

ProFuturo

A PROGRAMME OF:



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Letters from the Chairman and the General Director

A fairer future through education

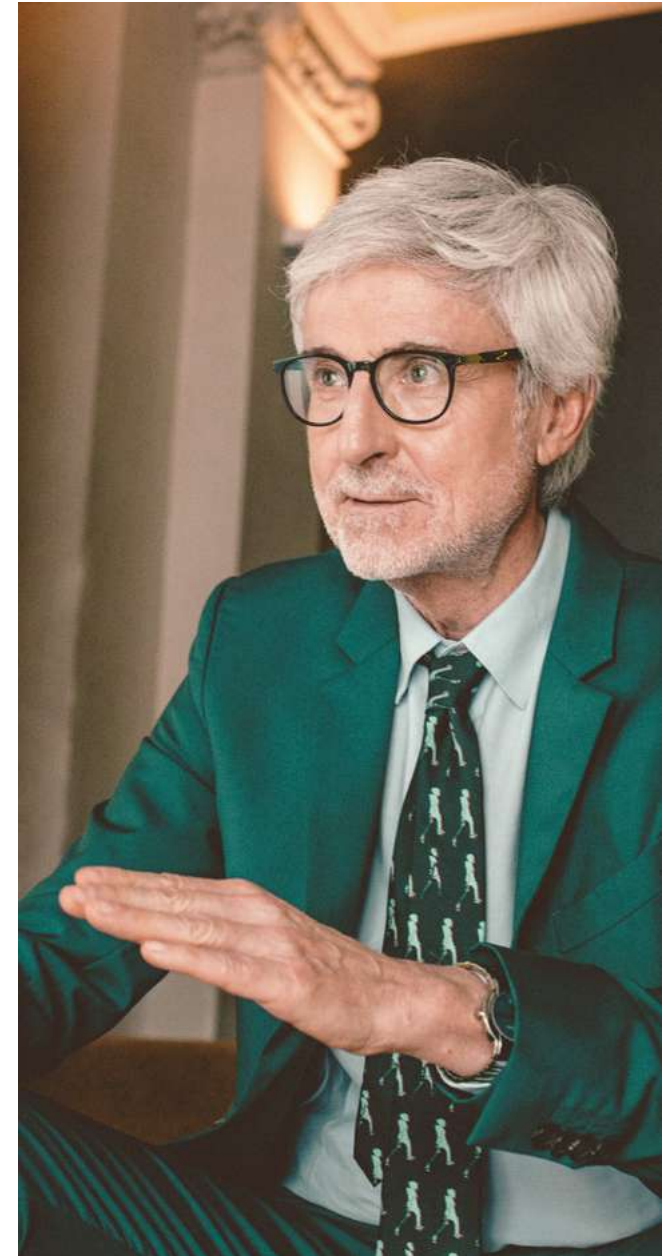
As it approaches its tenth anniversary, ProFuturo, the technology-driven educational transformation initiative backed by the Fundación Telefónica and “la Caixa” Foundation, reaffirms its clear mission: to bridge educational and future employability gaps through technological innovation.

ProFuturo’s journey over the years has been marked by a deep conviction: **transforming education helps to transform the future for children in the most vulnerable communities**. The 1998 Nobel Laureate in Economics, Amartya Sen, takes this further, stating that “**education makes us the human beings we are. It has significant implications for economic development, social equity and gender equality**”.

Since its inception, the programme has helped bring **quality digital education to particularly complex contexts in Latin America, Africa and Asia**, demonstrating that technology, when integrated with pedagogical purpose, is a powerful lever for social change.

One of the key distinguishing features of ProFuturo has been its holistic approach, which views educational innovation as a systemic process. The programme combines teacher training, access to quality content, ongoing support and technological resources, adapting flexibly to contexts with varying levels of connectivity. This adaptability has enabled effective solutions to be delivered to both urban environments and remote rural areas, overcoming structural barriers and ensuring that learning reaches those who need it most.

In this process, the role of the teacher is fundamental. **ProFuturo has made a firm commitment to strengthening teachers’ digital and pedagogical skills, recognising that they are the ones leading the transformation in the classroom.** Evidence shows how this support has a direct impact on their motivation, their capacity to innovate and the improvement of their teaching practice.



At the same time, the children we support experience a tangible transformation in their relationship with learning. **In contexts marked by vulnerability, where educational opportunities are limited, access to digital resources and innovative methodologies opens new possibilities for them.** Classrooms become more participatory spaces, where autonomy, curiosity and confidence flourish. Learning ceases to be a passive experience and becomes a dynamic process that drives the development of essential skills for the 21st century.

The programme's impact is further underpinned by a rigorous approach to measurement and continuous improvement. **Through advanced assessment**

systems, ProFuturo systematically analyses the development of teachers' skills and pupils' progress, integrating quantitative and qualitative data to understand what works best in each context. This evidence-based approach not only reinforces the programme's effectiveness but also ensures its sustainability and its ability to adapt to new educational challenges.

Likewise, the drive for innovation has been constant. **The incorporation of emerging technologies such as artificial intelligence, approached from an ethical and people-centred perspective, is expanding the possibilities for personalised learning and teacher support.** These tools do not replace the teacher's

role, instead, they enhance it, reinforcing the concept of an 'augmented teacher' capable of responding more effectively to classroom diversity.

As it looks ahead to its tenth anniversary, ProFuturo is not only celebrating a significant journey, but also renewing its commitment to inclusive, equitable and transformative education. **For in every teacher trained, every classroom transformed and every student who discovers new opportunities, the true purpose of the programme is realised: to help build a fairer future through education.**

Enrique Goñi
Chairman of the ProFuturo Foundation

The motivation to transform lives

In 2025, the ProFuturo team, a project supported by Fundación Telefónica and “la Caixa” Foundation, has continued to see that helping to transform education is, above all, helping to transform lives. **Our work is not measured only in numbers, but in the confidence a teacher gains when innovating in the classroom, and in the curiosity awakened in a student when they discover that learning can also be a meaningful and motivating experience.**

Throughout the year, we have **supported 269,397 teachers in 27 countries across Latin America, Africa and Asia, providing them with training, resources and support so that they can place learning at the heart of their practice.** We know that educational change begins in the classroom, which is why we have placed particular emphasis on strengthening teachers’ digital and pedagogical skills, whilst respecting local rhythms, contexts and realities.

The survey we conducted amongst 5,180 teachers reveals a very positive assessment of our initiative: 97% of teachers say they are satisfied with the experience, 79% report improvements in their digital and teaching skills, and 90% say they have introduced changes to their classroom activities. I am particularly keen to highlight that 87% feel more motivated following the training and 99% believe that technology and digital resources help to improve learning. Because when a teacher feels confident, supported and motivated, that impact is multiplied for every student.

The impact of this transformation is clearly reflected among children. **By 2025, 791,192 students have gained access to learning experiences that are more active, inclusive and tailored to their reality.** The integration of technology into teaching has fostered more participatory classrooms, where motivation, autonomy and confidence flourish. In particularly vulnerable contexts, school once again becomes a place of opportunity, where learning broadens horizons and boosts self-esteem.



Over the course of the year, we have continued to develop our digital ecosystem and our training offering, incorporating new platforms, content and tools that make teaching easier and broaden the scope of learning. **Artificial intelligence, approached from an ethical and people-centred perspective, has begun to become an ally in supporting teachers and personalising educational processes, always in the service of learning and educational well-being.**

None of this would be possible without working in partnership. **In 2025, we have strengthened our collaboration with public institutions, international organisations, social organisations and businesses,** pooling capabilities and knowledge to reach further and ensure a lasting impact. These partnerships allow us to listen, learn and improve continuously.

We look to the future with the conviction that every step forward counts. At ProFuturo, we continue to learn from those who teach and those who learn, convinced that educational innovation through technology, **when put at the service of people, is a powerful tool for offering a better life to children living in disadvantaged environments.** In this way, we contribute to equal opportunities, so that success in their lives depends on the individual, their effort and talent, and not on their circumstances at birth.

Lola Martínez Bernabéu
General Director of the ProFuturo Foundation

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**An educational
innovation project
using technology**



ProFuturo is a global initiative aimed at improving learning in highly vulnerable contexts through the pedagogical integration of technology. **Supported by Fundación Telefónica and “la Caixa” Foundation**, the programme helps to bridge the education gap through interventions that combine innovation, evidence-based approaches and partnership with education systems.

Its approach is based on a comprehensive understanding of educational change, working in a coordinated manner to address the factors that influence the quality of learning. ProFuturo promotes professional development for teachers, support for school leadership teams, the provision of digital educational resources, and the strengthening of institutional capacities in schools. This systemic approach enables progress towards sustained improvements in teaching practices and in pupils’ learning outcomes.

Technology is seen as an educational enabler rather than an end in itself. Through digital teaching and learn-

ing experiences, ProFuturo promotes active, inclusive and student-centred methodologies, supported by ongoing teacher training processes —both face-to-face and online— tailored to local contexts and aligned with each country’s educational priorities.

The programme’s implementation is supported by a **strong network of partnerships** with local partners, public bodies, international and civil society organisations in Latin America, the Caribbean, Africa and Asia. These partnerships are key to ensuring the relevance of our initiatives, their scalability and their long-term sustainability.

Since its launch in 2016, ProFuturo has been working to establish itself as an international leader in digital education and educational innovation, aligning its work with Sustainable Development Goal 4 of the United Nations 2030 Agenda, which promotes inclusive, equitable and quality education throughout life.



Mission

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



Vision

To improve the education of millions of children worldwide, becoming a global leader in educational transformation and innovation.



Values

They stem from the values of Fundación Telefónica and “la Caixa” Foundation. We make a difference, we push boundaries and we know that together we are stronger.

The drive of two major organisations

About Fundación Telefónica

Fundación Telefónica connects technology, knowledge and society to drive ethical innovation that has a real impact on people. Our aim is to create a forward-thinking environment in which social challenges are turned into opportunities. Fundación Telefónica's work is structured around three strategic areas: education and employment; ethics, culture and society; and European competitiveness and innovation. To this end, we develop training programmes and scholarships; we promote spaces for reflection and dialogue that contribute to an active and well-informed digital society; and we foster cooperation between industry, science, capital and the public sector to strengthen European digital sovereignty.



About “la Caixa” Foundation

Record budget dedicated to social commitment

“la Caixa” Foundation has a record budget of **710 million euros** for 2026, representing an increase of 8.4% in the previous year. Of this total investment, **nearly 60%**, or more than 415 million euros, is allocated to the development of social transformation programmes, such as **CaixaProinfancia**, which aims to combat child poverty; the **Incorpora and Reincorpora** projects for the integration of vulnerable groups into the labour market; the **Programme for Comprehensive Care for People with Advanced Illnesses**, which aims to improve the quality of care for people at the end of their lives; or the **Older People** programme, designed to encourage social participation among this group; as well as the **EduCaixa** programme, which promotes educational transformation.

For its part, the **research and grants** division has a budget of **147 million euros**, representing 20% of the total budget. Notable initiatives in this area include the calls for proposals to support medical research projects—**CaixaResearch for Health Research and CaixaImpulse for Innovation**—as well as the development of **the Caixa-Research Institute**, a leading centre in the field of immunology, and the Scholarship Programme, which awards undergraduate, postgraduate, doctoral and postdoctoral grants to outstanding students and those from vulnerable groups.

Finally, a further **20%** of the total investment (**147 million euros**) is allocated to initiatives **promoting culture and science** through the network of **CaixaForum** centres, the **CosmoCaixa Science Museum**, **travelling exhibitions** and the programme of concerts and conferences, as well as **CaixaForum+**, “la Caixa” Foundation’s own audiovisual platform.

Where we are

ProFuturo was conceived with a global mission, aimed at bringing the transformative power of digital education to the most vulnerable corners of the world. Today, its impact extends to more than **3,164 schools in 27 countries** across Latin America, Africa and Asia. Furthermore, its reach continues to grow, extending to more countries with teachers undergoing training and users accessing ProFuturo’s resources, which reaffirms its commitment to inclusive, high-quality education.

The list of countries:

- | | | | |
|-------------|---------------------|----------------|---------------|
| - Brazil | - Venezuela | - Kenya | - Uganda |
| - Argentina | - Panama | - Malawi | - Zimbabwe |
| - Chile | - Guatemala | - Nigeria | - Philippines |
| - Colombia | - Angola | - Rwanda | - Lebanon |
| - Ecuador | - Benin | - Senegal | |
| - Mexico | - Eswatini | - Sierra Leone | |
| - Peru | - Equatorial Guinea | - South Africa | |
| - Uruguay | | - Tanzania | |



Our beneficiaries

In 2025:

791,192

boys and girls

Cumulative data: 5,502,748

269,397

teachers

Total: 2,043,607

Comprehensive Model: 42,186

Open Model: 230,666

3,164

Schools

27

Countries

Other indicators of the intervention

349,735

online course registrations
completed

55

course hours completed
per participant

10,394,729

training hours completed

72%

of trained teachers have completed
more than 20 hours of training

86%

cumulative annual completion rate

97%

of surveyed teachers satisfied with
the training received

ProFuturo Proposal

To achieve the aim of helping primary school pupils improve their learning and teachers improve their teaching skills, a multi-component intervention proposal has been designed and implemented.

Components of our proposal:

Intervention models

Tailored to the specific needs of each context.

- **A comprehensive school-based model, featuring teacher training and support**, digital learning resources for pupils, and digital learning platforms for pupils.
- **Digital Education Model in Humanitarian Contexts**: for refugees, complementing the Comprehensive Model with psychosocial support, food aid and healthcare.
- **Teacher training programme**: online platform for training teachers anywhere in the world.

ProFuturo Digital Solution: technological equipment and platforms

A workspace accessed by students to carry out activities, and by teachers 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-assessment** tool.



Training and support

ProFuturo provides training for teachers and other key stakeholders to ensure educational quality. It also offers ongoing support to teachers and the educational community.

- Deployment of coaches in the field to provide face-to-face training and support.
- Training in teaching methods using technology.
- Includes self-study and tutored options, which can be delivered in face-to-face, blended or fully online formats.

Frameworks and schools of knowledge

ProFuturo, the educational project promoted by Fundación Telefónica and “la Caixa” Foundation, bases its educational approach on **two reference frameworks**: the Global Framework for Competence in Learning in the Digital Age and the Global Framework for Educator Competence in the Digital Age.

These frameworks establish a comprehensive programme that addresses two key areas for personal and social development in the current context:

learning and education. With a particular focus on teachers, the frameworks promote continuous learning and education adapted to the digital age.

To structure its educational programme, ProFuturo relies on **Schools of Knowledge**, which bring together cross-curricular content clusters designed to enhance teachers’ skills and improve the learning experience for children, entirely free of charge.



SCHOOL OF MATHEMATICS: develops logical-mathematical thinking and language in pupils.



SCHOOL OF DIGITAL COMPETENCE: enhances teachers’ skills through digital tools.



SCHOOL OF COMPUTATIONAL THINKING AND ARTIFICIAL INTELLIGENCE: develops skills and competencies in Computational Thinking and Artificial Intelligence.



SCHOOL OF EDUCATIONAL INNOVATION: incorporates innovative methodologies and teaching strategies into the classroom.



SCHOOL OF CITIZENSHIP: enhances their pupils’ skills in areas such as emotional intelligence, social interaction, entrepreneurship and other key aspects of sustainable development.



SCHOOL OF MULTIPLE LITERACIES: develops the skills considered fundamental in linguistic, scientific and artistic fields, amongst others

Digital learning platform

The ProFuturo Platform, which brings together all educational resources and features for teachers and students, introduced several new features in 2025.

- The new version of the ProFuturo offline solution and its global installer were rolled out in schools and environments without an internet connection.
- The ProFuturo online platform was upgraded, optimising the training provision on Artificial Intelligence in Education and launching the virtual agent Dora to support teachers in their training process.

In addition, ProFuturo offers an online and offline **Teacher Self-Assessment Tool** that enables teachers to assess their digital competencies and offers them a series of guidelines on how to continue developing them.

Training strategies for key stakeholders

With the aim of improving the skills and motivation of key stakeholders in the initiative, various complementary strategies were developed. In 2025, we highlight:

- **The School for Key Stakeholders**, which brings together trainers, partners, coaches, lead teachers and school heads, training and empowering them to lead educational transformation in the schools where ProFuturo operates. These stakeholders are essential for implementing the programme at a local level and supporting teachers' professional development.
- **The Trainers' Hub** was launched in Africa, drawing on local capacity to expand opportunities for face-to-face training and support for implementing organisations, building on the knowledge and experience of programme coaches who took on a distinct role. To take on this role, the coaches participated in a globally designed training programme, undertook an intensive week of face-to-face training to strengthen the key group's bonds, and received support through a virtual community.
- In addition, ProFuturo consolidated its **virtual communities** as key spaces for support and collaborative learning, combining the ProFuturo Platform with channels such as WhatsApp. The community of coaches stood out, with high levels

of usage and satisfaction, reinforcing coordination, agile communication and the quality of support provided to schools across the different regions.

- **In 2025, ProFuturo expanded its range of teacher training courses on artificial intelligence**, offering practical courses focused on the pedagogical and ethical use of AI in the classroom. The programme included micro-courses on ChatGPT, the course 'AI Applied to Education', and a collaboration with the Centre for Curriculum Redesign to adapt the

international programme 'AI Literacy – Thinking with the Machines', consolidating a training initiative aligned with critical AI literacy and inclusive educational transformation. Throughout the year, webinars and training sessions were held, offering teachers a variety of opportunities for reflection, experimentation and dialogue to familiarise themselves with these technologies. The integration of AI into education was approached from a perspective centred on the teacher's role in its pedagogical use and on reflection regarding its application in the service of learning and people.



Training coaches enables them to draw on their knowledge and experience, as well as equipping them to lead educational transformation. Professor and expert Charles Fadel heads the Centre for Curriculum Redesign (CCR), with which ProFuturo collaborates.

- **Dora, the AI-powered virtual assistant for teacher support.** The programme made significant progress in developing its digital ecosystem with the launch of Dora, a virtual assistant based on generative artificial intelligence designed to transform the teacher support experience. Dora enabled a shift from a manual, reactive model to autonomous, immediate support available 24/7, capable of swiftly resolving enquiries regarding courses, access, certificates and enrollments in multiple languages.

The pilot project developed in Brazil confirmed its impact, with a 96% reduction in referrals to human staff and a significant improvement in satisfaction levels. These advances laid the foundations for Dora's future development towards educational support features more closely aligned with teachers' needs, with the aim of offering an increasingly personalised experience throughout their training journey, in the service of a more effective and accessible education.



3

Impact evidence



Measuring to change

With the aim of enhancing the quality of the evidence generated and ensuring the traceability of the programme's results, ProFuturo made progress in establishing a robust methodological approach to impact measurement, based on the principles of rigour, consistency and replicability. This approach made it possible to evaluate both the implementation processes and the interim and final outcomes, ensuring a comprehensive view of the programme's performance across the different settings in which it operates.

The conceptual framework underpinning this work is based on **ProFuturo's Theory of Change**, which defines the causal relationships between the programme's activities and the expected outcomes for schools, teachers and students. Based on this framework, ProFuturo has a **Monitoring and Evaluation System** (MES) that enables the measurement of implementation, behavioural changes and outcomes in terms of teachers' digital skills and improved learning.

The MES integrates quantitative and qualitative information from a range of complementary tools.

These include: the **Annual Key Stakeholder Survey**, designed to gauge perceptions and levels of satisfaction with the programme; the **School Assessment and Transformation Tool (SAT)**, designed to measure the maturity of programme adoption at school level; the **Teacher Digital Competence Self-Assessment Tool**, based on international frameworks, which enables the targeting of teacher training to support their continued professional development; and the **learning assessment tests** incorporated into the digital training resources. All data is refined, integrated and analysed using **ProFuturo's analytics system (PAS)**.

In addition, ProFuturo has implemented an **Evaluation and Research Plan** that adheres to criteria of internal and external validity, combining quasi-experimental methodologies, case studies and longitudinal analyses. The findings from these evaluations make it possible to identify the causal mechanisms that bring about positive change, as well as to propose strategic adjustments aimed at improving the effectiveness, efficiency and sustainability of the intervention model.

83%

83% of schools progressed or maintained their level of transformation, an increase of 8% compared to 2024.

2,177

The SAT (School Assessment & Transformation Tool) was administered in 2,177 schools receiving enhanced intervention across 26 countries, achieving 99.6% of the data collection target.



A comprehensive transformation of schools through technology

Findings from **qualitative studies conducted in Nigeria, Kenya, Peru and Mexico** indicate that the new technological equipment provided through the ProFuturo–American Tower Corporation (ATC) partnership acted as a catalyst for pedagogical, organisational and cultural transformation in schools serving highly vulnerable communities.

In all four countries, the arrival of reliable equipment—including tablets, updated servers, head-phones and stable charging systems—enabled a shift from sporadic use of technology to its systematic integration into everyday teaching practice.

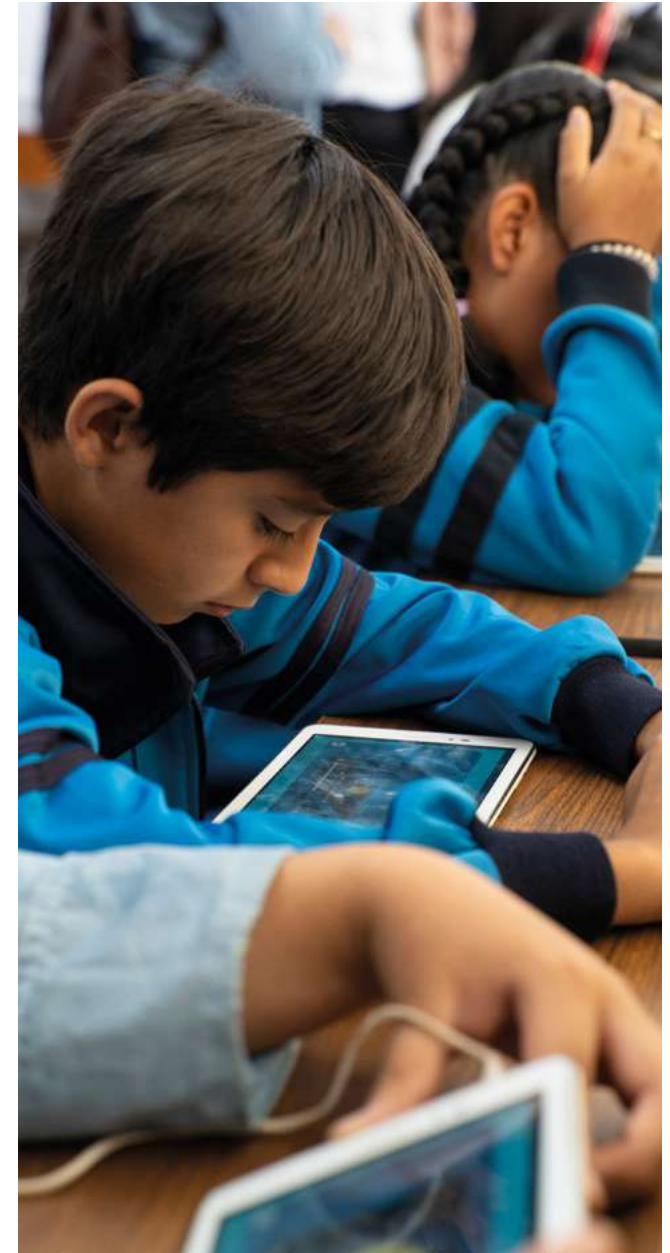
Teachers reported a clear progression from initial apprehensions or limited digital skills towards greater levels of confidence, autonomy and pedagogical sophistication. This progression was driven by ongoing training, close support from coaches and the strategic role of internal leaders, such as lead teachers, ICT coordinators and innovation facilitators.

Qualitative data suggest **a clear shift towards active, student-centred and multisensory teaching methods**. Teachers reported clearer and more coherent planning processes, a reduction in administrative workload, and better alignment with national curricula,

such as NERDC (Nigeria), CBC (Kenya), Competencia 28 (Peru) and the Nueva Escuela Mexicana (NEM).

Among students, the introduction of the new equipment was associated with consistent improvements in motivation, attendance, punctuality, participation and self-confidence. Pupils showed sustained enthusiasm for the digital sessions and quickly developed digital skills and autonomy in using the platforms. Evidence of academic progress emerged across all contexts.

Qualitative data suggests a clear shift towards active, student-centred and multisensory teaching methods.



“Last year’s competition, for example, the ‘Solve the Quantity Problem’ challenge, was the one with the lowest scores... but this time... we’re improving.” This highlighted the positive impact of integrating technology into teaching practices. **Progress was particularly evident in mathematics, early literacy and cross-curricular skills**, and was accompanied by peer support initiatives that strengthened inclusive practices through the use of multimodal digital resources.

At an institutional level, the arrival of the new equipment also prompted a structural reorganisation: schools established formal timetables to incorporate the use of content from ProFuturo’s platforms into the classroom, improved equipment management, strengthened safety protocols, created dedicated ICT spaces, and consolidated collaborative working routines between teachers and school leaders. Many schools also reported an increase in institutional prestige, leading to higher enrollment and more active involvement from families.

Although **challenges remain**, such as gaps in digital skills, high staff turnover and time constraints, the qualitative evidence points to a key conclusion: the equipment provided by ATC to the ProFuturo programme has driven pedagogical innovation, improved equity, strengthened institutional capacity and expanded learning opportunities for students in vulnerable contexts.



Boys and girls in schools in Peru and Kenya using equipment donated by ATC as part of the partnership agreement with ProFuturo. The teacher helps the pupils carry out activities on the tablets using ProFuturo’s educational resources.



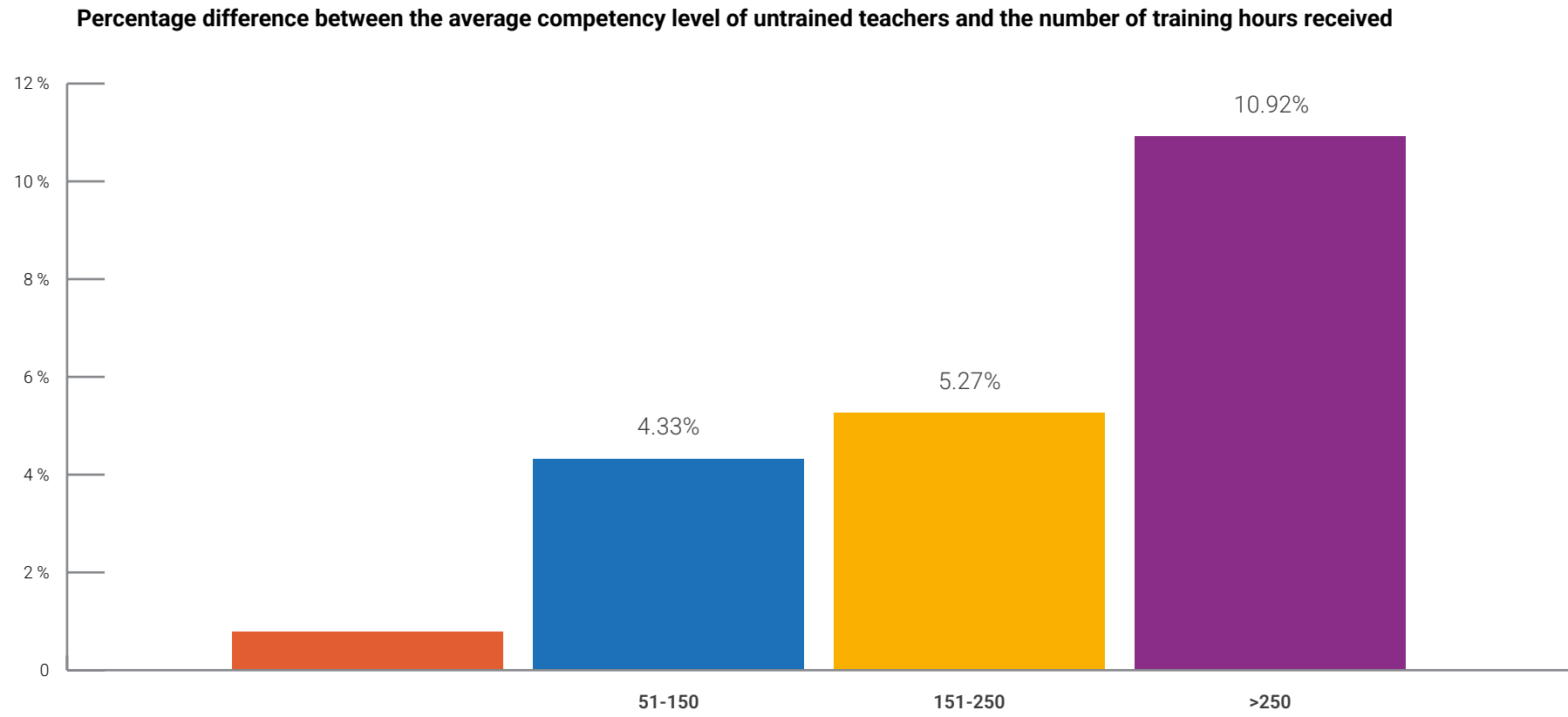
Improvements in teachers' digital knowledge and skills

ProFuturo's strategy views the development of teachers' digital competence as a progressive journey of change, taking into account three dimensions: **Pedagogy**, involving the use of technology in teaching practice; **Digital Citizenship**, involving the responsible, safe and critical use of technology; and **Professional Development**, involving teachers' ability to learn, improve and collaborate.

This progression ranges from initial levels, characterised by occasional use of technology, to advanced levels, where teachers routinely and consistently integrate digital resources into their teaching practice, using them as a driver of innovation and school improvement. Within this framework, the intermediate levels represent a particularly significant milestone. Reaching these levels means that technology begins to be systematically incorporated into the classroom, consistently contributing to the improvement of teaching and learning processes.

The results of the Teacher Digital Competence Self-Assessment Tool, compiled up to the end of 2025, showed significant progress in the acquisition of digital competences across all three dimensions. A significant proportion of teachers have progressed to intermediate and advanced levels of digital competence, reflecting sustained progress in the pedagogical adoption of technology. Furthermore, the results for 2025 showed that 60% of teachers who undertook the self-assessment developed their competence levels consistently across the various competence areas.

The data analysis also highlighted the **link between training and skills development**. Teachers who have completed more than 250 hours of online training with ProFuturo over the last three years have an average skills level that is 10.92% higher than that of those who did not undertake any training. These results reinforce the importance of continuous training and systematic support as central elements of ProFuturo's value proposition, and as key factors in generating measurable and sustained educational impact over time.



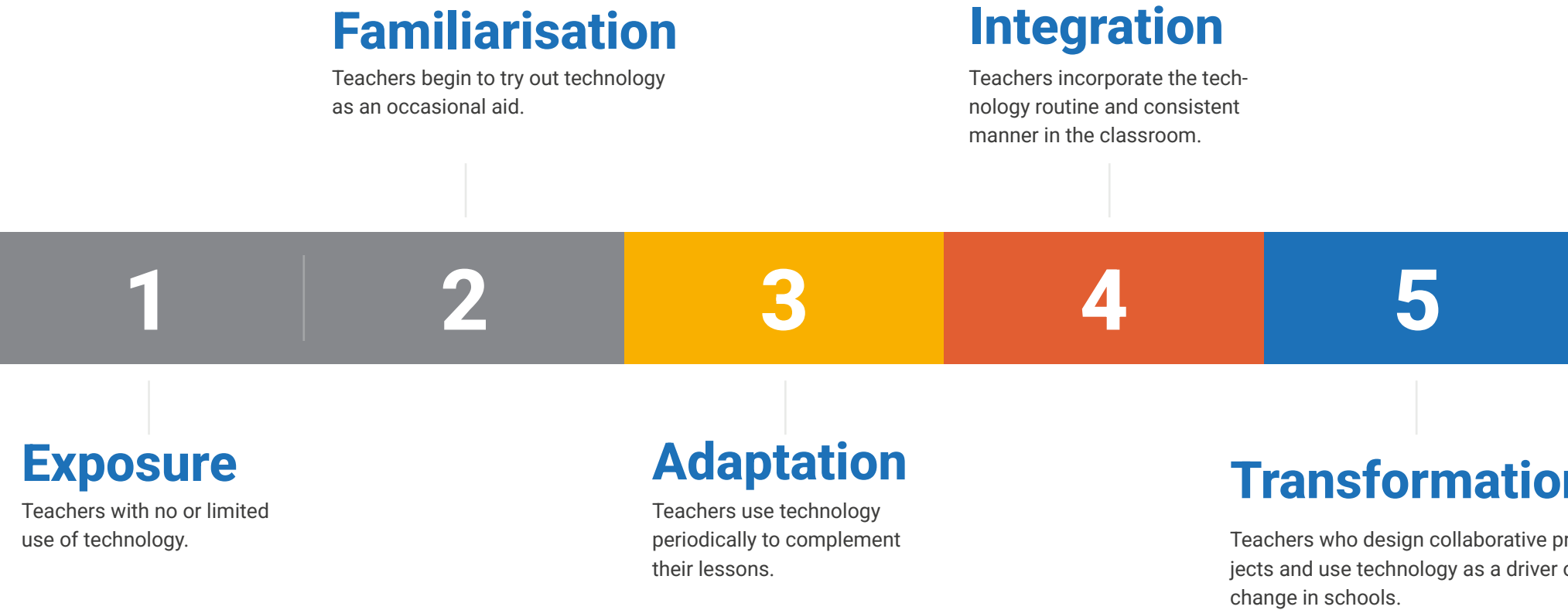
When comparing the competence levels of teachers who completed a self-assessment test with the number of hours of online training they have completed via ProFuturo, it is clear that those with more than 250 hours of training (over the last three years) have a higher self-perceived competence level, as their average score is higher.

The evidence shows that the programme’s impact is closely linked to teachers’ professional development. Data from ProFuturo’s **Digital Competence Self-Assessment Tool for Teachers** indicates that those who do not undertake training between one self-assessment and the next show virtually no improvement. Those who complete between one and

three courses reach, on average, the ‘Adaptation’ level, with moderate improvements in their results. In contrast, teachers who complete more than four courses show a substantial improvement in their digital skills, which reinforces the link between continuing professional development and improved teaching practices.

Reaching the ‘Adaptation’ level or higher is crucial: this is the point at which technology ceases to be merely an occasional aid and begins to bring about real and sustained improvements in teaching; it is here that the impact begins to become visible in the classroom.

To achieve educational transformation with our programme, the teacher is key as the driving force behind change in schools.



Teacher training as a driver of educational improvement

A study conducted by Fundación SUMMA, which analyzes training pathways, implementation conditions, and the transfer to teaching practice, concluded that the **ProFuturo Open Model** has become a **relevant and valued training offering** for teachers in contexts where access to continuous professional development is limited. It achieved broad reach and high completion rates for the courses offered by ProFuturo. From a **sociodemographic** perspective, participants in the study—conducted across nine countries—were predominantly **women** (around 70%).

The study's results showed **significant progress in the development of digital skills**, particularly among teachers who participate consistently in the training programme. The analyses showed that, as the number of courses completed within the Open Model increases, there are **progressive improvements in academic performance**, even when controlling other characteristics of the teachers' profiles.

Compared to teachers who take a single course, those who complete **six or more courses** show significantly greater levels of improvement. This finding suggests that **sustained participation in the programme** is a key mechanism for enhancing learning, beyond the effects associated with individual courses.

As teachers progress in their careers, there are **gradual improvements in learning**, greater confidence in the educational use of technology, and a **growing willingness to apply what they have learnt in the classroom**. These improvements translate into more active teaching practices, more interactive lessons and new forms of assessment and support for student learning.

Furthermore, qualitative evidence confirmed that the teacher training programme **acts as an enabler of pedagogical change**, particularly when combined with support, mechanisms to motivate teachers, and supportive institutional conditions. Teachers with greater prior pedagogical expertise and curricular autonomy are able to integrate digital tools in a meaningful way, adapting them to their contexts and educational needs, and moving towards more profound transformations in teaching practice.

ProFuturo's Teacher Training Programme has established itself as a key initiative for teachers' professional development, particularly in contexts where access to continuing professional development is limited. Its open, free and flexible approach has enabled it to reach a large number of teachers in Latin America, providing relevant learning opportunities aligned with the challenges of education in the digital age.



8 out of 10 teachers improve their skills.

79% of teachers who took part in the online training reported having **improved their digital and methodological skills**, enhancing their professional development and their ability to integrate technology into the classroom.



Continuing professional development leads to greater learning.

The data showed that teachers who completed **more than one course** achieved **better learning outcomes**, confirming that sustained training pathways enhance the impact of training.

60%

In a second self-assessment, **60% of teachers improved their level of digital competence**, demonstrating consistent progress in the pedagogical use of technology: Study conducted by the SUMMA Foundation.

90%

90% of teachers reported having **made changes to their classroom activities** following the training, reflecting a strong willingness to put what they had learnt into practice and move towards more active and innovative teaching methods.

Positive impact on students' learning in Language and Mathematics

ProFuturo's Comprehensive Model combines teacher training, technological resources, educational materials and technical and pedagogical support with the aim of improving the quality of education in the most vulnerable communities. Following an initial evaluation carried out in 2024, **a second study was conducted in 2025 which expanded and deepened the analysis, incorporating more recent data obtained from official tests in 2023, a larger number of schools and a longer observation period.** Both studies were carried out by the SUMMA Foundation.

Updating the database through to 2023 in Brazil and Chile made it possible to analyse the evolution of educational outcomes in the short, medium and long term, thereby strengthening the robustness of the available evidence. The results confirmed a positive and significant impact of the programme on key indicators of learning and school performance, particularly in the early years of primary education. In these early stages, **consistent improvements were observed in language and mathematics, which tend to intensify after the first few years of implementation, suggesting that the model is maturing.**

In Brazil, the most recent evidence has confirmed that ProFuturo makes a significant contribution to narrowing the educational gap in mathematics and language. The analysis compared changes in learning outcomes between the year prior to the programme's roll-out—which began in 2018—and the most recent year for which official data is available, using data from the SAEB national assessment administered by the Ministry of Education.

The results, updated with the official 2023 test data, showed that schools implementing ProFuturo achieved significantly greater improvement in mathematics and language compared to both similar schools that did not participate in the programme and the national public school system as a whole. Whilst schools with ProFuturo recorded clear and sustained progress in both areas, schools without ProFuturo selected as a control group showed considerably smaller improvements and, in the case of the average across public national system schools, even declines in scores.

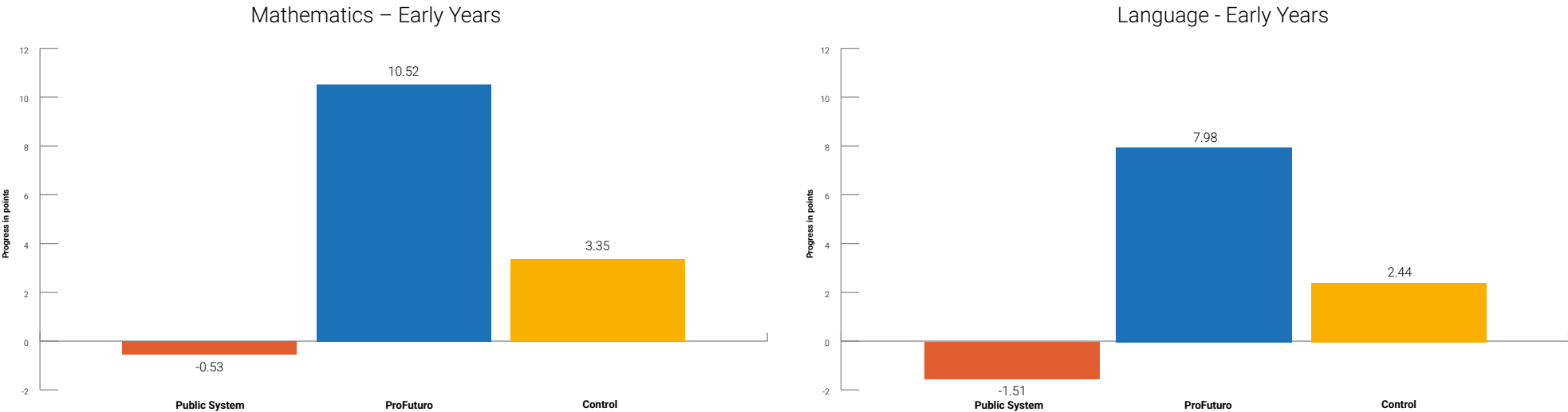


The analysis was based on a broad and robust sample comprising 597 schools participating in the programme and 9,056 schools in the control group, within a reference universe of 51,106 state schools in the Brazilian education system, explicitly excluding private schools. The analysis period covered the years 2017 to 2023 and focused on the early years of primary education, corresponding to pupils aged between 7 and 10.

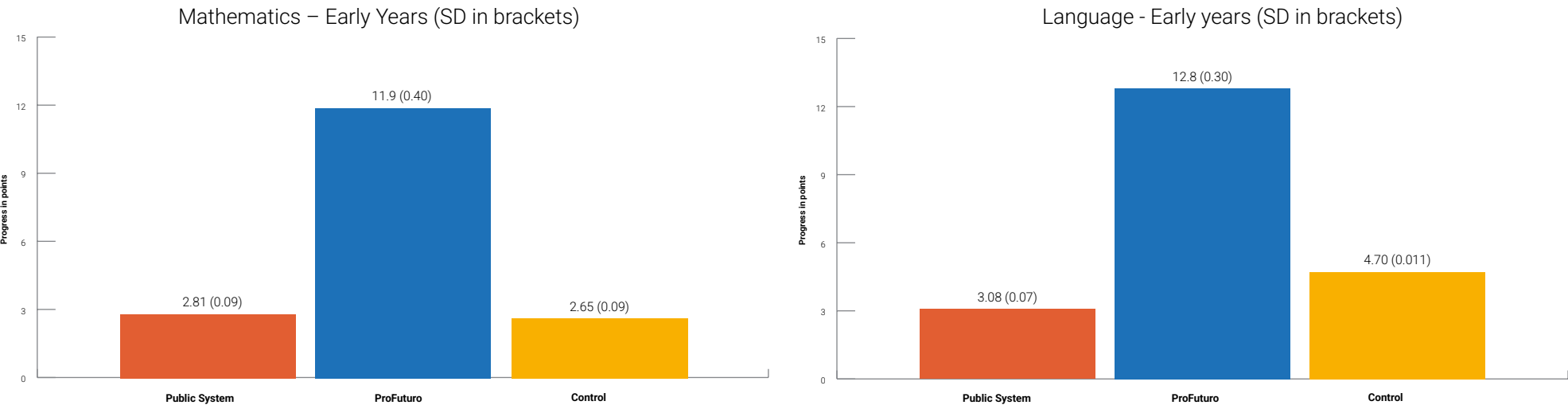
In Chile, an analysis of changes in learning outcomes in mathematics and language between 2018 and 2023 showed a trend consistent with the results observed in Brazil. The study focused on Year 4 and compared the results of 55 schools participating in ProFuturo with 257 schools in the control group, within a public system comprising 3,831 schools administered by local authorities and local public education services. Overall, the evidence from both countries reinforced the role of educational technology as a key tool for promoting equity and improving learning outcomes in contexts of greater vulnerability.

In Brazil, the results showed, first of all, a positive and significant impact of the programme in mathematics, where ProFuturo schools achieved a 10.5-point increase in the Basic Education Assessment System (SAEB) test, whilst control schools improved by 3.3 points. Meanwhile, in language, the improvement was equally positive and significant, with a 7.98-point increase in ProFuturo schools compared to a 2.4-point decrease in control schools.

Variation in learning outcomes in Brazil in mathematics and language between 2017 and 2023



Changes in learning outcomes in Chile in mathematics and language between 2018 and 2023



In Chile, the results showed that the change in learning outcomes between 2018 and 2023 was positive and statistically significant in favour of the schools that implemented ProFuturo. **In mathematics, a moderate to high increase was observed.** Specifically, schools in the control group recorded a 2.65-point increase in the SIMCE mathematics test, whilst ProFuturo schools increased by 11.9 points. **A similar pattern was observed in literacy:** a moderate-to-high effect was achieved in ProFuturo schools, which saw an increase of 12.9 points, whilst control schools showed an increase of 4.7 points on the SIMCE language test.

If we take the progress of the education system as a benchmark, it can be seen that schools run by public bodies, taken as a whole, in both Chile and Brazil, experienced a slight decline; this demonstrates that the ProFuturo programme is performing better than the public system, as well as compared to highly similar (control) schools where the programme is implemented.

From a statistical perspective, the results showed that the improvements observed in ProFuturo schools were not due to chance; rather, the effect sizes indicated real and measurable educational impacts, consistent with effects considered significant in large-scale evaluations of educational policies and programmes.

Overall, the evidence presented demonstrated that ProFuturo established a robust system for generating and using information to understand what works, how, and in what contexts. The data showed sustained progress in school transformation, teacher professional development and improved learning, supporting to expand impact and reduce educational gaps through the use of technology in vulnerable contexts.

ProFuturo Annual Survey

Since 2021, ProFuturo has conducted an annual global survey involving teachers, students and coaches, with **an average of 100,000 respondents each year**, to assess the various activities they undertake with ProFuturo. After four years, the results are consistently maintained at high levels of satisfaction. Therefore, starting in 2025, it was decided to conduct the survey every two years, while continuing to gather feedback from teachers participating in online training using ProFuturo's digital resources.

The 2025 annual survey*was conducted amongst teachers on the Teacher Training Programme, who receive training exclusively online, without support from coaches or the full implementation of the enhanced intervention in their schools. The data enables an assessment of perceptions regarding the specific impact of online training on teaching practices and on their students' learning.

Results of the 2025 survey: **5,180 teachers who undertook online training and 239 coaches responded.**





Skills improvement following training

The results showed that the training was very well received: **97%** of teachers said they were satisfied with the experience, whilst the ProFuturo Platform and its content also received a high approval rating of **93%**. Furthermore, the training had a direct impact on professional development, as **79%** of participants reported improvements in their digital and methodological skills. This training process was also reflected in educational practice, with **90%** of teachers stating that they had modified their classroom activities.



Teacher motivation and improved learning

The results showed a significant impact on teachers' motivation and perceptions regarding the use of technology in the classroom. **87%** of participants said they felt more motivated to carry out their teaching work following the training, and almost all of them—**99%**—believed that technology and digital resources help to improve learning. Furthermore, **70%** acknowledged that they have the support of their management team to incorporate these tools into their daily practice. This increased commitment among teachers is accompanied by perceived improvements in pupils: **78%** of teachers observe progress in their students' curricular and digital skills.



4

Partnerships to go further



Partnerships are a cornerstone of the programme's implementation and enable digital education to be positioned within the main international forums for dialogue and action.

With this aim in mind, ProFuturo continues to focus on fostering strategic partnerships that reinforce its mission and broaden the scope of its work.

Thanks to this joint effort between diverse partners, the programme is able to pool capabilities, share lessons learnt and mobilise resources that strengthen its sustainability and increase its impact in the most vulnerable communities.

Partnerships are thus emerging as the most effective way to accelerate educational transformation worldwide and to build a dynamic ecosystem of innovation and continuous improvement.

Collaboration with American Tower Corporation grows

In 2025, the ProFuturo Foundation and **American Tower Corporation (ATC)** continued their collaboration, which began in 2024, to promote educational innovation through technology in vulnerable contexts.

In addition to strengthening existing partnerships in Chile, Colombia and Kenya—with the project in Kenya being expanded to include new schools and partner organisations—Brazil, Mexico, Peru and Nigeria joined the project in 2025, enabling the initiative to reach new schools and beneficiaries.

Throughout the year, the participating schools made progress in integrating the educational use of technology into the classroom, strengthened teacher training and support, and consolidated the use of the donated equipment.

The project saw a steady increase in the autonomy of schools, growing adoption of the platforms and the stable operation of the technological equipment, thereby laying the foundations for continuing to expand the partnership's impact in 2026.

By the end of the financial year, the partnership had achieved significant growth: 36,773 students benefited, 1,852 teachers trained, and an impact on a total of 97 schools within the framework of this collaboration.

Other key partnerships: AWS, Iberia and OEI

- A new partnership with **Amazon Web Services (AWS)** has provided ProFuturo with a robust, scalable and globally accessible technological foundation, enabling it to make progress in data processing, measurement, the deployment of generative artificial intelligence models, and the operation of a cloud infrastructure capable of serving users across multiple countries, thereby enhancing operational efficiency and the quality of support.
- The agreement with **Iberia** as a “transport partner” facilitated the ProFuturo team's travel to Peru, Mexico, Chile and Ecuador to carry out evaluations and follow-up visits to the project on the ground.
- A new agreement was signed with the **Organisation of Ibero-American States (OEI)** to expand joint research on the future of artificial intelligence and education in Latin America, and the existing agreement with the **Organisation of American States (OAS)** was implemented to disseminate best practices in educational innovation across the Latin American region.

A wide network of partnerships

Global partners

- Inter-American Development Bank (IDB)
- Organisation of Ibero-American States (OEI)
- Organisation of American States (OAS)
- UNHCR
- World Vision
- Save the Children
- Entreculturas Foundation
- American Tower Corporation (ATC)
- Iberia
- Amazon Web Services



Networks

ProFuturo actively participated in the following national and international networks during 2025:

- Spanish Association of Foundations
- UNESCO Global Education Coalition (GEC) and Digital Transformation Collaborative (DTC)
- UNESCO Teacher Task Force (Miembros del Steering Committee)
- mEducation Alliance
- UNHCR Connected Education - Global Refugee Forum
- World Bank Community of Practice for Refugees
- Edison Alliance and Education 4.0 of the World Economic Forum
- Community of Practice on Impact Measurement and Management, ESADE Centre for Social Impact
- UN ECOSOC
- N50
- D4D Hub, European Union
- ITU Partner2Connect
- Private Foundations Constituency of the Global Partnership for Education (GPE)
- UNESCO High-Level Steering Committee on SDG4 (HLSC)

5

Milestones and awards



A year in the life of ProFuturo

Throughout 2025, ProFuturo took part in numerous events, congresses and conferences to present its work, impact and working methodologies. These are the most significant:

JANUARY

FEBRUARY

Conference: Building Together the Digital World Our Children and Teenagers Deserve (Madrid, ES).

A meeting organised by the Fundación Telefónica where ProFuturo’s teacher training model was presented.



MARCH

○ CIES Conference 2025: Envisioning Education in a Digital Society (Chicago, USA).

ProFuturo participated as a speaker in two sessions: a roundtable coordinated by UN-HCR, at which the digital education model in humanitarian contexts was presented, and a session on impact measurement, at which the monitoring and evaluation (M&E) system used by ProFuturo was presented.



○ Global Digital Summit (Washington, USA).

A summit organised by the World Bank, during which ProFuturo representatives held a series of strategic meetings to strengthen collaboration with other institutions on digital transformation in education.

○ Global Education Coalition Annual Meeting (Paris, FR).

Magdalena Brier, Chief Executive of ProFuturo, spoke at the annual meeting of the coalition established by UNESCO. During a plenary session, she shared her vision and experience in the field of digital education, reaffirming her commitment to educational transformation.

During this event, a workshop of the Digital Transformation Collaborative (DTC) was held, in which there was also active participation.



○ ProFuturo Race (Madrid, ES).

The 9th annual charity run took place through the streets of Madrid, supported by various sponsors and partners to raise awareness of and promote digital education in vulnerable communities.



APRIL

○ Death of Pope Francis

ProFuturo wished to commemorate Francis's role in inspiring and creating the programme in 2016 and his commitment to bridging the educational gap for the most vulnerable.

○ DTC Workshop (Brasilia, BR)

Fundación Telefónica-VIVO Brasil, representing ProFuturo, took part in this meeting organised by UNESCO's Digital Transformation Collaborative to advise the Brazilian government on the digital transformation of its education system.

○ Receipt of the Award from the magazine Actualidad Económica (Madrid, ES)

The “Runners con Causa” initiative, part of the ProFuturo Race, was recognised as one of the 100 Best Ideas of 2025.



MAY

○ International Day of Africa: ‘The Transformative Power of Education in Africa’ (Madrid, ES).

A conference was held at the Espacio Fundación Telefónica to discuss the present and future of education on the continent. The event was attended by experts from various countries and representatives from organisations such as UNHCR, Save the Children and World Vision.



JUNE

Low-tech, high impact: Training teachers where they are (online).

ProFuturo took part as a speaker in this session of UNESCO's Teacher Task Force, alongside the German development agency GIZ, to present its teacher training strategies for settings with limited connectivity.

Roundtable: "Connected Educators: Strengthening Digital Skills in Latin America" (Quito, EC)

Participation in a session addressing the strengthening of teachers' technological skills in the region.

WRD Connected Education Discussion (online).

Participation in an online event organised by UNHCR to highlight, through the experience of a teacher in Zimbabwe, the impact of ProFuturo's digital education model in refugee contexts.

Conference "The arrival of AI in Latin America: under construction" (Madrid, ES)

Presentation of the report produced jointly by ProFuturo and the OEI on the impact, challenges and opportunities of artificial intelligence in the region's education systems.



JULY

4th International Conference on Financing for Development – FFD4 (Seville, ES).

Magdalena Brier, Chief Executive of ProFuturo, took part as a speaker in a panel discussion organised by UNICEF as part of this international summit, which focused on dialogue regarding the mobilisation of capital and innovative, sustainable financing for children and young people.



Webinar “Digital Education in the Americas: Good Practices for Transformation” (online).

First virtual seminar in the “Good Practices for Transformation” series. The event featured representatives from the OAS and ProFuturo, and included a presentation of the results of the second edition of the Mapping of Good Practices and a roundtable discussion highlighting three outstanding practices.

Webinar: Offline Artificial Intelligence in Education (online).

ProFuturo took part in this virtual meeting organised by the UNESCO UNITWIN Chair at the Federal University of Alagoas (UFAL) and the University of São Paulo (USP). During the session, the organisation's intervention model for areas with poor connectivity was presented, and there was a discussion on the potential of AI to promote educational inclusion in vulnerable settings.

AUGUST

UNESCO World Teachers' Summit (Santiago, CLL)

Participation in this high-level meeting which addressed the challenges and future of the teaching profession in the digital age.



Webinar “Digital Education in the Americas: Best Practices for Transformation” (online).

Second virtual seminar in the series, as part of the collaboration between ProFuturo and the OAS, focusing on STEAM/STEM education. The event took the form of a thematic roundtable bringing together three innovative practices highlighted in the publication.

SEPTEMBER

OCTOBER

Webinar “Practices aimed at developing digital skills” (online).

Third webinar in the series organised in partnership with the OAS to explore the experiences of the Second edition of the Mapping of Good Practices in Digital Education in the Americas. Innovative projects focusing on the use of technology to strengthen digital skills in the region were presented.

mEducation Alliance Symposium (Washington DC, USA).

ProFuturo presented its intervention model in humanitarian contexts and its impact. Evidence and lessons learnt on the use of technology to guarantee children’s right to education in situations of extreme vulnerability were shared.



Webinar “Teaching disciplinary and interdisciplinary school subjects” (online).

Following the collaboration between ProFuturo and the OAS, this fourth virtual seminar in the series focused on subject-specific and interdisciplinary teaching practices. The event took the form of a thematic roundtable bringing together three notable practices.

OECD netFWD Education Working Group Meeting (Paris, FR)

Participation as panellists in a round-table discussion to address the role of philanthropy in the integration of artificial intelligence into education.

DTC Workshop Africa (Accra, GH).

Participation as DTC members and EdTech experts in working sessions with representatives from African ministries of education, held as part of the Triennial Meeting of the Association for the Development of Education in Africa (ADEA).



Webinar: “Practices that broaden access to educational opportunities” (online).

The fifth and final session organised in partnership with the OAS to present key projects from the second edition of the Mapping of Good Practices in Digital Education in the Americas, focusing on practices that expand access to educational opportunities.



NOVEMBER

WISE Summit (Doha, QA).

ProFuturo participated as an expert speaker at this global summit organised by the Qatar Foundation. The event addressed how human values should guide the future of learning in the age of artificial intelligence.

DECEMBER

Webinar: A conversation on AI and education in the Global South. The view from Industry (online).

Magdalena Brier, Chief Executive of ProFuturo, spoke at this event organised by the Harvard Graduate School of Education. The challenges and opportunities presented by AI in education systems across the Global South were discussed, with perspectives shared by leaders from the global technology industry.

6

Publications and Observatory



Publications

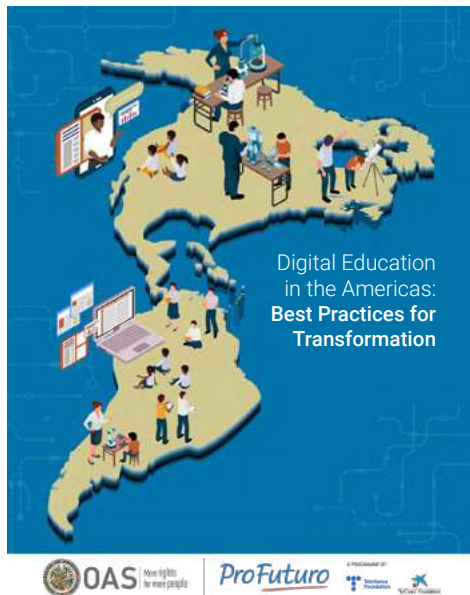
In 2025, ProFuturo, in collaboration with several international institutions, published three reports that had a significant impact on the education sector:



“An Overview of Teachers’ Digital Skills in Latin America”

This publication, developed in collaboration with the **Inter-American Development Bank (IDB)**, presents a regional diagnostic on how more than 28,000 teachers across six countries in the region perceive their ability to integrate digital technologies into their educational practices. Based on a self-assessment using the Edutec Guide, the report analyzes how sociodemographic factors and prior training influence teacher performance, offering valuable evidence to help authorities guide public policies and continuous professional development programs that strengthen the pedagogical integration of technology and collaboration.

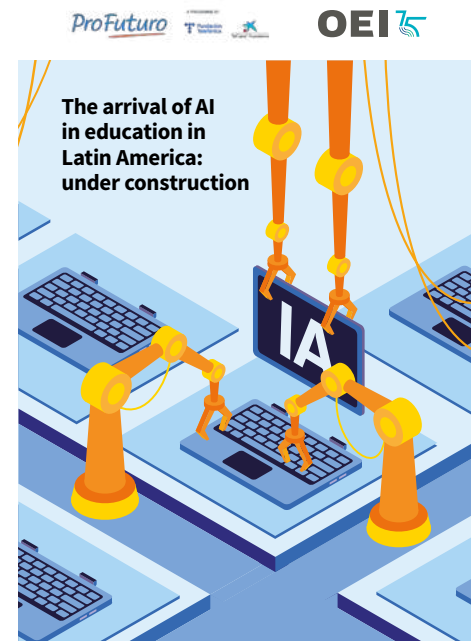
[Access the publication](#)



“Digital Education in the Americas: Best Practices for Transformation”

This is the second edition of the compendium of best practices in education, produced in collaboration with the **Organisation of American States (OAS)**. The report, which compiles **184 innovative initiatives from 17 countries**, aims to identify and disseminate **successful experiences that are driving educational transformation in the region**. The report highlights the central role of schools and teachers in creating technology-mediated pedagogical solutions, promoting collaborative learning and improving educational outcomes across the hemisphere.

[Access the publication](#)



“The arrival of AI in education in Latin America: a work in progress”

This study, produced by **ProFuturo and the Organisation of Ibero-American States (OEI)** in collaboration with the **AECID**, analyses the impact and future prospects of artificial intelligence on the region’s education systems. The report explores how AI can transform classrooms by personalising content and optimising teaching practice, whilst highlighting the urgent need to foster critical digital citizenship and strengthen teachers’ skills to ensure that technology is a tool for equity rather than exclusion.

[Access the publication](#)

Mentions in international publications

N50 Annual Report and Outlook 2024–2025

The N50 Project advocates that digital participation is a human necessity, not a privilege, and seeks to connect the most impactful organisations with the communities most in need. The ProFuturo Foundation is officially listed as one of the “Advocate Partners” of the N50 Project.

[Access the publication](#)

UNHCR: Refugees Magazine - “With Them”

A quarterly publication by the Spanish Committee of UNHCR, which, in its March issue, focuses on the strength and resilience of refugee women and girls. The magazine dedicates a section entitled ‘Education and technology to transform tomorrow’ to ProFuturo, which provides quality education in vulnerable settings, such as refugee camps, using technology as a tool for transformation.

[Access the publication](#)

Partner2Connect – ITU (P2C): Flash Edition 03

This newsletter from the ITU’s Partner2Connect (P2C) digital coalition, which aims to amplify the voices of its signatories and highlight commitments to advancing global connectivity and digital transformation, highlights ProFuturo as a technology-driven educational innovation programme supported by Fundación Telefónica and “la Caixa” Foundation.

[Access the publication](#)

mEducation Alliance: Leading Perspectives on the State of Digital Courseware in Low-Resource Countries

This report examines the state of digital educational materials in low-resource countries, identifying ProFuturo as a strategic partner in Africa due to its focus on teacher training and the development of teaching skills, rather than simply providing technology.

[Access the publication](#)

OECD: The contribution of the EU’s FDI to skills development in LAC: Insights from private firms

This report examines how European investment is driving skills development in the region, highlighting ProFuturo as a strategic digital education initiative by Telefónica and “la Caixa” that is bridging the education gap by improving the skills of teachers and pupils in vulnerable communities and promoting digital literacy.

[Access the publication](#)

UNHCR Global Report 2024

This report identifies ProFuturo as a strategic partner since 2017 for its work in implementing the “Digital Education Framework” to ensure quality education for refugee children in countries such as Rwanda, Nigeria, Zimbabwe and Lebanon.

[Access the publication](#)

UNHCR Spanish Committee: Annual Report 2024

This report by UNHCR Spain highlights the organisation's strategic partnerships with the greatest social impact, including a section dedicated specifically to ProFuturo to highlight their joint efforts in transforming education for refugee children.

[Access the publication](#)

UNHCR Education Report 2024 – Refugee education: Five years on from the launch of the 2030 refugee education strategy

The document highlights the strategic partnership between UNHCR and ProFuturo for the implementation of digital learning solutions in crisis contexts. It also recognises the programme's impact as a key tool for educational inclusion and for bridging the digital divide in vulnerable settings

[Access the publication](#)

Telefónica: Digital inclusion. The digital divide: from the coverage gap to the usage gap

This publication by Telefónica examines the challenges posed by the digital divide and proposes public policies focused on the meaningful and productive use of technology. It highlights ProFuturo as a leading programme that promotes education in vulnerable communities through technology.

[Access the publication](#)

OECD: Assessing the Socio-economic Impact of Foreign Direct Investment in Latin America and the Caribbean.

The article examines how EU foreign investment drives skills development in the region, highlighting ProFuturo as a strategic initiative that aims to bridge the global education gap by using technology to improve the digital skills of teachers and pupils in vulnerable communities.

[Access the publication](#)

ProFuturo Observatory

In 2025, the ProFuturo Observatory consolidated its role as a **forum for analysis and discussion** on the major challenges facing education in the digital age. Throughout the year, we published articles and interviews that brought together evidence, experiences and expert insights to help teachers, education leaders and communities navigate a context of rapid transformation. In 2025, the Observatory's content addressed, from complementary perspectives, the emergence of artificial intelligence in the classroom, educational equity, the meaning of learning, media literacy and support for the teaching profession.

2025 Editorial Review: key questions for a fairer and more relevant education

The year began with a forward-looking perspective on the **debates that would shape the education agenda**, identifying emerging trends and dilemmas for education systems, schools, and families. In this context, the articles published throughout 2025 explored issues such as the educational use of technology and its risks, the need to strengthen critical skills to navigate information-saturated environments, and the challenge of sustaining teachers' well-being and professional

development in increasingly demanding and digitally mediated contexts. This approach made it possible to translate complex discussions into practical insights and reflection frameworks to support decision-making.

The interviews and discussions with experts added depth and diversity to the debate. Throughout 2025, we engaged in dialogue with **leading international figures who helped to put artificial intelligence into perspective—as a catalyst for creativity and learning, but also as** a challenge for the curriculum, assessment and the teaching profession—and to keep equity at the heart of the discussion: what conditions must be in place for technology to help bridge gaps, rather than widen them. At the same time, discussions on education policy and the social context focused on Latin America and the Caribbean, highlighting the urgency of reinforcing meaning, relevance and inclusion as the starting point for any reform.

The publication *Five Key Issues Shaping the Education Debate in 2025* kicked off the year by mapping out trends—from the role of technology in the classroom to media literacy—and raising questions that would re-surface over the coming months. Through discussions with experts, the Observatory then delved deeper into the dilemmas and opportunities of digital

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Publication of interviews

108,619

Users

373,448

Video views

152,525

Website visits (sessions)

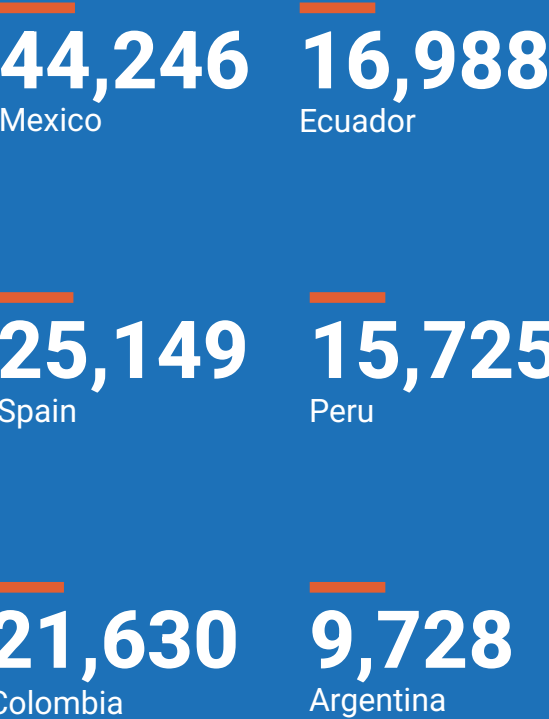
transformation, featuring interviews such as ‘*Technology and equity: the future of education in Latin America*’, with **Mercedes Mateo**, and ‘Artificial intelligence as an ally of creative thinking’, with **Rodrigo Fábrega**, who highlighted creativity and critical thinking as essential skills in the age of AI. The series continued with a focus on the system’s conditions of equity and inclusion in *Inclusion can no longer be an add-on: it must be the starting point*, a conversation with Javier González (SUMMA), and with Charles Fadel in *The education that will survive artificial intelligence*, where Charles Fadel (Center for Curriculum Redesign) invited a rethinking of curriculum, assessment, and the purpose of schooling in a context of increasing automation. In the final quarter, the analysis *Teachers in Transformation: What TALIS 2025 Tells Us About Teaching in Digital Times* placed teacher well-being and the profession at the center of the debate. The year concluded with *The Year We Redefined the Right to Education* and the compilation *10 Articles from 2025 You Shouldn’t Miss*, which brought together key insights and conversations to continue advancing toward a more equitable, relevant, and human-centered education.

Through this publication, the ProFuturo Observatory helped to broaden shared knowledge on education and technology in 2025, bringing evidence and critical thinking to those who make decisions within and about schools. By combining analysis, summaries of international reports and discussions with experts, the published content helped to shed light on real dilemmas – meaningful innovation, equity, inclusion, leadership and teacher professional development – and to propose questions and criteria to guide change. In 2026, the Observatory will continue to drive this global conversation, committed to bringing rigour, a diversity of perspectives and a practical approach to ensure that technology is an ally in delivering quality education for all.

By combining analysis, synthesis of international reports, and conversations with experts, the published content helped shed light on real dilemmas and put forward questions and criteria to guide change.

Figures from the ProFuturo Observatory 2025

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



7

Global reach



Latin America

Technological developments to improve the teaching and student experience

During 2025, the region made significant progress in modernising ProFuturo's technological platforms. The migration to the new offline ProFuturo platform not only resolved persistent issues with slowness and stability associated with the previous platform, but also marked a **qualitative leap in the teaching and learning experience**. Although the process took place in the middle of the academic year — which meant dedicating part of teaching time to technical tasks — the response from the centres was overwhelmingly positive, with the new platform's **increased speed, stability and ease** of use being particularly highlighted.

Over the course of the year, the final pilot projects involving end users in Colombia and Mexico were completed, and technical and training sessions were held in all countries across the region. By the end of the year, **77% of schools and 73% of servers** were operating using Moodle offline.

Brazil has promoted, as a strategic initiative, the strengthening of data analysis through the alignment of global and local tools, with the aim of improving decision-making.

Expansion and diversification of the partner ecosystem

The year was marked by a strategic process of transferring operations to ProFuturo's partners in Latin America, aimed at strengthening sustainability and local capacity for educational management. Far from affecting implementation, these institutional changes consolidated more robust national ecosystems, with greater territorial and technical coordination.

In Peru, the handover of operations to the Institute of Peruvian Studies (IEP) brought academic rigour and strengthened links with universities.

In Ecuador, the involvement of LabXXI ensured the project's continuity within a challenging institutional and security context, whilst also incorporating a stronger focus on soft skills, teacher commitment and personalised learning.

In Colombia, the operational transfer of the program was carried out to Fundación Proinco, an organization with experience in developing educational initiatives in vulnerable contexts. This process was conducted in a planned manner, ensuring the continuity of the project

and strengthening local capacities for more sustainable management

In Mexico, the operational handover to Ateneo Español was carried out in a well-planned manner, drawing on the organisation's extensive experience in educational management and its recognised cultural track record. Its involvement brought institutional stability to the programme, strengthened the educational support processes, and consolidated links with key local stakeholders to ensure the project's sustainability.

In Uruguay, ProFuturo's partnership with Gurises Unidos and El Abrojo established a robust local ecosystem, with strong educational capacity and widespread recognition within educational communities.

Finally, **in Chile, the incorporation of the Chilean Institute of Artificial Intelligence and Robotics (ICIAR)** during the third quarter expanded the programme's technical and pedagogical capabilities and strengthened its standing in the field of educational innovation.

The year was marked by a strategic process of transferring operations to ProFuturo's partners in Latin America, aimed at strengthening sustainability and local capacity for educational management.



Institutional strengthening and governance with education systems

2025 was a year of intensive coordination with local education systems, which was particularly significant following electoral processes and institutional reforms.

In **Brazil**, following the election of new mayors in 70% of municipalities, **the project received full endorsement from 18 municipal departments and one state department**, ensuring its continuity until 2025. This governance proved key to stabilising the project in strategic regions such as Sergipe and VSA.

In **Guatemala**, despite a prolonged teachers' strike, the Comprehensive Model **exceeded its annual targets in the second quarter (Q2)**, reaching 414 teachers creating classes and registering 6,370 active students, thanks to coordinated fieldwork with departmental authorities.

In Panama, although the indefinite strike affected part of the year, the Gabriel Lewis Galindo Foundation regained **MEDUCA's endorsement on 27 May**, which allowed it to resume recruitment drives and reach **83% of the annual target** for the Teacher Training Programme.

Educational innovation and institutional positioning

Countries rolled out significant innovations that had a direct impact on the educational experience.

Brazil made progress with the virtual assistant **DoraIA**, which moved from pilot to production with a global scaling plan. Furthermore, the AVAMEC offering was integrated and work was carried out on the development of a **global white-label landing page** alongside the central team.

Chile launched and consolidated the **training programme in Artificial Intelligence**, combining diploma courses, workshops and virtual communities that were highly regarded by teachers.

Ecuador strengthened soft skills and teacher leadership by incorporating AI into the training courses of the Teacher Training Programme.

Uruguay developed new local training initiatives in partnership with Gurises Unidos and El Abrojo, expanding provision in digital citizenship, mathematics and inclusive education.

Some key milestones by country:

BRAZIL

In 2025, the Fundação Telefônica Vivo, through the ProFuturo programme, stepped up its support for the implementation of the **BNCC (National Common Core Curriculum) for Computing**, the deadline for adoption of which is 2026. Evidence and recommendations were generated, and technical materials to guide education

departments in the curricular reorganisation relating to Computational Thinking, the Digital World and Digital Culture. They highlighted the research report “Computing Curricula: Surveys and Recommendations”, produced in collaboration with the Movimento pela Base, and the “Connectivity and BNCC Computing Guide for Municipal Curricula”, developed with Undime and the Tec Educação Coalition.

ProFuturo also supported the **updating of curricula** in 19 states and 3 state capitals, which have now been standardised across various school networks. In the area of training, **24 free courses** were offered **through AVA-MEC**, totalling 1,440 hours focused on digital skills; more than 47,000 educators took part in training sessions organised by Escolas Conectadas. Furthermore, the **Digital Skills Development Programme** was expanded to new networks, including the state of São Paulo, with over 8,000 teachers trained online and more than 15,000 participants in the digital skills self-assessment.

The **Matemática ProFuturo programme** expanded its activities to three states (SE, PE and MS), with a sustained increase in the use of digital resources by teachers and students, driven by the active participation of lead teachers in Mato Grosso do Sul and Vitória de Santo Antão (PE).

In addition, it launched the **Technical Note “Educating in the Age of AI”**, in collaboration with the IA.Edu Institute and the UNESCO Chair in Offline AI, providing practical guidance on integrating AI into curricula.



Regional partnerships in 2025

(UNESCO UNITWIN Chair, IDB, Todos pela Educação, Tec Educação Coalition, Teaching Profession, Ministry of Education, CONSED, UNDIME, Parliamentary Front for Education, Rodrigo Mendes Institute, FADEB, USP – amongst others.)



Notable activities carried out in Brazil

- **Hack4Edu:** an international innovation event that brought together over 1,200 participants from 12 countries.
- **Public hearing on the National Digital Education Policy:** contributing to the national debate on digital transformation in education.
- **Webinar “BNCC Computing:** how to put it into practice in your classroom”, aimed at teachers interested in integrating computing into their teaching practices.
- **Public hearing on connectivity, technology and digital citizenship,** within the framework of the PNE.

MEXICO

In 2025, the migration to the new **ProFuturo Platform** was completed in schools receiving enhanced support, and a smooth transition was made to the Ateneo Español following the withdrawal of Fundación Telefónica México.

Equipment from American Tower was delivered to 15 schools in Mexico City, the State of Mexico and Puebla.

A qualitative study was carried out in schools benefiting from this partnership in Tehuacán and Mexico City. In addition, Iberia paid an institutional visit to schools in the State of Mexico.



Regional partnerships in 2025

By 2025, the Teacher Training Programme was active in 17 states across the country, and collaboration with national educational networks such as Maristas, CONALEP and DGENAM, amongst others, was strengthened.



Notable activities

- **2025 International Seminar on Holistic Education:** with over 600 in-person attendees and 4,000 online.
- **Symposium on digital innovation in secondary education,** with over 500 teachers.
- **Teachers' Festival 2025** on AI and education.
- **Virtualia Normalista 5.0,** with over.

PERU

In 2025, the '**Committed to Education' Programme** was consolidated, strengthening coordination with the Institute of Peruvian Studies (IEP), regional specialists and educational partners in Lima and the regions.

Sixteen institutional agreements remained in place, enabling operations to continue. Furthermore, the **AI Roadmap for Basic Education** was published and the Media Education podcast was systematised.

URUGUAY

The agreement with the Ministry of Education and Culture was continued, and the **AVE MEC** platform was used for training and content dissemination. In addition, coordinated work was carried out with ANEP on initiatives relating to early childhood, inclusion and social-emotional learning.



VENEZUELA

The programme received the **Venezuela Productiva 2030 National Award**, presented by UNDP, Cavidea and CAF, and was recognised by FUNDANIS for its impact. In addition, the national study on AI in education was presented.

CHILE

The programme received the **Evidencias para el Aula 2025 Award** for Best Innovative Educational Product. Furthermore, the **Safe Gaming Programme** was developed, benefiting 240 students, and workshops were held in conjunction with Movistar volunteers, with 135 beneficiaries.

COLOMBIA

The national impact study of the Comprehensive Model showed that participating students achieved **15% more correct answers** in the 'Evaluate to Advance' assessment.

The teaching community on WhatsApp exceeded **2,100 active members**.

The National Teachers' Conference "Dale Play a tu Aula" was held, with over 1,500 participants.

Wide-ranging initiatives were carried out:

- Inclusive Robotics School,
- 221 volunteers in digital literacy (742 people benefited),
- 178 volunteers working on adapting educational spaces (4,545 people),
- humanitarian aid for over 5,000 people,
- 7,000 food parcels put together in partnership with the Food Bank,
- 1,080 trees planted and health initiatives for over 1,000 people.



ECUADOR

The focus in 2025 was on strengthening the **role of lead teachers** as key agents of the model, by organising Lead Teacher Festivals in different regions of the country —the Coast, Northern Highlands, Southern Highlands and the Galápagos—. These events enabled the sharing of best practices, the consolidation of pedagogical support networks and the provision of specialised training in leadership and educational innovation.

At the same time, the first national call for applications was launched for the training programme on **Artificial Intelligence applied to education**, **La Magia de la Docencia**, which offered a 20-hour course and accompanying webinars, equipping teachers with practical tools to integrate AI into their lesson planning and day-to-day teaching.

In addition, the event '**Disruptive Technologies in Education**' was held in partnership with the Ministry, bringing together national and international experts in the fields of artificial intelligence, computational thinking and pedagogy.

PANAMA

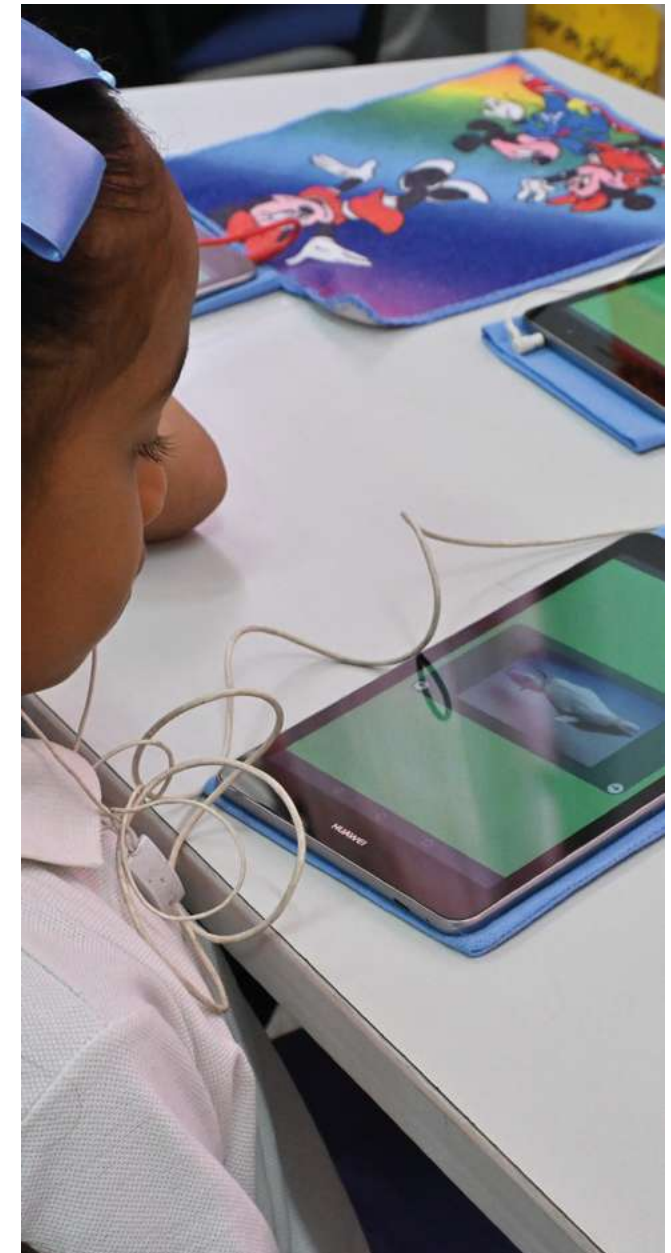
The Teacher **Training Programme** achieved teacher certification from the Ministry of Education, with 40-hour training courses that benefited more than 2,350 teachers. At the same time, the **Comprehensive Model** was consolidated, with a high percentage of autonomous schools continuing to use the resources with support.

GUATEMALA

The Comprehensive Model completed its second consecutive year with the support of funding partners, maintaining operations in 79 schools. The teacher training programme ran face-to-face workshops for more than 300 teachers.

In addition, **local partnerships** were renewed with organisations such as ENEL, Torrebiarte, Fe y Alegría and DECA, amongst others.

Meanwhile, ProFuturo joined GreenPower's Innova Play project, rolling out the Comprehensive Model in 19 schools. Further roll-outs were carried out with funding from Torrebiarte and DECA, benefiting communities in Alta Verapaz, Quetzaltenango, Sololá and other regions.

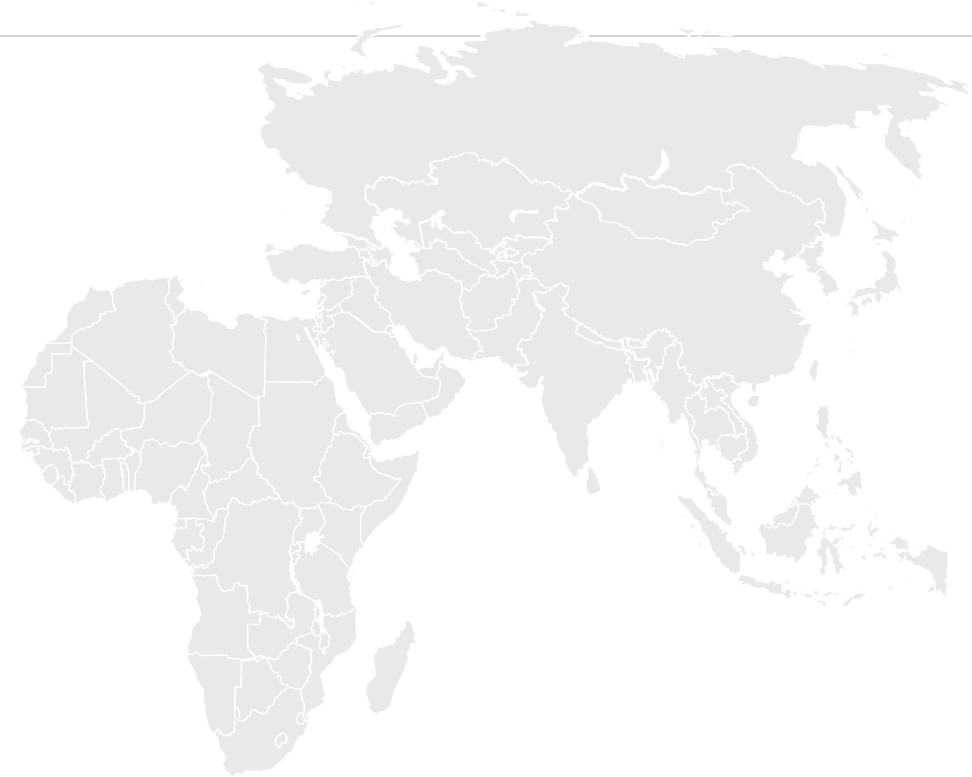


Africa and Asia

Africa is the continent where ProFuturo took its first steps, specifically in Angola in 2016. By 2025, the programme had established a significant presence in the region, **operating in 14 countries, whilst in Asia it continued to support Lebanon and the Philippines.** Beyond these countries where ProFuturo provided training and financial support, the foundation also **collaborated with local organisations in Morocco, Madagascar, Cameroon, Indonesia and Congo-Brazzaville, which independently implemented ProFuturo's technological solution.**

Once again, the program's positive impact was evident, as confirmed by the annual survey, which reflected high levels of satisfaction and engagement among teachers and students. Throughout 2025, efforts were made to promote innovation in teaching and the effective integration of digital technologies in the classroom. **The training offer was further strengthened through the significant rollout of the new ProFuturo Platform.**

In addition, training and support activities were organised for lead teachers, strengthening their role as agents of change within their schools and promoting the effective use of digital tools.



Key achievements

Throughout 2025, and with the aim of ensuring high-quality interventions with a genuine impact, **action plans** were developed **in line with the project's various levels of empowerment, addressing the pedagogical needs and interests of the beneficiaries in each country.**

At the same time, we worked closely with local partners to make progress on the handover of specific projects and devised strategies aimed at strengthening the autonomy and sustainability of operations, with the aim of them taking over the programme independently by 2026. This was the case with the initiatives in the Philippines and Senegal.

Furthermore, a particularly significant achievement was the successful launch of the **new ProFuturo Platform in Kenya, which laid the foundations for its large-scale expansion throughout 2026.**

UGANDA

Thanks to the programme's excellent reception in the country, **a growing number of local stakeholders have been successfully engaged.** This additional support has enabled the initiative to be expanded to 13 new schools in 2025, with a further 13 to be added in 2026.

Africa and Asia Trainers' Hub:

A key milestone in 2025 was undoubtedly the launch of the Africa and Asia Trainers' Hub, a strategic initiative that brought together some of ProFuturo's most experienced partners in countries such as **Nigeria, Kenya, Uganda, Lebanon, Rwanda, Zimbabwe and Tanzania**. The main objective of this hub is to consolidate a network of highly trained trainers who will multiply the programme's impact, benefiting both their peers in other countries and teachers at ProFuturo schools.

In July 2025, this group took part in an intensive week-long training course in Madrid, focusing on the new ProFuturo Platform and key tools such as ProFuturo Maths. The hub established itself as a **driving force for professionalisation and sustainability**, as its members were equipped to transfer knowledge to local teams, including through cross-country co-training initiatives. This initiative was recognised internally as one of the year's major achievements, establishing itself as a space for exchange, learning and technical capacity-building amongst professionals from Africa and Asia.



Highlights

Celebration of Africa Day 2025

To mark Africa Day, ProFuturo reaffirmed its commitment to the continent by organising the discussion forum **“The transformative power of education in Africa”**, held on 27 May at the Espacio Fundación Telefónica.

This event established itself as a forum for strategic reflection, in line with the African Union’s 2025 objective: to place education at the heart of the continent’s development. During the event, experts from various organisations examined how ProFuturo’s digital education model is bridging the education gap and promoting employability in the most vulnerable communities.

Training in Madrid with the team from The Kukah Centre (Nigeria)

A training course was held in Madrid between 22 and 26 September 2025 for **14 staff members of The Kukah Centre**, who are responsible for implementing and monitoring the project in 14 states in northern Nigeria. With the aim of strengthening the local team and increasing the impact on the 88 schools served by the programme, the training—organised into various workshops—covered technical and pedagogical training on the new ProFuturo Platform, as well as additional training in ProFuturo Mathematics.

Institutional visit to Kenya

In October, an institutional meeting took place between Magdalena Brier, General Director of ProFuturo, and George Odenyo, CEO of ATC Kenya, within the framework of their partnership to promote digital education in Kenya. During the visit, they toured educational centers in **Nairobi, Machakos, and Kitui** to gain first-hand insight into the program’s implementation and to observe its impact on school communities. The meeting made it possible to assess the project’s progress and to strengthen their joint commitment to expanding its reach and contribution to closing the digital education gap.



Meeting in Angola

In 2025, a national meeting was held with the participation of project teams from the **16 dioceses involved**. This event provided an opportunity to reflect on challenges and opportunities, as well as to share best practices among the teams.

The Philippines and South Africa

The handover of project management to local education authorities in the Philippines and South Africa was successfully completed, marking **a significant step towards sustainability and institutional strengthening**. This process was carried out in a coordinated and responsible manner, ensuring the continuity of activities, the achievement of established objectives, and local ownership of the initiatives developed. Under the leadership of the education authorities in both countries, the project laid the foundations for the continued impact on the beneficiary educational communities.

ProFuturo Championship in Benin

The ProFuturo competition in Benin established itself as an effective initiative for promoting digital education through **competitive activities between schools**. The event encouraged student participation and strengthened collaboration between teachers and schools. This achievement reaffirmed the transformative potential of educational technology when combined with motivation, teamwork and creativity.



Corporate governance

The ProFuturo Foundation conducts its activities in accordance with the Code of Good Governance, approved by its Board of Trustees on 31 May 2017. This document incorporates the main national and international recommendations on good governance for non-profit organisations, as well as principles of corporate social responsibility.

- **The ProFuturo Foundation's Statutes**, together with the law, form the basis for the responsible management of its projects and its interaction with society at large.
- **The General Principles of Conduct of the ProFuturo Foundation**, which constitute its code of ethics. They reflect the core values that guide and define how the ProFuturo Foundation carries out its activities. They are aligned with international standards and rigorous ethical principles, upon which the Foundation has built its reputation. They therefore seek to earn the trust of their stakeholders and maximise the impact of their mission on society.
- **The Code of Good Governance** interprets and elaborates on the ProFuturo Foundation's Statutes, ensuring that the Foundation's founding objectives are met and that its governing bodies, board members and employees act with transparency.

The Principles of Conduct apply to Fundación ProFuturo as a whole, to the functioning of its Board of Trustees in particular, as well as to the organisations with which it collaborates and its suppliers; all of them must adhere to these principles in the course of their activities.

These measures are aimed at ensuring the proper fulfillment of Fundación ProFuturo's mission under the highest standards of transparency, integrity, and commitment. With regard to privacy, Fundación ProFuturo, in accordance with applicable legislation, protects users' personal information, ensuring the confidentiality and security of personal data through technical and organizational measures designed to prevent loss, misuse, alteration, unauthorized access, and theft of the personal data provided, taking into account the state of the art, the nature of the data, and the risks to which they are exposed.

Fundación ProFuturo adopts a zero-tolerance policy towards potential criminal offences, as reflected in its Code of Good Governance and General Principles of Conduct, which form its core values and promote an ethical and responsible organisational culture.

To incorporate best practices in ethics and business conduct, in March 2017, the Board of Trustees of Fundación ProFuturo approved an Anti-Corruption Policy. Subsequently, in February 2018, a Compliance Officer was appointed. This department consolidates, strengthens and standardises existing controls.

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

With regard to money laundering, Fundación ProFuturo has internal regulations for the prevention of money laundering and terrorist financing, as well as various controls on payments, identification and due diligence procedures with suppliers and counterparties, amongst others.

Throughout 2025, the Compliance department continued to implement various measures to strengthen the culture of compliance at the highest level, establishing clear lines of responsibility and defining key risks. It also secured the Board of Trustees' approval for the update to the Criminal Prevention Policy and the new Safeguarding Policy.

The guiding principles of action are aimed at ensuring the proper fulfilment of Fundación ProFuturo's mission under the strictest standards of transparency, integrity and commitment.



Board of Trustees and Management Committee

Board of Trustees of the ProFuturo Foundation

- Mr Enrique Goñi Beltrán de Garizurieta (Chairman)
- Mr Marc Thomas Murtra Millar (First Vice-Chairman)
- Mr Isidro Fainé Casas, representing “la Caixa” Foundation (Second Vice-Chairman)
- Mr Josep María Coronas Guinart
- Mr Sergi Loughney Castells
- Ms Isabel Salazar Páramo

Non-Trustee Secretary

- Mr Pablo de Carvajal González

Non-Trustee Deputy Secretary

- Ms Margarita Álvarez Illescas

ProFuturo Foundation Management Committee*

- Magdalena Brier López-Guerrero, General Director
- Albert López Martínez, Deputy Director General to the Presidency
- Blanca Meléndez Morillo-Velarde, Head of the Control and Finance Department
- Margarita Álvarez Illescas, Head of Legal Affairs
- Alejandro Gil Ibarra, Head of Internal Audit, Risk and Compliance
- Valentina Ríos de Montiel, Head of Strategy and Evaluation
- Lola Martínez Bernabéu, Head of Operations
- Milada Tonarelli Gonçalves, Head of Innovation and Product
- Leticia de Rato Salazar-Simpson, Head of Strategic Alliances and Institutional Positioning

** Composition of the Management Committee as of 31st December 2025. On 10th April 2026, Ms. Lola Martínez Bernabéu was appointed as General Director of the Foundation.*

Transparency

ProFuturo dedicates its financial resources to developing high-quality digital education for students and teachers in vulnerable communities across Latin America, Africa and Asia.

23

million euros in total investment

72%

Latin America

30% Brazil

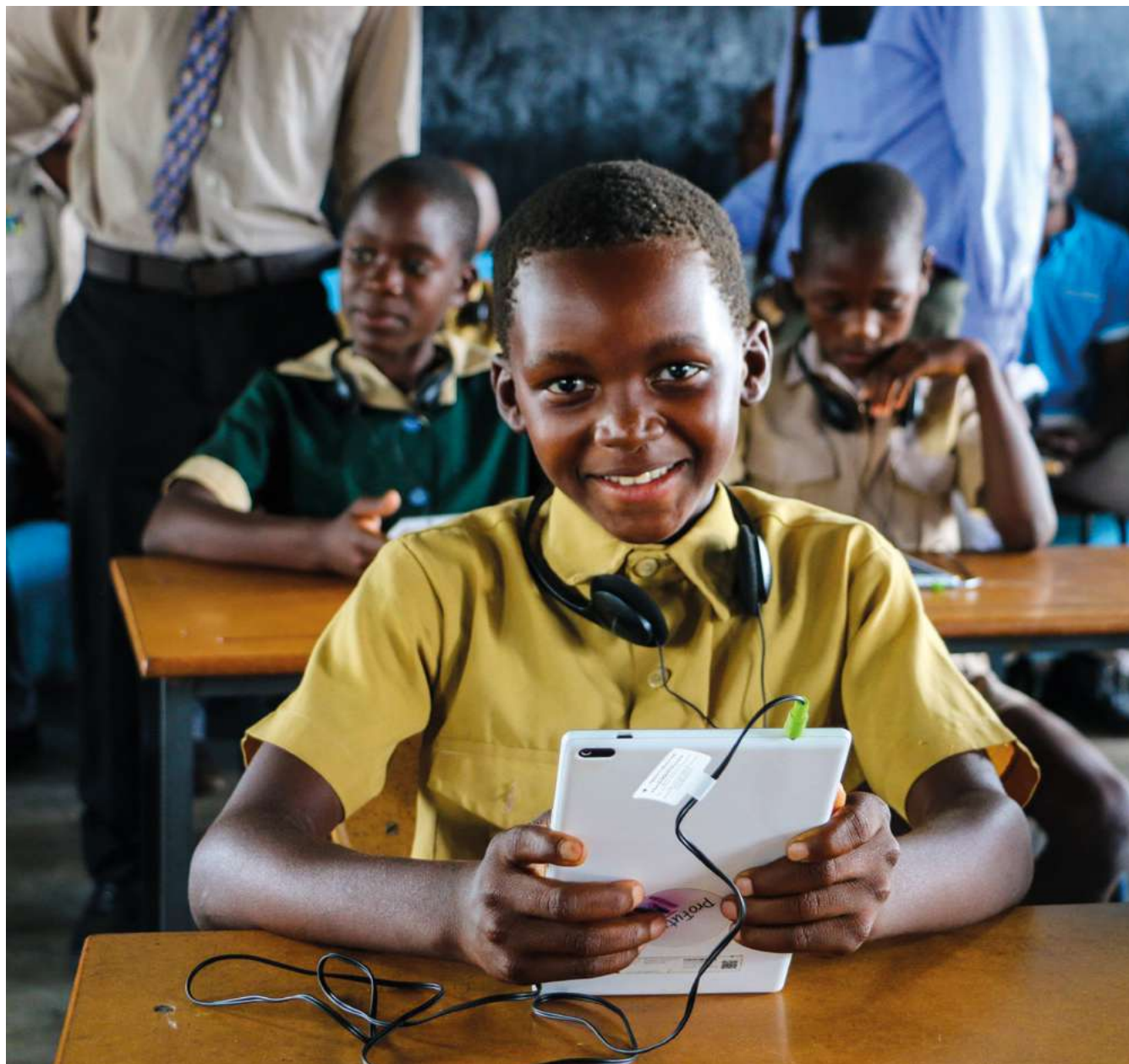
41% Spanish-speaking America

1% Central America

28%

Africa and Asia

11% in humanitarian contexts



ProFuturo

A PROGRAMME OF:

