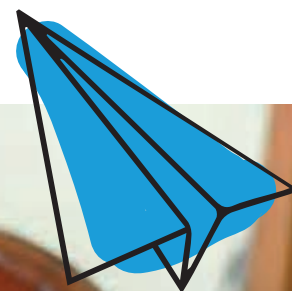


ANNUAL REPORT

2019

nine years



**Education through play
without frontiers**



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ABOUT US



MESSAGE

Nowadays, the world is faster than ever and much happens in little time. We know that change can take place in the blink of an eye. However, change isn't always positive: levels of inequality, violence, injustice and climate change have risen. This is why it is imperative that we democratize solutions to our problems, so that change can truly be in everyone's hands. Group action is instrumental.

At Inoma, we design innovative technological projects that are scalable at low-cost and can reach a large number of beneficiaries. Our objective is to democratize quality education through ICTs. If teachers and parents have access to quality digital resources, the possibility of educating creative, critical-thinking competent children increases. Our focus is educating children that are capable of interacting responsibly within any social sphere and capable of giving solutions to the problems of today.

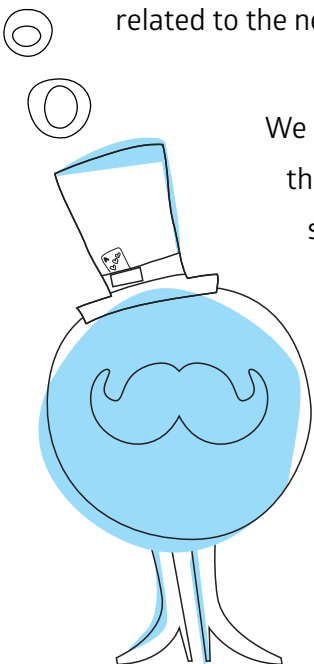
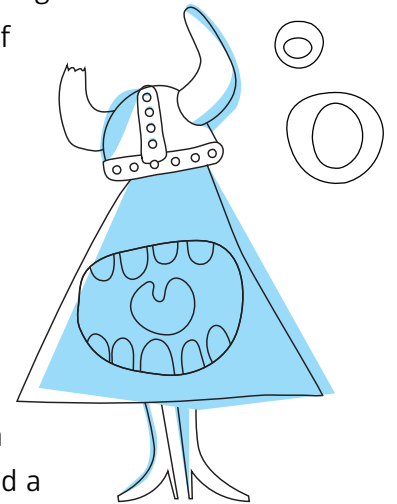
In designing our projects we draw from the needs and interests of our beneficiaries. During our early years, our main objective was increasing the knowledge and skills of children. We began by looking at children's interest in play and fun, which led us to develop the educational TAK-TAK-TAK video games.

Today our objective includes innovating teaching methods. In order to do this we began by looking at teachers' main need: lessening time spent lesson-planning. We designed a new version of LabTak, a tool that optimizes the design of lesson-planning in a simple way and innovates teaching. This way, teachers can manage their time effectively and incorporate content related to the needs of the 21st century, maximizing their students' education actively and experimentally.

We are grateful to the donors, partners and collaborators that have supported us in a project that seeks to ensure everyone has the chance to be an agent of change. Now teachers and students have access to quality educational tools that allow them to actualize their transformational potential. The trust of everyone involved in the project is what allows more children to continue developing the skills and knowledge to face the challenges of the digital era and to generate positive change. We invite you to continue in this adventure, there is still much to do and Inoma will carry on working for it!

CARLOS GUZMÁN
Chairman of the Board

ANTONIO PURÓN
Executive President



PHILOSOPHY

MISSION

To provide recreational-educational tools that, in addition to being fun, help each player to improve their educational performance at their own pace, as well as to promote the use of information technologies for the benefit of education and research.



VISION

Any child with or without access to the Internet, anywhere in the world, can play, have fun and reinforce their formal learning for free. We also want to make new learning tools and resources available to every teacher and parent.



VALUES

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

STRATEGY

GAME + ICT → VIDEO GAME

(PC, smartphones
tablets)

+

Clear learning objective
(concept and/or competence)

Ludic-educational tool
(video game)

SIGNIFICANT LEARNING



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



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 as well as other 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.

Inoma also offers training workshops (both in person and online), handles tech set up in media classrooms and provides free tech-support available to any user.

IMPLEMENTATION MODEL FOR SCHOOLS

Students

Phase 1

Discovery

Registers to TAK-TAK-TAK and plays. Acquires significant learning while being entertained.

Phase 2

Assimilation

Plays under teacher's guidance. Is entertained both at school and at home.

Phase 4

Graduation

Transfers learning to other areas or contexts.

Phase 3

Integration

Convinced of the effectiveness of the program. Incorporates some video games into weekly lesson planning.

Teachers

Introduction

Allows the student to play TAK-TAK-TAK. Registers to LabTak.

Application

Discovers the benefits of the programs and promotes their use in class. Uses LabTak in order to learn about video games as a teaching aid.

Graduation

Incorporates videogames into lesson plans in advance. Utilizes the reports in order to customize each student's learning. Takes full advantage of the information generated by LabTak and participates in the site's learning community.

Inoma

Provides technical support to the school. Gives parents general information.

Trains RAM and teachers.

Provides training in the use of LabTak. Provides use reports. Offers a workshop for parents in order to promote home use of the programs.

Provides teachers with support in the use of ReporTak and the use of the programs as teaching aids. Offers reports to parents.

Provides support in the assimilation of TAK-TAK-TAK into the school's educational program. Stays in touch with teachers and parents.

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 Autonomy
@prende 2.0

2018

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

2019

Africa,
LabTak 2.0

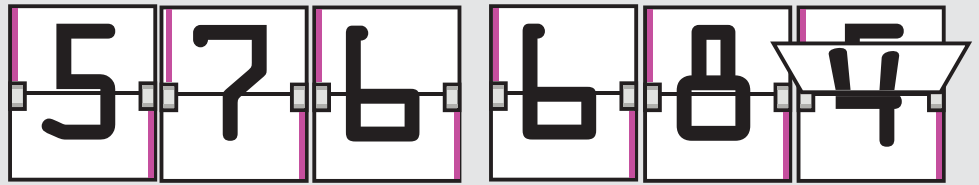




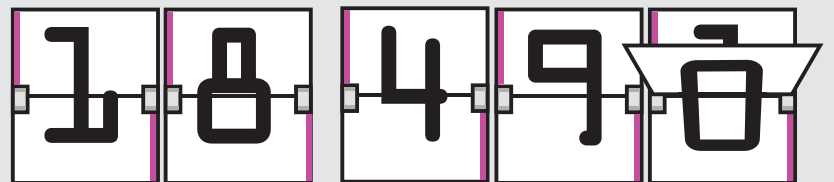
BENEFICIARIES

HISTORIC RESULTS

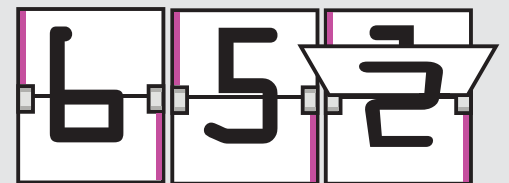
Children in TAK-TAK-TAK:



Teachers in LabTak:



Active schools in TAK-TAK-TAK:

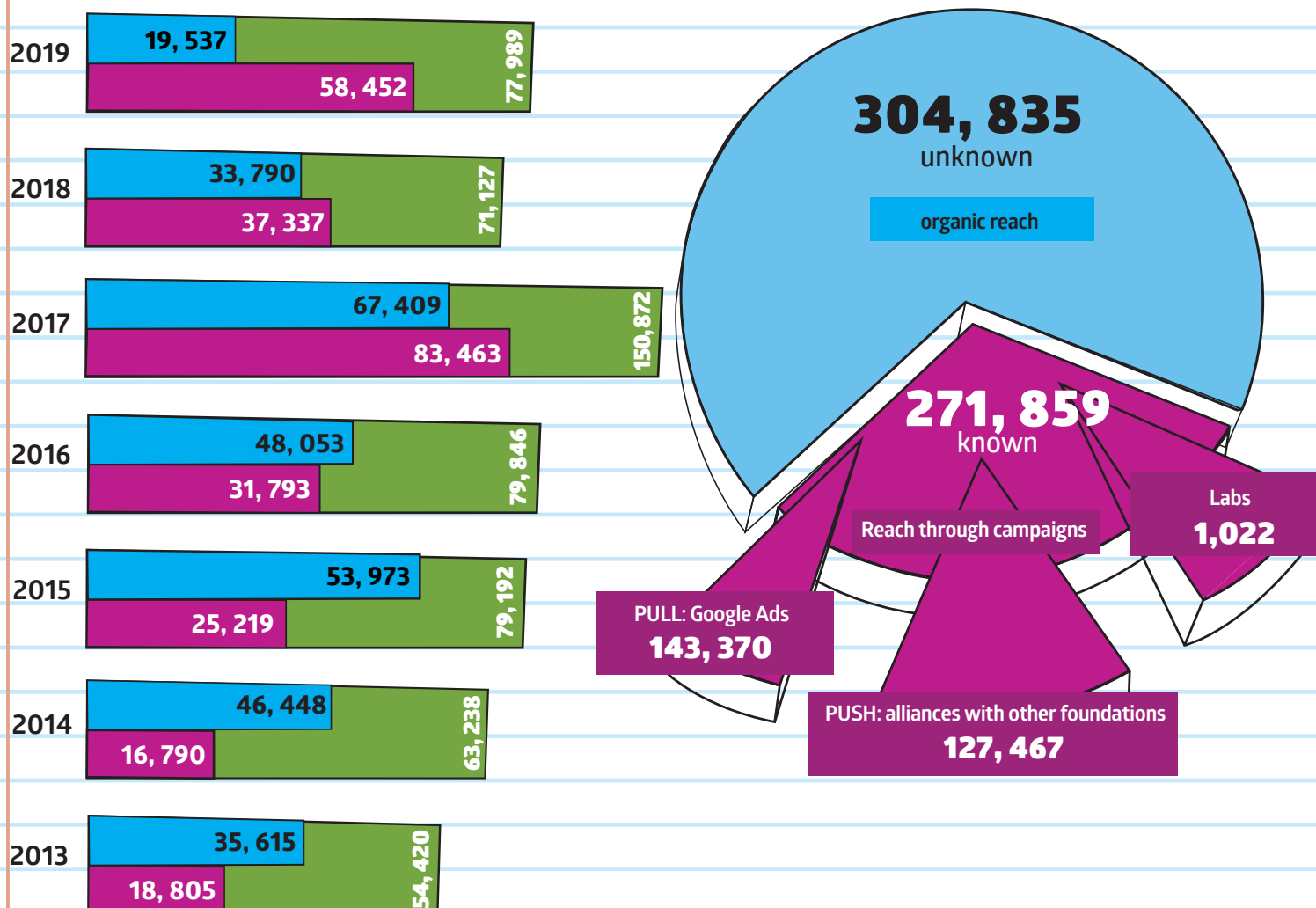


Present in over 60 countries

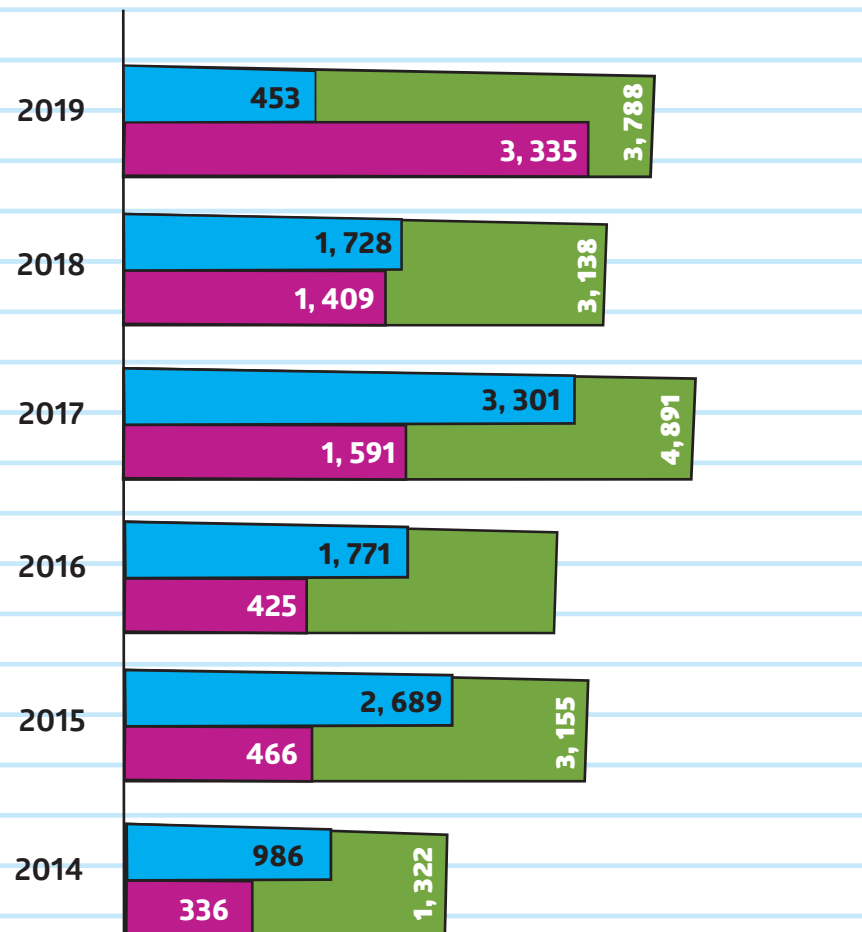
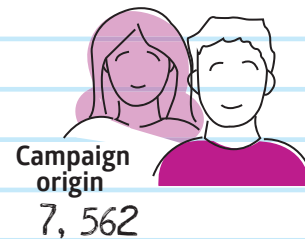
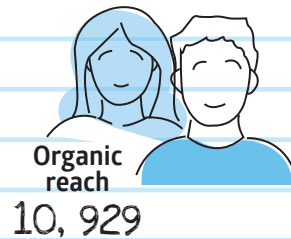
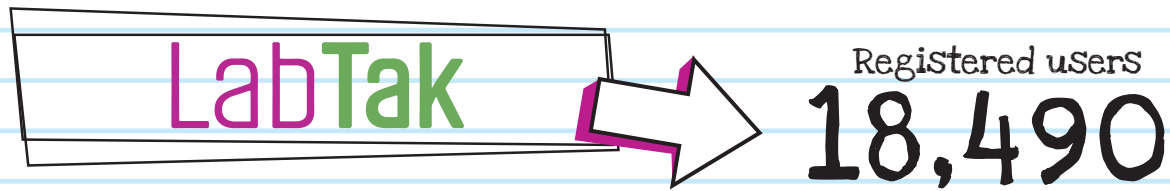
Top States within Mexico:
Puebla, Mexico City, Mexico
State,
Veracruz, Jalisco.

Mexico,
Colombia and
the United States.

RESULTS 2019



RESULTS 2019



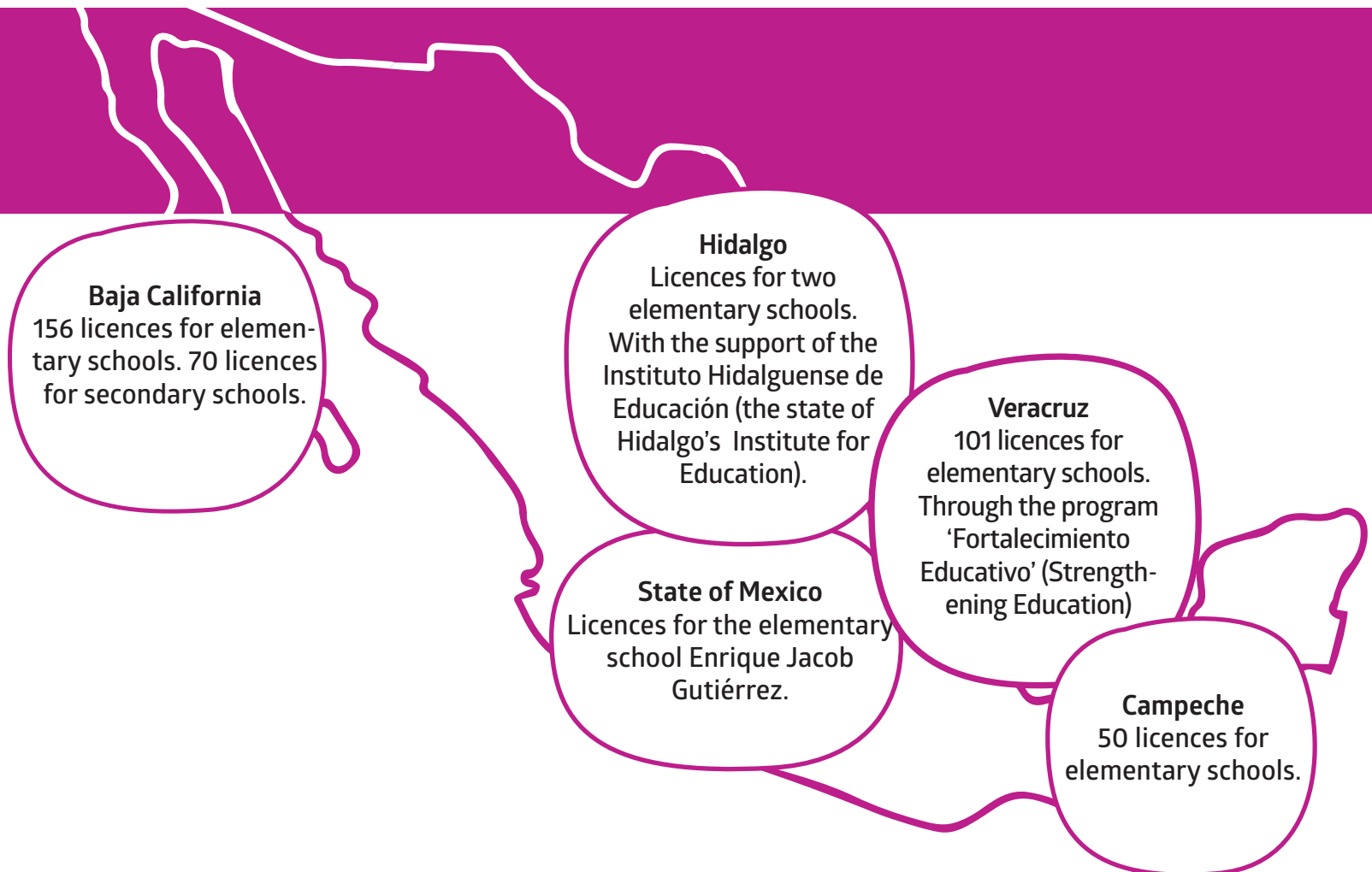
DEPLOYMENT OF THE TAK-TAK-TAK SYSTEM

BENEFICIARIES/PUSH

CURRICULAR AUTONOMY

Inoma offered the TAK-TAK-TAK system through the club TAKTAK-Teka to different schools in Mexico as part of SEP's (Mexico's Department of Education) 'Curricular Autonomy' program. Inoma put forth the TAK-TAK-TAK system. The club comprises seven modules that incorporate activities related to math, language, personal and social development, science and the humanities.

Inoma provides participating schools three long-distance training sessions intended to help teachers master the TAK TAK Teka program for use as a teaching aid throughout the school year. It also offers customer support throughout the year.



CHIAPAS

We continue to work with 18 schools in the state of Chiapas and saw a significant increase in activity in over 90% of students by the end of the first semester of the year. Furthermore, teachers from ten schools received training tailored to their needs in furthering the integration of the video games as learning tools. Success in these communities is owing, in great part, to monthly visits by Inoma ambassadors who help teachers master the platforms.



CHIAPAS, FUNDACIÓN MOISÉS ITZKOWICH

Fundación Moisés Itzkowich sponsored the pilot run of the 'Maestro Dragón' video game, intended to foster the development of socio-emotional skills and promote perseverance. The video game was sent to eight schools in order to gauge its benefits for children. Before its deployment, students took a self-evaluation quiz about perseverance and 35 teachers received training

related to the importance of fostering perseverance in the classroom. The program is still under evaluation.

STATE OF MEXICO, FUNDACIÓN GONZALO RÍO ARRONTE

The support of Fundación Gonzalo Río Arronte made possible the deployment of a prevention programme focused on at-risk children through the use of digital interactive tools in five elementary schools in the Mazahua community of San Felipe del Progreso, State of Mexico. Two new video games were developed for the program: '¿Dónde está Gomita?' (for grades 1st-3rd) and 'Mansión Alien' (for grades 4th-6th). These were specifically designed to strengthen socio-emotional skills through acknowledgement of feelings and responses within at-risk environments.

Forty teachers from the five schools were trained for the program: each received a didactic guide containing nine sessions to work within the classroom. An Inoma ambassador supported these teachers throughout the deployment of the program. As part of the evaluation process, students underwent self-evaluation relating to their feelings and behaviours before and after completing the program. These will be set again in order to evaluate the program's impact. The program is still under evaluation.



YUCATAN AND CAMPECHE, FUNDACIÓN HACIENDAS DEL MUNDO MAYA

In order to conclude the pilot program launched over three years ago, a model of deployment of the TAK-TAK-TAK system was launched in Dzidzilché, Yucatán intended to promote transferring knowledge of the platforms to other communities. Children and their families within Chencoh and Canabchen in Campeche have thus enjoyed training in the use of this

technology. Within both states, the program was implemented using Tak USB given the lack of connectivity.

COLOMBIA, COMPUTADORES PARA EDUCAR (COMPUTERS FOR EDUCATION)

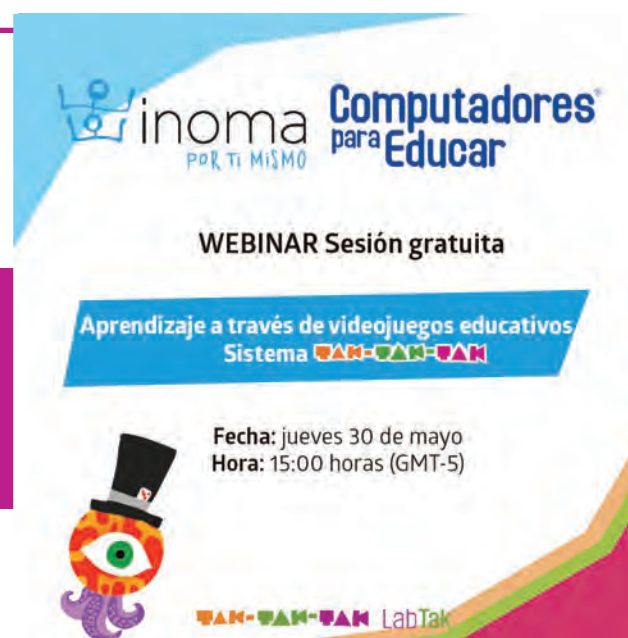
For the second year in a row, TAK-TAK-TAK was part of the digital education program 'Computadores para educar' offered in Colombia through its Ministerio de Educación (Ministry for Education). Digital content is made available in every public school in the country through a free website.

This year we offered two free webinars: "Learning through educational video games: the TAK-TAK-TAK system" ("Aprendizaje a través de videojuegos educativos, Sistema TAK-TAK-TAK") and "Video games and their implementation within classroom routine" ("Los videojuegos y su integración en las rutinas del salón de clases").



These online sessions were meant to increase Colombian teacher's knowledge of the program and the reasons to include it within daily lesson planning.

Computadores[®] para Educar



PROEDUCACIÓN

With the support of Proeducación, students in nine schools in the states of Puebla, Querétaro and Michoacán were able to play TAK-TAK-TAK video games for the first time in the first semester of the year. A workshop, "Video games and daily habits" ("Videojuegos y hábitos de vida") was offered within a symposium for parents in Puebla ('Encuentro de padres de familia'). This workshop provided parents with an assortment of theoretical and practical tools for personal growth. It proved a success as parents reported obtaining new ideas related to how video games might benefit their children's education.

GENTERA

Fundación Gentera worked with us in developing a financial education course offered in six schools in the State of Mexico: 'Educación Financiera a través de actividades y videojuegos educativos. Manejo inteligente del dinero: ahorro'. Comprising six forty-five-minute lessons, the course aimed at generating awareness in students about the importance of saving. A supplementary didactic guide was given to teachers.

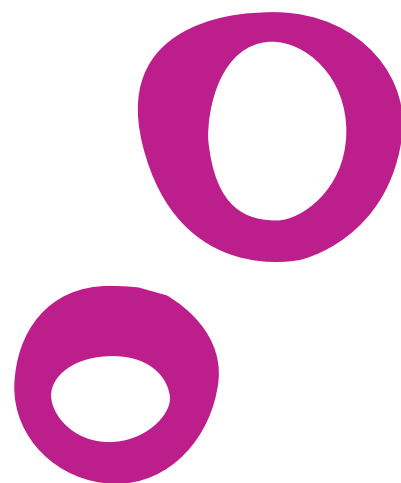
Pueblo Chinampa: in-classroom activities utilizing TAK-TAK-TAK video games.



Students were assigned a final project in which they put together a proposal for generating resources for their communities. The proceeds garnered by a group of students selling fruit sponsored varnishing desks at their school, for instance.

FONDO PARA LA PAZ ('FUND FOR PEACE')

In collaboration with "Fondo para la Paz" we worked in two schools in the state of San Luis Potosí. Students had access to various video games in the TAK TAK TAK system throughout the year.





CROSSING CONTINENTAL BARRIERS iNOMA iN AFRICA

TAK-TAK-TAK has arrived in Kenya and Uganda to support the education of children through Digital Game Based Learning (DGBL). This was accomplished with the support of school authorities within a refugee camp in Kyangwali, Uganda and in the Koinonia School in Nairobi, Kenya.

CIYOTA ORGANIZATION UGANDA, AFRICA

Coburwas International Youth Organization to Transform Africa (CIYOTA) is a volunteer program within the Kyangwali refugee camp, which houses refugees from Congo, Burundi, Uganda, Ruanda and Sudan.

KoiNoNia EDUCATIONAL CENTRE KENIA, AFRICA

Koinonia is a Christian NGO that operates a school for low-income children in Nairobi. This institution houses over 200 orphaned children.



The objective was to start a pilot program for primary school students. Inoma donated 20 tablets and each school was equipped with 16 apps for TAK-TAK-TAK video games in English, spanning the subjects of Mathematics, Art and Science. Teachers in charge of the program received detailed pedagogical information pertaining to each game, didactic strategies to implement in the classroom, user manuals

and a comparative between the video games and the learning competencies required in the school curricula of Uganda and Kenya respectively.

The pilot took place during a period of six months with the participation of 60 students spanning the ages of six and twelve. In person training took place for faculty in both schools and 20-minute sessions were set up to take place three to six times a week using the video games' offline mode. Inoma provided long-distance support with faculty in both Kenya and Uganda throughout the implementation of the program.

The results of this pilot program have shown that the children played, enjoyed and learned using the video games, despite the fact that their nationality, first language and academic context differed widely from other places that had used TAK-TAK-TAK before. Thus, we have proven that these video games can be adapted to a variety of different academic programs and contexts, and that they remain a valuable tool for reaching children in adverse situations.

We will continue to seek out alliances to further the spread of our project and benefit even more children in unfavourable circumstances!



PULL BENEFICIARIES

Google Ads

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

LABORATORY SCHOOLS AND ALLIED INSTITUTIONS

Year after year we implement and evaluate our strategies for maximizing the use of TAK-TAK-TAK videogames in the classroom. We also analyze the effectiveness of new developments. We thank our laboratory schools and allied institutions, who continued to support us in evaluating our new developments this year.

COLEGIO WEIZMANN

Colegio Weizmann allowed us to test our new project: the 'Guau Guau' video game and didactic guide. We evaluated whether they were able to understand the consequences of corruption and the harm it engenders in society. The results were successful.

SOCIAL MEDIA

This year we began posting on our social media, including Facebook, Twitter and, most recently, Instagram. This has allowed our allies, users and people all over the world (Latin America in particular) to become aware of our work and make use of our sites.



COLEGIO FRANCÉS DEL PEDREGAL

For the last five years, Colegio Francés del Pedregal has successfully integrated the TAK-TAK-TAK system within its curricula. They also took part of a successful pilot run of 'Guau Guau'.

DEVELOPMENTS



LABTAK

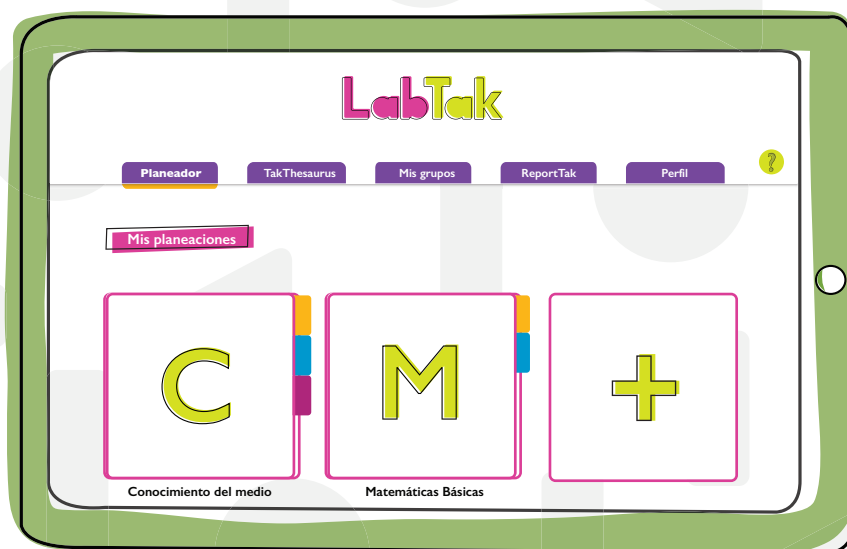
Through the support of Fundación Moisés Itzkowich we began the redesign of our teacher support site “LabTak”, intended to help them access digital teaching material.

In redesigning the platform we put together our main goal of taking information technologies into the classroom and the central need of teachers: minimizing time spent in lesson-planning. We concluded that LabTak should combine digital educational materials (such as videos, documents, TAK-TAK-TAK video games and other resources) and a feature that facilitates lesson-planning.

In the first phase, we defined the site’s new visual identity and implemented new features such as a lesson-planner and a group-manager. We also perfected the didactic worksheets that accompany each video game, restructured the reports feature and curated a library of content.



In the second phase, we will develop further features in order to create a learning community within the platform. The following are under consideration: a blog, a forum to foster the exchange of information and didactic strategies and a space for Moocs and conferences.



Through the library of content available on the platform, teachers will be able to reference content and create lesson plans. Thus time spent looking up content will be minimized and teachers will be able to enrich their lessons and take part of an education community that will grow through the exchange of practices and experiences.

The redesign of LabTak has the aim of aiding teachers and educators in their labour. We visualize it as both a research lab and a place in which to think about learning to teach through video games and other digital tools.

The new site will be tested in 2020 and will become available to teachers in the 2020-2021 school year.



VIDEO GAMES

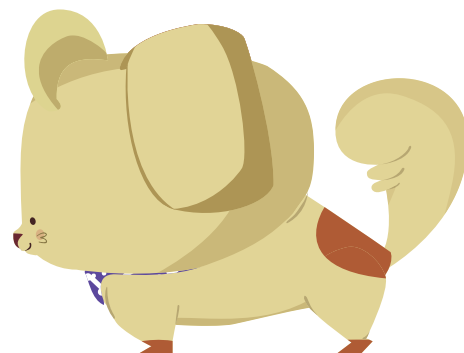
¿DÓNDE ESTÁ GOMITA? ('WHERE IS GOMITA?')
AND MANSIÓN ALIEN ('ALIEN MANSION'),
FUNDACIÓN GONZALO RÍO ARRONTE

Through our partnership with Fundación Gonzalo Río Arronte, we developed two video games for the prevention of at-risk conduct and addiction through strengthening children's socio-emotional skills. Both video games foster the development of empathy, recognizing feelings and self-knowledge, self-discipline and self-command when confronting drug-related situations.

¿Dónde está
GÖMITA?



'¿Dónde está Gomita? (1st-3rd grade) and 'Mansión Alien' (4th-6th grade) include a didactic support guide for teachers developed in collaboration with the Department of Education at Universidad Iberoamericana.



MAESTRO DRAGÓN. ('DRAGON MASTER')

FUNDACIÓN MOISÉS ITZKOWICH

'Maestro Dragón' is a video game about perseverance developed in partnership with Fundación Moisés Itzkowich. Through different scenarios, the game teaches resilience, decision-making, resource management and frustration tolerance.

Through its different levels, obstacles and feedback, Maestro Dragón promotes understanding of perseverance as an essential skill in a child's development.

It includes a didactic support guide for teachers developed in collaboration with the Department of Education at Universidad Iberoamericana.



Maestro Dragón

Our video games are also available for download on both Google Play and Apple App Store.





RECOGNITION & PARTNERSHIPS

RECENT AWARDS



Reimagine Education
Finalists 2018.
E-Learning Category.

wise
awards

WISE Awards
One of two
international
finalists, 2018.

wework
CREATOR
Awards
CIUDAD DE MEXICO

Winner 2018
Audience Choice



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



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

RECENT PARTNERSHIPS



RÍO ARRONTE
FUNDACIÓN



EVENTS

SEMBRANDO FUTURO ('SOWING A FUTURE')

Throughout 2019 we participated in three editions of Sembrando Futuro, a series of workshops that bring together different NGOs in order to promote awareness of climate change. Through in-person seminars, volunteering-schemes and artistic projects, children learn about climate change in a fun and involved way.

As part of our intervention in the different sessions, we had participants play our video games 'Amicu' and 'Árbol Ramón' in their offline modality using tablets. They learned about pollution, biodiversity and taking care of our planet.



JÓVENES Y LA PARTICIPACIÓN ('YOUTH AND PARTICIPATION') AND 123...POR LA PARTICIPACIÓN ('THE ABC OF PARTICIPATION')

The Comisión de Participación Ciudadana de la Ciudad de México (Commission for Citizen Participation in Mexico City) invited us to participate in two events during the month of June, intended to promote political engagement in youths and children. Over the course of two days, artistic, cultural and entertainment activities were set up in order to incentivize citizen participation. By playing TAK-TAK-TAK video games like 'Calle K', children were able to exercise their tolerance and respect as well as reflect on the importance of decision-making to the benefit of their community.





TERCER ENCUENTRO NACIONAL DE DONATARIAS EN ADICCIONES (THIRD NATIONAL MEETING OF ADDICTION GRANTEES)

Since 2017, Alianza de Donatarias en Adicciones (ADA), supported by Fundación Gonzalo Río Arronte, brings its members together to promote productive conversation about addiction. During the third edition of their 'Encuentro Nacional' (National Meeting) we participated in the round table 'Uso de la tecnologías digitales en la prevención de adicciones' (Use of digital technology in the prevention of addiction), in which we discussed our experience developing and implementing video games for the prevention of at-risk conduct and addiction through strengthening socio-emotional skills.

QUINTO ENCUENTRO DE ESCUELAS (FIFTH ANNUAL SCHOOL MEETING)

During the month of September we taught a 'Proeducación' (Pro education) workshop for 500 teachers from the school Mi Patria es Primero in Mexico City. Teachers had the opportunity to share their teaching strategies related to the TAK-TAK-TAK system. Some of the practices discussed included: identifying what to teach and choosing a corresponding video game, implementing challenges among their students to foster motivation, using video games as introduction, detonator or homework. With this workshop teachers were able to share practices to use TAK-TAK-TAK video games to their best advantage.



WOMEN GAME JAM

Women Game Jam Latinoamérica and Big Monster Games invited us to participate in the first instance of Women Game Jam Mexico during the month of September. This programming marathon took place over 48 hours in which talented women had the task of creating digital and physical games. We tutored and mentored some of them in their process.



DIURNABUNDA DE JUEGOS (‘GAME EXTRAVAGANZA’)

In November Centro de Cultura Digital (Center of Digital Culture) invited us to participate in the ‘Diurnabunda de Juegos’ at Complejo Cultural Los Pinos. This gaming session was intended to create space in which to foster ludic literacy. We were invited, among other developers, to show our video games to the public and obtain valuable feedback from users. Children interacted with the offline version of the TAK-TAK-TAK video games on tablets and the web version, while their parents received information about the benefits of the system.



ABOUT US



LETTER FROM THE AUDITOR



GVP CARBAJAL ASESORES

INFORME DE LOS AUDITORES INDEPENDIENTES

México D. F., 30 de abril de 2020

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 2019 y de 2018, 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

GVP Carbajal Asesores, S. C.
Londres No. 226 1er Piso Del Juarez, México D.F.
06520 Teléfono: 52 555 5250-5251 Fax: 52 555 5252-5253

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.

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 2019 y de 2018, 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 Pina Carbajal
Socio de Auditoría y Asesoría de Negocios



GVP CARBAJAL ASESORES

(2)

OUR TEAM

VOLUNTEER WORK

IBERO

Pablo Viramontes, Álvaro García, Luisa Garcés, Alejandro Aguilera
Paulina Rodriguez, Alejandra Medellín, Georg Sachsen

IPN

Aarón Yair Reyes Gutiérrez, Ángel Raúl Martínez Huitrón,
Nadia Rubio, Arturo Sandoval, Brayan Francisco Reyes,
Jessica Bello, César Alan Orozco, Damián Alejandro Pérez,
Leonel Martínez, Claudia Cinthya Córdoba, Joaquín
Martínez, Gabriela Rodríguez, Kenia Hernández

INTERNSHIPS

Mariana Jiménez, Vanesa de la Riva

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CEO

Antonio Purón

Management

José Emiliano Delgado Nieves, Karla Salazar Cortés,
Ana Domenzain

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 Artemisa Ruiz

Coordination

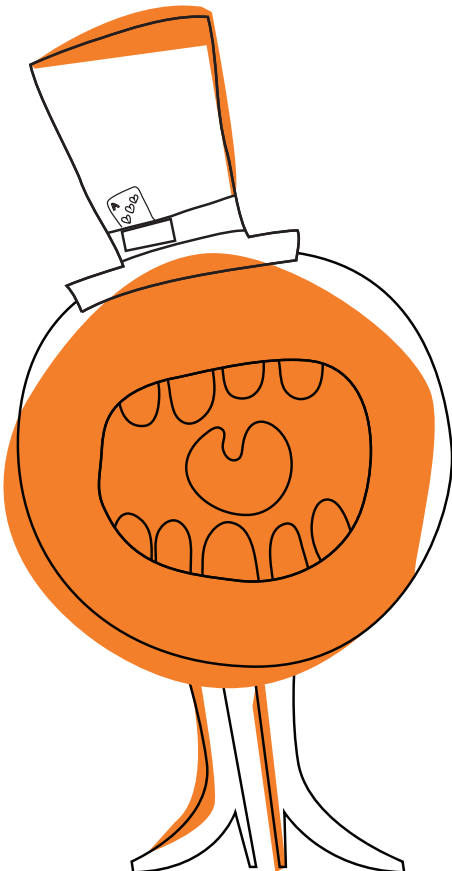
Marisa Juárez García

Research and Data Analysis

María Fernanda Ramos, Brianda Cruz Loría, Ricardo
Jair Felix

Technology and Video Games

Vital José de la Torre, Susana Alegría, Edson Jair
Vasquez, Jorge Fernández, Leonardo Alonso





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Julián Ricardo Jiménez, Pedro Méndez Luna,
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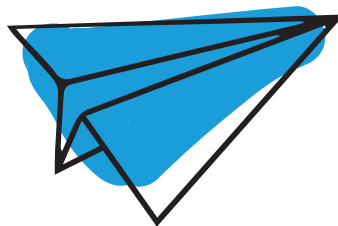
A background image showing a group of children in a classroom setting. In the foreground, a young boy with dark skin is seen from the side, wearing a yellow t-shirt, and is focused on a tablet computer he is holding. Other children are visible in the background, also engaged with tablets. The scene is brightly lit, suggesting a modern educational environment.

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.

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



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

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