

# ANNUAL REPORT

6  
YEARS

2016

 inoma  
POR TI MISMO

# MESSAGE

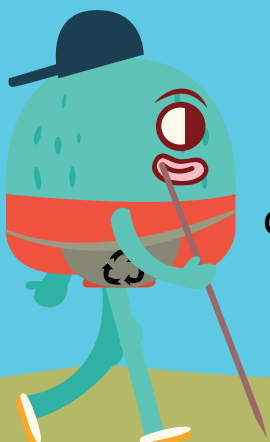
At Inoma we have been promoting the development of knowledge, skills and abilities of children less fortunate for six years. We have contributed to the increase of social justice in Mexico and around the world through TAK-TAK-TAK, our learning system which is based on activities attractive to children and which is supplemented by LabTak, a platform for educators and parents. Thanks to our donors and the support from educative authorities, teachers and school leaders, we are able to offer any child in the world with access to a technological device, the opportunity to learn while having fun, in a free and educative way.

TAK-TAK-TAK was awarded for having the best mobile content for Learning and Education in the World Summit Awards Mobile 2016 among contestants from around the world. This prize recognizes our project as an innovative tool with a high social impact that creates educational solutions within the UN's Sustainable Development Goal framework. Mexico was the only Latin-American representative in this category.

Not only does the TAK-TAK-TAK system help a child's academic development, but it also encourages the development of necessary abilities and skills for facing the challenges of this century, and for early identification of a child's potential in order to implement the right strategies and maximize his or her academic and problem solving performance.

Our commitment to helping the growth and development of children and young adults in Mexico and around the world continues and is growing continuously. This report, corresponding to the year 2016, shows a part of our six-year long, story. We are aware that this has been possible thanks to your support together with our profound commitment to the improvement of the educational quality available to our children and young adults.

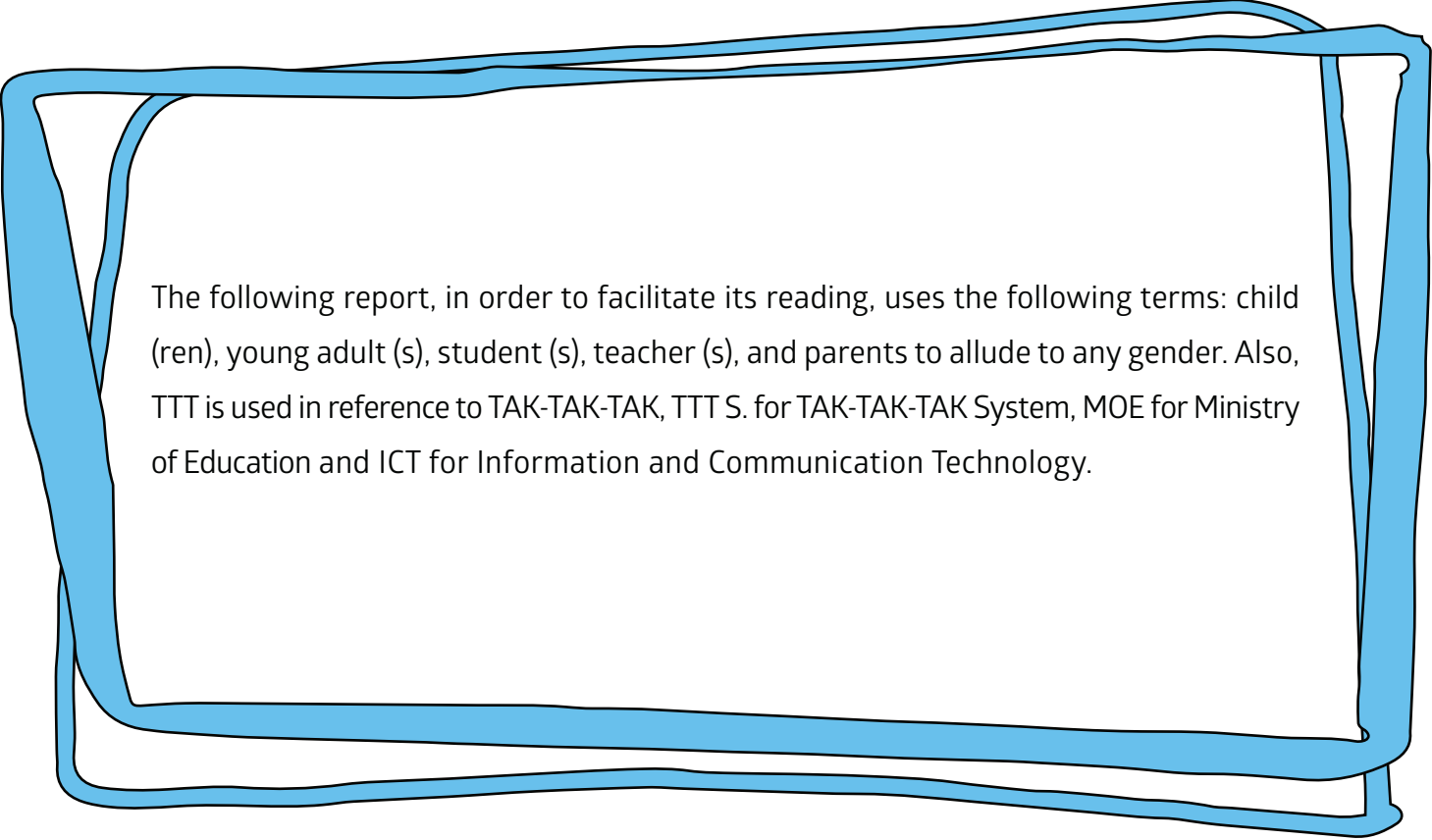
Once again, thank you! Let's continue down this journey together!



**Carlos Guzmán**  
Chairman of the Board

**Antonio Purón**  
Executive President





The following report, in order to facilitate its reading, uses the following terms: child (ren), young adult (s), student (s), teacher (s), and parents to allude to any gender. Also, TTT is used in reference to TAK-TAK-TAK, TTT S. for TAK-TAK-TAK System, MOE for Ministry of Education and ICT for Information and Communication Technology.

# CONTENTS

<b>04</b>	<b>About Us</b> Mission Vision Values
<b>05</b>	<b>Learning through TAK-TAK-TAK</b> Educational Model TAK-TAK-TAK
<b>06</b>	TAK-TAK-TAK System
<b>07</b>	Adoption of TAK-TAK-TAK
<b>08</b>	Access to TAK-TAK-TAK
<b>09</b>	Our Sites
<b>10</b>	<b>Recognition</b> World Summit Awards Mobile 2016: TAK-TAK-TAK Winner
<b>11</b>	<b>Results</b> Beneficiaries
<b>13</b>	Activities
<b>20</b>	Events
<b>22</b>	<b>Investigation</b> Lab Schools
<b>23</b>	Talent detection: Tak-Talentum
<b>24</b>	Internal Analysis
<b>25</b>	Auditor's Note
<b>26</b>	<b>Our Team</b> Counsel Collaborators
<b>27</b>	Social Service and volunteering Join Us
<b>28</b>	Our Thanks



# ABOUT US

Inoma is a non-governmental and non profit organization founded in 2011. It is conformed by pedagogues, psychologists and project managers that work together in order to create ludic-educational tools as a resource to support basic education, mainly, for children and young adults aged from 6 to 13.

We seek to generate certain abilities and competences in children that will help them face the challenges of the 21st century, such as technology command, problem solving and team work; as well as encouraging specific learning concerning several subjects.

**Inoma, in Nahuatl, means “by yourself” and what we offer has such philosophy, that by yourself and at your own pace, the child can learn and advance.**  
-Antonio Purón

## MISSION

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

## VISION

Any child with access to Internet, anywhere in the world, can play, be entertained and sharpen his or her formal learning at no cost. In addition, we want to provide access to any teacher or parent to new learning tools and resources..

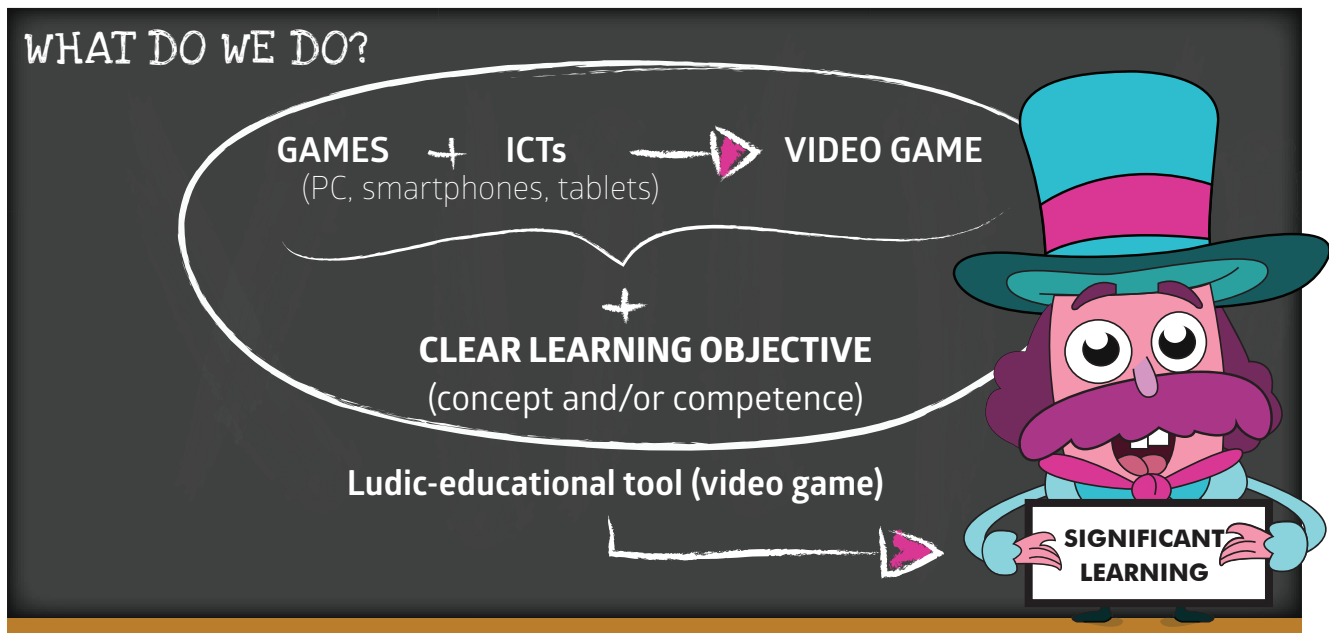
## VALUES

Equity, commitment, innovation, transparency, quality, accountability, responsibility

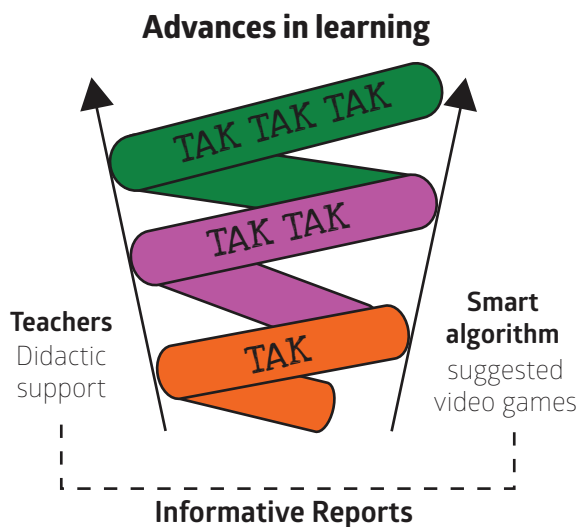
# LEARNING THROUGH TAK-TAK-TAK

## TAK-TAK-TAK EDUCATIONAL MODEL

Inoma created the educational model combining technology and gaming at the service of a teaching objective that generates significant learning.



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.



The educational video games are tools that complement and aid in the child's learning process. They provide meaning in a multimodal space through the use of images, sound, music and movement work together to develop sensory perceptions.

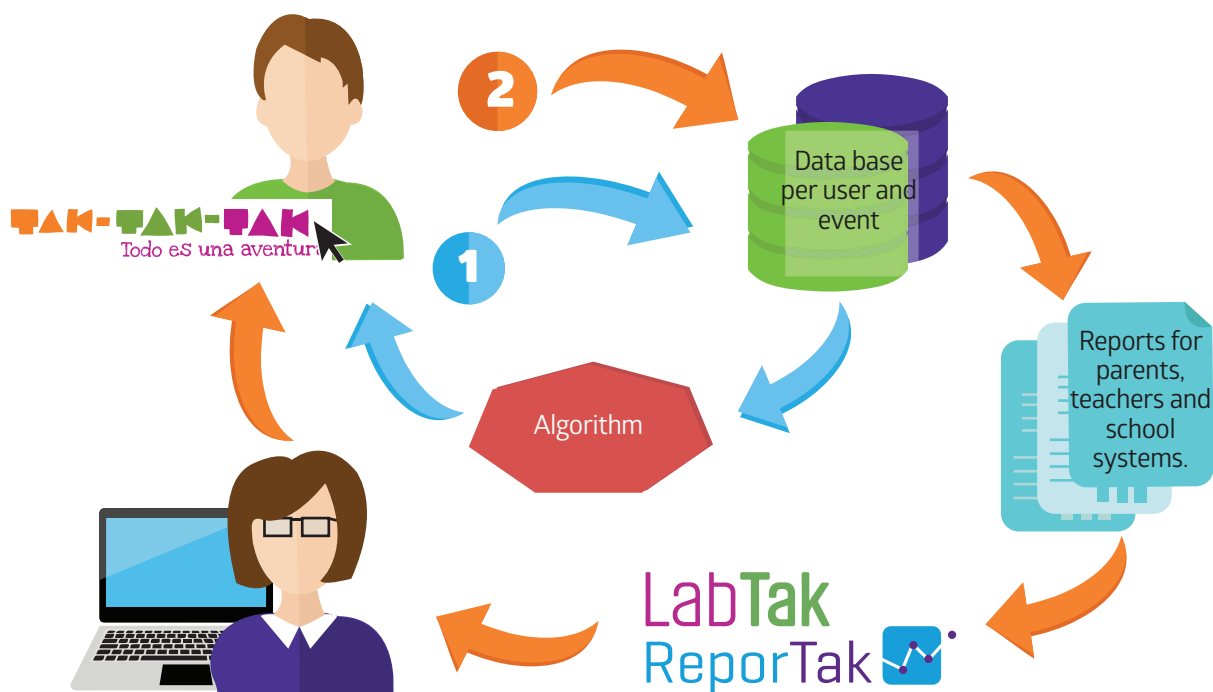
As part of gameplay, children use skills to solve problems and develop strategies to help with decision making. They develop cognitive skills and 21st century competencies in a controlled environment where it is safe to make mistakes and learn from them. All while developing creativity and imagination.

# LEARNING THROUGH TAK-TAK-TAK

## TAK-TAK-TAK SYSTEM

The TAK-TAK-TAK System is a personalized learning system through the use of educational video games. The objective of the TAK-TAK-TAK System is to support, complement, and strengthen education in an entertaining and attractive environment. Furthermore, it enables a teacher to participate as a facilitator and guide in a student's/users learning process. This can be explained in the following two cycles of the TAK-TAK-TAK System:

- 1** In the first, a child goes to [taktaktak.com](http://taktaktak.com), logs in and starts playing. While he or she is having fun, information regarding their activity is being saved (for example, what video games were played, for how long, what levels were reached, what concepts were mastered easily, what concepts were not mastered at all, etcetera). Each individual's information is captured and along with a predictive algorithm, the user will be guided towards those video games that are more appropriate for the level demonstrated in academic performance, preferences and capacities. This way a personalized and more effective cycle can be achieved in all of our user's learning process.
- 2** The second cycle consists of support and feedback tools for parents and teachers found in a portal called LabTak. Here, the pedagogical content of each video game is explained and how it can be implemented as part of the curriculum. In the [labtak.mx](http://labtak.mx) site, in the ReporTak section, real-time reports can be generated to with inform parents and teachers of the child's strengths and areas of opportunity. This allows them to support each child in a more personalized way. Through these reports a child's progress in comprehending concepts and subjects that are covered by our educational video games.



# TAK-TAK-TAK SYSTEM

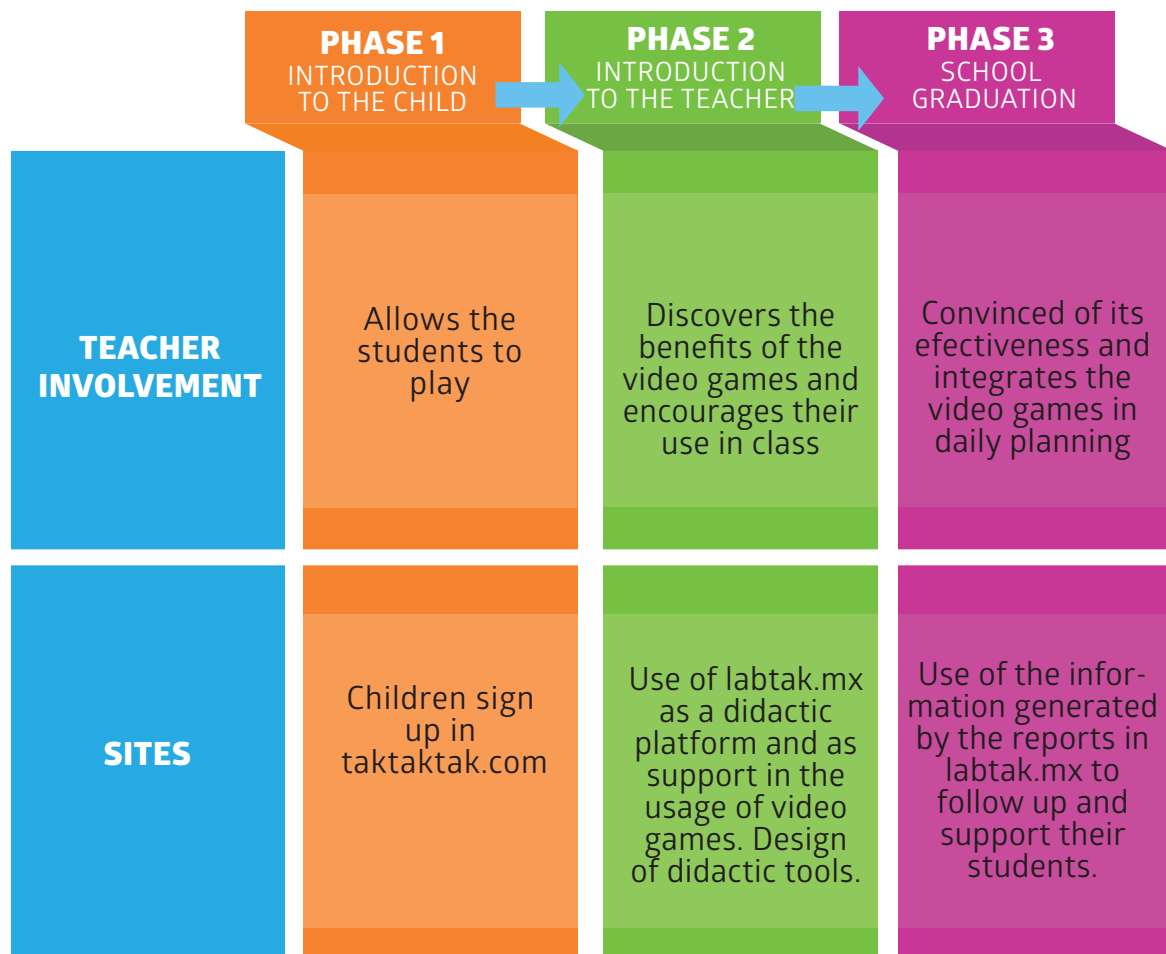
## ADOPTION OF TAK-TAK-TAK

Inoma has two strategies so that this project can be used and benefit more children. First teachers and students can visit [taktaktak.com](http://taktaktak.com) and [labtak.mx](http://labtak.mx) at no cost and second Inoma offers support and training to teachers and educators in schools, media labs, libraries, and educational centers to adopt TTT according to their needs.

Inoma offers:

- Media lab inspection and installation of the TAK TAK TAK System plug-ins
- Pedagogical training in game-based learning and the TTT as a curricular complement
- Generation and use of activity and advancement reports
- Follow-up visits

Inoma considers the following introduction process important for the adoption of the TAK- TAK-TAK System.



# TAK-TAK-TAK SYSTEM

## TAK-TAK-TAK ACCESS

TAK-TAK-TAK's video games are available so that they can be used with or without internet connection.



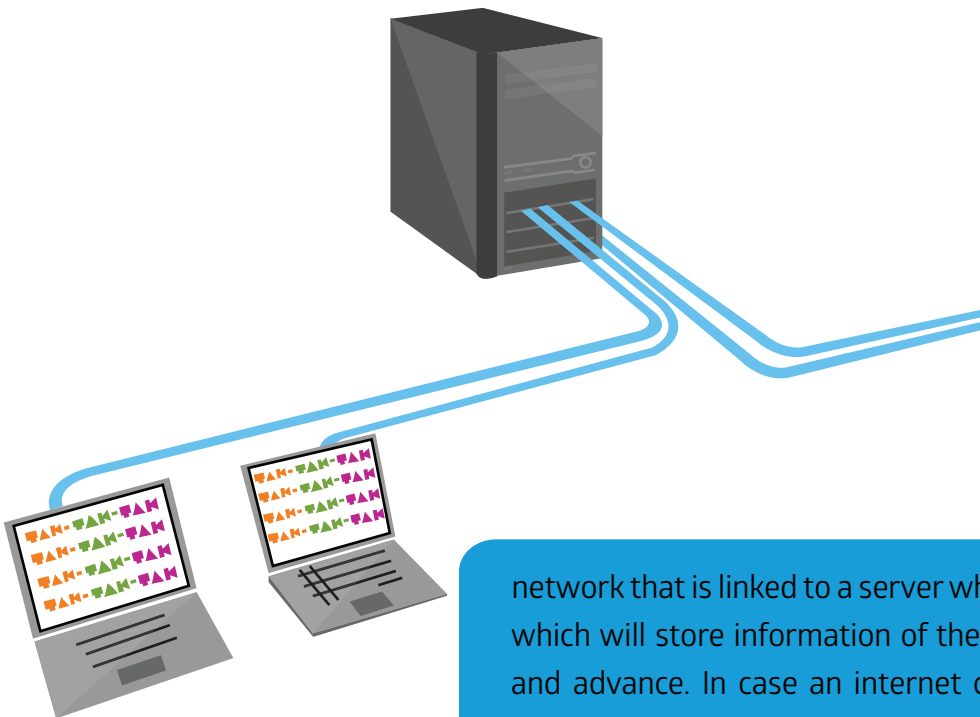
This system allows children to play TAK-TAK-TAK on their computers without an internet connection. All TAK-TAK-TAK materials are uploaded to a USB memory stick and enable its with while also recording the user's activity and advance data (offline). Should the device to which the TAKUSB is connected, detect an internet connection, it will transmit the activity and advance data to Inoma's central data base.



## TakServer

This system also enables children to play in the school's media lab without an internet connection. The media lab computers are connected to a local

network that is linked to a server which contains TAK-TAK-TAK and which will store information of the student's video-game activity and advance. In case an internet connection becomes available, the data is sent to our data base. Should there be no connection, the information can be extracted manually from the TakServer and sent to Inoma for processing from another connected device.





# TAK-TAK-TAK SYSTEM



taktaktak.com



inoma.mx



labtak.mx



THIS YEAR

26 video games now available for Android tablet:

Amicu  
Árbol Ramón  
Atrápame  
Base 10  
Bolo  
Calle K  
Caracol

Corre Cheto  
Cucarachilandia  
Electrolab  
Inspector Pok  
Isla Tortuga  
Kilometrus  
La Máquina Analítica

Lumilab X  
Materia  
Melodines  
Micros  
Moles  
Ojo Rojo  
Pim Poom

Popol Buuu  
Ritmo  
Super Sumas  
Tirin Tirin  
Troglones  
Wayna

# RECOGNITION

## WORLD SUMMIT AWARDS MOBILE 2016: WINNER TAK-TAK-TAK

We are proud to share that TAK-TAK-TAK is one of the World Summit Awards (WSA) Mobile 2016 winners in the category of best mobile content for Learning and Education. The WSA are awards aligned to the Sustainable Development Goal framework endorsed by the UN and recognize digital content with high societal impact with innovative applications. 40 international projects were selected as winners, 5 per category.

The category of Learning and Education, in which TAK-TAK-TAK was a winner, is based on the premise that ICTs generate educational solutions to promote easy access to quality education.

This supports the online, knowledge-sharing that increases skills through interactive and personalized, educational resources.

This prize recognizes TAK-TAK-TAK as the best mobile educational content world-wide with Mexico being the only Latin American representative in this category..



Prof. Dr. Henrik R. Bruch  
Chairman of the Board  
World Summit Awards  
Austria

Salzburg, April 17, 2017



Thanks to all our collaborators,  
partners and donors for being  
part of this adventure!

# 2016 RESULTS

## BENEFICIARIES

2304

trained teachers  
and parents

225

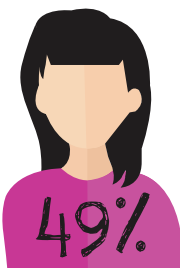
Active chools  
using TTT S. (in Mexico)

97% public  
schools

3% private  
schools



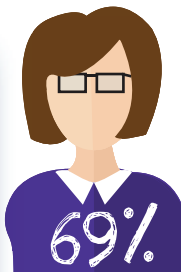
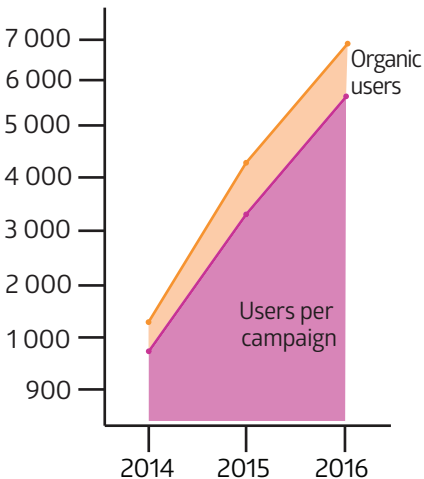
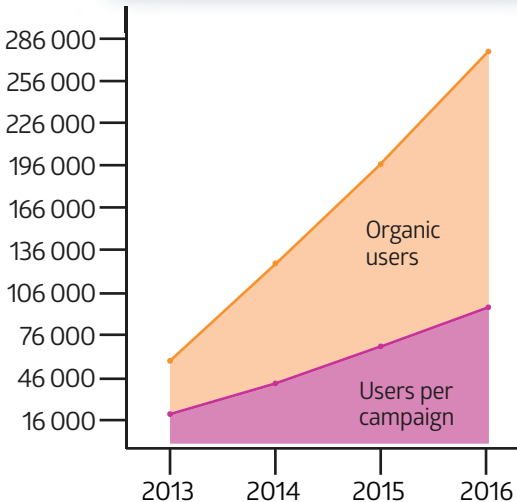
BOYS



GIRLS

TOTAL: 276,696

children registeres in TAK-TAK-TAK



WOMEN

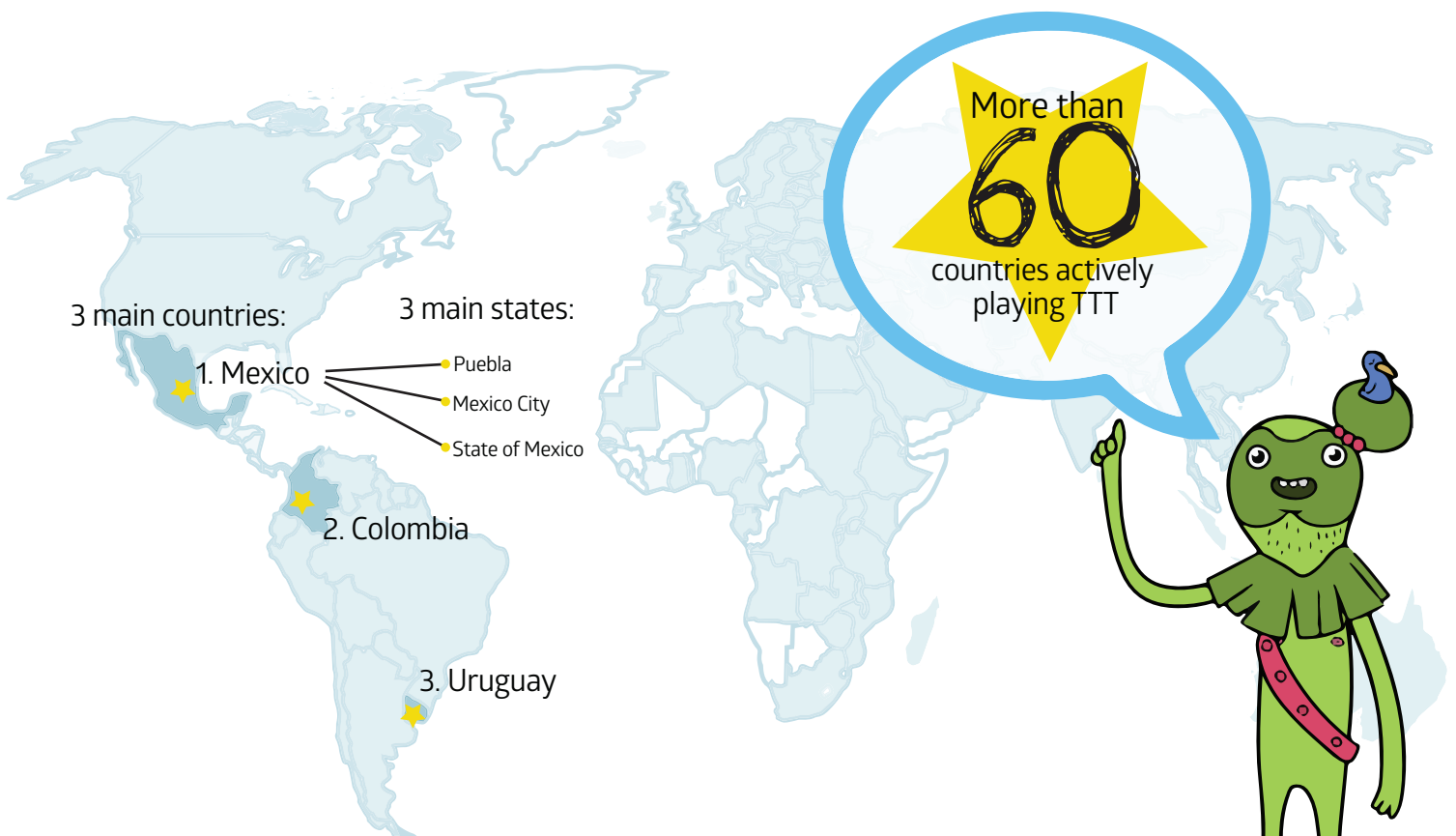
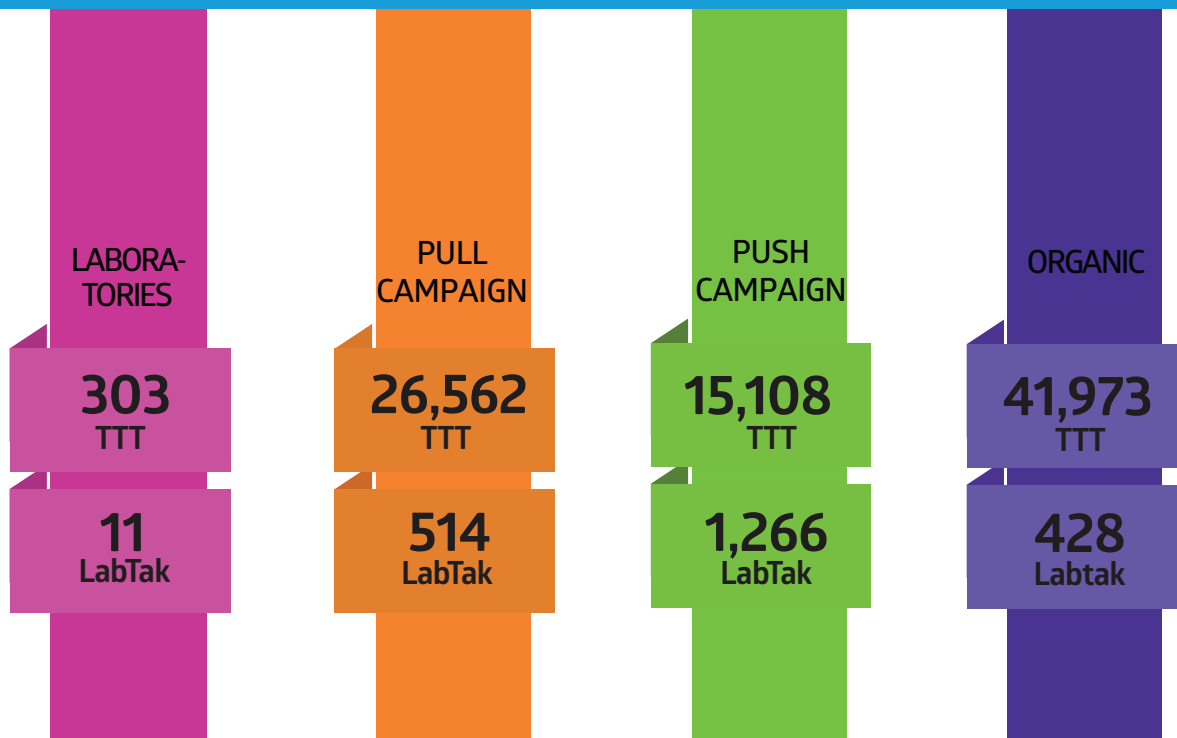


MEN

TOTAL: 6,704

teachers and parents using ReporTak

# 2016 RESULTS



# ACTIVITIES

## PUSH

### AFSEDF (PiLoT)

The Federal Administration of Educational Services in Mexico City (AFSEDF) engaged Inoma to carry out a pilot program in ten schools in Mexico City with the objective of evaluating the integration of the TAK-TAK-TAK System to the standard curricular program. With the support of Fundación Telefónica México, this pilot was carried out from February 24th to June 30th, 2016.

The program consisted of training teachers to

integrate the use of TAK-TAK-TAK as a teaching strategy, where students could play educational video games in their media labs and on their mobile devices and where teachers could generate individual activity and advance reports to monitor progress and take decisions pertaining to achieving learning goals. Training was imparted to directors, teachers and media lab managers; media labs were inspected, students were registered in TAK-TAK-TAK and a help desk was put at their disposal.

In the 10 schools that were part of this program, 2,343 students enrolled in TAK-TAK-TAK, 146 teachers in LabTak with 124 of them generating student reports from the Reportak feature.

The results of this 10-school pilot were very satisfactory. Inoma imparted 57 technical support visits and 47 training sessions with teachers on the use of the TAK-TAK-TAK System. A key success factor was the enthusiasm and the disposition of both the directors and teachers to give the student's access to the media lab which reflected significantly on the student's activity. On average, the time spent playing per user was of 232.7 minutes spread over 22.3 sessions where 6.9 video games were explored. The students not only showed improvement in knowledge, but in attitude as well; being more responsible in academic activities, improving relationships with other classmates and showing a development of self-esteem and group integration as reported through teacher testimonials.

### AFSEDF (EXpANSion)

During the second semester of 2016, Inoma was awarded a tender from the Federal Administration of Educational Services of Mexico City (AFSEDF) to impart a course to a broader school cohort: "Ludic-educational tools to reinforce teaching-learning and develop digital skills in elementary schools in Mexico City". The work of the organization consisted in teaching this course to teachers and school personnel in 150 primary public schools of the city. In total, 900 educational employees were trained: 550 teachers, 150 principals, 100 technical-pedagogical advisers and 100 supervisors, who participated voluntarily.





# ACTIVITIES

Indirectly, it is considered that the approximate number of students who attended was approximately 30,000. The training strengthened teachers' abilities to optimize the use of the TTT educational resources to boost students' academic performance in Spanish and Mathematics. Topics related to the inclusion of digital tools in educational programs were also addressed to strengthen the teaching-learning process in the selected schools at the elementary level.



## MP[ PUEBLA

This year we continued our collaboration with the Ministry of Public Education of the state of Puebla (SEP Puebla). During the first semester, we worked with 26 schools in the state of Puebla that were already part of the TAK-TAK-TAK System training teachers to generate and interpret the reports enabled by the TAK-TAK-TAK System through ReporTak. These reports show the activity and individual progress of the students according to the use of the educational video games in real

# ACTIVITIES

time. Teachers and principals of the participating schools received guidance on how to expand TAK-TAK-TAK use with their students by incentivizing them with a competition for teachers, principals and students.



## FEDERAL MOE: COMMUNICATION WITH TEACHERS

In alliance with the General Department of Teacher Support of the Federal MOE, Inoma trained teachers in the use of the TAK-TAK-TAK and LabTak platforms through its institutional portal: communication with teachers [https://sep.gob.mx/en/sep1/Interlocucion\\_con\\_Docentes](https://sep.gob.mx/en/sep1/Interlocucion_con_Docentes) within Yammer. There, teachers can share their teaching-learning experiences and train virtually. In addition, links to the TAK-TAK-TAK and LabTak sites were integrated in this portal for teachers to access. So far we have been dedicated to strengthening the community and disseminating our platforms; In the TAK-TAK-TAK and LabTak groups we have 90 and 34 members respectively of the 1,324 registered across the platform. They are teachers and representatives of basic education, mainly from public elementary and middle schools.



# ACTIVITIES

## SINADEP-SNTE (PiLOT)

This year Inoma worked with the National System of Professional Development of the National Union of Education Workers (SINADEP-SNTE) to strengthen teachers' strategies. This was achieved through virtual training of TAK-TAK-TAK and LabTak to a group of teachers using the union's platform, EDMODO. In June, its registered group was invited by means of an infographic, and the training involved 33 teachers from 23 states interested in the TAK-TAK-TAK tool. As a result of the training, 230 students enrolled in TAK-TAK-TAK from 8 different schools. The members of SINADEP were satisfied with the results of the program and asked to extend it in the sections of the union of the country. At the end of 2016 we continue to have 140 active teachers.



## TELEFÓNICA FOUNDATION MEXICO

This year we have benefited many more students thanks to the alliance with Telefónica Foundation México, as we continue to work together to improve the education of boys and girls throughout Mexico. The schools benefited from this great project are in the State of Mexico, Chiapas, Mexico City, Michoacán, Morelos, Querétaro and Puebla. The media labs in these schools were inspected, their teachers were trained and pedagogical and technological follow-up was provided to them to adopt the TAK-TAK-TAK System. This was possible thanks to Fundación Telefónica's funding, which allows us to carry out different projects with different partners.

## APRENDE.MX - SUMMER SCHOOLS 2016

The AFSEDF Summer Schools 2016 program is a space for coexistence and recreation through a playful pedagogical model in which learning, recreation, socialization and exercise are carried out with students from public pre-school, elementary and middle schools, with the objective of emphasizing reading and writing, mathematical thinking, art, culture and healthy living. The



program ran from July 20 to August 5, 2016. Inoma and Telefónica Foundation participated with TAK-TAK-TAK to make our project part of the program. To achieve this, Inoma trained the state authori-



# ACTIVITIES

ties responsible for the Summer Schools program. The training venues were Mexico City, Guadalajara, Mazatlán, Monterrey and Oaxaca. Each event was attended by representatives of the host and neighboring states; each state participated with 4 to 8 teachers. These representatives were in charge of training the program guides (cuates) who were in contact with the children. Finally, TAK-TAK-TAK also participated in game day coordinated by Aprende.mx and Papalote Children's Museum.

## CHIAPAS

Inoma has been working with different elementary schools in the state of Chiapas for 3 years now totaling 34 schools. Schools with connectivity challenges are able to be a part of the TTT System thanks to our offline solutions (Tak-Server). Teachers from these schools were trained and supported throughout the semester. During the year 2,256 students were enrolled in TAK-TAK-TAK and 163 teachers were trained.



## CHILDREN INTERNATIONAL

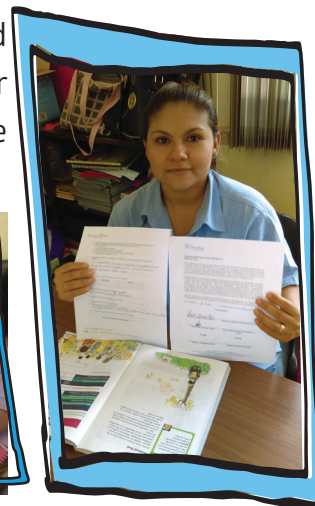
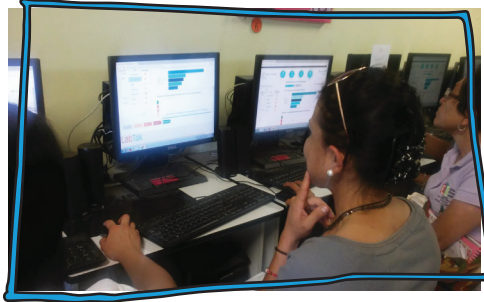
Children International is an international non-profit organization that since 2005 has worked in Mexico supporting more than 16 thousand children and youth in Guadalajara (Jalisco). In order to contribute to this work and to offer these children and young people a high quality, ludic-educational tool, Inoma trained Children International staff from 5 community centers to use the TAK-TAK-TAK System. At the end of 2016, 1,061 children were enrolled in TAK-TAK-TAK with their activities being tracked.



# ACTIVITIES

## COMPARTAMOS BANCO

This year, a relationship with Compartamos Banco was established so that 6 schools on its list of beneficiaries could receive TAK-TAK-TAK training and their students could make use of the educational video games. The project began in November 2016 and will end in July 2017, training and monitoring those located in the states of Mexico, Michoacán, Morelos, Puebla, and Zacatecas.



## JUNIOR ACHIEVEMENT

Junior Achievement México is a non-profit organization that works to provide children and young adults with the tools they need to have a better future. Inoma, through the TAK-TAK-TAK System, managed to participate in 2 of its schools forming part of these tools. The schools in which they worked were: Canada and Meyalli. They received maintenance of their media labs, training for their teachers and monitoring of the activity of students and teachers. By the end of the year, 590 students enrolled in TAK-TAK-TAK and 100 teachers were trained, 28 were enrolled in LabTak and 19 generated activity and advance reports from the Reportak feature.





# ACTIVITIES

## PROEDUCACIÓN

Proeducación is a non-profit private assistance institution that contributes to improving the quality of the education of children in public elementary schools through an integral development model. This year, 7 schools operated by Proeducación in the State of Mexico, Michoacán, Morelos, Puebla and Querétaro adopted TTT as part of their offering. In April, a launch event was held to kick-start activities: setting up media labs, training teachers and assisting student registration. As part of the project there are 783 children registered in TAK-TAK-TAK, 160 trained teachers, 10 teachers registered in LabTak, 1 so far learning to use the ReporTak feature.



**PULL**

## GOOGLE ADS

Inoma has qualified for a monthly 10,000usd grant to be spent on the purchase of Google Ads that promote for its sites TAK-TAK-TAK and LabTak. Through this effort we can spread the system among beneficiaries not only in Mexico which we are unable to reach personally but in other venues that are purchased with the grant. Thus, 26,562 registrations from children were obtained at taktak-tak.com and 514 at labtak.mx. Inoma has been able to increase the number of beneficiaries of the TAK-TAK-TAK System thanks to this significant aid that Google offers for social projects that it deems viable.

## Use of Digital Resources for Learning Congress

Antonio Purón, founder and President of Inoma participated in a panel called "Appropriation in the Mexican Classrooms" within the framework of the congress Use of Digital Resources for Learning (URDA in Mexico). Also participating in the dialogue were Iran Guerrero, investigator; Martha Sánchez, director of fan-reader; and Inés Dussel, professor. Each one of them shared their point of view on the actions taken and those that should be implemented by educational institutions and organizations and by parents. They also discussed the risks and problems the educational system currently faces with the aim of imagining different educational paradigms. This is just one example of how Inoma participates comprehensively in the educational field in society.



## 2016 Science and Technology Week

On October 24th, TAK-TAK-TAK offered a workshop at the 2016 Science and Technology Week at the Universidad del Valle de Chalco, entitled "The Science of Superpowers". TAK-TAK-TAK collaborated by teaching participants to access and enjoy the educational video-games we offer in science, mathematics, Spanish, ethics and arts. The children who participated in the TAK-TAK-TAK workshop had fun while having a rapprochement with technology. For more information about the event, visit::

<http://www.tecvalledechalco.edu.mx/blog/2016/10/10/programa-de-actividades-2016/>





## Summit of Leaders in Action for Education

The Summit of Leaders in Action for Education (CLASE) brings together national and international specialists to discuss priority topics on education in Mexico. We were invited to participate in its fourth edition, which took place on October 26th and 27th. CLASE opened spaces for reflection, discussion and dissemination of innovative educational practices in which we participate, since TAK-TAK-TAK systematizes the educational development of its users. Participants had the opportunity to approach us and become knowledgeable about TAK-TAK-TAK. This way, we exchanged information with school directors, teachers and students, who can now promote the learning of children and young adults in an innovative way through the educational video-games we offer. For more information on the congress visit:

[www.clase.org.mx](http://www.clase.org.mx).



## World Summit Awards Innovation Forum México 2016

Antonio Purón, founder of Inoma, gave a detailed explanation of the TAK-TAK-TAK project during the framework of the World Summit Awards Mexico Innovation Forum (WSA) held on November 10 and 11 at the Palacio de Minería in Mexico City. Inoma was invited to present our project and share our experiences because the event focuses on



promoting the best digital content in the world, for example, projects that through innovation and the use of communication and information technologies promote learning.

## International Book Fair for Children and Youth

On Friday, November 11, Wednesday, November 16 and Friday November 18, at the International Book Fair for Children and Youth (FILIJ in Mexico) Inoma distributed the video games related to reading: Las Golosinas Secretas, Popol Buuu and Wayna. With the purpose of getting to know the video games, different dynamics were realized in which the assistants of the Reading Rooms participated. We had the participation of approximately 200 children and young adults aged 5 to 18.



## LABORATORY SCHOOLS

### COLEGIO FRANCÉS DEL PEDREGAL

During the 2015-2016 school year, a pilot project was carried out with the fifth grade class from the Colegio Francés del Pedregal to test the use of TAK-TAK-TAK (TTT) educational video games in the computer classroom as support to the educational process. During this pilot, Inoma staff provided support to computer teachers and group leaders so that they could help students who had a specific need for development. The results were positive because the didactic with TTT motivated the girls to play and learn. For this reason, for the 2016-2017 school year, the project was extended to other elementary groups. 226 students enrolled in TTT and 11 teachers in LabTak and ReporTak. The activities carried out during the school year were: an investigation of the impact on teachers in the use of TTT; Psychometric and knowledge tests to the students so that an analysis on the correlation between IQ could be made, results in grades and results or progress in video games; And an activity book was developed in which TTT mathematics video games were linked to the curriculum so that teachers and students could find games that support specific learning. The success of these activities has consolidated a close relationship between Colegio Francés del Pedregal and Inoma. Thanks to their support and commitment Inoma has had the opportunity to improve the TTT System.



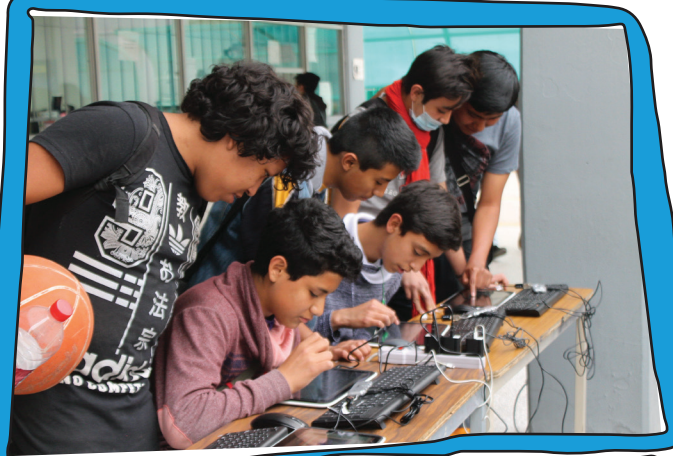
## TALENT DETECTION

### TAK-TALENTUM

Inoma in collaboration with the Interdisciplinary Program on Educational Policies and Practices (PIPE in Mexico) and the Center for Economic Research and Teaching (CIDE in Mexico), thanks to the support of Universia, developed a project to use video games to detect exceptional intellectual talent among young people aged 16 to 18. The project was developed from October 2015 to June 2016 in Campus 8 of the Colegio de Bachilleres.

The objective of this research was to measure the ratio of intelligence tests to the rate of advancement per minute in TAK-TAK-TAK video games. The number of young people who met the criteria established in the competitions was 77 students.

Students with outstanding IQ according to the classification of the Raven test (four women and one man, 6.5%) were up to six times more efficient in the use of video games compared to the rest of their peers. This means they achieved more progress in a shorter amount of time.





## INTERNAL ANALYSIS

### PLAYFULNESS INDICATOR

In 2016, Inoma's data team created a statistical measure that indicates the level of amusement of each video-game, with the goal of giving each video-game a ranking in terms of diversion. To determine this, every six months the behavioral information stored in the TTT activity database is accessed. For the analysis, experts in statistics and in pedagogy chose 18 variables from the databases which were considered referential of the amount of amusement generated by each video-game. Through the Analysis of Principal Components method, the correlations between all the chosen variables are sought. These correlations show the statistical contribution of each variable in terms of fun or diversion, which generates the indicator. In conclusion, through the data generated by TAK-TAK-TAK users, the indicator of diversion is obtained, alerting us to which video-games teach through fun.

# OUR TEAM

## BOARD OF DIRECTOS

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Eduardo José Bolio Sánchez

Roberto Newell García

Guillermo Roa Luvianos

Fernando Sepúlveda Vildósola

Alberto Chaia Semerena

Leopoldo Garza Adame

Juan Ricardo Pérez Escamilla



## COLLABORATORS

Antonio Purón Mier y Terán

**Executive President**

José Emiliano Delgado Nieves

**Management and Legal**

Marissa Ariza Madrigal

Regina González Sánchez

**Institutional Development**

Catharine Alice Austin Thomas

Anna Yahaira González Medinilla

Manoella Rodríguez Zaragoza

**TAK-TAK-TAK System Deployment**

Ana Bárbara Barragán de la Vega

Beatriz Artemisa Ruiz Ordoñez

**Education**

Marisa Juárez García

María Fernanda Ramos Jiménez

Luis Fernando García Covarrubias

**Data Analysts**

Vital José de la Torre Rivas

Helios Gabriel Figueroa Maya

Hugo Alberto Bahena López

**Technology**

Eurídice Orly Rosales Gervacio

**Video games**

# OUR TEAM

## SOCIAL SERVICE AND VOLUNTEERS

### Social Service

Instituto Politécnico Nacional  
Hector Emmanuel Ortíz Pineda-ESIME  
Hugo Alberto Bahena López-ESCOM  
Jorge Efrén Fránco Sanchez-ESIME  
Miguel Ángel Jiménez Castillo-ESCOM

### SAE Institute

Hugo Iván Reyes Castelán  
Fernando Iván Pérez Ruiz

### Volunteers

Julián Ricardo Jiménez de la Cruz-Chiapas  
Pedro Méndez Luna-Chiapas



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[contacto@inoma.mx](mailto:contacto@inoma.mx)

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+52 (55) 6389-2028

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# ANNUAL REPORT

6  
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Calle Reforma 9, Col. Villa Coyoacán,

Del. Coyoacán,

CP. 04000,

México, D.F.

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

FB: InomaMexico

TT: @InomaMexico

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