

ProFuturo

Fundación
Telefónica

"la Caixa" Foundation

Transcending the present to transform the future

10th Anniversary Report



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Ten years ago, Fundación Telefónica and Fundación “la Caixa” launched ProFuturo with the aim of helping to bridge the educational and digital divides that limit learning opportunities for millions of children in vulnerable situations. Since then, the programme has worked alongside teachers, schools, communities and partners in various countries to provide quality, technology-supported education, tailored to the realities of each context and aimed at bringing about sustainable changes in teaching and learning processes.

This publication offers an insight into this journey through the results and evidence gathered during the programme’s first decade. Throughout the report, personal accounts are combined with research data and evaluation findings to understand what changes have taken place among students, teachers and schools, and what conditions help to make these changes possible.

Beyond simply presenting results, this Impact Report seeks to share knowledge and provide evidence on a fundamental question: how can we ensure that education reaches further, with greater quality and equity? Since in today’s environment of social and technological change, there are still children who attend school but do not learn, particularly in vulnerable contexts.

This is where ProFuturo, with the support of the Telefónica Foundation and the ‘la Caixa’ Foundation, is working to help transform lives through education and technology with a clear pedagogical purpose. Below, we meet some of the key figures driving this transformation.



01

The key figures of the transformation

01. The key figures of the transformation

From a childhood full of barriers to new opportunities

Deyvi's story began long before he set foot in a classroom. At the age of three, his family left Cajamarca to move to Lima, Peru. When he was old enough to start school, everything was new and difficult. He found it hard to keep up with the lessons, but he had a tireless curiosity to learn.

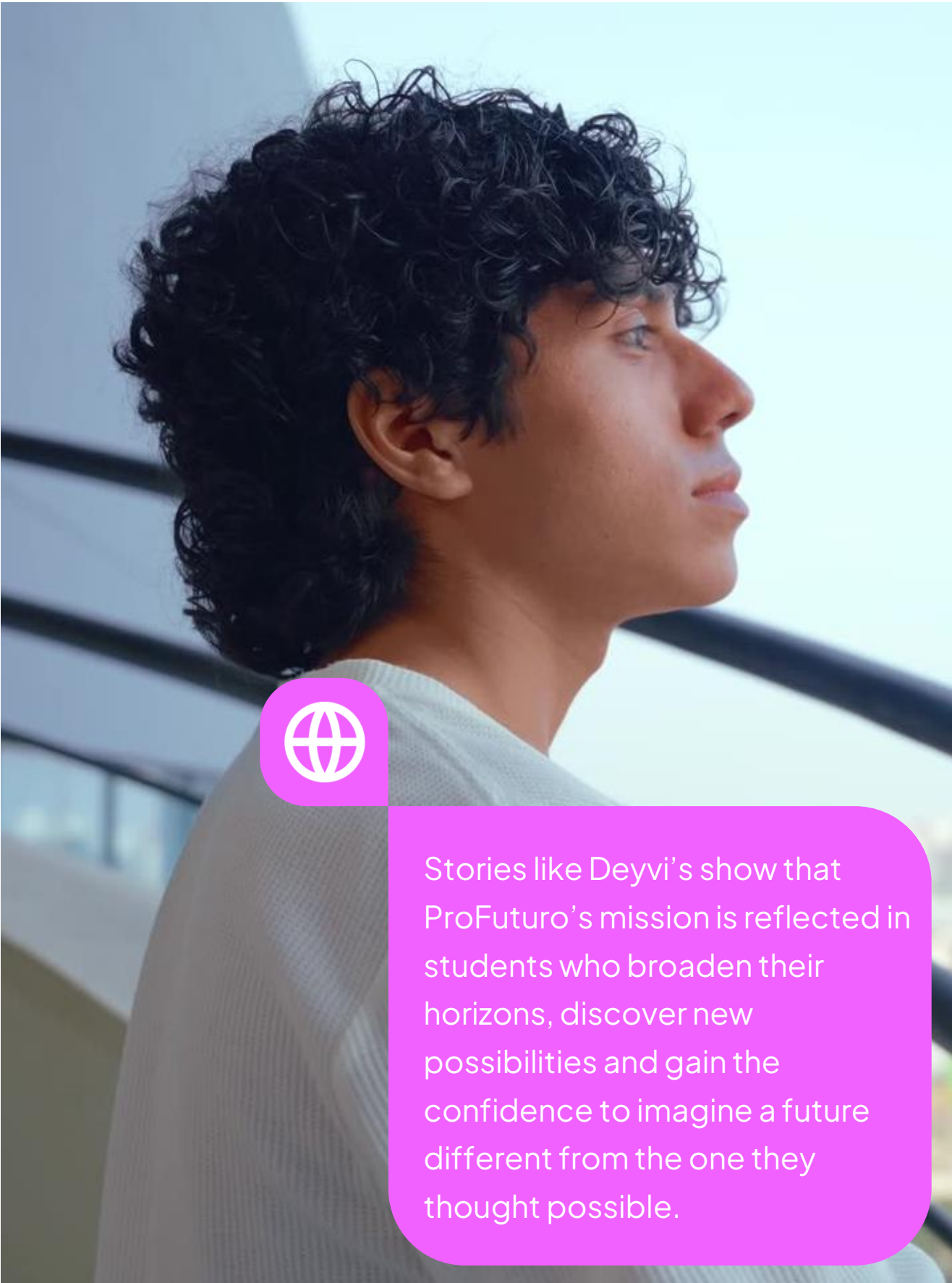
"My name is Deyvi Antonio Saldaña Castrejón. When I was little, I used to go to school feeling excited because I loved learning but also scared that I wouldn't understand and would be left with unanswered questions."

"I remember when I was in Year 5, we started using tablets under the guidance of Miss Luz; we did activities on the ProFuturo platform [...] It really helped me to work at my own pace with the tablet because the learning was more personalised, and with the animations it was more entertaining and the lesson felt more dynamic [...] It caught our attention and made us want more."

Deyvi gained confidence, improved his academic performance and made progress in his educational journey. He is currently studying Business and Systems Engineering at the Universidad Científica del Sur.

"My dream is to complete my degree and I hope to use my qualifications to support my family, who have always been there for me, and to give back what they gave me [...] As a child, our possibilities were almost non-existent; now I see my future as more promising."

Ten years later, ProFuturo's mission is measured in terms of improvements in learning, teacher training and access to technology. But, above all, it is measured in terms of the paths taken by young people who go on to university, find employment, set up their own businesses or discover new opportunities to build the future they desire.



Stories like Deyvi's show that ProFuturo's mission is reflected in students who broaden their horizons, discover new possibilities and gain the confidence to imagine a future different from the one they thought possible.

New opportunities that transform lives

Deyvi's experience is not unique. Over the past ten years, students and teachers from all over have discovered new opportunities to develop their potential and build a future with greater possibilities.



"ProFuturo has given me more than just an education: it has given me direction, confidence and the belief in what I can achieve."

Ibrahim Waibi, a Senior Six student at St Mary's Secondary School, Masese, Uganda.

"For students, the use of tablets has helped develop digital skills, critical thinking and problem-solving, motivating them to learn in a more dynamic and independent way."

Marta Luis Julián, teacher at Monte Albán Primary School, Oaxaca, Mexico.



"You are undoubtedly reaching some of the most difficult areas to access, as well as students and teachers who lack internet access. It's incredible that you're reaching people who would otherwise have no internet access. You're not just reaching students; I think you're making a tremendous impact."

Kirsten Young, American Tower Corporation, a funding and technology partner of ProFuturo.

Other voices on the transformation

"One of the things that draws us to this school is ProFuturo, because we see the children learning on computers... When my son knows he's got a ProFuturo session, even if he's feeling unwell, he asks me to take him to school."

Chinedu, parent of a student at a school in Kebbi State, Nigeria.

"From my perspective, the ProFuturo project [...] has made a very positive contribution to the educational process, making it more dynamic, efficient and innovative."

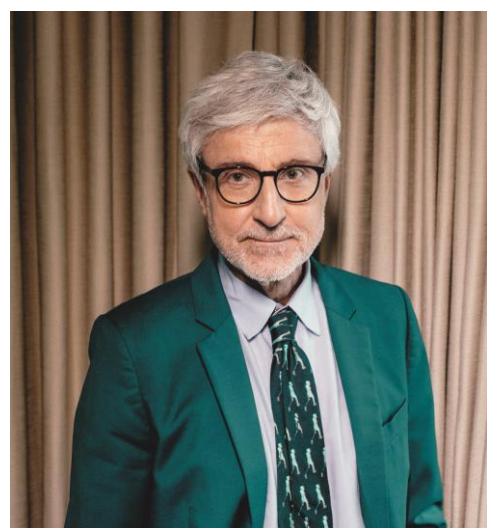
Jane Carvalho de Almeida Santos, headteacher of the Monsenhor Marinho State School, Lagarto, Sergipe, Brazil.



02

Ten years of transforming lives through technology-enabled education. Letter from the Chairman

02. Ten years transforming lives through technology-enabled education



Letter from the Chairman

Enrique Goñi

Chairman, ProFuturo Foundation

Ten years ago, the Telefónica Foundation and the "la Caixa" Foundation launched ProFuturo driven by a shared conviction: that a child's place of birth should not determine their opportunities for learning and development. Since then, and until the end of 2026, we will have invested 386 million euros and benefited more than 5.7 million students in over 45 countries, establishing one of the most far-reaching international digital education initiatives.

This impact report provides an opportunity to reflect on what really changes in a child's life when a school has a clear educational purpose and the right people to support it. Over the years, we have seen that this change stems from teacher training, school leadership, support, local partnerships and the ability to adapt to diverse contexts. When technology is integrated into this process, it amplifies these results.

The relevance of this approach is even greater today: what we bring into the classroom is education accompanied by technology that is designed to adapt to the pace and needs of every child, even where there is no internet connection. That is the true measure of education: developing skills which, in addition to knowledge, enable children to understand, participate and thrive.

This is precisely the vision set out by the United Nations' Sustainable Development Goal 4, which identifies inclusive, equitable and quality education as an essential condition for the progress of societies.

It is in this space – between the scale of the global challenge and the specific reality of each classroom – that organisations such as foundations play an irreplaceable role. Whilst major international frameworks set the course, it is often the foundations that reach the final stretch of the journey: to the school without internet connectivity, to the displaced community, to the teacher who needs close and sustained support over time. This ability to act where others cannot reach—with flexibility, a personal touch and long-term commitment—is what makes the work of the Telefónica Foundation and the "la Caixa" Foundation an essential complement to the major global development agendas.

The results set out in this report show real changes in students' motivation, participation, learning and expectations for the future. They also demonstrate the strengthening of the digital and teaching skills of numerous teachers who have found new ways to enrich their teaching practices. However, the true impact of ProFuturo goes beyond the figures. It is reflected in the stories of students such as Deyvi and Ibrahim, as well as in those of many other boys and girls whose educational and personal journeys have been transformed thanks to new learning opportunities. It is also evident in the teachers who have adopted new tools and methodologies, gaining the confidence to better support their students. These years have also taught us that educational transformation requires time, support and collective commitment. It requires schools capable of making the most of resources and educational communities that embrace change. Furthermore, we have seen the importance of measurement to better understand what works, improve our interventions and make decisions with greater rigour. And that rigour is essential if we want digital education to be a serious, humane and effective response to complex challenges.

This tenth anniversary also invites us to look ahead with renewed ambition. We look to the future with the determination to deepen our impact, quality and efficiency, to strengthen evidence-based learning and to incorporate new technologies responsibly. But, above all, we remain steadfast in one fundamental conviction: technology only makes sense when it serves people. This report pays tribute to the Telefónica Foundation, the "la Caixa" Foundation, the ProFuturo teams and all the partners, teachers, families and students who have made this journey possible. What has been achieved so far belongs to all of them.

ProFuturo celebrates what has been achieved, but, above all, the opportunity to keep moving forward. Because when a student regains confidence in their ability to learn, when a teacher discovers new ways of teaching, and when a school incorporates innovation into its daily life, that is where the true outcome of these ten years lies: in the lives that, thanks to technology, find a different path. That is the real opportunity we are pursuing: transforming lives.



03

The challenge
of learning in
contexts with
fewer
opportunities

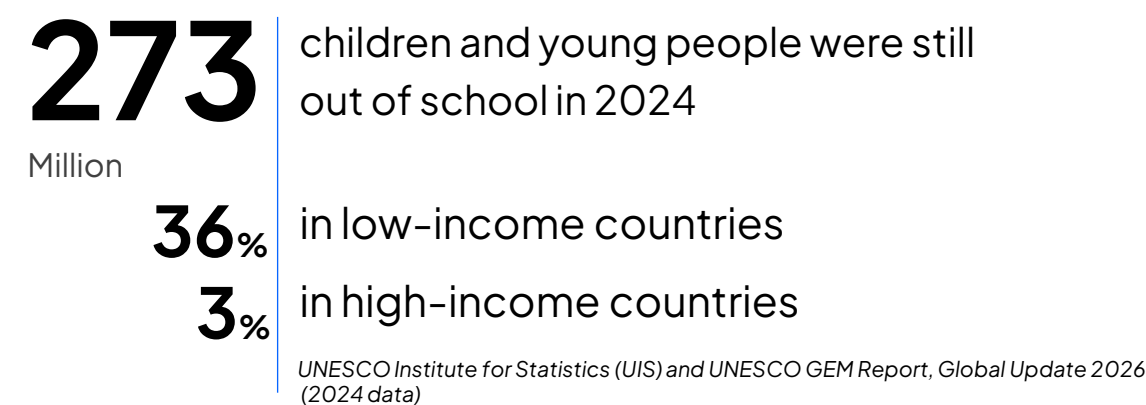
03. The challenge of learning in contexts with fewer opportunities

Going to school does not always mean learning

Over recent decades, access to quality education has been a global priority, but the challenge remains significant. ProFuturo addresses three challenges:

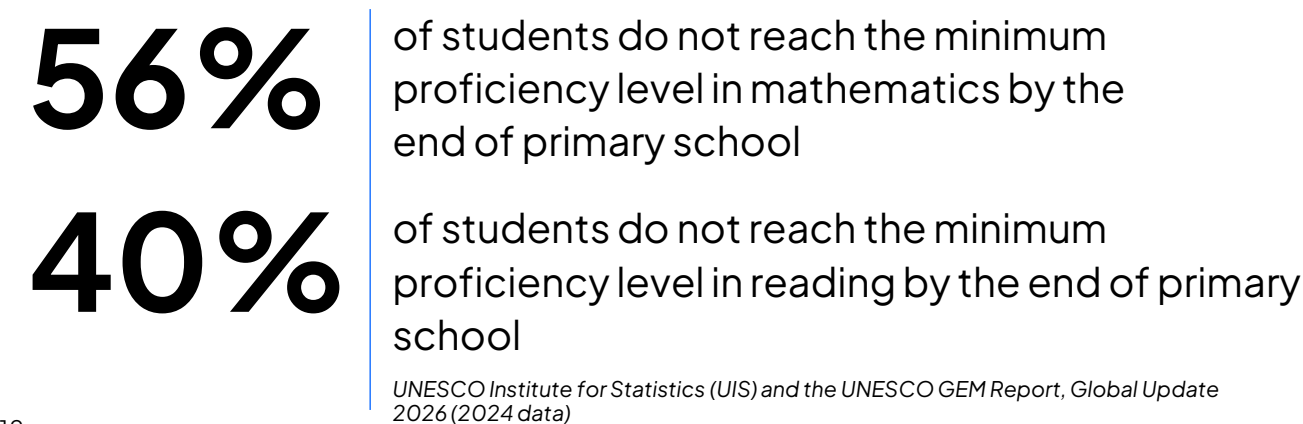
Gaps in access to and retention in education

There are still children and young people out of school or at risk of losing their connection with school; therefore, increasing motivation and reducing absenteeism are key.

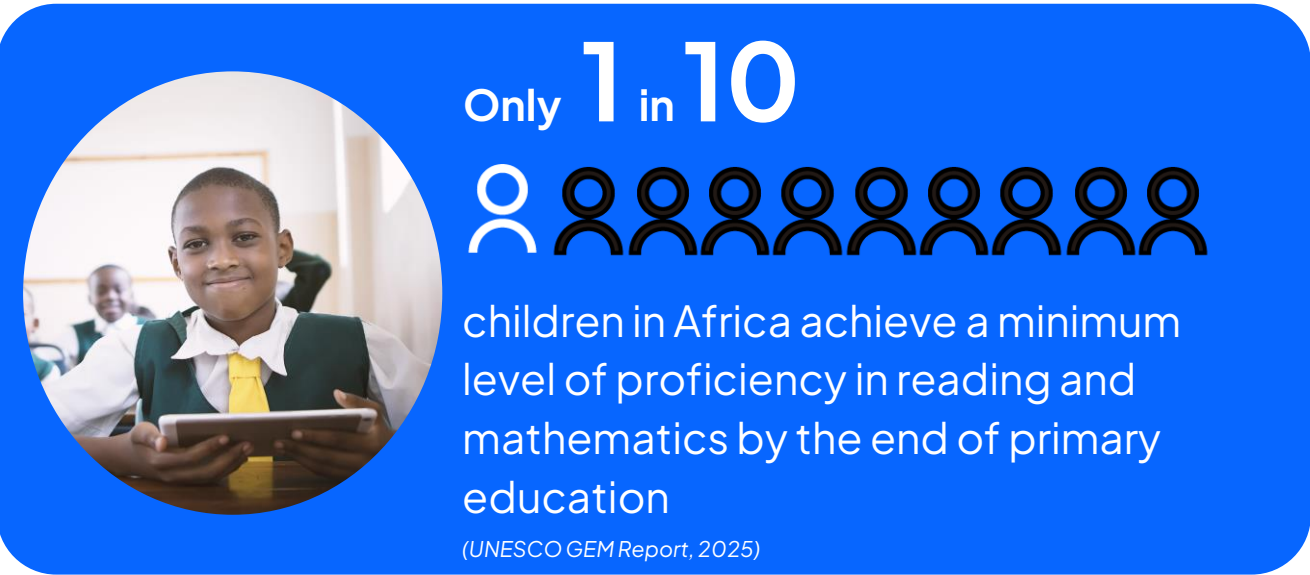


Learning gap

The second challenge is the learning gap, because going to school does not always mean learning.



This gap is particularly acute in Africa, home to some of the contexts in which ProFuturo operates.



School attendance, therefore, does not always translate into the effective acquisition of fundamental learning.

Digital divide

Added to these gaps is a third challenge: the digital divide. According to the International Telecommunication Union (2025), almost three-quarters of the world's population was already online by 2025, but 2.2 billion people remained without access to the internet, the majority of whom live in low- and middle-income countries.

The digital divide in vulnerable contexts is not limited to connectivity but also includes inequalities in access to technological infrastructure and digital resources for learning, which limits opportunities to develop digital skills and to participate fully in technology-mediated learning environments. (UNESCO, 2023)

The consequences of these gaps are cumulative. When a student fails to acquire a sufficient foundation in reading comprehension and mathematics, they face greater difficulties in progressing in subsequent learning. These difficulties can lead to demotivation, underachievement, absenteeism or dropping out of school.

Added to these difficulties is another key factor: in many vulnerable contexts, teachers have not always had access to sufficient training that is up to date or tailored to the real needs of the classroom. Technology-enhanced education can help to reduce some of these barriers when it is aimed at broadening access to information, content and educational resources.

Therefore, talking about digital education does not mean picturing children sitting in front of a screen without purpose or guidance. It means using technology as a teacher-led tool for teaching and learning, with clear educational objectives and resources that enable students to research, analyse, interact with content, practice and build their learning.

ProFuturo works to ensure that every child, every teacher and every school it engages with finds new reasons to trust in their abilities, open up new possibilities and believe once again that a different future is possible.





04

How we
drive
change

04. How we drive change

ProFuturo: a comprehensive initiative

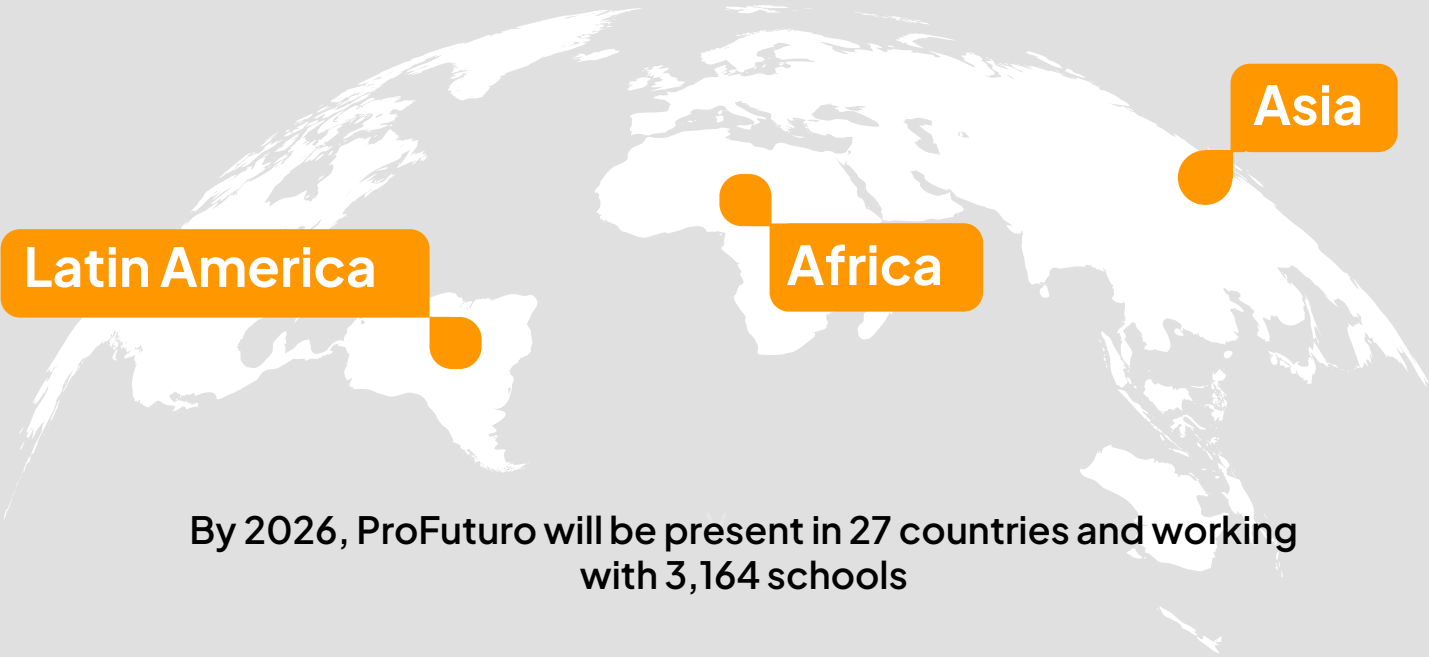
ProFuturo was launched in 2016, supported by the Telefónica Foundation and the “la Caixa” Foundation, with the aim of helping to bridge the educational and digital divides through technology-enhanced education in underserved communities.

ProFuturo is a comprehensive programme that combines electronic devices, online and offline platforms, digital content and activities for the classroom, teacher training, support, monitoring, evaluation and partnerships with various stakeholders, enabling it to reach the places where educational gaps are the largest.

When ProFuturo arrives at a school, a process begins that aims to transform the way teaching and learning take place: using digital resources in an educationally meaningful way, strengthening skills, incorporating more active teaching methods, and fostering greater motivation and confidence among teachers and students.

- 1 The school team receives training to adapt ProFuturo to their specific context and to the needs of their students.
- 2 Management teams receive guidance and support to plan, organise and lead how ProFuturo will be used.
- 3 Schools receive technological equipment and access to digital platforms.
- 4 Teachers have access to digital educational resources, training and ongoing support to continue learning and improving their lessons.
- 5 Ongoing monitoring and partnerships enable better management of activities in schools and help to ensure the programme is effective.

Over the past ten years, ProFuturo has reached a wide variety of communities across Latin America, Africa and Asia. It has worked in rural, urban and humanitarian context schools, in most cases where internet connectivity is limited or non-existent. ProFuturo’s evolution towards a more targeted approach is reflected in the scale it has achieved throughout its history: it has operated in more than 45 countries and in around 6,000 schools.



This tenth anniversary invites us to look to the future with renewed ambition, embarking on a period of transition and strategic review to focus on and strengthen our impact, quality and operational efficiency, whilst always placing our beneficiaries at the centre.



Adapting to the context to break down barriers

ProFuturo is designed to adapt to very different educational contexts, including those where connectivity or access to electricity remains a constraint. Its platform works both online and offline, enabling it to reach schools with significant connectivity limitations. In collaboration with ministries of education, local partners and educational communities, it identifies the links between its resources and national curricula to facilitate its use in the classroom.

Educational content to boost learning

ProFuturo offers a wide range of digital resources organised by subject areas learning levels and educational objectives.

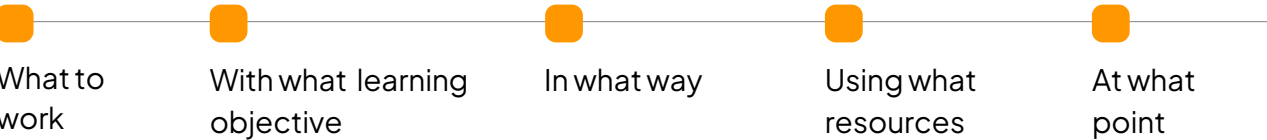
- 1,680 hours of educational content
 - 4 languages: Spanish, English, Portuguese and French
 - Mathematics, Language, Science and Technology
 - UNESCO-certified resources
- Content is available for students such as educational tools that allow learners to progress at their own pace, consolidate what they have learnt and enjoy a more active and personalised learning experience.
 - For teachers, it makes it easier to prepare lessons, select appropriate resources and monitor students' progress.



The ProFuturo platform's offline design makes it possible to bring digital learning resources and experiences to contexts where connectivity remains a barrier.

Training and support to transform classroom teaching

Teacher training is central to ProFuturo. Through courses, resources and tools, teachers strengthen their digital and pedagogical skills and learn to integrate digital content and activities into their lesson planning:



This training is complemented by the role of the coach, a key contact who supports schools and teachers in the implementation and use of ProFuturo.

Their role is to train, support, guide and motivate teachers to integrate digital resources into the classroom in a way that is educationally meaningful. To this end, they support the use of the platform, resolve queries and issues, provide guidance on the selection of content and activities, assist with lesson planning and ensure that the technology is tailored to the real needs of each class.

In this way, ProFuturo provides devices, platform or digital content and supports teachers so that they can use them in a way that is pedagogically meaningful.

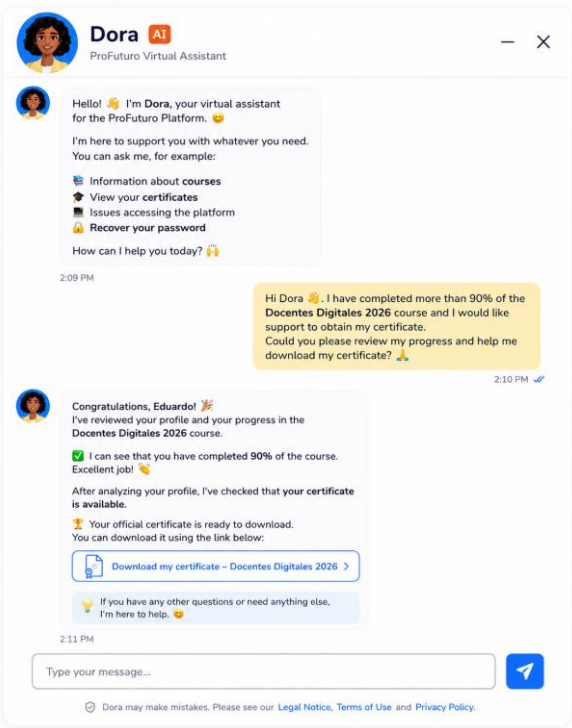
The value of technology lies precisely in this integration: it does not replace the teacher, but rather expands their resources to teach more effectively and better support learning.

Technology and artificial intelligence to enhance the user experience

Since its inception, ProFuturo has driven educational innovation in the most vulnerable communities to contribute to quality education. In recent years, it has reinforced this approach through increasingly advanced platforms, content and tools, whilst also incorporating the possibilities offered by artificial intelligence. Today, it boasts a more integrated and efficient technological ecosystem, which harnesses new technologies to improve the user experience and provide more responsive solutions to teachers, schools and teams supporting the implementation and monitoring of the programme in each country.

The incorporation of artificial intelligence is one of the advances in innovation technology. Dora has been created – a virtual assistant powered by generative artificial intelligence designed to improve user support and incident management.

In this new phase, the goal is for Dora to help strengthen pedagogical support for teachers always in accordance with criteria of responsible use, data protection, security and equity, ensuring that these tools help to bridge gaps rather than widen them.



This development is accompanied by teacher training in the field of artificial intelligence. ProFuturo has introduced courses on artificial intelligence and the pedagogical use of AI-based digital tools.

+120 of AI-related training opportunities
Hours (ProFuturo, 2025b)

Monitoring and evaluation to guide innovation

ProFuturo has a monitoring system that provides a more comprehensive overview of implementation. This system helps to identify what is being used, where progress is being made, which schools need more support, which teachers require additional guidance, and which conditions favour better implementation of ProFuturo in schools.

ProFuturo relies on data to understand how the programme is being used in schools and which conditions lead to better outcomes. The system utilises data from ProFuturo’s platforms, as well as from the Teacher Digital Competence Self-Assessment tool and the School Assessment Tool (SAT), which enables us to gauge the extent to which ProFuturo has been adopted in schools.

This information is supplemented by surveys that ProFuturo has been conducting since 2021. Provided for students, teachers and coaches, these surveys reach approximately 100,000 respondents each year (Possible Lab and ProFuturo, 2024). These surveys gather insights into motivation, attendance, understanding, teaching practices, support, use of resources and evaluation of the educational experience.

In addition to this monitoring, ProFuturo has commissioned more than 35 studies and evaluations to better understand its impact (ProFuturo, 2026b). Most of these have been carried out by universities, consultancy firms, research centres and external organisations that are specialised and recognised in the fields of technology-enhanced education and evaluation. This external perspective enables results to be cross-checked, lessons to be identified and a culture of continuous improvement based on solid evidence to be reinforced.

School Assessment Tool (SAT)

Self-assessment tool for teachers' digital skills

Surveys

Studies and evaluations

Partnerships to strengthen digital education worldwide

ProFuturo works with a diverse network of institutional partners, organisations supporting on-the-ground implementation, technology partners and organisations specialising in education, research and evaluation, all of which reinforce the programme’s reach, quality and sustainability. Furthermore, these partnerships aim to pool capabilities to drive improvements in digital education.



Local partnerships are particularly important because they link ProFuturo’s global approach to each local area. They are the ones who know the schools, the education authorities, the management teams, the teachers and the families. Thanks to them, ProFuturo adapts its approach to the needs of each context and strengthens the conditions necessary for it to be sustained over time.

Awards

ProFuturo’s development has been marked by international recognition that reinforces its position as an initiative in digital education and social innovation:

2020

2021

Inclusion in HundrED's Top 100 Innovations

2020

Best practice at the Dubai World Expo

2021

WISE Award (Qatar Foundation)

2023

GLOMO Award (Mobile World Congress. (GSMA)

2026

Inclusion in UNICEF's Learning Cabinet



05

The impact on
students and
teachers

05. The impact on students and teachers

The students' journey of transformation

Ibrahim Waibi's story clearly illustrates the journey that ProFuturo seeks to facilitate to transform students' lives.

Ibrahim lives in the Jinja district in eastern Uganda, and the start of his journey was not an easy one. He sums up that starting point as follows:



Ibrahim with his younger brother

"Before ProFuturo, I often felt discouraged at school. I found it hard to keep up with lessons and understand what was being taught. I frequently felt left behind."

His experience began to change in 2017, when ProFuturo arrived at Fr. Bodewig Primary School. From then on, going to school began to mean something different to him.

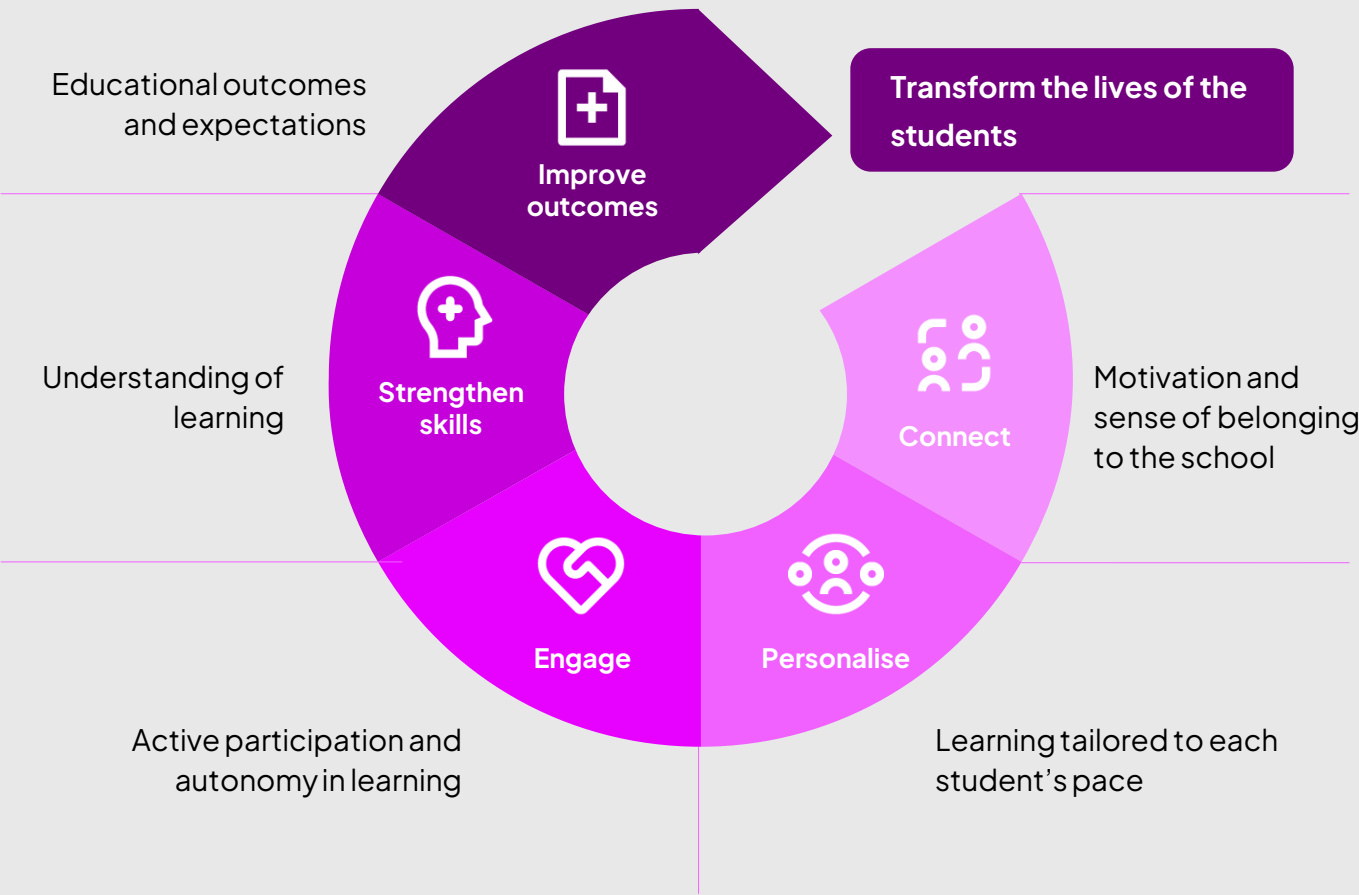
"Learning became more engaging and accessible. I could view visual explanations, practise exercises independently and review the lessons at my own pace."

"Concepts that used to seem too complex became easier to understand. I got more involved in class, started asking questions and, little by little, my performance improved."

That progress continued. Ibrahim achieved outstanding results in his primary school leaving exams. After regaining his confidence, practising and improving, he earned the highest grade in the national Primary Leaving Examinations. For him, it was not just a grade but proof that his future could continue. In 2022, he enrolled at St Mary's Secondary School.

There, he continued to strengthen his digital skills and learned how to browse digital content, write documents and use technology to research and support his studies. He is currently in his final year of secondary school before going on to university, following a course that combines Information and Communication Technologies (ICT) and Science. He feels confident using computers and helps younger students in his community acquire basic digital skills. *"ProFuturo has given me more than just an education. It has given me direction, confidence and the belief in what I can achieve."*

When we analyse Ibrahim's story, we identify the key factors driving ProFuturo students, as identified in the following chart:



Connect. Motivation and a sense of belonging to the school

ProFuturo’s annual surveys reveal the following findings:

90% of students said they felt more motivated to attend school
(Possible Lab y ProFuturo, 2024)

83% of teachers believe that ProFuturo has helped to reduce school absenteeism
(Possible Lab y ProFuturo, 2024)

93% of headteachers stated that student engagement and motivation increased thanks to the interactive nature of digital tools
(Education Development Consult, 2025)

Personalise. Learning tailored to each student’s pace

In many classrooms, students start out with different learning paces and needs, yet they all receive the same explanation. Some need more time to understand, whilst others progress more quickly. ProFuturo’s digital resources help to bridge the gaps within the class itself by personalising each student’s experience according to their level.

85% of students believe that ICT tools transform their learning experience, highlighting interactive content and self-paced learning
(Possible lab y ProFuturo, 2024)



Ana, a student at a school in Cajamarca, Peru, shares her everyday experience: “I like using the ProFuturo tablets. I’d like us to have more tablets at my school so that I can use them more often. My maths lessons are fun because I do lots of exercises and earn lots of stars.”

Engage. Active participation and autonomy in learning

ProFuturo seeks to broaden the ways in which students learn in the classroom. Technology, integrated in a pedagogically meaningful way, enables a shift from a more passive role to a more practical learning experience where students can interact with content and participate more directly in the lesson.

85% of students believe that interactive content improves their understanding
(Education Development Consult, 2025)

95% of students acknowledge that ProFuturo helps them engage more in learning activities, by paying closer attention, practising more consistently and participating more actively in class.
(Education Development Consult, 2025)

In the words of Marbella Pablo Gutiérrez, a teacher at Monte Albán Primary School in Oaxaca, Mexico, “the use of tablets has contributed to the development of digital skills, critical thinking and problem-solving, motivating students to learn in a more dynamic and independent way”. Her testimony shows that, when technology is integrated into teaching practice in a pedagogically meaningful way, it also changes the way in which students participate, investigate, collaborate and construct their learning.

Jenny, a teacher at the Loma Bonita school in Panama, explains this using an example from a classroom session where they used Spanish resources to reinforce reading and writing, alongside mathematics and natural science content. She sums it up as follows: *"Seeing our children working independently, happily, building their own learning and engaged in the activities was wonderful."*



Strengthen skills. Understanding of learning

The use of digital resources can help certain content to be better understood, especially in subjects where concepts are abstract.

+80% of students said they gained a deeper understanding of the topics thanks to ProFuturo
(Education Development Consult, 2025)

Arthur, a Year 1 student in Brazil, sums up this progress very succinctly:
"It's really good because you can learn more on the ProFuturo Maths platform. It has lots of stages to help you improve your performance."

Improve outcomes. Educational outcomes and expectations

The transformation of the learning experience becomes more significant when it translates into academic progress, continued attendance at school or new aspirations.

One of the most significant pieces of evidence comes from the study carried out by SUMMA in Latin America (Castillo-Canales et al., 2026). Its value lies in the fact that it is based on official data on students' learning outcomes in mathematics and language, and on a comparison of schools participating in ProFuturo with similar schools that did not take part in the programme. This makes it possible to observe how students' academic results evolve in areas where ProFuturo is present.

The results are particularly robust in Brazil and Chile, two countries where schools participating in ProFuturo show significantly greater progress in core learning outcomes. In both cases, the difference is not evident in a single isolated indicator, but across key areas such as mathematics and language, which reinforces the consistency of the findings.



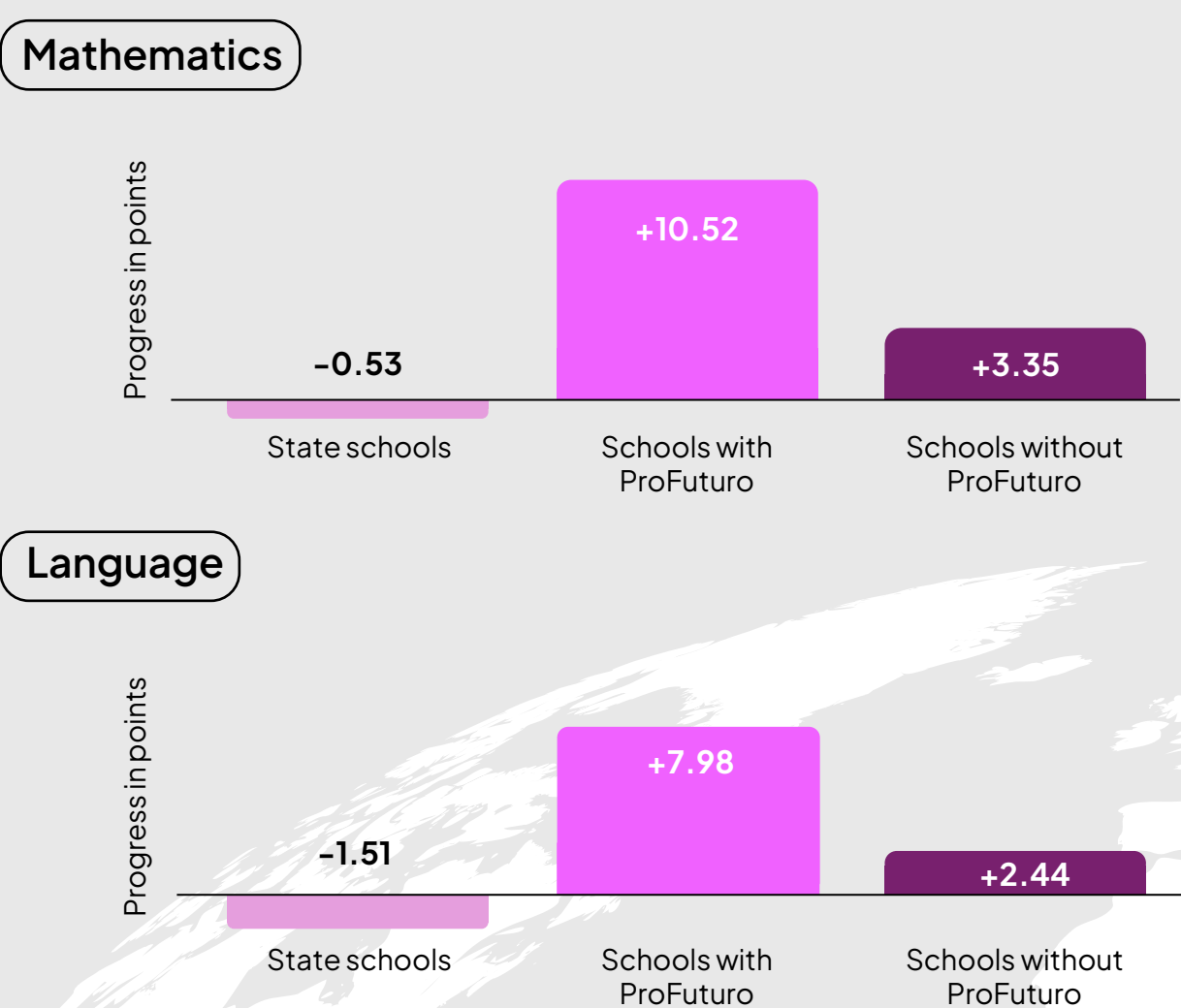
In Brazil, progress was just over 3 times greater in both mathematics and language. The course pass rate increased by 18% among schools participating in ProFuturo.



In Brazil, progress was just over 3 times greater, in both mathematics and language. Furthermore, in Brazil, the course pass rate rose by 18% in schools taking part in ProFuturo, compared with a 12% increase in schools not participating in the programme.

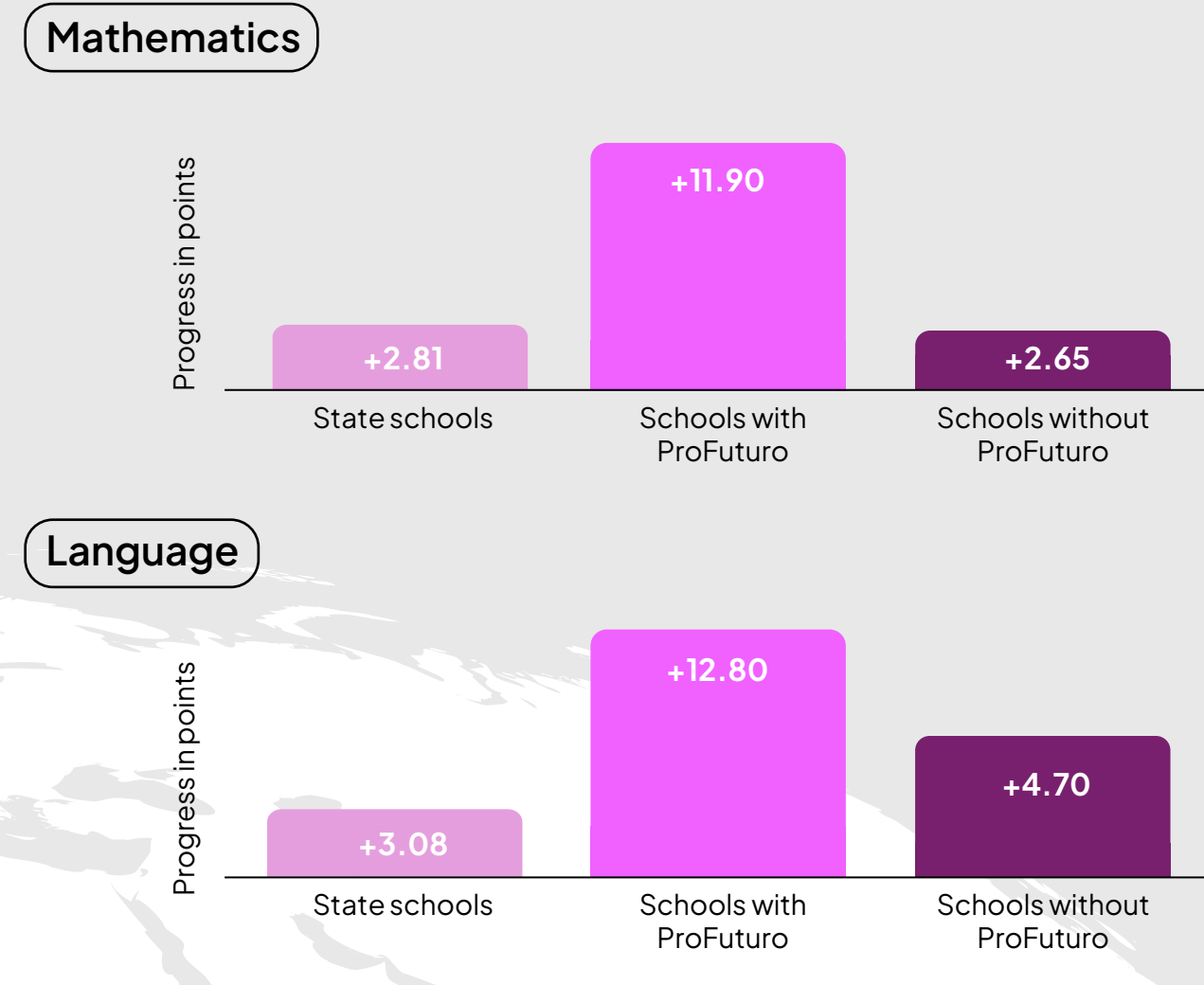
This evidence is one of the clearest signs of ProFuturo's impact: when technology is integrated with teacher training, support and school organisation, it can help to improve measurable learning outcomes in schools operating in contexts with fewer opportunities.

Brazil Improvement in learning outcomes between 2017 and 2023



(Data from the standardised national learning assessment, SAEB)

Chile Improvement in learning outcomes between 2018 and 2023

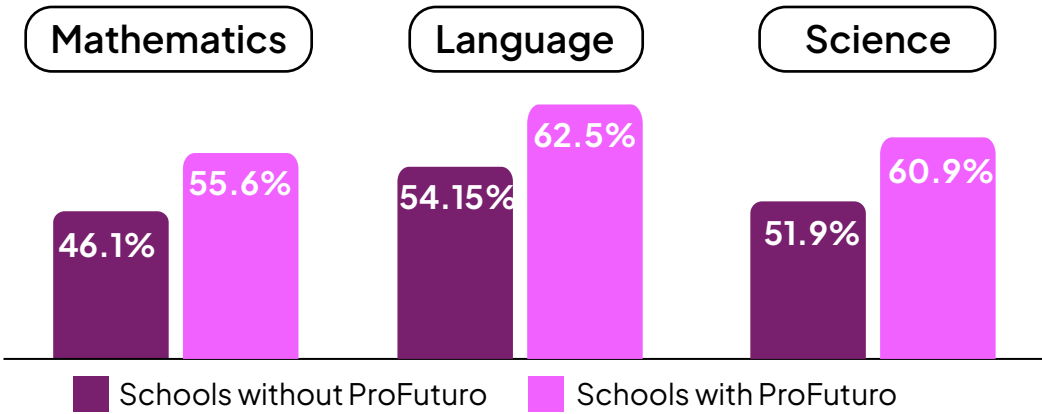


(Data from the national standardised learning assessment, SIMCE)

In **Colombia**, a study carried out by La Salle University in 2025 utilised and compared the results of ‘Evaluar para Avanzar’ — the Colombian Ministry of Education’s official test for measuring learning and skills to support educational improvement — noting that students at schools participating in the ProFuturo programme achieved, on average, 18% more correct answers than students in similar schools without the programme during the years analysed, up to 2021.

In **Rwanda**, a study carried out in 2024 shows that schools with ProFuturo have a higher percentage of students achieving the minimum scores set by the National Examinations and Schools Agency (NESA). (Education Development Consult, 2025)

Students achieving the minimum required score



In **Zimbabwe**, the Baobab Educational Assessment Centre analysed the results of the ZIMSEC national primary school leaving examinations. Between 2020 and 2025, districts with ProFuturo schools improved their average pass rate by 16.55 percentage points, compared with 10.70 percentage points in districts without ProFuturo schools.

6% improvement in the educational outcomes of students in schools with ProFuturo in Zimbabwe
(Baobab Educational Assessment Centre, 2025)

This evidence, based on official tests from each country and analysed by various external evaluation bodies, reinforces a key finding: when ProFuturo is implemented alongside teacher training, support and school organisation, it can help improve students’ core learning outcomes.

Students’ stories illustrate how ProFuturo broadens educational opportunities and prospects for the future. Thanks to access to digital tools and innovative methodologies, students can enhance their learning, gain autonomy, develop digital skills and begin to chart new personal and professional paths.



Teachers who transform the way they teach



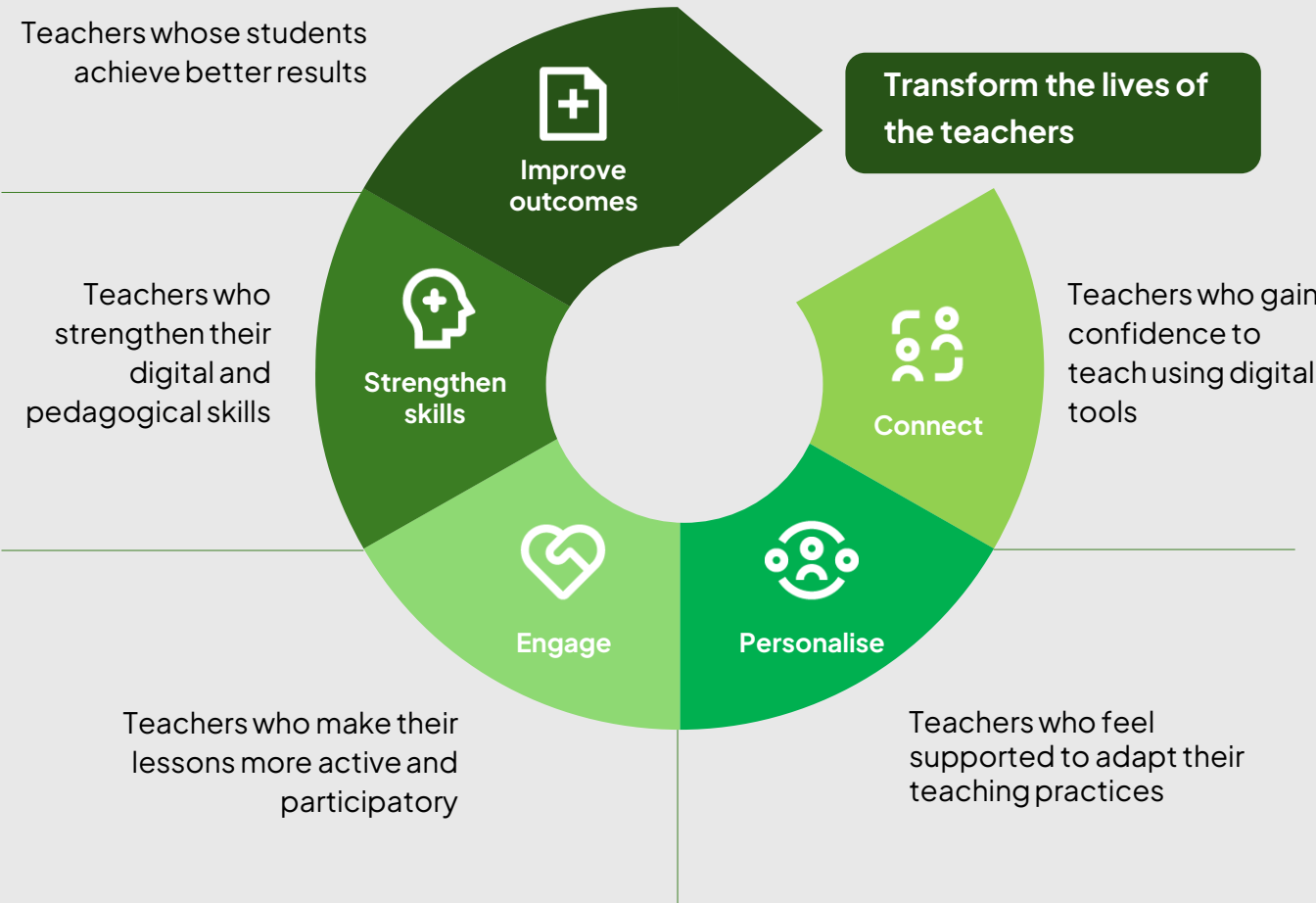
The story of Marta Luis Julián, a teacher at Monte Albán Primary School in Oaxaca (Mexico), illustrates how digital education can transform teaching practice when it is integrated into school planning to address real classroom needs and when teachers are supported in finding new ways to engage with their students.

The arrival of ProFuturo involved much more than simply introducing tablets: it triggered a broader process of pedagogical adaptation, internal organisation and the development of new skills. Teachers had to familiarise themselves with digital educational resources and find ways to use them effectively in the classroom.

"The introduction of tablets at Monte Albán Primary School has transformed teaching and learning, strengthened the digital skills of teachers and students and promoted new educational methodologies."

In Marta's experience, "ProFuturo has helped teachers integrate technology more effectively into their lesson plans, overcoming initial resistance". Marta points out that ProFuturo "has enabled the incorporation of more interactive, personalised and student-centred, using tablets as tools for research, discovery and collaboration".

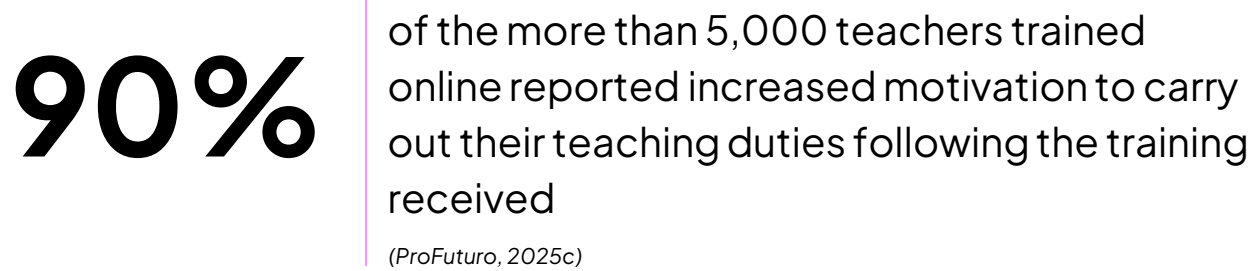
Marta's story illustrates the phased approach through which ProFuturo aims to bring about a change in the way teachers teach:



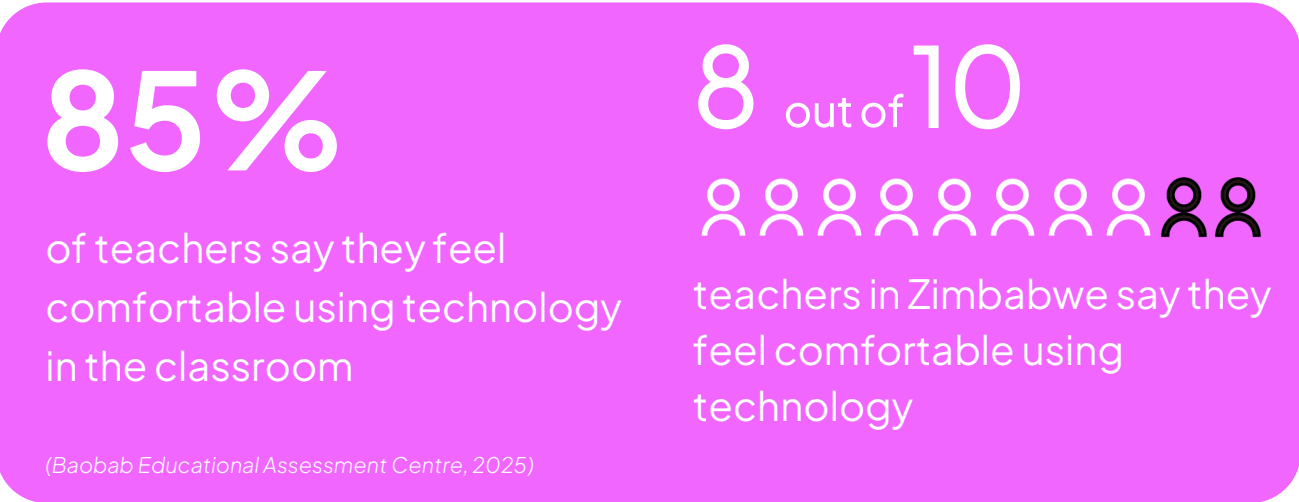
Connect. Teachers who gain confidence to teach using digital tools

In many contexts, teachers have not received prior digital training and have developed their practice over the years with limited resources. This can lead to technophobia or initial resistance to technology. Therefore, one of the coach's first tasks is to break down this barrier: to build confidence, support early adoption and demonstrate that digital resources can be integrated gradually and effectively into teaching practice.

Consequently, the first stage of the journey begins when the teacher understands how technology can be of use to them, learns how to integrate it into the classroom dynamic, and realises how it can enrich their teaching style.



The data show that this familiarisation process leads to greater confidence:



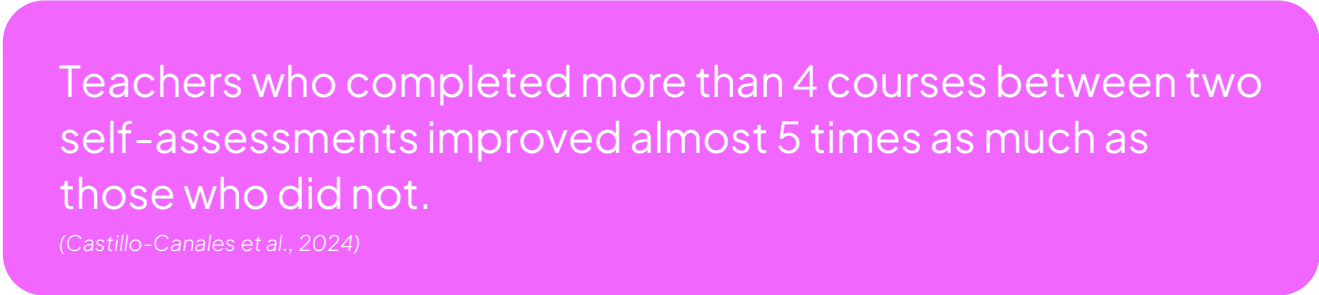
The experience of Rosemary, a teacher at Our Lady of Fatima School in Argentina, reflects this stage. At first, she avoided using the platform because she didn't have a computer at home and didn't know how to use it. With the support of her coach, she gradually overcame her fears until she was able to prepare her lessons and use the tablets with her students independently. As in Marta's case, the starting point was confidence: before transforming their practice, teachers need to feel that the tool is manageable, useful and compatible with their teaching style.

Personalise. Teachers who feel supported to adapt their teaching practices



In 2024, a specific analysis was carried out of ProFuturo's Teacher Training Model in Latin America, based on a sample of over 800 teachers who had completed two self-assessments.

This analysis provided a more detailed insight into how teachers' digital competence evolves when training is sustained over time. The results show a clear trend: teachers who take part in more courses and accumulate more hours of training tend to improve their digital competence to a greater extent.



The role of the coach is key to supporting teachers in their day-to-day practice. Their support helps teachers gain confidence, integrate technology into the classroom and adapt their teaching to the needs of their students.

This support combines on-site visits with ongoing virtual contact to answer questions and provide follow-up even when distance makes visits difficult.

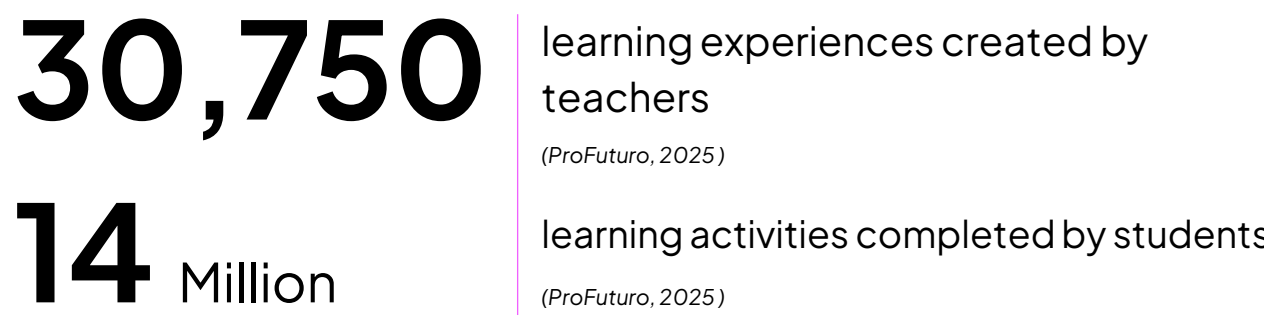


Karla, a teacher at the Caserío San Cristóbal School in El Salvador, recalls the nerves she felt before teaching her first lesson using ProFuturo’s digital resources. Her starting point was clear: *“My passion is teaching maths.” Through the training sessions, she learnt to use these tools and expanded her knowledge through online courses: “I felt I learnt a great deal and that everything was very practical.”*

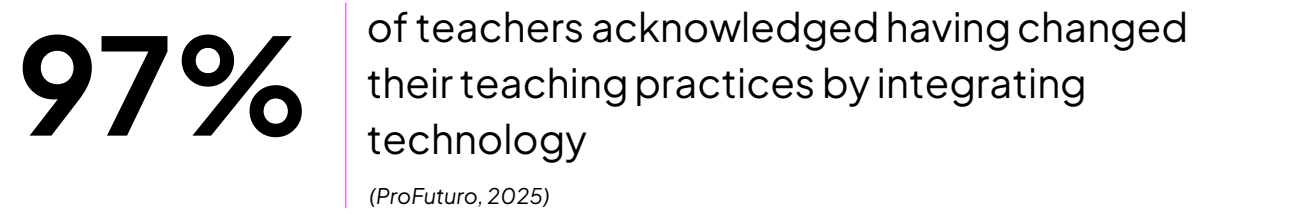
The support enables teachers to learn how to make the tool their own and adapt it to their class, their lesson plans and the learning areas they need to reinforce.

 Engage. Teachers who make their lessons more active and participatory

In 2025, the system recorded numerous learning experiences designed by teachers and activities carried out by students.



As teachers gain confidence and feel better supported by ProFuturo, they can use digital resources to transform the dynamics of the classroom.



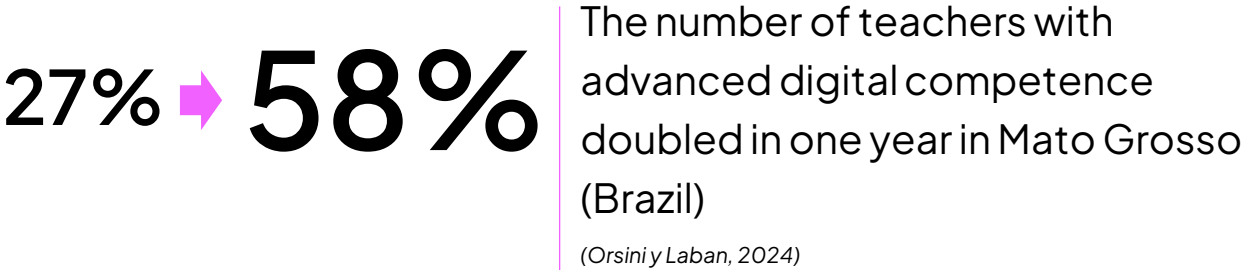
These figures show that the change is not limited to the use of a platform, but rather affects the way in which teachers prepare, deliver and adapt their lessons.

In Colombia, Alexander, a teacher at the Nueva Esperanza Educational Institution in the department of Meta, describes a similar transformation. *“Today, thanks to ProFuturo, we are able to apply and explore new ways of teaching and learning through digital technologies with confidence.”* He explains that *“the children have explored and embraced technology, showing greater motivation; this is reflected in the expressions of happiness and wonder on their faces every time they pick up a tablet.”*



 Strengthen skills. Teachers who strengthen their digital and pedagogical skills

Initially, teachers may learn how to use a platform or a tablet, but the most significant progress occurs when they use these resources to plan more effectively, adapt activities, and combine explanation, practice and follow-up.

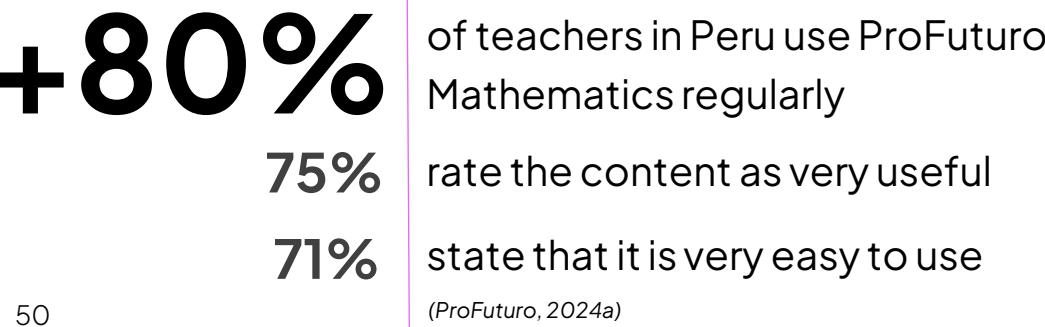


This progress is the result of a capacity-building process that enables the development of stronger digital and pedagogical skills, facilitating the integration of technology with greater autonomy and educational purpose.

Gladys, a lead teacher at the Santa Catalina Labouré school in Ecuador, explains that ProFuturo highlights the change amongst teaching staff: Gladys, a lead teacher at the Santa Catalina Labouré school in Ecuador, explains that ProFuturo highlights the change amongst teaching staff: *“ProFuturo’s training programmes have strengthened our teaching practice and encouraged us to incorporate more active strategies in the classroom”.*

This strengthening is also evident in the use and appreciation of specific tools. These are signs of ownership and adoption: the teachers incorporate them into their daily work and value them as a resource that supports teaching.

At this stage, teachers gain technical proficiency and strengthen their pedagogical judgement. Technology is no longer perceived as something new; instead, it becomes an embedded capability within their teaching practice.

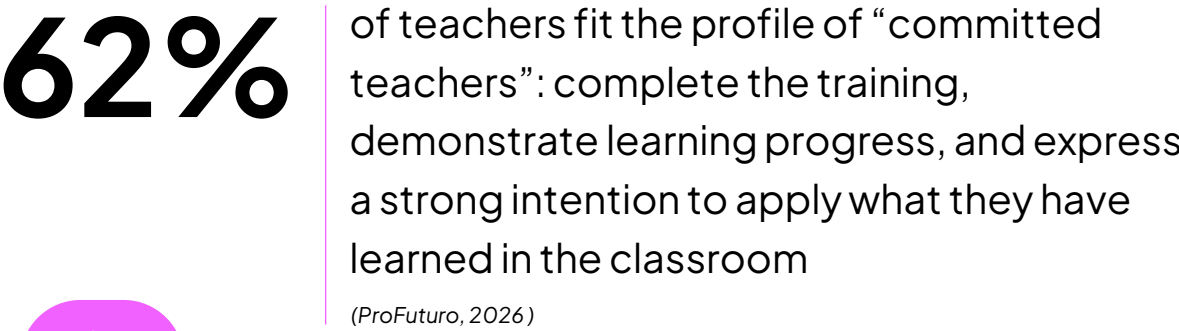


 Improve outcomes. Teachers whose students achieve better results

This stage links teacher transformation to improvements in the student experience and learning outcomes. 78% of teachers state that ProFuturo improves the expected learning outcomes for their students. (Possible Lab and ProFuturo, 2024)

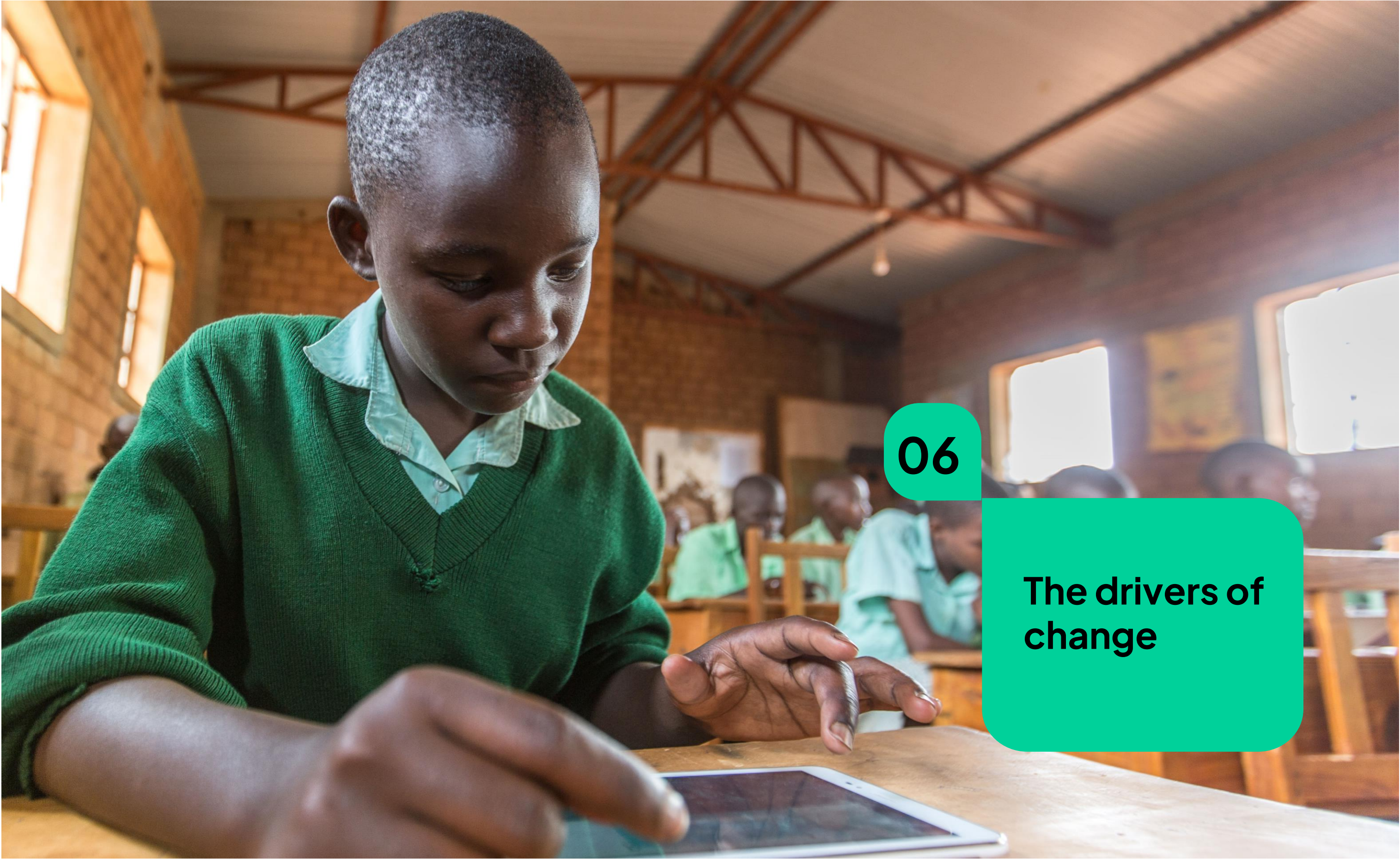
In Brazil and Chile, SUMMA’s studies show particularly significant progress in mathematics and literacy in schools participating in the ProFuturo programme compared with similar schools without the programme. (Castillo–Canales et al., 2026)

In Colombia, an evaluation conducted by the University of La Salle found greater improvements in literacy and mathematics among students participating in ProFuturo compared with those who do not participate. (Rodríguez Revilla et al., 2025)



ProFuturo empowers teachers

By turning digital education into a genuine teaching tool that supports learning and helps teachers find new ways to engage with their students.



06

The drivers of change

06. The drivers of change

Supporting the transformation of learning through technology

Digital education does not have an impact simply because it is available. For a platform, a tablet or a digital educational resource to become a learning tool, schools must be able to integrate them into their operations, teachers must know how to use them in a pedagogically meaningful way, and support mechanisms must be in place to address technical, organisational or methodological queries.

That is why support is one of the structural pillars of the ProFuturo model. Its role is to ensure that technology is not left in isolation as an external resource, but can be progressively integrated, particularly in contexts with poor connectivity, limited resources or little prior digital experience.

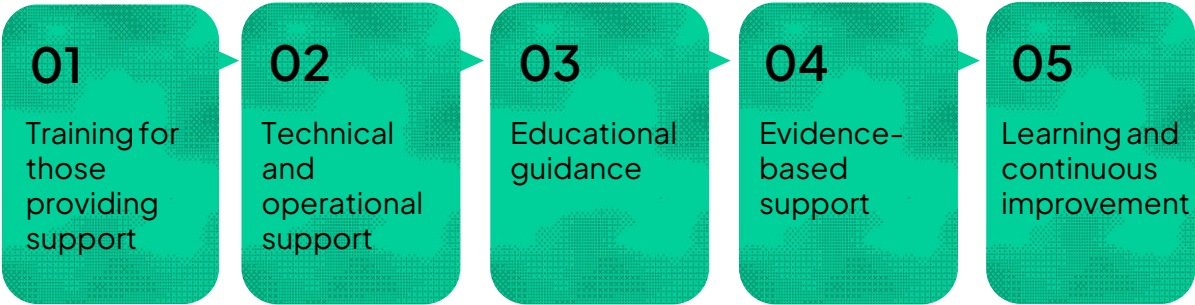
Coaches



A key figure in this process is the coach – understood as the individual or support team working closely with schools, supporting the implementation of ProFuturo and assisting teachers to ensure that ProFuturo is adapted to the specific context of each school.

In some countries, this support takes the form of school visits and training sessions. In other contexts, teachers are supported through support channels or learning communities.

Dimensions of the support



01 Training for support staff

Coaching works in a cascade: for coaches to provide effective support to schools, they too need training, guidance and opportunities for professional development.

86%
of the coaches felt they had received effective support and guidance
(Possible Lab y ProFuturo, 2024)

The coaches rated the improvement in their professional skills an 8.73 out of 10.

90%
completion rate
Ratings above 9 out of 10
(ProFuturo, 2025e)

ProFuturo has developed the Key Actors School to strengthen the capabilities of trainers, local partners, coaches, lead teachers and management teams.

69 coaches trained
+160 hours of training
(ProFuturo, 2025f)

The Trainers' Hub in Africa and Asia is a network of local trainers that strengthens capacity for on-the-ground support. Through face-to-face training and peer learning, it prepares coaches who then support teachers and schools in the pedagogical integration of ProFuturo. In 2025, it trained 69 coaches and delivered over 160 hours of training; by 2026, it aims to have trained 90 coaches and delivered 240 hours of training.

This face-to-face support aims to help strengthen lesson planning, content creation, the use of digital tools and the integration of technology into daily practice.



02 Technical and operational support

In schools with little or no internet connectivity, digital education requires tailored solutions and support for their use. ProFuturo's offline platform allows access to content and resources without relying on a permanent internet connection, but its integration requires installation, updates, coordination with devices, and training for teachers and school staff. This support ensures that technical difficulties do not disrupt the education process or discourage the use of the tools.

03 Pedagogical guidance

Support means helping teachers to use technology for a specific educational purpose: to reinforce learning, introduce content, cater to different learning paces, propose interactive activities or monitor students' progress. Therefore, teacher training is not conceived as a one-off event, but as a process in which teachers learn, apply, adjust and reincorporate improvements into their practice.

ProFuturo's pedagogical support combines visits, remote support, monitoring and ongoing guidance so that teachers do not integrate technology in isolation, but as part of their planning and daily practice. This support enables them to resolve technical and pedagogical queries, select appropriate resources, adapt activities and sustain the educational use of technology over time.



04 Data-driven support

ProFuturo has a monitoring system that incorporates more than 100 process and outcome indicators, which are updated regularly. This analytical capability enables us to track ProFuturo's progress from the macro to the micro level and to guide data- and evidence-based decision-making at both the operational and strategic levels.

The School Assessment Tool (SAT) is one of the main working tools for coaches. It incorporates a set of indicators that provide a comprehensive and comparable overview of how each school is progressing in adopting ProFuturo, enabling the support required by each school to be tailored and adjusted according to its specific situation.

05 Learning and continuous improvement

In addition to operational monitoring, ProFuturo promotes learning and continuous improvement by identifying best practices, factors that contribute to success, and obstacles that limit results. The findings and recommendations arising from the evaluations provide useful insights for the strategic and management teams, aimed at optimising the programme and maximising its impact.



Schools and communities driving change

Change in a school does not happen overnight, nor is it confined to the classroom. Educational transformation requires time, support and the commitment of the entire educational community: students, teachers, management teams, families and other stakeholders within the school environment. Only in this way can new resources and methodologies be effectively integrated into the life of the school and into students' day-to-day learning experience.

This section addresses the key conditions that enable change to be sustained, including the commitment of management teams, the school's internal organisation, monitoring the uptake of the programme, the involvement of families and the connection between educational communities.

The availability of equipment, platforms and digital educational resources must be accompanied by planning, internal leadership, proper care of devices, monitoring of usage and coordination amongst those involved in the process. When these elements are aligned, ProFuturo ceases to be perceived as an external intervention and begins to form part of the school's day-to-day dynamics.

Digital education only creates value when the school organises itself to integrate it, when management teams incorporate it into their priorities, and when the educational community recognises its value.

Leadership from management teams

 The commitment of management teams is one of the first signs of ownership. It is important for a headteacher to organise work and learning time so that teachers can prepare their lessons and students have the necessary time to explore and learn in the classroom.



Lead teachers



In ProFuturo, lead teachers are identified and trained as key actors in the model. These are teachers from the school who, drawing on their daily practice and knowledge of the school context, drive the effective integration of ProFuturo into the school. Lead teachers act as pedagogical role models and agents of change, supporting other teachers, promoting the educational use of technology, facilitating the exchange of good practice and helping to ensure that the skills developed through the programme become part of the school’s culture and day-to-day running.

This commitment takes the form of practical activities within the school:

- Weekly timetables for the use of digital solutions
- Rotation arrangements between teachers
- Allocation of time slots for planning and training
- Planning for the maintenance of equipment
- Revision exercises
- Collaborative projects
- Learning sequences linked to a specific subject.



Families



Families also play a key role in sustaining change in the educational community. In many contexts, households have limited resources and unequal access to technology. Therefore, when families understand the educational value of ProFuturo, they can strengthen students’ ties to the school, support attendance, recognise progress and help look after resources.

53% of teachers reported an improvement in families’ commitment to their children’s education thanks to ProFuturo

(Possible Lab y ProFuturo, 2024)

Qualitative studies in Guatemala and Zimbabwe show that families recognize their children’s progress and become more involved in their education. (Carlos III University of Madrid and equipoconsultor, 2022)

In some cases, students share what they have learnt at school with their families at home; in others, families help to look after and safeguard the devices.

67.6%

of the support teams reported that parents received information about the ProFuturo programme

(Possible Lab y ProFuturo, 2024)

Virtual communities



Although local spaces for peer-to-peer exchange already existed, ProFuturo launched its global communities in 2025 to connect coaches, lead teachers and management teams from different countries. It currently has two virtual communities aimed at coaches — one in Spanish and the other in English — and a third aimed at lead teachers and headteachers from Spanish-speaking countries.

These spaces enable participants to share experiences, resolve queries, identify best practices and foster peer learning. The value lies in ensuring that individual schools do not progress in isolation. Through this initiative, the connection between educational communities is strengthened beyond the boundaries of any single school.



A headteacher can find out how another school organises the use of technology resources.

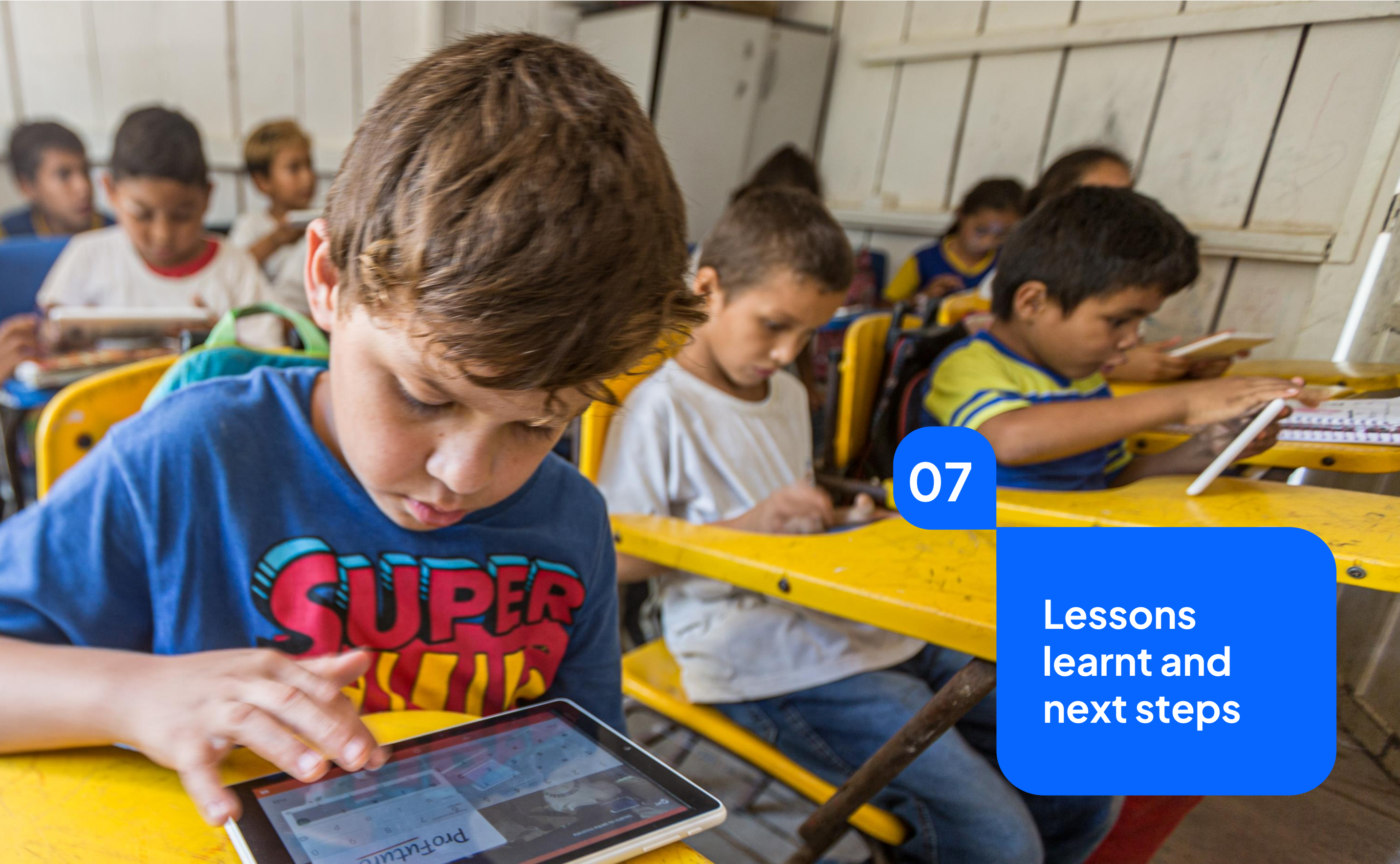


A coach can share an initiative that worked well in their schools.



Conditions for sustainable change

When digital education is integrated into planning, has internal leadership, and involves families, it ceases to be a one-off experience and becomes a practice that can be consolidated and continue to grow.



07

Lessons
learnt and
next steps

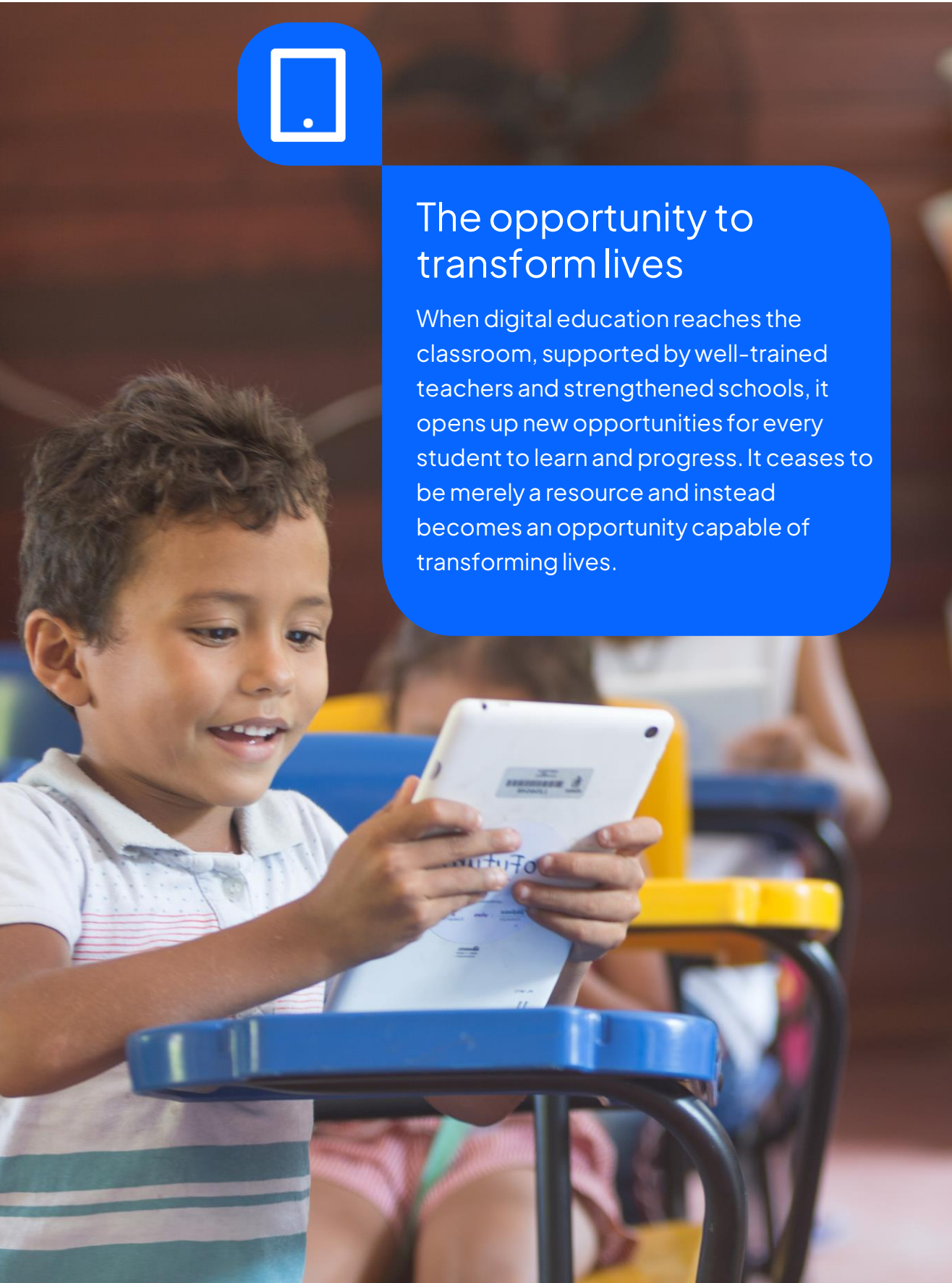
07. Lessons learnt and next steps

After ten years, ProFuturo has a solid foundation on which to build for the future. Ten years after its launch, ProFuturo’s experience allows us to draw one key conclusion: digital education can help improve opportunities for children when it addresses a real need, is implemented with sound pedagogical principles and is supported by sustained guidance.

- 01 The student must remain at the heart of the model
- 02 Sustainable educational change comes about through the professional development of teachers
- 03 Support is one of the distinguishing features of the model
- 04 The school and the community are key factors
- 05 Measuring helps to improve
- 06 Continue to work with governments, local partners, educational communities and key allies

This new phase must be measured not only by our ability to reach more people, but also by our ability to consolidate learning, empower teachers, support schools and create the necessary conditions for digital education to have a sustained impact. This challenge requires us to move forward with greater focus, quality and evidence, while always placing the beneficiaries at the centre. It involves concentrating our efforts where ProFuturo can add the most value; strengthening the programme’s efficiency and adaptability; and continuing to foster an organisational culture based on innovation and continuous improvement.

ProFuturo will continue to work towards a shared goal: for technology to be a tool in the service of a more equitable and relevant education that has a real impact on people’s lives because true transformation is not measured solely by reach, but by the ability to bring about lasting changes in the learning opportunities of those who need it most.



The opportunity to transform lives

When digital education reaches the classroom, supported by well-trained teachers and strengthened schools, it opens up new opportunities for every student to learn and progress. It ceases to be merely a resource and instead becomes an opportunity capable of transforming lives.



08

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08. References

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