tanzania, Nigeria, Uganda and Lebanon.

Equatorial Guinea

In the process of transferring and empowering the beneficiary schools of the Pro-Futuro Program in Equatorial Guinea, our implementing partner ACCEGE has managed to establish, in each of the 58 schools participating in the project, a leading teacher as a reference for the program in his or her school. This achievement reinforces the impact of the initiative and contributes significantly to its sustainability over time.

Event highlights

Tanzania y Zimbabwe

Exchange learning visits were conducted to share best practices in project implementation between partners. In Tanzania, the inter-partner visit was between Save the Children and the Salesians, and in Zimbabwe, between UNHCR and World Vision.

Visita institucional a Ruanda

Juan Ramón Fuertes, president of ProFuturo, and Magdalena Brier, manager director, field-tested the program's progress to explore opportunities for improvement and ensure the project's sustainability.

During this visit, our management team had the opportunity to learn about our intervention in the context of shelter, with UNHCR, as well as our work in the context of formal education, together with World Vision and the Salesians.

Angola

A national meeting was held in 2024 with the participation of all the project teams from the 16 dioceses participating in the project. This meeting allowed the participants to reflect on the challenges and opportunities related to the project, as well as to share good practices among the teams.



Creating and sharing knowledge



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ProFuturo Observatory

This web space favors reflection and debate on educational innovation with technology in vulnerable environments around the world. It is an information and meeting point where research, analysis and best practices and initiatives that favor access to quality education for children are shared.

In 2024, discussions focused on the new challenges and opportunities of digital education. Reflections addressed the role of Artificial Intelligence in education and its potential to favor the inclusion of the most vulnerable, as well as the role of educational leadership, from teachers, school management and public administrations, as an indispensable factor to achieve the highest possible quality in education.

The use of technology in the classrooms was advocated by the Observatory as an enabler of meaningful pedagogical practices, based on the conviction that the use of technology for specific didactic purposes, and guided by teachers, makes an essential difference in the students' learning experience.

Leading specialists shared their knowledge at the Observatory. Among them, Alejandro Maiche, who researches the cognitive bases of mathematics learning; Raúl Orejas, expert in gamification methodology; Charo Fernández, researcher in digital competences in teachers; Mamen Salcedo, specialist in inclusion of vulnerable groups and mathematics teaching methodology; Lara Crespo, expert in evidence-based education; Juanmi Muñoz, a pioneer in educational and technological innovation; Mariaje González, who approaches digital training from good practices; Laura Cuesta, a specialist in digital literacy for families and teachers; Pablo Langa, who works to democratize access to quality education through technology; and José Sánchez García, researcher, teacher and explorer of the human mind.

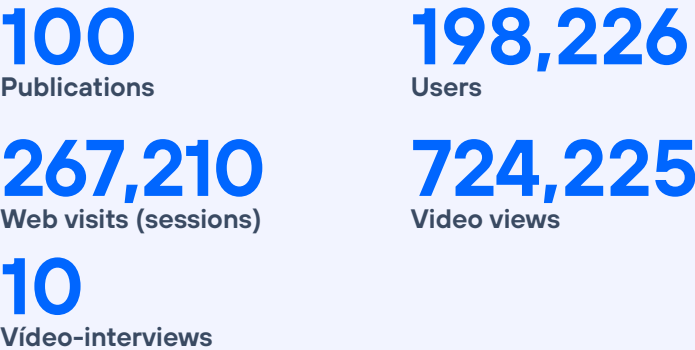
→ In 2024:

The interest in promoting quality education was reflected in two articles with the highest number of users:

"How to improve the quality of education":
45,125 users

"10 innovative projects for learning and teaching":
20,273 users

ProFuturo Observatory figures



Countries that have visited the Observatory the most, by number of users:



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

Corporate governance



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Fundación ProFuturo guides its behavior in accordance with the Code of Good Governance, approved by its Board of Trustees on May 31, 2017. This document integrates the main national and international recommendations on good governance for non-profit entities, as well as principles of foundational social responsibility.

- **Fundación ProFuturo's Bylaws:** together with the law, they constitute the basis for the responsible management of its projects and interaction with society in general.
- Fundación ProFuturo's **General Business Principles**, which constitute its code of ethics. They reflect the essential values that guide and define how Fundación ProFuturo carries out its activities. They are aligned with international standards and rigorous ethical principles, upon which it builds its reputation. They seek, therefore, to merit the trust of their stakeholders and maximize the impact of their mission on society.
- **The Code of Good Governance** interprets and develops the Bylaws of Fundación ProFuturo, ensuring the fulfillment of its foundational purposes and the transparency of its bodies, members of the Board of Trustees and employees of Fundación ProFuturo.

The Business Principles are applicable to Foundation ProFuturo as a whole, to the operation of its Board of Trustees, in particular, as well as to the entities with which it collaborates and to its suppliers, and must be observed by all of them in the development of their activities.

They are aimed at ensuring the proper development of the mission of Fundación ProFuturo under the strictest standards of transparency, integrity and commitment. With regard to privacy, Fundación ProFuturo, in accordance with current legislation, protects the personal information of users, ensuring the secrecy and security of personal data through technical and organizational measures to prevent the loss, misuse, alteration, unauthorized access and theft of personal data provided, given the state of technology, the nature of the data and the risks to which they are exposed.

Fundación ProFuturo adopts a zero tolerance policy towards possible criminal offenses, as reflected in its Code of Good Governance and in the General Business Principles, which form its fundamental values and promote an ethical founding culture and responsible.

In order to incorporate best ethical and business practices, in March 2017, Fundación ProFuturo's Board of Trustees approved an Anti-Corruption Policy. Subsequently, in February 2018, a head of the Compliance area was appointed. This area unifies, reinforces and homogenizes existing controls.

Since its creation, this area has implemented preventive functions, including training in criminal prevention, anti-corruption, integrity, internal regulations and applicable legislation. It has strengthened internal communication with employees and established new assurance and control structures.

In relation to money laundering, Fundación ProFuturo has internal regulations for the prevention of money laundering and terrorist financing, in addition to various controls on payments, identification and due diligence procedures with suppliers and counterparties, among others.

During 2024, the Compliance area continued to develop various actions to reinforce the compliance culture at the highest level, with clear lines of responsibility and definition of key risks. It also promoted the approval by the Board of Trustees of the update of the Policy for the Prevention of Money Laundering and Terrorist Financing, the Policy for the Preparation and Organization of the Regulatory Framework, the Payments Policy and the Procurement and Alliances Policy.



Board of Trustees



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Pablo de Carvajal

General Manager of
"la Caixa" Foundation

General Manager of
Telefónica Foundation

General Secretary and
Regulatory Affairs of Telefónica

A special mention must go to **Julio Rimoldi**, who has been instrumental from the beginning 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

Steering Comittee

Magdalena Brier
Managing Director

Albert López
Deputy Managing Director

Leticia de Rato
Global Alliances and IR

Margarita Álvarez
Legal Counsel

Blanca Meléndez
Control and Finance

Alejandro Gil
Internal Audit, Risks and Compliance

Valentina Ríos
Strategy and Evaluation

Milada Tonarelli
Innovation and Product

Lola Martínez-Bernabéu
Operations



Transparency

Investment in 2024

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

25
million euros
of total investment

71%
Latinoamérica y Caribe

Brazil : 28%.
Spanish America: 40%.
Central America: 2%.
Caribbean: 1%.

29%
Africa and Asia*

(*) 11% of the total investment dedicated to projects of the Digital Education in Humanitarian Contexts Model.

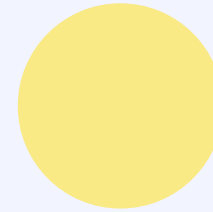


ProFuturo Team



ProFuturo becomes a reality thanks to the work of a great international team committed to the transformative power of digital education. Their efforts and dedication take the program further and further, reaching millions of children and teachers in Latin America, the Caribbean, Africa and Asia.





ProFuturo

A programa of:



Telefónica
Foundation



"la Caixa" Foundation