

IFE IMPACT REPORT

February 2025 - February 2026



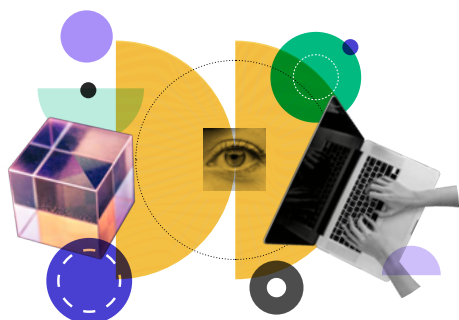


Transforming Education, Improving Lives

The Institute for the Future of Education of Tecnológico de Monterrey brings together comprehensive capabilities to generate, share, and apply research-based educational innovation to transform higher education and lifelong learning, to improve the lives of millions of people around the world.

ife.tec.mx

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A message from IFE Executive Director



Dear Friends,

We are pleased to share this report highlighting our achievements and impact from February 2025 to February 2026. Over the past year, we have continued advancing innovation in higher education and lifelong learning. Our work reflects a shared commitment to build human capital ecosystems that enable individuals, institutions, and societies to thrive amid rapid change.

Looking back at 2025, several key trends have shaped the education landscape: we witnessed a significant increase in the use of artificial intelligence in education, the rise of the skills economy alongside more flexible learning models, and a growing emphasis on human-centered approaches to innovation. Together, these shifts are redefining how learning is designed, delivered, and experienced.

At the same time, important challenges remain. Questions of quality and relevance, access and inclusion, and system efficiency continue to shape the global education agenda. Rather than constraints, we see these disruptions as opportunities to create new pathways for impact.

Looking ahead, we have framed our work through two Big Bold initiatives (BBIs) that guide our strategy and direction towards 2030.

BBI 1 — Future-Ready Universities focuses on supporting institutions to be relevant and responsive to the evolving needs of societies, economies, and learners.

BBI 2 — Skills Ecosystems aims to build connected learning and employment systems that foster social mobility at scale.

Throughout this report, initiatives are marked with visual stamps indicating their contribution to BBI 1, BBI 2, or both, highlighting how each effort supports our broader mission.

We invite you to explore this report and discover the stories behind the data. We hope that it inspires new forms of collaboration and reinforces our collective effort to build a more inclusive, relevant, and future-ready education ecosystem.

Warm regards,

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

About IFE

This year, the Institute sharpened its strategic framework by defining a clear scope: setting up where IFE will concentrate its efforts and resources to drive meaningful, lasting change.

Together with an unchanged dream and a refined approach, this framework positions IFE to pursue its mission with greater focus and intentionality.



DREAM

IFE is driven by a clear ambition: transforming education to improve lives. Its ultimate aspiration is to improve the lives of millions of people by transforming higher education and lifelong learning around the world.

Through educational innovation, research, and collaboration, IFE seeks to expand opportunities for individuals, strengthen institutions, and contribute to more inclusive and dynamic knowledge societies.

SCOPE

To achieve this ambition, IFE focuses on addressing two fundamental challenges shaping the future of education:

- First, the Institute works to reinvent the models of higher education so that universities can respond effectively to the evolving needs of society, economies, and learners.
- Second, IFE develops lifelong learning solutions that help address the growing skills gap, promote employability, and expand social mobility across Latin America and the Global South.

Together, these priorities position the Institute to contribute to large-scale transformation in both education systems and labor market ecosystems.

APPROACH

IFE advances this mission by bringing together complementary capabilities across research, innovation, partnerships, and implementation. The Institute generates knowledge through interdisciplinary research, shares insights through global networks and thought leadership platforms, and applies research-based educational innovation through large-scale projects and collaborations with universities, governments, and industry partners. Through this integrated approach, IFE aims to accelerate the transformation of higher education and lifelong learning systems worldwide.

About IFE

Through a diverse portfolio of initiatives, the Institute for the Future of Education (IFE) partners with universities, companies, international organizations, and education policymakers to co-create the future of education. IFE's initiatives are structured around four key functional areas:

1- Interdisciplinary Research

Generate ground-breaking interdisciplinary research to provide solutions to universities and skills ecosystems.



242 Research Lab Publications
in top-tier journals (2025)

2- Entrepreneurship and Technology Transfer

Scaling up the impact of evidenced-based EdTech ventures focused on transforming Higher Education and Lifelong Learning.



+29 Startups
supported within our edtech ecosystem (2025)

3- Consultancy and Impact Projects

Develop impact initiatives with universities, governments, industries, and organizations to transform higher education and lifelong learning.



37 High-Impact Consulting Projects
in 14 countries (2025)

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



+6100 impacted
through IFE Conference 2026

Results

+7.8M People Impacted by Our Initiatives

IFE Big Bold Initiatives

The IFE Big Bold Initiatives (BBIs) represent the Institute's most ambitious strategic efforts to drive large-scale transformation in higher education and workforce development. These initiatives are designed to address structural challenges affecting education systems and to build new models that connect learning, skills development, and economic opportunity.



BBI-1 Future-Ready Universities

This initiative is designed to support universities in Latin America in transforming into future-ready institutions and lifelong learning hubs. Through partnerships with universities, governments, multilateral organizations, and funders, the initiative promotes a shared maturity model and a transformation playbook that help institutions assess their current capabilities, identify strategic gaps, and design structured roadmaps toward more flexible, inclusive, and impact-oriented educational models. The initiative seeks to generate systemic impact across higher education systems in the region.

By 2035, the initiative aims to:

- Become a strategic reference model for 1,000 universities across Latin America and the Caribbean.
- Support 200+ universities in implementing the Future University Playbook.
- Enable 50+ institutions to achieve measurable institutional transformation.
- Position 5 universities as global reference models for transformative higher education.



BBI-2 Skills Ecosystems

This initiative focuses on building coordinated skills ecosystems that align education and training providers, employers, governments, and other key stakeholders to better respond to rapidly evolving labor market needs. Rather than focusing on isolated programs or institutions, the initiative promotes systemic approaches that connect talent development, workforce demand, and the effective deployment of skills across sectors and regions.

Through shared frameworks, data-informed skills intelligence, and collaborative governance models, the initiative seeks to strengthen the alignment between learning pathways and employment opportunities. It aims to support skills-based hiring, improve workforce readiness, and expand access to flexible and relevant learning opportunities.

In its initial phase, the Skills Ecosystems initiative will:

- Support 500,000–1 million learners and workers.
- Engage 25,000–50,000 employers in skills-based hiring and talent development practices.

Over time, it will scale to:

- Reach millions of individuals and hundreds of thousands of employers across the region.
- Strengthen inclusive economic growth and social mobility.
- Build scalable, skills-based talent ecosystems.

IFE International Advisory Board



IFE International Advisory Board

The International Advisory Board (IAB) of the Institute for the Future of Education serves as a strategic advisory body that helps guide the Institute's long-term direction and global positioning. Composed of internationally recognized leaders from academia, policy, industry, and philanthropy, the Board provides independent perspectives on emerging trends in higher education, skills development, and educational innovation. Beyond advising on strategy, the IAB plays a critical role in challenging assumptions, identifying new opportunities for impact, and connecting the Institute with global networks of expertise and collaboration. Through its members' experience and international reach, the Board strengthens IFE's ability to position its work within global conversations on the future of education.

During the period February 2025 – February 2026, the IAB played a key role in shaping the evolution of IFE's strategy, particularly through its guidance on the Institute's Big Bold Initiatives (BBIs)—two flagship efforts designed to address systemic challenges in higher education and workforce development across Latin America and the Global South.

Over the last cycle, the Advisory Board contributed to this strategic direction through two key convenings:

- **First Meeting – September 2025**

During this session, IFE shared updates on its strategic priorities and the development of its flagship initiatives. Advisory Board members discussed global trends affecting higher education and lifelong learning, and provided input on how IFE could position its initiatives to generate greater systemic impact. Their feedback helped refine the Institute's strategic focus and identify opportunities for international collaboration.

- **Second Meeting – January 2026**

At the beginning of 2026, the Advisory Board reconvened in Monterrey to review progress on IFE's flagship initiatives and discuss the Institute's long-term strategic direction. Discussions focused on strengthening the design, scalability, and regional relevance of the Institute's Big Bold Initiatives. Board members provided valuable insights on stakeholder alignment, partnership opportunities, and pathways for expanding the impact of these initiatives across Latin America and beyond.

IFE International Advisory Board Members



Courtney Brown
Vice President of Strategic
Impact
Lumina Foundation



Paul LeBlanc
Co-Founder
Matter and Space
(until October 2025)



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



Maia Sharpley
Founder and Managing
Partner
Odonata Ventures



Matt Sigelman
CEO
Burning Glass Institute



Douglas Lynch
Senior Fellow
USC Rossier School of Education



Mónica Flores Barragán
President
ManpowerGroup for Latin America



Roseli de Deus Lopes
Professor and Director Institute of
Advanced Studies
University of São Paulo



Sahana Murthy
Professor Interdisciplinary Program in
Educational Technology
Indian Institute of Technology Bombay



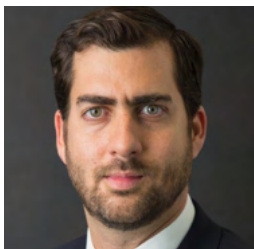
Tony Chan
Former President
Hong Kong University of Science
& Technology and King Abdullah
University of Science and Technology



Michelle Weise
Co-Founder
Rise & Design
(until June 2025)



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



Juan Pablo Murra
Rector
Tecnológico de Monterrey



Javier Guzmán López
Executive Vice President of
Research
Tecnológico de Monterrey



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



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

Interdisciplinary Research



Initiatives

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



Research Lab

The Research Lab is dedicated to producing innovative, interdisciplinary research that addresses some of the most pressing challenges in education worldwide. By bringing together professors from diverse disciplines, postdoctoral researchers from multiple fields, and learners across a range of academic programs, the Lab fosters collaboration to advance knowledge in higher education and lifelong learning.

Through its work, the Lab develops solutions to enhance learners engagement, promotes

innovation through educational technologies and intellectual property generation, and contributes to evidence-based policy recommendations at local, regional, and national levels.

The Research Lab is divided into two major groups aligned to the IFE Big Bold Initiatives: Group 1 – Future-ready Universities and Institutional Transformation, and Group 2 – Skills Ecosystems and Workforce Alignment. Their agendas are organized around three strategic themes:

Educational Excellence and Equity

This theme focuses on improving educational quality while ensuring access for diverse populations. It emphasizes innovative pedagogies, inclusive practices, and systemic approaches that promote lifelong learning and help reduce educational inequities.

Future-Ready Workforce Development

This area addresses the evolving skills required for Industry 4.0 and future labor markets. It includes developing frameworks for skills forecasting, advancing competency-based education, and aligning academic programs with emerging industry needs.

Artificial Intelligence in Education

This theme explores how advanced AI technologies can enhance learning experiences, improve teaching practices, and optimize educational processes. Research includes areas such as learning analytics, adaptive learning systems, and AI-driven educational tools.

Results

2,030 Impacted Learners

242 Annual Publications

8,830 Quinquennial Citations

94 Annual Publications with Original Contribution

10 Projects Developed (4 with External Funding)

Highlighted Projects



proyectomochila.org

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

MOCHILA aims 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 growing labor market demands for reskilling and professional development, particularly in fields such as engineering, healthcare, and entrepreneurship.

The project is currently in its second year of implementation. During this phase, it has focused on building the capacities of participating HEIs through targeted training initiatives.



This project is aligned with both BBIs, as it advances digital micro-credentialing systems and strengthens collaboration between higher education institutions, industry, and regulatory bodies.

Results

380 Impacted Learners (Mexico - 102, Dominican Republic - 222, Guatemala - 56)



ev-lh.com

SHINE: Sustainable Hub for Innovative e-Mobility Education

This project concluded during this period and was carried out in collaboration with King's College London. The initiative developed a platform aimed at reducing the skills gap in Mexico and the United Kingdom while promoting sustainable mobility solutions. It also fostered academic and professional exchange between learners and faculty from both institutions.

Key outcomes include accreditation processes, knowledge exchange through mobility programs, and long-term sustainability supported by industry partnerships and research funding. Overall, the project contributed to the development and growth of the electric mobility sector.



In line with BBI #2 – Skills Ecosystems by addressing the skills gap through industry-aligned training, international collaboration, and mobility programs, fostering talent development.

Results

300 Impacted Learners


makerwomenstem.eu

Maker & STEM Education: Equal Access to Progressive Pedagogies to Boost STEM Development for all Women

MakerWomenSTEM is a project aimed at developing and evaluating an integrated ecosystem for learning, mentoring, and collaboration to advance Maker education across Latin America. The initiative is delivered through a hybrid model (in-person and virtual), supported by a digital platform that provides open educational resources. It emphasizes collaboration and co-creation, enabling women to engage in hands-on learning, experimentation, and innovation in STEM.

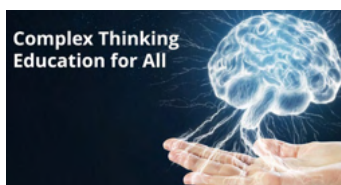
The project aims to impact at least 500 women from diverse communities across Mexico, Ecuador, and Colombia.



In line with BBI #2 – Skills Ecosystems, its main goal is to promote the participation and empowerment of women in STEM, strengthening their inclusion in the workforce and supporting their professional growth.

Results

21 Women Participated in Pilot Programs Across Colombia, Ecuador, and Mexico


complexhub.world

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. The research focuses on designing and implementing personalized, adaptive learning pathways that cater to diverse learners, including professionals and students.

The platform leverages AI, Open Educational Resources (OERs), and immersive technologies to deliver tailored learning experiences. It also serves as a centralized knowledge repository, enabling researchers, educators, and industry stakeholders to create, validate, and share educational resources.

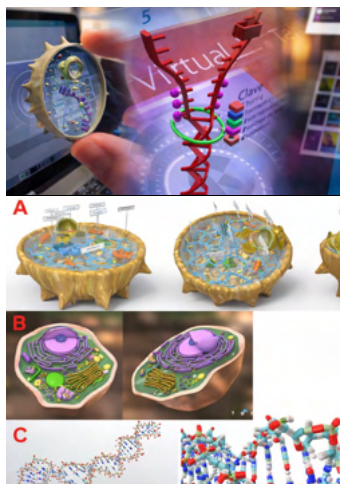
Additionally, it integrates micro-credentials aligned with the CONOCER Competence Standard, ensuring formal recognition of acquired skills.



In line with BBI #1 – Future-Ready Universities, as it integrates innovative learning models, micro-credentialing, and standards-based certification frameworks within Higher Education Institutions (HEIs).

Results

41 Professors creating content in Mexico and Guatemala



Integrating Challenge-Based Learning and Extended Reality to Foster Sustainable Competencies for the Future of Work and Social Transformation

This project focuses on the design, implementation, and evaluation of an innovative teaching strategy that integrates Challenge-Based Learning (CBL) with Extended Reality (XR) technologies. Its primary objective is to develop sustainable competencies in higher education students, equipping them to navigate future workforce demands while contributing to social transformation.

By combining experiential, challenge-driven learning with immersive XR environments, the project seeks to enhance students' ability to address complex, real-world problems, foster interdisciplinary collaboration, and promote socially responsible decision-making. The evaluation component will assess the effectiveness of this approach in strengthening key competencies related to sustainability, employability, and societal impact.



This project is aligned with BBI #1 – Future-Ready Universities, as it advances innovative, technology-enabled teaching models and supports the development of future-oriented competencies through immersive and challenge-based learning approaches.

Results

50 Training Partners

1500 Impacted Learners

400 Professors trained across Tecnológico de Monterrey and universities in Ecuador and Colombia

In-Depth Projects

EcoEmprende

EcoEmprende is a collaborative initiative in Mexico designed to strengthen the resilience and sustainability of Micro, Small, and Medium Enterprises (MSMEs) in the face of climate change. Developed as a joint effort between Tecnológico de Monterrey, the Instituto Politécnico Nacional (IPN), and the Mexico City government through SECTEI, the project provides a self-paced digital platform for comprehensive training.

Through a modular learning approach, including a 10-hour training program across five modules, EcoEmprende equips participants with tools to integrate sustainability into their core business strategies, covering topics such as sustainable business models, climate risk awareness, and innovation. By fostering practical knowledge and strategic capabilities, the initiative supports MSMEs in adapting to evolving environmental and economic challenges while enhancing their long-term competitiveness.

The project has also attracted significant media attention, with coverage in leading outlets such as [El Economista](#), [Milenio](#), [Expansión ESG](#), and [Mexico Business News](#), positioning it as a key initiative in strengthening MSMEs' resilience to climate change in Mexico.

ecoemprende.net



This project is aligned with BBI #2 – Skills Ecosystems, as it strengthens workforce capabilities by equipping MSMEs with practical tools to integrate sustainability into their business strategies.

Results

1,228 Impacted Learners

524 MSMEs Engaged





“EcoEmprende highlights the value of strategic partnerships in moving beyond the role of institutions as mere incubators of knowledge and positioning them as generators of solutions. Sustainability, as a cross-cutting issue, requires precisely this kind of collaborative effort, whose continuity is key to strengthening business resilience and accelerating the transition toward truly sustainable models.”

Mildred Castro Hernández

Polytechnic Coordinator for Sustainability
Instituto Politécnico Nacional (Mexico)



“EcoEmprende helps us tackle the challenges we face in our business by staying competitive and providing the best service to our customers, while using technology in an environmentally responsible way.”

Mireya Flores Moran

Manager
Invernadero Lecheraco (Mexico)

Exploring Online Learning in VR-Supported STEM Laboratories



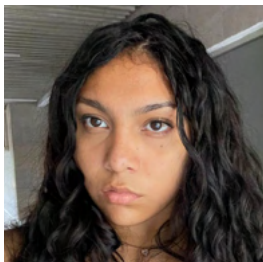
This project explores the impact of immersive virtual reality (IVR) on STEM learning by analyzing how factors such as collaboration, engagement, usability, and perceived presence shape the educational experience within virtual laboratories. The project was developed in collaboration with The University of Texas at San Antonio and the IFE Living Lab.

Findings highlight the strong educational potential of immersive environments. Collaboration emerged naturally among participants, fostering collective knowledge construction, while engagement levels were higher than those typically observed in traditional laboratory settings. The study also underscores the importance of thoughtful instructional design, particularly during onboarding and session setup, to ensure high levels of usability, presence, and technological acceptance.

From a pedagogical perspective, immersive laboratories serve as valuable complementary learning environments, offering safe, controlled, and accessible spaces for experimentation. Overall, the project advances the understanding of immersive learning while providing practical guidance for integrating IVR into educational contexts.



This project is aligned with BB1 #1 – Future-Ready Universities, as it supports the integration of immersive technologies into higher education teaching and learning models, fostering innovative and technology-enhanced educational experiences.

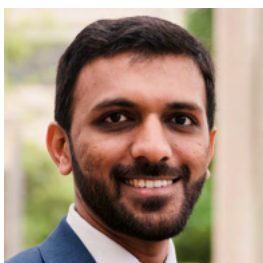


“ I believe the experience can be both enjoyable and educational. Because it builds on prior knowledge, it can be used in the lab in a relaxed way, without the pressure of formal or critical evaluation. The virtual reality component also makes the activity engaging in itself. In my case, it helped me visualize abstract concepts more clearly and understand them more effectively.

I would also highlight the value of the guided environment. Although instructions were provided before starting the simulation, having someone available to explain things if a difficulty arose was reassuring and increased my confidence during the activity. While research had previously only slightly captured my interest, participating in this study as a volunteer gave me a greater appreciation for the scope and value of these practices, ultimately changing my perspective on them.”

Naomi Sánchez Torres

Industrial Physics Engineering Student
Tec de Monterrey (Mexico)



“ Our collaborative VR chemistry laboratory transcends physical boundaries, allowing students to conduct experiments together in real time, whether they are across a hallway or an ocean. By integrating high-fidelity personal avatars, we foster a sense of presence that traditional online learning often lacks, making science more accessible and inclusive.

This environment doesn't just replicate a lab; it enhances classroom practice through seamless collaboration and hands-on engagement, demonstrating that immersive technology is a powerful and viable tool for the future of STEM education.”

Kevin Desai

Assistant Professor
The University of Texas at San Antonio (U.S.A.)

Recognition and Appreciation

The success of our projects and the impact achieved would not have been possible without the dedication and commitment of the Research Lab team, whose continuous pursuit of excellence and innovation drives our progress.

We also extend our sincere appreciation to our external collaborators. Their partnerships have been instrumental in expanding our reach, strengthening the quality of our research, and enhancing the relevance and real-world application of our work.

We gratefully acknowledge the following institutions and partners for their valuable contributions and continued collaboration.

Special Thanks to our Partners





IFE Living Lab

The IFE Living Lab (IFE LL) enables research, development, and innovation in educational spaces by connecting key stakeholders such as educational institutions, industry, government, and society. Its mission is to promote evidence-based educational technologies through co-creation in real educational contexts, allowing innovations to be explored, tested, and validated in authentic learning environments.

To accomplish this mission, the IFE LL provides a portfolio of services that includes conducting multimodal learning analytics studies through its Learning Lab (located in Expedition-FEMSA), validating educational technologies in real educational settings, and developing research-based consulting projects for diverse stakeholders. It also organizes technology-driven research, development, and innovation calls, offers tailored courses and workshops through its Learning Academy, and promotes learner engagement through the Evidence-Based Educational Technologies Seedbed (STEBE) program.

In addition, the IFE LL strengthens collaboration among the scientific and academic community by organizing events and seminars. These services generate a wide range of products such as

scientific publications, technical reports, datasets, technological developments, conferences, and professional training programs.

Between February 2025 and February 2026, 19 projects were enabled. These included:

- Multimodal learning analytics research
- EdTech validation studies
- EdTech implementation case studies
- Research-based consultancy

Through its activities, the IFE LL produces scientific knowledge, fosters strategic partnerships, supports faculty and student development, and contributes to the advancement of evidence-based educational innovation in higher education and lifelong learning.

Learn more about the:

[IFE Living Lab](#)

Explore our research contributions:

[Published Papers](#)

Results

19 Projects (Research, Development, Innovation)

16 Workshops and Courses

34 Engaged Researchers & Faculty Members

11 Published Papers

2K Impacted Learners

Highlighted Projects



Neurofeedback for Entrepreneurs: Decoding Entrepreneurship with the Help of Technology

This project, led by faculty researchers from the School of Engineering and Sciences (EIO) and the School of Business (EN), transformed the Entrepreneurship undergraduate program through a longitudinal, technology-enhanced learning sequence. Using multimodal tools (i.e., portable EEGs, smart bands, microphones, and eye trackers), the team analyzed attention, cognitive load, and communication to generate evidence-based insights, teaching materials, and protocols that strengthen innovation capacity and entrepreneurial competencies.



This project is aligned with BBI #1 – Future-Ready Universities, as it explores innovative, technology-enhanced learning approaches and generates evidence to improve teaching and learning experiences in higher education.

Results

6 Participating Researchers

84 Participating Learners

3 Integrated Technologies

2 Published Papers



XR-Biometrics: Integrating Multimodal Data to Assess User Experiences in Extended Reality Environments

XR-Biometrics measured and assessed user experiences in extended reality applications through multimodal analytics. Integrating XR headsets, portable EEGs, smart bands, and self-report instruments, the project assessed immersion, cybersickness, anxiety, and cognitive load. Four AI predictive models were developed to enhance XR-based teaching methodologies and educational technologies.



This project is aligned with BBI #1 – Future-Ready Universities, as it explores immersive, technology-enhanced learning environments and leverages AI-driven insights to improve user experience and teaching practices in higher education.

Results

4 Participating Researchers

54 Participating Users

4 AI Models Developed

2 Published Papers



Future Classroom: Educational Innovation Through Anticipatory Thinking and Experimental Practice

This cross-disciplinary project, led by the School of Business (EN), the School of Architecture, Art and Design (EAAD), and Talent Development faculty, explores students' anticipatory thinking through experiential learning approaches. By integrating multimodal technologies the project analyzes attention and physiological responses during learning activities.

Findings show improvements in critical thinking, scenario building, resilience, collaboration, and strategic decision-making across entrepreneurship and strategic management courses.



This project is aligned with BBI #1 – Future-Ready Universities, as it explores innovative, experiential learning approaches that strengthen key competencies such as critical thinking, collaboration, and strategic decision-making in higher education.

Results

4 Participating Researchers

267 Participating Learners

3 Integrated Technologies

2 Published Papers



Assessing the Use and Impact of AI in Learning with SceneSnap

This research, developed in collaboration with the Italian EdTech company SceneSnap, assessed learning gains, self-regulation, AI competencies, and workplace applicability in higher education and lifelong learning environments. The findings provide evidence-based insights to inform the effective integration of artificial intelligence in educational contexts.



This project is aligned with BBI #1 – Future-Ready Universities, as it generates evidence-based insights to support the effective integration of artificial intelligence into teaching and learning processes, fostering innovation in higher education models.

Results

11 Participating Researchers

5 Case Studies Developed

344 Participating Learners

1 EdTech Partner



CEOSim EdTech Validation Study

A technology validation study of the Chilean EdTech platform CEOSim was conducted through a six-hour hackathon-style dynamic. Fifty interdisciplinary students simulated 12 months of business operations using real Mexican economic data through twelve 30-minute sprints, enabling strategic decision-making practice. The outcomes of the study awarded CEOSim the IFE Living Lab user-learner experience validation seal.



This project is aligned with BBI #1 – Future-Ready Universities, as it explores innovative, simulation-based learning approaches that enhance experiential education and better prepare students for real-world decision-making.

Results

3 Participating Researchers

50 Participating Learners

20 Academic Programs Involved

1 EdTech Validated



Capi-AI: Within-Subject Comparison of Paper-based and AI-Assisted Testing

As part of the IFE Living Lab STEBE Program, student researchers explored whether AI functions as cognitive support or interference during academic assessments. Using EEG and electrodermal sensors, the study compared traditional and AI-assisted tests with mechatronics students.

Findings revealed higher cognitive load and lower performance when using AI assistance, suggesting that prompting may compete for cognitive resources during learning and evaluation processes.



This project is aligned with BBI #1 – Future-Ready Universities, as it generates evidence to improve assessment practices and learning experiences in higher education through AI integration.

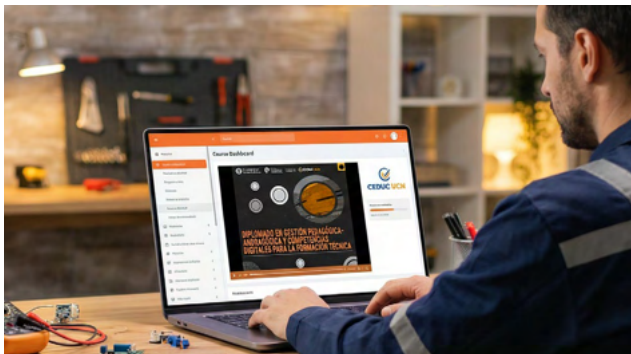
Results

4 Participating Jr. Researchers

30 Study Participants

3 Integrated Technologies

1 Research Poster



Certified Course in Pedagogical-Andragogical Management and Digital Skills for Technical Training

This certified course for CEDUC UCN leaders and faculty in Chile aligned two-year training cycles with pedagogical-andragogical management, AI-driven technological updates, and industry engagement. Through competency-based leadership, active methodologies, authentic assessment, and AI-powered simulations, the program strengthened employability, accelerated workforce integration, and reinforced an institutional culture of continuous innovation.



This project is aligned with BBI #2 – Skills Ecosystems, as it strengthens workforce development through competency-based training, fostering employability and supporting the integration of digital and pedagogical skills in technical education.

Results

30 Impacted Learners

6 Experts Involved

120 Class Hours

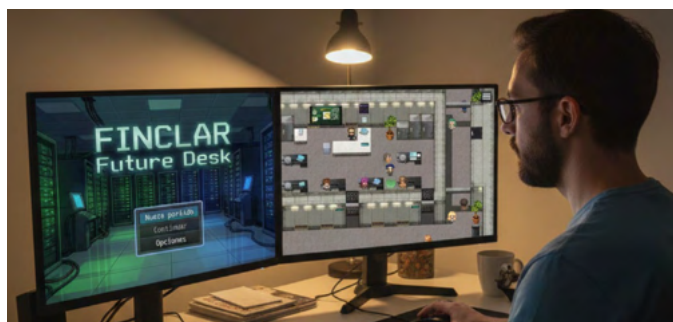
8 Modules Developed

In-Depth Projects

Diagnosis of Fintech Digital Profiles: From Traditional Evidence to Behavioral Innovation

In collaboration with Fundación Chile and Talento Digital, the IFE Living Lab conducted applied research to anticipate critical professional profiles within Chile's Fintech ecosystem, shaped by emerging regulations such as the Fintech Law, Data Protection Law, and Cybersecurity Law. Unlike traditional workforce studies, the project used experimental approaches inspired by learning sciences and decision analysis.

Through analog and digital serious game dynamics, researchers observed how professionals navigated complex industry scenarios. This method enabled the identification of emerging competencies and professional profiles beyond conventional psychometric models, providing new insights for strategic workforce development and training design in Chile and across the Ibero-American fintech ecosystem.



BBI #2 – Skills Ecosystems, the project advances the design of future-ready talent frameworks and provides actionable insights to better connect education systems with workforce demands in rapidly evolving, technology-driven contexts.

Results

15 Future-Ready Fintech Profiles Defined

1 National Talent Framework Developed

+90 Experts from Industry and Academia Engaged

1 Evidence-Based Study for Workforce Development



“ The fintech talent challenge is no longer sector-specific, but a matter of national competitiveness. Developed in collaboration with Talento Digital and the IFE Living Lab, this project created the first integrated map of 15 critical profiles for Chile (2025–2030). Its systemic approach connects education, regulation, and innovation, highlighting ‘learning profiles’ whose adaptability to AI and evolving regulations becomes a strategic asset.”

Pablo Zamora

President
Fundación Chile (Chile)



“ This project marked a key milestone in aligning professional profiles with the demands of the fintech sector. In partnership with the IFE Living Lab at Tecnológico de Monterrey and 90 industry experts, we identified 15 critical roles. Simulations revealed that the main challenge extends beyond technical skills to judgment and ethics under new regulatory frameworks, guiding advanced programs in Cybersecurity, RegTech, and AI Governance.”

Jeannette Escudero

Executive Director
Talento Digital (Chile)

Biometric Recognition Systems Applied to the Control Engineering Laboratory Using Quanser® Products

Led by research professors Carlos and David Sotelo Molina from the School of Engineering and Sciences (EIO), this project evaluated learning quality and learner engagement in the Unmanned Aerial Vehicle Autonomy course within the Master's programs in Manufacturing Systems and Engineering Sciences.

The course integrates Quanser® teaching stations to connect control theory with real-world UAV applications. The innovation involved the use of multimodal technologies (i.e., portable EEGs and smart bands) to collect biometric data during 60-minute sessions.

The analysis identified patterns of attention and concentration associated with specific instructional stimuli, helping determine which topics generated the highest levels of learner motivation. These insights support improvements in course design and instructional strategies.

The findings were presented at the 14th International Conference on Information and Education Technology (ICIET 2026) in Koriyama, Japan, contributing to the international dissemination of research on technology-enhanced learning.



This project aligns with BBII #1 – Future-Ready Universities, as it leverages data-driven insights to enhance teaching and learning experiences in higher education.

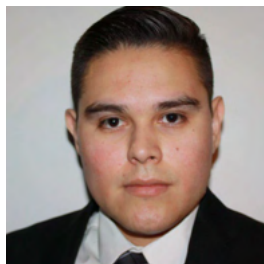
Results

5 Engaged Researchers

1 International Conference Paper Presented

1 Strategic Industry Partner (Quanser®)

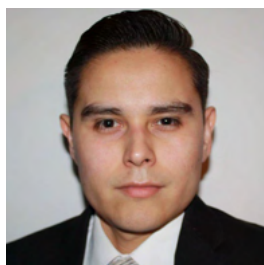
1 Applied Biometric Learning Study



“ Teaching Control Engineering is highly challenging due to its mathematical complexity and level of abstraction, with about 10% of students failing. Through an IFE Living Lab project using Quanser® prototypes and biometric technologies in the Learning Lab, I analyzed students’ concentration, stress, and cognitive load. These insights enabled earlier intervention and more personalized feedback, strengthening the connection between theory and practice.”

Carlos Gustavo Sotelo Molina

Research Professor,
School of Engineering and Sciences
Tecnológico de Monterrey (Mexico)



“ Seeking to address the complexity of teaching Control Engineering across several programs, I collaborated with the IFE Living Lab team in the Learning Lab. Using biometric technologies, we identified key moments of decreased concentration and increased stress. These insights helped develop new learning tools using Quanser® equipment, strengthening educational quality through experiential learning in a traditionally challenging course.”

David Alejandro Sotelo Molina

Research Professor,
School of Engineering and Sciences
Tecnológico de Monterrey (Mexico)

Recognition and Appreciation

The IFE Living Lab team sincerely thanks the researchers, faculty members, professionals, and students who contribute to our ecosystem. Their collaboration, knowledge, and commitment make it possible to advance evidence-based educational innovation and strengthen a vibrant community dedicated to transforming education.



- **Alberto Ramírez** - President, COMIE
- **Alfonso Serrano** - Research Professor, Tec de Monterrey
- **Amparo Naranjo** - Education Specialist, UNESCO
- **Blanca Flores** - Expedition Director, Tec de Monterrey
- **Camino López** - Education Expert, UOC
- **Carlos Rico** - Commercial Director, HINT
- **Carlos Sainz** - Executive Director, CEDUC UCN
- **Carolina Alcantar** - Researcher, Tec de Monterrey
- **Daniel Katz** - Executive Director, Trayectics
- **Dany López** - Analytics & Learning Director, Trayectics
- **Flavio Castillo** - Education Expert, IMLAT
- **Francisco Díaz** - Program Director, Tec de Monterrey
- **Gabriel Valerio** - Research Professor, Tec de Monterrey
- **Germán Muñoz** - Executive Director, Discóbolo
- **Hamza Aoun** - Founder, Shift Mind AI Labs
- **Héctor Escobar** - Regional Academic Director, Plataforma A
- **Héctor Ríos** - CEDDIE Monterrey Director, Tec de Monterrey
- **Ilse Navarro** - Student Researcher, Tec de Monterrey
- **Jenyree Álvarez** - Regional Initiatives, UNESCO
- **Jorge Arriola** - Student Researcher, Tec de Monterrey
- **Luis Cosio** - Cybersecurity Expert, IST
- **Luis Lastra** - Community Builder LATAM, Genially
- **Macarena Salas** - Training & Research Director, Trayectics
- **Manuel Cebal** - Research Professor, Tec de Monterrey
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- **Mariana Maggio** - Program Director, UBA
- **Maritzaida Rojas** - Academic Director, CEDUC UCN
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- **Norberto Naal** - Research Professor, Tec de Monterrey
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- **Olaf Román** - Learning Architect, Tec de Monterrey
- **Rosalba Regalado** - Research Professor, Tec de Monterrey
- **Valentina Rueda** - Research Professor, Tec de Monterrey
- **Vinicius Dias** - Director, Plataforma A

Special Thanks to our Partners





IFE Data Hub

The IFE Data Hub is the main facilitator of educational data intelligence at Tecnológico de Monterrey. The initiative supports research projects in educational innovation by:

1. Providing access to anonymized institutional data collections for both members of Tecnológico de Monterrey and external students, academic staff, and researchers, in collaboration with institutional researchers.
2. Designing and managing calls for proposals focused on thematic areas related to educational challenges, using datasets generated from institutional data.
3. Guiding and managing education-related collections and datasets generated by this initiative or by members of Tecnológico de Monterrey's academic and research community within the [Data Platform](#).
4. Organizing workshops and tutorials to share research results from these calls for proposals with the educational community, and to transfer knowledge and lessons learned in classrooms, conferences, and academic courses as an education partner.

The IFE Data Hub combines data curation, statistical methods, and artificial intelligence algorithms to ensure data quality and transform large volumes of data into useful, reliable, and actionable insights. Moreover, this initiative provides consulting services and collaborates on proposals to attract funding for the co-creation of datasets (data preprocessing) and models aimed at improving education and its underlying processes.

Learn more at:

[Data Hub](#)

Results

14 Data Collections and Datasets

235 Supported Learners

75 Data Requests (Research, Teaching)

79 Supported Researchers

5 Workshops and Tutorials

10 Scientific Publications

15 Countries

Highlighted Projects

Service: Generation of Data Collections and Self-deposit of Datasets

This service enables the creation, curation, and publication of educational datasets through collaboration with administrative and research departments at Tecnológico de Monterrey to integrate and document institutional data for research purposes, ensuring quality, privacy, and proper documentation.

On the other hand, through its self-deposit model, researchers and faculty members of Tec de Monterrey can store and share data generated in their projects within an institutional repository, facilitating its reuse, citation, and integration into future research. Datasets can be published as private or public, enabling controlled access or open availability depending on their use and scope.

[Access Collections and Datasets](#)

Results

27 Curated Data Collections and Datasets

8 Private Collections and Datasets

19 Public Collections and Datasets

6 Open Datasets

8 Areas of Knowledge

Service: Data Mobilization through Data Requests

This service enables the use and reuse of anonymized, curated, and documented datasets from the IFE Data Hub, allowing researchers, faculty, and students worldwide to conduct studies in educational innovation.

By facilitating access to institutional data, this service supports the generation of new knowledge through scientific publications, research projects, and academic theses and dissertations, across undergraduate and graduate levels.

Through this model, the IFE Data Hub expands the reach and impact of its data ecosystem, fostering global collaboration and evidence-based research in education.

[Access IFE Data Hub Publications](#)

Results

75 Data Requests

9 Scientific Publications

9 Requests to use Data in Thesis

15 Countries Reached



The IFE Data Hub services provide access to high-value research data for both universities and industry stakeholders. By enabling data generation, curation, and mobilization, these services contribute to both BB1 – Future of Universities and BB2 – Skills Ecosystems, supporting data-driven innovation, research, and decision-making in education.

In-Depth Projects

Contextual Analysis of Gender-Based Violence in Educational Institutions

The research and consulting project conducted by the IFE Data Hub in collaboration with CRDH (Centro de Reconocimiento de la Dignidad Humana) at Tecnológico de Monterrey has confirmed key hypotheses regarding the dynamics of student violence, leading to the development of strategies to address it.

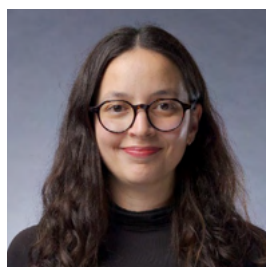
At the same time, the project contributes to the theoretical foundations of this field through the deployment of data-driven approaches powered by Artificial Intelligence (AI) and Natural Language Processing (NLP).

The CRDH data was analyzed and complemented with datasets from the IFE Data Hub, covering the 2018–2024 period. The project included:

- A nationwide, longitudinal analysis of student-related data
- The use of NLP-based approaches to examine previously unexplored information
- The development and expert validation of AI models to generate robust and reliable insights



This work aligns with BBI #1 – Future-Ready Universities, as these insights contribute to strengthening safer and more inclusive educational environments, supporting the transformation of higher education institutions toward more human-centered and responsive models.



“ I have the privilege of collaborating with the IFE Data Hub on the ‘Contextual Analysis of Gender-based Violence within the Educational Institution’ project. I deeply appreciate your professionalism, from your meticulous handling of data confidentiality to the depth and precision of your analysis.

Their thoughtful approach and commitment to excellence are evident in every aspect of their work. As a team, they have a strong foundation that enables them to consistently deliver timely, meaningful, and high-impact results.”

Mildred Paulina Mendoza Michelena

Leader of the National Office for Gender and Safe Community
Tecnológico de Monterrey (Mexico)

Workshop: Reflecting on the Findings Regarding Student Dropout, Retention, and Social Commitment at Tecnológico de Monterrey



This workshop was held on February 24, 2026, in collaboration with the departments of Analytics and Business Intelligence, LiFE, the Leaders of Tomorrow Program, Academic Services, and the School of Management at Tecnológico de Monterrey. It brought together academic and research communities to reflect on key findings from two data-driven research calls launched by the IFE Data Hub.

The main outcomes of the workshop included:

1. Presenting the results of two data-driven research calls developed with the academic and research community of Tecnológico de Monterrey:
 - a. [Bringing New Solutions to the Challenges of Predicting and Countering Student Dropout in Higher Education](#)
 - b. [Encouraging Research on Higher Education Students' Profiles with Social Commitment](#)
2. Promoting new research opportunities and collaborations by identifying key challenges and gaps in current projects.
3. Strengthening ongoing research initiatives through insights and shared learnings from the workshop.
4. Identifying actionable outcomes to benefit the educational community through the involvement of academic leaders and staff.
5. Fostering collaboration between researchers and educational administrators to drive innovation and continuous improvement across departments.



This project is aligned with BBI #1 – Future-Ready Universities, as it leverages data-driven insights to inform institutional decision-making, improve student retention strategies, and strengthen academic innovation in higher education.

Results

12 Research Projects

36 Participants

10 Educational Administrators

6 Participating Campuses



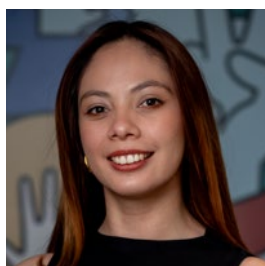
“ Collaborating with the Data Hub has been an extremely valuable experience in strengthening strategic decision-making in the area of Mentoring and Student Wellbeing.

The generation and analysis of relevant information have allowed us to better understand our users’ needs and, above all, to promote the implementation of evidence-based practices and strategies.

This has contributed to ensuring that our initiatives have a greater impact and respond more effectively to current challenges. Undoubtedly, the link between research and practice fostered by the Data Hub is a key element in the development and continuous improvement of our processes.”

Orietta Perni

National Director of Mentoring and Wellbeing
Leadership and Student Development
Tecnológico de Monterrey (Mexico)



“ It was a true honor to participate in the workshop organized by the IFE Data Hub, where experts in AI, data science, and student success came together with a shared commitment to improving first-year retention through data-informed approaches.

One of the most inspiring aspects was seeing how ideas, analytical models, and AI tools were translated into concrete proposals that positively impact students’ academic journeys.

The IFE Data Hub plays an important role as a bridge between research and practice, creating spaces where diverse perspectives lead to meaningful and practical solutions. Their professionalism, kindness, responsibility, and attention to detail make every collaboration both impactful and genuinely enjoyable.

Having also collaborated with them on the release of data from various calls for proposals, it has been a privilege to contribute to efforts that expand access to knowledge and break barriers for student success.”

Ana Luisa Masetto Herrera

Head of Data Science
Tecnológico de Monterrey (Mexico)

Teaching: Education Partner

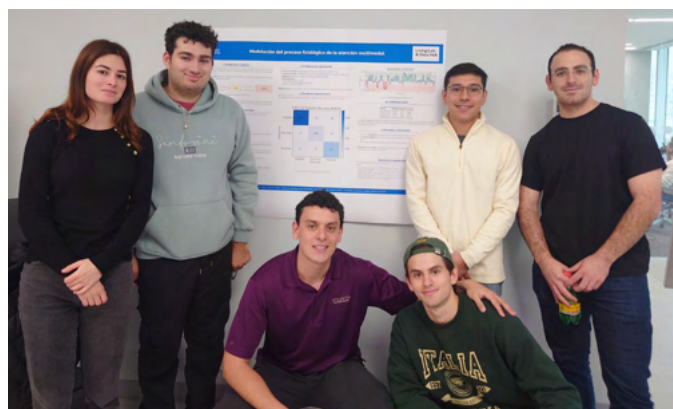


The IFE Data Hub team participated as an [Education Partner at Tecnológico de Monterrey](#), contributing to the TEC21 Model by integrating real-world, data-driven challenges into the curriculum. This model connects students with relevant, context-based problems designed to strengthen their competencies through experiential learning.

As part of this collaboration, the Data Hub designed six challenges for fourth- and eighth-semester students in the Computer Science and Data Science programs. These challenges were based on curated and documented datasets from the IFE Data Hub and required students to apply statistical modeling, data visualization, and machine learning techniques according to their level of study.

The real-world challenges addressed included:

- [Student dropout and retention](#)
- [Student profiles linked to social impact projects](#)
- [Motivation and learning profiles to improve concentration](#)



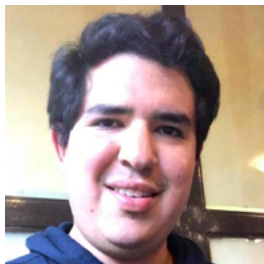
In line with BBI #1 – Future-Ready Universities, this initiative contributes to the transformation of educational models by embedding real-world, data-driven learning experiences into the curriculum, fostering the development of future-ready skills and strengthening the connection between academic training and real-world challenges.

Results

6 Data-driven Challenges Implemented

35 Derived Research Projects

165 Learners Engaged



“ Our collaboration with the IFE Data Hub as an ‘Education Partner’ has been instrumental in elevating the rigor and authenticity of data science education at Tecnológico de Monterrey.

The datasets provided — including a student retention dataset with over 121,000 records and the NPFC-Test multimodal dataset — enabled the design of challenges that go beyond traditional classroom exercises. These are not simplified or pre-cleaned problems, but complex, real-world data scenarios that require critical thinking, methodological rigor, and ethical awareness.

The quality of documentation, particularly the dataset descriptors, allowed students to engage with research-grade data while understanding its context and limitations. Most importantly, this experience shifted our pedagogical approach — from executing predefined tasks to formulating meaningful research questions, translating business problems into technical analyses, and communicating findings with intellectual honesty.

The IFE Data Hub’s commitment to making institutional data accessible for educational purposes has transformed our courses into spaces of genuine scientific inquiry, preparing students not only to use data science tools, but to think as data scientists and researchers.”

Mauricio González Soto

Full Time Professor
Tecnológico de Monterrey (Mexico)

Recognition and Appreciation

The IFE Data Hub's contributions to educational innovation research are made possible through the collaboration of the academic and research community of Tecnológico de Monterrey, as well as partner institutions around the world.

The team deeply recognizes and appreciates the valuable support and collaboration of the following individuals, whose contributions have been essential to the development and impact of this initiative:



- **María de Lourdes Martínez Villaseñor** - Former President, Sociedad Mexicana de Inteligencia Artificial SMIA
- **Hiram Ponce** - President, SMIA
- **Roberto Antonio Vázquez Espinoza de los Monteros** - Vice-president, SMIA
- **Omar Saldivar** - Designer, SMIA
- **Joaquín Rodríguez López** - Research Professor, IFE Europe
- **Mildred Paulina Mendoza Michelena** - Leader of the National Office for Gender and Safe Community, Tec de Monterrey
- **Karla Elizabeth Urriola González** - National Director of Equality, Inclusion, and Belonging, Tec de Monterrey
- **Sonia Elizabeth Castañeda Leija** - Student Liaison and Belonging Coordinator, Tec de Monterrey
- **Ana Luisa Masetto Herrera** - Head of Data Science, Tec de Monterrey
- **Renato Ramírez Díaz** - Director of Analytics and Business Intelligence, Tec de Monterrey
- **Enrique Montemayor Gallegos** - Director of Intelligence and Institutional Information, Tec de Monterrey
- **María Elizabeth Avila Lira** - Intelligence Specialist in Institutional Studies, Tec de Monterrey
- **Esther Lopez Gómez** - Technical Support, Tec de Monterrey
- **Rosa Hilda González Jiménez** - Technical Support, Tec de Monterrey
- **Marcela Ivonne Rodríguez Rodríguez** - Director of School Information and Academic Credentials, Tec de Monterrey
- **Alejandra Yaneth Sandoval Capetillo** - School Systems Operations Coordinator, Tec de Monterrey
- **Erika Alejandra Juárez Ibarra** - Director of Data, Intelligence, and Compliance, Tec de Monterrey
- **Orietta Perni** - National Director of Mentoring and Wellbeing, Tec de Monterrey
- **Paolina Santiago Madero** - Assurance and Evaluation Manager, Tec de Monterrey
- **Pablo Ayala Enriquez** - Director of the Leaders of Tomorrow Program, Tec de Monterrey
- **Jorge Luis Méndez Montoya** - Attraction and Selection Manager, Tec de Monterrey
- **Illiana Gutiérrez Hernández** - CVDP Process Leader, Tec de Monterrey
- **Rafael Rico Camacho** - Data Intelligence Manager, Tec de Monterrey
- **Laurence Bertoux** - Director of Innovation, Tec de Monterrey
- **Alejandro Ismael Guadarrama Zendejas** - Data Intelligence Analyst, Tec de Monterrey
- **Joaquín Campos Barrientos** - Coordinator of Liaison and Professional Development Processes, Tec de Monterrey

- **Alejandro Guajardo Moreno** - IT Infrastructure, Tec de Monterrey
- **Lauro Rubén Rodríguez Bravo** - Systems Administrator, Tec de Monterrey
- **Ismael Valencia Sansores** - Systems Administrator, Tec de Monterrey
- **Ana Lucía Muñoz Gomez del Castillo** - Data Governance Leader – Tecmilenio, Tec de Monterrey
- **Brandon Horacio Chávez Pedraza** - Data Governance Specialist, Tec de Monterrey
- **Ana Cecilia Nandín González** - Data Governance Leader – VPAF, Tec de Monterrey
- **Norma Leticia González Bazaldúa** - Talent Scholarship and Operational Processes Specialist, Tec de Monterrey
- **Ana Sofía Villareal Dena** - Talent Generalist, Tec de Monterrey
- **Mayra Alejandra Orozco Flores** - Talent Acquisition Specialist, Tec de Monterrey
- **Enrique Alejandro García Ceja** - Research Professor, Tec de Monterrey

Special Thanks to our Partners



Novus Experimentation

Novus is an initiative designed to strengthen and promote a culture of educational innovation among faculty members. 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 2025 period, Novus 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 were aligned with urgent educational challenges, including lifelong learning, 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 core competencies: educational innovation, research skills, project management, academic adaptability (resilience), and engagement. By enabling faculty to navigate implementation barriers and connect their innovations with research and publication, Novus supports both individual growth and institutional transformation.

Novus also acts 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

114 Mentored Projects

55 Concluded Projects
59 Projects in Implementation

459 Impacted Professors

52 Scopus Publications

27 Articles
22 Conference Papers
3 Book Chapters

15,238 Impacted Learners

Highlighted Projects

Novus 2023 Experimentation Completion

During 2025, 55 projects from the Novus 2023 cohort successfully completed their experimentation cycle, representing 98% of the initially selected projects.

As part of the IFE Conference held in January 2026, an awards ceremony recognized the achievements of this cohort. University authorities presented distinction certificates to seven projects ranked among the top 10% for their impact and innovation.

The successful completion of the 2023 cohort marks a significant step toward consolidating a community of faculty capable of addressing current educational challenges while driving more relevant, high-quality learning experiences for their students.

Results

55 Concluded Projects

4,276 Impacted Learners

246 Impacted Professors

181 Impacted Courses



In line with BBI #1 – Future-Ready Universities, this initiative contributes to the strengthening of faculty capabilities and innovation in teaching practices within higher education.



Novus 2025 Call for Proposals

In March 2025, the Novus Call for Proposals was launched to identify and support a new cohort of faculty committed to transforming education through innovation.

Throughout the call period, participating professors were equipped with tools and guidance to design projects focused on enhancing teaching and learning processes, fostering more effective and dynamic educational practices.

Following a rigorous peer-review process, 55 proposals were selected from a total of 246 submissions to form the Novus 2025 cohort.

As part of the Novus model, selected faculty engaged in structured training and mentorship processes aimed at strengthening their capabilities to implement impactful educational innovations. These efforts ensure that projects are not only conceptually strong but also effectively executed in real classroom settings.



In line with BBI #1 – Future-Ready Universities, this initiative strengthens faculty capabilities to design and implement innovative educational practices.

Novus Triada

Novus Triada is a collaborative funding initiative that brings together three leading universities in Latin America: Pontificia Universidad Católica de Chile, Tecnológico de Monterrey, and Universidad de los Andes.

Its objective is to promote a culture of evidence-based educational innovation across the region while strengthening collaboration among these institutions.

In 2025, the Novus Triada Call for Proposals focused on identifying technological and pedagogical innovations to be implemented across the three partner universities.

Following a rigorous peer-review process, 3 projects were selected from 23 proposals to form the Novus Triada 2025 cohort, marking a step toward building a shared innovation ecosystem in Latin American higher education. Laying the foundation for cross-institutional innovation models in Latin America.



In line with BBI #1 – Future-Ready Universities, strengthens regional collaboration and promotes innovation in higher education across institutions.

Results

246 Proposals

55 Selected Projects

Results

23 Proposals

3 Selected Projects

In-Depth Projects

SKILIKET- Science Knowledge Initiatives for Learning by Innovation: Kit for Empowerment based on Technology



SKILIKET is an educational innovation initiative led by the School of Architecture, Art and Design at Tecnológico de Monterrey, involving a multidisciplinary team of over 15 professors. The project aims to strengthen learners' ability to reason in complex, real-world contexts, particularly in addressing environmental challenges.

By integrating Internet of Things (IoT) technologies with Inquiry-Based Learning and a Citizen Science approach, SKILIKET enables learners to actively engage in the collection and analysis of socio-environmental data. Through hands-on experiences using measuring devices and a mobile application, students gather quantitative and qualitative information to co-create solutions to real environmental problems. During its implementation, the initiative reached 210 learners, fostering not only technical and analytical skills but also environmental awareness and a culture of sustainability.

The project has also contributed to academic knowledge generation, with several publications co-authored by faculty and students, including contributions indexed in IEEE Xplore and participation in international conferences such as the IEEE Integrated STEM Education Conference at Princeton University. In addition, the first SKILIKET Symposium on Citizen Science and Socio-Ecological Awareness brought together 30 student-led proposals from six academic schools, demonstrating the scalability and cross-disciplinary potential of the model.



In line with BBI #1 – Future-Ready Universities, applies innovative, technology-enhanced learning models to address real-world challenges in higher education.

Results

210 Impacted Learners

+15 Faculty Engaged

30 Student-led Proposals

1 Symposium Conducted

2 Indexed Publications

9 Academic Publications



“SKILIKET is a project with strong potential for scalability. Its goal is to expand across multiple campuses and generate greater impact on students' learning experiences.”

David Sánchez Ruano

Professor

Tecnológico de Monterrey, Guadalajara Campus (Mexico)

Recognition and Appreciation

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

- **Daniela González Quiroz** - Director of projects of the global affairs VP, Tec de Monterrey
- **Héctor Ríos Quiroz** - Director of CEDDIE Monterrey Region, Tec de Monterrey
- **Triana del Castillo Sierra** - Leader of Strategic Communications and Institutional Positioning, Tec de Monterrey
- **Verónica Pérez Aguirre** - Leader of AI Training and Continuing Education, Tec de Monterrey
- **Wendy Martínez Chapa** - IT coordinator, Tec de Monterrey



Impact Measurement

This initiative generates evidence to validate educational innovations, optimize implementation processes, and support data-informed decision-making across learners, faculty, institutions, and partner organizations. Between February 2025 and February 2026, the team advanced a diverse portfolio of projects focused on adaptive learning, AI-enabled assessment, student wellbeing, educational pathways, and strategic consulting initiatives.

By combining experimental, quasi-experimental, mixed-methods, and user-centered evaluation approaches, the initiative helps partners understand not only what works, but also for whom, under what conditions, and how innovations can be improved and scaled. During this period, the area strengthened its role as a bridge between innovation and research by supporting live pilots, deploying evaluation instruments, delivering strategic reports, and launching collaborations such as Supérate with Fundación BBVA.



Results

30

Active Projects in the
2025–2026 Portfolio

8

Specialists Collaborating
Across Projects

+1,500

Participants
Engaged

3

AI Solution Assessments
Conducted

17

Institutions Supported Through
Data Driven Decision

7

External Projects
Implemented

In-Depth Projects

Gender Gap in Women's Professional Trajectories

Developed by Dr. David Santamaría Cid de León, Karla Edith Martínez Álvarez, and Dr. Luis Portales Derbez, this study builds on 13 years of institutional evidence identifying persistent salary gaps between male and female graduates at Tecnológico de Monterrey and explores how gender inequalities manifest across women's professional trajectories beyond compensation alone.

The qualitative research, conducted between March and November 2025, included 48 life-history interviews with female graduates at different career stages, ranging from recent graduates to professionals with more than 15 years of experience.

Findings revealed that female graduates experience various forms of gender gaps throughout their professional careers that are not limited to salary differences.

Key Findings

Female educational background is questioned, in contrast to the treatment received by their male peers with similar trajectories.

They are consistently underestimated in their abilities, credentials, positions, and academic degrees.

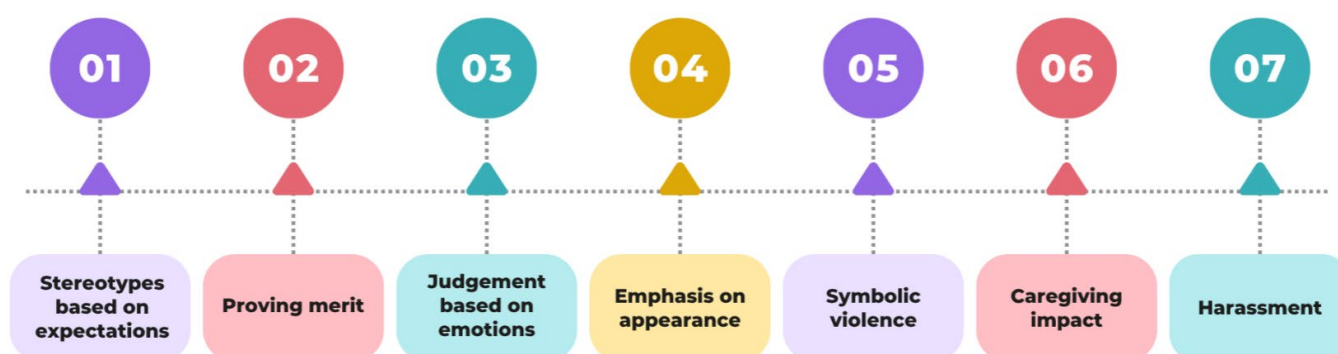
They are subjected to symbolic violence that erases their merit and pushes them to prove themselves more frequently than men.

Caregiving and family formation decisions significantly shape women's career continuity and advancement.



In line with BBU #1 – Future-Ready Universities, this project strengthens evidence-informed institutional transformation through research on gender equity, inclusion, and women's professional development trajectories.

Identified Manifestations of the Gender Gap among Tec de Monterrey Graduates



Uses and Perceptions of Generative Artificial Intelligence in Mexican Higher Education (ENIAG 2025)

Developed by Elvira G. Rincón-Flores, Lizette Martínez Cardiel, and Luis Portales Derbez, this study was conducted in collaboration with Tecnológico de Monterrey, FLACSO, UNAM, Universidad de Guadalajara, Metropolitan Autonomous University, Anahuac University, COLMEX, ANUIES, and the Interinstitutional Observatory of Artificial Intelligence in Higher Education in Mexico, under the mandate of the Ministry of Public Education through the Undersecretariat of Higher Education.

Conducted between September and December 2025, ENIAG 2025 (National Survey on Generative Artificial Intelligence) analyzed the uses, perceptions, adoption barriers, ethical considerations, and training needs related to generative artificial intelligence in higher education institutions across Mexico.

The study gathered responses from students and faculty members nationwide through a census-based, non-probabilistic approach involving higher education institutions throughout the country.

Findings contributed to the Ministry of Public Education's development of institutional recommendations for the ethical, critical, and purposeful use of generative artificial intelligence in higher education.

Key Findings

9 out of 10 students and faculty members are familiar with generative AI

More than 60% use generative AI on a regular basis

8 out of 10 students use generative AI for text generation

7 out of 10 participants report improvements in academic performance

Programs related to Information and Communication Technologies (ICT) report the highest perceived impact of generative AI

Private universities report higher preparedness levels than public institutions



In line with BBI #1 – Future-Ready Universities, this project strengthens evidence-informed institutional transformation by analyzing the adoption, perceptions, and ethical implementation of generative artificial intelligence across higher education institutions in Mexico.

Results

2,900 Higher Education Institutions Invited

+1.1M Student Responses Analyzed

+ 133K Faculty Responses Analyzed

9/10 Participants Familiar with Generative AI

+60% Regular Generative AI Usage

10 National Recommendations Informed

Strategic Collaboration with Fundación BBVA: Supérate Platform Transformation



Through a strategic collaboration with Fundación BBVA, the Impact Measurement initiative supported the evolution of Supérate, a free digital educational platform designed to expand learning opportunities for learners and teachers across Mexico.

The collaboration focused on strengthening the platform through three complementary studies centered on strategic transformation, student impact evaluation, and teacher digital competency development.

[Click here to learn more](#)

Platform Assessment & Strategic Transformation

Led by Elvira G. Rincón-Flores, Impact Measurement Researcher at the Institute for the Future of Education, this project evaluated Supérate as an educational ecosystem in order to strengthen its pedagogical value, user experience, technological architecture, and strategic positioning.

The project included impact analysis, usability studies, benchmarking of leading educational platforms, and the identification of opportunities related to artificial intelligence, adaptive learning, learning analytics, and personalized educational experiences. These findings were translated into a strategic implementation roadmap designed to improve scalability, personalization, and long-term platform evolution.



Rumbo a la Uni Impact Evaluation

Led by David Santamaría Cid de León, this project evaluated the impact of Supérate Rumbo a la Uni pathway on students in upper-secondary education and their transition into higher education.

Using a quasi-experimental and mixed-methods evaluation framework, the study analyzed vocational alignment, admission preparedness, career exploration, social mobility indicators, and student readiness throughout the university access journey. The project established a robust evidence-based framework to better understand student progression, persistence, and educational transition outcomes.



Teacher Digital Competencies Pathway

Led by Isolda Castillo and Dayanis Tamayo, this project focused on strengthening the teacher dimension of Supérate through the creation of a structured digital competency pathway.

Personalized and modular learning routes were designed for teachers, integrating educational technology, classroom innovation, and competency-based approaches. The work included pilot implementations, post-pilot evaluations, and evidence collection to assess the impact of technology integration on teaching practices and student learning experiences.

The project resulted in a dual value proposition: a formative pathway that develops teachers' competencies through structured learning, and a consultative pathway that offers practical tools and pedagogical support for classroom use.

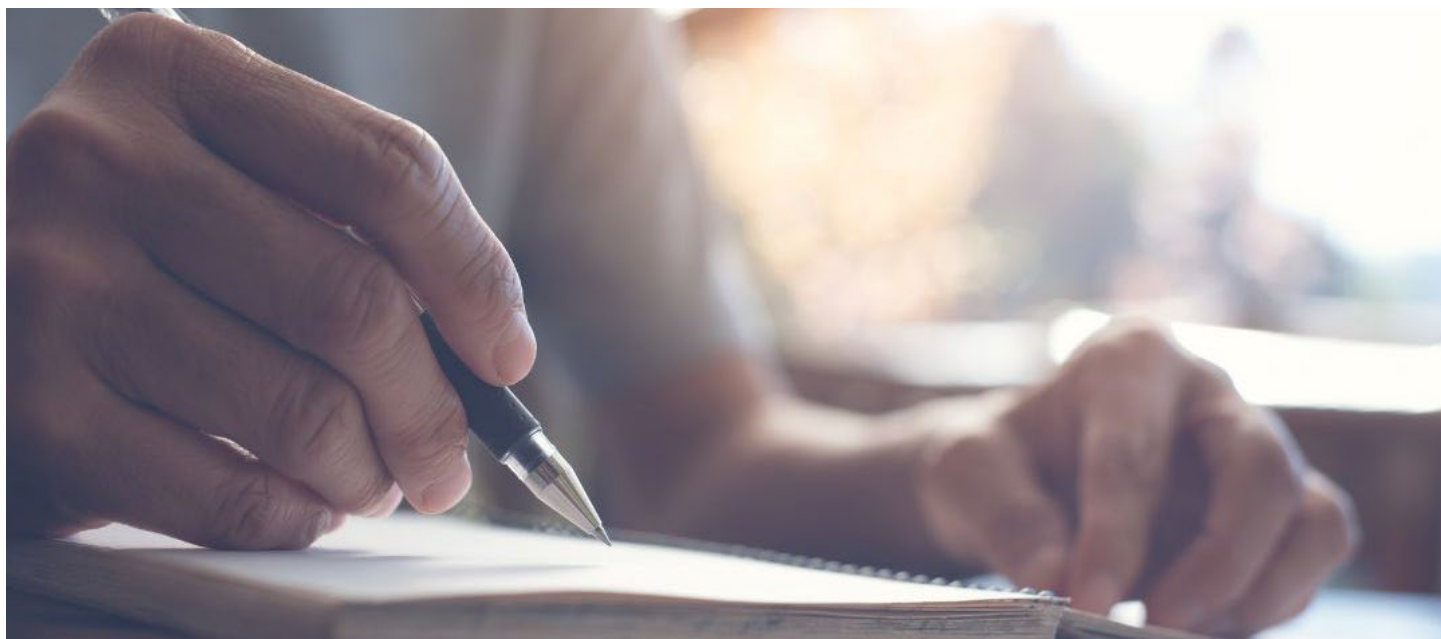


In line with BBI #1 – Future-Ready Universities, this strategic collaboration strengthened evidence-based educational transformation through adaptive learning, impact evaluation, teacher competency development, and personalized educational pathways designed to support student success and social mobility.

Results

Strategic collaboration established with Fundación BBVA	Teacher digital competency pathways designed and evaluated
3 integrated transformation and evaluation projects developed	Student transition and social mobility indicators analyzed
Evidence-based educational transformation framework implemented	Personalized educational and vocational pathways strengthened
Adaptive learning and AI opportunities identified for platform evolution	Long-term scalability and platform sustainability roadmap developed

Writing Lab



Writing Lab is an initiative within the Institute for the Future of Education dedicated to strengthening the culture of research in educational innovation and enhancing the academic output of faculty members at Tecnológico de Monterrey.

Its mission is to break barriers to knowledge production and foster a strong research culture through collaboration, supporting faculty in developing high-quality academic work and contributing to the advancement of educational innovation.

During this period, Writing Lab focused on increasing awareness of its services and promoting the importance of publishing in high-impact academic journals.

Results

153 Journal Papers

74 First-Time Conference Attendance

480 Conferences

11 First-Time Journal Publications

286 Trained Faculty

820 Impacted Authors

Highlighted Projects

Ten-Week Research Paper Writing & Group Mentoring Program

This program is designed to strengthen faculty members' academic writing skills and advance their research papers toward publication.

Whether they are first-time authors or experienced researchers refining manuscripts after journal feedback, participants engage in a structured, hands-on process that combines expert mentoring, peer support, and weekly milestones to guide the development of a complete, submission-ready manuscript.

By the end of the program, participants have a full paper ready for submission and a deeper understanding of the academic publishing process—from structuring and formatting to navigating submission protocols and responding to reviewer feedback.

This program plays a key role in strengthening faculty research capabilities by enabling participants to move from early-stage ideas to submission-ready academic work.



Workshop Highlights:

- Orientation & Research Foundations
- Literature Review
- Research Methodology
- Data Collection & Sampling
- Data Analysis & Statistics
- Results & Discussion
- Abstract, Conclusion & Referencing
- Integration & Submission Preparation



In line with BBI #1 – Future-Ready Universities, this initiative contributes to strengthening faculty research capabilities and advancing evidence-based educational innovation, supporting the transformation of teaching and learning practices in higher education.

Results

25 Faculty Trained in the First Cohort

In-Depth Projects

Mentorship Program



Writing Lab follows a structured mentorship model to support the development of research and academic writing capabilities among faculty members. The process begins with the submission of a project proposal, which is evaluated by a coordinator who then assigns an appropriate mentor. The mentorship plan includes a timeline of 6–12 months, during which weekly meetings are held to discuss progress. The training process is divided into four phases:

1. Research design and analysis
2. Writing and review, focusing on the IMRaD structure
3. Selection of appropriate conferences/journals
4. Submission of the research to journals/conferences

Necessary elements such as the list of authors, target journals/conferences, indexing information, and keywords are meticulously prepared. The mentor also provides support for English editing and open access requirements.

In the revision phase, the mentor helps address reviewers' comments and supports resubmission if necessary. In case of rejection, records are updated with the journal/conference name; in the event of acceptance, publication details and any required Article Processing Charges (APC) are recorded.

For collaborative learning projects, additional emphasis is placed on interpreting results and selecting high-impact publication venues. As with mentorship, collaboration involves regular progress reports, quality assurance, and follow-ups until the research is published or presented.

Mentorship and collaborative projects are formally concluded once all goals are met, including successful publication or conference presentation, ensuring comprehensive support from proposal to final acceptance.



In line with BB1 #1 – Future-Ready Universities, this initiative strengthens faculty research and academic writing capabilities, contributing to the development of higher education institutions.

Results

3 Writing Lab Research Mentors

25 Direct Mentees



“ Through comprehensive mentoring of undergraduate students, I have actively sought to promote research and educational innovation within my department. As part of this effort, I lead the Mentoring Research and Innovation Ecosystem (EIIME), an initiative whose main objective is to strengthen the intellectual dimension of the student mentoring team by fostering a culture of collaboration, professional development, research, and innovation.

To further this objective, I have promoted strategic collaborations with the Writing Lab, organizing workshops and training sessions aimed at strengthening the academic writing skills of mentors and advisors. These activities have enabled the team to feel better prepared to write articles, present papers, and document their best educational practices, thus contributing to consolidating a research culture within the department.

This collaboration has strengthened the research ecosystem by motivating more mentors and advisors to initiate research projects and document their student mentoring experiences. As a result of this process, together with my Writing Lab mentor, Catalina Olivas, I worked on a project that was accepted for presentation and publication at the 27th European Conference on Knowledge Management.

Overall, the mentoring and collaboration with the Writing Lab have broadened the scope of my work, strengthening my leadership in educational research and innovation initiatives and contributing to the development of a more active academic community within the mentoring and well-being department of the LIFE (Leadership and Student Training) School.”

Ana María Pinilla

Professor
Tecnológico de Monterrey (Mexico)





“ The mentorship experience contributed significantly to my development as a researcher and urban planner.

I am a graduate of the Bachelor of Urbanism program at Tecnológico de Monterrey, in the School of Architecture, Art, and Design. Currently, I work in urban planning research and consultancy. In 2024, I joined the Writing Lab mentorship program as a mentee under the supervision of Asad Abbas.

My research focuses on the moderating effects of loneliness on the relationship between urban green spaces and quality of life among adults, especially university students in Monterrey. It explores the growing concern around loneliness and its impact on social interactions, examining how this issue shapes individuals' experiences of urban green spaces and influences the overall quality of life of young adults. This project allowed me to connect theoretical knowledge with a research-oriented perspective on how urban environments influence human well-being.

The mentorship environment encouraged me to explore research topics within the broader field of urban studies while developing a strong academic foundation. Through mentorship, I learned to apply moderation and correlation analysis in academic research. During this period, I also attended a summer school at Tongji University in Shanghai, China, within the College of Architecture and Urban Planning (CAUP), focused on resilient cities. The program included developing an urban design proposal to redesign Fuxing Island, complementing my research interests in how urban green spaces can transform cities.

Overall, the Writing Lab mentorship experience contributed significantly to my development as a researcher and urban planner. It provided a collaborative environment that encouraged intellectual curiosity and methodological rigor, reinforcing my interest in studying the social dimensions of urban environments and the role of urban planning in improving quality of life in contemporary cities. As a result of direct mentorship, I was able to publish my research work in a Q1 journal.”

Miguel Ortiz Díaz

Graduate

Tecnológico de Monterrey (Mexico)

Recognition and Appreciation

Writing Lab collaborated with an amazing team of experts in preparation of IFE Conference 2026. As part of the Editorial Committee, each member contributed their expertise to guarantee the quality of presentations and the final publication by Springer.

- **Francisco José García Peñalvo** - Universidad de Salamanca
- **Gustavo Alves** - Instituto Politécnico de Porto
- **Manar Alkhatib** - The British University in Dubai
- **Sonsoles López- Pernas** - University of Eastern Finland
- **Ángel Fidalgo Blanco** - Instituto Politécnico de Madrid
- **Florencia Gómez Zaccarelli** - Pontificia Universidad Católica de Chile
- **Juanjo Mena** - Universidad de Salamanca
- **Jorge E. Valdez-García** - Tec de Monterrey
- **Gang Zhu** - East China Normal University
- **Elissavet Lykogianni** - The Square Dot Team
- **Osmar Arandia** - Tec de Monterrey
- **Marisol Ramírez Montoya** - Benemérita Escuela Normal de Coahuila
- **Antonio Martínez Arboleda** - University of Leeds
- **Carina Soledad González González** - Universidad de La Laguna



IFE Europe



IFE Europe aims to promote lifelong learning and enhance higher education practices through research-based equity initiatives, in collaboration with European research teams.

It generates practical knowledge to support the transformation of higher education and lifelong learning systems. Its efforts include advancing training processes that strengthen both individual and institutional capacities across diverse contexts.

In addition, IFE Europe fosters collaboration among academia, industry, civil society, and policymakers to collectively address key educational challenges.

During this period, its main priorities included strengthening the research team, ensuring the efficient use of initial funding, generating knowledge from ongoing projects, and securing resources to support future initiatives.

Learn more at:

[IFE Europe](#)

Results

4 Funded Research Projects

5 International Events Organized

3 Consultancy Projects

+200 Event Attendees

+9M (MXN) for Research Funding

13 Scopus-Indexed Publications

Highlighted Project



Educational resources in the Age of Artificial Intelligence: Inclusion, Equity and Access

The international event aimed to bring together stakeholders from the Ibero-American context to discuss the challenges and opportunities posed by artificial intelligence in the creation and use of educational resources.

It convened policymakers, civil society representatives, industry stakeholders, researchers, and higher education students, fostering dialogue across sectors.

As a result, the event contributed to strengthening collaboration among key actors in the educational innovation ecosystem, promoting shared understanding and joint approaches to advancing inclusion, equity, and access in the age of artificial intelligence.



In line with BBI #1 – Future-Ready Universities, this initiative fosters multi-stakeholder dialogue on the role of artificial intelligence in advancing inclusion, equity, and access in higher education.

Results

5 Countries

+80 Attendees



Maker Women STEM

This project is an initiative funded by the Erasmus+ Capacity Building in Higher Education programme. It aims to expand women's access to STEM careers in Latin America through Maker-based methodologies.

The initiative involves institutions from Finland, Germany, Spain, Mexico, Colombia, and Ecuador, and is expected to benefit more than 500 women across Colombia, Mexico, and Ecuador.

Within this project, IFE Europe plays a key role in generating and disseminating scientific knowledge, as well as in building a global network of women committed to promoting access to STEM careers.



In line with BBI #1 – Future-Ready Universities, this initiative promotes inclusive access to STEM education and supports the participation of women in higher education and emerging fields.

Results

2 Scientific Articles Published

8 Conference Participations

+2,000 Website Visits

In-Depth Projects

IberoAmerican GOGN HUB



The Ibero-American GOGN Hub aims to strengthen a regional network of researchers in Ibero-America working on Open Educational Resources (OER), fostering collaboration and knowledge exchange across institutions.

The project brings together experts from 13 countries and is supported by five UNESCO Chairs, reinforcing its international scope and academic relevance.

During this period, the initiative organized virtual and in-person events across Europe and Latin America, contributing to the mapping of doctoral

Results

7 Countries Reached

4 Events Organized

+100 Participants Engaged

37 New Hub Members

5 Participation in Conference

programs in the field and the generation of scientific outputs.

As part of these efforts, three virtual webinars and one in-person workshop were held in Monterrey, engaging emerging researchers from seven countries in the region. These activities strengthened collaboration among participants and contributed to the consolidation of a growing research community focused on open education.

Learn more at: go-gn.net



In line with BBI #1 – Future-Ready Universities, this initiative strengthens international research collaboration and promotes the development of open education practices across higher education institutions.



“ My participation in the GO-GN Ibero-American Hub has not only challenged my research, but has also allowed me to reflect on my identity as an educational researcher.

Through this experience, I was able to open a dialogue between open education and open science approaches and my doctoral research. Through various activities, a community of researchers was built, where reflection and collective construction around open education helped me better understand how to integrate these approaches into my work.

As a result, I was able to recognize the potential of my research to contribute to the development of a teacher training methodology that goes beyond the scope of my study. Based on this experience, I have taken on the challenge of creating open, high-quality processes and products aimed at strengthening teacher training practices that are sustainable, replicable, and adaptable to Latin American contexts.

I am especially grateful to the people who lead and participate in the GO-GN Hub. They engaged with my work with openness and generosity, providing thoughtful feedback with empathy and warmth. This experience has not only challenged my research, but has also allowed me to reflect on my identity as an educational researcher.”

Cecilia Ferreyra

Doctoral Researcher
Universidad de Deusto (Spain)

Enhancing Open Education through Artificial Intelligence for Lifelong Learning (OE-AI)

The project seeks to design and implement a framework for integrating artificial intelligence into the processes of creating, personalizing, and governing Open Educational Resources. It aims to promote sustainable and equitable tools for lifelong learning.

In addition, toolkits will be developed to enable educators, policymakers, and technology developers to adopt the framework and integrate it into their operational models.

The project brings together researchers from six countries across Europe and Latin America.

Results

1 Framework Report

2 International Workshops

1 Conference Proceedings



In line with BB2 – Skills Ecosystems, this initiative supports the development and scaling of open, skills-oriented learning ecosystems through AI-enabled tools and frameworks.



“ Participating in the project ‘OE-AI: Enhancing Open Education through Artificial Intelligence for Lifelong Learning’, in collaboration with IFE Europe, is particularly relevant because it provides the opportunity to establish a strategic dialogue between Europe and Latin America on the digital transformation of Open Education.

This international collaboration allows us to compare approaches, share regulatory and technological frameworks, and build interoperable solutions with global reach, strengthening academic networks focused on sustainable educational innovation based on the public good.

My participation is grounded in my role as a UNESCO Chair in Open Education and my background in computer science, with a specialization in semantic information systems. Throughout my career, I have contributed to the development of tools, conceptual frameworks, and sustainable practices aimed at consolidating Open Education ecosystems based on Open Educational Resources (OER), while promoting equitable access to knowledge and academic collaboration.

In this context, the integration of artificial intelligence represents a strategic opportunity to strengthen these principles from a rigorous and ethically responsible technical perspective.”

Regina Motz

Full Professor
Universidad de la República (Uruguay)

Academic Consultancy: IFE – Mondragon University

Since August 2024, IFE has collaborated with Mondragon University's Business School (MyGADE) on an academic consultancy focused on the development and assessment of personal (soft) skills. This initiative strengthens student formation through its alignment with Dual and Dual+ education models, which integrate students into professional environments from early stages. The project began with a diagnostic phase involving faculty, program leaders, industry mentors, and students, followed by targeted workshops to support faculty in designing strategies for the development and assessment of these skills in the classroom.

In its current phase, an evaluation instrument has been implemented to measure progress at different stages of the academic term (2025–2026), enabling continuous improvement and evidence-based decision-making. The model is expected to be replicated across future courses, contributing to the consolidation of a longitudinal approach to personal skills development and assessment. Additionally, an academic publication based on the project is currently in progress.



In line with BBI #1 – Future-Ready Universities, this consultancy strengthens higher education institutions by developing innovative models for the assessment and integration of personal skills into academic programs, supporting evidence-based decision-making and continuous improvement in teaching and learning processes.



Estibaliz Hernandez

Business Admin. Degree
Coordinator
Mondragon Unibertsitatea (Spain)

Siv Bermeosolo

Lecturer
Mondragon Unibertsitatea (Spain)

Leire Elgarresta

Lecturer and Ph.D.
Candidate in "Performance of
Joint Venture Partners"
Mondragon Unibertsitatea (Spain)

Monica Gago

Professor and Researcher
Mondragon Unibertsitatea (Spain)

Olatz Diego

Lecturer and Researcher
Mondragon Unibertsitatea (Spain)

“ Our collaboration with the Institute for the Future of Education has been fundamental in strengthening the Personal Traits model in the Business Administration and Management programme (myGADE) at Mondragon Unibertsitatea.

Through an in-depth qualitative analysis involving faculty, students, mentors, and bidaides (figures who support students within the university and in the Dual company model), IFE has been able to accurately identify both the strengths and areas for improvement in our current assessment system. This intervention is enabling us to evolve toward a more explicit and intentional process for developing and learning essential skills such as teamwork, analytical thinking, and proactivity.

We particularly value this experience due to the implementation of an impact measurement tool, which allows us to track students' progress in each trait in a tangible and timely way. Access to this data in real time has been a key added value, as it enables us to adjust our teaching strategies as we go—reinforcing what works and adapting what is needed to foster learning environments where students actively experiment, interact, and construct meaning.

The work led by Elvira G. Rincón-Flores has not only clarified operational challenges in assessment, but has also provided us with innovative pedagogical tools. This contribution is essential in equipping faculty and bidaides with stronger resources, ensuring that the comprehensive development of students holds a meaningful and consistent role within our educational model.”

Recognition and Appreciation

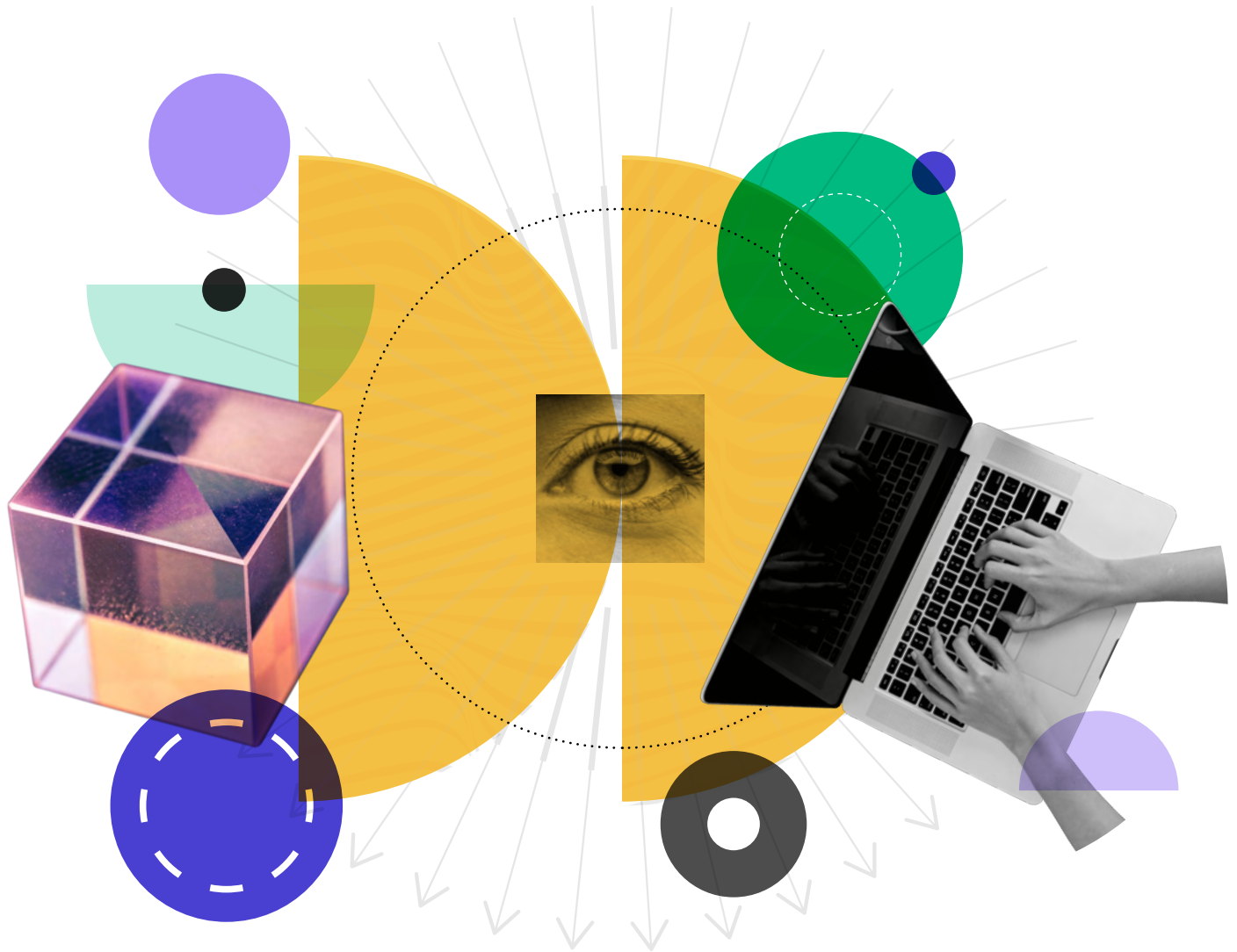
This year has been fundamental in strengthening IFE Europe's partnerships, enhancing collaboration, and advancing research for educational transformation. In particular, the support and collaboration of key individuals have been essential in enabling us to advance and consolidate our research projects, dissemination activities, and engagement with society:

- **Vicente Atxa** - Rector, Mondragon Unibertsitatea
- **Javiera Atenas** - Senior Lecturer, University of Suffolk
- **Colin de la Higuera** - Professor, Nantes Université
- **Federico Malpica** - Director, Instituto Escalae
- **M^a Dolores Vivas** - Director of Innovation in Education, Universidad Alfonso X el Sabio
- **Francisco Iniesto** - Researcher, Universidad Nacional de Educación a Distancia
- **Iñaki Larrea** - Director of Research, Faculty of Humanities and Education Sciences, Mondragon Unibertsitatea
- **Lander Beloki Mendizabal** - Dean, Faculty of Business, Mondragon Unibertsitatea
- **Mireia Gali** - Institutional Coordinator ECIU University, Universitat Autònoma de Barcelona
- **Alicia Berlanga** - Cluster Manager, EduTECH Clúster

Special Thanks to our Partners



Entrepreneurship and Technology Transfer



Initiatives

- IFE Launch
- IFE EdTech Transfer
- TecPrize



Entrepreneurship and Technology Transfer

The IFE EdTech Hub is a collaborative space, both physical and virtual, that brings together startups, companies, investors, universities, and talent to drive entrepreneurship, research, and co-creation in education.

It operates as a centralized ecosystem designed to accelerate ideas, enable meaningful networking, provide mentorship, and develop technological and social solutions to the challenges facing higher education and lifelong learning.

Through its initiatives, the IFE EdTech Hub promotes entrepreneurship by bringing ideas to life and supporting the digital transformation of universities and organizations, with a strong focus on generating social and economic impact in response to today's educational challenges.

Initiatives:

- IFE Launch
- TecPrize
- IFE EdTech Transfer



Results

29 Involved Startups in our Programs

10 TecPrize Finalists

9 Startups in IFE Launch Accelerator

10 GESAwards LATAM Finalists

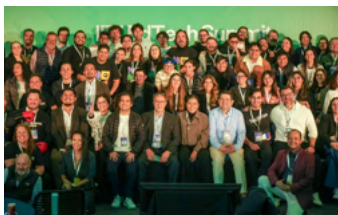
250 Students participating in DigiEduHack

+300 Applicants to the programs

+7M Secured Investment by Startups

+4M Impacted Learners

Highlighted Projects



IFE EdTech Summit

The IFE EdTech Summit is an event held as part of the IFE Conference, aimed at connecting entrepreneurs, startups, investors, and experts from the EdTech sector. It serves as an annual gathering that brings together the EdTech entrepreneurship ecosystem in Latin America.

Throughout the year, the initiative engages with global stakeholders across different events, culminating each January in a flagship convening that fosters collaboration, knowledge exchange, and networking.

[Learn more here](#)



This initiative is primarily aligned with BBI #2 – Skills Ecosystems, as it connects EdTech ecosystem and foster collaboration across sectors. It also contributes to BBI #1 – Future of Universities by promoting innovative solutions that support the transformation of higher education.

Results

+1000 Participants

+20 Investors

+30 Startups

+75 International Speakers

13 Sponsors



DigiEduHack

DigiEduHack is a global hackathon organized by the European Commission that aims to develop innovative solutions to educational challenges and transform learning processes.

In 2025, Tecnológico de Monterrey, through its Business School and the Institute for Entrepreneurship Eugenio Garza Lagüera, in collaboration with IFE, hosted the hackathon simultaneously and in person across six campuses (Monterrey, Mexico City, Guadalajara, Queretaro, Puebla, and Chihuahua).

The initiative achieved a major milestone with a Global Winner: an AI-powered web application designed to promote social mobility through education in vulnerable communities, developed by students from the Puebla campus. In just 48 hours, they created “Pathways,” a proposal that also won the Beginners category at the regional competition.

digieduhack.com



This initiative is aligned with BBI #1 – Future-Ready Universities, as it generates innovative solutions that address real-world educational challenges

Results

250 Impacted Learners

50 Developed Solutions

70 Mentors

6 Local Winners

1 Global Winner



GES Awards

The Global EdTech Startups Awards (GES Awards) is the world's largest EdTech competition and community, with partners across six continents and a network of more than 6,000 startups from over 130 countries.

Tecnológico de Monterrey organized the call and the LATAM semifinal, from which two EdTech startups represented the region at the World Final in London.

In the latest edition, two startups were recognized as winners:

- CBOARD (Argentina) – Best EdTech for Social Impact
- IncluEdu (Peru) – Best EdTech for Female Founder

www.globaledtechawards.org



This initiative is aligned with BBI #2 – Skills Ecosystems, as it strengthens the global EdTech entrepreneurship ecosystem by supporting startups, fostering innovation, and connecting key stakeholders across regions.

Results

10th Edition

180 Applications

2 Global Winners

IFE Launch

IFE Launch is the first EdTech accelerator in Latin America. Designed to address the most pressing challenges in higher education and lifelong learning, the program provides a comprehensive set of resources, mentorship, and exposure to support startups in validating their technology, accelerating growth, and securing investment.

For the 2025 edition, nine international startups were selected from Canada, Chile, Colombia, Ecuador, Mexico, Peru, and the United States.



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

Participants in this cohort benefited from:

- Connection to Monterrey's Innovation District, including a two-month residency with access to universities, key areas of Tecnológico de Monterrey, and leading companies in the region.
- Access to IFE Conference, the leading educational innovation event in Latin America.
- Visibility at the IFE EdTech Summit, connecting startups with investors and experts in educational innovation.
- Training with Silicon Valley experts, focused on investment readiness, product development, and business metrics.
- Immersion week in Mexico City, fostering connections with the local investment ecosystem.
- Technology experimentation, enabling startups to test their solutions with faculty and students at Tecnológico de Monterrey.

Cohort 2025

- **Aurora Pixel Studio** | Sebastian Alba, Colombia
- **Comuhack** | Mayra Lazaro, Peru
- **Concora** | Fátima Gaytan, Mexico
- **Mic&Pose** | Valentina Salazar, Colombia
- **Muyu Education** | Martina Flor, Ecuador
- **Percruit** | Eliana Meneses, U.S.A.
- **TimelyGrader** | Chris Dul, Canada
- **UDocz** | Carlos Effio, Peru
- **Ulern** | Camilo Espinoza, Chile



This initiative is aligned with BBI #2 – Skills Ecosystems, as it accelerates EdTech startups, strengthens entrepreneurial capabilities, and fosters connections across the education innovation ecosystem.

Results

180 Applications

\$2.7M (USD) Secured Investment

2.1M Impacted Learners

+40 Awarded Prizes

In-Depth Projects

IFE Launch 2025 Startup: uDocz



Universities across Latin America face increasing pressure to improve student performance, retention, and academic experience while operating with limited faculty capacity and growing demand for personalized learning. uDocz addresses this challenge through an AI-powered academic support platform designed specifically for higher education.

As the largest university-focused learning platform in Latin America, uDocz serves more than 4 million students monthly and integrates into institutional learning environments such as Canvas, Blackboard, Moodle, and Brightspace. Its AI-powered tools support both students and faculty by enabling personalized learning, identifying learning gaps, and improving instructional consistency across courses.

Through its implementation in partner institutions, uDocz has demonstrated measurable impact on student outcomes and operational efficiency. The platform has also gained international recognition, including selection by the World Bank and backing from GSV Ventures, further validating its scalability and relevance in the EdTech ecosystem.

Learn more at: www.udocz.com

Results

+4M Monthly Active Students

30% Improvement in Final Course Grades

70% of Students Reported Improved Academic Performance

85% Increase in Student Confidence

70% Adoption Rate within First 6 Weeks

10 Hours/Week Saved per Instructor

88 Public Schools Reached (Peru Deployment)

5,000 Learners Impacted

400 Teachers Impacted



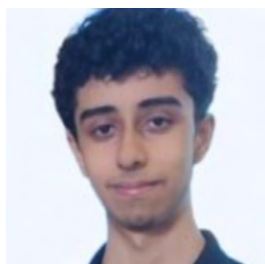
Through its acceleration programs, IFE contributes to BBI #1 – Future-Ready Universities by enabling the growth of EdTech solutions like uDocz, which are transforming teaching and learning processes in higher education.



“ The AI tutor developed by uDocz provides 24/7 academic support for students, helping them resolve doubts and prepare for assessments. During the first phase of implementation at Norbert Wiener University, we observed improvements in learning outcomes, higher course pass rates, and a reduction in student dropout, confirming the potential of AI as a powerful ally in higher education.”

Oswaldo Sifuentes Bitocchi

Vice Rector for Academic Affairs
Norbert Wiener University (Peru)



“ I identified courses such as mathematics, programming, and accounting as some of the most challenging in my academic journey. Like many students, my study routine

relied mainly on class presentations and a limited number of exercises, which did not always provide enough opportunities for deeper practice.

This changed when I incorporated Doc, the AI tutor developed by uDocz, into my study routine. Instead of simply reviewing materials, I was able to practice intensively, generate exercises tailored to my level, gradually increase difficulty, and receive immediate feedback within the context of the course. This allowed me to adopt a model of deliberate practice, where identifying mistakes and reinforcing concepts became a natural part of my learning process.

By using Doc outside the classroom, I strengthened my understanding of key topics and improved my performance in both midterm and final assessments. Beyond grades, I noticed improvements in my concentration, problem-solving speed, and confidence when approaching exams.

One aspect I value most is that the AI tutor remains closely aligned with what is actually taught in class. Unlike more general AI tools that often introduce concepts beyond the course syllabus, Doc allows me to practice within the logic, level, and expectations established by my professors.

I also value having academic support available beyond scheduled class hours. During evening study sessions, having immediate access to a tool that clarifies doubts and reinforces concepts makes a meaningful difference. From my perspective, this technology does not replace the professor; rather, it extends academic support beyond the classroom and helps me arrive better prepared for both lectures and assessments.

Today, I see a clear relationship between the time I spend studying with Doc and my academic outcomes. I describe the experience as a more structured and effective way to learn.”

David Calvo Garavito

Student of Administration and Digital Business
University of Engineering and Technology (UTEC) (Peru)

GESA Awards 2025 Startup: Cboard



Cboard is an open-source Augmentative and Alternative Communication (AAC) platform that enables children and adults with speech and language impairments to communicate through customizable pictogram-based boards and text-to-speech voice synthesis. Designed as an accessible, low-cost solution, it works across devices and supports offline use in low-connectivity environments.

Launched in 2017 as a GitHub project by Martin Bedouret and Shay Cojocar, Cboard has a deeply personal origin, as Martin—diagnosed with ALS—actively uses the tool in his daily life. With support from UNICEF, the platform has expanded globally, with users in more than 100 countries, availability in 46 languages, and integration into public education systems such as Uruguay's Plan Ceibal.

As part of its ecosystem, Cboard developed Obuilder, an AI-powered tool that enables educators and caregivers to create personalized communication boards with culturally relevant pictograms, further enhancing accessibility and impact.

Learn more at: www.cboard.io/es/

Results

+100 Countries: Active users worldwide

46 Languages: Platform availability

Adoption: Integrated into public education systems. (e.g., Uruguay – Plan Ceibal)

Innovation: AI-powered generation of culturally diverse pictograms (Obuilder)

Inclusion: Expands access to AAC tools for underserved communities



In line with BB1 #1 – Future-Ready Universities, this case illustrates how solutions supported through the IFE EdTech ecosystem contribute to transforming learning experiences by improving accessibility, inclusion, and personalized education in higher education contexts.



“ I co-founded Cboard after being diagnosed with ALS in 2016. As I gradually lost my ability to speak, I experienced firsthand the barriers to communication and the lack of accessible, adaptable AAC tools. At the time, most existing solutions were expensive, difficult to customize, and not available in multiple languages—leaving millions of people without viable options, especially in low-resource contexts.

That’s why we created Cboard. Today, it enables me—and thousands of users around the world—to communicate more independently across personal, professional, and public settings. Its flexibility, multilingual support, and offline capabilities have made it a practical solution in classrooms, homes, and communities globally.

For me, Cboard is more than a tool—it’s how I continue to communicate, work, and stay connected with the world.”

Martin Bedouret

Cofounder
Cboard (Argentina)



IFE EdTech Transfer



This initiative at Tecnológico de Monterrey supports the academic community (faculty members and researchers) in transforming educational innovations from concept to commercialization.

It does so through the identification and development of projects, intellectual property protection, business model design, and specialized training—facilitating the adoption and impact of EdTech solutions in the education sector.



This initiative is primarily aligned with BB2 – Skills Ecosystems, as it enables the development, protection, and transfer of EdTech solutions, strengthening the connection between academia, innovation, and the education sector.

Results

14 Copyright Registrations

1 Licensing Agreement

1 Strategic Collaboration Agreement

18 Technologies in Portfolio

In-Depth Projects

The Art of Innovation: Entrepreneurship in Education

With the conviction that education requires new ideas and a shift from traditional paradigms, the Institute for the Future of Education (IFE) at Tecnológico de Monterrey, through its EdTech Transfer and Entrepreneurship area, developed the MOOC *The Art of Innovation: Entrepreneurship in Education*, a free online course.

Designed for teachers, students, and education professionals, the program supports participants in developing real-world solutions to improve learning environments. Available on Coursera, the course invites learners to connect ideas, explore innovation opportunities, and transform them into actionable educational projects.

Participants gain practical tools and methodologies to identify trends, design solutions, and implement innovation initiatives, while also strengthening projects through guidance on funding strategies and key legal considerations.

Since its launch in June 2025, the course has reached a diverse international audience, with participants primarily from Mexico, Peru, Colombia, Argentina, Spain, Chile, Ecuador, United States, Costa Rica, and Panama.

Results

345 Monthly Active Students

+50% Improvement in Final Course Grades

35% of Students Reported Improved Academic Performance

54% Increase in Student Confidence

+10 Adoption Rate within First 6 Weeks

[Click here to learn more](#)



In line with BB2 #2 – Skills Ecosystems, this initiative strengthens entrepreneurial and innovation capabilities in the education sector by equipping participants with practical tools to design, develop, and implement impactful educational solutions.



“ This course helped me gain a broader perspective on the possibilities, as well as the entrepreneurial opportunities that exist in education. It definitely adds value to my professional profile, and I plan to apply what I learned to my own EdTech venture. I recommend this course to anyone looking to innovate in education, whether as an entrepreneur or as part of an educational institution.”

Roger Porras Suárez

6th-semester student in the LEI program
Tecnológico de Monterrey (Mexico)

TecPrize



Learn more at:

tecprize.tec.mx

TecPrize is an open innovation initiative designed to support, promote, and scale solutions that address pressing education and workforce challenges across Latin America and the Caribbean. The program leverages collective intelligence to co-design and launch innovation challenges focused on reducing the region's skills gap.

The TecPrize challenge established for the year 2025 was: *"How can workers in Latin America and the Caribbean leverage artificial intelligence to develop core skills, improve performance, and close the labor market skills gap?"*



In line with BBI #2 – Skills Ecosystems, the challenge focuses on strengthening core skills and workforce performance to help close the skills gap.

Results

143 Applications Received

24 Countries Participated

3M (USD) Revenue Generated by Finalists

10 Finalists

4.4M (USD) Capital Raised

+2M Impacted Learners

To address this challenge, TecPrize launched an open call for proposals, receiving over 140 applications from 24 countries.

A jury of distinguished experts evaluated the submissions and selected the top proposals, resulting in the following finalists:

2025 TecPrize Finalists

- **Disruptia** | Paola Franco, Colombia
- **EduLabs** | Juan Saénz, Colombia
- **HackU** | Juan Salazar, Colombia
- **Kipon** | Karla Ribeiro, Brazil
- **Ludos Pro** | Danilo Parise, Brazil
- **O-lab** | Diego Guerrero, Colombia
- **Ozaru** | Guillermo Garza, Mexico
- **SceneSnap** | Nicolás Avelar, Italy
- **SimSkills** | Santiago Oddone, Spain
- **SupervisorAI** | Guillermo Treviño, Mexico

The final winners were determined at IFE Conference 2026:

- 1st place, O-lab- \$30,000 USD grant
- 2nd place, Ozaru - \$20,000 USD grant
- 3rd place, HackU - \$10,000 USD grant

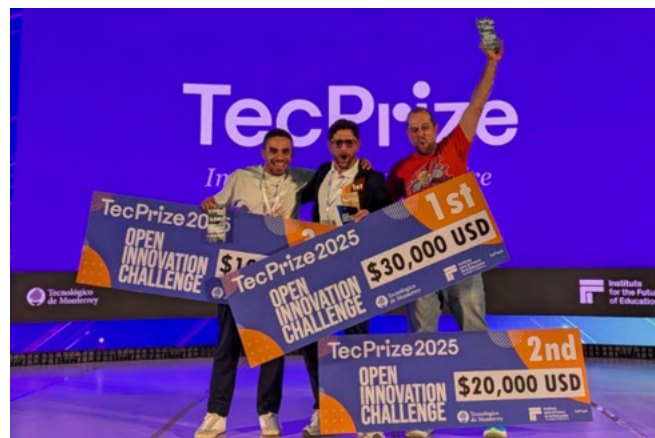
In-Depth Projects

TecPrize 2025 Winner: O-lab AI

O-Lab AI is a Colombian AI-powered learning platform that transforms traditional training into interactive job simulations. Instead of passive learning models, it enables users to learn by making decisions, practicing real scenarios, and receiving immediate feedback in a safe environment that reflects real workplace situations.

Through gamification and AI tutors, O-Lab turns training into practical learning experiences that improve knowledge retention, strengthen skills, and reduce operational errors. This approach helps organizations develop real capabilities within their teams while adopting more dynamic and effective learning methods aligned with today's workplace challenges.

The platform serves over 10,000 monthly active users and expands access across Latin America through partnerships, scholarships, and an impact model in which each corporate license unlocks free learning opportunities for youth—helping organizations scale training while building job-ready skills in underserved communities.



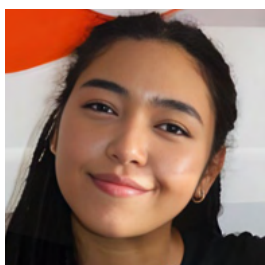
Results

+10,000 Monthly Active Users

Regional Impact Across Latin America



In line with BBI #2 – Skills Ecosystems, this solution strengthens workforce capabilities and improves performance in real-world contexts.



“ This award from TecPrize and the Institute for the Future of Education fuels our determination to continue shaping the future of learning and helping more people unlock their true potential.”

Tania Rosas

CEO & Co-founder
O-lab AI (Colombia)



“ Participating in the IFE Conference and TecPrize was a valuable experience that accelerated O-Lab AI's learning and growth. Most importantly, it gave us the opportunity to connect, share, and build community with fellow EdTech organizations that are transforming the way we learn.”

Diego Guerrero

COO & Co-founder
O-lab AI (Colombia)

Recognition and Appreciation

The EdTech initiative is deeply grateful to its sponsors for their valuable support at the IFE EdTech Summit 2026. Their commitment to educational innovation was key to creating this high-impact and inspiring space.

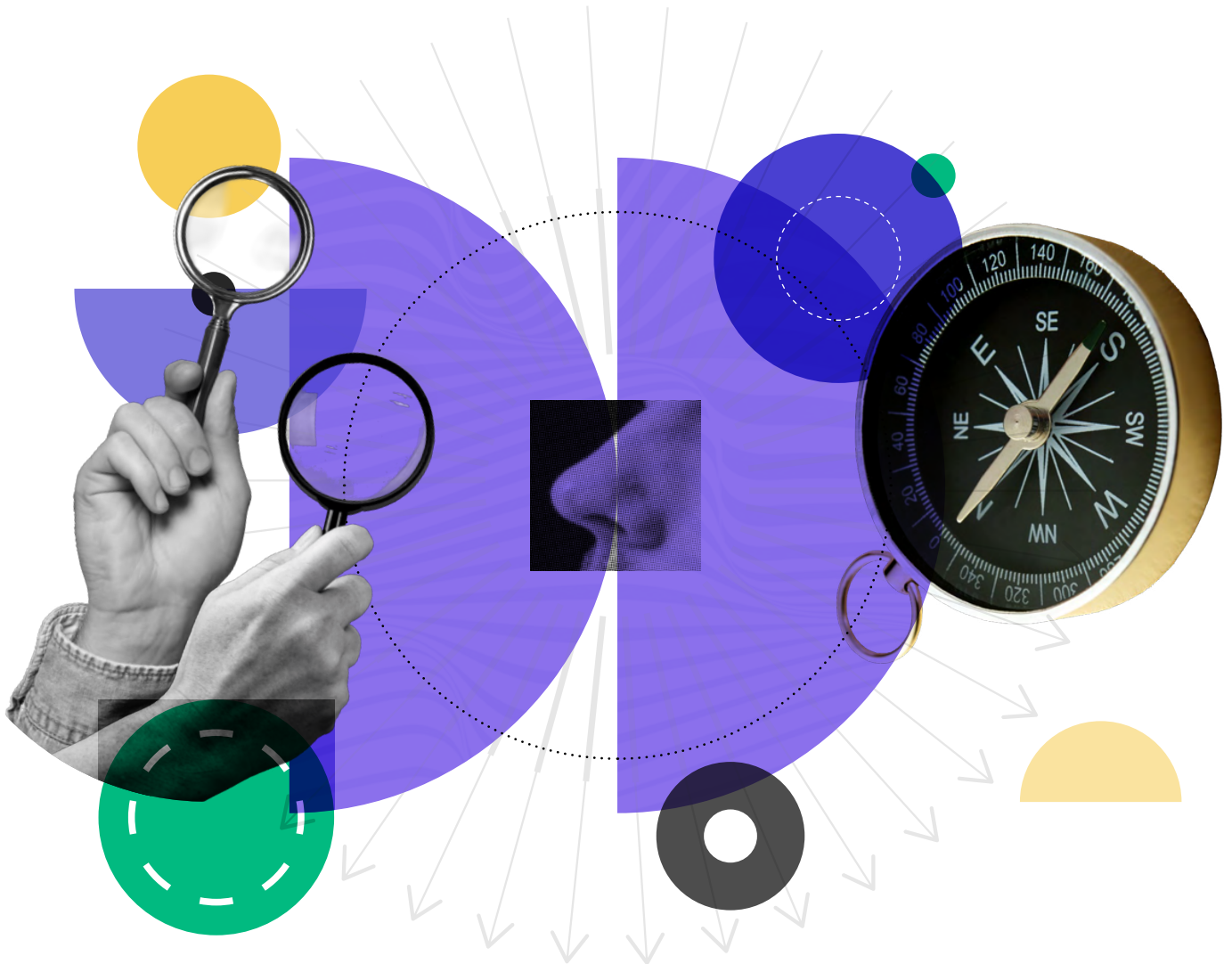
Thanks to their support, the initiative brought together leaders, entrepreneurs, and institutions to shape the future of education.

- **Mónica Flores** - President, Manpowergroup Latam
- **Ana María Aristizabal** - Head of Education and Workforce Investments, Potencia Ventures
- **Beatriz Guillén** - Executive Director, The Resource Foundation
- **Coco Egúsquiza** - Head of Open Innovation, Monterrey Digital Hub
- **Mark DeGennaro** - Managing Director, USC Edtech Accelerator
- **José García Herz** - Managing Partner, MKF Group
- **Octaviano Couttolenc** - Director, Impact Ventures PSM
- **Lilia Correa** - Head of IT & Product Academy, MercadoLibre
- **Diego Navarro** - Vicepresident Entrepreneurship, Wadhvani Foundation
- **Alberto Arenaza** - Cofounder, Transcend Network
- **Kenneth Grover** - Founder, Onfire Learning
- **Vanessa Burbano** - Columbia Business School
- **Adrián Ortiz** - GTM Latam, Eleven Labs
- **Alfredo Montoya** - Managing Partner, Colaborativo
- **Mariana Costa** - Cofounder & President, Laboratoria
- **Isabelle Hau** - Executive Director, Stanford Accelerator for Learning
- **Aurelio Amaral** - Program Director, WISE Qatar Foundation
- **Carla Grados-Villamar** - Cohead Latinamerica, 60 Decibels
- **Carolina González** - New Edtech Business Manager, ETB
- **Douglas Lynch** - Senior Fellow, USC Rossier School of Education
- **Esteban Veintimilla** - QS Quacquarelli Symonds
- **Fernando Valenzuela** - CEO Edlatam Alliance
- **Gabriela Rocha** - Cofounder & CEO, Laboratoria
- **Mariana García** - AI Product Leader, DeAcero
- **Mercedes Esclusa** - Vice President of Product Marketing, Whirlpool
- **Mat Gantar** - Managing Partner, Lotux VC
- **Italia Lastiri** - Partner, Angel Ventures

Special Thanks to our Partners



Impact Projects and Consultancy



Initiatives

- Alternative Credentials - MOOCs
- AI Nexus
- Shaping Skills



Impact Projects and Consultancy

Through a high-impact, customized consulting model, IFE Consulting serves as a global catalyst for educational transformation by partnering with universities, governments, and organizations worldwide to design and implement systemic change that prepares institutions for the future of learning and work.

A Multi-Level Strategic Impact Model

IFE Consulting operates across three interconnected levels of transformation:

- **Leaders** – Empowering presidents, rectors, provosts, and senior executives to lead evidence-based and sustainable institutional transformation.
- **Institutions** – Supporting organizational redesign, academic innovation, and scalable implementation models.
- **National Systems** – Collaborating with governments and multi-institutional networks to enable policy-aligned educational reform at scale.

Strategic Consulting Areas

- Curriculum and competency-based learning redesign.
- Governance innovation and change management.
- Faculty development and institutional capacity-building.
- Alternative credential ecosystems and stackable microcredentials.
- Artificial intelligence integration for academic and administrative processes.
- Impact measurement, analytics, and data-informed decision-making.

Results and Systemic Outcomes

- Regional innovation ecosystem development.
- Educational technology transfer and digital capability strengthening.
- Institutional digital transformation strategies.
- Research and innovation ecosystem development.
- Labor market alignment and future-ready skills frameworks.
- Interoperable microcredential architectures.
- Ethical AI adoption and governance frameworks.

Results

42 University Engagement Sessions

+54 Partner Institutions

37 Consultancy Projects

3 Launch of Microcredential and Modular Programs

+600 Leaders and Decision-Makers Trained

2 Guided Institutional AI Integration Roadmaps in Academic Operation

14 Countries Reached: Mexico, USA, Spain, Brazil, Colombia, Chile, Republic of Santo Domingo, Costa Rica, Ecuador, Guatemala, Paraguay, Honduras, Peru and Panama.

In-Depth Projects

UVEG: Microcredential Ecosystem

The Universidad Virtual del Estado de Guanajuato (UVEG) launched a strategic initiative to design and implement a comprehensive Microcredential Ecosystem aimed at expanding access to flexible, workforce-aligned learning opportunities across the region.



Through a specialized consulting process, the initiative developed an innovative model connecting lifelong learning with regional labor market needs, strengthening employability and professional upskilling for students, graduates, and working professionals.

Based on an in-depth analysis of regional priorities, global trends in alternative credentials, and the needs of Guanajuato's economic ecosystem, the project established a scalable framework for modular and certifiable learning pathways grounded in academic quality, inclusion, and sustainability.

The initiative was guided by three core principles:

- Relevance and contextualization — Aligning the ecosystem with regional economic priorities, learner profiles, and international best practices in digital learning and microcredentials.
- Institutional co-creation — Engaging academic leaders, technical teams, and strategic stakeholders to ensure institutional ownership and long-term sustainability.
- Systemic vision — Integrating curriculum design, competency frameworks, quality assurance, digital credentialing technologies, employer engagement, and positioning strategies into a cohesive ecosystem model.

Implementation was carried out through a collaborative advisory model involving senior leadership, instructional designers, subject matter experts, educational technology teams, and external partners.

As a result, UVEG established a scalable and market-aligned Microcredential Ecosystem that strengthens digital education innovation and creates new pathways for lifelong learning and employability in the State of Guanajuato. This effort integrates governments and multi-institutional networks to enable policy-aligned educational reform at scale.

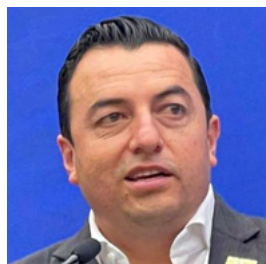


In line with BBI #2 – Skills Ecosystems, this initiative strengthens workforce-aligned lifelong learning through modular microcredentials, competency-based pathways, and scalable models that connect education with regional economic and labor market needs.

Results

19 Alternative Microcredentials

915 Badges Issued During Initial Launch Phase



“ UVEG is the first educational institution in Guanajuato to implement a Microcredential Ecosystem. Currently, UVEG offers 19 alternative microcredentials that have impacted more than 1,000 people, as well as an introductory course on microcredential design.

Looking ahead, UVEG will continue contributing to the consolidation of an innovative and scalable ecosystem aligned with the needs and demands of the labor market.”

Ricardo Narváez Martínez

Rector

Virtual University of the State of Guanajuato (Mexico)

ITSE: Institutional Transformation Through Microcredentials and Challenge-Based Learning



Through a strategic partnership between ITSE, Instituto Técnico Superior Especializado, Panama and IFE Consulting, the initiative focused on strengthening institutional capabilities through competency-based education, microcredentials, and Challenge-Based Learning (CBL) methodologies aligned with labor market needs.

Implemented between February 2025 and February 2026, the project combined institutional diagnosis, faculty development, educational model redesign, and collaborative capability building to support ITSE's academic transformation strategy.

The process began with an institutional assessment involving academic leadership, faculty, students, and strategic stakeholders, alongside the review of 17 priority institutional documents. Based on these findings, the initiative established a transformation roadmap focused on flexible learning pathways, employability, microcredential implementation, and active learning methodologies.

Implementation then shifted toward faculty capability building. ITSE trained 74 faculty members across four academic schools through workshops, bootcamps, and advisory sessions focused on Challenge-Based Learning, educational technology, competency-centered education, and learning experience redesign.

To deepen institutional adoption, selected faculty members participated in an immersive residency at Tecnológico de Monterrey, where they co-designed learning experiences and developed tools for Challenge Design implementation aligned with ITSE's academic transformation goals.

As a result, ITSE strengthened its institutional readiness for scalable educational innovation, formalized version 1.0 of its Educational Model within the ITSE Statute, developed the Challenge Design Toolkit, and implemented real-world learning experiences connected to workforce and societal challenges in Panama.



In line with BBI #1 – Future-Ready Universities, this initiative strengthens institutional transformation through competency-based education, Challenge-Based Learning, faculty capability building, and scalable academic innovation models aligned with the future of learning and work.

Results

74 Faculty Members Trained in CBL and Educational Innovation

39 Faculty Members Implemented Redesigned CBL Experiences

645 Learners Impacted Through Active Learning Methodologies

37 Real-World Challenges Addressed Through CBL

17 Institutional Documents Analyzed for Transformation Strategy

1 Institutional Educational Model Implemented



“ At ITSE, we believe education truly comes alive when it connects with the real world. Through Challenge-Based Learning, our students do not just study—they transform by co-creating solutions with industry partners. We are building bridges between the classroom and the talent Panama needs to lead its next chapter.”

Suzanne Sáez

Rector

Educational Manager & Acting Rector

Instituto Técnico Superior Especializado (ITSE), (Panama)



ITSE: Innovative Business Modeling & Strategy

“In today’s competitive global market, I believe technical knowledge alone is not enough. Students must also learn how to design viable, scalable, and authentic business models that respond to real market dynamics and community needs. The challenge was to move beyond theoretical business plans and help students develop strategies grounded in real-world contexts.

Through strategic field visits and methodological workshops, my students immersed themselves in professional environments where they could apply strategic planning to their own business ideas. This experiential approach allowed them to transition from simply learning about business to actively leading business initiatives.

The collaboration with our Strategic Training Partner was essential. Their specialized technical guidance and direct feedback on the commercial viability of the proposals helped bridge the gap between academic theory and professional practice, fostering meaningful professional growth among students.

I witnessed students strengthen their strategic thinking, leadership, and decision-making skills through the development of business models connected to real community and industry challenges. Beyond business planning, the experience encouraged them to build authentic ideas capable of generating positive social and professional impact.

Success is often measured through metrics and KPIs; however, I prefer to think of success as the result of doing things with integrity and authenticity.”

Héctor Guerra

Professor of Business and Languages
School of Business
Instituto Técnico Superior Especializado (ITSE), (Panama)



Alternative Credentials - MOOCs

Over the past 12 years, MOOCs (Massive Open Online Courses) have enabled learners to continuously upskill, adapt to change, and reinvent themselves in an evolving world.

This model provides students, faculty, professionals, and industry leaders with flexible access to quality education at a low cost, empowering learners to decide what, when, where, and how they want to learn.

MOOCs have become a strategic differentiator for higher education institutions by expanding access to lifelong learning at a global scale. This initiative has strengthened Tecnológico de Monterrey's international positioning, increased visibility for faculty and expert contributors, attracted new learners, and supported the institution's alternative credentialing strategy.

The educational portfolio is currently distributed through two of the world's leading platforms: Coursera and edX. The offering includes 20 Specializations, 13 Professional Certificates, and 4 MicroMasters programs, totaling 172 courses available worldwide in Spanish, English, and Portuguese.



Learn more at: mooc.tec.mx

Results

Coursera

+1.96M

Total Enrollments

+202K

2025 Enrollments

edX

+840K

Total Enrollments

+85K

2025

Enrollments

Tec de Monterrey Learning Community

+80K

Total Learners

6.6K

Active Learners in 2025

Top 10 countries of learners:

- | | |
|------------------|---------------|
| 1. Mexico | 6. Ecuador |
| 2. Colombia | 7. China |
| 3. Peru | 8. Argentina |
| 4. Spain | 9. India |
| 5. United States | 10. Guatemala |

Highlighted Projects

GMA Awards Winners



In March 2025, the [MOOC ChatGPT: Uses and Strategies](#) (Spanish version) received a GMA Award and special recognition for its innovative integration of artificial intelligence into teaching and learning design. The course was developed by IFE's Alternative Credentials team and authored by: Luis Fernando Morán Mirabal and Olaf Ramiro Román Jiménez.



Additionally, the team was recognized for contributing to the evaluation of international projects for the 2025 Global MOOC and Online Education Alliance Awards.



In line with BBI #1 – Future-Ready Universities, this initiative promotes innovative AI-powered learning experiences through scalable online education and alternative credentialing models.

Results

+34K Total Enrollments

+20K Enrollments in 2025

SanaMente LibreMente



[SanaMente LibreMente: jóvenes por la paz y contra las adicciones](#) was developed through a collaboration between the Government of Mexico, the Ministry of Health, CONASAMA, the National Institute of Psychiatry, UNAM, and IFE's Alternative Credentials team.



Designed by more than 70 specialists from 20 institutions, the course focuses on mental health, stress management, and addiction prevention for university students. The pedagogical design, as well as the digital and multimedia production, were developed collaboratively with experts from IFE and UNAM.



In line with BBI #1 – Future-Ready Universities, this initiative expands access to scalable digital education focused on student well-being, lifelong learning, and innovative online learning models.

Results

+70 Specialists Involved

70 Learning Activities

20 Participating Institutions

16 Hrs Equivalent to 1 Academic Credit

MOOCs are much more than platforms for transmitting information and knowledge; they are learning experiences that play a meaningful role in lifelong learning for thousands of learners around the world. We understand that each learner has different goals, aspirations, and challenges that shape their personal and professional journeys—this is what gives meaning to our work. These are just a few of their stories:



“ I am the Non-Executive Chairman of Hedgestone Investment in Egypt. I would like to express my sincere thanks and appreciation for your tremendous efforts and for the knowledge and insights I gained from you. I look forward to continuing to benefit from your guidance. With sincere appreciation.”

Ahmed El Saadaney

Course: Entrepreneurial Mindset (Egypt)



“ Thank you very much, Ms. Daniela León and Ms. Mónica Martínez (teachers). As a student in the Psychology program at the National Autonomous University of Mexico (Open University System), I can confirm that the knowledge I gained in this Positive Psychology course is conceptually, theoretically, methodologically, technically, and practically valuable for my academic and professional development. It is an honor to have shared experiences through the Coursera platform. I wish you all the best.”

Jusell Olmos Soria

Course: Psicología Positiva (Mexico)



“ I work at Corporación EMSI S.A.C., a company dedicated to fire protection system maintenance services, and this course allowed me to acquire valuable tools to optimize our management processes, particularly in areas such as strategic planning, continuous improvement, and quality management—fundamental elements for the success and growth of our company.

I greatly appreciated the clear structure of the content, which allowed me to organize and apply what I learned efficiently within my company.

Thanks to this course, I now have a more strategic perspective on how we can improve our processes and how the use of indicators can help us monitor and continuously improve our performance.”

Cristhian Huamán Mosqueira

Course: Diseñando una estrategia de negocios en América Latina (Peru)

Recognition and Appreciation

We would like to express our sincere gratitude to the partners and collaborators who contributed their talent, expertise, and commitment to the projects carried out throughout 2025. Without their support, collaboration, and dedication, these achievements would not have been possible.

- **Expedition FEMSA** – Av. Eugenio Garza Sada 2445, Colonia Tecnológico, Monterrey, Nuevo León, Mexico
- **Ministry of Public Education** – Government of Mexico
- **National Autonomous University of Mexico (UNAM), especially CUAED (Coordination for Open University and Digital Education)**
- **Andrea Calero Martínez** – Head of LATAM Strategic Accounts, Coursera
- **Elisa Toro** – Strategic Account Manager, University Partners, Coursera

Special Thanks to our Partners



coursera



AI Nexus



AI Nexus is an initiative focused on supporting universities, governments, and companies in advancing AI-enhanced education through training, consulting, and collaborative research.

During 2025, AI Nexus identified key IFE research projects and initiatives with potential for institutional transfer, implementation, and future service development. Through this approach, the initiative seeks to bridge applied research, institutional transformation, and AI capacity building across the education sector.

The initiative organizes its work around four strategic pillars:

- **AI-Enhanced Teaching and Learning** - improving educational experiences through artificial intelligence.
- **AI Competencies for All** - preparing learners and professionals for an AI-driven world.
- **AI for Academic Operational Efficiency** - strengthening institutional performance and decision-making.
- **AI Institutional Governance and Public Policy** - promoting the responsible and ethical use of AI.

Learn more at:

ainexus.tec.mx

In-Depth Projects

AI Literacy for All

As artificial intelligence becomes increasingly integrated into education, institutions face growing pressure to ensure that learners, teachers, and education professionals can use AI effectively, critically, and responsibly. However, many organizations still lack structured frameworks and practical guidance for AI adoption in educational settings.

AI Literacy for All was developed to address this need through a stackable training model inspired by UNESCO's AI Competency Frameworks for teachers and learners. The initiative provides practical and future-oriented learning pathways designed to help participants understand artificial intelligence, apply it in educational contexts, and reflect on its ethical and human-centered implications.

The program is structured around five core dimensions — Foundations of AI, Human-Centered Development, Ethics in AI, Learning Analytics, and Teaching Assisted by Generative AI — across three progressive learning levels that move from foundational understanding to practical implementation.



Designed for universities and educational organizations, the courses combine theory and applied practice while allowing institutions to tailor learning pathways to their specific needs and learner profiles. Through this approach, AI Literacy for All seeks to strengthen responsible AI adoption and institutional readiness for the future of education.



In line with BB1 #1 – Future-Ready Universities, this initiative strengthens institutional readiness for AI-enhanced education through scalable literacy pathways, responsible AI adoption, and future-oriented faculty and learner development.

Results

100Hrs Foundational Training Program

5 Dimensions of AI Literacy



Shaping Skills



Shaping Skills is a platform designed to generate actionable insights on the evolving demand for Knowledge, Skills, and Abilities (KSAs). By analyzing job postings, academic syllabi, and CVs, the initiative identifies in-demand occupations and emerging skills across industry sectors.

The platform continuously updates skills taxonomies to detect trends in growing and declining occupations, helping policymakers, educational institutions, curriculum designers, students, and professionals better align education pathways with labor market needs. Through this approach, Shaping

Skills supports the identification of skills gaps between academic programs and industry demand.

Using more than 250,000 job postings from the automotive and infocomm sectors in Mexico, the initiative developed two industry-validated skills taxonomies with support from sector experts. Its application of Generative AI for skill extraction, classification, and categorization led to its selection as a finalist in the 2025 QS Reimagine Education Awards in the Nurturing Employability category.

Learn more at:

shapingskills.mx

Results

2.6M (MXN) Research Funding Secured

4 International Collaborations Established

+ 250K Job Postings Analyzed

5 Scientific Papers Published

2 Industry-Validated Skills Taxonomies Developed

2 Open Datasets Released

In-Depth Projects

Collaborations with Industries and Skill Reports

Shaping Skills strengthened its international collaboration network through partnerships with organizations such as Jobs for the Future (JFF), Burning Glass Institute (BGI), and SkillsFuture Singapore (SFS), supporting joint research initiatives focused on workforce transformation and emerging skills in Latin America.

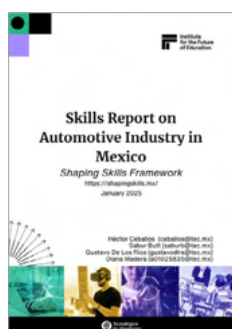
As part of these collaborations, the initiative developed and published specialized skills reports for Mexico's automotive and infocomm sectors.

The most recent Automotive Skills Report was presented during IFE Conference 2026 alongside industry experts from Nuevo León, Mexico, fostering dialogue between academia, industry, and workforce development stakeholders.



In line with BBI #2 – Skills Ecosystems, this initiative strengthens the connection between education and workforce needs through international collaboration, labor market intelligence, and the identification of emerging competencies across industry sectors.

Automotive Industry


[Download](#)

[Download](#)

Infocomm Industry


[Download](#)

829 Downloads from 42 Countries



“Shaping Skills is an extraordinary resource for users of labor market intelligence in Mexico and has had a direct impact on our research here at George Washington University. Its distinctive approach to identifying, classifying, and linking skills was important to the intellectual framework for our Leveraging AI for Skills Extraction and Research (LAI SER) project, and exemplifies the outstanding quality of research on skills and credentials at IFE and Tec de Monterrey.”

Kyle Albert

Co-Director, Program on Skills, Credentials, and Workforce Policy and Associate Research Professor
George Washington University (USA)

Recognition and Appreciation

We would like to thank the industry experts who participated in the validation of our taxonomies, as well as the students who contributed to this research.

- **Expedition FEMSA** - Av. Eugenio Garza Sada 2445, Colonia Tecnológico, Monterrey, Nuevo León, Mexico
- **Manuel Montoya** - Director of the Automotive Cluster of Nuevo León (CLAUT)
- **Luis González** - Postdoctoral Associate, The George Washington University
- **Armando Acosta** - Master's Student, Tec de Monterrey
- **Diana Madera** - Master's Student, Tec de Monterrey

We also extend our gratitude to the IFE team members who contributed to the development of this project: Patricia Caratozzolo, Héctor G. Ceballos, Sabur Butt, Gustavo de los Ríos, Valentina Rueda, Mariana Gutiérrez, and Diana Madera.

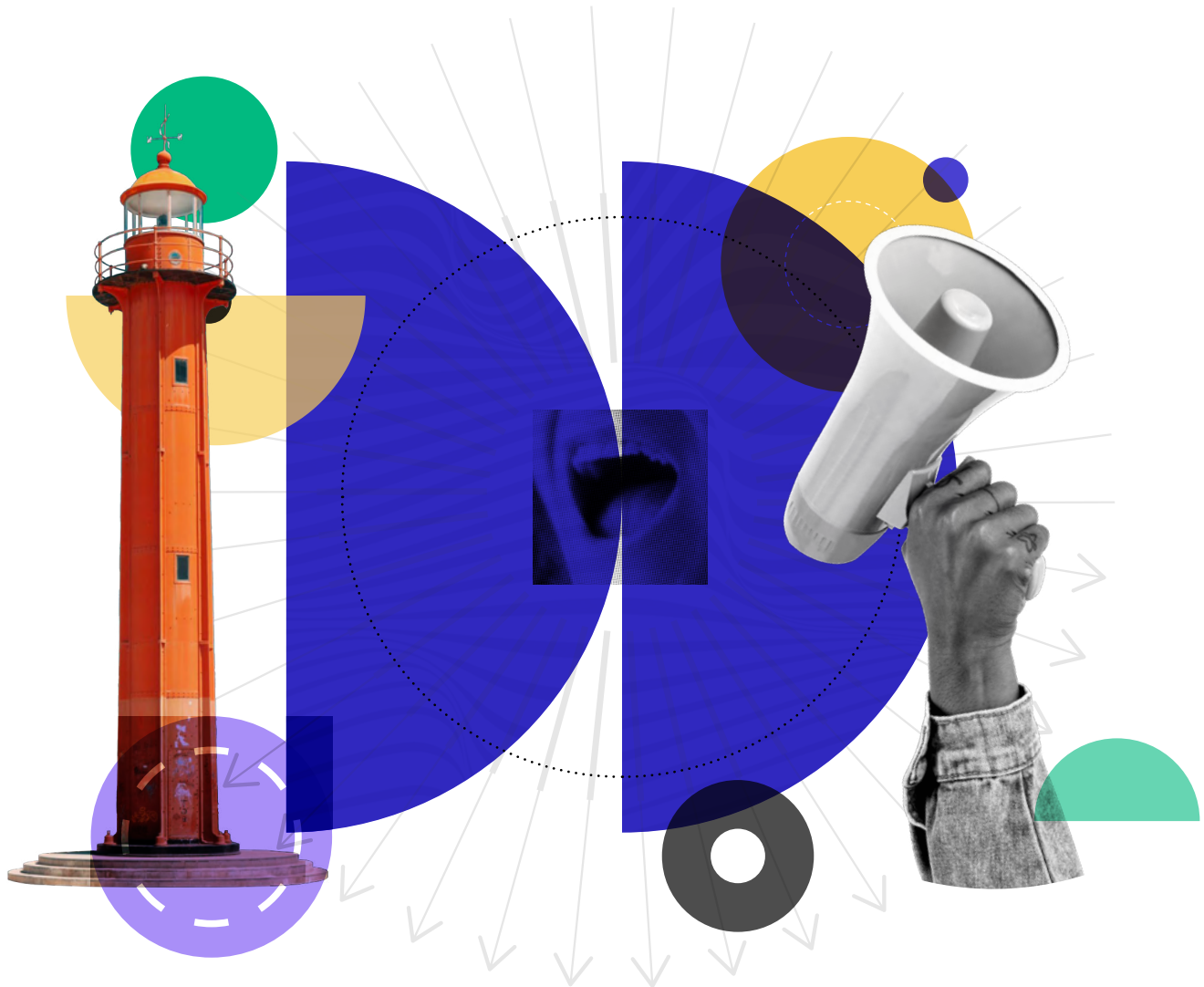
Additional Thanks to Our Donors

We would like to thank Tecnológico de Monterrey and Santander Universia for supporting the development of this project through their funding.



uni>ersia

Outreach and Community Building



Initiatives

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



AIGEN is an international collaborative network led by the Institute for the Future of Education that brings together universities and educational organizations to advance the responsible adoption of artificial intelligence in higher education through research, dialogue, and institutional collaboration.

By the end of its first year, AIGEN had formally affiliated 50 institutions across 12 countries in Latin

America and Spain. The network established four strategic committees focused on Technology, Ethics, Faculty Development, and Research, bringing together 47 institutional representatives.

In January 2026, AIGEN held its first hybrid meetings during IFE Conference 2026, where participating institutions shared the results of 10 TECgpt pilot initiatives and presented findings from a regional AI survey conducted across Latin America.

Join us to foster the adoption of AI in your institution:

[Click here](#)



Results

50 Affiliated Institutions

47 Institutional Representatives

12 Countries Represented

10 TECgpt Pilot Initiatives

4 Strategic Committees

1 Regional AI Survey

In-Depth Projects

TECgpt pilots on AIGEN

At the beginning of 2025, AIGEN selected 10 use cases from 25 proposals to run pilot projects using TECgpt Open Edition, Tecnológico de Monterrey’s open-source generative AI platform. AIGEN and Tec’s Digital Transformation team provided training and technical support throughout the experimentation process.

Each use case explored innovative applications of generative AI with a distinct academic purpose. The pilot initiatives focused on:

- Supporting students at risk of dropping out
- Personalized learning pathways
- Adaptive learning through GenAI
- Authentic assessment scenarios
- Visual identity development for graphic designers
- Social entrepreneurship
- Clinical cases and medical reasoning
- AI-assisted curricular design

A white paper documenting lessons learned from the pilots was developed to support other institutions in the responsible adoption of generative AI. The report is available to AIGEN members.



Learn more at: [TECgpt Open Edition](#)



In line with BBI #1 – Future-Ready Universities, this initiative strengthened institutional innovation through the responsible adoption of generative AI, faculty development, collaborative experimentation, and the implementation of emerging technologies in higher education environments.

Results

10 TECgpt Pilot Initiatives Implemented

10 Universities Participating in the Pilots

1,168 Learners Impacted

3 Training Courses Delivered for AI Adoption

+50 Participants Trained Through Institutional Workshops

1 White Paper Developed on Responsible GenAI Adoption



“ The experience was highly valuable in two ways: it enhanced faculty development for educational innovation through emerging technologies from both pedagogical and ethical perspectives, while also generating positive student feedback and improving academic performance.

We particularly acknowledge its high level of acceptance, usefulness, and feasibility within the university setting.”

Ángela Novoa Echaurren

Director of Academic Affairs, School of Education
Universidad de los Andes (Chile)

DEC AI Survey in Latin America

In collaboration with the Digital Education Council (DEC), Tecnológico de Monterrey conducted a regional survey to better understand the expectations, needs, and perceptions of students and faculty regarding the use of artificial intelligence in higher education.

The survey gathered insights from more than 30,000 participants across 29 higher education institutions in Latin America, including members of AIGEN and RIE360. The findings provide valuable information for institutional leaders and decision makers seeking to advance the responsible adoption of AI in the region.

Beyond measuring perceptions of AI use, the study also explored the evolution of teaching practices, institutional readiness, and emerging AI-related competencies in higher education. Among its key findings, the survey identified a growing adoption of AI tools among both students and faculty compared to the 2025 global survey results.

The results were presented during a panel session at IFE Conference 2026 and published through the Digital Education Council (DEC).

You can have access to the results of the AI in Higher Education LATAM Survey 2026 in the [DEC website](#).

Learn more at: [DEC website](#)

Results

+30K Survey Responses Collected

29 Higher Education Institutions Participating

1 Regional AI Survey Published

1 Panel Session Presented at IFE Conference 2026



In line with BBi #1 – Future-Ready Universities, this initiative strengthened institutional innovation through the responsible adoption of generative AI, faculty development, collaborative experimentation, and the implementation of emerging technologies in higher education environments.



Recognition and Appreciation

We would like to express our deep gratitude to the people who participated in AIGEN projects and events.

- **Alessandro Di Lullo** - CEO, Digital Education Council
- **Daniel Bielik** - President, Digital Education Council
- **Melchor Sánchez Mendiola** - Universidad Nacional Autónoma de México
- **Mariangeles Castro Sánchez** - Universidad Austral, Argentina
- **Gloria Cortés** - Universidad de los Andes, Colombia
- **Isabel Hilliger** - Pontificia Universidad Católica de Chile, Chile
- **Jorge Maldonado** - Universidad de Cuenca, Ecuador
- **Jorge Bossio** - Universidad Peruana de Ciencia y Tecnología (UPC), Perú
- **Nadia Mireles** - Universidad de Guadalajara
- **Rubén García** - Universidad de Guadalajara
- **Carmen Reyes** - VP Transformación Digital, Tec de Monterrey
- **Manuel Terán** - VP Transformación Digital, Tec de Monterrey
- **Luz Eunice Ochoa** - VP Transformación Digital, Tec de Monterrey

Additional Thanks to Our Partners

Digital Education Council (DEC) and Red de Innovación Educativa (RIE360) for collaborating in the application of the AI Survey in Latin America.





IFE Observatory



The Institute for the Future of Education (IFE) is committed to analyzing and disseminating the latest trends in education, innovation, and technology. Within IFE, the Observatory serves as one of its key units dedicated to this mission.

The Observatory aims to positively impact millions of teachers, students, learners, researchers, academic administrators, and all those involved in educational innovation worldwide.

In 2025, the IFE Observatory commemorated eleven years of offering open educational resources in both English and Spanish. During this period, more than 150 teachers, researchers, and administrative staff

from around the world collaborated in the creation and dissemination of these open educational resources.

Key institutional collaborations during this period included Pontificia Universidad Católica del Perú, Universitat Oberta de Catalunya, Fundación SUMMA, Universidad Carlos III de Madrid, the University of British Columbia, Unió Consorci Formació, and Ashoka Foundation.

Stay connected at:

observatory.tec.mx

Results

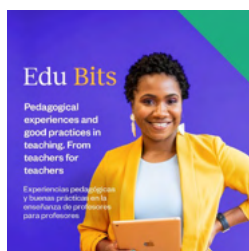
Website Users

Page Views

Top Countries

Spanish	3M	4M	Mexico, Colombia, Peru, Argentina, Spain, Ecuador, Chile and Venezuela
English	300K	4K	India, United States, Philippines, Pakistan, Mexico, Thailand, Brazil, and Indonesia

Highlighted Projects



Access
the Edubits

Edubits

EduBits articles enable learning from educators' experiences by sharing pedagogical practices and practical advice from classrooms around the world. Through this collaboration, 44 reports have been produced in both Spanish and English. The initiative connects teachers globally and fosters a supportive professional community.



225K

Spanish Readers

25k

English Readers

Subscribe to
the newsletter

Newsletter

The IFE Observatory Newsletter is a curated publication that brings together content published on the website, along with readings and resources on key trends in education. Through a concise weekly edition, it provides the education community with a clear overview of the ideas, debates, and innovations shaping the future of the sector.



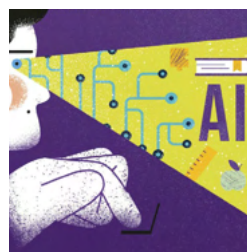
12,300

Total Downloads

Access
the Microsite

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.



23,500

Total Downloads

Access
the Edubook

Generative AI: Practical Approaches for Teachers

This first volume was designed as a practical "toolbox" for teachers interested in innovating their teaching practice, offering a curated selection of applications, programs, and digital tools. It explores how Generative AI can be used in the classroom, academic environments, and everyday professional tasks.



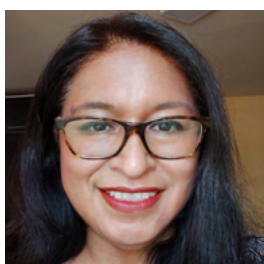
In line with BBI #1 – Future-Ready Universities, these projects strengthen open access to educational innovation, foster faculty development, and promote the responsible adoption of generative artificial intelligence through globally accessible educational resources and collaborative knowledge dissemination.



“ For me, participating in EduBits at the IFE Observatory has been invaluable, as it is a platform that allows teachers to clearly and accessibly share their pedagogical experiences and innovative, interdisciplinary practices with a broad academic community. I believe its greatest contribution is bringing educational knowledge and innovation closer to other educators, facilitating the replication, dissemination, and adaptation of these ideas across different educational contexts.”

Mauro Rodríguez Marín

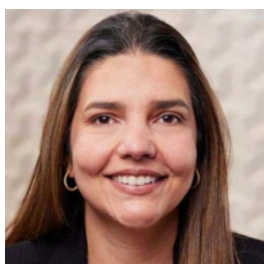
Profesor de Inteligencia de Negocios
Escuela de Negocios del Tecnológico de Monterrey (Mexico)



“ EduBits articles from the IFE Observatory make teaching practices visible, promote the exchange of experiences, and foster an academic community. Their brief and practical format makes it easier for teachers to find concrete and replicable ideas for their own practice. EduBits is a valuable space for sharing meaningful pedagogical experiences.”

Gricelda Lizarraga

Faculty Member
Universidad Privada del Norte (Peru)



“ Collaborating with the IFE Observatory is always an extremely enriching experience. We deeply appreciate their excellent approach and the relevance of their questions, which allow us to engage in in-depth conversations about the impact of our solutions on educational institutions.”

Catalina Londoño Cadavid

Global Director of Customer Onboarding
Turnitin (USA)



“ At Ashoka, we want to express our deep gratitude for the impact of our partnership with the IFE Observatory. Thanks to this collaboration, we have been able to more strongly highlight the importance of a change-making approach in educational conversations, placing at its center literacy grounded in empathy, collaboration, and the empowerment of children, adolescents, and young people. This partnership has also been key in reminding us that educational innovation involves developing individuals capable of understanding others, working together, and transforming their reality. We are excited to continue building this path so that more educators can promote a humanistic and transformative education.”

Brenda Villegas

Children and Youth Leader
Ashoka (Mexico)

Webinars and Dialogues



The IFE Observatory Webinars are an international forum where educators from different institutions share best practices and discuss pedagogical and technological trends through a wide variety of topics, including the promotion of the Sustainable Development Goals (SDGs) through AI in the classroom, learning assessment, critical thinking, creativity in the age of AI, microlearning, the challenges of integrating AI into education, and innovation and social entrepreneurship in education.

Webinars	Date
▶ Microlearning for Agile and Effective Learning	March 4, 2025
▶ How to Transform Assessment into a Learning Experience?	March 31, 2025
▶ AI in the Classroom and Its Urgent Challenges	May 15, 2025
▶ The Guardian of Wonder: The Art of Teaching in the Age of AI	June 17, 2025
▶ AI and the Sustainable Development Goals for Learning	September 15, 2025
▶ From Educational Innovation to Entrepreneurship	November 4, 2025
▶ Do You Teach Repetition or Thinking? Ignite the Spark of Critical Thinking!	December 1, 2025
*These webinars are available only in Spanish.	

In collaboration with Pontificia Universidad Católica del Perú and Universitat Oberta de Catalunya (Spain), four dialogues were produced and broadcast in Spanish.

Dialogues	Date
▶ Gender Equality Policies in Higher Education	March 11, 2025
▶ AI in Universities: Advances and Training	May 21, 2025
▶ Educating with Integrity in the Age of AI	September 24, 2025
▶ From Books to AI: The Future of Learning Resources	December 3, 2025
*These dialogues are available only in Spanish.	



In line with BBI #1 – Future-Ready Universities, these initiatives foster global knowledge exchange, faculty development, and the dissemination of educational innovation through collaborative dialogue, open access learning resources, and international communities of practice.



“ The Observatory’s webinars are a high-impact space for knowledge sharing. They allow us to showcase our work to a broad community of educators across Latin America. They meaningfully complement my work as a researcher and provide valuable evidence for the National System of Researchers, which increasingly values outreach activities beyond traditional academic publishing.”

José Carlos Vázquez-Parra

Professor and Level 2 SNI Researcher,
Tecnológico de Monterrey (Mexico)



“ I particularly value that the Observatory’s webinars address common challenges across different educational levels and geographic regions, while also sharing transferable pedagogical experiences for overcoming these obstacles. My participation in the Observatory’s webinars has led to subsequent dialogue with other educators, publishers, and universities interested in the ideas and case studies presented.”

Verónica Caputi

Director of Educational Innovation
Victoria Ocampo Institute (Argentina)



IFE Insights Reports

These reports provide insightful analyses of relevant issues in education, aimed at educational institutions, public policy stakeholders, and audiences interested in the future of education. The IFE Insights Reports seek to provide readers with expert perspectives and a deeper understanding of the trends, challenges, and innovations shaping the educational landscape.



Health Learning and Continuing Education Trends 2026

Download the report

[Here](#)

Developed in collaboration with Unió Consorci Formació (UCF), this report identifies key trends in lifelong learning and healthcare education from a global perspective. It brings together expert insights, relevant data, and innovative experiences from diverse healthcare and educational contexts worldwide.

Its comparative vision of the future offers a broad and well-founded perspective for identifying priorities, guiding strategic decisions, and focusing efforts on the areas that will drive the evolution of training and clinical models. In doing so, it strengthens the preparation of healthcare professionals required by today's and tomorrow's society.



Generative Artificial Intelligence in Higher Education: An Objective Vision

Download the report

[Here](#)

This report provides an objective perspective on the current landscape of Generative Artificial Intelligence by recognizing both the progress achieved and the challenges that persist around its use. With a cross-cutting approach that emphasizes the irreplaceable role of human judgment, it analyzes how these technologies can support education while highlighting the importance of conscious, critical, and ethical human intervention in their application.

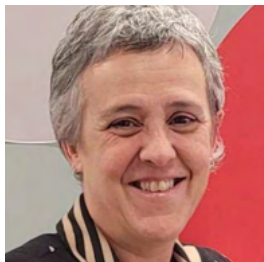
The document brings together the perspectives of specialists from different regions of the world who work with Generative AI in real-world educational contexts. Through testimonials, lessons learned, experiences, and best practices, the report offers valuable insights into the transformative potential of these technologies, even as their long-term impact continues to evolve.



In line with BBI #1 – Future-Ready Universities, these reports strengthen evidence-informed educational transformation by analyzing emerging trends, technological innovation, lifelong learning, and the evolving challenges shaping higher education institutions worldwide.

Results

8,871 Total Report Downloads



“ As part of UCF’s 20th anniversary, the opportunity to collaborate made it possible to successfully launch a report on trends in educational innovation in healthcare, which would not have been possible without their support. It also enabled us to draw comparisons across countries, groups, and contexts. Collaborations like this highlight the value of teamwork, a systemic perspective, and the importance of generously sharing knowledge. Only by joining forces will the world continue to progress.”

Ana Sedano

Managing Director
Unió Consorci Formació (Spain)



IFE EduTrends Podcast

In close collaboration with Tecnológico de Monterrey's Tec Sounds Radio initiative, the IFE Observatory played a key role in producing a growing series of EduTrends podcast episodes in English. These episodes featured conversations on educational innovation, lifelong learning, microcredentials, Generative AI and its implications for teaching and learning, as well as access and equity in higher education.

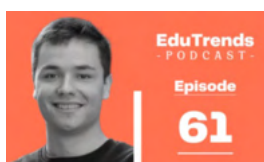
[Listen to all episodes](#)



In line with BBU #1 – Future-Ready Universities, this initiative promotes lifelong learning and educational innovation through global conversations on emerging trends.



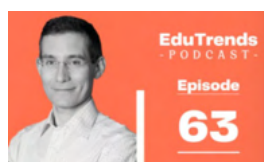
19 Podcasts produced



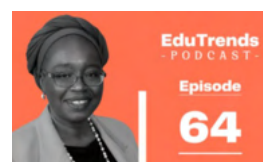
Elliot Boucher - From Student Problem to EdTech Innovation (Ep. 61)



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



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



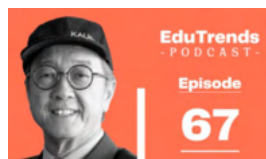
Fanta Aw - The Power of International Education in a Globalized World (Ep. 64)



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



Liz Reisberg - Rethinking Higher Education in a Changing World (Ep. 66)



Tony Chan - How Universities Drive Innovation and Change (Ep. 67)



Ellen Boeren - Breaking Barriers in Adult Education (Ep. 68)



Chris Dede - Rethinking Lifelong Learning and Innovation (Ep. 69)



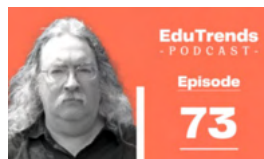
Tazin Daniels and Angela Marocco - Teaching and Equity in the Age of AI (Ep. 70)



Ang Davies and Simon Thomson - Building a Lifelong Learning City (Ep. 71)



Robert Sparrow and Gene Flenady - Questioning AI and the Future of Universities (Ep. 72)



Stephen Downes - Learning Networks and the Age of AI (Ep. 73)



Mary Burns - What AI Really Means for Teachers and Students (Ep. 74)



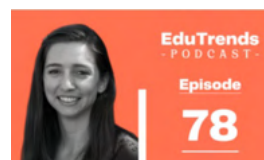
Diego Arambula - Building Opportunity through Education Transformation (Ep. 75)



Elisa Baniassad - AI, Ethics, and Human Centered Education (Ep. 76)



Chua Kee Chaing - Industry Linked Learning and Skills-Based Education (Ep. 77)



Pati Ruiz - Cognitive Offloading and the Future of Learning (Ep. 78)



Justin Reich - Overreliance on AI for Thinking and Learning (Ep. 79)

Recognition and Appreciation

The IFE Observatory extends its sincere gratitude to all members of the global education community who contributed their insights, experiences, and perspectives. Their contributions have been invaluable, enriching the dialogue and enabling the continued development of meaningful and impactful content throughout the year.

- **Rose Luckin** - Professor Emeritus, Learner Centred Design, London Knowledge Lab, University College London; Director, Educate Ventures Research
- **Bart Janssens** - Director, Learning and Innovation, WHO Academy
- **Joseph Sung** - Dean, Lee Kong Chian School of Medicine, Nanyang University of Technology (NTU)
- **Mohamed Khaled Choulli** - Professor, Faculty of Medicine of Marrakech; Head of Continuing Education, Cadi Ayyad University
- **Sarah Thelen** - Professor, Teaching and Learning Improvement (Digital Education), University College Cork
- **Ryan Baker** - Professor, University of Pennsylvania; Director, Penn Center for Learning Analytics
- **Paul J. LeBlanc** - Visiting Scholar and Special Advisor, Harvard University
- **Dragan Gašević** - Analyst and Professor, Learning Analytics, Monash University
- **Séamus Ó Tuama** - Director, Adult Continuing Education (ACE), University of Cork; Chair, ASEM Education and Research Hub for Lifelong Learning
- **Lyndsey El Amoud** - Deputy Director, Adult Continuing Education (ACE), Cork University
- **Roser Anglès** - Healthcare Director, Catalan Institute of Health
- **Mónica Rodríguez Carballeira** - Director of Teaching, Vall d'Hebron; Principal investigator, Center for Advanced Clinical Simulation, Vall d'Hebron University Hospital
- **Robert Kearns** - Director, Online Education, Johns Hopkins University School of Medicine
- **Anna Forés Miravalles** - Director, UB-EDU Chair of Neuroeducation, Universidad de Barcelona
- **Jose Luis Alonso Andreano** - Professor and Researcher, Mondragón University
- **Andrea Coda** - Head of Discipline in Podiatry, School of Health and Science, College of Health, Medicine and Welfare, Newcastle University
- **Amy Heitzman** - UPCEA Deputy Executive Director and Director of Learning
- **José María Quintillá Martínez** - Head of the Clinical Simulation Unit, Sant Joan de Déu Hospital
- **Elizabeth Valencia-Borgert** - Director, Community Outreach for Career and Continuing Education (PACE), St. Cloud State University
- **Angel Vidal Milla** - Former Chairman, Board of Directors of the Catalan Institute of Oncology (ICO)
- **Gabriel Antoja** - Product Manager, Clinical Decision Support Systems (CDS), Southern Europe and Latin America at Elsevier
- **Ramón Cunillera Granó** - President, Catalan Society of Health Management
- **Mario Mosquera Verea** - Director, Knowledge and Talent Management Area, Galician Agency for Health Knowledge
- **Isabel Hilliger Carrasco** - Professor and Assistant Director of Measurement, Evaluation, and Quality; School of Engineering of the Pontificia Universidad Católica de Chile
- **Fernando Saavedra Díaz** - National Director of Continuing Education, Santo Tomás University

- **Cristian Moscoso** - Director, Advanced Health Training Center, Santo Tomás University
- **José Raúl Ñaupari Pineda** - Head of the Continuing Education Management Unit, Cayetano Heredia University (UPCH)
- **Enrique Terán** - Professor, San Francisco de Quito University School of Medicine
- **Nenetzen Saavedra Lara** - Deputy Director, Academic Development and Extension, School of Public Health of Mexico
- **Marina Kriscautzky Laxague** - Director, Technological Innovation and Development-DGTIC, Universidad Nacional Autónoma de México (UNAM)
- **Adriana Iñiguez Carrillo** - Research Professor, Universidad de Guadalajara (UDG)
- **Reneé González Lucano** - Professor and Researcher, School of Medicine and Health Sciences, Tec de Monterrey

IFE Conference Talks

The IFE Conference Talks are free weekly sessions that showcase outstanding educational innovation projects and highlight topics presented during special events at IFE Conference. The program runs two seasons per year and is broadcast live through live.tec.mx and the [IFE Conference Facebook page](#).



[Watch all sessions](#)



In line with BBI #1 – Future-Ready Universities, this initiative promotes global dialogue and the dissemination of educational innovation.

Results

20 Sessions

62 Speakers

+152K Views

15 Countries

- Mexico
- Ecuador
- El Salvador

- Guatemala
- Honduras
- Peru

- Dominican Republic
- Venezuela
- Colombia

- Argentina
- Spain
- Chile

- Paraguay
- Bolivia
- Panama

Season 5

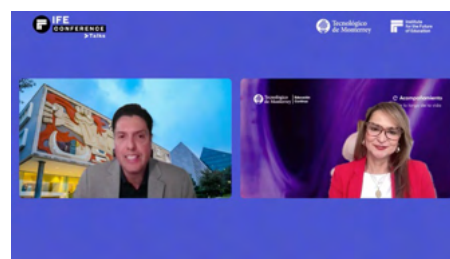
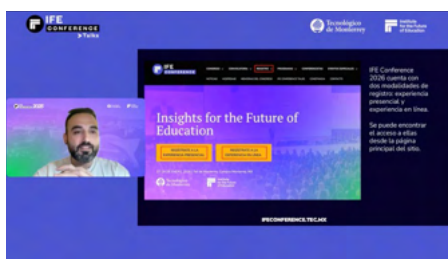
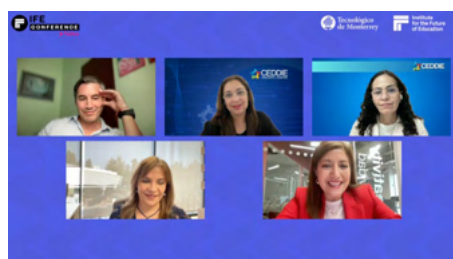
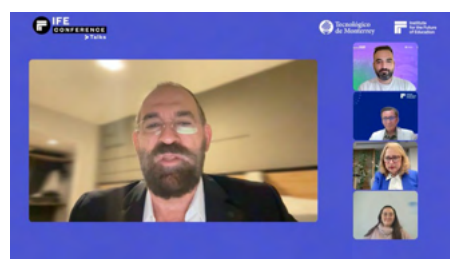
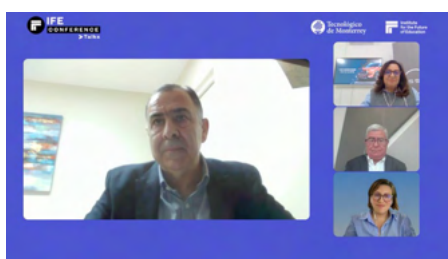
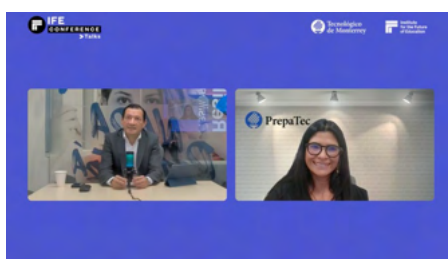
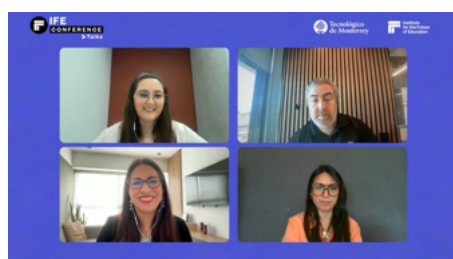
This season featured 9 sessions presenting outstanding educational innovation projects selected through the IFE Conference 2025 Call for Papers.

- ▶ **01** - Call for Papers IFE Conference 2026, April 1, 2025 (SP)
- ▶ **02** - Key Aspects for Publishing in High-Impact Journals, May 7, 2025 (SP)
- ▶ **03** - Workshop “From the Classroom to the Conference: Your First Presentation in Educational Innovation”, May 14, 2025 (SP)
- ▶ **04** - Neuroeducation for Efficient Mathematics Learning, May 21, 2025 (SP)
- ▶ **05** - Dynamic Competency Framework: The Top 10 KSAs in Mexico's INFOCOMM Sector, May 28, 2025 (SP)
- ▶ **06** - A Global Challenge-Based Learning Initiative that Applies Enabling Technologies for Entrepreneurship, June 4, 2025 (SP)
- ▶ **07** - An Innovative Challenge-Based Learning Model for the Development of Future Skills, June 11, 2025 (SP)
- ▶ **08** - Innovating Education with Generative AI Tools: Strategies for Greater Engagement and Critical Thinking, June 18, 2025 (SP)
- ▶ **09** - The “Journey” of the XR Designer: Exploring Immersive Learning Experience of VR and AR in Classrooms, June 25, 2025 (ENG)

Season 6

This season included 11 sessions featuring relevant topics presented during special events at IFE Conference, fostering meaningful dialogue among diverse educational innovation communities. Topics included artificial intelligence, the future of work, lifelong learning, EdTech, global learning, research in educational innovation, digital learning, and educational technology.

- ▶ **01** - Innovating in Education with Digital Learning Experiences, September 3, 2025 (SP)
- ▶ **02** - Teaching and Learning with Generation Alpha, September 10, 2025 (SP)
- ▶ **03** - Global Learning Fireside Chat, September 17, 2025 (ENG)
- ▶ **04** - Empowering to Innovate: Strategies for Designing Digital Experiences, September 24, 2025 (SP)
- ▶ **05** - AIGEN: Universities in the Age of AI, October 1, 2025 (SP)
- ▶ **06** - Panel "Visions That Transform: EdTech Entrepreneurship in LATAM", October 8, 2025 (SP)
- ▶ **07** - Panel "Innovation and Talent for the Future of Work", October 15, 2025 (SP)
- ▶ **08** - Panel "AI in Education: Innovations and Challenges", October 22, 2025 (SP)
- ▶ **09** - Guidance as the New Frontier of Lifelong Learning, October 29, 2025 (SP)
- ▶ **10** - The Opening of Innovation: A First Chord Toward the Educational Innovation Research Summit, November 5, 2025 (SP)
- ▶ **11** - Informative Session IFE Conference 2026, November 12, 2025 (SP)





“ Participating in the IFE Conference Talks organized by the Institute for the Future of Education at Tecnológico de Monterrey was a truly enriching experience. Sharing our global initiative on challenge-based learning applied to entrepreneurship through innovative technologies such as artificial intelligence, with an audience of international educators, was highly motivating.

The IFE provided us with a highly visible platform to showcase the collaborative work between both institutions. The exchange with other speakers and participants opened new perspectives and opportunities for collaboration. Without a doubt, the IFE Conference Talks are a key space for those of us who believe in the transformative power of educational innovation.”

Marta Torres Polo

Department of Business Organization
Faculty of Economics and Business Administration
Autonomous University of Madrid · Cantoblanco Campus (Spain)



“ Participating in the IFE Conference Talks allowed us to deepen the conversation around Generation Alpha, characterized by its digital nature, hyperconnectivity, and a unique way of processing the world. In light of this landscape, we considered it essential to open a dialogue with the educational community to explore the challenges and opportunities this new generation is currently experiencing.

In this sense, the IFE Conference Talks provided a platform to catalyze this conversation, serving as a prelude to the Education for the Future of Youth Summit, where this and other key topics—such as artificial intelligence and the use of technology in the classroom—were explored in greater depth. Through these efforts, we seek to continue promoting strategies that strengthen teaching and learning for the entire community connected to children and adolescents.”

Crisantos Martínez Trujillo

Dean of High School Education
Tecnológico de Monterrey

IFE Conference



IFE Conference has become the most prominent educational innovation conference among Spanish-speaking countries, creating a space each year for collaboration, knowledge exchange, and innovation, and bringing together diverse voices committed to shaping the future of education.

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

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



In line with BB1 #1 – Future of Universities and BB2 #2 – Skills Ecosystems, IFE Conference strengthens global educational communities by fostering dialogue, collaboration, and knowledge exchange around higher education transformation, lifelong learning, industry collaboration, and the future skills needed to address emerging societal and workforce challenges.

Results from 12 Editions

+40K Attendees

49 Countries

+4,800 Institutions

+17M Online Views

IFE Conference 2026: Insights for the Future of Education

The twelfth edition of IFE Conference was held from January 27 to 29, 2026, at Tecnológico de Monterrey, Monterrey Campus.

The conference featured presentations by university rectors and presidents, renowned specialists, professors, researchers, consultants, entrepreneurs, and leaders from civil society, industry, and government.



Results

Attendees

6,130 Attendees

+1,000 Institutions

+1,200 Leaders and Decision-Makers
(Rectors, Vice-Rectors, and Directors)

+1,000 International Attendees

49 Countries (Colombia, Chile, United States, Peru, Spain, Ecuador, Argentina, Costa Rica, Brazil, Dominican Republic, El Salvador, Bolivia, Honduras, Guatemala, Panama, Ukraine, Singapore, Canada, Poland, United Kingdom, among others.)

Conference Media Reach

7.4M Online Visualizations

10.2M People Reach by Social Media

582 Media Publications

652M Published Articles Reach

Main Media:

Infobae, El Clarín, Expansión, Excélsior, El Economista, El Universal, Milenio, El Financiero, La Opinión, University World News, among others

Activities

+500 Activities

20 Summits

892 Speakers

- Keynote Conferences and Panels
- Summits
- Call for Papers Presentations
- Awards
- Online Conferences
- AI and Educational Technology Exhibitions
- Sponsor Presentations
- Networking Events

Keynote Conferences and Panels

95 World-renowned experts presented relevant topics in education

To watch the videos of the keynote lectures, visit:

live.tec.mx/ifeconference

Here are some of the keynote speakers featured in this edition:



Juan Pablo Murra
Rector
Tecnológico de Monterrey



David Garza
President
Tecnológico de Monterrey
Education Group



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



Robert J. Jones
President
University of Washington



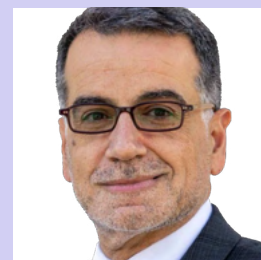
Paulo Blikstein
Director of Research Lab
Institute for the Future of
Education
Tecnológico de Monterrey



Yasmin Kafai
Professor of Learning
Sciences
University of Pennsylvania



Michael Rao
President
Virginia Commonwealth
University VCU



Ahmad Ezzeddine
Vice Provost for Global Affairs
University of Washington
NAFSA President and Chair of
the Board of Directors



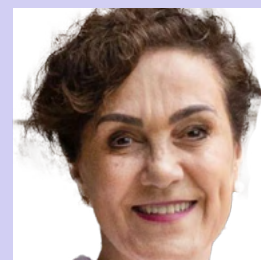
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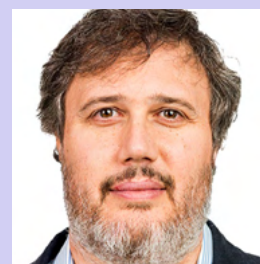
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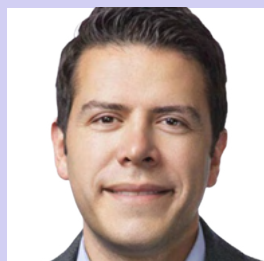
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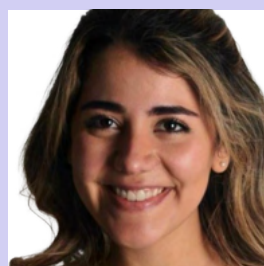
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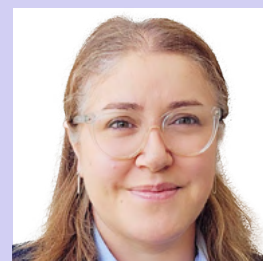
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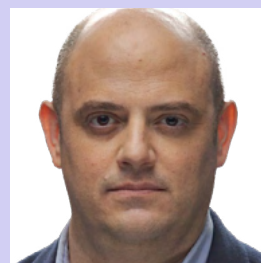
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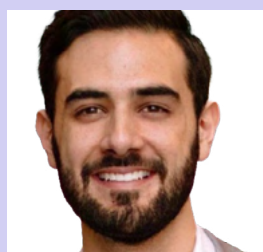
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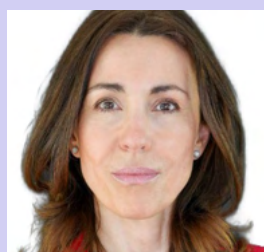
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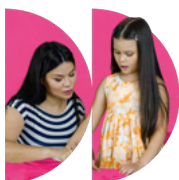
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IFE Conference Summit Series

The IFE Conference Summit Series brings together global leaders, researchers, educators, policymakers, entrepreneurs, and innovators to explore the most pressing challenges and opportunities shaping the future of education. Organized around key thematic areas, the summits foster interdisciplinary dialogue, collaboration, and the exchange of innovative practices that drive educational transformation across different sectors and learning communities.

IFE Early and K12 Education

Focused on innovation in early childhood and K-12 education, this summit explores emerging pedagogical models, student wellbeing, educational technology, teacher development, and strategies to strengthen learning experiences for younger generations.



Early Childhood Education



Schools in Education Alliance



Education for the Future of Youth



Ngos Meeting

IFE HigherEd and Adult Lifelong Learning

This summit convenes educational leaders, university rectors, policymakers, and institutional decision-makers to discuss leadership, governance, organizational transformation, and strategic innovation in education.



Transforming Higher Education



Lifelong Learning



Talent and The Future of Work



Continuing Education in Health



Work Integrated Learning (WIL)

IFE Leadership

Centered on the future of universities and lifelong learning ecosystems, this summit addresses higher education transformation, workforce reskilling, continuing education, microcredentials, employability, and learning pathways for adult learners.



Transforming Higher Education



Schools in Education Alliance



IFE Educational Policy



IFE Digital Transformation

IFE Frontiers in Education

Dedicated to emerging trends and transformative innovation in education, this summit series explores topics such as artificial intelligence in education, EdTech ecosystems, global learning, digital humanities, sustainability, and the intersection of pedagogy and technology. It brings together educators, researchers, entrepreneurs, and institutional leaders to discuss how innovation and technology are reshaping teaching, learning, and the future of education worldwide.



AI in Education



IFE Edtech Summit



Global Learning



Innovation, Pedagogy, and Technologies



Digital Humanities



Education for Sustainable Development



WISE at IFE

IFE Research

This summit highlights research, evidence-based innovation, and interdisciplinary collaboration in education. It provides a platform for researchers and practitioners to share findings, methodologies, and impactful projects that contribute to educational advancement worldwide.



Call for Papers Presentations



IFE Research Summit

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 2026



Call for Papers Results

861 Contributions Received

367 Accepted Contributions

310 Presentations Delivered

35 Posters Presented

103 Scopus-Indexed Research Papers

29 Countries

240 Institutions

373 Speakers

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.

Winners

1st Place

From Design to Life: Quail Farming Incubators – Educational Innovation through Active Learning Methodologies and STEAM Technology

Solangei Hollowell Angulo,
Universidad Autónoma de Aguascalientes

2nd Place

Science Through All the Senses: A Path Toward Educommunication Inclusion

Raquel Espinosa Castañeda,
Universidad Autónoma de San Luis Potosí

3rd Place

Rocket Fest: Innovation and Experiential Learning in the First Semester of Engineering

Juan Gabino Díaz Martínez, Jorge Iván Hidalgo Reyes, Irandi Gutiérrez Carmona, León Felipe Guevara Chávez, Zahira Gabriela Cruz Netro, Tec de Monterrey, Campus Tampico



Best Paper Award

The Best Paper Awards recognize and honor the winners of the top research presentations in their respective categories at IFE Conference 2026, highlighting outstanding contributions to educational innovation and research.

Winners

Lifelong Learning

Micro-Credentials and Equity in Lifelong Learning: A Comparative Study of Ecuador, Colombia and Peru

Darwin Daniel Ordoñez, Luisa Patricia Navarrete Zavala, and Daniela Patricia Ordoñez-Navarrete

Academic Health Innovation

The Impact of Sleep Hygiene and Structured Napping on the Well-Being of Engineering Students: A Case Study of “The Rest Hive”

Pilar Rodríguez Dobarganes, Andrea Escobar-Bazaldua, Mónica Flores Martínez, and Adrian Israel Tec Chim

Management of Educational Innovation

Caring Schools: Socio-Emotional Resilience in Students from Vulnerable Urban Contexts. The Campana-Altamira Case

Rosalio Villela Treviño and Tania Elizabeth Arrambide Reyna

Educational Trends

Curricular Innovation for Blockchain Education: Design and Implementation of a Digital University Course

Rocío Aldeco-Pérez, Jorge Alberto Solano Galvez, Sofía Gutiérrez García, and Diego Mora Palacios

Educational Technology

Visual Approach to Narratives Using Comics and Generative Artificial Intelligence

Eduardo Nacimiento-García, Holí Díaz-Kass, Andrea Cotino, and Carina González

Awards



TecPrize Final

The 10 finalist projects are presented in a live final event, where first, second, and third place winners are selected and recognized in front of an international audience.

Winners

1st Place

O-lab - Tania Rosas (Colombia)

2nd Place

Ozaru - Guillermo Garza (Mexico)

3rd Place

HackÜ - Juan Simón Salazar (Colombia)

[Revive the TecPrize Final](#)



NOVUS Award

Recognition ceremony for outstanding projects of the Novus Generation.

Winners

iTecCare5 - Hugo Gustavo González Hernández
(Campus Puebla)

SKILIKET - David Sánchez Ruano
(Campus Guadalajara)

Kiever 21 - Jaime Alberto Palma Mendoza
(Campus Ciudad de México)

Math Modulation Quest - Claudia Hernández Mena
(Campus Puebla)

Explor AR - Carlos Agredano González
(Campus Querétaro)

Embrio 3D - Rosa Gerarldina Guzmán Hernández
(Campus Monterrey)

Tequila VR - Laura Eugenia Romero Robles
(Campus Monterrey)

Cultural Networking Cocktail



Networking Spaces

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



“ 4,000 people in Monterrey, designing the future, together. That’s what the 2026 Institute for the Future (IFE) felt like: not a conference, but a collective act of imagination and responsibility.

I left deeply inspired by Tecnológico de Monterrey, modeling what it looks like for a university to lead with courage, humility, and a deep commitment to human development. Throughout the convening, conversations on AI, learning, and innovation consistently returned to a central principle: technology must serve people, not replace them.

IFE creates the rare space where bold ideas meet shared values. I departed energized by new collaborations and optimistic about building a more human-centered future of education.”

Isabelle C. Hau

Executive Director
Stanford Accelerator for Learning (USA)



“ It was a privilege to participate in the IFE Conference 2026 in Monterrey, Mexico, organised by Tecnológico de Monterrey. I am grateful for the opportunity to share SIT’s experience as Singapore’s university of applied learning and to exchange perspectives with fellow education leaders. The conversations on competency-based education, lifelong learning, and challenge-based learning were both timely and energising. I especially valued learning how institutions are rethinking curriculum, industry partnerships, and skills validation to prepare students to be future-ready in a rapidly evolving world of work.”

Professor Chua Kee Chaing

President
Singapore Institute of Technology (Singapore)



“ The invitation to participate in the panel was a great opportunity for SUMMA. It allowed us to engage on a global platform for the exchange of ideas. It encouraged us to reflect not only on the future of education, but also on the tensions and challenges of the present. Exploring other contexts and engaging in dialogue with diverse voices is key to building new collaborations and advancing the improvement of educational systems.”

Andrea Lagos Mancilla

Teacher
Training Coordinator
SUMMA (Chile)

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.



We appreciate the donation of:





Transforming education, improving lives

The IFE Impact Report 2025–2026 showcases the institute's commitment to transforming education and improving lives through research-driven innovation and collaboration. Significant progress has been made in interdisciplinary research, support for EdTech entrepreneurship, impactful projects, knowledge dissemination, and community building.

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

ife.tec.mx