



ANNUAL REPORT

2018

eight years

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MESSAGE

In our modern society, 'education' entails more than learning self-discipline, or how to read and write. Progress in the digital era demands continuous broadening of acquired knowledge, which makes the challenge of education all the greater. New technology plays a key role in our society and thus must also play a key role in the development of new learning. Nowadays we understand 'education' as a process that aids in the development of skills that foster better decision making. Our mission has been to become a part of the education process of children at a time in which technological literacy constitutes a challenge of equality and inclusivity. We believe it is crucial to question, listen and learn from children, in their insatiable curiosity and desire to make sense of the world. This is what allows us to find patterns, make connections, build theories and take action. In doing so, we have an opportunity to become a society capable of producing innovative solutions to deeply entrenched problems and achieving sustainable development.

This year, Mexico has seen many political and social changes. We believe that the continuity of our projects is crucial for the benefit of both students and teachers that aim for a better quality of education. TAK-TAK-TAK is already part of the official programs offered by the 'Autonomía curricular' (Curricular Autonomy) module of the Mexican Nuevo Modelo Educativo y de la Estrategia Digital en Educación (New Model for Education and Digital Strategy) (@prende2.0). This development will allow us to benefit more students that can learn while playing our educational video games.

We are proud to see TAK-TAK-TAK recognized by the international community. At the start of 2018 we received the Audience Choice award in WeWork's Creators Awards Mexico, which has allowed us to increase our range of educational video games. Qatar Foundation's World Innovation Summit for Education (WISE) Awards recognized us among its twelve international finalists, as a project that has positively contributed to education and society. TAK-TAK-TAK was also awarded an honorable mention in the Spanish Ciencia en Acción Awards, for its contribution to scientific outreach through science video games. Furthermore, we became the Regional Gold Award Winner (Latin America) at Reimagine Education Awards for the innovative scope of our project, and we were shortlisted for the E-Learning category. As part of our effort to expand in Latin America, TAK-TAK-TAK was endorsed by 'Computadores para Educar' (Computers for Education), a program offered by the Colombian Ministry of National Education (Ministerio de Educación Nacional) within the public school system.

The support of our patrons, allies and partners has been vital in the achievement of our goals. We are grateful for their continued trust in our project. We will continue to develop tools that allow children to cultivate the necessary skills and knowledge to contend with the demands of the digital era.

There is still much to do! Inoma and TAK-TAK-TAK will continue to pursue this goal.

Carlos Guzmán
Chairman of the Board

Antonio Purón
CEO

OUR PLEDGE

Education is a priority as a fundamental human right. Its fulfillment contributes to guarantee other rights. In that order having access to an education and even more, one with quality, becomes a catalyst to reduce poverty and improve the well-being and life quality.

Achieving a quality education is everyone's responsibility. Inoma, from the third sector, joins the Agenda of the Sustainable Development Goals 2030 of the UN, particularly with Objective number 4: Quality Education.

In Goal 4.4 of Objective 4, the United Nations wants to substantially increase the technological capabilities required for the world of work. For this reason, Inoma offers an important tool for students to improve these skills through the use of video games and allows teachers to have an updated platform to teach classes with new technologies.



In addition, we are also convinced of the importance of acquiring the knowledge, skills and competencies required to face the challenges of work and life. Therefore, we also seek to promote 21st Century Skills, such as critical thinking, problem solving, collaboration, communication, among others.

TAK-TAK-TAK is the educational solution to improve elementary education in Latin America and the world. Through a learning system based on Information and Communication Technologies (ICT), we promote quality learning through game strategy.

Our goal is that any child in the world can access quality education, in order to help reduce inequality and poverty.

OUR ADVENTURE

**2009-
2011**

Prototype design

**2011-
2012**

Assessment of
Program Design

2013

TAK-TAK-TAK

2014

LabTak

2015

ReporTak 

2016

WSA 2016 winners

2017

Curricular @prende 2.0

2018

Colombia, Creator Awards México, Ciencia en Acción,
Reimagine Education, WISE

BENEFICIARIES

Students registered
to **TAK-TAK-TAK** **498,695**

Teachers registered
to **LabTak** **14,702**

Associated schools **563**

Present in over
60 countries



PHILOSOPHY

VISION

Any child with or without access to Internet, anywhere in the world, can play, entertain and sharpen his formal learning at no cost. In addition, we want to provide access to any teacher or parent new learning tools and resources.

VALUES

Equity, Commitment, Innovation,
Transparency, Quality, Account
Redemption, Responsibility

Mission

Provide ludic-educational tools that, in addition to entertain, help each player improve, at his own educational pace, as well as to impel the use of information technologies in favour of education and its research.



STRATEGY

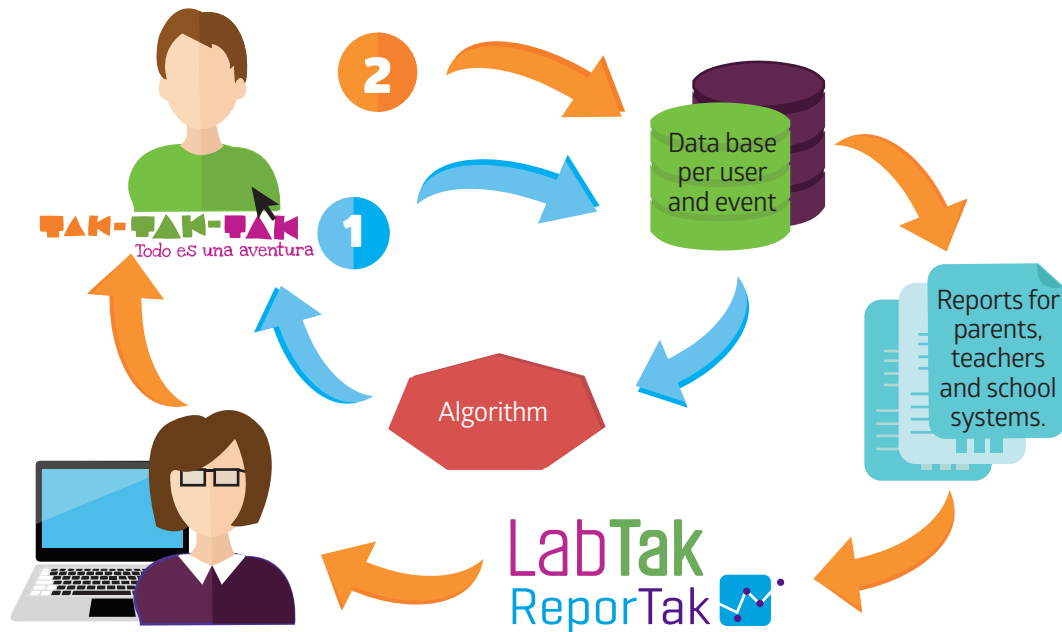


Benefits and advantages of educational video games:

- Are tools that complement and support the learning process of children.
- Encourage the use of problem-solving skills, and develop strategies for the decision-making.
- Provide meaning in a multimodal space through the use of images, sounds, music, movement, by developing sensorial perceptions.
- Develop creativity and imagination.
- Encourage abilities within a controlled and safe environment, where mistakes are experienced and children learn from it. And at the same time, they develop creativity and imagination.
- Develop creativity and imagination.
- Motivate children to keep on playing (and learning) and always has a reward for the achievement.
- Free.

TAK-TAK-TAK SYSTEM

The educational model TAK-TAK-TAK consists of a spiral process in which, through educational video games freely selected by the child, his or her learning advances in proportion to the time spent playing. In addition, with the help of a teacher who has access to the child's results, a significant advance in the learning process can be achieved.



1

- The child logs in TAK-TAK-TAK.
- Plays and has fun.
- Information related to the use of video games and his/her performance is saved.
- The site is customized according to their progress and preferences.
- The child learns and reinforces knowledge and skills by themselves.

2

- With the information stored, reports are generated, ReportTak, which help the teacher and parents to guide their instructional strategies.
- ReportTak can be found on LabTak, and contains the pedagogical and playful explanation of video games, instructional strategies, pedagogical research on the use of digital tools, user manuals, and more.
- With this the teacher acquires the knowledge and information of their students to support them in a more personalized way.

TAK-TAK-TAK SYSTEM



✓ Intended for children between the ages of six and thirteen.

✓ In line with the educational program of the Mexican Secretariat of Public Education (SEP) as well as international programs (CCSS, 21st Century skills).

✓ Video games (90 video games in English and Spanish).

✓ Platforms: desktop and mobile (Android, iOS and Windows)

✓ Subjects included: Math, Spanish, Science, History, Ethics, Civics, Art and Cognitive Skills.

✓ Can be used without internet access (TAK-Server, TAK-Usb)

✓ Free

LabTak

✓ Intended for teachers, administrative staff, parents, academics, researchers and any person interested in learning through digital edutainment tools.

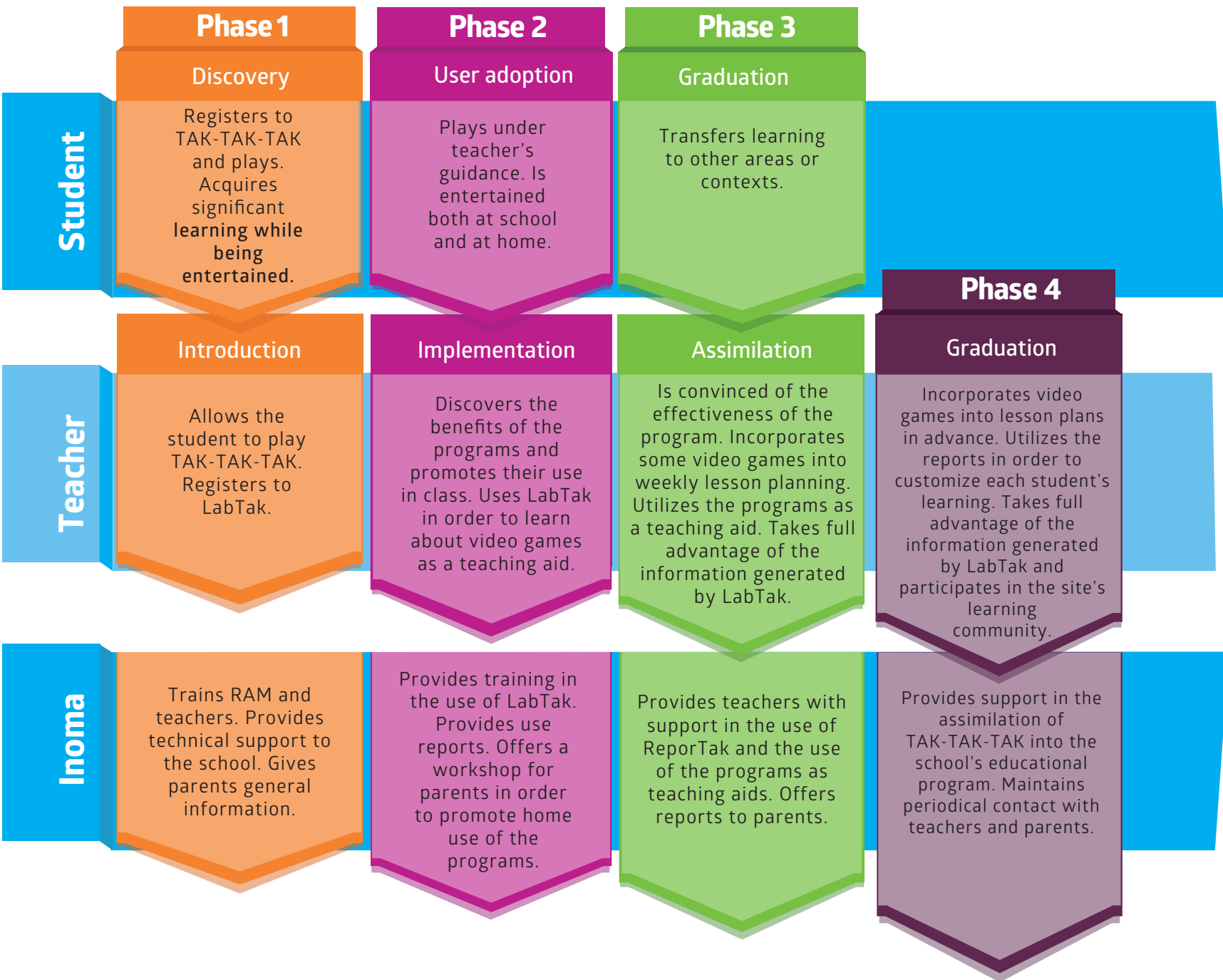
✓ Contains information about the educational nature of the video games, teaching strategies, tutorials, instruction manuals and usage reports for the video games (ReporTak).

✓ ReporTak is a platform that reports on student use of the video games. There are four types of report: Subject, Concept, Video game and Student. ReporTak saves time, makes teaching planning easier, personalizes student monitoring and standardizes results.

✓ Platforms and internet access: Available for desktop only. Can be used with or without internet access (with LabTak Server).

✓ Other: Inoma also offers on-site and online training courses in tech and teaching strategies, on demand set up of media classrooms and a free support center.

MODEL FOR IMPLEMENTATION IN SCHOOLS

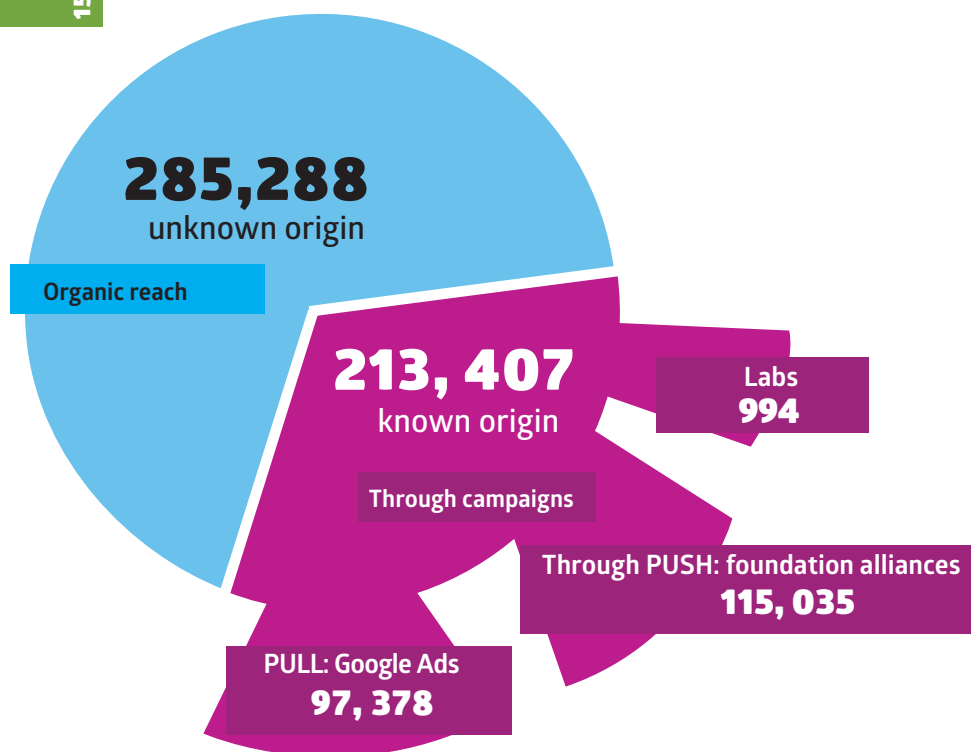
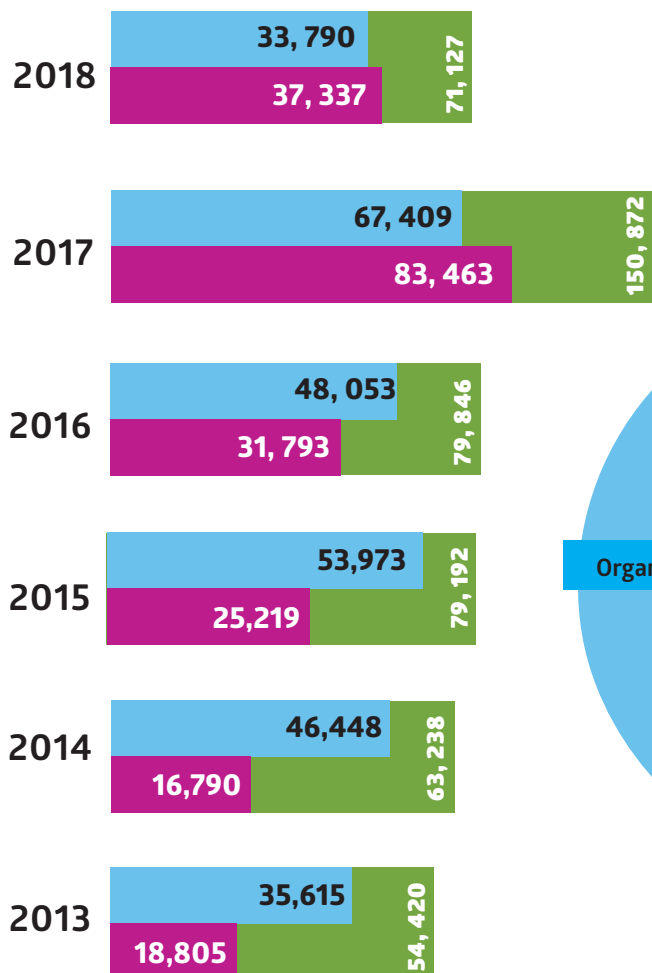




**“For children in far-flung communities,
education through technology is life-changing”**

HISTORIC RESULTS

498,695
registered users



HISTORIC RESULTS

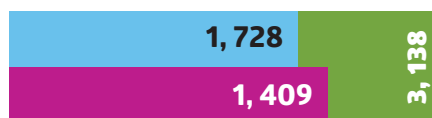
14,702

registered users

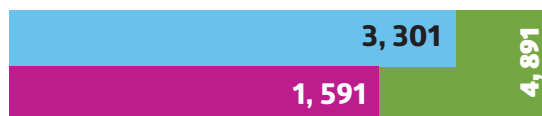
LabTak



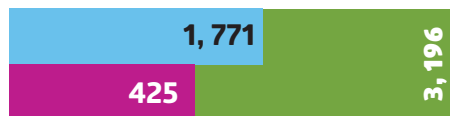
2018



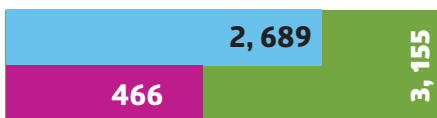
2017



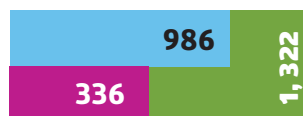
2016



2015



2014



HISTORIC RESULTS

i Where was



played ?



INTERNATIONAL AWARDS AND RECOGNITION



Winner in the Audience Choice category at WeWork Creator Awards Mexico as one of the most innovative projects in Mexico.



TAK-TAK-TAK System was recognized as one of the twelve finalists in the World Innovation Summit for Education (WISE) Awards 2018 established by the Qatar Foundation, for its innovation, positive contribution to education and society, adaptive capabilities and growth potential.



TAK-TAK-TAK received an honorable mention at the Ciencia en Acción awards for its contribution to scientific outreach.



Regional Gold Award Winner (Latin America) at Reimagine Education Awards as a project with an innovative scope intended to improve student learning outcomes.



QS REIMAGINE
EDUCATION



THE ALFRED WHIST JR.
LEARNING LAB

E-LEARNING

Finalist in the E-Learning category of Reimagine Education Awards.



PROJECTS

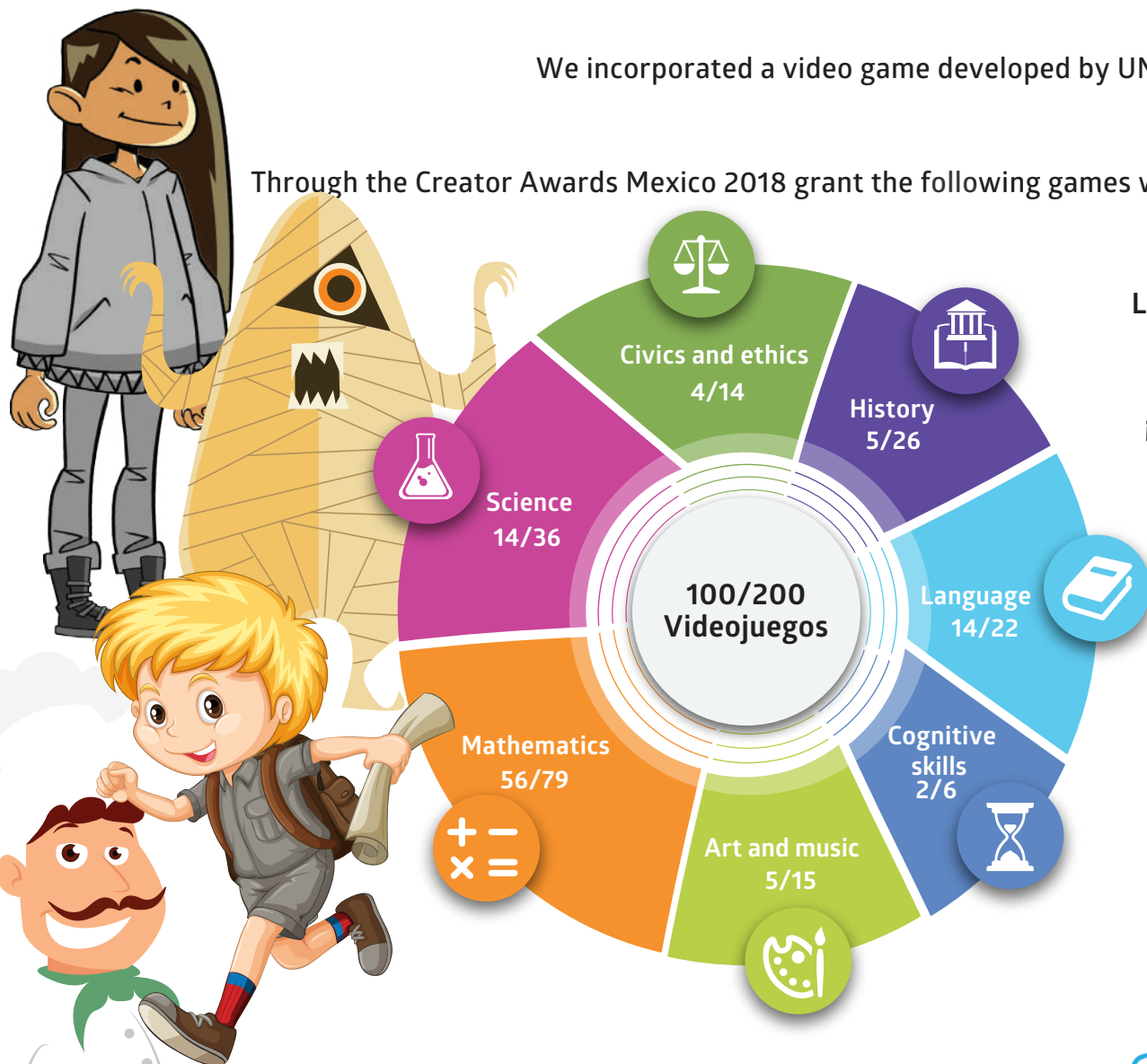
The TAK-TAK-TAK System is comprised of 99 educational video games.
The following were developed or incorporated this year:

Thanks to the support of MéXXlco Libre de corrupción we developed:
Guau Guau

We incorporated a video game developed by UNODC in Mexico:
Chuka

Through the Creator Awards Mexico 2018 grant the following games were developed:
Meteorama
IOIO

La pizza é mobile
Despachamoco
Rescate Minino
¡Llévele, llévele!
Gancho Tortuga
Painani
Fototun



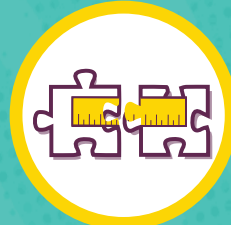
Our videogames are also available in:



PROJECTS

Platform that offers modules with educational activities geared towards specific learning goals. TAK TAK Teka is included within the programs offered by the 'Curricular autonomy' (Autonomía curricular) module of the new education model (Nuevo Modelo Educativo 2017) developed by SEP Mexico.

TAK TAK Teka



DEVELOPMENTS

WeWork Developments

Thanks to the grant awarded by WeWork México's Creator Awards, Inoma developed nine educational video games in compliance with SEP programs. The resources were also used to integrate the games into the world of TAK-TAK-TAK and its different platforms.



ACTIVITIES 2018

DEPLOYMENT OF TAK-TAK-TAK SYSTEM

PUSH

CURRICULAR AUTONOMY- TAK TAK TEKA

Inoma offered the TAK TAK TAK System as a tool to be used at extracurricular clubs in fulfillment of SEP's curricular autonomy module. The state of Baja California acquired licenses for 156 elementary schools and teaching guides for 70 middle schools, while the state of Campeche acquired modules for 50 schools. Similarly, the state of Veracruz is in the process of acquiring 87 spaces for 81 schools. Thus, collaboration with Fundación Telefónica has, once again, been a success.

TELEFÓNICA

Fundación Telefónica Mexico and Inoma have worked together for many years in order to contribute to the betterment of education in Mexico. This year, thanks to the support of Fundación Telefónica México, teachers and students benefited through the following projects:

COLIMA

The aim of this project, besides integrating the TAK-TAK-TAK System into schools in the state of Colima, was to evaluate the system's effectiveness among its users. We had students take standardized tests before and after incorporating the use of the video games. The results of the tests show that participants improve 15 points in average after using the system, which represents a success both for the students and ourselves.





CAMPECHE

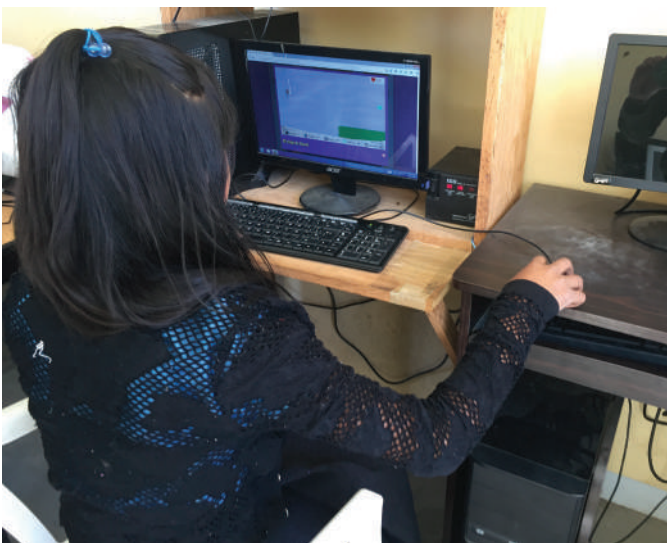
The TAK-TAK-TAK system was introduced to 15 public schools in the state of Campeche. The system and methodology were presented during a launch event in the presence of the principals of the school. Each participating school received four visits in which we diagnosed the state of the media classrooms, supervised registration onto the platforms and trained teachers in the use of video games as a teaching aid. Each school was asked to introduce a schedule for use of media classrooms, so children could have at least 30 minute game-sessions a week. Furthermore, we tested the video game Pueblo Chinampa and organized a contest to motivate student and teacher participation. There were three categories: Principal, Teacher and Student, the ones who achieved most minutes played won the game. Results were presented at the closing event to SEDUC authorities and the principals of the 15 participating schools. We also held the award ceremony during this event.





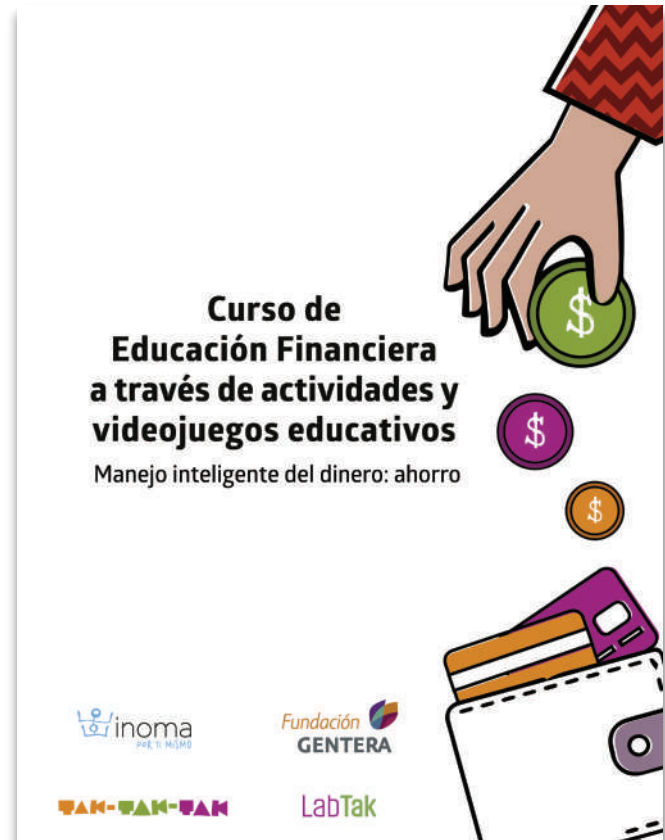
CHIAPAS

This year Inoma continued its collaboration with the municipalities of Tenejapa and San Juan Chamula in the state of Chiapas, where we worked alongside 19 schools in providing teacher training and registering students to the TAK-TAK-TAK platform. Although there is a serious lack of Internet access in the region, we were able to implement our TakUSB solution for student use. Our ambassadors ran personalized work sessions for teachers in order to improve lesson plans that made use of the videogames and they inspected computer equipment and synchronized databases on a monthly basis.



STATE of MEXICO

TAK-TAK-TAK was implemented in 16 schools within the San Felipe del Progreso municipality. Thanks to a grant from Gentera, we taught a course in financial literacy in five schools. This course was offered within Mazahua communities in order to promote the importance of savings.



MICHOACÁN, ZACATECAS, PUEBLA, MORELOS AND QUERETARO WITH PROED

In collaboration with Inoma, Fundación Proed incorporated TAK-TAK-TAK into its education program in order to foster technological literacy among Mexican children. The system was introduced in the states of Michoacán, Zacatecas, Puebla, Morelos and Queretaro.



COLOMBIA

TAK-TAK-TAK was selected as one of the official educational projects promoted by 'Computadores para Educar' (Computers for Education), a program by the Colombian Ministry of National Education (Ministerio de Educación Nacional). Inoma participated in the Taller Virtual Educa Digital Colombia 2018, which took place on the 12 of June, with an online workshop called 'La investigación y las TIC para la innovación educativa' (Research and ICT for education innovation) that presented the TAK-TAK-TAK System and its benefits.



SINADEP

Inoma worked alongside Sinadep (Sistema Nacional de Desarrollo Profesional) in the preparation of a seven-module course intended for Sinadep teachers. Within this course, we explained the purpose of the TAK-TAK-TAK System as an edutainment tool within the teaching process and offered suggestions for its incorporation in lesson plans

IUSA

Inoma worked with IUSA to obtain CAP certification for the TAK Server and to implement the TAK-TAK-TAK System in the JP IUSA School. We trained teachers to incorporate TAK-TAK-TAK into class activities. The school provides each student with an electronic device with full access to our system's modules. We deemed the program a success given that each student, on average, logged in 1209 minutes in the platform.



GOOGLE ADS

Inoma is a continuing recipient of Google Ad Grants, which helps promote both our video game platform, TAK-TAK-TAK, as well as our teacher platform, LabTak, in Mexico and other countries. Because of this, more teachers and students have joined the project and now use these tools in their education practices.

ACTIVITIES

RESEARCH AND WORKSHOPS

COLEGIO FRANCÉS DEL PEDREGAL

Colegio Francés del Pedregal functioned as one of our 'laboratory schools' ('escuela laboratorio'), an institution in which we try out and implement new video games and strategies, for a fourth consecutive year. Our aim is to test-run and improve educational projects supported by the use of TAK-TAK-TAK video games. This school has successfully incorporated the TAK-TAK-TAK System within its curriculum.



FUNDACIÓN HACIENDAS DEL MUNDO MAYA (FHMM)

Since 2017 Inoma has worked alongside FHMM in the incorporation of TAK-TAK-TAK video games into the catalogue of activities offered by the public library of the Dzidzilché community in the state of Yucatán. The video games are employed as a teaching aid through TakUSB given the community's lack of Internet access.



“Education must be far-reaching.
Inoma makes this possible”



EVENTS

13 and 14 of April

Latin American Education Forum (LAEF – Harvard)

Inoma's founder Antonio Purón took part of Xchange: Educational Lessons for Latin America, an event hosted by Harvard's Graduate School of Education. The conference gathered educators, researchers, businessmen and policymakers to discuss the challenges, innovations and opportunities generated by the search for educational equality in Latin America. Inoma introduced the TAK-TAK-TAK system as a solution oriented towards entertainment and technological literacy.

25 of July

Unidad de Servicios Para la Educación Básica en el Estado de Querétaro

Inoma was invited, given our experience in the field, to give a talk on the use of technology in education for teachers and guests of the USEBEQ (Service Unit for Basic Education in the State of Querétaro), in the city of Querétaro. We encouraged teachers to include these tools in their lesson plans.

24 of October

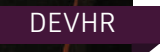
DEVHR International Game Forum

Inoma presented a talk on the development of our video games. The talk centered on our approach: educational video games. Attendees received an introduction to the basics of game development geared towards education, the index of ludicity and the different stages of execution: development, testing and launch.

11 and 12 of October

Bett Latin America

Inoma took part in the Bett Latin America education summit, hosted at the Centro Banamex. Antonio Purón sat on the panel "Acceso a internet y tecnologías para alcanzar la equidad social" ("Internet Access and Technology for Social Equality". The discussion revolved around the lack of





(LAEF – Harvard)



(LAEF – Harvard)



Bett Latin America



Bett Latin America

TakTalentum 2.0

Universia, Inoma and the Programa Interdisciplinario sobre Políticas y Prácticas Educativas (PIPE-Cide) worked together to create TakTalentum 2.0. This project, a platform developed for high-school students, aims to evaluate whether TAK-TAK-TAK video games can work to incentivize high-school aged students. It was deployed in the school Colegio de Bachilleres plantel 20.



Internships and Volunteering

Once again, Inoma ran internship and volunteering programs that allowed university students to become acquainted with the work routine of our organization. Students worked within the areas of organizational development, management and IT, in which, for instance, the code of videogames is debugged. Within the area of organizational development students were able to work with different tools that allow them to expand their understanding of the root causes and possible solutions to social problems.



LETTER FROM AUDITOR



GVP CARBAJAL ASESORES

INFORME DE LOS AUDITORES INDEPENDIENTES

México D. F., 30 de abril de 2019

A los Asociados Fundadores de
Innova y Moderniza tu Aprendizaje, A. C.

1. Hemos auditado los estados financieros adjuntos de Innova y Moderniza tu Aprendizaje, A. C., que comprenden los estados de posición financiera al 31 de diciembre de 2018 y de 2017, y los estados de actividades y de flujos de efectivo que les son relativos por los años que terminaron en esas fechas, preparados de conformidad con las Normas de Información Financiera (NIF), así como un resumen de las políticas contables significativas y otra información explicativa.

La Dirección es responsable de la preparación y presentación razonable de los estados financieros adjuntos de conformidad con las Normas de Información Financiera Mexicanas, y del control interno que la Dirección considere necesario para permitir la preparación de estados financieros libres de desviación material, debido a fraude o error.

2. Nuestra responsabilidad consiste en expresar una opinión sobre los estados financieros adjuntos basada en nuestras auditorías. Hemos llevado a cabo nuestras auditorías de conformidad con las Normas Internacionales de Auditoría, dichas normas nos piden que cumplamos los requerimientos de ética, así como que planifiquemos y ejecutemos la auditoría con el fin de obtener una seguridad razonable sobre si los estados financieros están libres de desviación material.

Una auditoría incluye la aplicación de procedimientos para obtener evidencia sobre los importes y la información revelada en los estados financieros. Los procedimientos seleccionados dependen del juicio del auditor, incluida la evaluación de los riesgos de desviación material en los estados financieros debido a fraude o error. Al efectuar dichas evaluaciones del riesgo, el auditor toma en cuenta el control interno relevante que permite la preparación y presentación razonable por parte de la Asociación de los estados financieros, con el fin de diseñar los procedimientos de auditoría que sean adecuados en función de las circunstancias, y no con la finalidad de expresar una opinión sobre la eficacia del control interno de la Asociación. Una auditoría también incluye la evaluación de las políticas contables significativas aplicadas y de la razonabilidad de las estimaciones contables realizadas por la Dirección, así como la evaluación de la presentación de los estados financieros considerados en su conjunto.

GVP Carbajal Asesores, S. C.
Londres No. 226 1er. Piso Col. Juárez México, D.F.
06600 Teléfono: 52 (55) 5207-1720 Fax: 52 (55) 5207-1721

Consideramos que la evidencia que hemos obtenido en nuestras auditorías proporciona una base suficiente y adecuada para emitir nuestra opinión.

3. En nuestra opinión, los estados financieros presentan razonablemente, en todos los aspectos materiales, la posición financiera de Innova y Moderniza tu Aprendizaje, A. C., al 31 de diciembre de 2018 y de 2017, así como los resultados de sus actividades y los cambios en los flujos de efectivo por los años que terminaron en esas fechas, de conformidad con las Normas de Información Financiera Mexicanas.

GVP Carbajal Asesores, S. C.

C. P. C. Pedro Piña Carbajal
Socio de Auditoría y Asesoría de Negocios

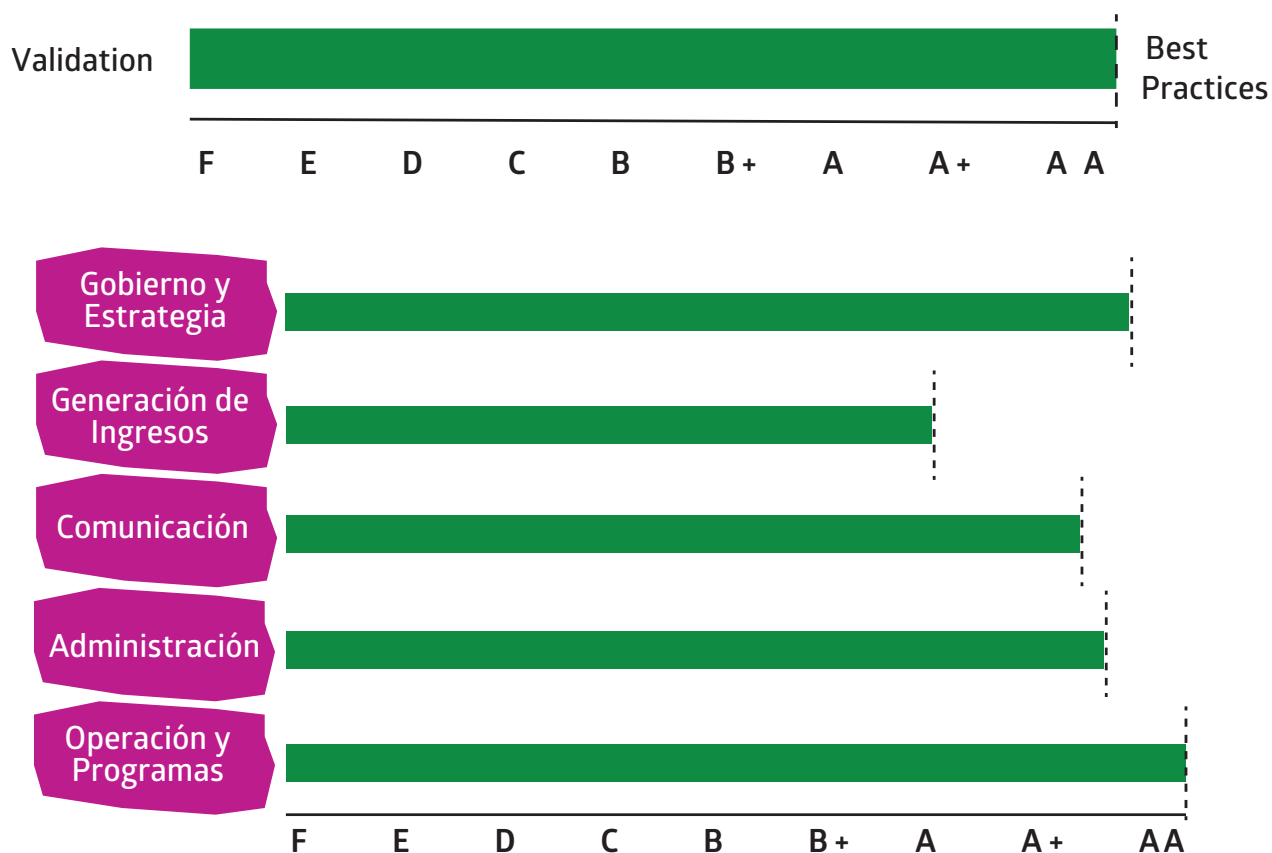


GVP CARBAJAL ASESORES

(2)

RATING AWARDED BY FILANTROFILIA

Filantrofilia rated Inoma's institutional strength by evaluating our practices in the following areas: Corporate Governance, Financial Resources and Income Generation, Communications, Management and Operations. Inoma was rated A+ for its good performance.



OUR TEAM

Executive Committee and Board of Directors

Executive Committee

Carlos Guzmán - President
Julia Marcia Giovanini- Secretary
Ernesto Maqueda - Treasurer

Members

Antonio Purón
Miguel Ángel Pichardo
Eduardo José Bolio
Roberto Newell
Guillermo Roa
Fernando Sepúlveda
Alberto Chaia
Leopoldo Garza
Juan Ricardo Pérez
Léonor Ortiz
Heberto Taracena

Collaborators

CEO

Antonio Purón

Management and Legal

José Emiliano Delgado; Ana Domenzain

Institutional Development

Marissa Ariza; Regina González

Deployment of TAK-TAK-TAK System

Catharine Alice Austin; Anna Yahaira
González; Manoella Rodríguez

Education

Beatriz Artemisa Ruiz; Ana Bárbara Barragán

Operations

Marisa Juárez García

Research and Data Analysis

Luis Fernando García; María Fernanda Ramos; Brianda Cruz

Technology

Vital José de la Torre; Jorge Fernández; Leonardo Alonso

Video games

Susana Alegría

Social Service and Volunteers

Social Service IBERO

Adriana Hernández, David Eduardo Parra,
Esther Amkie, Georg Phillip Antonius
Iván Parada, José Córdova Gómez
José Luis Martínez, Mariana Gómez Maqueo
Regina Bravo

IPN

Aarón Yair Reyes, Andree Ricardo Díaz,
Francisco Javier Fierro, Lerida Anahí Cazares,
María Fernanda Castañeda, Miguel Jair Aguilar

Volunteering Ana Sofía



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Donors and Allies

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