ANNUAL REPORT 2020

10 years

Educating from home

inoma
POR Ti MiSMO

Contents

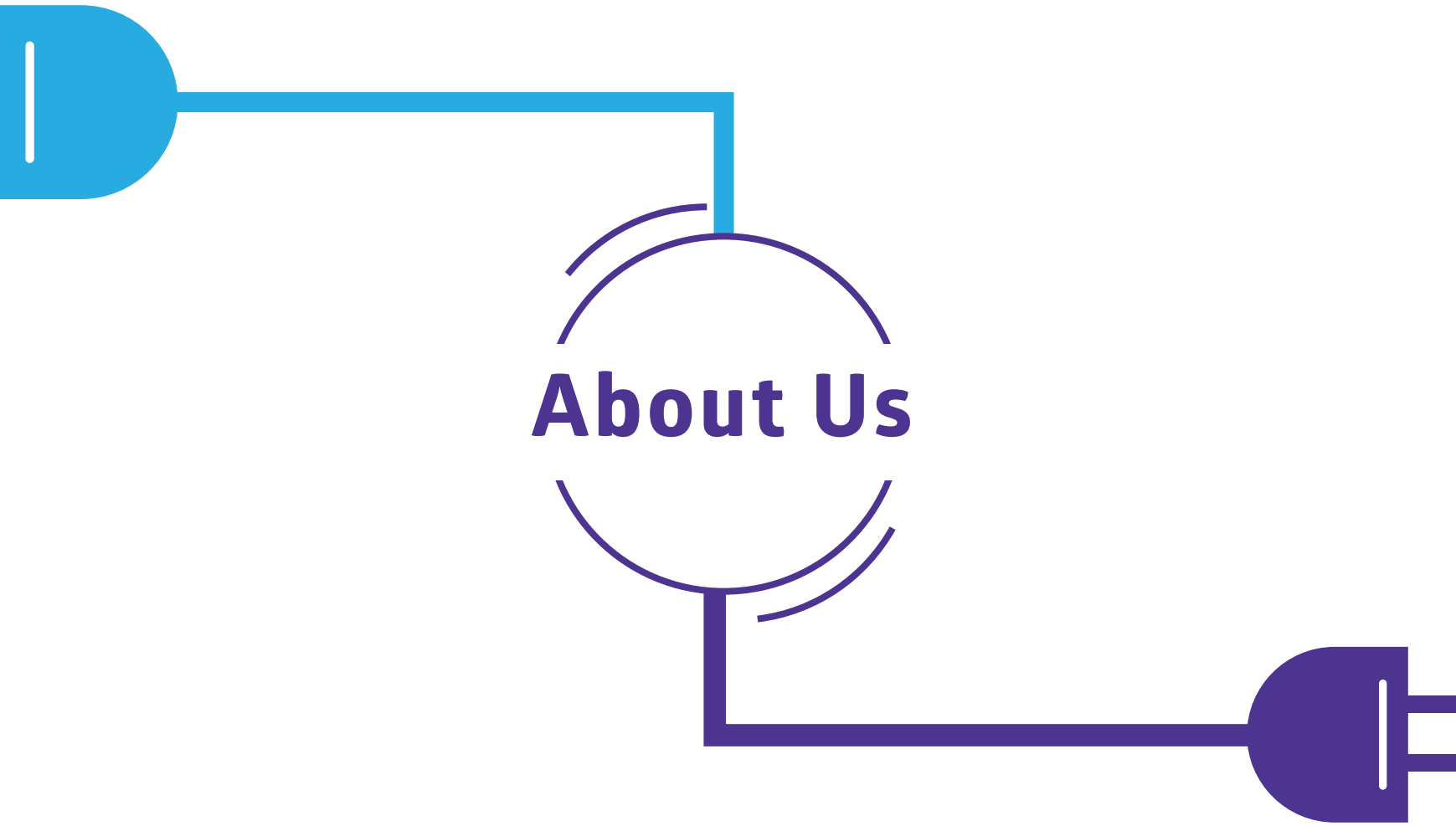
2 About us
- 3 Words
- 5 Philosophy
- 6 Strategy
- 7 TAK-TAK-TAK System
- 8 Model for Implementation in Schools
- 9 Our adventure

10 Beneficiaries
- 11 Historic results
- 12 2020 Results
- 14 Deployment of TAK-TAK-TAK System

20 Developments
- 21 LabTak
- 22 TAK-TAK-TAK Mobile Apps
- 22 Video Games Redesign

23 Awards & alliances
- 24 International Awards
- 25 Recent Allies
- 26 Events
- 30 News

32 Us
- 33 Letter from the Auditor
- 34 Our Team
- 35 Acknowledgements


About Us

MESSAGE

Dear Counselors, Collaborators, Beneficiaries, Allies and Friends:

2020 was an uncertain year, full of challenges and changes, of strength and perseverance; However, in Inoma A.C. we redoubled our efforts to maintain our initiative as a relevant tool that triggers significant learning in girls and boys in basic education, outside the classroom, in vulnerable and particularly complex environments due to the Covid-19 pandemic.

This year we were forced to move from a hybrid deployment system to a 100% remote one. Our registered users in taktaktak.com and labtak.mx sites grew like never before and the average session on the taktaktak.com site grew from 24 minutes to 45 minutes. Our webinars and online courses allowed us to continue training teachers and parents in the use of ICT for teaching, and also to reach more beneficiaries; even many that we thought distant. Our video games, meanwhile, increased their reach and use.

In 2020 we became the official content of the SEP's Aprende en Casa digital strategy; we made alliances and deployed our project in schools in Colombia, Ecuador, El Salvador, Honduras and Venezuela; our video games were selected as favorite applications in the largest network of teachers in Mexico; and at the end of 2020 we reached more than 730 thousand accumulated historical users in TAK-TAK-TAK. All of this is an indication that the TAK-TAK-TAK learning system has established itself as a timely and viable option for distance education.

This year we saw how the teachers made an effort to continue communicating with their students with the aim of accompanying, guiding, educating and supporting them regardless of the distance; We saw how parents adapted their homes to transform them into schools and adopt the role of teachers. We also got Project Redwood, the Stanford Business School Alumni Fund for Social Entrepreneurship, to finance the development of new digital tools to strengthen teaching on our LabTak platform. Very soon teachers and parents will have tools within the site that will allow them to exchange content, planning, strategies, good practices, doubts and everything that involves educational work. We want to take advantage of this sense of community to continue working as a team with the aim of improving educational quality; there are many of us who are concerned about the education of our children, and leveraging our efforts will undoubtedly achieve better results.

Additionally, we are venturing, thanks to the efforts of Magdalena Salarich, in various lines of international action, collaborating with institutions such as Fe y Alegría in six countries of Central and South America, with the SEK Foundation in Spain, and with other alliances. In addition, we will continue to develop video games as resources are obtained to do so until the offer is completed, which already exceeds 50 percent of the basic education curriculum.

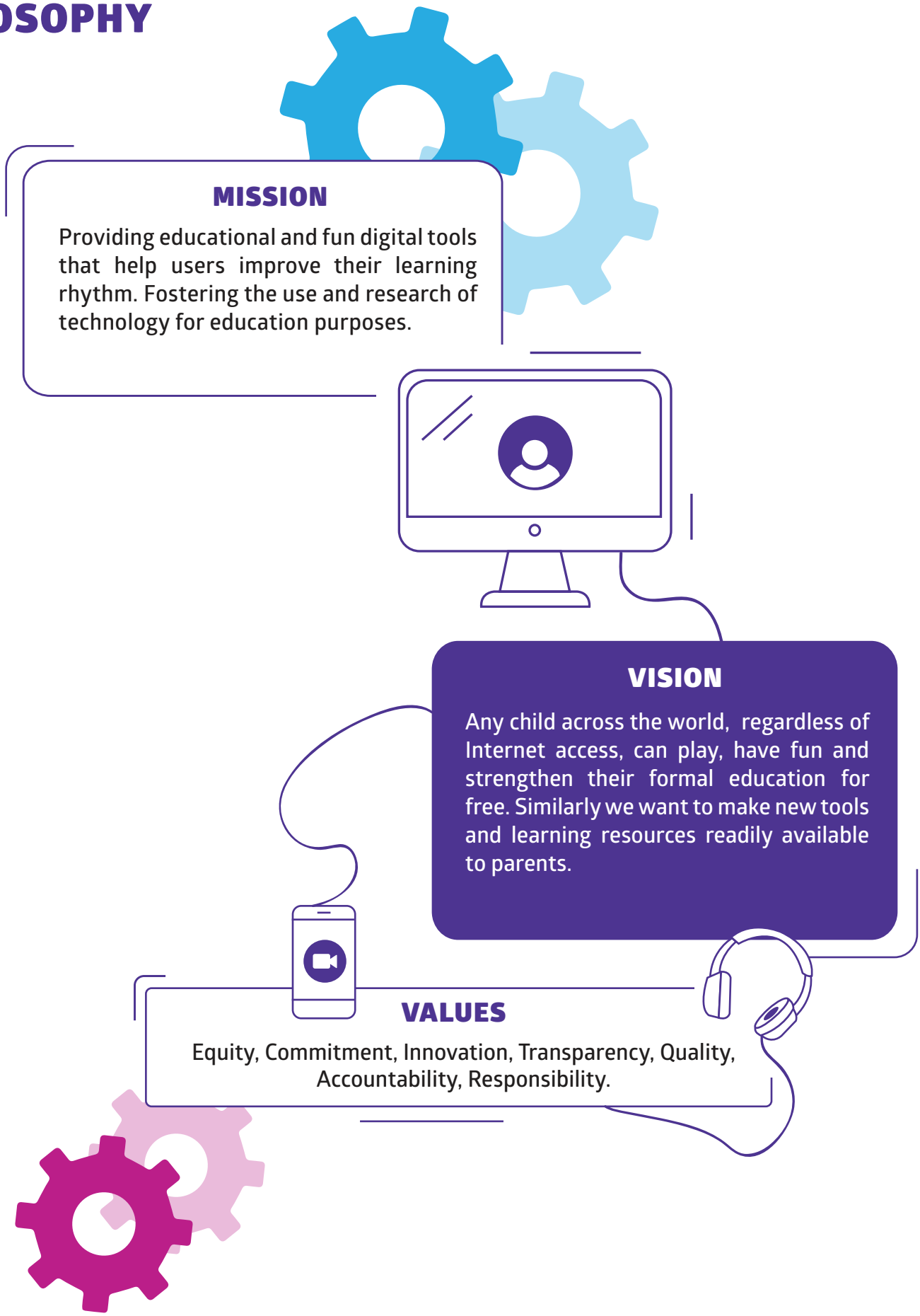
We are hopeful that in 2021 the global outlook will improve, and girls, boys and teachers will return to the classroom. Without a doubt, Inoma will be there, waiting for you with great enthusiasm, to continue strengthening the educational process in Mexico and in the world.

We thank the donors, allies and collaborators who have supported us in this project and the trust that all those involved have given us that, despite difficult times, allows more girls and boys to continue developing the skills and knowledge necessary to face the challenges of the XXI century. We invite you to continue in this adventure, there is still much to do and in Inoma we will continue working to achieve it!

CARLOS GUZMÁN
Chairman

ANTONIO PURÓN
CEO

PHILOSOPHY



MISSION

Providing educational and fun digital tools that help users improve their learning rhythm. Fostering the use and research of technology for education purposes.

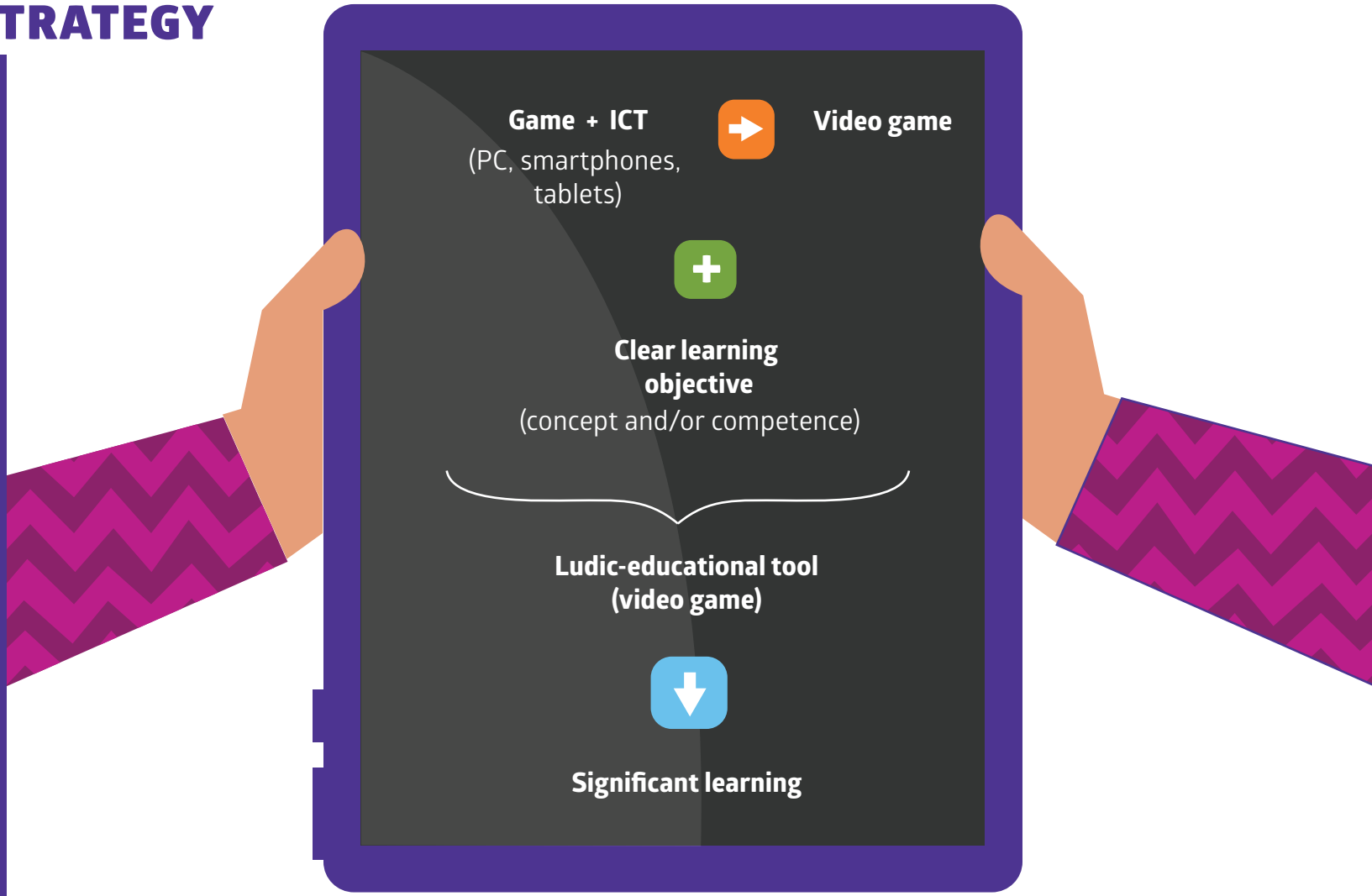
VISION

Any child across the world, regardless of Internet access, can play, have fun and strengthen their formal education for free. Similarly we want to make new tools and learning resources readily available to parents.

VALUES

Equity, Commitment, Innovation, Transparency, Quality, Accountability, Responsibility.

STRATEGY



Benefits and advantages of educational video games:

- Supplement and enhance critical and active learning processes.
- Foster critical thinking skills crucial to problem-solving and decision-making.
- Provide meaning in multimodal spaces and enhance sensory perception through use of imagery, sound, music, and movement.
- Develop creativity and imagination.
- Promote learning within a safe and controlled environment.
- Allow children to take risks within a safe space in which real-world consequences are minimal.
- Motivate children to keep learning by gamifying their achievement.
- Free to use.

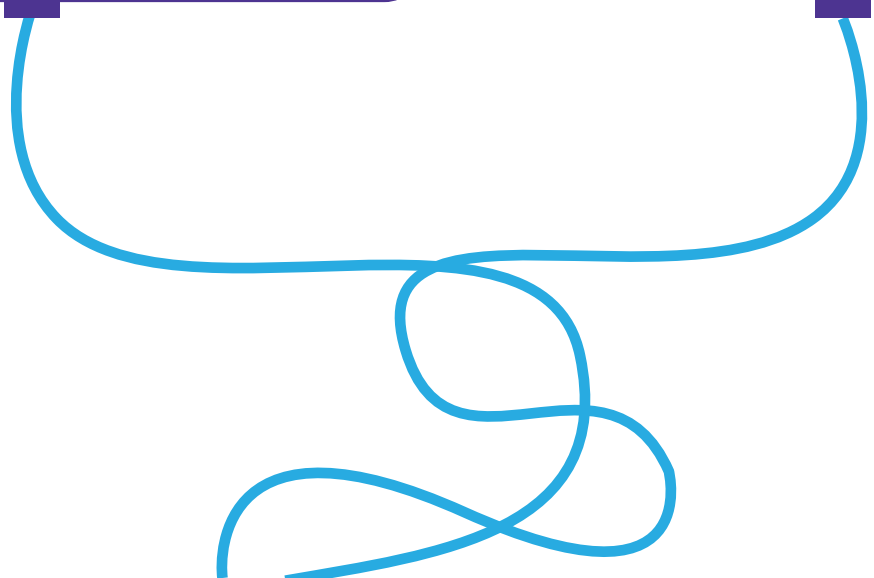
TAK-TAK-TAK SYSTEM

TAK-TAK-TAK

- Free to use.
- Aimed at children aged 6-13 years.
- 100 video games in English and Spanish.
- Within the scope of the SEP (Mexico's Department of Education) program & international programs.
- Subjects: Mathematics, Spanish, Science, History, Civics & Ethics, Art and Socio-emotional Learning.
- Available in mobile and web versions (Android, iOS).
- Offline version available through TAK-Server and TAK-Usb.

LabTak

- For teachers, parents and any person interested in learning through digital tools.
- Contains didactic information, didactic strategies, manuals and use reports (ReportTak) by subject, concept, video game and student.
- Access (online and offline) through TAK-Server.

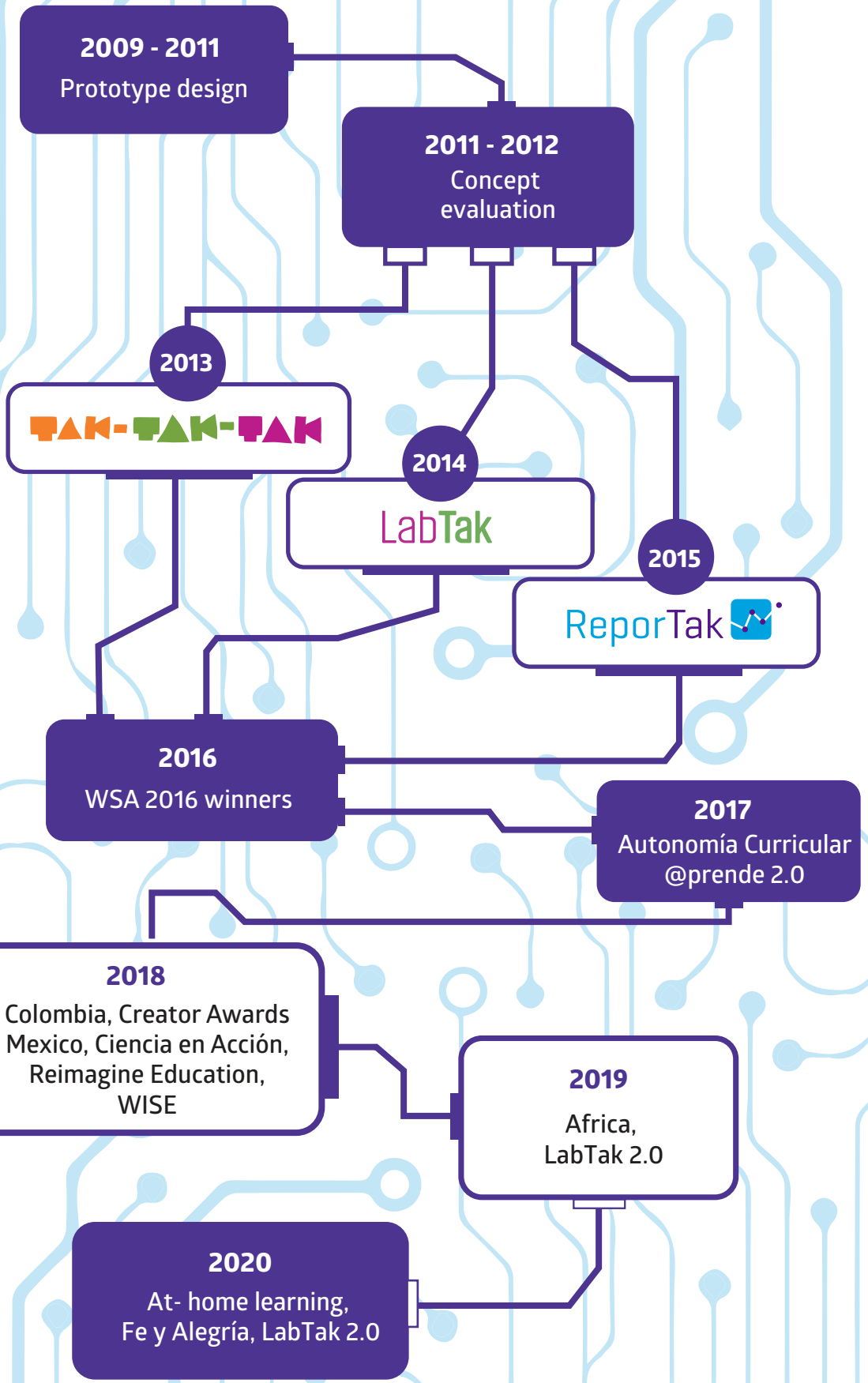


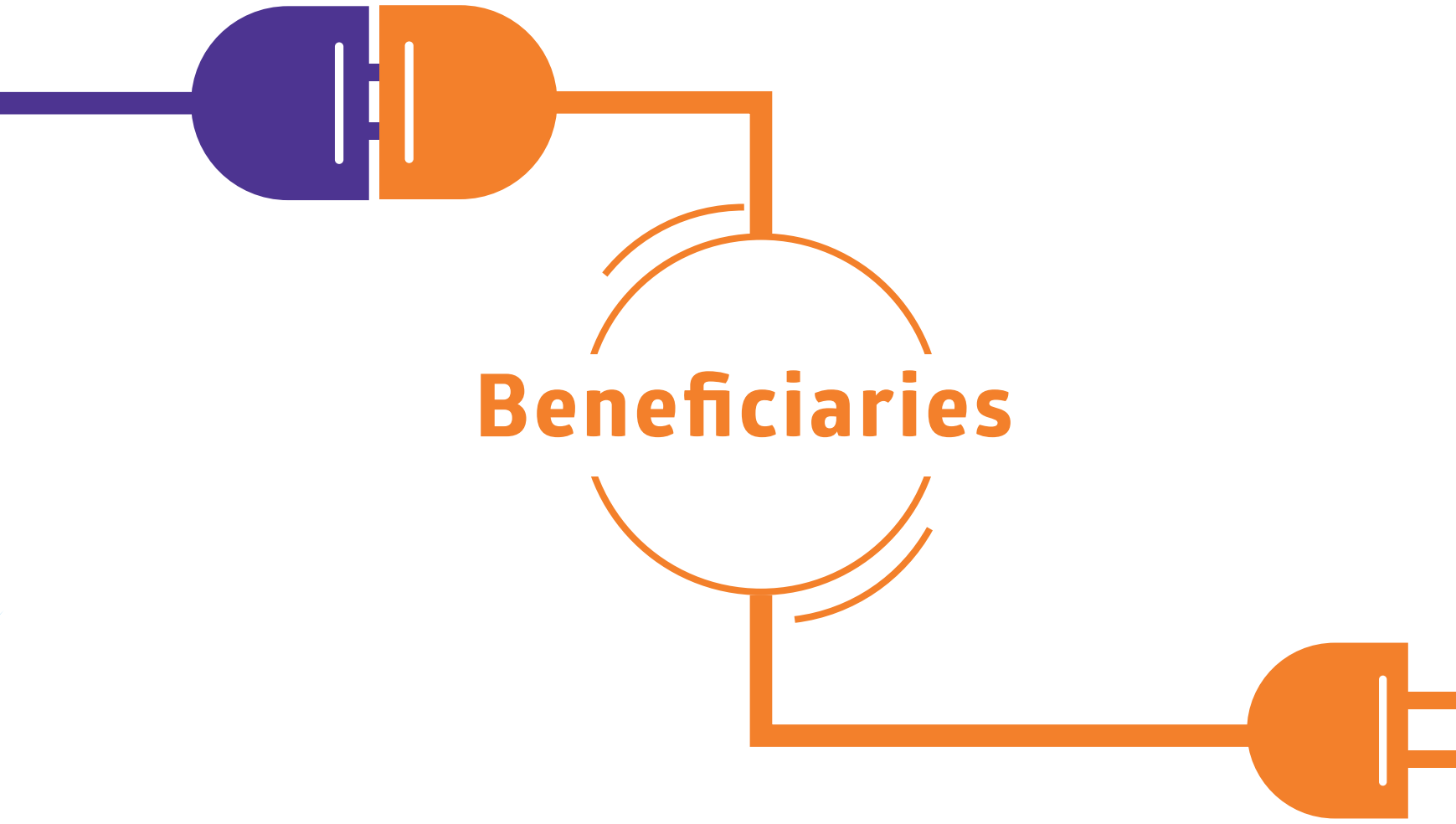
MODEL FOR IMPLEMENTATION

During 2020, the modelo for implemenation was carried out virtually because of the pandemic.

	Phase 1	Phase 2	Phase 3	Phase 4
	Discovery	Integration		Graduation
Student	Register in TAK-TAK-TAK, play and have fun.	Play under teacher's guidance at school or at home. Have fun and acquire significant learning.		Transfer acquired learning to other areas or contexts.
	Introduction	Application	Assimilation	Graduation
Teacher	Encourages students to play TAK-TAK-TAK and registers in LabTak.	Assess the video games and begins to discover the link between them and different learning areas, as well as their lesson planning.	Once convinced of their effectiveness, they begin to incorporate video games into weekly lesson planning.	Video games are part of their lesson planning; use ReporTak to customize their students' learning; LabTak is a source of information and they take part in the site's learning community.
Inoma	Provides the school with technical support and gives parents general information about the system, and digital training to register students.	Trains RAM and teachers in the use of TAK-TAK-TAK and LabTak. Provides reports (ReporTak) on the use of video games per student. Offers a workshop for parents to support from home.	Provides pedagogical support for parents and teachers in the use of ReporTak. Supports teachers in the use of didactic tools in class.	Promotes the integration of TAK-TAK-TAK into the school's educational model / program. Maintains contact with teachers and parents.

OUR ADVENTURE




Beneficiaries

HISTORIC RESULTS

Girls registered to TAK-TAK-TAK:

730, 794

Teachers registered to LabTak:

30, 213

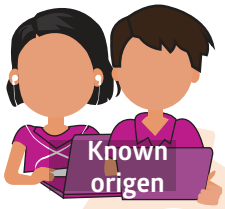
Schools registered TAK-TAK-TAK:

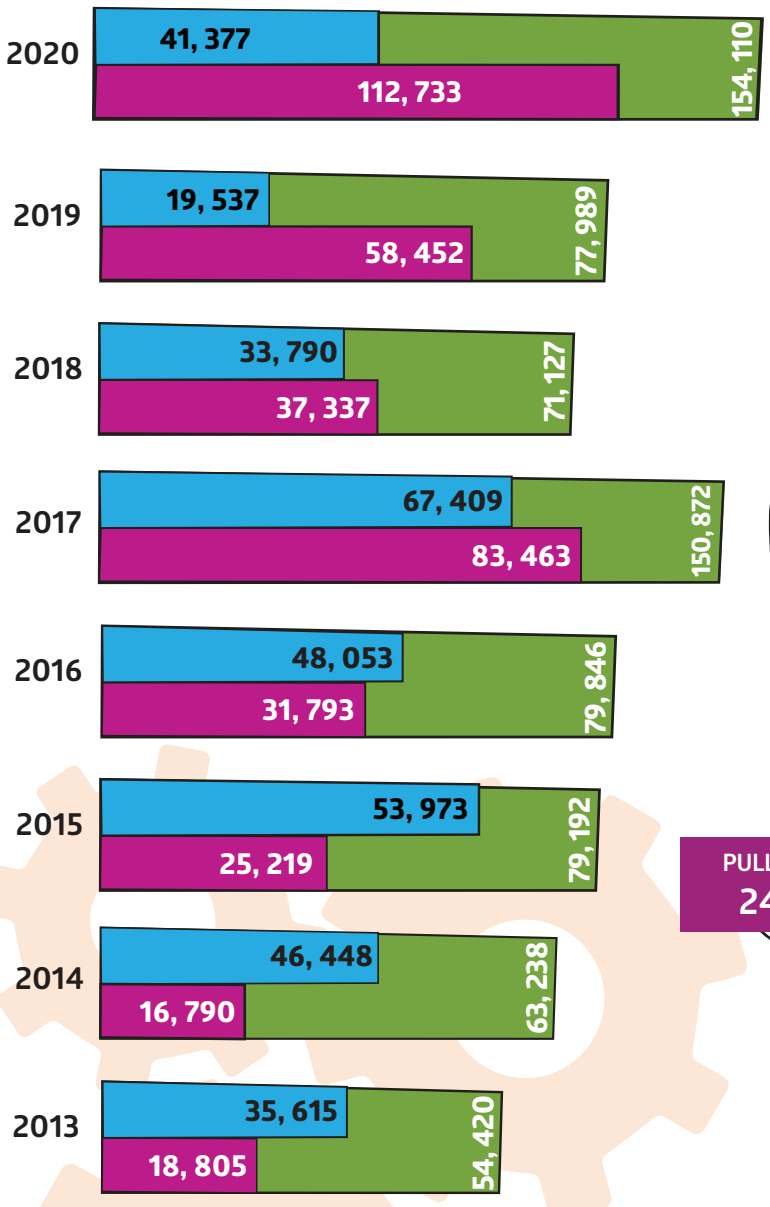
728

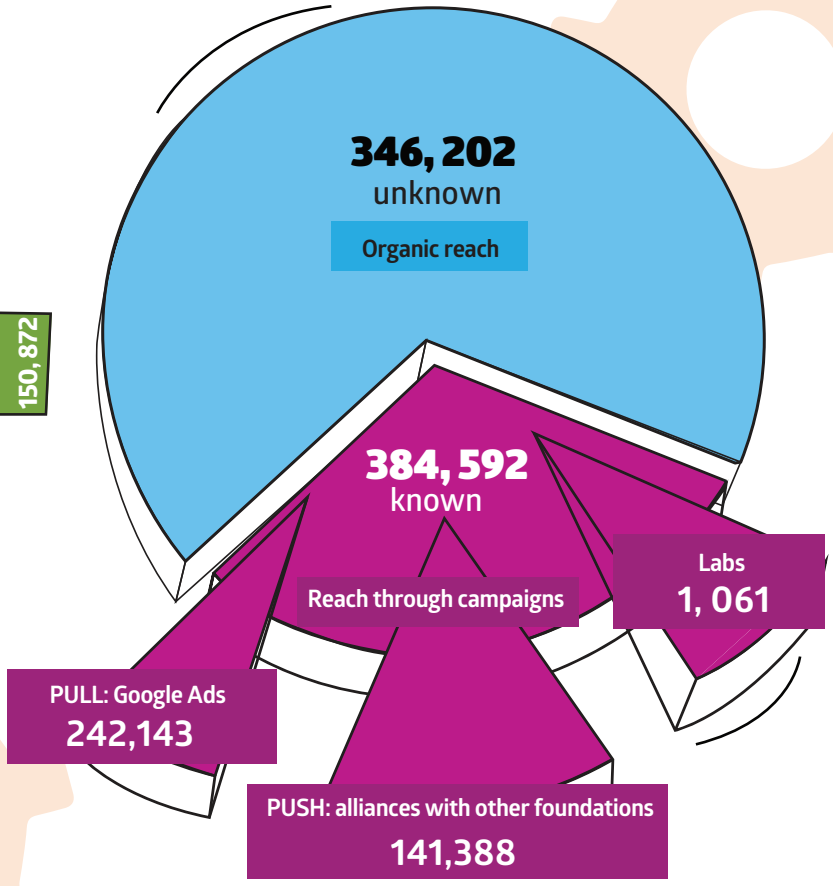
RESULTS 2020

TAK-TAK-TAK

730, 794
Registered users



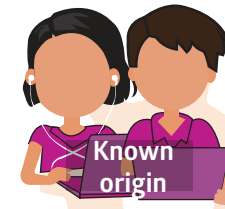


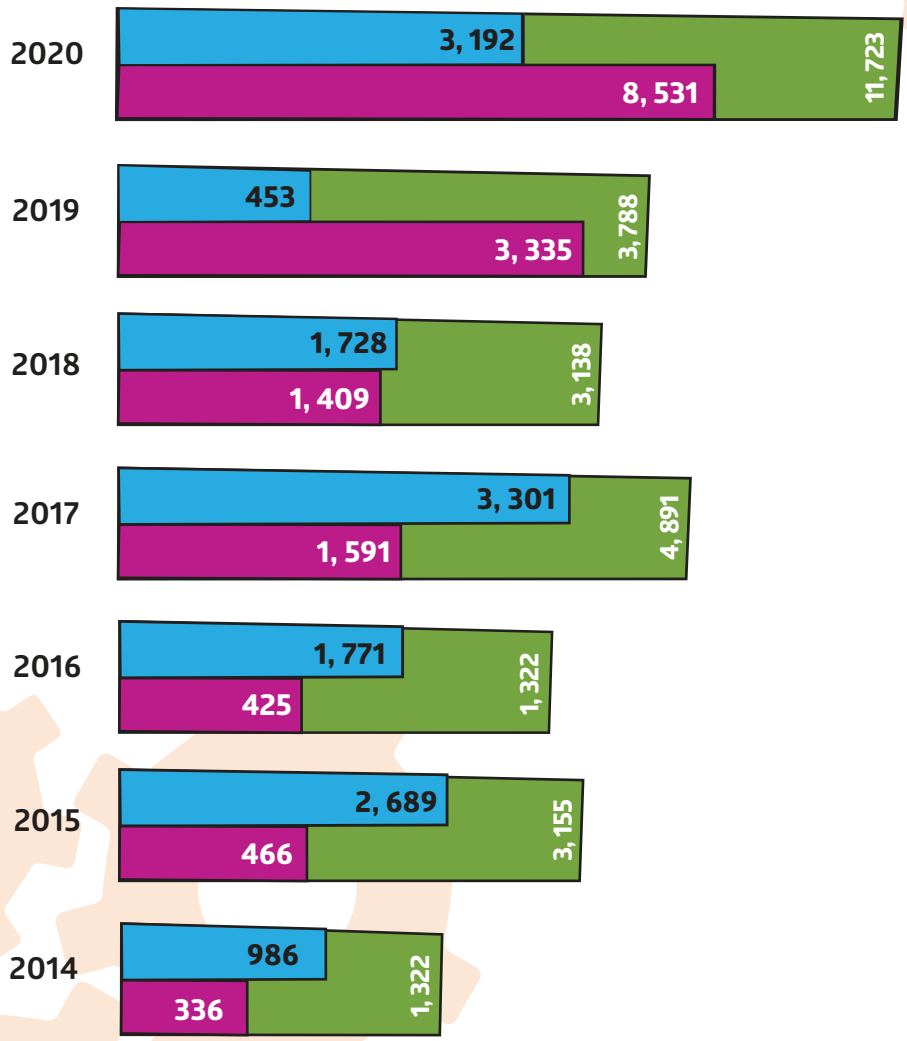


2020 RESULTS

LabTak

30, 213
Registered users





DEPLOYMENT OF THE TAK-TAK-TAK SYSTEM

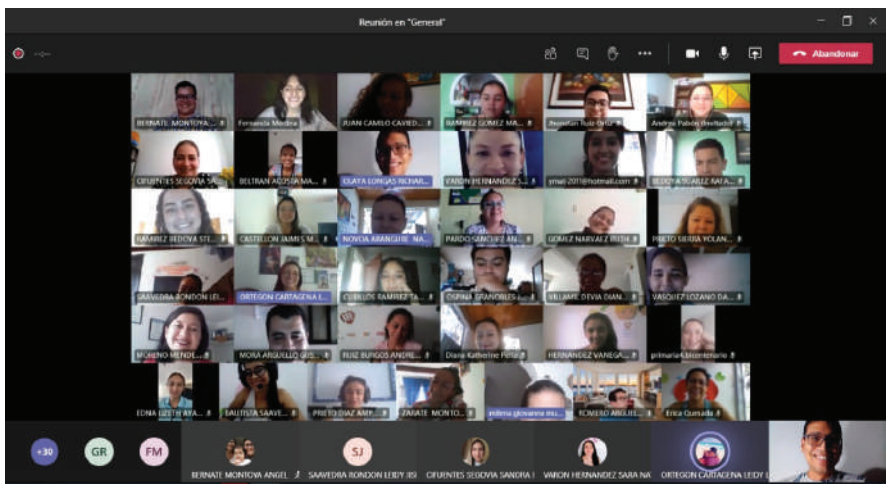
Beneficiaries/PUSH

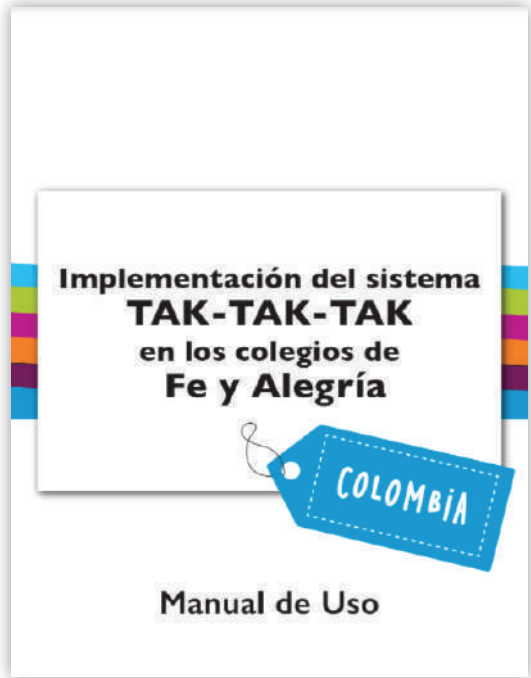
1. Deployment Of The TAK-TAK-TAK System In 8 Schools From The Fe y Alegría School Network, Colombia.

Working in collaboration with Fe y Alegría Colombia, Inoma implemented the TAK-TAK-TAK system within eight schools in the country to provide Colombian students with opportunities for amusement and cognitive work during the COVID-19 pandemic. We worked alongside their teachers, providing training in the use of our innovative digital tools.

We developed a digital handbook that detailed how TAK-TAK-TAK video games aligned with the school curriculum in Colombia by grade and subject. It specified which video games supported specific learning outcomes, suggested didactic strategies attuned to the students' circumstances (such as isolation and technological difficulties). Every teacher had access to use reports for every registered student, facilitating personalized follow up of student learning.

311 teachers were successfully trained and 4,211 students registered to the TAK-TAK-TAK platform. Each student clocked around 48 minutes on average per video game and registered improvement from 25% to 50% in their learning index.





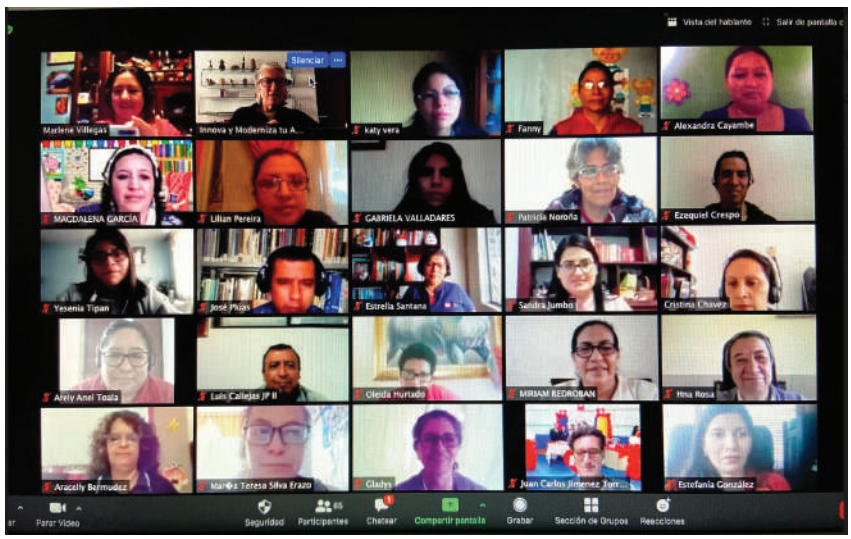
2. Pilot: Deployment Of the TAK-TAK-TAK System in 18 Schools From The Fe y Alegría School Network, Latin America

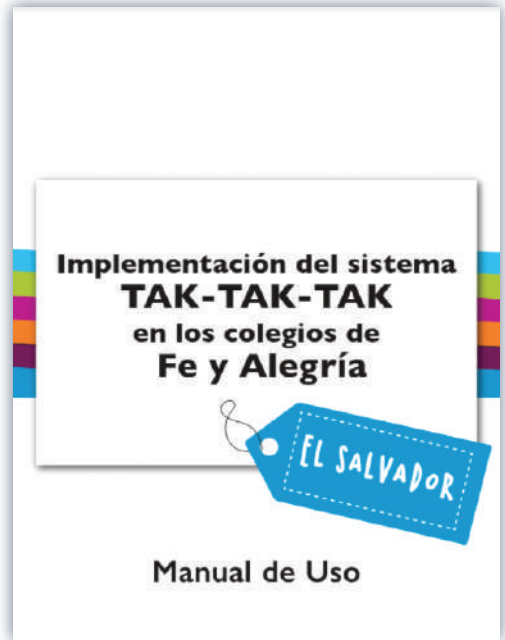
Working in collaboration with the Fe y Alegría School Network, Inoma implemented a pilot program within 18 of their affiliated schools located in Colombia, Ecuador, El Salvador, Honduras and Venezuela.

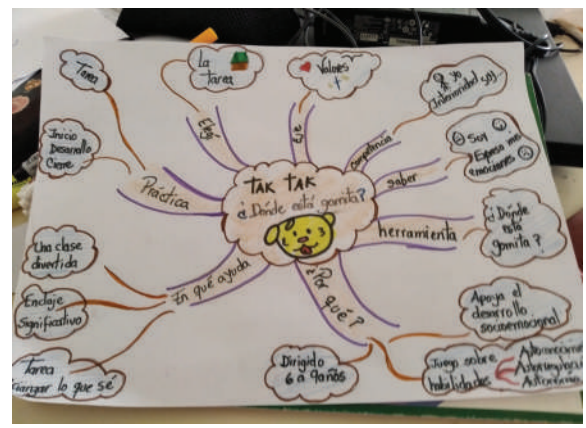
The objective of this program was to test the TAK-TAK-TAK video games and the teaching aid LabTak within different countries during the COVID-19 pandemic.

We developed a digital handbook that detailed how TAK-TAK-TAK video games aligned with the school curriculum of each country by grade and subject. It specified which video games supported specific learning outcomes, suggested didactic strategies attuned to the students' circumstances (such as isolation and technological difficulties).Every teacher had access to use reports for every registered student, facilitating personalized follow up of student learning.

The program allowed INOMA to gauge the different real-life learning conditions of each country and the feasibility of success for our program. We were also able to identify obstacles in the eventual implementation of the program within further schools affiliated to Fe y Alegría.
The pilot program was successfully implemented within four of the five prospective countries. This constitutes an 83% of successful implementation comprising teacher training and student use of TAK-TAK-TAK video games.







3. Fundación Haciendas del Mundo Maya: Yucatán and Campeche

Inoma continued the implementation of the TAK-TAK-TAK System through the use of TAKUsb within indigenous communities with the Fundación Haciendas del Mundo Maya for a fifth consecutive year. These communities are located in Dzidzilché, Yucatán, Chencoh, Campeche and Cancabchén, Campeche and Colón, Campeche. We provided support in the use of ReporTak and long-distance training for teachers. In Colón, the training was undertaken internally within the community.

Also within the context of the COVID-19 pandemic, we developed a handbook for the development of digital skills and the use of basic platforms such as Zoom and Google Workspace (including Google Meet, Calendar, Gmail and Drive) for the people of these communities.

This in order to strengthen community centers through the use of the video games and other digital tools within a setting with little to no connectivity and teaching personnel with no teacher training and limited digital skills.

PULL Beneficiaries

1. Google Ads

Google Ad Grants is still supporting Inoma, helping promote both of our websites: TAK-TAK-TAK (for use by students) and LabTak (for use by teachers). Thanks to this, more children and teachers have become a part of the project and have used our tools in their daily practice.

2. Social Media

Given that boys and girls had to continue their studies at home this year, due to the COVID-19 pandemic, our strategy was to make TAK-TAK-TAK known to them as a free tool to enable fun learning experiences from home.

In addition to ordinary promotion through Twitter, Facebook and Instagram, we implemented a strategy called “TAK en Casa” (“TAK at home”), comprised of two types of content: TAKtívate (a portmanteau of TAK and “activate”) and TAKenseña (a portmanteau of TAK and “teach”):

a. **TAKtívate:** invites boys and girls to play a different TAK-TAK-TAK video game each week and complete three simple steps of an activity related to the video game’s learning objective. The student is then encouraged to share a picture of themselves on social media using the hashtag “#TAKenCasa”

b. **TAKenseña**: invites parents (many of whom had to take up the role of teachers during the pandemic) to understand the importance of learning certain concepts and developing specific abilities. Each week a different concept or skill is related to the video game promoted in TAKtívate.

Both of these initiatives were intended to support parents and students alike in the continuation of at-home learning during the pandemic.

In addition to these weekly initiatives we also continued to post weekly on our social media, sharing information about technology and education. Furthermore, we continued to incentivize new users to register to our platforms, become familiar with our sites and take part in our web activities and webinars.

Follow us on social media and keep up to date with all our activities!

INOMA

We provide a space to share information about the use of technology in education and keep you updated on how we contribute to education quality through our projects.

InomaMexico

LABTAK

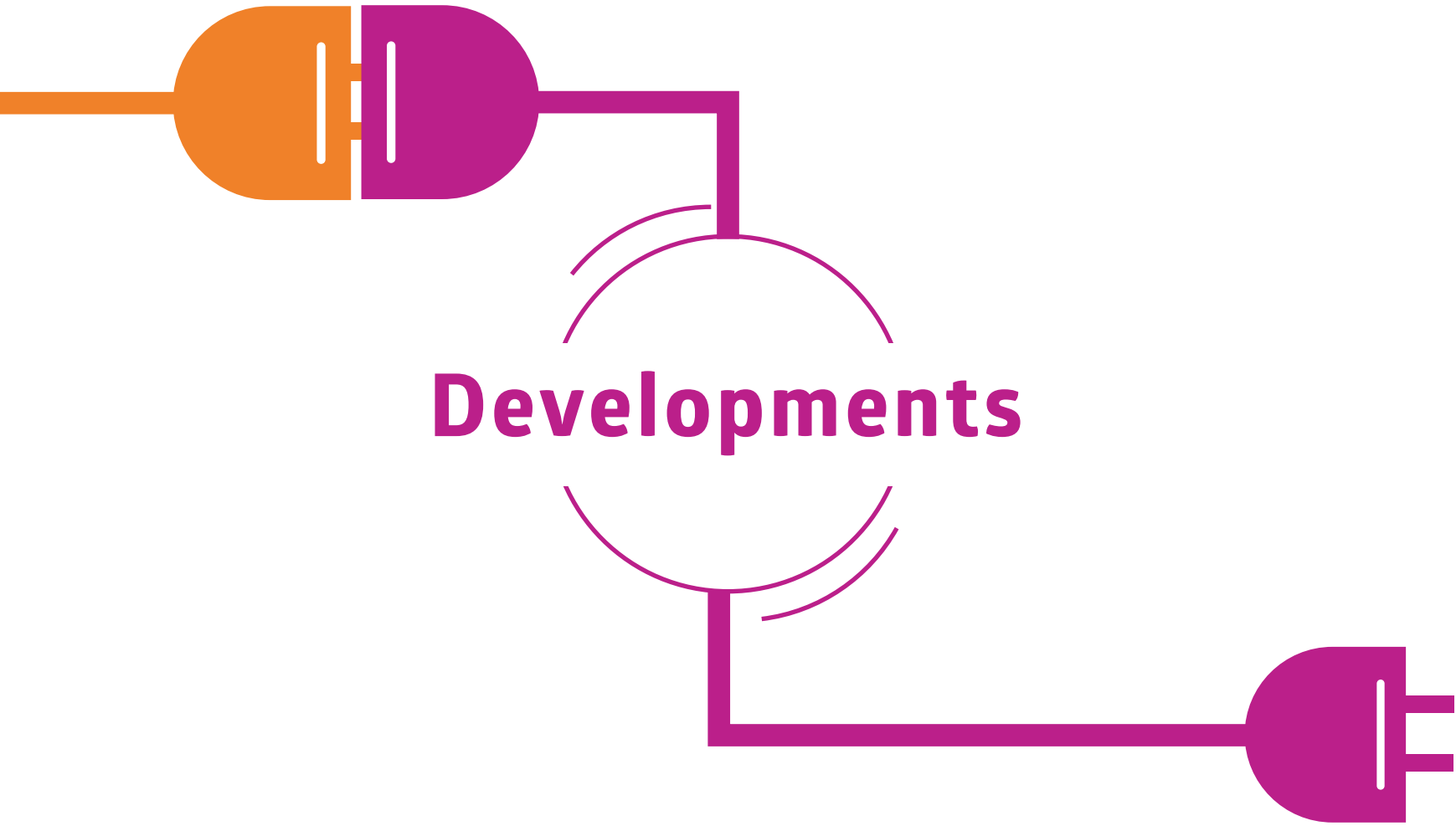
We provide a space for teachers to share advice, best practices articles and inspirational quotes and keep you updated on the latest ways to implement our educational TAK-TAK-TAK video games within lesson-planning.

LabTak

TAK-TAK-TAK

We provide a space for boys and girls to access tutorials, activities and more related to education and the use of our educational TAK-TAK-TAK video games.

Videojuegos TAK-TAK-TAK


Developments

1. LABTAK

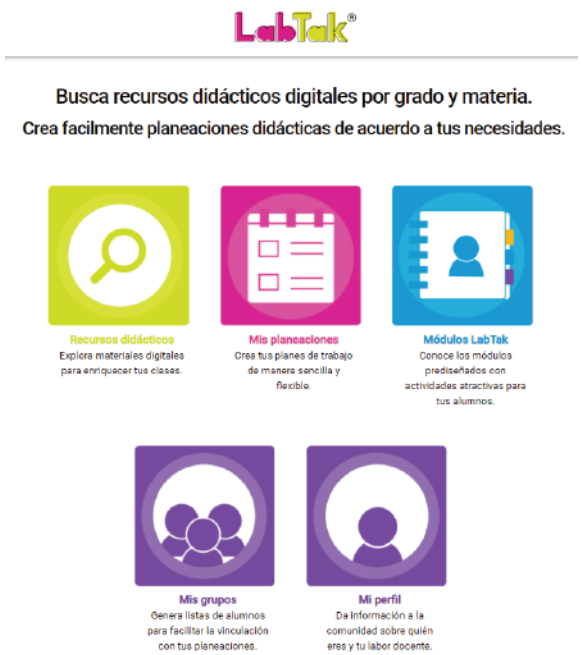
This year marked the end of the first phase of the development and redesign of our new website for LabTak. The site is intended to facilitate the teaching process by offering teachers educational resources in an easy-to-access platform. It also allows teachers to create their lesson plans within the platform by incorporating these resources.

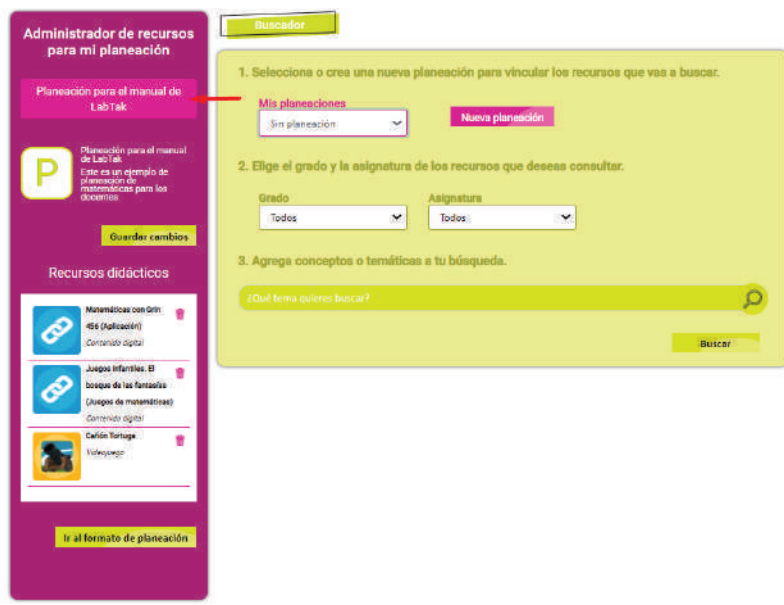
In order to test the site we launched a pilot program with teachers from the Fundación Únete. This was done in-person before the beginning of the COVID-19 pandemic and afterwards remotely. We took on their feedback in order to fix technical issues and redesign features to improve user experience. Working alongside these teachers ensured we were able to focus on offering teachers tools that are truly aligned with their needs.

We also continued to select and revise content for the site's library, incorporating content based on the curricula from Mexico's educational reforms in 2011 and 2017.

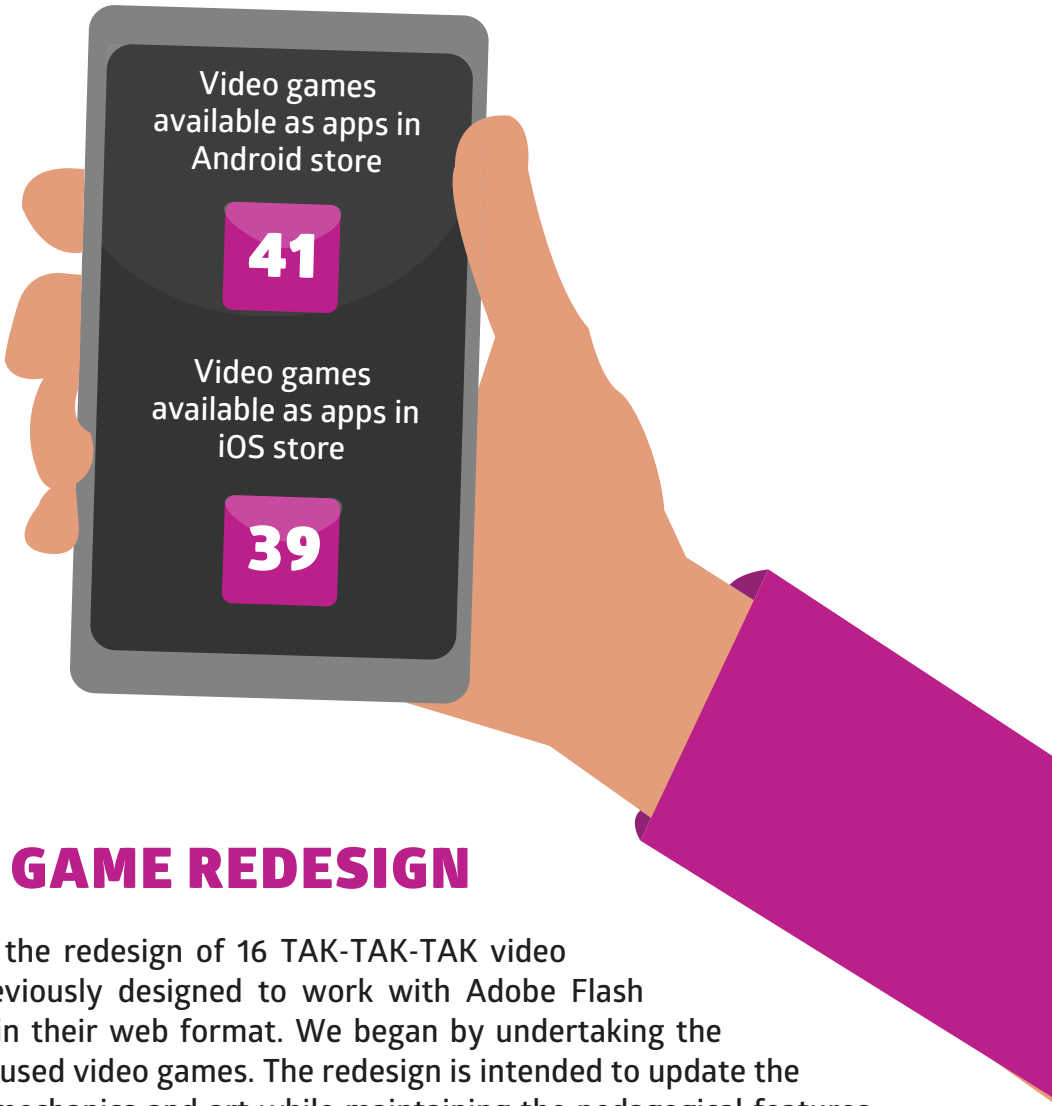
Thanks to our recent alliance with Project Redwood and Tides Foundation, the second phase of the site´s development will begin in 2021 and will include a learning community within the platform. This will incorporate a blog, a forum where participants can share information, teaching strategies and feedback, and a learning space for MOOCS and conferences.

LabTak®





2. TAK-TAK-TAK: MOBILE APPS



3. TAK-TAK-TAK VIDEO GAME REDESIGN

We began the redesign of 16 TAK-TAK-TAK video games previously designed to work with Adobe Flash software in their web format. We began by undertaking the five most used video games. The redesign is intended to update the in-game mechanics and art while maintaining the pedagogical features. The redesigned games will receive a new name. These games are meant to be available in both web and app formats for Android and iOS. The development of these 16 games is still ongoing.

Recognition &
partnerships

Reimagine Education.
Finalists 2018.
E-Learning Category.

Ciencia en Acción
Honorable mention 2018.
Category: Interactive and non-interactive didactic materials in Science.

wise awards

WISE Awards:
One of two international finalists, 2018.

wework CREATOR Awards
CIUDAD DE MEXICO

Winners 2018
Audience Choice

QS REIMAGINE EDUCATION
Wharton LEARNING LAB

Reimagine Education
Regional winners, 2019.
Latin America
(Gold Award Winner).

RECENT PARTNERSHIPS

Fundación Inoma México

Básica Asesores Educativos

Federación Internacional Fe y Alegría

Aprende en Casa

Aprende 2.0

Fundación Haciendas del Mundo Maya

Fundación Gonzalo Río Arronte

Fundación Moisés Itzkowich

Fundación Únete

Computadores para Educar

Ministerio de Educación de Antioquía

Tides Foundation

Project Redwood

EVENTS

In response to the COVID-19 pandemic we put together three online events in partnership with Fundación Inoma México I.A.P. and Básica Asesores Educativos. These events addressed the new challenges teachers, schools and parents faced as a result of at-home learning. Each sesion touched on a topic relevant to education and was presided by experts on the topic. Attendees from Mexico, Argentina, Chile, Ecuador, Colombia, Venezuela, Peru and the United States enriched our events.

Beatriz Ruiz, Education coordinator at Inoma, moderated each session, opening the space for productive dialogue between participants and speakers.

Webinar: Challenges students will face in returning to classrooms

Attendees: 399

Speakers:

- **Hilda Patiño**, head of the Department of Education at the Universidad Iberoamericana.
- **Virginia Villegas**, principal at the Colegio Francés del Pedregal.
- **Gabriela Anzo**, researcher at Mexicanos Primero and tutor at Scholastica.

The talk centred on learning platforms, contents, evaluation methods and the role of technology within the current education landscape.
The speakers highlighted the importance of reconsidering programs and revising obsolete contents, working towards an efficient model that is compatible with the current landscape. They were in agreement that students shouldn't be penalized for uneven learning rhythms and performance within circumstances in which learning environments are subject to so much disparity. Similarly they discussed the necessity of schools retaining some flexibility and autonomy as far as communication between professors, directives, students and parents.

A full recording of the event is available here: https://youtu.be/_TW9-w4rXCI

Webinar: Education & Technology: use of digital tools as teaching resources

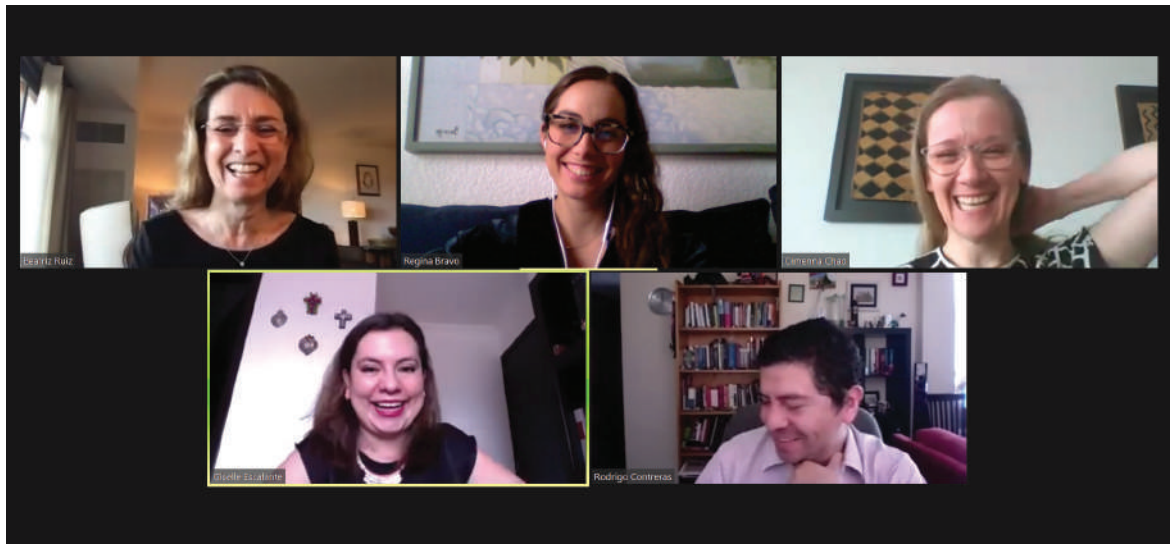
Asistentes: 245

Speakers:

- **Cimenna Chao**, coordinator of the Socio-emotional Education division at Universidad Iberoamericana
- **Giselle Escalante**, coordinator of the Bachelor 's program 'Dirección de Empresas de Entretenimiento' (Entertainment Business Management) at Universidad Anáhuac.
- **Rodrigo Contreras**, co-founder of Most Transmedia, video game and app developer.

The speakers touched on how the use of digital tools has facilitated the move from in-person teaching to a fully-online learning environment. They agreed that traditional classrooms should not limit the possibilities presented by technology going forward. On the other hand, they mentioned the importance of understanding how technology creates new pedagogical spaces and allows the development of socio-emotional skills that weren't being prioritized in schools. Finally, they reflected on the degree to which schools were implementing the use of digital tools and the ways in which educational models will change and adapt when the digital and in-person merge within learning communities.

A full recording of the event is available here: https://youtu.be/OsXNhgrXHuA



Webinar: What happens when education, art, and technology meet?

Attendees: 128

Speakers:

- **Hilda Trujillo**, adviser for the Frida Kahlo and Anahuacalli museums in Mexico City.
- **René Solis**, head of Música en México.
- **Julio Gaeta**, founder of Gaeta-Springall and Fábrica de Ciudad.

The speakers shared strategies for accomplishing holistic development through art and technology. Each speaker presented their project and then went on to discuss the ways in which technology can amplify culture through streaming platforms, video sharing apps, podcasts, audiobooks etc. They agreed that textbook contents should be analyzed and updated to take full advantage of children's curiosity and innate ability for wonder in connection with the arts. Finally, the discussion turned to the ways in which an education in the arts that is richly thought out and well executed can be beneficial to students.

A full recording of the event is available here: https://youtu.be/0p0vQo2MSjM

Webinar. Tardes de Innovación Educativa: 'TAK-TAK TAK: learning while gaming'

In March, the Antioquía Department of Education (Secretaría de Educación) invited us to take part in their online event 'Tardes de Innovación Educativa' (Evenings of Educational Innovation), streamed through Facebook Live.

The talk lasted for an hour and touched on the benefits of the TAK-TAK-TAK system. We had the opportunity of demoing some of our video games. The discussion branched out into different teaching strategies for at-home learning we developed during the COVID-19 pandemic.

The talk was streamed over two thousand times,accrued over 140 likes and 250 comments.

A full recording of the webinar can be found here: https://bit.ly/3ebcgeo

PUBLICATIONS

Standardization and validity of Chefmania, a video game designed as a cognitive screening test for children, **Nature**

nature

Leading scientific publication Nature published this article on their website in July. It is about a study that evaluated the effectiveness of our video game 'Chefmanía' as a tool for the development of cognitive abilities such as spatial recognition, attention, selectivity, memory, mental calculus and visual analysis in children aged six to twelve. The results show that the video game can measure whether the child is developing according to his or her age. This makes Chefmanía a great tool for evaluating academic level in countries where students may not reach the level expected by the end of their basic education.

The full article is available at: https://go.nature.com/2PH5m7c

***SDG 4 startup of the week: Inoma,* 1 million startups**

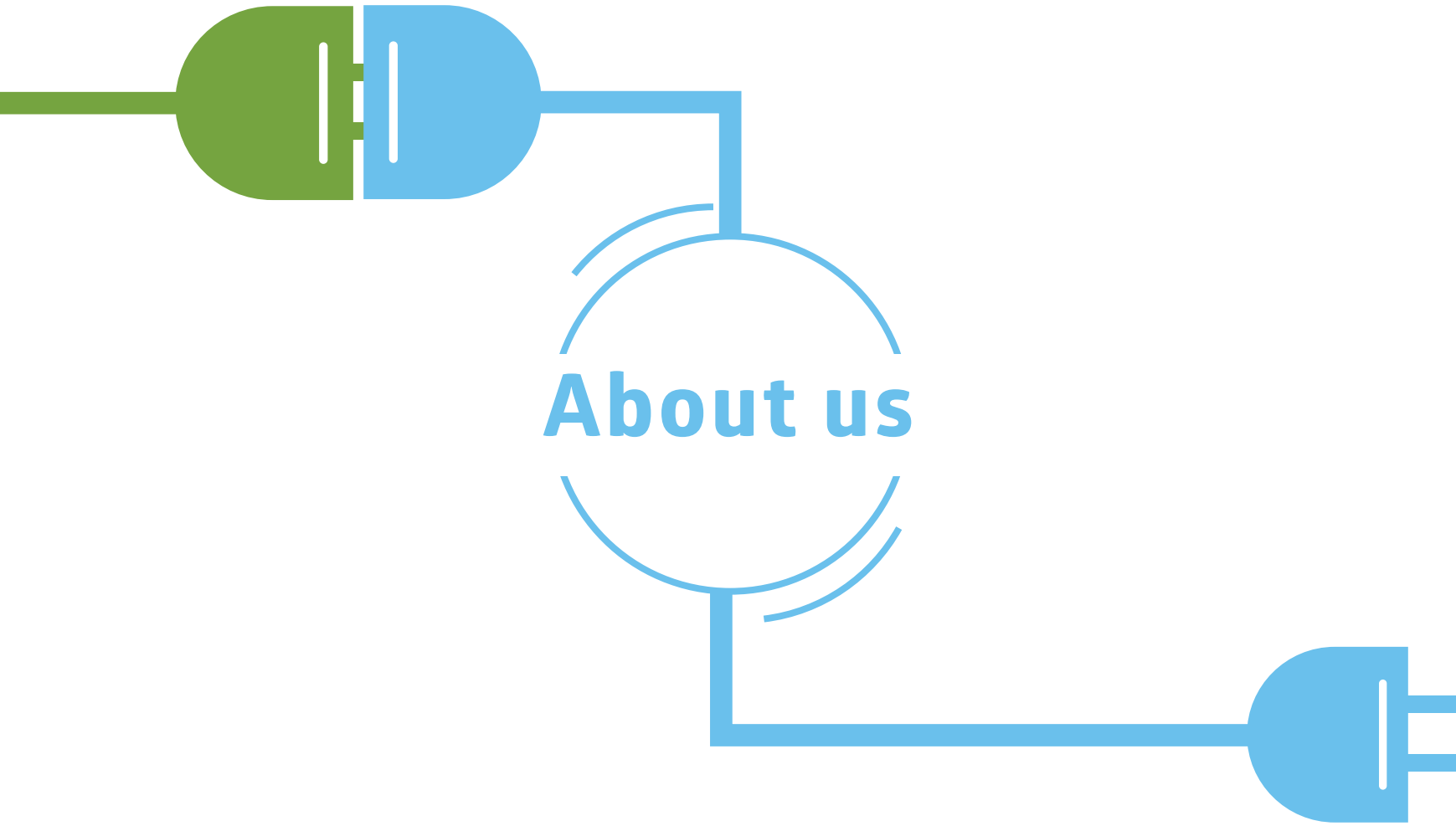
In May Inoma was recognized by the global platform 1 million start-ups, present in over 65 countries. This platform supports entrepreneurs and institutions committed to reaching the UN's Sustainable Development Goals (SDGs). Inoma was singled out for its dedication to the fourth SDG: 'Quality Education'.

The full article is available here: https://bit.ly/3nEX-wHM

***Fun online games that nurture the minds of our little ones,* Blog Mamá en la Torre**

The blog 'Mamá en la Torre' shared TAK-TAK-TAK as one of the best options for children to learn while playing during quarantine. The space, created by Mexican blogger, actress and radio host Andrea Torre, offers mothers tips on parenting, beauty and family life.

The full blog entry is available here: https://bit.ly/2QGRNp2


About us

LETTER FROM THE AUDITOR

GVP Carbajal Asesores

INFORME DE LOS AUDITORES INDEPENDIENTES

México D. F., 30 de abril de 2021

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

1. Informe sobre los estados financieros

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 2020 y de 2019, 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.

2. Responsabilidad de la Dirección

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.

3. Responsabilidad del auditor

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

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

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.

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

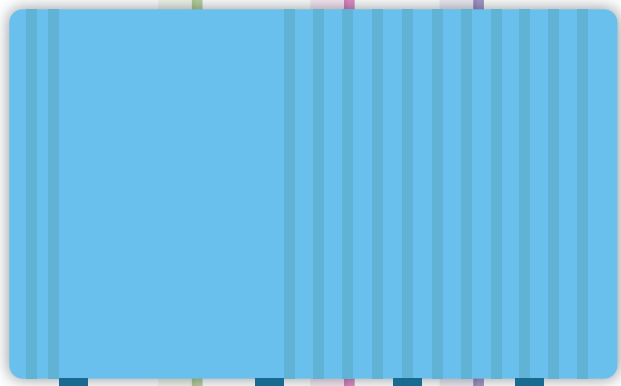
4. Opinión del auditor

En nuestra opinión, los estados financieros adjuntos presentan razonablemente, en todos los aspectos materiales, la posición financiera de Innova y Moderniza tu Aprendizaje, A. C., al 31 de diciembre de 2020 y de 2019, 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

OUR TEAM



Volunteer work

Ibero
Alejandro Aguilera, Mauricio Castro, Mauricio Guerrero, Rosario Arreola, Claudia Cinthya Córdova, Álvaro García, Marina García, Andrés González, Daniela Torres, Valeria González
UVM
Luz Abril Rico, Christian Hernández

Our team

CEO:
Antonio Purón
Management:
José Emiliano Delgado Nieves, Karla Salazar Cortés
Institutional Development:
Regina González Sánchez, Regina Bravo González
Deployment of TAK-TAK-TAK System:
Catharine Alice Austin, Anna Yahaira González, Manoella Rodríguez, María Fernanda Castañeda
Education:
Beatriz Ruiz, Carolina Fojaco
Coordination:
Marisa Juárez García
Research and Data Analysis:
María Fernanda Ramos
Technology and Video Games:
Susana Alegría, Adriana Muñoz, Francisco Reyes, Edson Jair Vasquez, Adalberto Larios, David Luna

Ambassadors

Juan Simón Cruz Cruz

Executive Committee and Board of Directors

Board of Directors:
Carlos Guzmán (president), Julia Marcia Giovanini (secretary), Ernesto Maqueda (treasurer).
Vocal members:
Antonio Purón, Miguel Ángel Pichardo, Eduardo José Bolio, Roberto Newell, Guillermo Roa, Fernando Sepúlveda, Alberto Chaia, Leopoldo Garza, Juan Ricardo Pérez, Heberto Taracena.

ACKNOWLEDGEMENTS

Donors and Partners:

Administración Federal de Servicios Educativos en el Distrito Federal - Aflatoun - Andrea Hernández Velasco - Antonio Purón Mier y Terán - Banco Compartamos - Básica Asesores Educativos - Bett Latinoamérica - Clinton Global Initiative - Centro de Investigación para el Desarrollo (CIDAC) - Centro de Investigación y Docencia Económicas (CIDE) - Compusoluciones y Asociados - Compromiso Solidaridad y Ayuda Social - Consejo Nacional de Ciencia y Tecnología (CONACYT) - Consultores en Computacion y Servicios - Ediciones SM - Endless Mobile - Financiera Independencia - Fondo de Cultura Económica (FCE) - Fundación BBVA Bancomer – Fundación Carlos Slim - Fundación Chespirito - Fundación Educa México - Fundación Gentera - Fundación Gonzalo Río Arronte - Fundación Hacienda del Mundo Maya - Fundación Metlife - Fundación Moisés Itzkowich - Fundación Proacceso ECO - Fundación Roberto Hernández Ramírez - Fundación Telefónica México - Fundación Televisa - Futuro, I.A.P.- Global Living - Gobierno del Estado de México - Google - Grey - HSBC México - Hewlett Packard - Institución de Banca Múltiple - Instituto Mexicano para la Competitividad (IMCO) - Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) - ITITI Tecnologías - - Juan Villoro - Julieta García - La Casa Azul Museo Frida Kahlo - México Libre de Corrupción A.C. - Microanalítica - Microstrategy - Microsoft México - Monex Grupo Financiero - Museo Anahuacalli - Museo Universitario de Arte Contemporáneo (MUAC) - Museo Tecnológico de la Ciudad de México- MVS/Dish - Nacional Monte de Piedad - Ogilvy & Mather Mexico - OSC Digital - Open Learning Exchange (OLE) – Oveja Negra - Papalote Museo del Niño - Pierson Labs - Proeducación – Programa Interdisciplinario sobre Políticas y Prácticas Educativas (PIPE) - Santander - Secretaría de Educación de Veracruz - Secretaría de Administración y Finanzas Yucatán - SEP del Estado de México - SEP de Colima - SEP de Puebla - SEP Federal - Sinadep - Sistemas Integrales de Cómputo Montellano (SICOM) = Sociedad de Amigos de la OFUNAM - Tecnologias Educativas Colaborativas S.A., GAL&LEO - Televisa Niños - Temasek Holdings - The Coca-Cola Export Corporation - The Tzedakah Trust - Unión de Empresarios para la Tecnología en la Educación (UNETE) - Valores para el Tercer Milenio - World Summit Awards - WeWork - Project Redwood - Tides Foundation - Federación Internacional Fe y Alegría Magdalena Salarich

Schools, Universities and School Systems:

Aprende MX - Asociación Pro Personas Con Parálisis Cerebral (APAC) - Aulas Fundación Telefónica México - Aulas Fundación Telefónica Perú - Bibliotecas de Fundación Hacienda del Mundo Maya - Centro Comunitario Acércate - Centro Cultural Haim Weizmann - Centros RIA - Children International (México) - Club de niñas y niños (Tijuana) - Colegio Senda - Cornell University - Escuela Primaria Pública Juan Amos Comenio - Escuelas de Fundación Ririki (Hidalgo) - Escuelas primarias de la Red Educa (de Guadalajara y del Distrito Federal) - Escuelas primarias y secundarias públicas del Estado de México, de Puebla, de Colima, Chiapas y demás estados en los que han permitido la entrada a TAK-TAK-TAK - Freeman Spogli Institute - Spogli Institute - Instituto Politécnico Nacional - Junior Achievement - Stanford University - Sinadep - Tecnológico Universitario del Valle de Chalco - Universidad Iberoamericana, Campus Ciudad de México -Universidad Iberoamericana, Campus Puebla - Universidad Panamericana - Universidad del Valle de México - Koinonia Educational Center - COBURWAS School.

Developers

Big Monster - Caldera Estudios - Cromasoft - Desarrollo de Software para Internet (Ábargon) - Five Ronin Games - Grupo ENM (Enova) - HaikuStudios - Kamikaze - Microstrategy - Most Transmedia Group - Mofeta Estudio - Pixframe Studio - Shock Studio - Sophitech

ANNUAL REPORT 2020

10 years

Join us

inoma
POR Ti MiSMO

Donations
Social service
Internships
Volunteer

Contact us:
contacto@inoma.mx
+52 (55) 6389-2028