IFE IMPACT REPORT

February 2024 - February 2025

Tecnológico de Monterrey

Institute for the Future of Education

Institute
for the Future
of Education

Transforming Education, Improving Lives

The Institute for the Future of Education (IFE) has the mission of improving the lives of millions of people around the world by transforming higher education and lifelong learning.

ife.tec.mx

Contents

A message from
IFE Executive Director

Dear Friends,

We are pleased to share with you this report highlighting our achievements and impact from February 2024 to February 2025.

Over the past year, we've made significant strides in advancing innovation in higher education and lifelong learning in the Latin American region and beyond. These accomplishments have been made possible through our initiatives and the invaluable support of partners who share our mission and ideals.

This report is organized into four sections, each showcasing the outcomes and impact of our open collaboration platform: **Interdisciplinary Research, Entrepreneurship and Technology Transfer, Impact Projects and Consultancy, and Outreach and Community Building.**

We invite you to explore this report and discover the stories behind the data. We hope it inspires new forms of collaboration that can empower more people with the tools and knowledge they need to improve their lives through education.

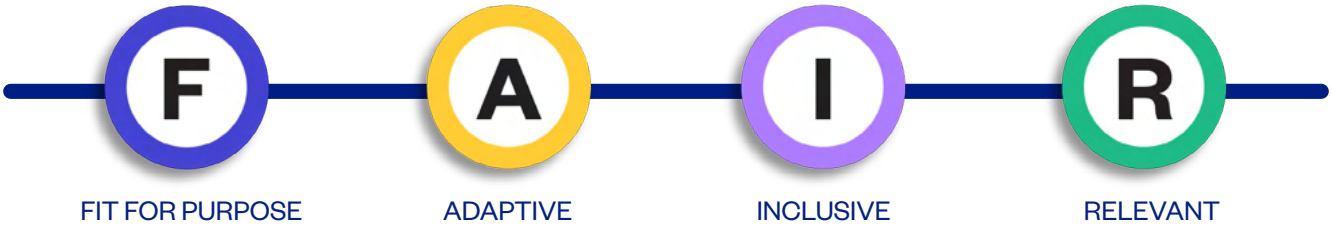
Warm regards,

Michael J. L. Fung
IFE Executive Director
Institute for the Future of Education
Tecnológico de Monterrey

About IFE

The **Institute for the Future of Education (IFE)** is an interdisciplinary research institute dedicated to transforming higher education and lifelong learning on a global scale. IFE aims to improve learning ecosystems and equip institutions with cutting-edge strategies to address the evolving needs of economies and societies. By fostering collaboration with global partners, IFE drives change in education to better prepare students and lifelong learners for the future. IFE has developed a FAIR vision for the future of education.

FAIR comprises four key themes that the IFE applies in all its initiatives:



These IFE initiatives are organized in four functional areas to deliver impact to its beneficiaries:

1- Interdisciplinary Research
Generate new knowledge and methodologies for research-informed and evidence-based approaches toward educational innovation.

218 research publications in top-tier journals (2024)

2- Entrepreneurship and Technology Transfer
Support the growth of promising edtech companies that address specific educational challenges in the region, and to scale up access to quality and affordable education.

+30 startups supported within our edtech ecosystem (2024)

3- Impact Projects and Consultancy
Advance educational innovation capabilities and capacities at the leadership, institutional, and national levels, through consulting services, educational programs, and impact projects.

56 High-impact consulting projects in 18 countries (2024)

4- Outreach and Community Building
Build a global community of leaders and champions in educational innovation, through knowledge sharing, building networks, and disseminating practices.

3.4M users of IFE Observatory

+5100 attendees through IFE Conference 2025

IFE International Advisory Board

IFE International Advisory Board

The International Advisory Board (IAB) of the Institute for the Future of Education is a high-level body that supports the Institute's strategic direction setting and global positioning. Its members bring deep expertise in education, innovation, skills development, and public policy and serve as trusted advisors who provide critical feedback, challenge assumptions, and help identify bold opportunities for impact. The Board also acts as a bridge to international networks, unlocking new partnerships, funding sources, and platforms for collaboration. Over the last period, the IAB has played an essential role in shaping IFE's strategic direction through two key convenings:

• First Meeting - July 2024

During this mid-year session, IFE presented early-stage concepts for a portfolio of cross-cutting, high-impact projects. The IAB provided insight into which initiatives held the most significant potential for systemic change and alignment with IFE's mission. This feedback directly influenced the prioritization and refinement of IFE's strategic pipeline.

• Second Meeting - January 2025

At the beginning of 2025, the IAB reconvened to review progress on the more mature Flagship Projects. Several projects had moved into more advanced stages of development, piloting, and validation. The Board provided input on scalability, stakeholder alignment, and partnership opportunities.

IFE Flagship Projects

The IFE Flagship Projects are strategic institutional initiatives that have been shaped and refined with input from the International Advisory Board. They embody the Institute's commitment to systemic educational transformation through innovation, collaboration, and global engagement.

1. Executive Program for Higher Education Leaders
2. AI Nexus
3. Skills Hub
4. FAIR Learning Model
5. Global South EdTech Network

IFE International Advisory Board's Flagship Projects

Executive Program for Higher Education Leaders (in collaboration with the University of Pennsylvania)

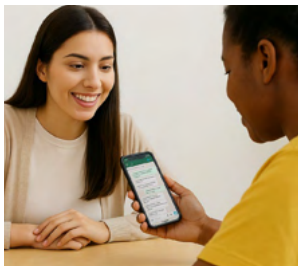
This initiative, developed in partnership with the University of Pennsylvania, aims to empower university leaders in Latin America with the essential tools, mindsets, and networks to lead institutional transformation. The program features in-person and virtual modules focused on innovation, sustainability, and leadership. Its goal is to develop higher education institutions that are prepared for the future across the region.

AI Nexus

A collaborative research and innovation hub focused on artificial intelligence and learning analytics in education. It enables large-scale pilots, joint research, policy guidance, and training to help institutions integrate AI into teaching and learning in a responsible and effective way—leveraging the infrastructure of IFE and Tecnológico de Monterrey.

Skills Hub

Skills Hub is a platform designed to close the skills gap between education and the labor market. It supports governments, industries, and universities with skills forecasting, short-cycle program design, and policy development. The initiative combines data, research, and partnerships to foster inclusive upskilling and reskilling ecosystems across Latin America.



FAIR Learning Model - *El Camino*

A hybrid learning model that combines AI-powered tutoring via WhatsApp with human mentorship to support vulnerable segments of the population. Initially piloted in Monterrey, it has demonstrated strong engagement and learning outcomes. The IAB identified *El Camino's* potential for massive scalability as a low-cost, high-impact solution to advance educational equity.

Global South EdTech Network

This initiative aims to identify, adapt, and scale educational technology solutions for Latin America and developing economies. It builds a collaborative network to address shared challenges through research, open innovation, and a validation marketplace. The project amplifies Global South voices and fosters sustainable, evidence-based EdTech innovation.

IFE International Advisory Board Members

Michael J. L. Fung
President
IFE International Advisory Board
Executive Director
Institute for the Future of Education
Tecnológico de Monterrey

Courtney Brown
Vice President of Strategy
Lumina Foundation

Raúl Valdés-Cotera
Chief Program Coordinator
UNESCO-
Institute for Lifelong Learning

Horacio Arredondo
Dean
School of Business &
EGADE Business School
Tecnológico de Monterrey

Matt Sigelman
President
Burning Glass Institute

Paul LeBlanc
Co-Founder
Matter and Space

Douglas Lynch
Senior Fellow
USC Rossier School of Education

Maia Sharpley
Managing Partner
Odonata Ventures

Michelle Weise
Co-Founder
Rise & Design

Juan Pablo Murra
Rector
Tecnológico de Monterrey

Feniosky Peña-Mora
Vice President of Research
Tecnológico de Monterrey

José Escamilla
Secretary
IFE International Advisory Board
Associate Director
Institute for the Future of Education
Tecnológico de Monterrey

Interdisciplinary Research

Initiatives

- Research Lab
- IFE Living Lab
- IFE Data Hub
- AI Nexus
- Novus
- Impact Measurement
- Writing Lab
- IFE Europe

Research Lab

The Research Lab is committed to conducting innovative interdisciplinary research that addresses the most pressing challenges facing education worldwide.

Educational Impact:

- Address educational challenges through the lens of interdisciplinary research.
- Generate relevant research results.
- Create intellectual property conducive to technology transfer and entrepreneurship.
- Improve student educational experiences and outcomes.

The Research Lab comprises four research units:

- **Competency-Based Education (CBE):** Develop robust approaches and methodologies conducive to the effective implementation of CBE systems.
- **Effective and Engaging Learning Models:** Create learning models designed to foster engagement and motivation across diverse learners.
- **Educational Technology:** Explore educational technologies to improve learning outcomes and scale solutions that promote inclusivity and diversity in global societies.
- **Policy, Governance, and Systems:** Formulate and analyze public policies, regulatory measures, governance frameworks, and best practices to advance systemic change in higher education and lifelong learning.

Results

10	Completed Projects	**4,978**	Quinquennial Citations
218	Annual Publications	**10.6M**	Funds Attracted
101	Annual Publications with Original Contribution		

Highlighted Projects

Maker & STEM Education: Equal access to progressive pedagogies to boost STEM development for all women

This project develops and evaluates an integrated ecosystem of learning, mentoring, and collaboration based on optimizing Maker Education in Latin America. The main objective is to promote women's participation and empowerment in STEM disciplines. This approach seeks to increase women's inclusion in the STEM workplace and enhance their progress and professional development in these fields.

SHINE: Sustainable Hub for Innovative e-Mobility Education

This collaboration between King's College London and Tecnológico de Monterrey aims to develop a virtual learning platform for e-mobility education. It seeks to bridge the skills gap in Mexico and the UK, promoting sustainable mobility solutions. The platform will offer interactive, industry-relevant content, AI-driven personalized learning, and assessment tools. Key goals include accreditation, knowledge exchange through mobility programs, and long-term sustainability via industry partnerships and research funding, ultimately supporting the growth.

MOCHILA: Microcredentials in Higher Education for Latin America and the Caribbean - Mexico, Dominican Republic, Chile, and Guatemala

MOCHILA seeks to strengthen the capacities of Higher Education Institutions (HEIs) in Latin America and the Caribbean (LAC) to design and issue digital micro-credentials in response to the growing labor market demands for retraining and professional development, especially in areas such as engineering, health, and entrepreneurship.

EcoEmprende: Driving SMEs Toward Sustainability and Innovation

This project involves developing a specialized training program for MSME staff in Mexico City (1,000 people) to foster entrepreneurial skills and generate innovative ideas. The program focuses on equipping participants with tools and knowledge to drive sustainable development and increase their capacity to adapt to climate change in alignment with the objectives of the 2018-2024 National Development Plan.

Complex Thinking Education for All (CTE4A): A Digital Hub and School for Lifelong Learners

The CTE4A project aims to create a digital collaborative hub to train lifelong learners in complex thinking skills, such as scientific, critical, systemic, innovative, and computational thinking. It offers an open-access platform that uses AI, Open Educational Resources (OERs), and immersive learning technologies to provide personalized learning experiences. The CTE4A Digital Hub will serve as a repository for OERs and cater to learners from academia, industry, civil society, and government. A key feature is the integration of micro-credentials and certifications aligned with the CONOCER Competence Standard, ensuring formal recognition of acquired skills.

Exploring Online Learning in VR-Supported STEM Laboratories

This project aims to develop immersive laboratory experiences in science, technology, engineering, and mathematics (STEM) using virtual reality and real-time reconstructed avatars that foster personalized learning, increased engagement, team communication, enjoyment, collaborative planning, group self-efficacy, and accessibility. These experiences will allow for a comprehensive evaluation of student outcomes compared to traditional laboratory environments.

In-Depth: Highlighted Projects

Shaping Skills

The Research Lab focuses not only on higher education but also on lifelong learning through projects that analyze the skills and competencies required in the workforce. Its goal is to understand the competencies necessary in the future, enabling higher education institutions to prepare accordingly. One of the key projects in this area is Shaping Skills, which facilitates research on these important topics.

This project, involving universities from across multiple countries, aims to develop a dynamic and adaptable framework for understanding and anticipating the future skills required in the Industry 4.0 labor market. The project seeks to create a responsive model that evolves with technological advances and changing economic conditions through interdisciplinary research that integrates insights from educational technology, artificial intelligence, and labor market analysis. This dynamic model facilitates continuous learning and skill development, which is critical for addressing the rapid pace of change in industry needs.

Learn more about this project at: **www.shapingskills.mx**

Results

Shaping Skills has developed generative AI-based tools capable of extracting competencies from vast datasets in multiple languages, achieving a reliability rate of **80% or higher.**

Has analyzed:

+25,000 Job openings from six automotive companies in Mexico.

+230,000 Job openings in the Information Technology and Communications (Infocomm) industry across Mexico and the San Francisco area.

And identified the most in-demand occupations and skills:

Automotive: **30 occupations and over 200 skills**

Information Technology and Communications: **40 occupations and over 300 skills**

"Participating in the Shaping Skills research project was an incredibly enriching experience that significantly contributed to my professional and academic growth. Our team's collaborative environment was truly exceptional, allowing us to explore innovative approaches to skill development and education.

One of the highlights of this project was the opportunity to work closely with colleagues who shared a passion for advancing our understanding of educational practices. The synergy within the team was palpable, and it was inspiring to see how each member's contributions enriched the overall research.

I am grateful for the chance to be part of such a dedicated and talented group, and I look forward to applying the knowledge and skills gained from this experience in future projects. The Shaping Skills research project has been a transformative journey, and I am excited about the possibilities it opens for further exploration and innovation in education."

Sonia M. Gómez Puente
Strategic Advisor Innovations in Teaching & Learning
Academy for Learning & Teaching Program Manager
Eindhoven University of Technology

"Shaping Skills has been more than a project; it has been the catalyst for my evolution as a researcher and a bold step toward reimagining the future of learning."

José Daniel Azofeifa
Director
Business Digital Transformation Engineering Program
Tecnológico de Monterrey

"It was great to contribute to the Shaping Skills project as this innovative project allows to empower future professionals for success and strengthens the industry's capacity to adapt, grow, and overcome challenges."

Patricia Munoz-Escalona
Professor
Materials and Manufacturing
Glasgow Caledonian University

E4C&CT—Ecosystem for Scaling Up Computational Thinking and Reasoning for Complexity

The E4C&CT project aims to transform education by integrating computational and complex thinking as key competencies for the digital age.

Built on advanced technologies like AI, data mining, and virtual labs, the platform offers inclusive, personalized, and competency-based learning aligned with the UN Sustainable Development Goals. It features open educational resources, gamification, formative assessments, and micro-credentialing, with adaptive pathways for diverse learners, including those with special needs. An AI-powered virtual tutor (E4C&CT Bot) provides continuous support.

The project promotes economic efficiency, environmental awareness, and social equity, demonstrating scalable and ethical education solutions for sustainable development.

In collaboration with URANY, a private technology firm, and the Regional University Hospital of Málaga, it has advanced workforce development, productivity, and technological readiness.

Additionally, the project has documented environmental learning outcomes, including clean energy prototypes and water management systems developed by students from Universidad Juárez del Estado de Durango and Universidad Politécnica de Gómez Palacio.

Learn more about this project at: **e4cct.mx**

Results

1,874	Engaged Participants across Latin America	**37**	Institutions Implemented Scalable Solutions
742	Woman Participants	**4**	Countries

Winning project in **The Premio Tecnos Nuevo León 4.0, 2024**

"Coordinating the E4C&CT project made it possible to collaborate with an interdisciplinary team of experts in the research-based development of a digital platform that promotes computational thinking, encourages sustainable development, and supports innovation in education and lifelong learning."

Azeneth Patiño
Postdoc
Tecnológico de Monterrey

"It is very exciting to collaborate in a multidisciplinary research group on a project that fosters computational thinking and complex thinking through adaptive platforms to train useful skills for lifelong learning, through challenges related to the Sustainable Development Goals and open educational resources that use artificial intelligence, allowing users to propose creative and innovative solutions to complex problems."

Magally Martínez
Research Professor
Centro Universitario Valle de Chalco
Universidad Autónoma del Estado de México

"Working on the E4C&CT - Digital Ecosystem for Scaling Up Computational Thinking and Reasoning for Complexity project has been an incredibly enriching experience. It represented a transdisciplinary collaboration where knowledge and perspectives from education, artificial intelligence, pedagogy, sociology, psychology, design, engineering, economics, and other fields converged. Each colleague contributed not only their expertise and critical thinking but also their determination to overcome challenges within tight deadlines, their fieldwork, and above all, their enthusiasm and creative capacity.

The most significant benefit has been being part of a team that, through a spirit of collaboration, brought to life an innovative platform designed with a strong sense of service to the community. This initiative promotes computational thinking and reasoning for complexity and leaves a lasting mark by showing how integrating multiple disciplines can generate meaningful solutions with real social impact."

Amadeo José Argüelles Cruz
Research Professor
Instituto Politécnico Nacional

Recognition and Appreciation

The success of our projects and the impactful results achieved would not have been possible without the unwavering support, commitment, and passion of the researchers who form part of the Research Lab team. Their dedication to excellence and innovation continues to drive our progress forward.

We also extend our sincere appreciation to our external collaborators. The partnerships we have cultivated with each of you have been instrumental in expanding our reach, enriching our research, and enhancing the relevance and application of our work.

We want to give special recognition to the following stakeholders and collaborators for their valuable contributions and continued engagement:

- **Magdiel Oliva** - Research, Universidad San Carlos (Guatemala)
- **Hugo Rozo García** - Professor and Director of the Technology Center, Universidad de la Sabana (Colombia)
- **Leticia Villaseñor Zúñiga** - Professor, Universidad Autónoma de San Luis Potosí (Mexico)
- **Jesús Ramírez García** - Professor, Universidad Autónoma de San Luis Potosí (Mexico)
- **Espora Studio**
- **Erasmus+ Funding Programme - European Commission**
- **Secretaría de Educación, Ciencia, Tecnología e Innovación (SECTEI)**
- **British Council**
- **Vice Presidency of Research at Tecnológico de Monterrey**

Special Thanks to our Partners

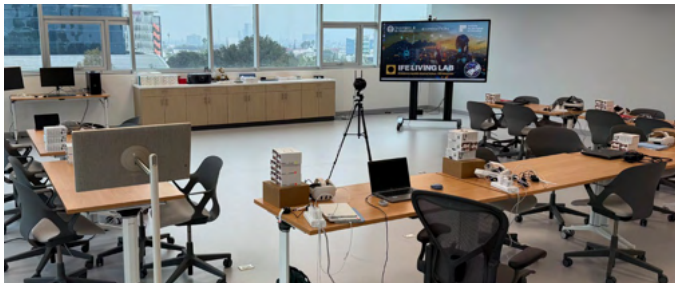
IFE Living Lab

The IFE Living Lab initiative uses a Research + Development + Innovation (R+D+I) methodology to support evidence-based educational technology. It fosters innovation and co-creation in real-world contexts by enabling research, development, and innovation projects within authentic educational environments.

Between February 2024 and March 2025, 27 projects were developed. These included:

- Mentoring processes to create four new technologies
- Validation of the functionality and instructional capacity of four market-available platforms
- Consultancy support for four implementations
- Collaboration on 16 experimental research projects

The initiative also promoted knowledge transfer through five workshops and three courses offered by the AI Learning Academy, and the coordination of 17 additional workshops in partnership with five EdTech companies.



During this period, the Evidence-Based Educational Technology Seedbed (STEBE) began operations, engaging 46 students from Tecnológico de Monterrey in its activities.

The projects during this timeframe connected 18 EdTech companies with 32 researchers and faculty members and engaged 1,997 students and lifelong learners. These efforts aimed to improve educational technologies continuously, expand access to quality education in the market, and explore effective teaching and learning methodologies in diverse learning environments through the Experiential Classroom - Learning Lab.

Learn more about this iniciative at:

ifelldh.tec.mx/living-lab

Results

16	Research Projects	**22**	Workshops
4	Development Projects	**3**	Courses
7	Innovation Projects	**32**	Researchers & Faculty Members
7	Papers	**2K**	Students & Lifelong Learners

Highlighted Projects

Assessing Students Concentration in a Gamified Simulator (Chile)

In preparation for the launch of the Experiential Classroom – Learning Lab, IFE Living Lab conducted an experimental study in collaboration with Kimen Edtech. The study used portable EEG devices to explore the impact of concentration on project management learning within a gamified simulation environment.

The pilot study, carried out with 15 students, supported the development of a research funding proposal submitted to CORFO (Chile), as well as the submission of a paper for presentation at EDUNINE 2025 (Uruguay).

Case Studies of Jungle (USA)

As part of the Edtech validation study of Jungle (formerly Wisdolia), the IFE Living Lab coordinated the development of 2 case studies, where 6 teachers from Tecnológico de Monterrey implemented the platform in business and physics undergraduate courses.

A total of 237 students participated in the study, where Jungle obtained an outstanding evaluation in Instructional Usability (UsI), and a good evaluation in User-Learner Experience (LUX).

IFE Living Lab Workshops at HKUST (China)

As members of the Cyber-Physical Learning Alliance (CPLA), IFE Living Lab was invited to give two lectures and develop two workshops at the Hong Kong University of Science and Technology (HKUST), where the IFE Living Lab team trained 30 participants in its methodology, validation of educational technologies, Experiential Classroom research protocols, and neural data processing to study concentration in different learning scenarios.

In-Depth: Highlighted Projects

IFE Experiential Classroom - Learning Lab

In December 2024, the IFE Experiential Classroom - Learning Lab was inaugurated as a multimodal learning analytics laboratory. This innovative space is designed to study the behaviors and interactions of teachers and students with educational technologies across various learning scenarios. It is equipped with more than 40 multimodal devices capable of collecting, processing, and analyzing skeletal, ocular, oral, physiological, neural, and spatial data.

To mark its launch, a first research call was issued, inviting researchers and faculty from Tecnológico de Monterrey to propose experiments focused on exploring key attributes across different disciplines and contexts. The objective was to develop AI models that enhance the understanding of collaboration, engagement, concentration, participation, communication, and other learning-related dimensions.

The IFE Experiential Classroom - Learning Lab also extends its services to companies interested in leveraging its technological infrastructure to conduct projects that evaluate their products and services through multimodal learning analytics.

Results

13	Received Proposals
10	International Reviewers
8	Accepted Proposals
15	Researchers & Teachers
240	Participating Students

"Thanks to our collaboration with the IFE Living Lab, at Kimen Edtech we have been able to evaluate neurocognitive variables and study students' cognitive states while learning with our Kimen PM simulator. The experiment generated key data confirming the relationship between these variables and performance in the simulator, driving the scientific measurement of socio-emotional skills in education."

Jaime Orellana
Founder
Kimen Edtech (Chile)

Workshop Theater and Interactive Expo

As part of the IFE Conference 2025, the IFE EdTech Summit featured two dedicated spaces developed and coordinated by the IFE Living Lab team: the Workshop Theater and the Interactive Expo.

The Workshop Theater offered interactive sessions led by EdTech companies and strategic partners, engaging decision-makers, researchers, and educators in hands-on experiences.

The Interactive Expo showcased live demonstrations of EdTech platforms, multimodal technologies, and devices, fostering opportunities for research collaboration with external institutions.

The design and implementation of these spaces strengthened engagement between participants and emerging educational technologies, while also enhancing partnerships with companies such as Genially, ViewSonic, Matific, Ozmo Global Services, and Discóbolo.

Results

17	Workshops
30+	Technologies
1K	Participants
114	Institutions
8	Participating Students
8	Sponsors & Partners

"Participating with Genially in the Workshop Theater and the IFE Living Lab Interactive Expo during the IFE EdTech Summit was a truly enriching experience. We connected directly with educators and educational leaders in a collaborative space that encouraged hands-on experimentation and idea exchange. The interactive exhibit allowed us to co-create real solutions and showcase Genially's pedagogical value. It was an ideal space for meaningful conversations about innovation, creativity, and technology in the classroom."

Conchi Ruiz Cabello
Regional VP
Genially (Americas)

"During the IFE EdTech Summit, we had an amazing experience at the Workshop Theater with our workshop 'EdTech Challenge: 20 Academic Management Dilemmas to Solve.' Using Imaginarium allowed us to actively engage participants and generate valuable insights. The support from the IFE Living Lab team was key in making this experience truly unique."

Alfredo Busch
Business Manager
Ozmo Global Services (Chile)

Case Studies: Sync Magic

As part of the Edtech validation study of Sync Magic, the IFE Living Lab coordinated the development of eigh case studies, where eight teachers at different Tecnologico de Monterrey campuses implemented the platform in undergraduate, graduate, and continuing education courses. A total of 331 students participated in the study, where Sync Magic obtained an outstanding evaluation in Instructional Usability (Usl), Encouraging Active Participation (EPA), and User-Learner Experience (LUX).

Adriana Caballero
Founder
Sync Magic (Mexico)

"Validating Sync Magic in a real academic setting with the support of the IFE Living Lab was key. Their evidence-based approach and network of educators allowed us to test the platform in authentic teaching conditions, measure its impact on student engagement, lesson planning, and real-time decision-making. Having the IFE Living Lab recognize it as an outstanding tool reinforces our commitment to supporting more educators."

Course for Creating Learning Experiences with AI

As part of the course portfolio of the AI Learning Academy, an initiative of IFE Living Lab, three courses were designed and developed to support the creation of AI-mediated learning experiences. Aimed at teachers, coordinators and decision makers of different branches of the Pontificia Universidad Católica del Ecuador. A total of 80 learners participated in the three instances, where through integrative projects, they had the opportunity to test more than 15 AI tools for integration into subjects of different disciplines of study.

Ittalia Vattuone
Innovation, Wellbeing, and Teacher Development Expert
Pontificia Universidad Católica del Ecuador (Ecuador)

"The AI-Mediated Learning Experience Creation course from the IFE Living Lab was an enriching experience. It challenged us to rethink our teaching practices and strategically integrate AI into the classroom. The blend of theory and practice enabled immediate application, while the exploration of AI tools enhanced learning personalization. Additionally, the focus on ethics ensured responsible use aligned with best educational practices."

Recognition and Appreciation

The success of our projects would not be possible without the passion and commitment of the researchers, teachers, and professionals who collaborate on them. Therefore, on behalf of the IFE Living Lab team, we would like to thank the following stakeholders and collaborators:

- **Juan M. Muñoz** - ODITE Codirector, Asociación Espiral (Spain)
- **Paz Prendes** - Professor of Educational Technology, Universidad de Murcia (Spain)
- **Olga Agudelo** - Research professor, Universidad de las Islas Baleares (Colombia)
- **Andrés Pumarino** - Founder, Lexway (Chile)
- **Luis Lastra** - Research Professor, Independent (Chile)
- **Rafael Martínez** - CEO, Grupo Eduproject (Peru)
- **Delia Bernal** - CEO, Docentes Digitales (Mexico)
- **Camino López** - Project Manager, Babel (Spain)
- **Rodrigo García** - CEO, Pentakoron (Chile)
- **Felipe Arango** - CoFounder, Zedu (Colombia)
- **Valentina Papic** - Expansion Director, Startup Chile (Chile)
- **Thiago Payva** - Consultant, TP Education (Brazil)
- **Josep Holgado** - L'Aula Idees Project Director, Universidad Rovira il Virgil (Spain)
- **Rosalba Regalado** - Research Professor, Tecnológico de Monterrey (Mexico)
- **Patricia Vazquez** - Research Professor, Tecnológico de Monterrey (Mexico)
- **Leonardo Glasserman** - Research Professor, Tecnológico de Monterrey (Mexico)
- **Andrea Pintado** - Organizations Advisor, Tecnológico de Monterrey (Mexico)
- **Ana Culqui** - Research Professor, Pontificia Universidad Católica del Ecuador (Ecuador)
- **Rodrigo Romo** - Educational Innovation Student, Tecnológico de Monterrey (Mexico)

Special Thanks to our Strategic Partners

plataforma a+

Discobolo CERTIFICATES Partner Latam

IFE Data Hub

The IFE Data Hub promotes data-based educational research using statistics and Artificial Intelligence. It provides access to institutional data collections for members of Tecnológico de Monterrey, as well as for external researchers working in collaboration with institutional researchers.

The initiative creates value for educational institutions, researchers, teachers, students, and academic staff by supporting projects that foster the co-creation of models aimed at improving education and its underlying processes.

The IFE Data Hub offers the following products and services:

- Generation of data collections.
- Design and management of data-driven calls for proposals.
- Management of IFE collections and datasets within the Dataverse Platform.
- Consulting on projects focused on educational issues (data and models).
- Teaching through workshops and tutorials and as an Education Partner in academic courses.
- Collaboration in the development of data-driven research proposals to attract funding.

Learn more about this iniciative at:

ifelldh.tec.mx/data-hub

Results

6	Data Collections	**197**	Supported Students
1	Calls for Proposals	**48**	Supported Researchers
12	Scientific Publications	**8**	Data Requests for Teaching
12	Data Requests for Research	**8**	Countries

Highlighted Projects

Research and Consulting

Contextual Analysis of Gender-based Violence within the Educational Institution

This analysis aims to provide a deeper understanding of gender-based violence through data-driven insights and the application of technological models. The main objectives of the analysis are:

- To quantitatively analyze the information generated by the operation of the Center for the Recognition of Human Dignity service points at Tecnológico de Monterrey, together with the data integrated by the IFE Data Hub.
- To develop models to automatically classify reports using Machine Learning and Natural Language Processing algorithms.

Perspectives and Opportunities for Learning Analytics Integration

Qualitative and quantitative analysis of perceptions and expectations of Learning Analytics adoption in three Mexican Universities that make up the Educational Innovation Network 360 (RIE 360):

- Universidad Nacional Autónoma de México
- Universidad de Guadalajara
- Tecnológico de Monterrey

The qualitative analysis of this research project can be found **here**.

SMIEAE: Intelligent Stress and Anxiety Monitoring System for Students

SMIEAE aims to proactively detect and manage cases of stress and anxiety in students. The platform integrates an Internet of Things architecture, sensors, wearables, communication networks, mobile applications, and robust and reliable Artificial Intelligence algorithms to collect biometric data and perform behavioral analysis.

Data analysis will identify patterns and early signs of stress and anxiety, enabling preventative interventions. SMIEAE is one of the projects funded in the Call for Proposals “Call for Innovation Projects in Interinstitutional Collaboration IPN-ITESM”.

Student Happiness Factors and their Impact on Academic Performance: A Machine Learning Approach

This study is based on a qualitative and quantitative analysis of data collected from Indian institutions, using the Oxford Happiness Questionnaire along with machine learning algorithms to predict academic performance using happiness metrics. This research project is carried out in collaboration with researchers, professors, and students from Amrita Vishwa Vidyapeetham.

Can Productive Failure in Digital Games help Reimagine the Development of Collaboration and Negotiation Skills in Undergraduate Students in Mexico?

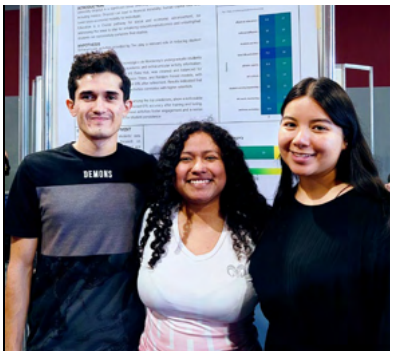
This research project aimed to review and reimagine teaching practices for developing effective collaboration and negotiation skills in higher education in Mexico through the “productive failure” of digital games.

Using the speculative method, the teachers analyzed what plausible, accessible, or recommendable futures they consider the productive failure of digital games could generate in the development of collaboration and negotiation skills in undergraduate students in Mexico.

This study was proposed by Sandra Méndez Alanís, a Master’s student at the University of Edinburgh and a graduate of Tecnológico de Monterrey, and was conducted at Tecnológico de Monterrey with support from CEDDIE, the School of Humanities and Education, and the Impact Measurement area of IFE.

Highlighted Projects

Data-Driven Educational Projects: Challenges and Courses Design

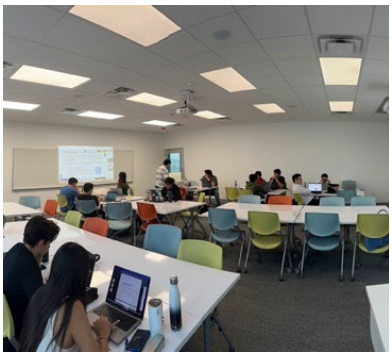


Education Partner

IFE Data Hub participated in Tecnológico de Monterrey's Education Partner Program, an initiative within Tec's curriculum that connects students with real-world challenges. As part of this collaboration, the IFE Data Hub proposed two educational innovation challenges based on curated datasets, inviting students to develop new solutions using statistical models, data visualization techniques, and machine learning algorithms.

As part of the first challenge, conducted from February to June 2024, students developed a data-driven model to predict early dropout using machine learning algorithms. A second iteration of the challenge was carried out from February to June 2025 at the Universidad Autónoma del Estado de México. The resulting dataset is publicly available and can be accessed **here**.

The second challenge, conducted from August to December 2024, aimed to identify the types of activities and evidence that impact student learning. The goal was to provide university faculty and academic leaders with tools to support the design of effective didactic strategies aligned with the competencies required in various educational programs. The dataset resulting from this challenge is available **here**.



Redesign of Learning Analytics Courses (LA)

In collaboration with the School of Humanities and Education (EHE) of Tecnológico de Monterrey, two new Learning Analytics courses were developed as part of the redesign of the Master's programs in Education during February–August 2024:

- **Learning Analytics I**: Focused on the principles of Data Science, this course provides an introduction to the fundamentals of Learning Analytics.
- **Learning Analytics II:** Designed to enhance analytical capabilities, this course guides students in building data models using Machine Learning algorithms to apply Learning Analytics in real-world educational contexts.

In-Depth: Highlighted Projects

Data Mobilization through Data-Driven Calls for Proposals

The IFE Data Hub developed a data mobilization strategy based on data-driven calls for proposals, enabling researchers from Tecnológico de Monterrey—as well as external collaborators affiliated with the institution—to carry out research projects using specific datasets.

This approach has proven highly relevant to the entire educational innovation ecosystem. One notable example is the call *Fostering the Analysis of Competency-based Higher Education*, launched to study student competencies within the TEC21 Educational Model, from which five scientific publications have been generated to date.

These publications were presented at a workshop with directors and administrators from the Educational Technology and School Management Departments at Tecnológico de Monterrey, allowing the findings to contribute to improvements in the institution's internal processes.

Workshop Results

35	Participants
9	Directors and Administrators
10	Presentations

"I'm glad to see the results related to the analysis of the competencies of our students in our Tec21 model, some of them validated hypotheses and others gave us new considerations to have in mind to provide to our academics that could be valuable during the design of new courses and/or apply adjustment to the actual courses. We appreciate the work of the researchers who have used this dataset, and we're proud that these insights are helping shape the conversation around competency-based education. Grateful to collaborate with the IFE Data Hub in making this information accessible, and we look forward to seeing how future studies continue to turn data into meaningful educational impact."

Sadie Guerrero
Director of Technologies for Education
Tecnológico de Monterrey (Mexico)

Data Mobilization through Data Requests and Tutorials

In addition to the data-driven calls for proposals previously mentioned, the IFE Data Hub also promotes the mobilization of educational data and research in educational innovation through data requests and tutorials presented at international conferences. These requests grant access to anonymized, curated, and documented datasets provided by the IFE Data Hub for use in research projects by researchers, academic staff, and students worldwide.

Between February 2024 and February 2025, 34 data requests were received from various countries—including Colombia, the Philippines, Spain, Peru, India, Ecuador, and Mexico—and four scientific articles were published as a result.

The tutorial led by the IFE Data Hub, delivered during the 23rd Mexican International Conference on Artificial Intelligence (MICAI) in October 2024, emphasized the importance of addressing early student dropout through institutional data, statistical techniques, and machine learning algorithms.

It also fostered collaboration across several institutions (La Salle, Universidad Veracruzana, Instituto Politécnico Nacional, INFOTEC, and Tecnológico de Monterrey) at different levels, including student engagement, academic research, and administrative processes.

"The academic information provided by the Data Hub is highly relevant and meets all quality parameters. We use the data to apply artificial intelligence techniques in social impact programs. This has given my activities as a researcher a greater sense of contribution to society and has also allowed me to collaborate with researchers from prestigious institutions, such as Tecnológico de Monterrey, Instituto Tecnológico de Ciudad Juárez, and Harvard University."

Gloria Concepción Tenorio Sepúlveda
Full Time Professor
Tecnológico Nacional de México (Mexico)

"Using the dataset from Data Hub has been an enriching experience. Faced with a complex situation, the data provided clarity and validated our initial assumptions. We were able to uncover meaningful insights that deepened our perspective. The analysis was efficient thanks to the quality and structure of the data, allowing us to support our findings with solid evidence. It also enabled us to contribute to the publication of a book chapter, highlighting the significance of data in generating informed perspectives and actionable insights."

Zahira Gabriela Cruz Netro
Division Director
School of Engineering and Sciences
Tecnológico de Monterrey, Campus Tampico (Mexico)

"The tutorial given was of great relevance in the area of educational research development for innovation from the perspective of data science, providing a first tool for the analysis of school dropout from a holistic approach. Having in the tutorial an exceptional accompaniment of the speakers, as well as a brief explanation of the key concepts for statistical research tools and the Data Hub data lab. The application to scholar dropout and the insights for other scholarship issues. In particular, I enjoy the collaborative environment between researchers and attendees allowing to perform scientific research making the analysis in a transparent manner and showing the possibilities of collaboration with the Data Hub for the implementation of artificial intelligence tools facilitating the exploitation and data-driven decision making."

Yaxk'in Coronado
Full Time Professor – Researcher
Engineering Department
La Salle University (Mexico)

Student Dropout Causes in Latin America

Supported by the IFE Data Hub, this project started contrasting the causes of dropout among regular students and those at risk of dropping out. For this aim, IFE researchers developed a new methodology based on Explainable AI.

The methodology has been proven at Tecnológico de Monterrey and the Pontificia Universidad Católica de Chile (PUC Chile), with the participation of mentors. This project has provided valuable insights into developing differentiated strategies for retaining conditioned students by providing personalized recommendations.

The Hemispheric Universities Consortium (HUC) has funded an extension of this project to compare dropout causes between Tecnológico de Monterrey, PUC Chile, and Universidad Austral (Argentina).

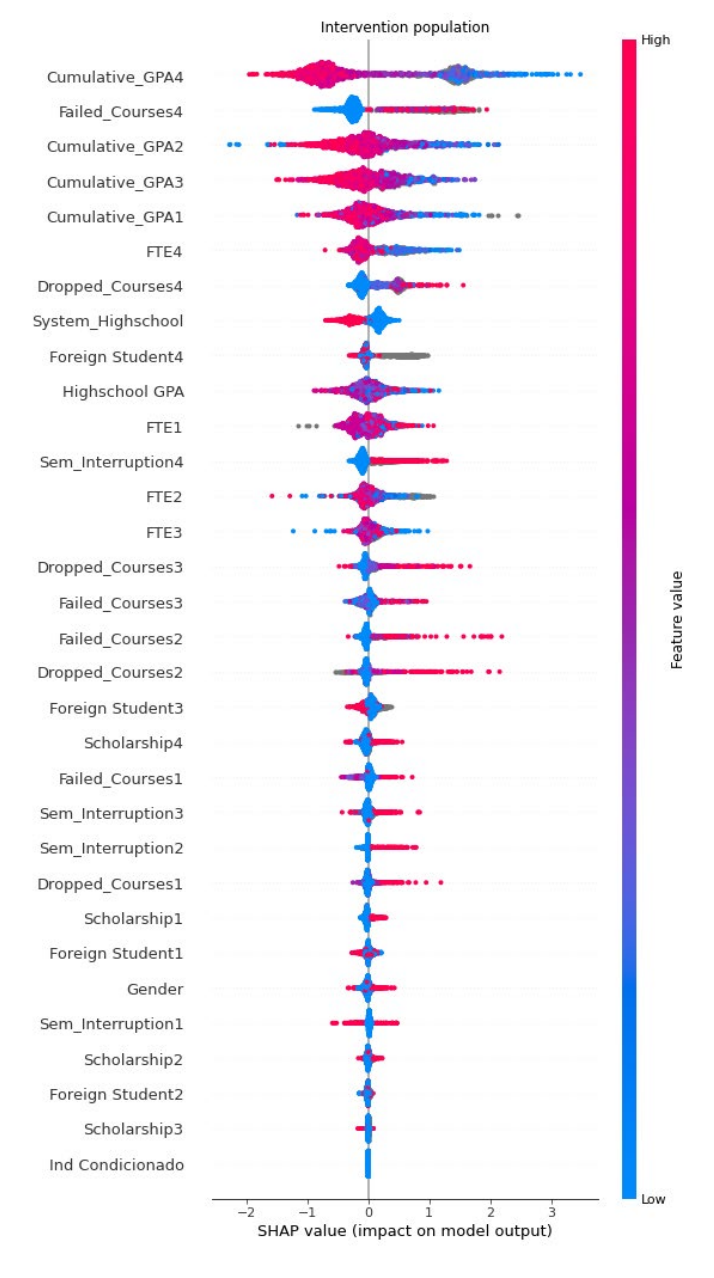
Results

3 Papers

3 Institutions

1 PhD Thesis

0.3M (MXN) Funding

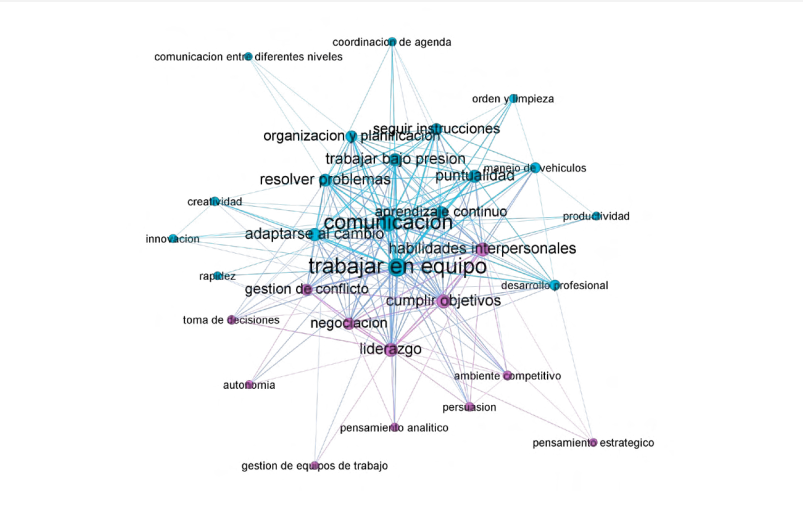


This graph shows the feature importance, highlighting the impact of academic and socio-demographic variables on student dropout risk predictions, based on SHAP values.

Shaping Skills – Automotive

In collaboration with the IFE Research Lab, a methodology based on Generative AI and Natural Language Processing has been developed to identify and monitor the industry's most in-demand skills and occupations using data from job postings.

The team created the first taxonomy for the automotive industry in Mexico, which includes 30 occupations grouped into three subsectors and outlines 220 knowledge areas, skills, abilities, and other requirements. Santander Bank supports this project and forms part of the collaboration between IFE and Jobs for the Future (JFF).



Visualization of the most in-demand soft skills in Mexico's automotive industry, extracted from job postings using Natural Language Processing.

Read the Automotive Industry Report **here**.

Results

3 Papers in Progress	**2** Fine-Tuned Models
1 Skills Report	**3.7M (MXN)** Funding

"I consider this report an excellent first step toward analyzing knowledge, skills, and abilities, as well as the attitudes necessary in the workplace, to have a better picture of market demands based on professional training. I also really liked that the analysis leads to the mapping of diverse positions that make up the industry, not only of engineers or technicians but also of the administrative, logistical, and sales aspects that make up the entire complex equation in the automotive field."

Katherina Gallardo
Dean
School of Humanities and Education, Northern Region
Tecnológico de Monterrey (Mexico)

Recognition and Appreciation

The entire academic and research ecosystem, both at Tecnológico de Monterrey and at national and international educational institutions, has enabled the IFE Data Hub to contribute to promoting research in educational innovation through different data mobilization methodologies. We deeply appreciate and thank you for your exceptional support, efforts, and collaboration with our initiative.

- **Vinayak Hegde** - Learning Analytics Lab Head, Amrita Vishwa Vidyapeetham, Mysore Campus (India)
- **María de Lourdes Martínez Villaseñor** - President, Sociedad Mexicana de Inteligencia Artificial (Mexico)
- **Roberto Antonio Vázquez Espinosa de los Monteros** - Secretary, Sociedad Mexicana de Inteligencia Artificial (Mexico)
- **Rosa María Valdovinos Rosas** - Research Professor, Universidad Autónoma del Estado de México (Mexico)
- **Joaquín Rodríguez López** - HUB Cantabria Coordinator, IFE Europe (Spain)
- **Mildred Paulina Mendoza Michelena** - Leader of the National Office for Gender and Safe Community, Tecnológico de Monterrey (Mexico)
- **Karla Elizabeth Urriola González** - National Manager of Equality, Inclusion, and Belonging, Tecnológico de Monterrey (Mexico)
- **Sonia Elizabeth Castañeda Leija** - Student Liaison and Belonging Coordinator, Tecnológico de Monterrey (Mexico)
- **Yesenia González Barba** - Senior Consultant for Educational Innovation, Tecnológico de Monterrey (Mexico)
- **Ana Luisa Masetto Herrera** - Data Science Leader, Tecnológico de Monterrey (Mexico)
- **Sadie Lissette Guerrero Solis** - Director of Technologies for Education, Tecnológico de Monterrey (Mexico)
- **Angélica Aguilar Ariciaga** - Senior Educational Technology Solutions Architect, Tecnológico de Monterrey (Mexico)
- **Bertha Alicia Saldívar Barboza** - Director (Interim) of Educational Technology and Digital Transformation, Tecnológico de Monterrey (Mexico)
- **Erika Alejandra Juárez Ibarra** - Director of Intelligence and Research Compliance, Tecnológico de Monterrey (Mexico)
- **Edgar Adarí Zárate González** - Technical Support, Tecnológico de Monterrey (Mexico)
- **Rosa Hilda González Jiménez** - Technical Support, Tecnológico de Monterrey (Mexico)
- **Adriana Guadalupe Félix Moreno** - Purchasing and Warehouse Specialist, Tecnológico de Monterrey (Mexico)
- **Olga Rosi Ballin Bernal** - Director of AI for Teaching Processes, Tecnológico de Monterrey (Mexico)
- **Elvira Guadalupe Rincón Flores** - Impact Measurement Researcher, Tecnológico de Monterrey (Mexico)
- **Juan Manuel Fernández Cárdenas** - Research Professor, Tecnológico de Monterrey (Mexico)
- **Manuel Cebral Loureda** - Research Professor, Tecnológico de Monterrey (Mexico)

- **Liliana Reyes Balcazar** - IT Portfolio Manager, Tecnológico de Monterrey (Mexico)
- **Ana Cecilia Nandín González** - Personal Data Governance Leader, Tecnológico de Monterrey (Mexico)
- **José Tzulik Aguilar Camargo** - Personal Data Governance Specialist, Tecnológico de Monterrey (Mexico)
- **Jorge Antonio Orta Villar** - Lawyer, Tecnológico de Monterrey (Mexico)
- **Joaquin Campos Barrientos** - Coordinator of Liaison and Professional Development Processes, Tecnológico de Monterrey (Mexico)
- **Cecilia Ivonne Rico Arenívar** - Planning and Effectiveness Leader, Tecnológico de Monterrey (Mexico)

Special Thanks to our Partners

IFE AI Nexus

IFE launched the AI-Nexus initiative to support universities, governments, and companies in designing and evolving AI-enhanced education through training, consultancy, and collaborative research.

AI-Nexus Pillars

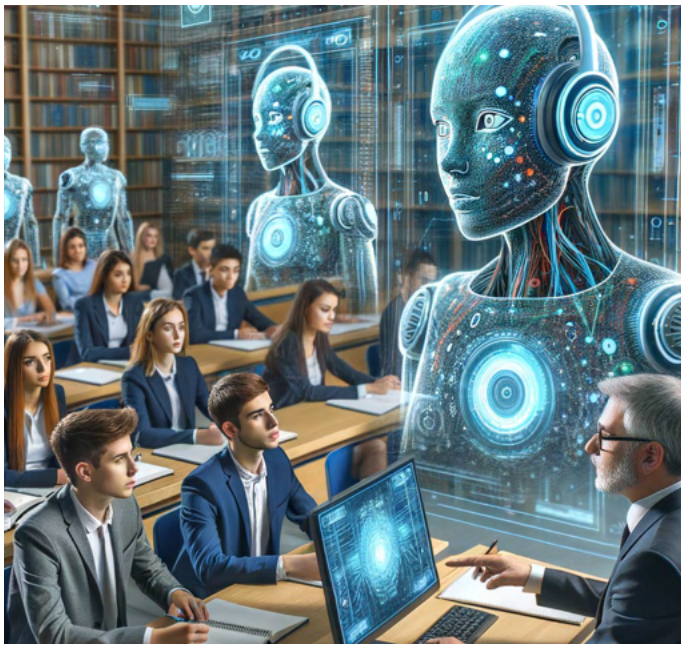
- AI-enhanced teaching and learning - improving education.
- AI competencies for all – preparing people for an AI world.
- AI for academic operational efficiency - increasing institutional performance.
- AI institutional governance and public policy - responsible use of AI.

AI-Nexus is supported by the LL&DH research infrastructure and by AI researchers and expert consultants from IFE's initiatives, such as the Research Lab, Impact Measurement, Consultancy, and LL&DH.

Part of IA-Nexus, the Artificial Intelligence Global Education Network (AIGEN) is a community of practice aiming to catalyze AI applications in Higher Education through:

- Joint development and piloting of AI platforms.
- Development of institutional guidelines for the ethical use of AI.
- Training on AI for teachers and decision-makers.
- Sharing experiences on AI adoption.
- Joint research for assessing the impact of AI in Education.

AIGEN will pilot TECgpt Open Edition on ten universities during 2025 with the support of Microsoft and Tecnológico de Monterrey.



AIGEN

AIGEN members
(Feb. 2025)

43 Universities

8 Countries

Learn more about AIGEN

Connect with the IFE AI Nexus Initiative's Research and Services

Novus

Novus is an initiative designed to strengthen and promote a culture of educational innovation among faculty. Through mentorship, funding, and institutional support, Novus empowers professors to experiment, implement, and evaluate pedagogical innovations that directly improve teaching and learning experiences. It plays a central role in transforming education from the classroom, supporting bottom-up innovation that is grounded in scientific evidence and aligned with institutional priorities.

For the 2024–2025 period, Novus is focused on four key goals:

- Increasing project efficiency and completion rates
- Scaling high-impact innovations through the Boost Novus program
- Standardizing the use of assessment instruments across all projects
- Documenting the Novus model for broader adoption

This year's calls for proposals are aligned with urgent educational challenges, including quality education, sustainability, artificial intelligence in the classroom, and teacher training for a dynamic, evolving world.

A core feature of the initiative is its mentorship model, which equips faculty with tools and support to successfully execute their projects. Through this process, educators develop five essential competencies: educational innovation, research skills, project management, academic adaptability (resilience), and engagement. By enabling faculty to navigate their innovations with research and publication, Novus supports both individual growth and institutional transformation.

Novus also functions as a key enabler of the university's innovation ecosystem. It coordinates with diverse administrative units—including educational technology, legal, finance, and procurement—to remove operational barriers and accelerate implementation. As a result, faculty are empowered to focus on solving real problems in education through agile, scalable solutions.

By encouraging experimentation and generating new knowledge through indexed publications and academic dissemination, Novus ensures that innovation not only impacts classrooms at Tecnológico de Monterrey but also contributes to the global conversation on the future of education.

Results

119 Mentored projects

64	Concluded Projects
55	Projects in Implementation

40 Scopus publications

20	Articles
18	Conference Papers
2	Book Chapters

435 Impacted Professors

13,016 Impacted Students

Highlighted Projects

Novus 2022 Experimentation Completion

During 2024, 64 projects of the Novus 2022 cohort successfully completed their experimentation cycle; this represents a 100% completition rate of the selected projects.

As part of the IFE Conference held in January 2025, an awards ceremony was held for the projects of the Novus 2022 cohort. University authorities presented recognition certificates to the six projects that were among the top 10% of their cohort. Completing the experimentation phase of the 2022 cohort is a step towards building a community of teachers who can face the present challenges while driving a more relevant and high-quality educational experience for their students.

Novus 2024 Call

In March 2024, the Novus Call for Proposals was launched with the purpose of looking for the next cohort of professors who seek to transform education through innovation. While the call for proposals was open, we provided professors with tools to design projects focused on improving the teaching-learning process, promoting more effective and dynamic teaching.

After a thorough peer review process, 59 proposals were selected to conform the Novus 2024 Generation. As part of the key strategies of the Novus initiative, aimed at enhancing the skills of our professors, training sessions were held to transform the educational practices of those professors whose proposals were selected. We provided rigorous methodologies to ensure the successful and meaningful implementation of the selected innovations in the classroom.

Novus Tríada

Novus Tríada is a competitive fund in which the three universities that make up La Tríada participate: the Pontificia Universidad Católica de Chile, the Tecnológico de Monterrey and the Universidad de los Andes of Colombia. Its objective is to develop and promote a culture of evidence-based educational innovation in Latin America and to strengthen collaboration among the three institutions.

During 2024, the three projects belonging to the 2021 cohort successfully concluded their experimentation process. Each of them strengthened the collaboration among the three Tríada universities by connecting professors from them and working together to implement the projects on the three institutions. The concluded projects combined technological and pedagogical innovations.

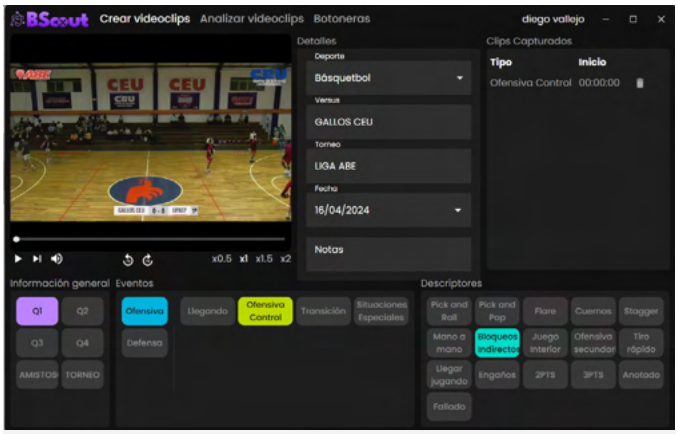
In-Depth: Highlighted Projects

BScout

The BScout project, developed by sports coaches Diego Sánchez Vallejo (Toluca Campus), Jesús Millán Villanueva (Toluca Campus) and Viridiana Villavicencio Melendrez (Querétaro Campus) in the Novus 2022 cohort, consisted of the creation of an innovative video strategic analysis application designed to promote sports intelligence.

This initiative arose from the COVID-19 pandemic, when coaches had to practice sports from a distance. This project was conceived from a pedagogical and didactic proposal to continue coaching sports from home and with video analysis as a tool.

This tool allows identifying areas of opportunity in the integral training process of student-athletes in disciplines such as basketball, soccer, tochito and football. As part of the project, operating and training manuals were developed to ensure efficient use of the platform, in addition to including specific pedagogical and didactic approaches for the video sessions. During its implementation, the project had a positive impact on 45 students, strengthening their sports and academic development.



Interface view of the BScout program used for strategic video analysis in sports training.

> "I would definitely recommend Novus to all teachers who wish to innovate; the BScout team would definitely do it again."

Diego Sánchez
Basketball Coach
Tecnológico de Monterrey, Campus Toluca (Mexico)

City Lab, The Game

City Lab: The Game is a Novus project carried out by professors Talía González, Karina De la Garza, Karen Hinojosa, Ana González and Edgar Macías from Monterrey campus. The goal of this project was to encourage students' attention and social responsibility through an innovative board game that exemplifies the activities of the Urban Planning bachelor.

In the game, each player assumes a role with specific responsibilities and tasks within an urban context. It includes cards with problem situations that pose real challenges faced by urban planners in their professional practice. A key feature of the game is its financial management component, where players must design strategies to finance projects, invest in infrastructure and execute programs, thus fostering the development of critical and analytical skills.

To enrich the experience, the teachers integrated a layer of interactivity through artificial intelligence and augmented reality. The role cards and problem situations include 3D animations that players can view by scanning them with their mobile devices. This allows students to immerse themselves in virtual urban scenarios.

The project impacted 179 students of the Dynamic Physics Modeling Training Unit, transforming their learning into a practical, immersive and highly relevant experience for their academic training.

"We are very grateful to Novus for the impulse it gives us to innovate and improve in our classes and disciplines."

Talía González
Professor
Tecnológico de Monterrey, Campus Monterrey (Mexico)

Novus Special Calls

In 2024, we launched several agile calls designed to explore, test, and validate new educational technologies focused on the use of Artificial Intelligence. This process centers on analyzing their real impact: how these tools generate engagement among students, their practical utility for teachers, and their contribution to the teaching-learning process in our institutional environment. Each project not only reflects the creativity and commitment of those who develop it, but also the ability to work as a team, collaborating across areas to achieve common goals.

In August 2024, a recognition and awards ceremony was held for the professors who successfully completed their Educational Innovations focused on the use of Artificial Intelligence tools. The event was attended by distinguished personalities such as the Rector of our institution Juan Pablo Murra, the Executive Director of the Institute for the Future of Education Michael Fung, and the Vice-Rector of Educational Innovation and Academic Regulation, Joaquín Alejandro Guerra. The event was attended by 32 professors, who actively participated in experimenting with various Artificial Intelligence platforms.

During 2024, Novus collaborated with various institutional areas such as the Educational Innovation and Digital Environments, IFE Living Lab, and Ruta Azul to develop strategic projects. This collaborative approach has leveraged diverse expertise, resources and perspectives, resulting in innovative solutions that drive meaningful change. Interinstitutional collaboration not only strengthens our initiatives but also promotes a culture of knowledge-sharing and continuous improvement, ensuring that our efforts have a lasting impact on the institution and its community.

Results

400	Impacted Students
59	Participating Professors
32	Awarded Professors

> “The experience of participating collaboratively in pilots with Novus is very valuable. As a result, we have been able to experiment and validate the pedagogical application of cutting-edge technologies and their relevance to enrich teaching-learning processes. The Novus platform not only facilitates a structured experimentation process but also provides impact measurement tools that allow us to make informed strategic decisions.”

Verónica Pérez Aguirre
Educational Innovation Leader
Tecnológico de Monterrey (Mexico)

Self-Training Autonomous Experience

Self-Training Autonomous Experience (S-TAE) is one of the successfully closed projects in the Novus 2022 generation. Led by Professor Zahira Cruz (Tampico Campus) and with Professors Diego McKinnon (Tampico Campus) and Leon Guevara (Tampico Campus) as participants, the project integrated augmented reality in education.

For S-TAE, parts of a 3D printer were digitized with a scanner, creating images and interactive videos to enrich learning. The project evaluated whether the students acquired a deeper knowledge about the handling of equipment in the "Computational Engineering Thinking" training unit.

It impacted 65 students, who experienced dynamic, hands-on learning by integrating key technical and digital skills. This initiative shows how emerging technologies transform education by preparing students for the challenges of the future.

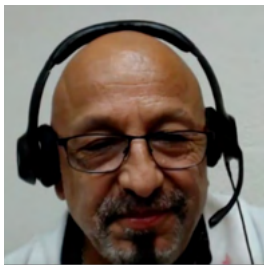
Zahira Cruz
Professor
Tecnológico de Monterrey, Tampico Campus (Mexico)

> "This is a great experience for all those teachers who want to innovate and who want to bring the best experience to our students"

Novus Triada: JANUS

One of the three Novus Tríada projects from the 2021 cohort that completed its experimentation phase in 2024 is JANUS, an international and multidisciplinary collaborative research initiative. The project focused on the design and implementation of a gamified, interactive educational platform for higher education students. Its main objective was to foster critical thinking, prospective thinking, and digital competencies through the analysis of socio-scientific controversies.

The project included the design and development of a digital platform with a strong gamification component. An immersive narrative was created around a space mission to a station called Janus. Students earned weekly badges by progressing through the storyline and completing different tasks. These badges represented items such as a credential, a change radar, an uncertainty processor, scanning cards, and a multiversal battery. The narrative concluded with the creation of future scenarios and a final reflection on learning.



Mario Quintanilla-Gatica
Professor
Pontificia Universidad Católica de Chile (Chile)

> "These projects allow us to promote and implement educational and creative experiences that prepare our professionals in training for a sustainable, equitable future with more equality in times of complex transformations."

Recognition and Appreciation

The Novus team would like to thank the following people whose support is vital to our impact on students and teachers:

- **Claudia García López** - Director of CEDDIE Monterrey Region, Tecnológico de Monterrey
- **Cynthia Villarreal Muraira** - Director of Global Affairs, Tecnológico de Monterrey
- **Héctor Ríos Quiroz** - Leader of Experimentation and Educational Innovation, Tecnológico de Monterrey
- **Triana del Castillo Sierra** - Leader of Faculty Positioning, Tecnológico de Monterrey
- **Verónica Pérez Aguirre** - Leader of Educational Innovation for Non-Academic Programs, Tecnológico de Monterrey
- **Wendy Martínez Chapa** - IT Coordinator, Tecnológico de Monterrey

Impact Measurement

This initiative is committed to evaluating and strengthening educational innovation through scientific evidence. Its central goal is to ensure that educational initiatives, whether developed internally or externally, generate measurable impact, inform strategic decisions, and contribute to more equitable, effective, and inclusive learning environments.

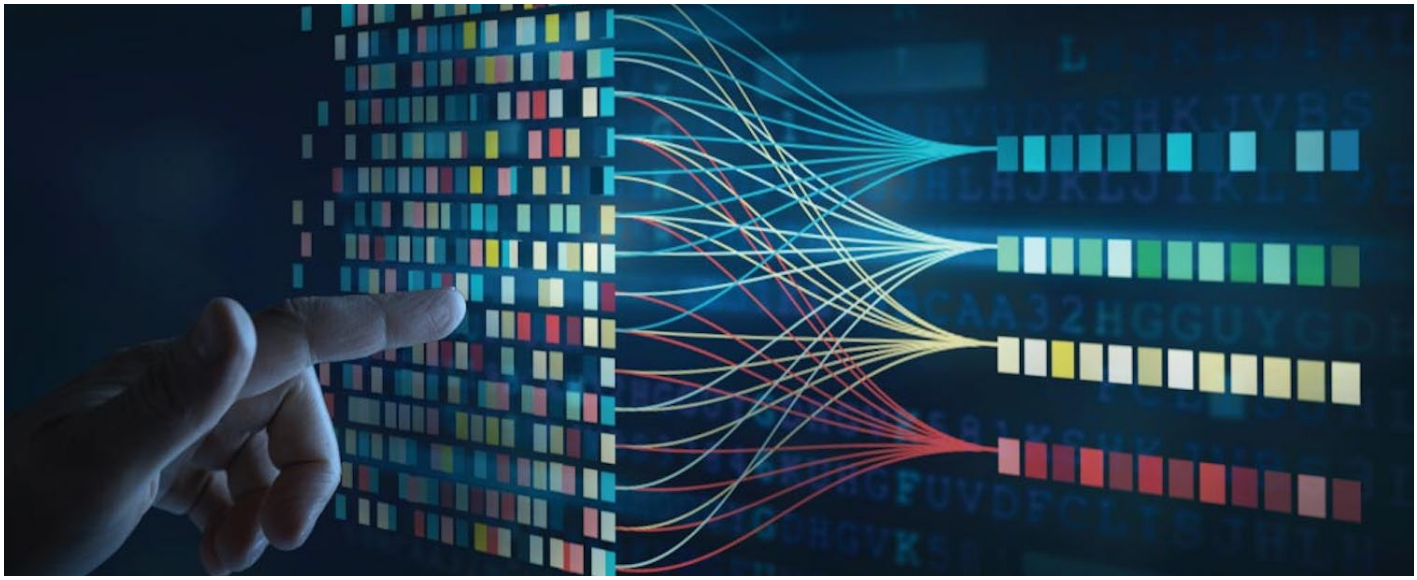
During the 2024–2025 period, the initiative is focused on three priorities:

- Expanding rigorous evaluation within Tecnológico de Monterrey in close collaboration with key university stakeholders.
- Offering evidence-based consulting services to external universities and organizations in Mexico and Latin America.
- Leading high-impact, socially driven projects that use evidence to transform lives in vulnerable communities.

At the core of this initiative lies a robust methodological framework aligned with international standards in educational research. The approach includes a structured impact evaluation model with four stages: defining the model of change, collecting evidence, reviewing and analyzing data, and communicating findings to stakeholders.

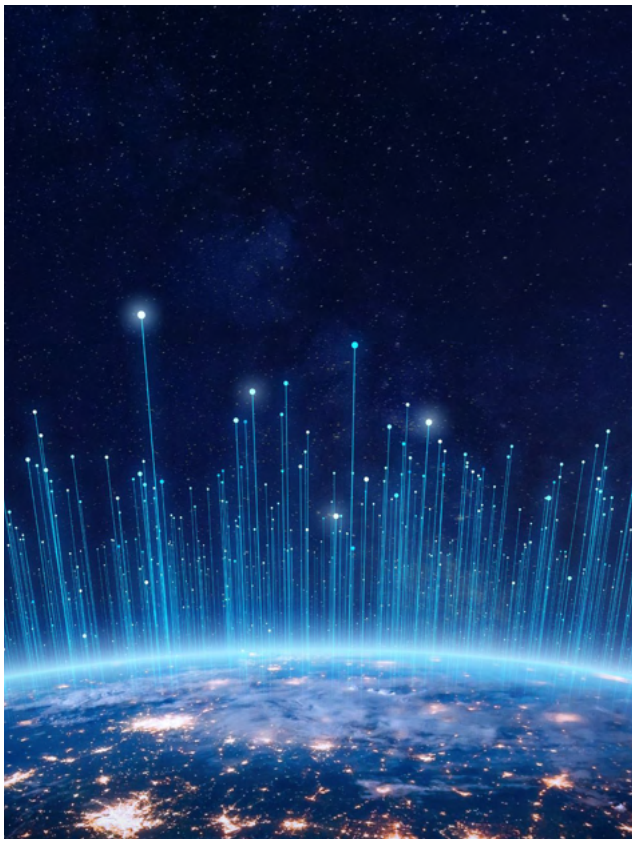
The framework operates across three levels of evaluation—results measurement, goal achievement, and causal impact—and uses techniques such as counterfactual analysis (RCTs), matching, theory-driven inference, and triangulation to ensure validity and actionable insights.

Beyond its internal value, the initiative supports a growing portfolio of evaluations for external institutions, helping partners assess programs, validate results, and make strategic decisions. This outreach solidifies IFE's role as a trusted source for impact consulting in higher education and social innovation.



The area works in strategic coordination with core actors at Tecnológico de Monterrey, including the: Vice President for Academic Affairs and Faculty; Vice President for High Schools; Vice President for Academic Affairs; Vice President for Educational Innovation and Academic Regulations; Executive Vice President for Research; Vice President for Inclusion, Social Impact and Sustainability; and Vice President for Strategy.

Whether evaluating adaptive learning platforms, such as Lëttëra, or inclusion programs targeting digital access gaps, the Impact Measurement area ensures that every innovation is tested, refined, and understood in its realworld context. These efforts not only improve student engagement and learning equity but also contribute to global knowledge and dialogue on the future of education. Impact Measurement serves as a bridge between educational innovation and scientific research—positioning IFE to lead with integrity, relevance, and purpose.



Results

27	Impact Measurements
6	External Impact Assessments
5	Countries Reached by our External Impact Assessments
>1K	Direct Beneficiaries through Inclusion Projects
10	External Collaborations
17	Internal Collaborations
2	Inclusion Projects: • One about empathy development in vulnerable youth • Other about learning and writing skills

Highlighted Projects

Volunteering for Education

Volunteering for Education is a national faculty development initiative focused on equipping public high school and university teachers with digital competencies and active learning methodologies. Implemented between May and September 2024, the program was aimed at fostering more inclusive, innovative, and effective teaching practices within Mexico's public education system. This project was led by the National Volunteer Office, under the Vicepresidency of Inclusion, Social Impact, and Sustainability, and included collaboration with teachers from multiple public institutions nationwide. The Impact Measurement team supported the evaluation design and analysis.

Target Population: Teachers from public secondary and higher education institutions across the country participated in this program. Many of them began the course with low to intermediate digital literacy levels, making them ideal candidates for this digital inclusion strategy. Public school educators often face limited access to professional development in digital tools. This program strategically targeted teachers with insufficient or intermediate digital literacy to reduce the digital divide and empower them to enhance teaching quality in traditionally underserved settings. The goal is to activate a virtuous cycle—where improving teacher capacity leads to better student learning and systemic transformation.

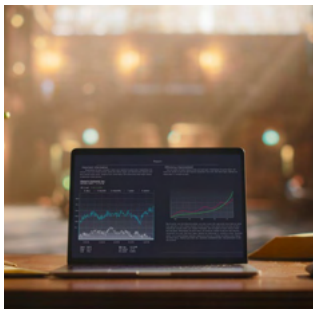
Challenges: The program underwent an internal restructuring, which posed implementation challenges. However, the team successfully maintained continuity and impact through effective communication and coordination among stakeholders.

The team adopted a mixed-methods approach, including:

- Pre-and post-assessments using a validated Digital Competency Questionnaire.
- Inductive qualitative coding of 159 reflection videos submitted by participants to capture key themes, perceptions, and behavioral shifts.
- Adjustments in delivery and support during the restructuring phase to ensure program stability.

Results

- The program significantly improved teachers' digital competencies, especially among those with lower initial proficiency (≤59 points).
- Teachers starting with intermediate levels (60–79) also showed notable progress, particularly in teaching-related skills.
- In the CCC domain (Communicate, Collaborate, Share), educators with initial scores ≤70 improved by an average of 23 points.
- Participants reported applying strategies like LMS and Flipped Classroom models, enhancing student engagement and classroom efficiency. Many overcame resistance to technology and began sharing their learning with peers, amplifying the program's institutional reach.



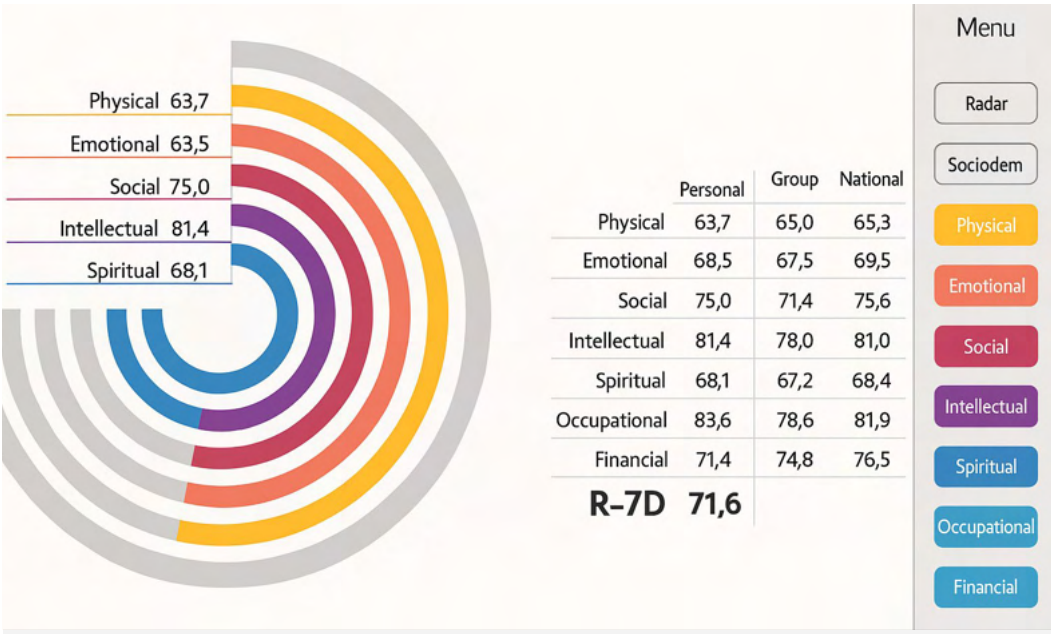
Radar 7D for Wellbeing

The Radar 7D project assesses student well- being at PrepaTec campuses. First started with a macropilot in February 2024, it was developed with well-being experts and utilizes a validated questionnaire that helps students recognize strengths and growth areas across seven well-being dimensions. Personalized reports enhance mentorship by enabling more targeted, data-informed support.

From August 2024 to June 2025, the initiative engaged students and mentors at all campuses, led by the Office of Innovation and Special Projects. Challenges included automating report delivery; however, solutions are being developed.

Usability studies indicated strong acceptance: mentors found reports helpful, and students appreciated the insights' accuracy and relevance, validating Radar 7D as a meaningful support tool.

The February 2024 macropilot involved 4,578 students, while the February 2025 pilot involved 9,795 students. In total, more than 14,000 students have been impacted by the Radar 7D project to date. Once finalized, Radar 7D will be implemented annually across all campuses from October 2025, becoming essential to the institution's well-being strategy.



Example of the Radar 7D for the Wellbeing tool, which helps identify development levels across seven key student well-being dimensions.

In-Depth: Highlighted Projects

Adaptative Learning Strategies

Adaptive Learning Strategies, known by its Spanish acronym EAA (*Estrategia de Aprendizaje Adaptativo*), is an interdisciplinary initiative that enhances foundational learning through adaptive modules in first-year courses. It targets Tecnológico de Monterrey students, focusing on Mathematics, Computational Thinking, Chemistry, and Biochemistry. Eleven adaptive modules have been developed across 14 course units, aiding student success in academic programs.

This initiative involves the departments of Educational Innovation and Digital Learning (IEAD), Educational Technology (TEDU) and professors from the following schools of Tecnológico de Monterrey:

- Engineering and Sciences
- Architecture, Art, and Design
- Business
- Social Sciences and Government
- Medicine and Health Sciences

This population was selected because many students enter university with academic gaps in quantitative and scientific skills due to different high school preparations. The adaptive learning strategy enhances their academic skills through personalized, data-driven pathways, helping students close these gaps early in their university experience. EAA not only improves short-term learning outcomes but also supports long-term academic success retention.

Achievements and Institutional Impact

EAA has demonstrated statistically significant learning gains in all evaluated courses, with students in the adaptive groups consistently outperforming control groups. The adaptive strategy produced learning gains ranging from +11.4 to +23.6 points, depending on the course, compared to control groups.

The initiative has effectively addressed the issue of academic leveling, validating adaptive modules as a viable institutional solution for enhancing educational equity and early academic performance. Based on these results, EAA will be officially incorporated into the 2026 academic curriculum, institutionalizing its role in student success strategies.

Conclusion

By addressing disparities in academic preparation and offering a scalable, personalized learning solution, EAA is helping students from all backgrounds reach their potential. It has become a cornerstone of Tecnológico de Monterrey's strategy to promote inclusive excellence, and a model of how evidence-based educational innovation can transform student outcomes.

"Impact measurement has been key to demonstrating the benefits of Adaptive Learning on learning outcomes and the experience of students and teachers. It has allowed us to identify the most effective strategies and optimize teaching. Positive results in the pilots demonstrated its potential for knowledge leveling, driving its integration into educational plans 2026."

Patricia Aldape
Director of Learning Experience Innovation
Tecnológico de Monterrey (Mexico)

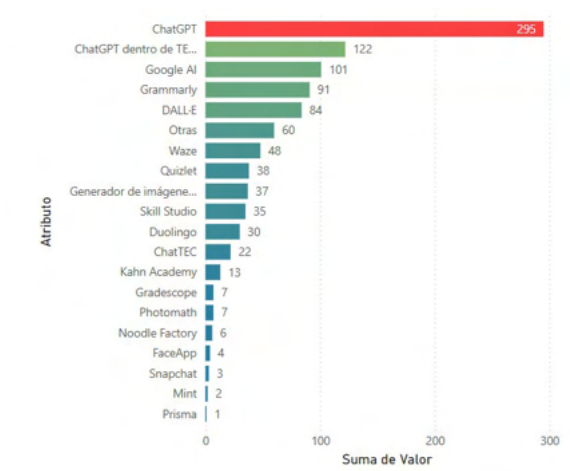
AI @ Tec de Monterrey

The AI @ Tec project aimed to understand how professors and students across all schools use Artificial Intelligence (AI) in teaching and learning. It explored their perceptions, use cases, and openness toward integrating AI tools into educational practices and the institution's readiness to support this integration. The study was conducted between January and March 2025.

Led by the Office of Academic Planning and Regulation and the Director of CEDDIE Monterrey, the project involved collaboration across academic units. Despite the challenge of a limited implementation window, the study gathered valuable data that institutional leaders are now using to inform policy and strategic decisions.

Findings revealed that AI tools are widely known and used by faculty and students to streamline teaching tasks and enhance learning. Notably, 68.7% of professors stated that AI has helped them reduce the time spent on teaching- related activities. Over 90% of faculty allow students to use AI, viewing it as a means to improve classroom effectiveness.

Faculty reported using AI tools relevant to their fields, with ChatGPT being the most common large language model (LLM). Students' perceptions mostly matched those of professors, highlighting that AI is not only present in academia but also shaping education delivery and experiences across the institution.



Tool selection frequency reported by faculty and students highlighting ChatGPT as the most commonly used AI tool in academic settings.

Results

68.7% Teachers feel that AI has contributed to reducing their teaching time

>90% Teachers allow students to use AI and see it as a tool that can make their practice more efficient and improve it.

"The study on the incorporation of AI tools with teachers and students identifies their knowledge and use, perceptions, needs and opportunities for integration. It also analyzes expectations, concerns and possible myths that hinder its adoption. These findings will serve to design more effective implementation strategies aligned with the academic reality."

Norma Yépiz
Director of AI Innovation for Teaching and Learning
Tecnológico de Monterrey (Mexico)

El Camino

El Camino was a six-week pilot program designed to empower adolescents from vulnerable communities through a personalized hybrid learning model, combining AI tutoring and human mentorship, delivered entirely over WhatsApp.

Launched in early 2025 across Monterrey, Mexico, in partnership with two CONALEP campuses (Raúl Rangel Frías and Monterrey 2) and four community centers (San Bernabé, Alianza, Monte Kristal, and Santa Fe), the pilot tested different modalities: High Human Interaction, Low Human Interaction, and No Human Interaction.

Over 1,000 adolescents engaged with the AI tutor "Carla" and local mentors in nano-lessons aimed at developing socio-emotional competencies (behavioral, cognitive, and emotional empathy) and future-ready skills. They also designed 65 learner-led community projects, enabling the measurement of adoption, empathy gains, and real-world impact.

Results

Reach & Engagement

444 learners onboarded
398 (89.6 %) engaged in empathy-driven AI conversations.
High-touch participants averaged **107** deep, meaningful exchanges with our AI mentor.

Community Impact

65 learner-led initiatives
From inclusive "Walls That Speak" murals to neighborhood clean-up campaigns—turned empathy into action.

Empathy Gains

Empathy scores climbed from 5.85 to 5.90 (1–7 scale) in just six weeks
Hybrid AI + Human model delivered a **+0.93** pp uplift in cognitive empathy vs. AI-only, while pure AI alone achieved **+3.67 %** gains in emotional empathy.

Emotional Rapport and Stickiness

76.6 / 100 average engagement score
94% of learners would recommend El Camino to friends—proof of the platform's magnetic pull and lasting value.

Recognition and Appreciation

The Impact Measurement team would like to thank the following people whose support is vital to our impact:

- **Adriana Plata Marroquín** - Leader of Educational Innovation for Graduate Programs, Tecnológico de Monterrey
- **Ana Laura Escamilla Escamilla** - National Leader of Welfare and Development PrepaTec, Tecnológico de Monterrey
- **Carles Abarca de Haro** - Vice President of Digital Transformation, Tecnológico de Monterrey
- **Cayetano Flores Tamez** - High School Business Intelligence Coordinator, Tecnológico de Monterrey
- **Crisantos Martínez Trujillo** - Vice Rectory of High Schools, Tecnológico de Monterrey
- **Elsa Palacios Corral** - Director of Educational Technology, Tecnológico de Monterrey
- **Feniosky Peña-Mora** - Executive Vice President for Research and Dean of Engineering, Tecnológico de Monterrey
- **Irving Hidrogo Montemayor** - Director of Educational Artificial Intelligence, Tecnológico de Monterrey
- **Joaquín Acevedo Mascarúa** - Academic Associate Dean, Tecnológico de Monterrey
- **José Manuel Nieto Jalil** - Regional Science Department Director, Tecnológico de Monterrey
- **José Román Martínez Elizondo** - Professor, Tecnológico de Monterrey
- **Laura Patricia Aldape** - Director of Learning Experience Innovation, Tecnológico de Monterrey
- **Leticia Castaño** - Leader of Educational Innovation for Business, Medicine and High School, Tecnológico de Monterrey
- **Luis Eduardo Garcia Amézquita** - Regional Department Director, Tecnológico de Monterrey
- **Mario Torres Padilla** - Emerging Technology Innovation Project Leader, Tecnológico de Monterrey
- **Norma Yépiz Guerrero** - Director of Academic Regulations and Planning, Tecnológico de Monterrey
- **Rafael Abrego Hinojosa** - National Leader LiFE PrepaTec, Tecnológico de Monterrey
- **Ricardo Swain Oropeza** - Dean of the School of Engineering and Sciences Monterrey Region, Tecnológico de Monterrey
- **Rubén Darío Santiago Acosta** - Regional Department Director, Tecnológico de Monterrey
- **Ruth Escudero Chávez** - National Leader of the High School Integral Accompaniment System, Tecnológico de Monterrey
- **Sadie Guerrero Solis** - Director of Educational Technology Solutions, Tecnológico de Monterrey

Special Thanks to our Partners

Writing Lab

Writing Lab focuses on developing a research culture in educational innovations as well as improving academic production within the community of Tecnológico de Monterrey. Specifically, it collaborates with experienced researchers to train, advise, and develop research and publication skills among faculty members who are beginning to publish on high-impact platforms and present their academic findings at renowned international events.

To this end, Writing Lab has developed a mentoring model that accompanies new authors throughout the research and article writing process, providing advice and support to facilitate the creation and dissemination of high-quality publishable articles.

Writing Lab seeks to increase both research and publication skills that will lead to a tangible increase in publication indicators. In addition to mentoring services, Writing Lab offers editing & translation into English, specialized research workshops, and the possibility of funding to cover open access fees.

Through its extensive network of national and international collaborators, Writing Lab constantly strives to produce academic publications with an international reach, in addition to organizing and participating in international events.

Results

217	Journal Papers	**122**	First Time Conference Attendence
693	Conferences	**19**	First Time Journal Publications
327	Trained Faculty	**788**	Impacted Authors

In-Depth: Highlighted Project

Mentoring Program

Mentors have the opportunity to expand their abilities in nurturing researchers and in helping them grow into strong independent academic authors. A Mentor is responsible for the academic production of research professors in major areas of Educational Innovation. Benefited from a highly collaborative network of national and international researchers, Mentors actively write in co-authorship with professors and authorities of Tecnológico de Monterrey and ensures publication of academic articles, books and book chapters, and conference proceedings by highly reputed international journals/ publishers indexed at ISI Web of Knowledge and SCOPUS.

Mentors are expected to:

- Expand a network of national and international collaborators.
- Evaluate existing status of the work as well as upgrading and adapting to new trends for continuous insurance of efficiency in interaction with the Mentee.
- Support the Mentee in the process of academic production.
- Work with different stakeholders and building confidence in the Mentee.

The basic requirements for joining Writing Lab as a Mentee are as follows:

- Having an ongoing project or obtained results related to the Educational Innovation.
- Strong communication skills and a high degree of commitment to the publication process and scheduled sessions with the Mentor.
- Strong organizational skills and ethics in research and publication.

Results

+40	Mentors
+60	Mentees

Mentoring Program

Martha Elena Núñez
Professor
Tecnológico de Monterrey
(Mexico)

Martha Elena Núñez is a Tecnológico de Monterrey Professor in the School of Architecture, Art, and Design. Currently, she is one of the most active and productive collaborators of the Writing Lab. In 2022, she joined as a mentee, working with Asad Abbas, a full-time research mentor. Initially, she agreed to work on NOVUS-funded projects related to Sostek, an application of sustainability competencies development among undergraduates in the industrial design program. Sostek's application aligns with the Sustainable Development Goals (SDGs) of the United Nations Vision 2030 and the TEC21 educational model.

The first evidence of mentorship was an initial study presented and published in a Scopus-indexed conference in 2023, the Future of Educational Innovation-Workshop Series Data in Action, part of the IFE Conference. She has published her work in the top 10% journal Research in Globalization and brought some international collaborators onboard from the Dominican Republic University and IBM, Australia.

Writing Lab mentorship service has empowered Martha Elena to go from mentee to collaborator, where she independently starts working and continuously brings new ideas to improve features of the developed Sostek application and its intervention of sustainability competencies in the course work.

The research collaboration has extended to co-teaching with a research mentor to support "research stay" undergraduate students. The impact of co-teaching on faculty development in supervising students and helping them design and execute their ideas quickly in the form of final reports and publish research resulted in conference participation and publishing in the International Journal of Engineering Education.

Overall, Writing Lab mentorship has impacted Martha's work and reach, and it has helped her represent Tecnológico de Monterrey at national and international levels.

Write with Impact Workshop

Gabriela Ortiz
Professor
Tecnológico de Monterrey
(Mexico)

I had the opportunity to attend Writing Lab's workshop *Write with Impact* in Monterrey. This training was instrumental in disseminating my educational innovation projects internationally. The workshop helped me transform my experience into an article that was accepted at the TEEM 2024 International Conference, where I gave my presentation in Alicante, Spain.

I had the opportunity to share three articles, one of which ("*Development of Sustainability Competencies Using Competition-Based Learning Linked to a Challenge-Based Learning Context*") was recognized as a Best Paper in the Sustainability in Higher Education Track.

Conferences also provide opportunities for networking and partnering with different entities. Together with my colleague Jorge Membrillo, we participated in a talk titled "*Women in Engineering*", with Araceli Martínez-Ortiz, Director of the Master's in Engineering Education at the University of Texas at San Antonio. Through this partnership, we obtained four scholarships for female professors at the Advance Women on Writing - STEM Scholarly Writing Retreat, held in Fredericksburg, Texas.

My goal is to strengthen a mentoring group to increase the writing of academic articles on Educational Innovation in STEM fields. This would be the beginning of a partnership with the EIC professors.

Recognition and Appreciation

Writing Lab collaborated with an amazing team of expert in preparation of IFE Conference 2025. As part of the Editorial Committee, each member contributed their expertise to guarantee the quality of presentations and the final publication by the IEEE.

- **Julius T. Nganji** - University of Toronto (Canada)
- **Diego Hernán Peluffo-Ordóñez** - Mohammed VI Polytechnic University (Morocco)
- **Haylen Alejandra Perines Véliz** - Universidad Internacional de Valencia (Spain)
- **May Iliana Portuguez Castro** - Pontificia Universidad Católica del Perú (Peru)
- **José Luis Martin Núñez** - Universidad Politécnica de Madrid (Spain)
- **Teófilo Ramos** - IEEE Life Member (Mexico)
- **Edmundo Tovar** - Universidad Politécnica de Madrid (Spain)
- **Samira Hosseini** - Tecnológico de Monterrey (Mexico)

IFE Europe

The aim of IFE Europe is to promote lifelong learning and improve educational approaches in higher education, from a research-based equity perspective, by connecting and collaborating with European research teams.

Objectives

- Development of applied knowledge to drive the transformation of higher education and lifelong learning.
- Promotion of training processes that strengthen individual and institutional capacities in diverse contexts.
- Fostering of collaboration among academia, the productive sector, civil society, and policymakers to address educational challenges in a collaborative manner.

The main goals of this period of IFE Europe were the consolidation of the research team and the attraction of the first funds for the realization of research projects.

Results

3 Consultancy Projects

2 International Events Organized

1 Granted European Project

+150 Event Attendees

+100k (EUR) for Research

7 Indexed Articles Published

+130k (EUR) Research Equipment Funds

Highlighted Project

IACEE World Conference 2024

In May 2024 IFE Europe hosted the international conference of the Association for Continuing Engineering Education. This event brought together researchers and business representatives from different countries around the world to build the future of continuing education.

Results

+10 Countries	**+70** Attendees	**51** Speakers

BootCamp: Co-creating open solutions through interdisciplinary collaboration for the future of education: Strategies for global funding

The aim of the bootcamp was to connect researchers from different countries and regions of the world, so that they could devise research projects in education in a collaborative way. It was held in October 2024 in Bilbao.

Results

90 Attendees	**12** Projects	**2** Applied Projects to External Funds

MAKER WOMEN STEM

Maker Women STEM

The project is an initiative funded by the Erasmus+ Capacity Building in Higher Education program. The aim of the project is to boost women's access to STEM careers in Latin America through the use of MAKER methodologies. It involves institutions from Finland, Germany, Spain, Mexico, Colombia and Ecuador.

Results

9 Partners	**5** Countries	**400k (EUR)** to Develop Innovation in Education

Space for Innovation and Research in Education

During 2024 IFE Europe created the Space for Innovation and Research in Education at AS Fabrik, Bilbao. The space is part of IFE Europe's partnership with Mondragon Uniberstitatea to develop collaborative research.

The Space has a fully equipped neuroscience laboratory, with an investment of more than 130,000 euros. In the laboratory we conduct research using an advanced multimodal signal acquisition setup that enables the simultaneous recording of various physiological and behavioral signals. This includes the monitoring of brain activity, measurements of emotional arousal, the tracking of attention and gaze patterns, and the ability to analyze nonverbal reactions. This integrated approach allows us to gain a comprehensive understanding of human cognitive and affective processes in real time.

Results

+130k (EUR) in Lab Equipment	**4** Interinstitutional Research Tandems	**7** Joint Project Applications

In-Depth: Highlighted Project

Bridging the Grey Digital Divide: Enhancing ICT Learning for Older Adults

The project funded by Shanghai Open University (SOU) and the UNESCO Institute for Lifelong Learning (UIL), makes a substantive contribution to advancing inclusive digital transformation. Through the analysis of seven case studies, Chile, Colombia, the United States, South Africa, Poland, China, and Bahrain, it identifies pedagogical, institutional, and policy conditions that enable meaningful digital inclusion in older adults' life.

By foregrounding the experiences and agency of older learners, the study generates scalable insights and evidence-based recommendations that can inform the development of inclusive digital education policies and programs at institutional, local, national, and international levels.

Results

7 Countries	**+40** Interviews	**+1400** Attendees in Dissemination Event

Raúl Valdés-Cotera
Chief Program Coordinator
UNESCO-Institute for Lifelong Learning

The project Bridging the Grey Digital Divide: Enhancing ICT Learning for Older Adults, leaded by IFE Europe, makes a substantive contribution to advancing inclusive digital transformation. Focusing on the persistent exclusion of older adults from digital learning opportunities, the study is grounded in a lifelong learning perspective and the capabilities approach and responds to key international commitments such as the UNESCO Recommendation on Adult Learning and Education (2022) and the United Nations Decade of Healthy Ageing (2021–2030).

During the last years, I have witnessed the flourishing and recognition that IFE has experienced over the last few years, since its establishment. Its expansion has been solid, and its projection is consolidating it as a world-class centre of excellence. Through its collaborative work on this project, I have also seen first-hand IFE's professionalism, commitment to fostering lifelong learning for all and vision to respond to the needs of rapidly changing societies.

In our current global context, where lifelong learning can offer a pertinent response to international challenges like rapid digitalization, demographic shifts, socio-economic inequalities, and more, the project champions the value of ensuring opportunities to learn throughout life are open to individuals of all ages. The project has centered on research, dissemination, and applying evidence-based tools to assess educational innovations.

The Future of Education in the Healthcare Sector

Unió Consoric Formació, an organisation dedicated to developing the competencies of health professionals in Catalonia, has commissioned IFE Europe to prepare a report on the most relevant trends in continuing education in Health.

The report is a first step for the elaboration of educational proposals and the generation of upskilling policy recommendations for health professionals and seeks to become a key input for training institutions in the region. The report is based on interviews with experts from Europe and other regions of the world, and will be published during the Helix 2025 conference, dedicated to Lifelong Learning in Health, to be held in Barcelona.

Results

1	Public Report
+50	Interviews

Oscar Dalmau
Director
Innovation &
Development
Unió Consorci Formació

Unió Consorci Formació (UCF) is an organisation that belongs to the health sector in Catalonia and provides continuing education to more than 70,000 health professionals every year. Our activity is based on taking advantage of technologies, online education and new trends in the educational sector for lifelong learning.

We are celebrating 20 years of UCF, and in this context we will hold a congress on continuing health education. In this opportunity, we wanted to generate an outreach report on how people are teaching today in the most relevant health organizations worldwide.

For this reason, we reached a collaboration agreement with IFE Europe and the IFE Observatory to carry out the study.

We chose them for several reasons. Firstly, because of the rigorous way in which they try to identify trends in the world of education. Secondly, the IFE represents the academic view from the university world, while also maintaining a connection to the professional world.
The overarching objective of this collaboration is twofold: to enhance learning outcomes and to improve professional performance, ultimately contributing to enhanced people's wellbeing.

We firmly believe that the IFE embodies this commitment to excellence. Thirdly, we acknowledge the human quality of the team behind the Institute. From José Escamilla, who is an international reference at a scientific and academic level, and who has a spectacular human value, and this human quality is inherent in the entire IFE team.

The flexibility, adaptability, understanding of needs and commitment of the IFE team enable us to build professional relationships with all those involved in the project.

Alliance IFE Europe – Mondragon Unibertsitatea

Jon Altuna
Vice-Rector of Education
Mondragon Unibertsitatea

For Mondragon Unibertsitatea, Tecnológico de Monterrey is a strategic ally. This collaboration began in 2002, and all these years has been reflected in student mobility in both directions. The natural step was to extend the collaboration to other areas of university activity, in particular research.

Euskadi has a strategy to advance research in education, which is one of the strategic lines for the period 2023 - 2026. We understand that the IFE is a world reference centre in educational research, and therefore, having an IFE Europe centre in Bilbao will allow us to generate synergies between research groups, and enhance the impact of our research in the Basque Country, Spain and in the international context.

The alliance with IFE Europe has already allowed us to hold two joint events during the 2024 period. In addition, we have equipped a laboratory with more than 130 Euros in scientific equipment, which will allow us to promote both collaborative research and its use for the training of our undergraduate and postgraduate students.

We have created research pairs, which is allowing us to promote the exchange of scientific knowledge, and the possibility of thinking about joint publications and applications. In addition, we have had researchers from IFE Europe as lecturers in our subjects, which enriches our educational proposal.

Finally, IFE Europe is supporting us in carrying out an impact assessment of one of our programmes. This experience will help us to improve our pedagogical proposal for the region, and to think about new partnerships that will allow us to scale our educational project. research, dissemination, and applying evidence-based tools to assess educational innovations.

Recognition and Appreciation

This year has been fundamental in strengthening IFE Europe's partnerships, enhancing collaborative work and conducting research for educational transformation. In particular, it has been fundamental the support and collaboration of specific people who have allowed us to advance and consolidate our working model:

- **Vicente Atxa** - Rector at Mondragon Unibertsitatea
- **Jon Altuna** - Vice-rector of Education at Mondragon Unibertsitatea
- **Raúl Valdés Cotera** - Program Coordinator at UNESCO Institute for Lifelong Learning
- **Mo Wang** - Project Leader on Lifelong Learning for Older Adults at UNESCO Institute for Lifelong Learning
- **Oscar Dalmau** - Innovation & Development at Unió Consorci Formació
- **Katrin Dircksen** - Secretary General at ECIU
- **Laura Paternoster** - EU Funding Advisor at ECIU
- **Jan-Hinrich Meyer** - Academic Director Neuro & Digital Marketing Lab at IQS

Special Thanks to our Strategic Partners

We are particularly grateful to the institutions from academia, international organizations, and the business sector that have collaborated with us during 2024.

Entrepreneurship and Technology Transfer

Initiatives

- IFE Launch
- IFE EdTech Transfer
- TecPrize

Entrepreneurship and Technology Transfer

The IFE Entrepreneurship and Technology Transfer mission is to seek and strengthen the EdTech ecosystem of higher education and lifelong learning through programs, awards, and networking events, promoting collaborations and knowledge sharing.

The area also drives the generation of intellectual property and transfer of technology to transform education through technological entrepreneurship.

Initiatives:

- IFE Launch
- IFE EdTech Transfer
- TecPrize

Results

31	Involved Startups in our Programs	**300**	Students participating in DigiEduHack
10	TecPrize Finalists	**$9.6M (USD)**	Total Revenue from Supported Startups
11	Startups in IFE Launch Accelerator	**$2.6M (USD)**	Secured Investment by Startups
10	GESAwards LATAM Finalists	**2.7M**	Impacted Learners

Highlighted Projects

IFE EdTech Summit

The Summit that takes place within the IFE Conference 2025. It brings together creative minds, educational visionaries, and change catalysts shaping the future of education, including entrepreneurs, investors, and more. It transcends boundaries and sets a new standard for education in Latin America.

Results

+300	Participants	**15**	Countries	**+40**	Startups	**+70**	Foundations, Investors and Corps

DigiEduHack

Global hackathon organized by the European Commission. The hackathon aims to develop innovative solutions to educational challenges and redefine the learning process. In 2024, a collaboration was established between Tecnológico de Monterrey Business School, Instituto de Emprendimiento Eugenio Garza Lagüera, and Institute for the Future of Education to launch the hackathon simultaneously and in person on 6 Tecnológico de Monterrey campuses (Monterrey, Mexico City, Guadalajara, Queretaro, Puebla and Chihuahua).

Results

300	Students	**47**	Solutions	**100**	Mentors	**7**	Local winners	**1**	Global Winner

GESAwards

Global EdTech Startups Awards (GESAwards) is the world's largest Edtech competition and community, with partners from six continents and a community of +6,000 EdTech Startups from +130 countries. Tecnológico de Monterrey organized the call and the LATAM semifinal. From here, two EdTech represented the region at the World Final in London. For the first time LATAM won the Most Innovative Award with ELDES, from Uruguay, that facilitates the learning of sign language using AI.

Results

9th	Edition	**150**	Applications	**2**	Latam Winners	**1**	Winner of Most Innovative Solutions

IFE Launch

The international acceleration program for early-stage EdTechs, known as IFE Launch, aims to address educational challenges in higher education and lifelong learning. During this program, participants validate technology using Tecnológico de Monterrey's infrastructure and connect with the Silicon Valley ecosystem and investors.

11 of the 120 startups were selected in 2024 call, which closed in June of the same year. Among the countries that applied were Mexico, Argentina, Peru, Chile, Spain, Sweden, and the United States.

Program Benefits

- Connection with the Silicon Valley ecosystem. Trip to Silicon Valley to meet investors and visit technology companies.
- Connection with the Monterrey ecosystem. Trip to Monterrey to participate in the IFE Conference, the most important educational innovation conference in Latin America.
- Technology validation. Experimentation process with resources, faculty, and students from Tecnológico de Monterrey.
- Stand at the IFE EdTech Summit. Meeting point for startups, investors, and experts in educational innovation.
- Impact Measurement Bootcamp. In-person training on topics such as the theory of change, measurement tools, and impact communication provided by experts from the Institute for the Future of Education.

Cohort 2024

- **Audemic** | José Rayo, Spain
- **CEOSim** | Luis Arriagada, Chile
- **Entiendo** | Raúl Alcantara, Peru
- **Scholarvy** | Luis Chapa, Mexico
- **SkillMapper** | Mario Calderon, Sweden
- **Sync Magic** | Adriana Caballero, Mexico
- **Tecla Academy** | Lucía Coll, Argentina
- **Calificadas** | Costi Gomez, Argentina
- **WeSex** | Matías Escandarini, Argentina
- **Koplik** | César Hernández, Mexico
- **LearnAla** | Bernardo González, Mexico

Learn more at: **edtech.tec.mx/ife-launch**

Results

120	Applications	**$1M (USD)**	Secured Investment
1.2M	Impacted Learners	**+30**	Awarded Prizes

In-Depth: Highlighted Projects

IFE Launch 2024 Startup: Sync Magic

Sync is an emerging EdTech that has revolutionized the way teaching, facilitating active, engaging, and student-centered learning experiences. Since its launch, it has impacted more than 13,000 educators in 31 countries, helping them to improve the class and increase student engagement across in-person, hybrid, and virtual environments.

Sync was born from a deep understanding of learning and teaching: the excessive number of tools, the difficulty of maintaining student attention, and the need to measure the impact of each session in real-time. With a simple and intuitive interface designed for today's educators, it allows them to organize all session resources into an interactive, scrolling narrative, synchronize student screens to create micro-learning moments, and view instant metrics to adapt teaching to the moment.

Results

Impact: 13,000+ teachers in 31 countries

Growth: 200+ certified SyncCoaches

Validation: Endorsed by IFE Living Lab (Tec de Monterrey)

Participation Rate: Up to 90% more interaction vs. traditional classes

Teaching Impact: 40% reduction in prep time

Recognition: Selected by Startup Chile 2025

Lucía's Experience with Sync Magic

Lucía Oñate
Instructional and Techno Pedagogical Designer (Ecuador)

Lucía Oñate is a computer systems engineer, but her passion has always been education. With more than a decade of experience in instructional design and LMS platforms, Lucía has developed e-learning and teacher training projects in Ecuador and other countries in the region.

Before discovering Sync, organizing her virtual lessons was a challenge. She had to use multiple tools to display presentations, videos, and interactive materials, which meant opening several browser tabs and, consequently, losing her students' attention. This became even more complex when working with teachers, who needed a clear, and distraction-free experience to understand the potential of technology in their own classrooms.

Everything changed with Sync. Thanks to this tool, Lucía was able to centralize all her resources in a single space, which transformed the way she facilitated her lessons. She impacted 120 educators from Ecuador, Chile, and Peru, who not only learned about new technology but also began to apply it meaningfully in their teaching practices. Sync was the key to bringing the magic of learning to the entire Andean region.

"Sync is a dynamic and unique tool. I love being able to add different resources to interact in real time with attendees. For example, during the workshop I taught on generative AI in higher education, Sync allowed me to easily organize all my resources into a coherent narrative, saving me a ton of time and creating a huge impact during the session."

IFE Launch 2024 Startup: Calificadas

Calificadas is an EdTech startup with social impact that has developed an app powered by artificial intelligence to train communication skills in workplace settings, specifically designed for women seeking to advance their careers.

The app offers practical exercises, real-time feedback, and content adapted to real-life work situations, with the goal of improving public speaking, speaking confidence, and communication leadership. Calificadas empowers through practice, providing concrete tools to transform the way women express themselves and position themselves in the workplace.

Results

Investment: $100K+ in acceleration programs and grants

Users Impacted: 5,500+ women trained

Corporate Reach: 80+ companies in Argentina, Colombia & Mexico

Business Impact: More women participating in work meetings

User Satisfaction: 85% would recommend the app

Confidence Boost: 91% feel more confident speaking in public

Recognitions and awards

- Selected LBAN Program by Stanford (2025)
- Selected by the Nasdaq Center for the Milestone Makers program (2025)
- Selected AWS & Deloitte Entrepreneur Social Accelerator (2024).
- Finalist in the Argentine Entrepreneurship Award (2024)

From the Counter to Inner Confidence: Jessica's Story with Calificadas

Jessica Curay Mancedo
Dermatological Advisor
Farmar – RED FARMACÉUTICA
(Argentina)

Jessica Curay Mancedo is a dermatological advisor at the Salta branch of Farmar. Her daily work demands much more than technical knowledge: it requires empathy, active listening, and a deep sense of self-confidence to provide the best care to every person who walks through the door. But it wasn't always like this.

When Jessica began the Calificadas program, she was looking for tools to improve her professional performance. What she didn't expect was to find something deeper: a version of herself she hadn't yet discovered.

"For me, Calificadas is synonymous with growth," she now says proudly.

Throughout the process, she not only learned new communication techniques for her role. She discovered she could speak more clearly, handle complex situations with confidence, and express her ideas with conviction. The training became a mirror that showed her all her potential.

"This training doesn't just provide tools to perform better in customer service, it also builds self-esteem," says Jessica.

What started as job training ended up being a transformative experience.

"It didn't just give me new professional knowledge—it shaped me into a confident, strong, and determined woman."

Today, Jessica not only provides excellent advice—she inspires. Her colleagues, her clients, and those still searching for their voice look up to her. And in her story lies the true purpose of Calificadas: that every woman who goes through the platform discovers that her voice not only deserves to be heard—it can lead.

IFE EdTech Transfer

This program at Tecnológico de Monterrey supports the academic community (professors and researchers) in transforming their educational innovations from idea to commercialization. This is achieved through the identification and subsequent development of projects, intellectual property protection, business model creation, and training, facilitating the adoption and impact of EdTech solutions in the education sector.

Licensing Agreement with McGraw Hill

A co-publishing license agreement was formalized with McGraw Hill Interamericana to publish the book: "El reto de la sostenibilidad. Competencias y conceptos clave". This agreement facilitated by Tec de Monterrey's Editorial Digital, grants McGraw Hill the rights to edit, publish, print, promote, and commercially exploit the work in exchange for economic compensation in the form of royalties for IFE. The license agreement, with a duration of four years, includes the commercialization of the book in printed and digital formats.

This digital book offers an interactive immersion into sustainability, combining an intuitive design with mixed realities and gamification elements. Designed for electronic devices and easily shareable, it aims to raise awareness among the student community about global environmental challenges and Sustainable Development Goals, promoting solutions through an innovative didactic experience.

Authors of the book:

- Jorge Membrillo Hernández
- Santa Tejeda Torres
- Patricia Vázquez Villegas
- Vianney Lara Prieto
- Mariajulia Martínez Acosta

To learn more about educational technologies like this one, check out the EdTech technology transfer portfolio **here**.

Results

30	Copyright Registrations	**3**	Licensing Agreements
$600k (MXN)	Revenue	**15**	Technologies in Portfolio

TecPrize

TecPrize is an open innovation initiative that uses collective intelligence to provide and promote high impact solutions to educational challenges in Latin America and the Caribbean, fostering innovation and improvement in the education sector.

The TecPrize challenge established for the year 2024 was: *"How can young people and adults in Latin America and the Caribbean develop the most in-demand job or digital skills to reduce the talent gap, positively impacting their communities?"*

To address this challenge, a call for proposals was issued, resulting in 200 applications from 26 countries.

A jury composed of distinguished specialists was convened to select the top proposals, leading to the selection of the following semifinalists:

2024 TecPrize Finalists

- **Calificadas** | Costi Gómez, Argentina
- **Circles** | Sebastián Marambio, Chile
- **Edutekalab** | Boris Sánchez, Colombia
- **Guayerd** | Andrés Watson, Argentina
- **Incluedu** | Giannina Honorio, Peru
- **JumpEdu** | Yas García, Argentina
- **Kaudal** | Ana María Martínez, Peru
- **No Country** | Leandro Buzeta, Argentina
- **SkillsAI** | Ricardo Cevada, Mexico
- **Unicorn Academy** | Carlos Zapata, Peru

The final winners were determined at the IFE Conference 2024:

- 1st place, Guayerd - $30,000 USD grant
- 2nd place, Calificadas - $20,000 USD grant
- 3rd place, Kaudal - $10,000 USD grant

Learn more at: **tecprize.tec.mx**

Results

+200	Applications	**350k (USD)**	Raised Capital
1.5M (USD)	Revenue reported by the 10 finalists of TecPrize	**+220k**	Impacted Learners

In-Depth: Highlighted Projects

TecPrize 2024 Winner: Guayerd

Guayerd is an Argentinian EdTech company with a deep social impact, leveraging technology to bridge the skills gap and provide employment opportunities in the IT sector for talented individuals from vulnerable socioeconomic backgrounds across Latin America.

Guayerd's model combines rigorous technical training with transversal skills development through personalized mentoring, coaching, and professional practice. Its unique Triple Support methodology - focusing on technical, emotional, and professional skills - allows participants to integrate quickly and effectively into high-demand tech jobs.

Results

- **Funding Model:** Fully bootstrapped and sustainable
- **Talent Benefited:** 14,500+ trained and employed
- **Companies Employing Graduates:** JP Morgan, Deloitte, Ualá, and others
- **Talent Partnerships:** 98+ partners across 17+ Latin American countries
- **Salary Growth:** 108.4% average salary increase
- **Formal Employment:** 95% employed with social security

"By strategically leveraging AI technologies and maintaining a human-in-the-loop approach, we have successfully scaled our personalized educational impact, enhancing both the quality and reach of our programs."

Andrés Watson
Co-Founder and CTO
Guayerd (Argentina)

"Guayerd didn't just teach me technical skills; it reshaped my entire perspective on life. Their holistic approach - personal, professional, and emotional - prepared me not only to secure a job but to build a lasting career in technology. I'm proud to be part of the Guayerd family."

Gerardo Muro, (22 years old)
Guayerd's alumni and Salesforce Developer (Argentina)

Recognition and Appreciation

The EdTech initiative is deeply grateful to the sponsors for their valuable support at the IFE EdTech Summit 2025. Their commitment to educational innovation was key in the making of this high-impact and inspiring space. Thanks to their trust, the area was able to bring together leaders, entrepreneurs, and institutions to shape the future of education.

- **Alberto Arenaza** - Transcend Network
- **Juan Manuel Restrepo** - Cosmo Schools
- **Antonio Arizmendi** - Avalancha Ventures
- **Juan Pablo Mariachi** - New Ventures Capital
- **Arturo Galván** - ARPA Venture Studio
- **Maia Sharpley** - Odonata Ventures
- **Brenda Villegas** - Ashoka
- **Mark DeGennaro** - USC Rossier School of Education
- **Daniel Uribe** - Fundación Vélez Reyes +
- **Mario García** - Angel Hub
- **Damaris Mendoza** - 500 Startups
- **Martín Aspillaga** - Salkantay Ventures
- **Diego Navarro** - Wadhwani Foundation
- **Mat Gantar** - Lotux VC
- **Elena Heredero** - BID Lab
- **Mishelle de León** - Capria Venture
- **Eliud Quintero** - Licenciatura Innovación Educativa
- **Mónica Flores** - Manpowergroup Latam
- **Jaime Barrenechea** - Monashees Venture
- **Octaviano Couttolenc** - Impact Ventures PSM
- **Jan Rehak** - Escuela de Negocios
- **Yessica Galicia** - Coca-Cola FEMSA
- **José García** - Winnipeg Ventures
- **Instituto de Emprendimiento Eugenio Garza Lagüera**

Special Thanks to our Strategic Partners

Impact Projects and Consultancy

Initiatives

- Alternative Credentials - MOOCs
- Impact Projects and Consultancy

Impact Projects and Consultancy

The Institute for the Future of Education (IFE) is a key driver of educational transformation, delivering change through high-impact, customized consulting projects worldwide. Its dynamic consulting model provides value-added solutions tailored to the needs of universities, governments, and organizations worldwide.

IFE's consulting efforts operate across three levels of strategic impact:

- Leaders – Empowering individuals to lead and sustain transformation
- Institutions – Enabling organizational redesign and innovation
- National Systems – Supporting large-scale, policy-aligned change

Consulting projects are structured around strategic themes, including:

- Curriculum and learning model redesign
- Governance and change management
- Faculty development and capacity-building
- Alternative credentialing strategies
- Impact measurement and evaluation
- Building innovation ecosystems
- Educational technology transfer
- Digital transformation in higher education
- Research ecosystem development
- Labor market alignment and future-ready skills

In the past year alone, IFE's Consulting Model has empowered over 54 institutions to implement forward-looking strategies, launch innovative learning environments, and adopt cutting-edge tools such as AI, micro-credentials, and immersive learning technologies. This growing impact reinforces IFE Consultancy's core mission: To accelerate educational innovation and prepare institutions for the future of learning.

Results

41 Engagement Sessions with Universities

54 Consultancy Projects

16 **Countries:** Mexico, Chile, Ecuador, Peru, Colombia, Brazil, Guatemala, Honduras, Panama, El Salvador, Dominican Republic, United States, Spain, Ireland y Costa Rica.

Highlighted Projects

Building World-Class Educational Ecosystems: A Model for the Future of Learning

The IFE's Consulting Model is designed to strengthen the learning ecosystem within higher education institutions. It can be implemented comprehensively - addressing all components simultaneously - or modularly, focusing on specific areas according to the university's needs. The flexible approach allows for the customization of strategies to enhance educational quality, innovation, and efficient management.

Below are the nine key pillars of the model:

In-Depth: Highlighted Projects

Disruptive Educational Ecosystems for the Future of Education

KEY, Kriete Institute of Engineering and Sciences

Salvadoran entrepreneur Roberto Kriete had a dream: to build a university focused on Engineering and Science and train highly skilled engineers capable of contributing to the development of industry, the country, and the region.

To bring this dream to life, Roberto Kriete partnered with Tecnológico de Monterrey in a co-creation project to design KEY - Kriete Institute of Engineering and Sciences - from the ground up. The goal is to bridge the gap between academia and the needs of the Salvadoran and regional markets.

With this purpose in mind, the key elements needed to design and fully develop a world-class KEY educational ecosystem were identified through in-depth market research and analysis.

This ecosystem aims to shape technically solid, ethical, innovative, and entrepreneurial professionals capable of effectively solving business and societal challenges within a framework of respect for human dignity and universal values while achieving long-term sustainable operations.

The three main premises guiding this effort were:

- It must effectively respond to the needs, realities, and circumstances of the Salvadoran context and the strategic vision of the founding group while incorporating international best practices.
- It must be built through a co-creation process- not only to align with the aspirations of the founding group but also to ensure that the KEY team embraces and takes ownership of the design to bring it to life.
- It must address the educational ecosystem's key elements to ensure world-class learning.

The project, implemented through a co-creation model between KEY and Tecnológico de Monterrey, was led by the Institute for the Future of Education and the Vice-Rector's Office for Continuing Education. It was developed in collaboration with faculty, researchers, and staff from the School of Engineering and various departments, including Admissions and Scholarships, Academic Management, Professional Development, Learning Partnerships, Infrastructure, Educational Technologies, Life, and Supply Chain.

A multidisciplinary team of over 120 collaborators from Tecnológico de Monterrey worked on the project, which was completed in a record time of 16 months. The Key Institute was inaugurated by the El Salvador President Bukele in March 2025.

Results

The main educational impacts of the project-which included the creation of a new Engineering university in El Salvador are:

3 Initial Engineering Programs:

- Industrial & Advanced Manufacturing
- Integrated Computing Science
- Mechatronics & Robotics

12 Industry Partners

6 Scholarship Donors

20 Trained Faculty Members

4M (USD) In In-Kind Donations

128 Students Admitted per Year

"My legacy for higher education is the creation of an internationally prestigious Institute of Engineering, where the educational model focuses on the comprehensive development of personal competencies. My dream is for every new professional to become a lifelong learner, capable of continuously reinventing themselves and mastering the technologies of the future."

Roberto Kriete
President and Founder
KEY- Kriete Institute of Engineering and Sciences

Strategic Plan for the Educational Innovation Ecosystem at Rafael Landívar University

Innovating in the teaching and learning process is important for higher education institutions, but it is not enough. Institutions require comprehensive frameworks to ensure the success of their efforts in improving educational quality and the student experience. The intervention involved sharing Tecnológico de Monterrey's educational innovation ecosystem model, co-creating the Strategic Plan for Rafael Landívar University, and designing the organizational structure to support that ecosystem.

The intervention was based on key components of Tecnológico de Monterrey's educational innovation ecosystem model, such as the TEC21 educational model; the structure and operation of the Institute for the Future of Education (research, educational entrepreneurship, consulting, alternative credentials, impact assessment, and data hub); and the support areas of the ecosystem (educational technology, educational innovation, the Faculty Development and Educational Innovation Center, and the library).

"The team from Tecnológico de Monterrey brought a systemic approach to institutional innovation, enabling us to envision an educational innovation ecosystem that strategically aligns actions, stakeholders, and functions.

In the long term, the impact of the Strategic Plan for the Educational Innovation Ecosystem will be reflected in a more enriching student experience, with dynamic, inclusive, and personalized learning environments aligned with the needs of today's context."

Sofía de la Cruz
Coordinator
Educational Innovation Department
Universidad Rafael Landívar
Guatemala

Alternative Credentials - MOOCs

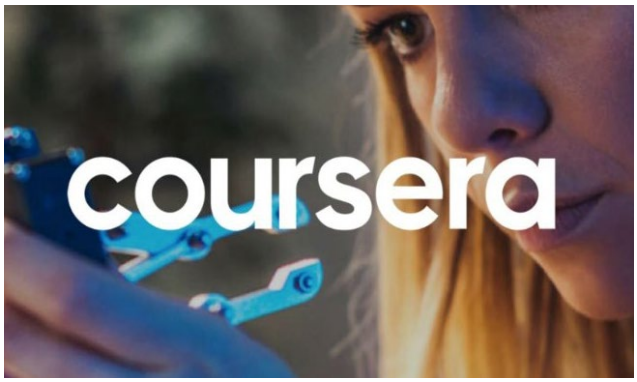
The MOOCs (Massive Open Online Courses) strategy was created to experiment with, implement, and promote new teaching and learning models as part of the Institute for the Future of Education's lifelong learning strategy.

For 10 years, Tecnológico de Monterrey's MOOC courses have evolved and fostered lifelong learning. They have transformed the lives of hundreds of thousands of people by offering access to quality higher education at a low cost, granting freedom, flexibility, and independence to students who decide what, when, where, and how much to learn.

The MOOC course offering is distributed through two of the most recognized platforms: COURSERA and edX. To this day, more than 170 courses are available worldwide in Spanish, English, and Portuguese.

These offerings include:

- 20 Specialized Programs on Coursera
- 13 Professional Certifications on edX
- 4 MicroMasters on edX



Learn more at: mooc.tec.mx

Results

Coursera

1,803,899
Total enrollments

186,614
2024 enrollments

edX

808,939
Total enrollments

65,420
2024 enrollments

Learners Impacted:

75,227
Total users

7,794
2024 users

Top 10 countries of learners:

1. Mexico
2. Colombia
3. Peru
4. Spain
5. United States
6. Chile
7. Ecuador
8. Argentina
9. Guatemala
10. Brazil

In-Depth: Highlighted Projects

Course Management and Delivery Strategies

Marketing and delivery strategies must be implemented to increase enrollment and completion rates when launching new courses sustainably.

The ChatGPT: Uses and Strategies (Spanish version) course case is an ideal example of how a course that may start weak can achieve outstanding performance after applying the aforementioned strategies.

This is how the course increased its enrollment and completion rates during 2024, placing it among the 100 most popular courses, according to ClassCentral.

Results

875	Average enrollments per month (four-month term)
<<Starts the implementation of strategies>>	
1,989	Average enrollments per month (Second four-month period)
2,957	Average enrollments per month (Last three months)
+20,331	Total Enrollments

Beyond the data, what continues to inspire the creation of MOOC courses is the impact on the lives of hundreds of thousands of students, because behind each MOOC course are human beings and life stories to share:

"I wanted to take a moment to express my deepest gratitude for your dedication and support throughout the course. This course has met and exceeded my expectations, providing me with practical insights and tools I have already begun implementing in my daily work. What I loved most about the course was your engaging teaching style and how you made complex topics accessible and interesting. Your enthusiasm and passion for the subject were truly inspiring, and it made the learning experience enjoyable and enriching. This course has been a transformative experience, and I am incredibly grateful for the opportunity to learn from such talented and dedicated instructors".

Magos Andreas
Athens, Greece
Course: Leadership and Organizational Behavior

"I decided to undertake this course to strengthen my skills in effective project management, a crucial aspect of my role as an archaeologist, cultural manager, and general manager at my company, Wiracocha Consultores. Your course has expanded my knowledge in this vital area and enriched my perspective on the importance of leadership, strategy, and adaptability in implementing cultural and heritage conservation projects. Your course has been a fundamental pillar in my development, and I am eager to apply these learnings in managing our cultural heritage"

Julio Sánchez
Lima, Perú
Course: Introduction to Project Management

Recognition and Appreciation

With admiration and gratitude, we acknowledge the invaluable leadership that Jeff Maggioncalda provided as CEO of COURSERA over seven years and seven months. His vision and commitment have left an indelible mark on building flexible, affordable, and relevant learning for people worldwide. We wish him all the best in his future endeavors, and we are confident that his talent, experience, and passion will continue to impact everything he undertakes.

We also wish Greg Hart great success in his new role as CEO of COURSERA. We are excited about this new stage and are confident that his arrival will strengthen our vision and help us achieve new goals. We firmly believe that to continue building the future of education, we must work collaboratively, and we are convinced that, under his leadership, Tec de Monterrey, through COURSERA, will achieve even greater progress.

Special Thanks to our Partners

edX® coursera

Outreach and Community Building

Initiatives

- IFE Observatory
- IFE Insights Reports
- EduTrends Podcast
- IFE Conference Talks
- IFE Conference

IFE Observatory

The Institute for the Future of Education (IFE) is committed to analyzing and disseminating the most recent trends in education, innovation, and technology.

Within IFE, the Observatory stands as one of its key units, specializing in this endeavor. The Observatory is dedicated to positively impacting millions of teachers, students, learners, researchers, academic administrators, and all involved in educational innovation globally.

In 2024, the IFE Observatory commemorated ten years of offering open educational resources available in both English and Spanish. During this period, over 100 teachers, researchers, and administrative staff from around the world collaborated in the production of these open educational resources.

Principal collaborations included the Pontificia Universidad Católica del Perú, the Universitat Oberta de Catalunya, and the Ashoka Foundation.

Stay connected at: observatory.tec.mx

Results

	Website Users	Page Views	Top Countries
Spanish	3M	4M	Mexico, Colombia, Peru, Argentina, Spain, Ecuador, Chile, Venezuela
English	300K	400K	India, United States, Philippines, Pakistan, Mexico, Thailand, Brazil, and Indonesia

Highlighted Projects

Edubits

Edu Bits articles make it possible to learn from educators' experiences, and this collaboration has facilitated the production of 40 reports in both Spanish and English.

Discover all available Edu-Bits at: observatory.tec.mx/edu-bits/

Microsite: Open Educational Resources in Generative Artificial Intelligence

A collection of open educational resources to help educators incorporate generative artificial intelligence content into their classes, projects, or research. From articles and webinars to specialized reports and podcast episodes, each resource is designed to inspire innovation and facilitate access to knowledge in this ever-evolving field. Access the Microsite **here**.

Glossary of Educational Innovation

A guide for educators looking to stay informed of emerging trends in pedagogy and educational technology. Access the Glossary **here**.

Webinars and Dialogues

The Observatory transmitted 8 webinars during 2024, all accessible in Spanish. Topics addressed include STEM education, artificial intelligence, critical thinking, creativity and new technologies in the classroom, among others. In collaboration with the Pontificia Universidad Católica del Perú and Universtat Oberta de Catalunya in Spain, 3 dialogues were successfully produced and broadcasted in Spanish.

Webinars	Date
Cognitive Load Theory to Enhance Learning, with Mariela Cuda	January 30, 2024
Networks of Women Who Are Transforming the World	February 27, 2024
Digital Tools for Teaching Mathematics	March 19, 2024
Plan Your Classes with ChatGPT and Accelerate Improvement Processes	May 7, 2024
Entrepreneurial Leadership for Innovative Education	May 28, 2024
Computational Thinking: An Enabler for Achieving Inclusion	July 22, 2024
Reading and Critical Thinking in Young People	September 25, 2024
Castles in the Air: Rediscovering Our Creativity in the Age of AI	November 27, 2024

"Since 2019, the collaboration between PUCP, TEC, and UOC has brought together diverse perspectives, experiences, and knowledge to tackle educational challenges with innovative and effective ideas. Through exchange and joint learning, we strengthen our institutions and generate knowledge that we can share virtually with other universities in the region."

María Teresa González Carrasco
Communications Office
Academic Vice Presidency
Pontificia Universidad Católica del Perú (Peru)

"Co-organizing these Dialogues has meant, for the UOC, becoming part of an active learning community among universities committed to the future of education. The exchange between TEC, PUCP, and UOC has enabled the collaborative development of responses to major challenges in higher education within a digital and transnational environment. We deeply value this shared space, which inspires, connects, and transforms."

Guillem Garcia Brustenga
Trends Expert
eLearning Innovation Center
Universitat Oberta de Catalunya (Spain)

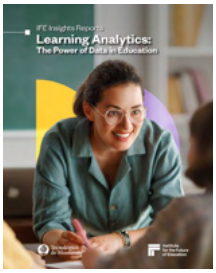
IFE Insights Reports

These reports offer insightful analyses of pertinent educational issues, catering to those steering educational institutions, shaping public policy, and fostering a keen interest in educational reform. The Insights Reports aspire to provide readers with profound comprehension and expert perspectives, serving as a priceless reservoir of knowledge and a pivotal resource for the education domain.

Teaching Engineering in the 21st Century: 4 Key Themes

This IFE Insights Report analyzes engineering education in the 21st century. It focuses on the need for universities and industries to collaborate in preparing students for an ever-changing job market.

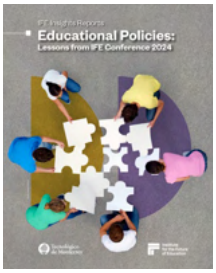
Download the report **here**.



Learning Analytics: The Power of Data in Education

This report explores how Learning Analytics enhances transparency and accountability in school performance, providing continuous and contextualized assessments.

Download the report **here**.



Educational Policies: Lessons from IFE Conference 2024

Innovating in educational policy is key to adapting universities for the future. At IFE Conference 2024, global experts discussed flexible systems, the digital economy, and AI ethics, with the participation of government representatives.

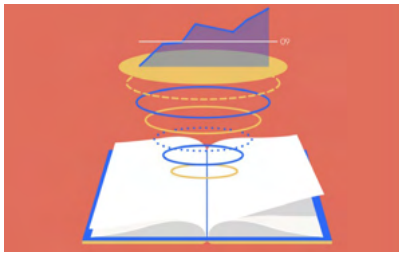
Download the report **here**.

5,176 Total Report Downloads

IFE Edutrends Podcast

Collaborating closely with Tecnológico de Monterrey's Tec Sounds Radio initiative, the Observatory has played a pivotal role in producing a variety of podcasts on topics such as educational innovation, micro-credentials, artificial intelligence, access to education, workplace equity, and post-pandemic education.

Listen to all episodes at: observatory.tec.mx/edutrendspodcast/



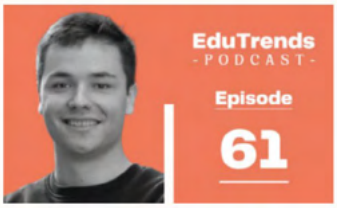
11 Podcasts produced

Lisa Marsh Ryerson - Transforming Student-Centered Education (Ep. 65)

Fanta Aw - The Power of International Education in a Globalized World (Ep. 64)

Matt Sigelman - The Evolution of Careers in the Age of AI (Ep. 63)

Rafaela Diegoli - Transforming Education Through Real-World Challenges (Ep. 62)



Elliot Boucher - From Student Problem to EdTech Innovation (Ep. 61)

Bryan Alexander - Education on Fire: Climate and AI Challenges (Ep. 60)

Jane Swift - From Classroom to Career: Real-World Skills (Ep. 59)

Fernando Reimers - 21st Century Skills and the Future of Education Systems (Ep. 58)

Kate Giovacchini - Digital Credentials Revolution: Transforming Education (Ep. 57)

Isabelle Hau - How to accelerate research and solutions in learning (Ep. 56)

Kerry McKittrick - Durable Skills & Experiences for Students to Thrive in the Workforce (Ep. 55)

Tomi Kauppinen - The human element amidst the rise of AI (Ep. 54)

IFE Conference Talks

The IFE Conference Talks, formerly known as CIIE-Talks, are free weekly sessions that showcase notable educational innovation projects and highlight topics from special events featured in the IFE Conference. The program runs two seasons per year and is broadcast live via live.tec.mx.

Watch all past sessions here: **ifeconference.tec.mx/ife-conference-talks**

Results

17 Sessions

52 Speakers

2.23M Views as of February 2025

14 Countries

- Argentina
- Bolivia
- Canada
- Chile
- Colombia
- Costa Rica
- Ecuador
- Honduras
- México
- Panamá
- Paraguay
- Perú
- República Dominicana
- Uruguay

Season 3

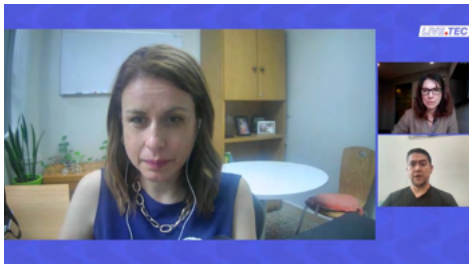
This season included 8 sessions with presentations of notable educational innovation projects selected from the Call for Papers of the IFE Conference 2024, as well as two special workshops to support the development and publication of research papers.

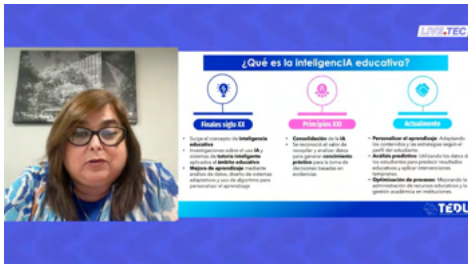
- **01 -** ChatGPT, its use in higher education as a disruptive tool for knowledge: Implications and challenges, April 17, 2024
- **02 -** Call for Papers IFE Conference 2025, April 24, 2024
- **03 -** Ethical Use and Development of Critical Thinking with Generative AI, May 8, 2024
- **04 -** Lëttëra Web Platform: A Game-Based Learning Approach Using Technology for Reading Comprehension, May 15, 2024
- **05 -** Mental Health in University: Reflections on University Experience, Academic Performance, and Well-being, May 22, 2024
- **06 -** Workshop: Publishing and Spreading Educational Innovation Practices, May 29, 2024
- **07 -** Workshop: Mapping Literature to Research and Publish, June 5, 2024
- **08 -** Designing Cyber-Physical Learning Approaches for Developing Future Competencies, June 12, 2024

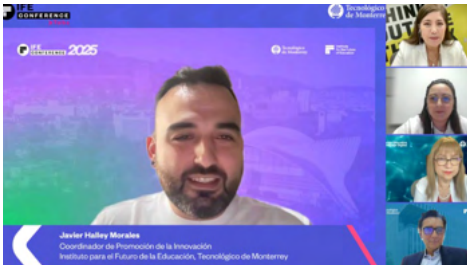
Season 4

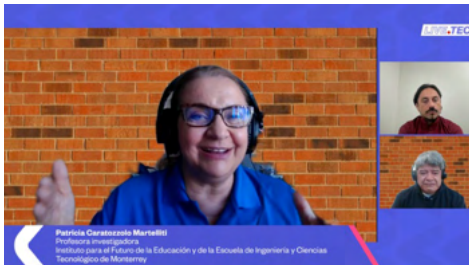
This season included 9 sessions with relevant topics from the special events of the IFE Conference, fostering important dialogues between our diverse innovative educational communities. The topics included artificial intelligence, sustainable development, educational policies, EdTech, global learning, and educational technology.

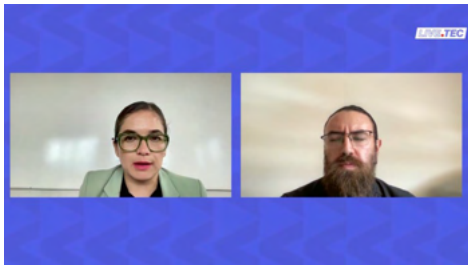
- **01 -** Education and Climate Crisis: New Paradigms for Emergency Response, September 18, 2024
- **02 -** Trends, Challenges, and Opportunities of Digital Education in the Age of Artificial Intelligence, September 25, 2024
- **03 -** Intelligent Chatbot as Support for Asynchronous Learning, Implementation and Results, October 2, 2024
- **04 -** The Era of Educational AI: Towards a Personalized Future, October 9, 2024
- **05 -** Educational Policies to Address Current Challenges in Higher Education and Lifelong Learning, October 16, 2024
- **06 -** Driving the Future of Education Towards the IFE Edtech Summit 2025, October 23, 2024
- **07 -** Transforming Higher Education with Artificial Intelligence, October 30, 2024
- **08 -** GSL Classroom: Developing Intercultural Competences in International Collaborations, November 6, 2024
- **09 -** Informative Session IFE Conference 2025, November 13, 2024











"I felt very honoured to be invited to a panel organised by IFE Conference Talks with the topic on GSL Classroom: Developing Intercultural Competences in International Collaborations in order to engage in a reflective conversation with Professor Marcela Daher-Porras, mediated by Laura Monserrat Balandrano Uresti.
I had the opportunity to share with Professor Daher our teaching experiences in collaborating interculturally in the project with our students from York University (Canada) and from Tec de Monterrey (Mexico) on the themes of multiculturalism, myth, and linguistic landscapes. The collaborative project followed COIL Pedagogy (Collaborative Online International Learning), which enables students from partner universities to engage in intercultural teamwork and to develop reflective and ethical communication through sustainable cooperation with the support of technology. Last but not least, this project aimed to cultivate pluralistic dialogues for the development of global citizenship."

Andrea C. Valente
Faculty of Education
York University (Canada)

"IFE Conference Talks is a vibrant and essential space for the exchange of ideas on educational innovation, where the most urgent challenges of education, society, and the planet are addressed. In this forum, diverse perspectives converge to drive transformative solutions for the future of education. I have had the privilege of participating on two occasions with talks on education for climate change, a crucial topic that demands our immediate attention. Opening the conversation in this space not only allows us to reflect on the importance of educating about and for climate change, but it also strengthens critical thinking in academia regarding its role in the face of the crisis, and fosters the development of collective strategies to address the complex and urgent planetary challenges from the classrooms and communities."

Luis Fernández Carril
Academic Manager of Sustainability
Vice Presidency of Inclusion, Social Impact, and Sustainability
Tecnológico de Monterrey (Mexico)

"IFE Conference Talk is like getting free consulting and mentoring of the most competitive quality in the ecosystem through the profiles you can meet and listen to. It is a space that allows you to listen to expert minds, ecosystem leaders and gives you a glimpse of what will happen at the IFE Conference, which is not just any kind of event.
I dare say you are in one of the highest, prestigious and respectable spaces of the Latin American Edtech ecosystem."

Johnniel Rojas
CEO
Tesis Time (Ecuador)

IFE Conference

The IFE Conference is a dynamic platform that brings together key players in education to discuss the trends and practices reshaping the future of learning.

Over three days, the annual event features activities focused on:

- Exploring the most pressing challenges, emerging opportunities, and innovative approaches to transforming education globally.
- Connecting with renowned experts and thought leaders in educational innovation.
- Acquiring practical tools to drive meaningful change in teaching and learning.

The conference, recognized as CIIE (International Conference on Educational Innovation) for nine years, was renamed IFE Conference in 2024, consolidating its position as Latin America's leading international event on educational innovation.

With a robust program, the conference serves as a key meeting point for educators, researchers, policymakers, business leaders, and entrepreneurs committed to driving the future of education.

Results from 11 Editions

43,000	Attendees	**40**	Countries
3,800	Institutions	**10M**	Online Views

IFE Conference 2025: Empowering the Future of Education with Innovation and Technologies

The eleventh edition of IFE Conference 2025 was held from January 28 to 30, 2025 at the Tecnológico de Monterrey, Campus Monterrey.

The conference features presentations by university rectors and presidents, renowned specialists, professors, researchers, consultants, entrepreneurs, and leaders of civil society, companies, and governments.

Results

Attendees

5,153	Attendees
+800	Institutions
40	Countries
151	University Rectors and Senior Leadership

Colombia, Chile, Peru, Ecuador, United States , Spain, Argentina, Dominican Republic, Honduras, Brazil, El Salvador, Costa Rica, Guatemala, Mexico, Puerto Rico, Canada, Bolivia, Panama, Uruguay, France, Germany, United Kingdom, Finland, Saudi Arabia, among others.

Conference Reach

3.3M	Online Visualizations
8.6M	People Reach by Social Media
397	Media Publications
324M	Media Reach

Main Media: The Guardian, Forbes, Newsweek, Infobae, El Peruano, El Clarín, Expansión, Excélsior, El Economista, El Universal, El Norte

Activities

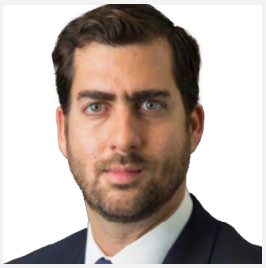
498	Activities
15	Summits
927	Speakers

- Keynote Conferences and Panels
- Summits
- Call for Papers Presentations
- Awards
- Hybrid Program (Featured Events)
- Educational Technology Exhibitions
- Sponsor Presentations
- Networking Events

Keynote Conferences and Panels

52 World-renowned experts presented relevant topics in education

To watch the videos of the keynote lectures, visit: **live.tec.mx/ifeconference**



Juan Pablo Murra
Rector
Tecnológico de Monterrey

Michael J. L. Fung
Executive Director
Institute for the Future of Education
Tecnológico de Monterrey

Paulo Blikstein
Director of Research Lab
Institute for the Future of Education
Tecnológico de Monterrey

Matt Sigelman
President
The Burning Glass Institute

Tony Chan
Professor and Immediate Past President
King Abdullah University of Science & Technology

Lisa Marsh Ryerson
President
Southern New Hampshire University (SNHU)

Inés Sáenz
Vice President of Inclusion, Social Impact and Sustainability
Tecnológico de Monterrey

Arturo Cherbowski
General Director
Universia Mexico
Executive Director
Santander Universities

María de las Mercedes Miguel
Minister of Education
Gobierno de la Ciudad de Buenos Aires

Sofialeticia Morales Garza
Secretary of Education
Gobierno de Nuevo León

Claudia Uribe
Distinguished Professor
Education School of Humanities and Education
Tecnológico de Monterrey

Richard Culatta
CEO
International Society for Technology in Education (ISTE)

Mario Adrián Flores
Vice President of Monterrey and General Director of the Monterrey Campus
Tecnológico de Monterrey

José Morrinzon
Azure Data & AI Specialist
Microsoft México

Carles Abarca
Secretary of Education
Digital Transformation
Tecnológico de Monterrey

Freddy Vega
CEO and Founder
Platzi

Sara Segundo
Interim Director of Transfer and Entrepreneurship
Institute for the Future of Education Tecnológico de Monterrey

Felipe Child
Partner and Latam Leader of Healthcare, Public, and Social Sector Practices
McKinsey & Company

Michael Golden
Vice Dean of Innovative Programs and Partnerships
University of Pennsylvania Graduate School of Education

Sanna Järvelä
Professor and Head of Learning and Educational Technology Research Lab (LET)
University of Oulu

Bruno Zepeda Blouin
Rector
Universidad Tecmilenio

Victoria Galan-Muros
Chief of Research and Analysis
UNESCO International Institute for Higher Education

Osmar Zavaleta Vázquez
Associate Dean of Research
EGADE Business School
Tecnológico de Monterrey

Àngels Fitó
Rector
Universitat Oberta de Catalunya
President of CINDA

Claudia Restrepo
Rector
Universidad EAFIT

Bernardo González-Aréchiga
General Secretary
Federación de Instituciones Mexicanas Particulares de Educación Superior (FIMPES)

Juan Ignacio Sánchez
Distinguished Visiting Professor Organizational Behavior and Human Capital
Business School and EGADE Business School
Tecnológico de Monterrey

Luis Armando González Plascencia
Secretary-General Executive
Asociación Nacional de Universidades e Instituciones de Educación Superior de la República Mexicana A.C. (ANUIES)

Rodolfo De Vincenzi
President
Red de Asociaciones Latinoamericanas y Caribeñas de Universidades Privadas
Rector
Universidad Abierta Interamericana

Roberto Iñiguez Flores
Executive Vice Rector for Academic Affairs and Faculty
Tecnológico de Monterrey

María Teresa González Carrasco
Communicator at the Academic Vice-Rectorate
Pontificia Universidad Católica del Perú

Liz Reisberg
Consultant and Member of the Advisory Board
Center for International Higher Education
Boston College

Flavio Leoni
Head of Communications Paris & Professional Training
Caisse des Dépôts Group

Karina Fuerte
Observatory Editor in Chief
Institute for the Future of Education
Tecnológico de Monterrey

Esteban Venegas
Observatory Director
Institute for the Future of Education
Tecnológico de Monterrey

Eugene SO
Managing Director
Jobs for Future Labs (JFF Labs)

Rafaela Diegoli
Academic Vice Chancellor
Tecnológico de Monterrey

Amy Ogan
Associate Professor of Learning Sciences
Human-Computer Interaction Institute
Carnegie Mellon University

Leandro Folgar
Former president of Ceibal
Vice Rector for Innovation
Universidad Católica del Uruguay

Jared Cooney Horvath
Neuroscientist, Educator, and Author

Aurelio Amaral
Programs Director
World Innovation Summit for Education (WISE)

Patricia Caratozzolo
Full Member, Socially Oriented Interdisciplinary STEM Education Research Group (SOI-STEM)
Institute for the Future of Education
Tecnológico de Monterrey

Cécile Bertrand
"Compte Personnel de Formation" (CPF)
Ministry of Labor, France

Guillem Garcia Brustenga
Expert in digital transformation of education, management of teaching innovation and analysis of trends
eLearning Innovation Center
Universitat Oberta de Catalunya

José Escamilla
Associate Director of the Institute for the Future of Education
Tecnológico de Monterrey

Vicente Atxa
Rector
Mondragon Unibertsitatea

Nicole Graf
Rector
Duale Hochschule Baden-Württemberg

Jimena Hurtado
Research and Creation
Universidad de los Andes
UniAndes

Miguel Ángel Montoya Bayardo
IFE Europe Director
Institute for the Future of Education
Tecnológico de Monterrey

Ellen Boeren
Professor in Adult Education
University of Glasgow

Michael Stevenson
Senior Consultant
High Performing Systems for Tomorrow

Enrique Tamés Muñoz
Professor of Strategy and Leadership
EGADE Business School
Tecnológico de Monterrey

Hybrid Presentations and Papers

Featured Events

Selected content from conferences and panels was made available in a hybrid format, allowing participants unable to attend in person to join remotely. We had the participation of speakers such as: Francois Taddei, Founder and President of the Learning Planet Institute; Arjen Wals, Professor Transformative Learning Socio-ecological Sustainability; Kenichiro Natsume , Assistant Director General, World Intellectual Property Organization (WIPO); Bart Janssens, Director Learning and Innovation, World Health Organization Academy.

Call for Papers Presentations

During the conference days, around 270 educational innovation projects were presented, carefully selected from over 727 contributions received from 27 countries.

112 Accepted research papers were submitted for inclusion in IEEE Xplore

The thematic lines of the presentations were:

- Educational Trends
- Educational Technologies
- Academic Health Innovation
- Management of Educational Innovation
- Lifelong Learning

Download the Book of Contributions from IFE Conference 2025 **here**

Summits

Global Learning

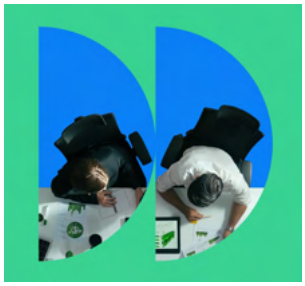
This event aims to share new options for internationalization through technology and educational innovation strategies. It also seeks to boost global learning and promote online internationalization opportunities in higher education institutions around the globe.

Lifelong Learning

Recent events have shown that the future is more unstable than we thought. They also revealed our ability to innovate quickly using information technologies.This adaptability must now drive continuous innovation.It is key to shaping a new era in education. The Lifelong Learning Summit will highlight essential elements of this rapid change.

Innovation, Pedagogy and Technology for the Future

For over 35 years, Tecnológico de Monterrey has led the way in digital education. Its programs—face-to-face, hybrid, and online—have transformed teaching and learning. This change is driven by innovative pedagogical strategies and technology integration. Students are encouraged to actively participate and construct their own knowledge. The institution invites others to explore its technopedagogical innovations in education.



Education for Sustainable Development

At the IFE Conference, the Education for Sustainable Development (ESD) Summit will serve as a platform for sharing ideas and best practices in ESD and will explore how to implement ESD in higher education institutions to foster national and international collaboration for a sustainable future.

NGO Summit

The Non-Governmental Organizations Summit fosters discussions, networking and experiences that create an open space for conversation. It aims to serve as a platform for dialogue for the exchange of ideas, interests, concerns and disruptive strategies among Civil Society Organizations, with the goal of positioning them as entities that foster civic engagement within universities.

Artificial Intelligence in Education Summit

This Summit brings together leaders, specialists, and interested audiences to facilitate interdisciplinary discussions on the role of artificial intelligence in shaping the future of education and lifelong learning. Strategies and experiences for effectively integrating artificial intelligence into educational practices will be discussed and identified.

UNESCO Summit

UNESCO Summit , in collaboration with the Institute for the Future of Education, will bring together leaders and experts to collaboratively develop projects that will shape the future of education.

IFE Education Policy Summit

The IFE Education Policy Summit is an event co-organized with the UNESCO Institute for Lifelong Learning, bringing together leaders, education policy experts, government officials, researchers, and representatives from universities, businesses, and international institutions to reflect on the most pressing challenges in higher education and lifelong learning.

Digital Humanities

The Digital Humanities Summit focuses on how technology is reshaping the humanities. It highlights tools like data analysis, visualization, and digital ethnography.Experts will explore digital storytelling and social media's cultural effects. The event encourages collaboration between creative industries and cultural preservation. Participants are invited to reimagine humanities through tech-driven learning and innovation.

Talent & Future of Work

Preparing future talent is a key priority for organizations and educational institutions in today's fast-paced world. Workers will need skills such as critical thinking, creativity, adaptability and digital literacy. The focus is not just on current job training, but on anticipating future skills needs. Lifelong learning and adaptability are essential for success in an ever-changing environment.

Digital Transformation

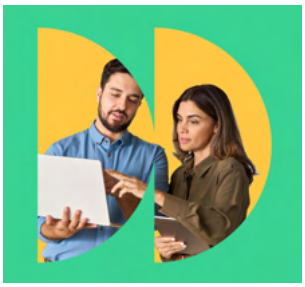
This Summit will explore how digitization is revolutionizing higher education, connect with digital transformation leaders within higher education institutions, share knowledge and discover how technology is reshaping the future of education.

Work Integrated Learning

This Summit explores how Work Integrated Learning (WIL) is transforming higher education. It will address best practices, challenges and opportunities in the implementation of WIL in universities, with the goal of empowering students and better preparing them for the job market.

NOVUS Summit

Novus events aim to recognize talent and support the implementation of educational innovations. They offer tools to help improve teaching practices. Participants are encouraged to engage with these initiatives. The goal is to enhance the positive impact in the classroom.



IFE EdTech

The IFE EdTech Summit unites innovators, visionaries, and leaders shaping the future of education. It brings together entrepreneurs, investors, and key figures in the EdTech ecosystem. The event sets a new standard for education in Latin America. Attendees can explore the latest trends in educational entrepreneurship.

Transforming Higher Education

Transforming Higher Education is an exclusive summit within the IFE Conference for higher education decision-makers. It addresses global challenges in the sector and promotes innovative solutions and collaboration. The event is invitation-only for presidents, vice presidents, and key executives from higher education institutions.

Awards

RIE 360

Presentation of the best educational innovation projects of the RIE360 Award by the teachers who implemented them; and awarding of the first three places of the RIE360 Award.

NOVUS Award

Recognition ceremony for outstanding projects of the Novus Generation.

TecPrize Final

TecPrize makes use of collective intelligence to design and launch educational innovation challenges that bring together high-impact solutions. Meet the ten finalist startups and who will take the top three places.

Networking Cocktail

Networking Spaces

Held at Tecnológico de Monterrey, Monterrey Campus, the conference offers opportunities for networking through working groups, workshops, breaks, and a Networking Cocktail on the second day at the Luis Elizondo Auditorium.

"I was honored to join colleagues at the Institute for the Future of Education Conference hosted by Tecnológico de Monterrey. This premier event offered a valuable opportunity to explore cutting-edge technologies and learn how institutions and organizations worldwide are leveraging them to advance their missions. Rich discussions and demonstrations on data, AI, learning pathways, and new models of education continue to inspire my work at Southern New Hampshire University. IFE's focus on network and knowledge building makes the conference ever more meaningful."

Lisa Marsh Ryerson
President
Southern New Hampshire University

"Speaking at IFE Conference 2025 was an incredibly energizing and meaningful experience for me. From the moment I arrived, I was struck by the passion and commitment of everyone involved - organizers, educators, and attendees alike - all deeply focused on reimagining the future of education.
What made the conference truly stand out was the spirit of collaboration and innovation. I had the opportunity to engage with leaders from across Latin America who are not just talking about change, but actively making it happen. The conversations were thoughtful, forward-looking, and grounded in the real challenges educators face today.
I left the IFE Conference inspired and hopeful, reminded that transformational education is not just possible - it's already underway. It was an honor to be part of such a vibrant and purpose-driven community."

Richard Culatta
CEO
International Society for Technology in Education (ISTE)

"It is a great pleasure to participate as a sponsor of this event, many rectors, vice-rectors, university decision makers, for us it was a very important space for the connections we made."

Fagner Oliveira de Deus
LATAM Vice President
+A Educação

"The IFE Conference 2025 was great, I would recommend a thousand times that EdTech companies come to sponsor this event, it is really worth it for the opportunities and for all the networking that can be done."

Vanille Trantoul
Latin America Director
Edusign

Donors and Sponsors

We extend our heartfelt gratitude to the sponsors whose generous support made IFE Conference possible. Their commitment to advancing education and innovation was key to bringing together diverse voices, fostering meaningful dialogue, and creating a space for shared learning and collaboration. Thank you for believing in this initiative and for helping us turn vision into action.

McKinsey & Company
As Knowledge Partner

We appreciate the donation of:

Santander

plataforma a+

CANVAS BY INSTRUCTURE

VP integral®

ODILO

ellucian

Griky

Mc Graw Hill

edusign

edpuzzle
Make any video your lesson

turnitin

pok

scala LEARNING

lirmi

coursera

Microsoft

Anthology

Open LMS

CollegeBoard

foris

OPEN edX

soluciones exa | Authorised Education Specialist

Institute for the Future of Education

Transforming education, improving lives

The IFE Impact Report 2024-2025 showcases the institute's dedication to transforming education and improving lives through research-driven innovation and collaboration. Significant progress has been made in interdisciplinary research, supporting EdTech entrepreneurship, engaging in impactful projects, dissemination, and community-building.

As we embark on our fifth year since establishment, we take this moment to reflect on the challenges and opportunities that lie ahead, and to extend our heartfelt gratitude to all our partners who have joined us in our pursuit to transform higher education and lifelong learning globally, enriching the lives of millions.

ife.tec.mx

The IFE Impact Report is a publication produced by the Educational Innovation Promotion Office at the Institute for the Future of Education, Tecnológico de Monterrey.

Tecnológico de Monterrey