

ANNUAL REPORT 2021



11
years



 inoma®
POR TI MISMO

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2021 MESSAGE

The crisis generated by Covid-19 has begun to show its consequences in the educational field, especially in girls and boys who were unable to continue their studies during long distance education. Now that back to school has been gradual, many of the students have shown a loss of previously acquired knowledge and skills, such as reading, writing and mathematics.

However, school closures not only caused gaps in learning, but also increased school dropout and inequality, which will undoubtedly have a cost in the immediate and long-term well-being of children and young people who saw their education interrupted as a result of the pandemic.

It's worth mentioning that, in a pre-pandemic context, in our country there were already more than 30.8 million people in a condition of educational gap according to the latest figures provided by INEGI in 2016.

The challenges that have arisen particularly in recent months have been immense. However, at Inoma we wanted to turn these challenges into opportunities. This is how we sought to offer our services remotely and continue training teachers and benefiting their students in the use of educational video games.

Not only did we continue with distance training programs with institutions such as Fe y Alegría in Ecuador, Colombia, El Salvador and Venezuela, but we also expanded our coverage to Spain in three schools of the SEK Educational Institution. In addition, we were able to evaluate the impact of our video games through different programs, and we continue with the development of new content for TAK-TAK-TAK and LabTak.

On the other hand, this crisis has shown us that our content is relevant to this new reality. We saw how much of the knowledge that had not been officially integrated into the curriculum, but that we had already detected as necessary, became important in the education of girls and boys, such as socio-emotional education and the use of ICTs. This year we reinforced our conviction that our tools can be used profitably in any context, and we will continue joining efforts to improve and adapt to any situation so that our children and teachers continue learning and training with quality tools.

The pandemic changed us as an organization; We have worked remotely as a team and with the beneficiaries. Our way of relating has transformed because now we know we are more connected despite the distance, and this opened us up the opportunity to create new alliances and support networks. In addition, we continue to create virtual spaces for distance learning and training through webinars, and we confirm that, despite the fact that our traditional deployment models have been modified in recent months, our video games and digital tools have a high impact on our beneficiaries.

We don't want to stop helping teachers, girls and boys, but to do this we have to address the new problems that the pandemic has brought. We will continue generating content that responds to the new skills and knowledge needed, and we will continue developing distance implementation strategies that can be adapted to any formal and non-formal education context.

We thank the donors, allies and collaborators who have supported us in these difficult times and for the trust that all those involved in this great project have placed in us. We invite you to continue on this adventure, at Inoma we will keep on working so that more girls and boys can continue developing the necessary skills and knowledge to face the challenges of this new social order!

CARLOS GUZMÁN
Chairman

ANTONIO PURÓN
CEO



PHILOSOPHY

→ MISSION ←

To provide recreational-educational digital tools that, in addition to providing entertainment, 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 educational research.



VISION

Any child with or without Internet access, anywhere in the world, can play, have fun, and reinforce their formal learning for free. We believe that the best way to achieve this is through the support of parents and teachers, and therefore we offer them new tools and learning resources that allow them to achieve a greater impact on their students.

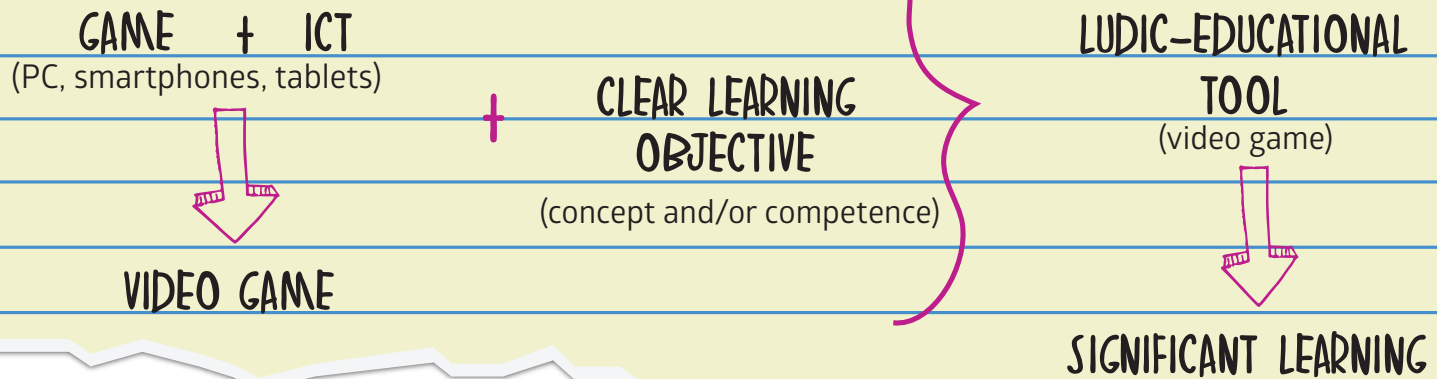


VALUES

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



STRATEGY



Benefits and advantages of educational video games:

- ◉ They complement and support the active and critical learning process of children.
- ◉ They encourage the use of critical thinking skills, necessary for problem solving and decision making in different situations.
- ◉ They provide meaning in a multimodal space using images, sounds, music, movement and developing sensory perceptions.
- ◉ They develop creativity and imagination.
- ◉ They promote learning within a controlled and safe environment, where mistakes can be experienced and learned from.
- ◉ They allow children to take risks in a safe space where real-world consequences are minimal.
- ◉ They motivate children to keep playing (learning) and there is always a reward for achievement.
- ◉ They are free of charge.

STRATEGY



- ◉ Free of charge.
- ◉ For girls and boys from 6 to 13 years old.
- ◉ 100 video games in Spanish and English.
- ◉ Aligned to the SEP educational program and other international programs.
- ◉ Learning areas: mathematics, Spanish, science, history, civics and ethics, art education and social-emotional skills.
- ◉ Available for computer and mobile (Android, iOS).
- ◉ Access without connectivity through TAK-Server and TAK-Usb.

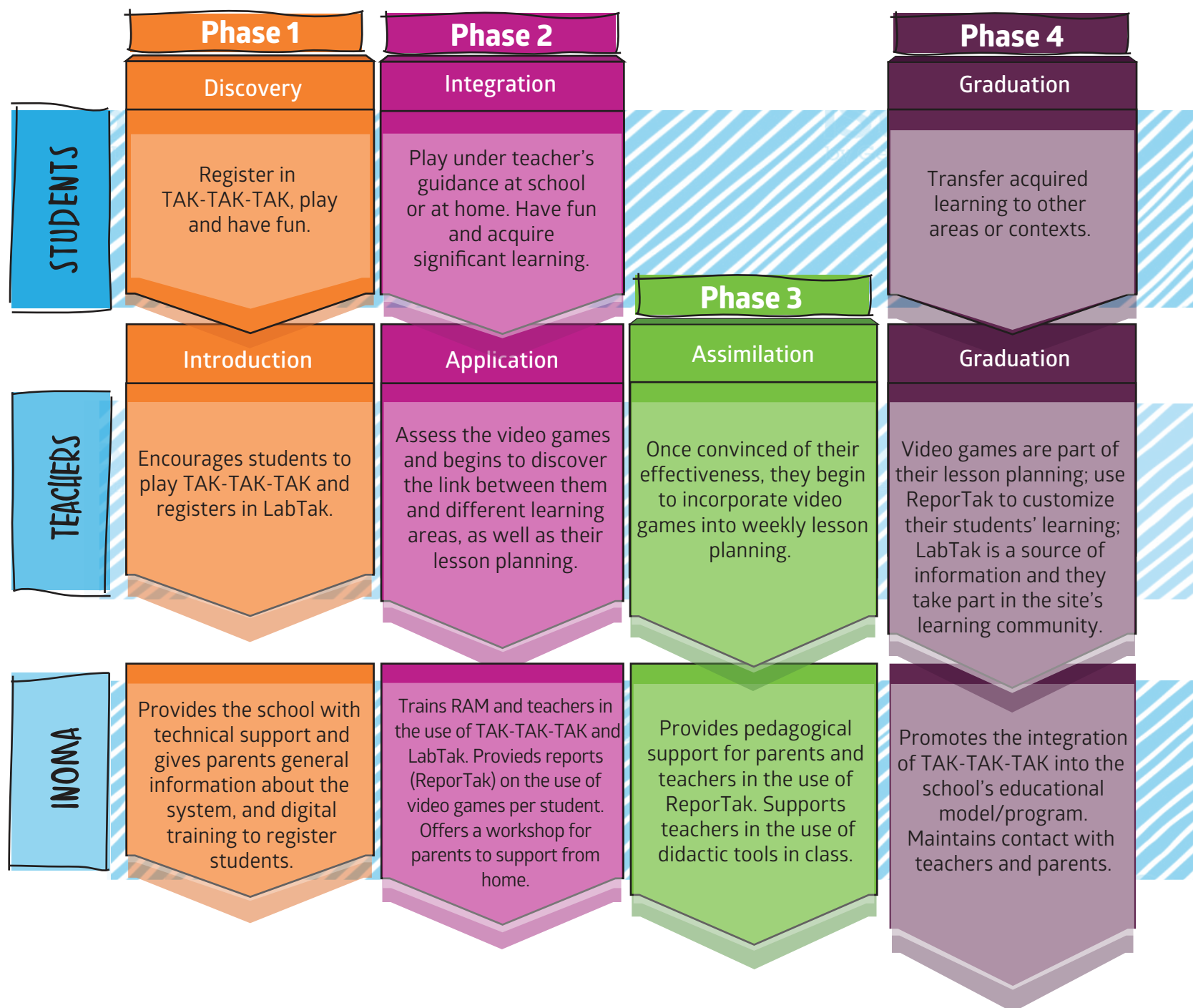
LabTak

- ◉ For teachers, parents and anyone interested in learning through educational digital tools.
- ◉ Contains pedagogical and game information, didactic strategies, manuals, and usage reports (ReporTak) by subject, concept, video game or student of the TAK-TAK-TAK video games.
- ◉ Access with or without connectivity (TAK-Server) through computer.

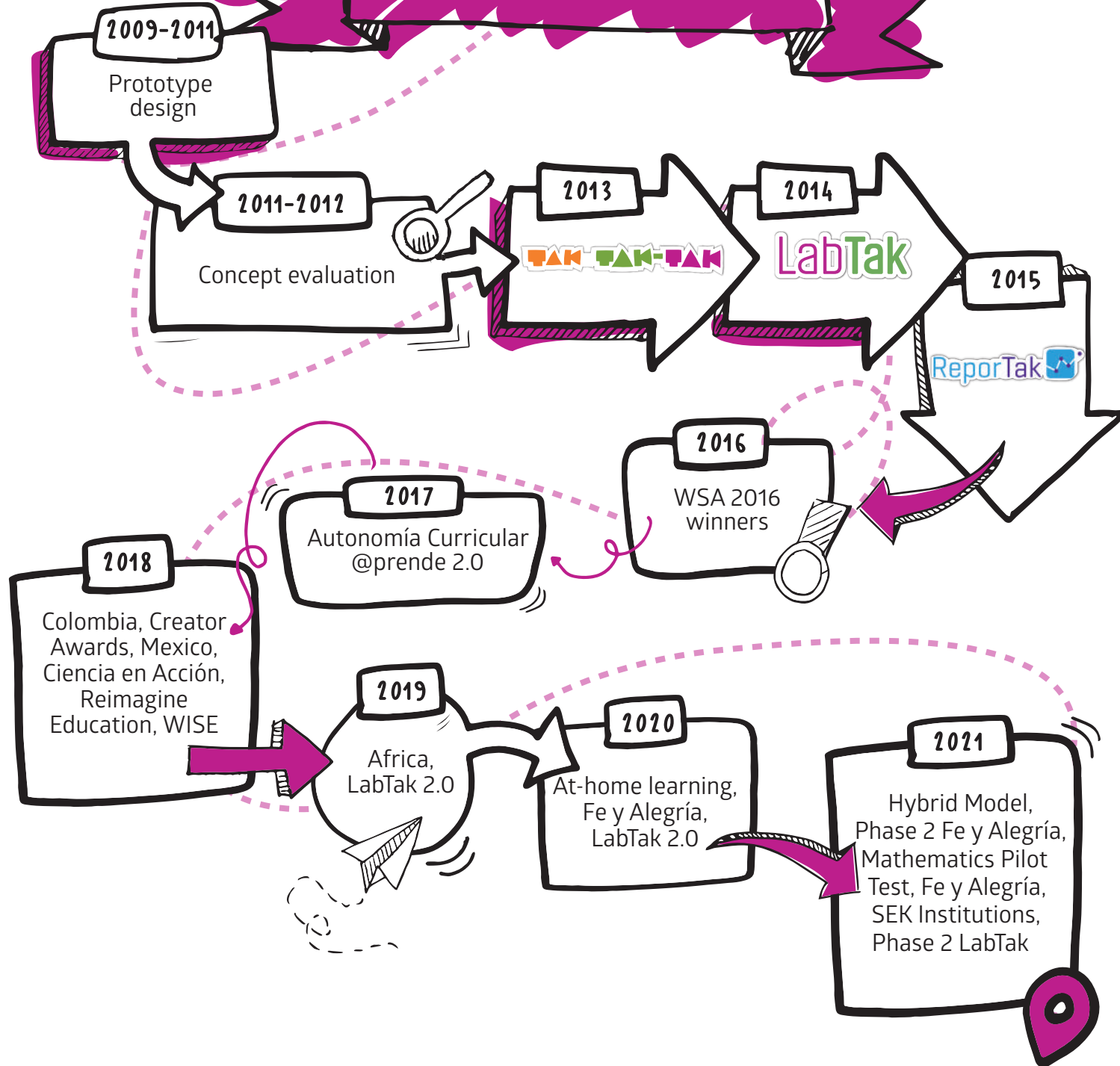


SCHOOL INTRODUCTION MODEL

During 2021, the school introduction model took place virtually due to the pandemic.



OUR ADVENTURE

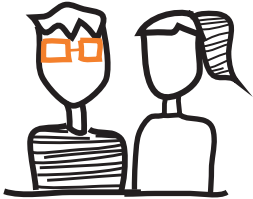




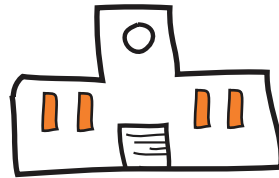


HISTORIC RESULTS

Girls and boys in TAK-TAK-TAK:



804,163



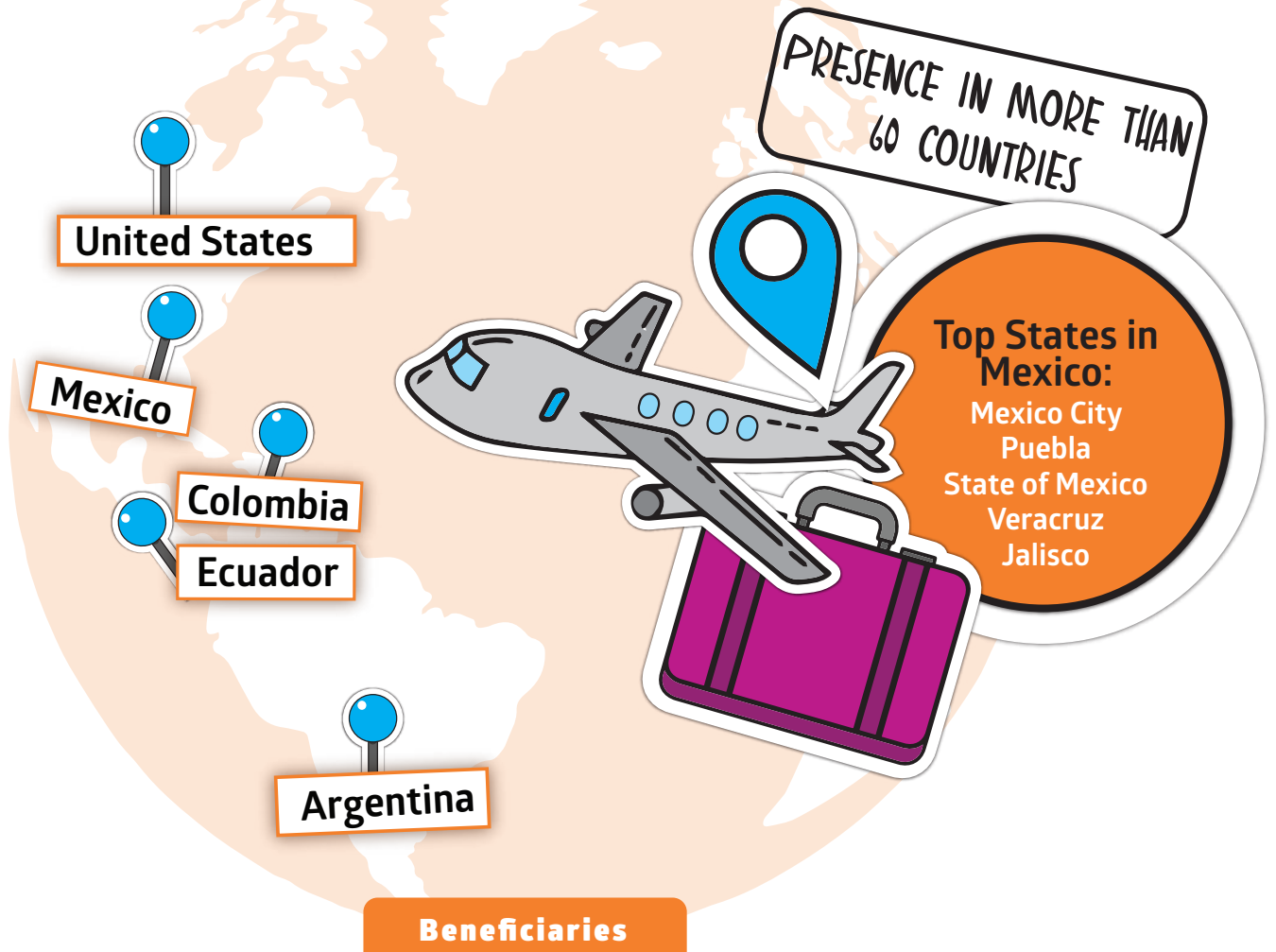
Active schools in TAK-TAK-TAK:

737

Teachers in LabTak:

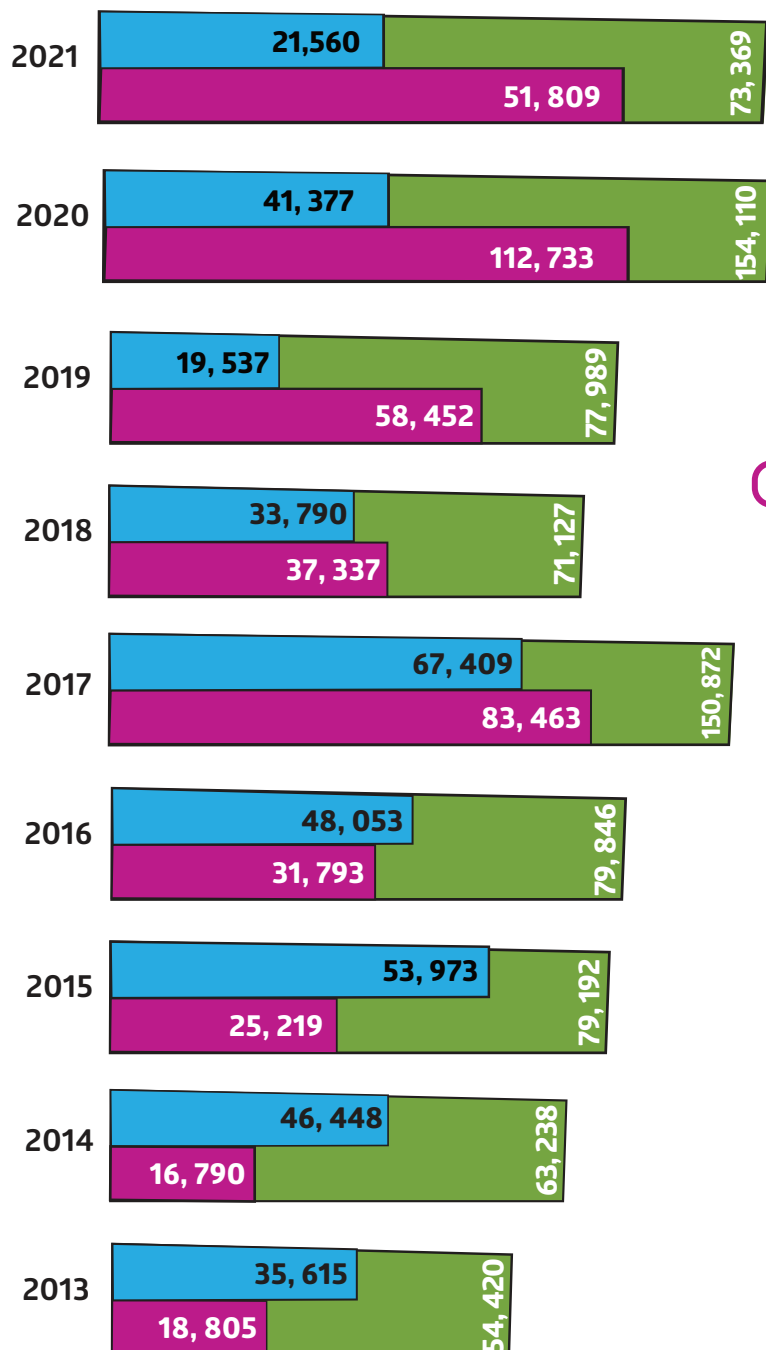


36,278





2021 RESULTS



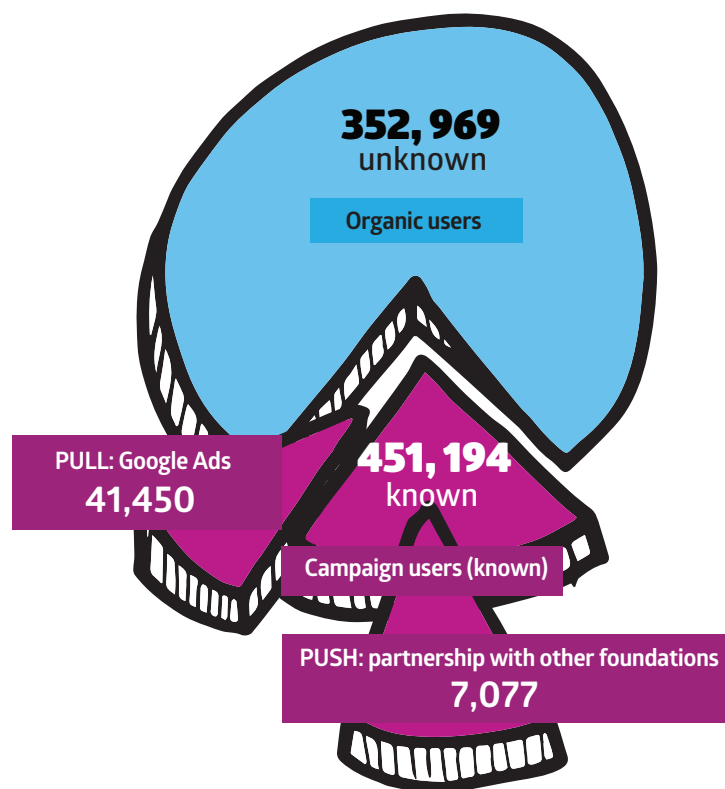
Total registered users



Campaign origin (known)



Organic origin (unknown)

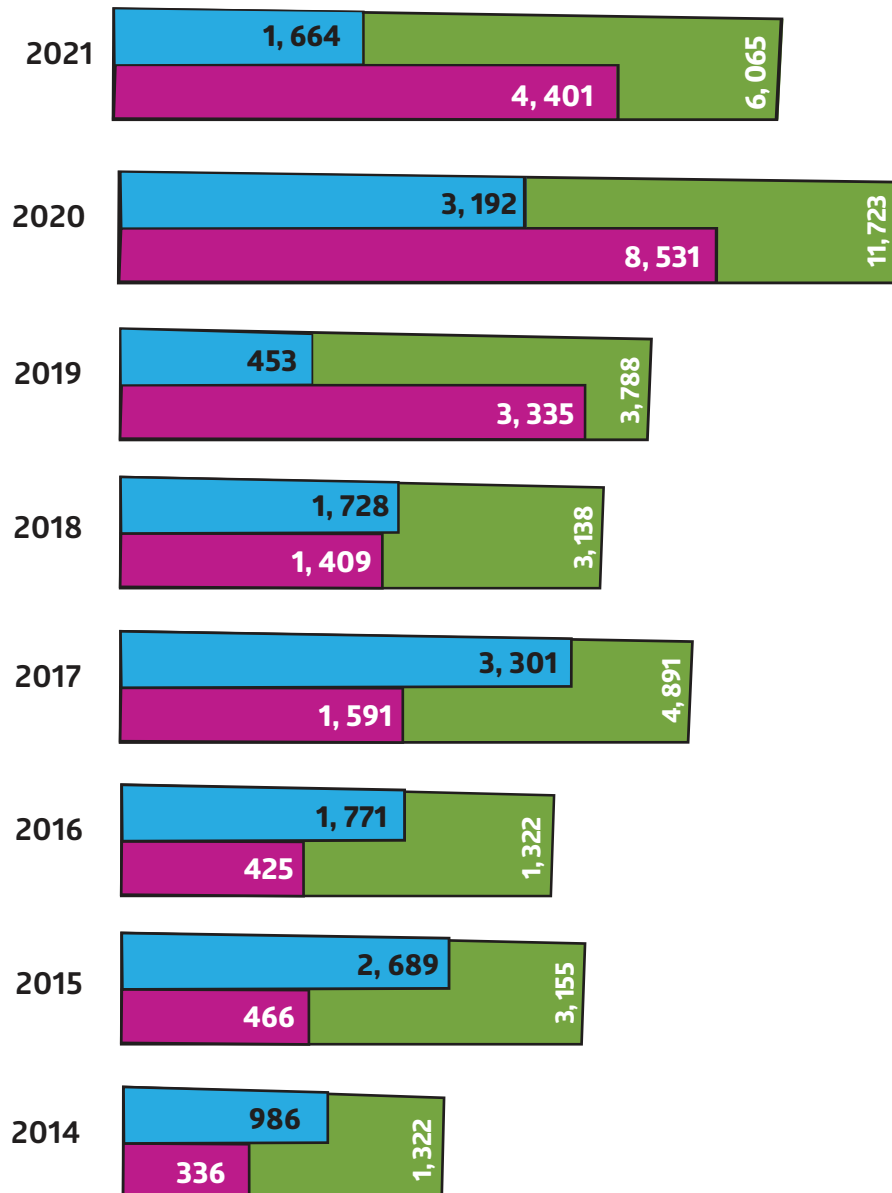


Beneficiaries



2021 RESULTS

LabTak®



Total registered users

36,278



Organic origin (unknown)

15,784



Campaign origin (known)

20,494

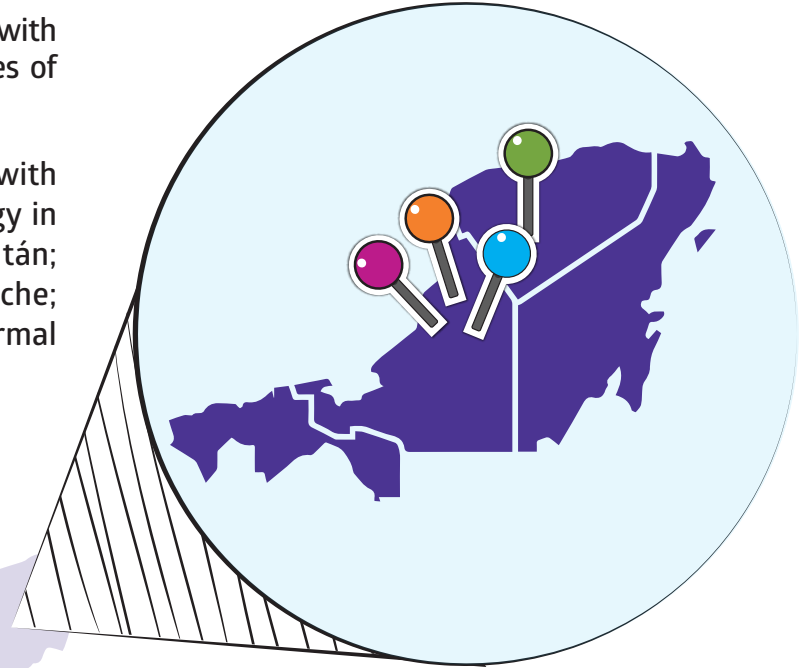


PUSH BENEFICIARIES

1. Implementation of TAK-TAK-TAK in community centers in indigenous communities of the Fundación Haciendas del Mundo Maya.

In 2021, we continued our project initiated with Fundación Haciendas del Mundo Maya in the states of Yucatán and Campeche.

For more than four years, we have collaborated with this foundation to introduce the use of technology in the indigenous communities of **Dzidzilché**, in Yucatán; and **Chenoh**, **Cancabchén** and **Colón**, in Campeche; through TAK-TAK-TAK video games, in a non-formal context of education in community centers.



- ◉ This year, in particular, we continued to provide advice and follow-up on the use of the video games in Dzidzilché,
- ◉ we continued with the remote pedagogical advice for Chenoh and Cancabchén;
- ◉ we updated and reviewed the use of TAK USB to mitigate any technical problems;
- ◉ and at all times we provided support to the four communities involved, with the aim of strengthening the education and human development component of the Fundación Haciendas del Mundo Maya's program.

The TAK-TAK-TAK program has become an empowerment tool for the facilitators, who have become key players in their communities, learning how to run and manage the program, while developing leadership, planning and organizational skills in the community centers.

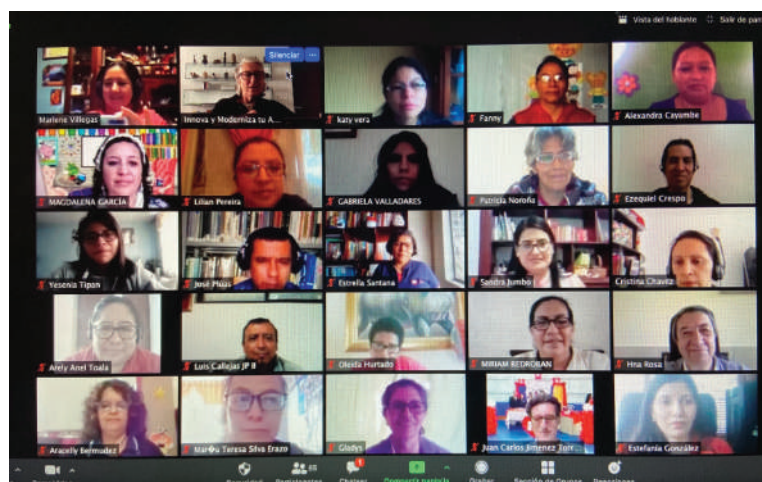
PUSH BENEFICIARIES

2. LabTak and ReporTak in Fe y Alegría schools

Fe y Alegría is an international Jesuit educational movement, that targets impoverished sectors in order to enhance their personal development and social participation.

From March to December, schools in Colombia, Ecuador, El Salvador and Venezuela received remote training and access to TAK-TAK-TAK tools for students, with feedback for teachers through the LabTak platform. With the objective of enriching the teaching activity, the Groups and ReporTak sections were added, with which they can link their students and monitor their activity while playing TAK-TAK-TAK-TAK.

Manuals were developed for the use of activity reports, ReporTak, to support the training of teachers in the use of TAK-TAK-TAK video games in their classes, which also included the necessary support to understand and take advantage of the information generated by the ReporTak reports.



During these months, we trained 99 3rd, 4th and 5th grade teachers from five schools in Colombia; five in Ecuador; three in El Salvador; and three in Venezuela, in order to enable them to generate ReporTak reports autonomously. This appropriation, in turn, gave greater value to the use of TAK-TAK-TAK video games as a teaching and learning tool.

PUSH BENEFICIARIES

3. Fund for Peace: Digital training program for Tének women

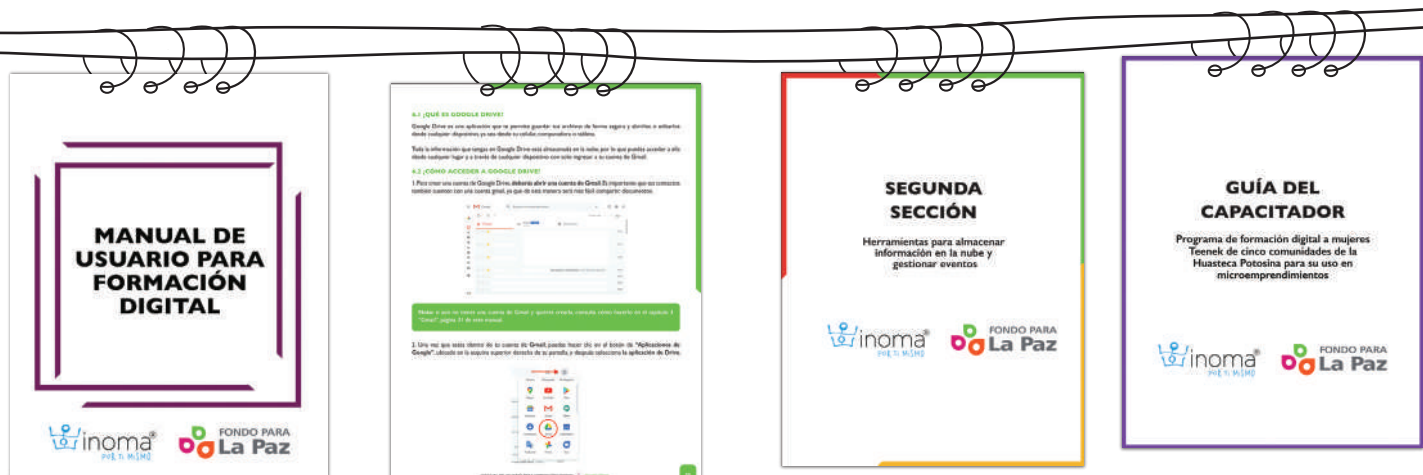
During April, in partnership with Fund for Peace (Fondo para la Paz), we designed and implemented a digital literacy program for the micro-entrepreneurship of Tének women from five communities in the Huasteca Potosina.

To this end, we defined a series of digital tools necessary to facilitate the operation of their productive activity, and in turn support their integral development as female entrepreneurs. This information is included in a user's manual for digital training, which can be accessed from any device.

As part of the program, a team from Inoma was in charge of training the team from Fund for Peace, who in turn trained the Tének women from the communities. During four virtual sessions, each of the nine tools contained in the manual was explained in depth, and through a trainer's guide, different activities were carried out to reinforce the knowledge acquired.

As a complement, a pre- and post-intervention evaluation was also shared with the Fund for Peace team so that they could measure the progress and understanding of the Tének women in the use of the tools presented.

The training of the Fund for Peace team lasted approximately one month, and the training provided by the Fund for Peace team to the Tének women took place in the field during the following months.



PULL BENEFICIARIES

1. Google Ads

Inoma continues to be a beneficiary of Google Ad Grants in order to promote our TAK-TAK-TAK and LabTak sites among beneficiaries in Mexico and other countries around the world. This way, more children and teachers have used these tools in their teaching and learning processes.

2. Social Media

Social media is a means through which we can connect and reach more beneficiaries interested in our tools in a more direct way and with constant communication. This year we continued to generate content such as articles, recommendations on how to use video games and on technology, education, public policy and other topics of interest to teachers, as well as phrases and infographics that we share through our channels on Facebook, Twitter, YouTube and Instagram.

We opened a new LabTak Instagram account with which we were able to impact more than 4,500 people interested in educational content, which also helped consolidate our audience of teachers, parents and other authorities interested in education and technology.

During 2021, social media allowed us to impact, through digital content, more than 16,000 children, teachers and parents interested in our TAK-TAK-TAK project.

Follow us on social media to stay up to date with our content!



Instagram:
@InomaMexico
@LabTak



Facebook:
Inoma México,
LabTak y
Videojuegos TAK-TAK-TAK



YouTube:
Inoma TAK-TAK-TAK
y LabTak



Twitter:
@InomaMexico





LABORATORIES AND RESEARCH



1. Pilot test at SEK Educational Institution

The program "The influence of video games on mathematical competence in primary school children in SEK schools in Spain", started in mid 2021 in SEK Cataluña, SEK El Castillo and SEK Atlántico schools, and will last for one school year.

With this program we seek to test the mathematics video games in groups of 3rd and 4th grade, in a context of Spanish IB schools, which is different from the initial target audience of TAK-TAK-TAK. The objective is to analyze the influence of the use of video games in the development of mathematical competencies, to identify the improvements of the different cognitive processes involved due to the intervention based on video games, as well as to explore the relationship between the use of mathematics video games and attitude towards mathematics as a subject.

Students between 8 and 10 years old participated in this project, who were divided into control and treatment groups to contrast the effects of the intervention with students of the same age. The students belonging to the treatment group will play one of the fifteen math games previously selected, at least one hour a week, and the results will be measured through pre-, intermediate and post-tests at the end of the school year.

For its execution, a series of trainings were implemented for 12 teachers on how to register their students and assign the use of TAK-TAK-TAK video games as part of their curriculum, and how to follow up on the use and progress of each student.

The results of this evaluation will allow us to extend our offerings to international organizations in Europe.



2. Evaluation of the impact of mathematics video games in Fe y Alegría schools in Colombia and Ecuador

In May, we began to measure the impact of TAK-TAK-TAK video games on the learning of mathematical concepts in 4th, 5th and 6th grade children in schools of the Fe y Alegría Federation in Ecuador and Colombia.

To measure the impact, control and treatment groups were formed, with the treatment groups using a specific game program once a week (742 students). Similarly, pre- and post-implementation tests were applied to the control and treatment groups, virtually, to measure the impact on mathematics learning using TAK-TAK-TAK video games.

Three trainings were provided to all 16 teachers involved in the treatment group, to introduce the tool, communicate its virtues and achieve its use, measuring the evolution of the treatment groups on a biweekly basis.

The program was validated by an external evaluator, who concluded that there is a positive and statistically significant impact of playing TAK-TAK-TAK on mathematics learning. In addition, the results suggest that TAK-TAK-TAK could be used as a diagnostic tool for the mathematics level of girls and boys. Finally, the results show that teachers with greater willingness to use TAK-TAK-TAK in the future and with previous technological training are correlated with students with better performance in mathematics and on the TAK-TAK-TAK site.

On average, the use of TAK-TAK-TAK results in a half-point improvement on a standardized test (on a 1-10 scale), and the treatment effect becomes larger (.83 on a 1-10 scale) if the student is in 6th grade.





NEW TAK-TAK-TAK VIDEO GAMES

Throughout the year, we launched a block of six new video games on the TAK-TAK-TAK platform, as well as its version for iOS and Android applications. These were:

- Extratelia
- La Banda de Chan Pi
- Bombas Locas
- Laboratorio de Topo
- Juguetes de Peque
- Sheepy vs los Dragones

The video games cover the subjects of Mathematics, Science, Music and Spanish and are available to be played on web and mobile applications.



INOMA AND FUNDACIÓN GONZALO RÍO ARRONTE: RESILIENCE VIDEO GAME

We started the development of a new video game thanks to the support of Fundación Gonzalo Río Arronte (FGRA), who has been our ally for more than 4 years. The objective of this new video game is to promote the development of resilience in primary school children (6 to 12 years old) based on the 3 R's model: regulation, routines and relationships, which seeks to establish a balance in the face of adversity and change.

The pandemic highlighted the need to help children in their socioemotional development. Specifically, the ability to adapt to adversity. This video game seeks to help children to identify and develop resilience, supported by their teachers through a program that makes use of the video game, will contribute to their better socioemotional development, and thus help them to identify and avoid risk behaviors that can lead to the consumption of addictive substances.

The approach, design and development of this video game began internally in August and will be available in 2022 both in its web version and for mobile applications.



NEW INOMA SITE

After more than 10 years of maintaining the same identity, we redesigned Inoma's website (www.inoma.mx), with the objective of giving our visitors a more pleasant and user-friendly experience to learn more about our initiatives and projects, as well as to join our team of volunteers.

The new image of the Inoma website has a mix of blue, gray and sepia tones, which give it an elegant identity; the images were updated according to our most recent campaigns; and a new TAK at Home section was included, which encompasses all the effort that has been made during the pandemic so that children can enjoy and learn from the activities that we develop for their interaction with the TAK-TAK-TAK-TAK video games.

The site is under development and will be available in early 2022.





RECOGNITIONS AND ALLIANCES



RECOGNITION AND ALLIANCES

1. UBS Visionaris : Semifinalists for the Social Entrepreneur Award

The Social Entrepreneur Award was created by UBS in 2004 to give impetus to the work of leading social entrepreneurs in Mexico, who are solving social problems through innovative approaches.

In the 2021 edition, Antonio Purón, founder of Inoma, participated with the TAK-TAK-TAK project, which was Inoma's starting project more than 10 years ago, meant to solve the limited access to quality education in our country, especially for children from lower-income households. The TAK-TAK-TAK system is comprised of a platform with free educational video games that offers personalized and fun learning for students; and

LabTak, a tool that allows teachers to choose and develop pedagogical strategies based on digital educational content. This is the solution proposed by Inoma and Antonio Purón to offer educational and quality tools to enhance the basic education of thousands of children and teachers in our country and in the world.

To support the impact on our beneficiaries, we conducted virtual interviews with teachers participating in our Deployment programs and visited the Francisco I. Madero school in the State of Mexico to hear the opinions of teachers, students and administrative staff about the benefits that the TAK-TAK-TAK system has had on their education. Likewise, our allies APAC allowed us to visit their facilities to see the work we have done with their beneficiary students.

Our project was recognized as one of the four best initiatives, out of more than 70 applications, for solving educational problems through innovative tools such as TAK-TAK-TAK and LabTak.

It is an honor for us to receive this recognition, and we congratulate the other two finalist





RECOGNITION AND ALLIANCES

projects: Caminos de Agua and Cancer Warriors, as well as the winner of the 2021 edition: IonAg+.



RECOGNITION AND ALLIANCES



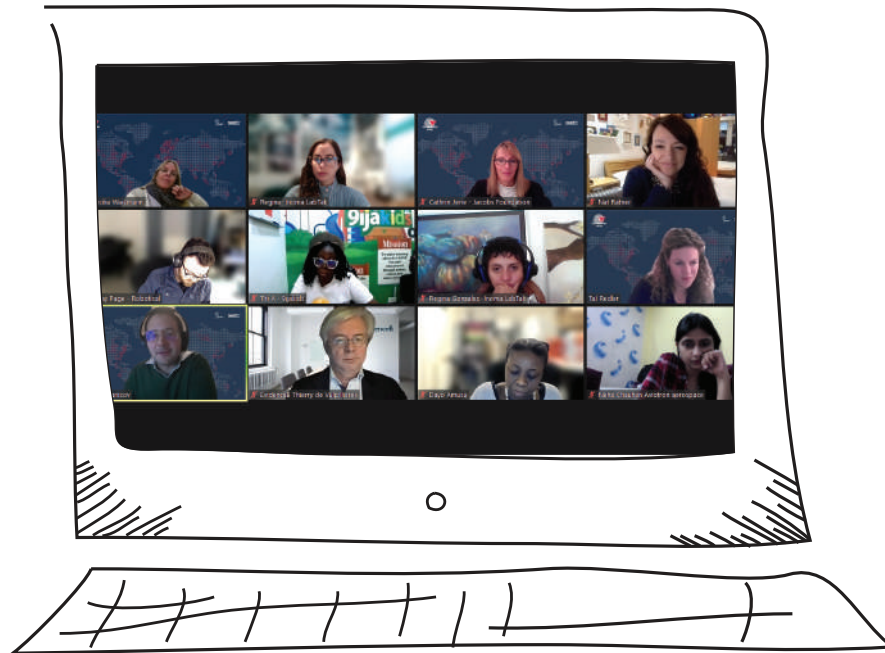
2. QWeek: GESA x Jacobs Foundation

GESA Awards is the largest Edtech competition in the world. This year it received more than 1150 applications from around the world. In November, LabTak's project was selected among 300 other submissions as one of five GESA Awards finalists in the Learning Differences category, in partnership with the Jacobs Foundation.

The Jacobs Foundation invests in the future of young people to become productive and socially responsible members of society through better development opportunities and fairer access to education.

As one of the five finalists in the Learning Differences category, we participated in QWeek, a four-day accelerator given by the team at MindCET, an educational organization in Israel, designed to introduce each project to the needs of the Jacobs Foundation and provide information that allows LabTak to be adapted to the needs of our target beneficiaries.

In this accelerator we worked hand in hand with different international startups and received feedback from MindCET and Jacobs Foundation to optimize our LabTak platform.

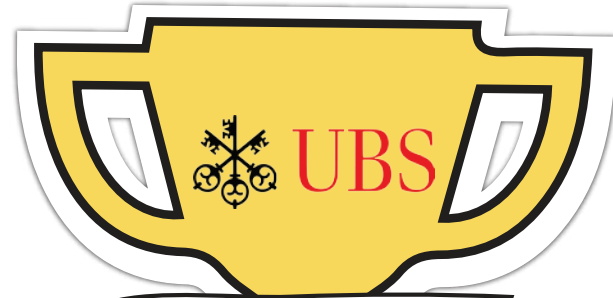




OTHER INTERNATIONAL RECOGNITIONS



One of five 2021 finalists for the special "Learning Differences" award.



One of four 2021 UBS-Visionaris finalists for the Social Entrepreneur Award.



Winners 2018.
Audience Choice.



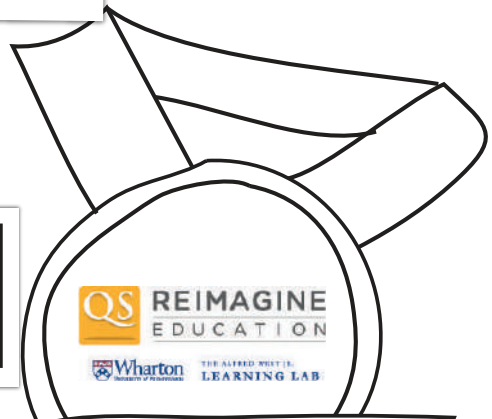
Honorable Mention 2018. Interactive and non-interactive science teaching materials category.



One of twelve international finalists, 2018.



2016 Winners,
Best Mobile Content
in Learning and Education.



Regional Winners, 2019.
Latin America
(Gold Award Winner).



2018 Finalists.
E-Learning Category.



OUR MOST RECENT ALLIES



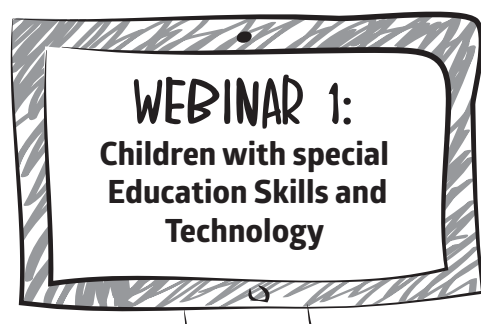


ONLINE SESSIONS

Continuing with the virtual activities carried out for our beneficiaries, in 2021 we organized three webinars to continue training and engaging with teachers, students and parents on educational topics that have become relevant.

Each session was attended by experts on the topic, who for an hour and a half shared their experiences, teachings, and points of view with our audience, mainly from Mexico, Peru, Argentina, Ecuador, and Colombia.

Beatriz Ruiz, Education Coordinator at Fundación Inoma, acted as moderator in each session, opening the way for dialogue and communication between participants and speakers.



Participants: 265

The online event was attended by Guadalupe Maldonado, General Director of the Association for People with Cerebral Palsy (APAC), and Julia Castro, Director of Formal Education of APAC.

The talk focused on the importance of creating experiences and spaces for students with disabilities. Particularly nowadays, when the digital era has permeated so deeply in the educational field, as the creation of these spaces encourages and motivates them to develop physically and emotionally to be part of the social nucleus without obstacles.

The talk aimed to raise awareness about how important it is to rethink educational spaces and agendas, as well as to provide support and promote inclusion so that children with disabilities are not made invisible.



You can access the
recording of the
webinar
HERE.

ONLINE SESSIONS

WEBINAR 2: Use of Social Media for Education

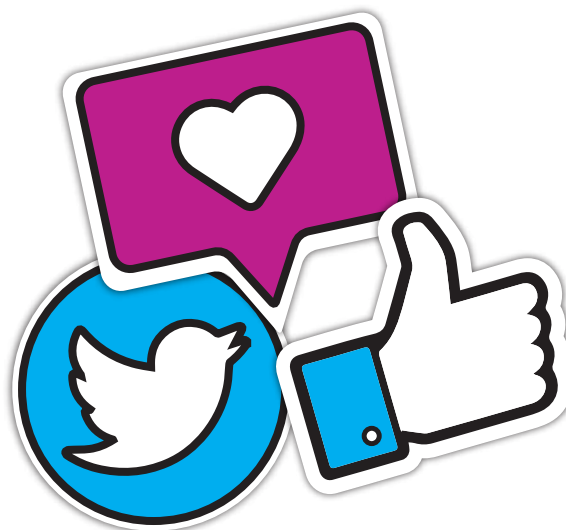
Participants: 74

This second webinar featured the participation of Giselle Escalante, Coordinator of the Bachelor's Degree in Entertainment Business Management at Universidad Anahuac, and Gabriela Minor, Assistant Principal of the Haim Weizmann Cultural Center High School.

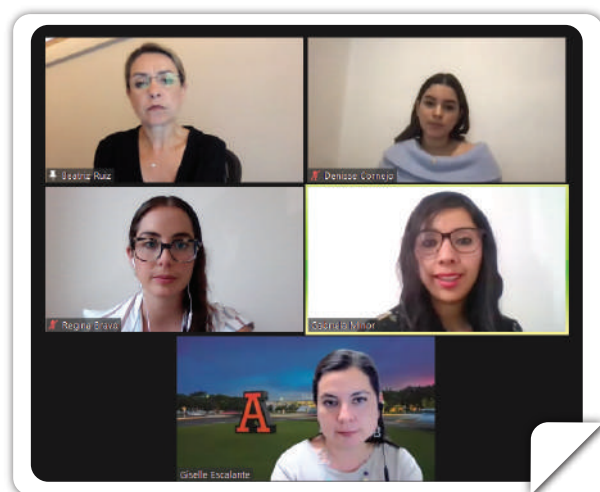
The talk focused on the use of social media as a tool that favors the dynamics of teaching and learning in a different context to the one we were used to. As a result of the pandemic, teachers have gone through an intense and accelerated process of adaptation and learning, since communication, teaching and learning mechanisms have changed significantly in the last year. However, technology and social media have been key to reach students.

In addition, the pandemic also enabled the creation of an educational change, highlighting the importance of the adaptability and flexibility of teachers for the welfare of students, but also with the aim of developing their own academic and professional training.

Thus, we can consider social media as a space that allows to promote the development and growth of both students and teachers based on the principle of learning and relearning constantly in a collaborative work.



You can access the
recording of the
webinar
HERE.



ONLINE SESSIONS



Participants: 116

In our last online event, we were joined by Dina Buchbinder, María de Jesús Peña and Gabriela Lozano from Educación para Compartir; and Cynthia López and Paulina González from Fundación Haciendas del Mundo Maya.

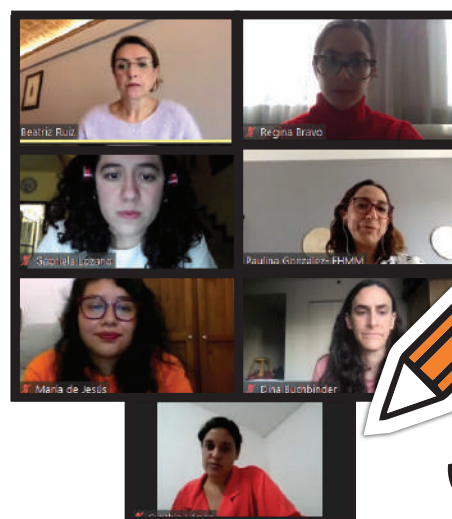
'Creating Different Learning Spaces' was based on the idea that learning is a process through which we acquire different knowledge, learning and skills and it is a process that should never end and can take place in different spaces, not just the school. Such is the case of Education for Sharing and Haciendas del Mundo Maya.

The Haciendas del Mundo Maya Foundation (FHHMM) seeks to implement economic and social development projects, promoting strategies to strengthen the capacities and skills of the inhabitants of the Mayan communities of the Yucatan Peninsula. The Foundation has six thematic axes to achieve this: human development, health and nutrition, education, social enterprises, housing and infrastructure, and natural resources.

Today more than ever, the world is leading us to be more receptive to charting other mental models that allow us to learn with much greater clarity. But in addition, to do this successfully, the overall health of the individual must be considered.

On the other hand, one of the most important things in this challenging context at home, is that many families do not know what to do all day every day in addition to the day-to-day activities and therefore the level of anxiety has escalated. They emphasize the importance of forming alliances that provide flexibility and personalized accompaniment to add relevant strategies for the benefit of everyone: open to think new ways from collaborative leadership for the educational world to find alliances with other actors to create, exchange ideas, strengthen and innovate spaces.

You can access the
recording of the
webinar
HERE.

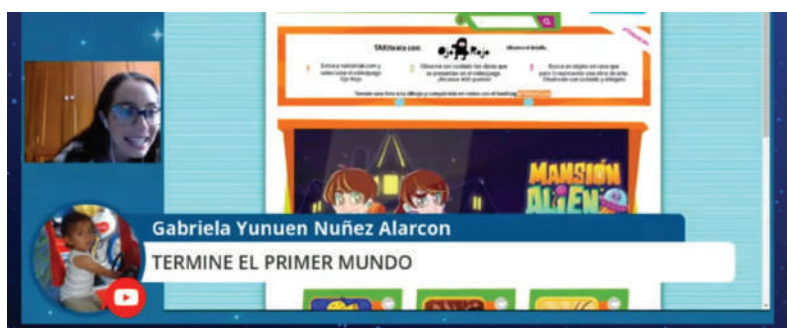


ZOOMBERS: CHILDREN'S DAY

In April we were invited by Zoombers, a school platform to learn Mathematics through mini games with Artificial Intelligence, to participate in a virtual activity for Children's Day.

In alliance with Liks.co, Epic Queen and Kidzania, we were invited along with other organizations to implement a virtual workshop for the children who participated in the event.

Our activity, "Play and have fun with TAK-TAK-TAK", lasted approximately half an hour in which the children learned how to register in TAK-TAK-TAK and played three of our favorite video games: Corre Cheto, Caracol and Super Sumas.

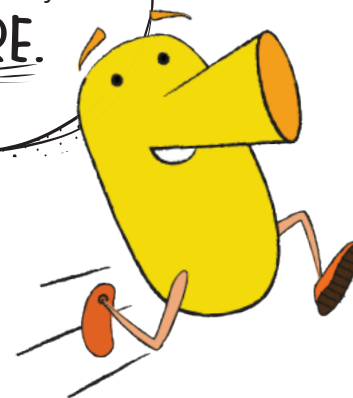


The children had a week after the event to continue playing the TAK-TAK-TAK video games and accumulate the most time playing and learning on the platform. The winner of the activity was a girl from Mexico City, who received a recognition for her great performance and a TAK-TAK-TAK-TAK t-shirt.



You can access
our activity

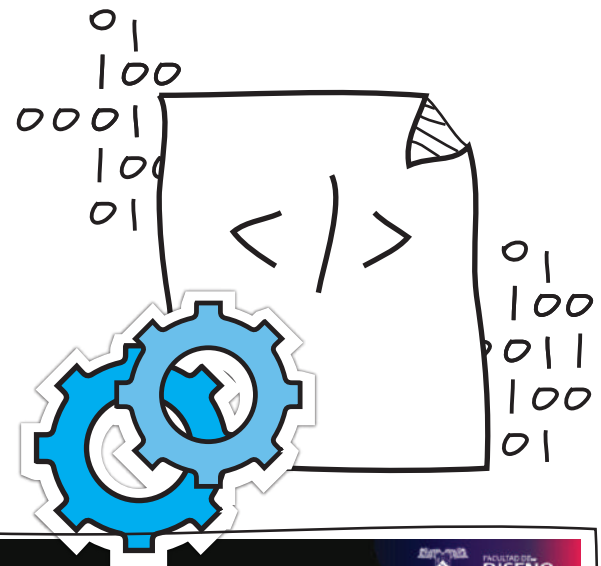
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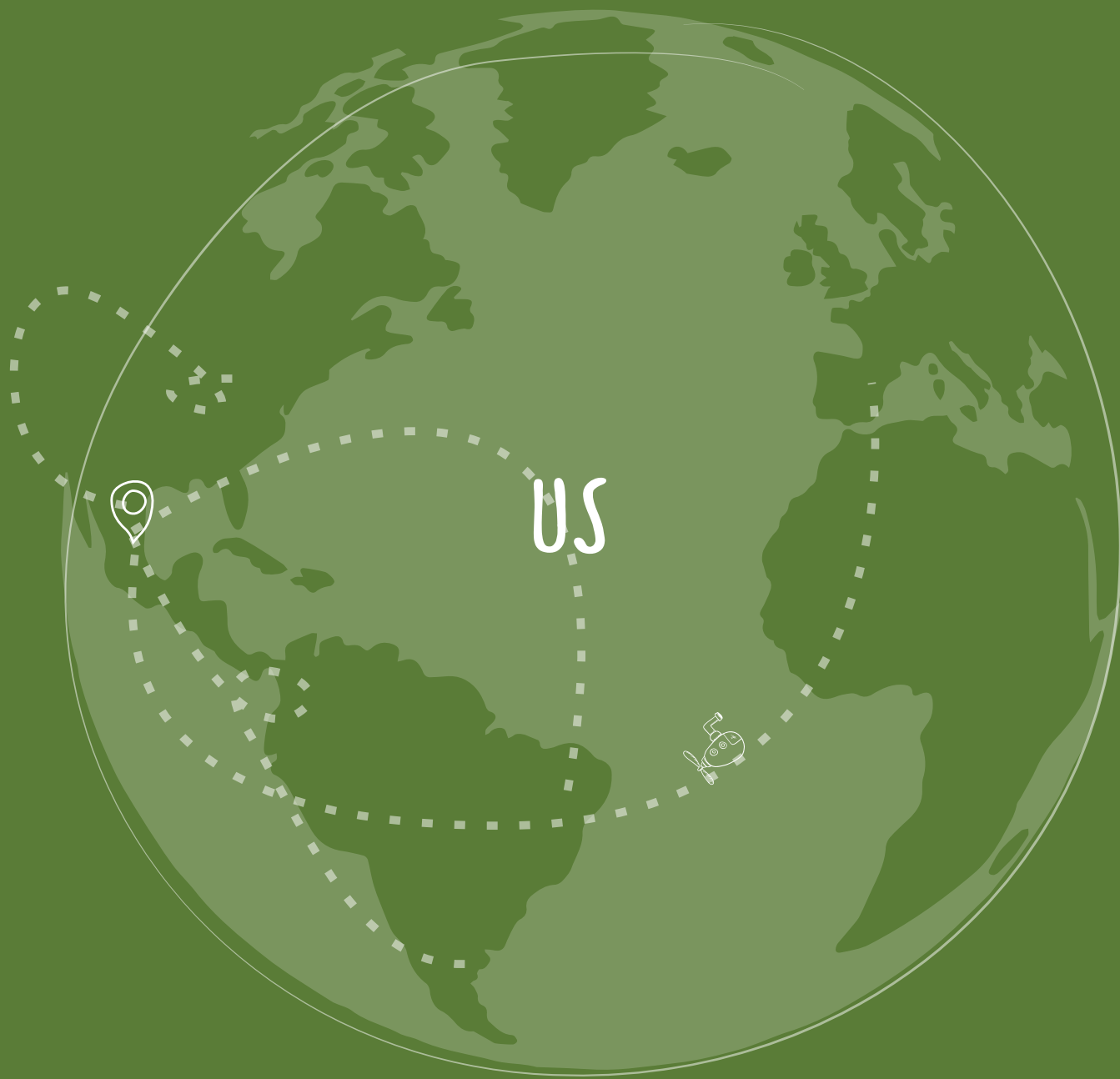


UAEM: SEVENTH DESIGN FESTIVAL

We were invited by the Universidad Autónoma del Estado de Morelos, to participate as one of the twelve projects in a virtual presentation for the Seventh Design Festival "Dejando Marca", with the central theme Transdiscipline in Design.

The objective of the Festival was to make university students aware of the different strategies and lines of action in design, so our presentation focused on the entire process of designing a video game, from the conception of the idea to the execution of web development and mobile applications. For this, the coordinators of the Institutional Development, Education and Video Games and Technology area of Inoma participated.





OUR TEAM



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, María Fernanda Castañeda

Education:

Beatriz Ruiz, Rosario Arreola, Mariana Romero

Coordination:

Marisa Juárez García

Research and Data Analysis:

María Fernanda Ramos

Technology and Video Games:

Susana Alegría, Adriana Muñoz, Francisco Reyes

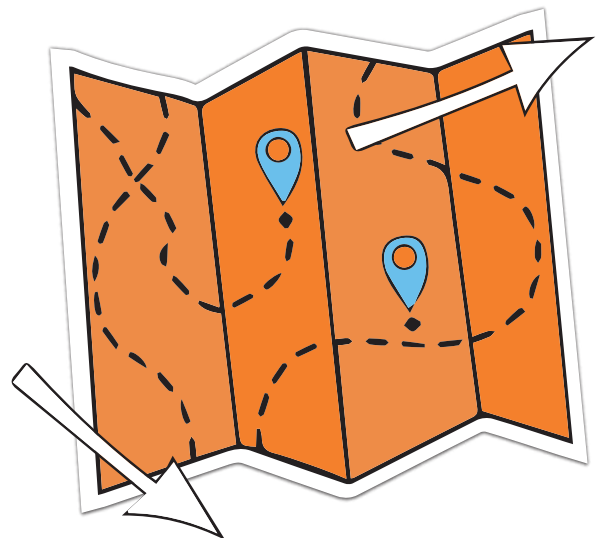
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Ibero:

Marianne Fink, María Fernanda Duvallon, Mauricio Guerrero, Aline Rubinstein, Gabriela Garfias, Jessica Velázquez, Emiliano Torres

UVM:

Rolando Cano, María Fernanda González



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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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