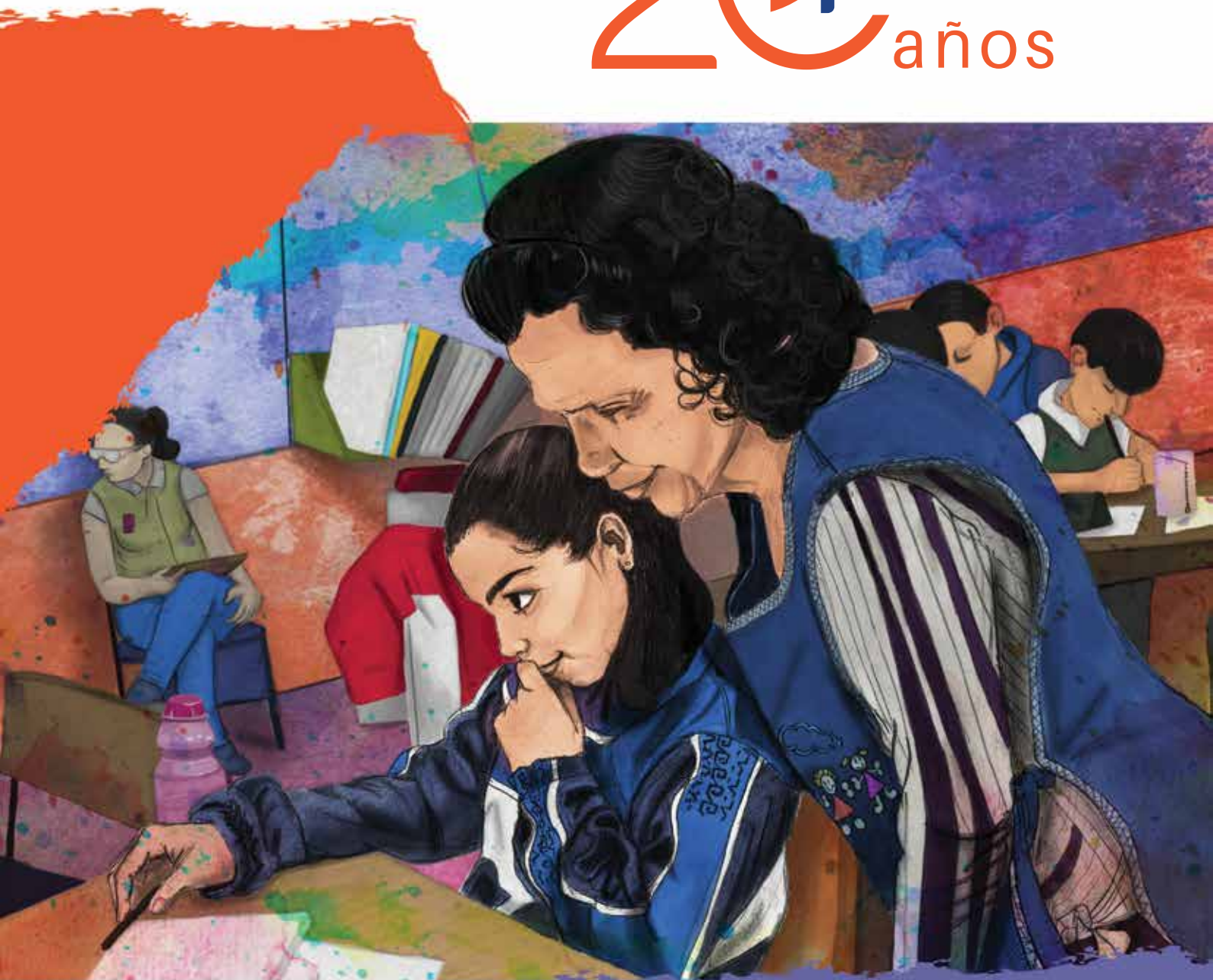


20 años **proed**



Annual Report

2017

Message from the Board of Trustees President

We celebrate 20 years of work.

20 years of effort and evolution in favor of a better educational quality. During this time, we had intervened in 150 schools and we had had 83,576 students in them, 15,690 parents and 3,664 teachers. Of these, only during 2017, we intervened in 57 schools in 7 states and benefited more than 20,300 students, 1,002 teachers, and 4,210 parents. In addition, we had 22 volunteer days attended by 1200 volunteers, improving the facilities of the schools in which we intervene, building a classroom and a library, improving the facilities of 10 classrooms and allowing our donors to participate in socially responsible programs. These numbers are easily said, but they require the effort and dedication of a large team of 50 dedicated full-time to our cause, coordinating with authorities and our allies, specialists, schools, students, teachers, and parents. 20 years of learning that have allowed us to enrich our management and educational model, making it possible to turn Proeducación from an institution that knocked on doors to help elementary schools, to one in which schools and authorities are the ones knocking on our door. A foundation that has managed to encourage the strengthening of the school community. This is the reflection of the crystallization of our efforts, our constant transformation and improvement, which allowed us to renew our Institutionalility and Transparency distinction before the Mexican Center for Philanthropy and receive the Ashoka Educational Innovation Award, as a recognition to our model in training of young agents of change in the country.

Education is and will be necessary to achieve better living conditions and equity. A better country, with better opportunities for all. Therefore, there will always be better conditions for education, regardless of how many educational reforms the government does. In this context, at Proed, we are aware of the importance of the participation of civil society, without political or partisan biases, in order to

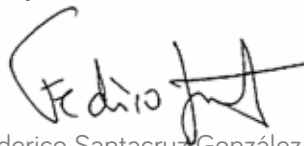


pursue our mission: to contribute to improving the quality of education in public elementary schools.

To do this, through our Intervention Model we seek that public elementary schools become educational communities which are comprehensive, focused on learning and with management capacity, achieving collaborative and participatory work of the entire school community and that our students develop in a comprehensive way, achieving significant learning and developing life skills that allow them to be active and socially responsible.

For our part, we are in continuous learning, facing the different challenges that we find every day and year after year, which always makes us question what is the next step and how we can achieve a higher impact. In short, how we should evolve. Here, we present our biggest challenges: growth, a greater number of beneficiaries, replication of our model, impact on public policy, to lay the foundations to be a benchmark in the sector. The effort has been aimed in that direction. We have progressed and had achievements, but we still have great challenges ahead. 20 years is easily said, but we are facing 20 more. Our efforts must continue.

This is only possible with the unconditional support of the members of our board of trustees, donors, volunteers, the Proed team, the authorities, principals, teachers, and parents who trust in our model, and, in general, of all those friends who deposit their trust in us and to whom we are grateful, since together we managed to contribute, each one from their own perspective, to improve the education quality we want for Mexico. To all of them, thank you very much.



Federico Santacruz González

President of the Board of Directors



About us

We are a Private Assistance Institution, without political or religious bias, founded in 1997 with the purpose of contributing to improving the quality of education received by children of public elementary schools in Mexico.

Right from our start, we identified the need to generate changes in the school environment, both in the different agents that make up the school community and in the processes, environments, and conditions that promote teaching and learning.

In these 20 years, we have supported more than 150 public elementary schools in 7 entities in our country by building comprehensive educational communities, focused on learning and management skills, where students achieve the expected syllabus and develop skills that prepare them for a dignified, active and responsible life in society.

We participate in various networks of organizations for advocacy in educational policy with the intention of sharing our experiences and contributing to the collective building of a quality education for everyone in our country.





Mission

To help improve the quality of education received by children in public elementary schools through the comprehensive development of the educational community.



Vission

To be a benchmark of school intervention at a national level through a model that strengthens the school community and that links society with public school.



Values







20 años
¿proed

20 years trajectory

First Strategic Planning of PROED comes from the civil society need to collaborate urgently and effectively in the improvement of public elementary education in our country. Thus, in May 1997, we constituted ourselves as a private assistance institution, with the purpose of “helping basic education public schools to fully achieve their purpose, according to Article 3 of the Constitution”. The beginning of our activities was made possible thanks to Fundación Merced's Seed Capital, who since then has been a key ally, and to the founding trustees, chaired by Consuelo Lomelín de Visoso and Pilar Parás in the Senior Management. We recognized the importance of the school community and that is why our model is addressed to all its members: teachers, principals, support staff, students and their families. Since 1998, we have educational coordinators in charge of generating and maintaining the collaborative relationship with the school, as well as coordinating the implementation of our model. During the first six years, we worked in more than 60 elementary schools in Querétaro, Morelos, and Mexico City, with a two-year intervention, which included an institutional development program for teachers and principals, a diploma for parents, the installation of media classrooms and donations in kind. In 2003, in our first strategic planning, we agreed to extend our model to six years, in order to impact on a whole generation of students and accompany a process of capacity building among the members of the school community. This comprehensive long-term vision is one of the distinctive aspects of our model.



PROED was born as a dream with a lot of enthusiasm. We have been walking with firm steps, facing difficulties and always seeing as opportunities the challenges that have been presented to us. We have had the blessing of being able to have clarity on the road to keep us moving forward. In this way, many committed people have joined, which has allowed us to multiply results. Today PROED is a mature Institution and I am sure that the biggest challenges and achievements are yet to come.

Ma. del Pilar Parás García
PROED Founder

In 2006 we incorporated the installation and operation program of school libraries: "Reading Promotion"; one of the central programs to influence the quality of education in schools. That same year, the Universidad Iberoamericana and the Merced Foundation awarded Proed the certificate of operational excellence Certeza for civil society organizations. During the 2008-2009 school year, we signed the first collaboration agreement with education authorities. Having this endorsement boosted our work since from that moment on, contact with schools is established in partnership with the local education authority and by invitation and voluntary participation. During the 2009-2010 cycle, we started the Let's Learn program in 15 full-time public elementary schools in Mexico City, which laid the foundations for the current PROED Intervention Model. With Let's Learn we actively involve the beneficiaries in four lines of action: pedagogical updating and skills development for teachers; skills development for students; human development for parents, and strengthening of the school community. We integrate library consultants in order to transfer the management of the libraries installed by Proed to the school community itself. The program was also accompanied by an impact evaluation model that was subsequently revised to be scaled to all the supported schools. Let's Learn also led us to strengthen collaboration with a larger group of specialists from diverse and prestigious educational institutions on issues relevant to different school communities.



In 2010, we advanced in the institutionalization of our board of trustees, with an executive committee and the appointment of Christian Lippert as president for two years, with the option of re-election. The committees for visibility, fundraising, educational development, legality, finances, and volunteering were also created and the operational areas and their functions were restructured. 2011 was a year of great institutional achievements. We concluded Phase II of the Merced Foundation's Fortaleza Program, becoming the first institution in the High Level in the Institutional Maturity Diagnosis. The rating agency Filantrophilia evaluated us with a score of 3.52 (A +) in institutional development and social impact, which placed us among the best practices and we were recognized with the Compartir award as the best educational institution. In 2013, we systematized our experience of over 15 years. We structure our School Intervention Model in seven lines of action: lifelong learning, reading promotion, technological strengthening, healthy life and nutrition, environment, prevention and human development and participation and citizenship. That same year we organized our first corporate volunteering in schools, which led to the creation in 2014 of the area of volunteering as a strategy for social participation in education. In the first three years of the program, more than 1,200 people have participated in the educational improvement in our country. In 2014 we received one of the most important recognition for social organizations: the Razón de Ser award, which Fundación Merced gives to organizations with comprehensive work models and high social impact. In 2015, the Let's Learn program in concluded Mexico City, with our First Proed Schools Summit. At the end of this stage, we set out an exit and sustainability strategy for the schools. Thus, we designed a trajectory for school strengthening and a next phase: Let's do it together.



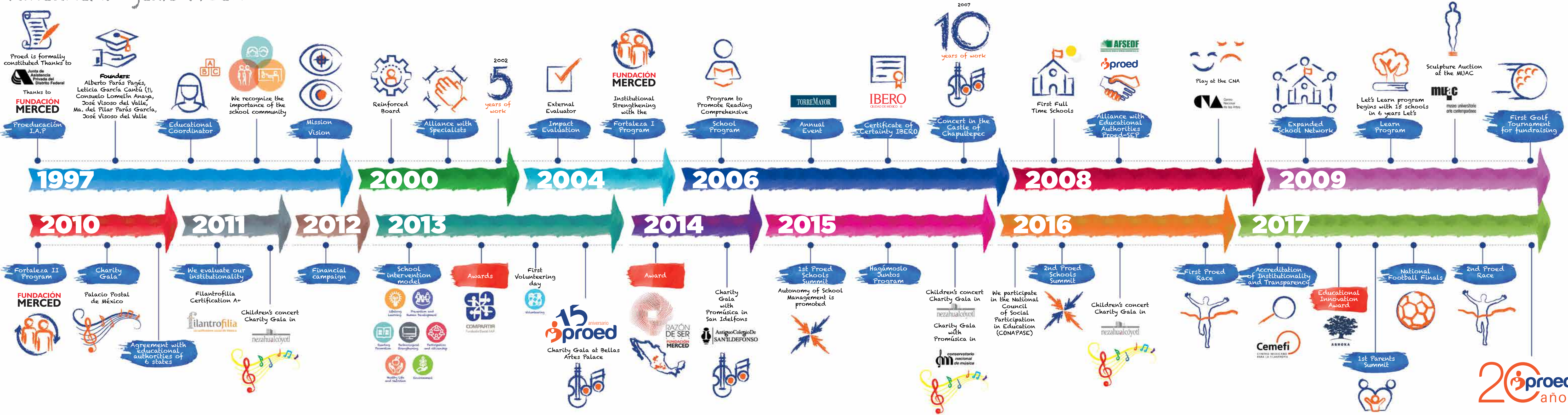
If we want Mexico to be the country it is called to be, we need to work and put all our enthusiasm into education, knowing that it can be achieved and that children are the most important non-renewable resource in a country.

Consuelo Lomelín de Visoso
Founding President PROED

Currently, 22 schools are already in this phase, with more organizational and participation capacities for school improvement. This new stage of maturity in schools has prompted us to promote in the last two years various inter-school events and meetings between our beneficiaries: Annual Teachers Summit, regional meetings for parents and regional and national football tournaments. As a strategy to promote an active life and sports practice as a family, joint with a fundraising event, in 2016 we organized our 1st Proed Family Race with the participation of more than 1200 people including children, parents, teachers, friends of Proed and enthusiastic athletes. Our work of linking in networks of social organizations in education and with educational authorities allowed us to be part of the National Council of Social Participation in Education (CONAPASE) in 2016 as representatives of civil society organizations for the 2016-2018 period. This past year we renewed our Institutionality and Transparency distinction before the Mexican Center for Philanthropy (CEMEFI) and we received the Ashoka Educational Innovation Award as a recognition to our model in the training of young agents of change in the country. We were also selected by Ashoka as one of the top 5 initiatives to attend the First "Transformative Education: Reinventing Education in Latin America" Summit, in Bogotá, Colombia. We know that we face important challenges and that our final goal is still far away. However, we are convinced that this is a continuous process, in which there will always be improvements. As we look back and realize the lessons our history has given us and the impact we have already achieved, we confirm that it is possible to make changes in public education in Mexico from civil society and that we are on the right path.



Timeline. 20 years Proed



Beneficiaries 20 years of Proed



150

Schools



83,576

Students

TOTAL
BENEFICIARIES:



15,690

Parents:



3,664

Teachers

102,930

Results 20 years of Proed

Libraries:



46

school
libraries



30

media
classrooms



50

Strategic Alliances with
specialists, academics,
authorities, and donors



100

Volunteering Days
with the participation
of 5,230 volunteers



24 annual fundraising events

Golf tournaments, concerts, art auctions, plays, conferences and sports races



13 events for beneficiaries

Soccer tournaments, mathematics Olympics, research project summits, parents summits, teachers summit, evaluation and information events for school principals

Our work (Comprehensive School Model)

What we do

We promote a change in school culture, where the school community is the protagonist of its own change. For this, we strengthen the school's capacities by involving principals, teachers, students and parents as subjects of school transformation. We establish alliances with education specialists, companies, institutions and educational authorities and we accompany the school every day in its improvement process.

Goal

That public elementary schools become comprehensive communities, focused on learning and with management capacity; where students achieve the expected syllabus and develop skills that prepare them for a dignified, active and responsible life in society, and where principals, teachers, and parents work together for a better education.



How we do it

Through our Comprehensive School Model, our operative team accompanies the schools day after day, for at least 6 years, creating a constant collaboration bond that allows listening to needs, making proposals and coordinating activities. Throughout our collaboration with schools, we promote co-responsible participation between parents and teachers in benefit of students. All our activities are organized into eight lines of action, which are implemented in the schools according to the needs of each one based on a participatory diagnosis. We also have an evaluation model, which includes, in addition to the participatory diagnosis, evaluation of results for decision making and impact evaluation.



Lines of action



Lifelong Learning

Promotes the development of teaching competencies and pedagogical leadership aimed at achieving the purposes of learning the plans and programs of study through training and continuous updating. In addition, it promotes educational inclusion, the achievement of expected learning in students and calls for the participation of parents in school education.



Reading Promotion

Strengthens the capacities of the school community to integrate libraries as spaces to promote a taste for reading in teaching and learning processes through the installation of adequate infrastructure, a collection of books that is pertinent and sufficient for learning, training, and accompaniment to the use of the library and the promotion of reading.



Technological Strengthening

Strengthens the capacities of the school community to integrate media rooms as spaces to favor the integration of technology into teaching and learning processes through the installation of adequate infrastructure, with connectivity, sufficient and functional equipment, up-to-date and relevant software, training and support for the operation / maintenance of the media room and the use of technology.



Participation and citizenship

It promotes a citizenship sense building and strengthens the capacities of autonomous management and leadership of the entire school community, as the protagonist of its transformation, through various participation mechanisms for school improvement.





Prevention and Human Development

Attention to the whole school community for the prevention of addictions, child abuse, and sexual abuse, as well as for the emotional strengthening and the promotion of school/family environments of protection and trust for the full development of boys and girls.



Healthy Life and Nutrition

It promotes the development of healthy eating habits and lifestyles, hygiene care of food areas, physical activation and the development of sports skills.



Environment

It promotes awareness and environmental responsibility of the school community through active participation in collective actions and school projects for the care of the environment.



Volunteering

Promotes the sense of co-responsibility of the whole society while building a quality public education. It contributes to the improvement of school infrastructure, care for the environment and social participation in education by involving civil society with school communities.





2017



Beneficiaries



57

Schools



20,332

Students

TOTAL
BENEFICIARIES:



4,210

Parents



1,002

Teachers

25,544

Results and achievements 2017

Lifelong Learning



Through innovative methodology promotes the development of teaching competencies, parents' participation and the achievement of expected learning in students.



Teachers and principals:

- **1,002** teachers trained in different update topics.
- **184** teachers attend workshops to attend to special educational needs of students.
- **3rd. National Proed Schools Summit:** 205 participating teachers.
- **ORT International Conference on Educational Innovation:** Participation of **25** teachers and **10** Proed staff members.

- **Sevic Program (System of Experiential and Indagatory Teaching of Science), in partnership with INNOVEC:** Participation of **10** 6th grade teachers and **6** Schools from Mexico City, implementing the program to **217** students.

Students:

- **5 State Matematiadas (Mathematical Olympiad):**
 - Michoacán **7** schools
 - Puebla **4** schools
 - Zacatecas **5** schools
 - Morelos **6** schools
 - State of Mexico **5** schools,**363** Participating students

- **XVI National Matematiada**

Participation of **8** schools from **3** states with excellent results: **79** participating students and **33** winning students.

Parents:

- **208** Parents attended workshops and talks on educational inclusion to attend to the special educational needs of their children.

Results and achievements 2017

Reading Promotion



School libraries are used as learning environments to encourage reading, writing, and research.



- **5** libraries opened and **1** reading corner for the benefit of **2,368** students and **112** teachers.
- **30** Committees of Reading Promotion.
- **32,556** home loans.
- Training of **66** teachers, **73** parents and **476** students for the promotion and management of school libraries.
- **1,748** lessons of reading encouragement are taught to **11,857** students.
- Assessment and accompaniment to the operation of **36** libraries and **1** reading corner with the participation of **628** teachers, **272** students and **124** parents in reading committees.
- **"Creo en Ti"** program, where teachers are trained to teach children to recognize the value and ability to be whatever they want, believe in themselves and their abilities, with the support of the Foundation **"En Cuentos te Encuentro"**
 - **13** schools in Mexico City
 - **38** trained teachers
 - Implementation and monitoring in **48** classrooms
- **Open Book Program:** a social campaign of **Gandhi Bookstores** that seeks personal and academic development through reading.
 - **3** schools in Mexico City for the benefit of **888** students
- Implementation in the School libraries with the support of **IBBY México**.
- **We participate with the National Chamber of the Mexican Publishing Industry and the National Council for Standardization and Certification of Labor Standards (Conocer)** in the building of the **School Library Management Standard**, which recognizes the competencies of people who take charge of the organization, selection, dissemination, loan and promotion of reading and the library. Published on December 14, 2017, in the Official Gazette of the Federation.

Results and achievements 2017

Technological Strengthening

The media rooms are integrated into the school programs and are used weekly by all students



- Inaugurated **2** media classrooms, of which we built **1** and re-equipped **3** classrooms already installed for the benefit of **1,475** students and **75** teachers.
- **15** schools with Technology Committees.
- Training in technologies for **39** teachers and **50** parents.
- Installation and access to local and online digital content and resources.
- **1,369** sessions of classes are taught in the computer classroom with the assistance of **6,531** students.
- Assistance and accompaniment to the operation of **25** media rooms with the participation of **324** teachers and **33** parents, benefiting **6,447** students.
- **Project Tak tak tak in partnership with INOMA:** portal of educational video games to reinforce topics seen in Spanish, mathematics and science classes.
 - **2** Queretaro schools, **2** Edo. Mex. schools, **6** Michoacán schools, **3** Morelos schools, **3** Zacatecas schools and **2** Puebla schools:
 - > **221** trained teachers
 - > **4,745** students benefited

Results and achievements 2017

Participation and citizenship



Through child participation, students recognize their right to participate and their responsibility to find solutions to their community's problems



Teachers, principals, and parents:

- **Strategic and participative school management program:** 9 schools in Mexico City, 10 in Morelos, 5 in the State of Mexico and 4 in Puebla. 40 teachers, principals, and supervisors.
- **Promotion of participation from the Technical School Councils:** 7 Mexico City schools, 7 principals, and 136 teachers.
- **Activation of the School Councils of Social Participation:** 4 schools in Mexico City, 74 teachers, 4 principals and 104 CEPS members.

- 72 School Committees with the participation of 432 parents and teachers who work in different school improvement actions (academic, infrastructure, physical activation, etc.)

Students:

- We accompanied 9,430 students throughout the school year in the development of 46 research projects and children's participation with the NEPSO methodology (Our School Asks Your Opinion).

- 7 NEPSO state summits with the presentation of Children's research and participation projects with topics such as:
 - Transgenic foods
 - Addictions in Elementary School Children
 - Water care
 - Animal abuse
 - Trust in the family
 - Stress
 - Purchase and sale of exotic animals

Results and achievements 2017

Prevention and Human Development



With the Prevention and Human Development Program, school communities acquire knowledge and tools to prevent and detect situations of abuse and addictions among students, inside and outside the classroom.



Teachers, principals, and parents:

- Workshops and talks for the development of skills and knowledge in topics, such as:
 - Addictions Prevention
 - Prevention and attention to Bullying
 - Prevention of risk situations, abuse, and child abuse
 - Human development, resilience, assertiveness, emotion management and conflict resolution.
- **162** teachers and **1,712** parents support the education of children by teaming up with the school.
- **1st. Proed Parents Summit in Mexico City**, **87** participants from **16** Mexico City Schools.

Students:

- **3,169** participated in the “Yo Decido” Emotional Reeducation Workshop, taught in **57** schools.
- Activities for the development of life skills:
 - **10** Informative talks on prevention of addictions: with the participation of **1,338** students.
 - **13** Workshops for the prevention of situations of risk, abuse and child abuse for **673** students.

Community:

- Community activities to promote self-care, communication and healthy coexistence and addiction-free lifestyles:
 - **Interactive Digital Dome AMBAR:** **8** schools in Mexico City
 - > **17** shows for **932** students and **46** teachers.
 - > **8** shows for **276** parents.
 - **Monologue VIVE:** **4** schools in Zacatecas and **1** in Querétaro
 - > **2** shows for **603** students, **32** teachers **48** parents

Results and achievements 2017

Healthy Life and Nutrition



Students modify eating habits and physical activity to achieve a healthy life.



- **Chavos Más Sanos Program** in partnership with **Fundación Chespirito** for the promotion of good eating habits and physical activation. **12** schools in Mexico City
 - **8,061** students benefited. Delivery of copies of guides, comic strips, and workbooks.
 - Hygiene and nutrition training to **15** suppliers of food services, **79** teachers, and **118** parents.
 - Accompaniment to **17** Healthy Living Committees
- **7 State Football Tournaments**
 - **Male and Female leagues:** **950** students participating in more than **50** games.
- **1st Proed National Football Tournament**
 - **250 Assistants** among students, parents, and teachers (Mexico City Headquarters)
 - **10** participating teams: **6** men and **4** women
 - **Girl's winning team:** Benemérito de las Américas School from Mexico City
 - **Boy's winning team:** Leonardo Silva School from Morelos
- **Active Schools Program** in partnership with **NIKE** and **Yo Quiero, I Puedo:** Contribute to make children in schools more physically active.
 - **5 schools in Mexico City:** **12** physical education teachers trained in teaching.
- Introductory talk to promote the importance of physical activity to **56** parents.
- **1,618** students benefited.
- **Jugamos Todos Program** in alliance with **Vocación Central** and the **Mexican Football Federation:** Promote values, healthy lifestyles, and sports skills through physical activation:
 - **4** schools in Mexico City, playgrounds were painted on the patios.
 - **5** physical education teachers trained in the program and monitoring of its implementation.
 - Training of **96** teachers in front of a group about the project.
 - **2,259** students benefited.

Results and achievements 2017

Environment

Schools projects which promotes the environmental awareness and responsibility, as well as schools communities' participation for environmental care.



- **11 Environment Committees** where students, teachers, and parents participate
- **Sustainable School Program in partnership with Florycanto:** Development of school management skills in environmental projects of waste management, responsible consumption, school gardens, water care. The program is implemented in **4 schools** in Michoacán for **330 students, 26 teachers** and **335 parents** including:
 - Child participation processes
 - Project management training
 - Environmental didactic workshops for teachers, students, and parents
- **School visits:**
 - Monarch Butterflies: Tata Vasco School, **130 students**
 - Papalote Museum: Emiliano Zapata School from Morelos, **100 students**
- **Diploma for environmental development in partnership with Florycanto:** Implementation of participatory environmental school projects.
 - **8 participants** from the Proed team in Michoacán and **22 teachers** from the **8 schools** in Michoacán.
- **Installation of environmental technologies (orchards, compost):** **2 schools** in Michoacán, **3 schools** in Mexico City and **1 school** in Querétaro.
- **For a Better World Program, with the support of PROMESA:** Talks on the care of the environment and awareness on separation and recycling. Workshops with recyclable material and hydroponics, a monthly collection of recyclable material, environmental market and ecological school day.
 - **5 schools in Mexico City: 1,697 students, 98 teachers, and 146 parents benefited.**

Results and Achievements 2017

Volunteering



22 Volunteering Days
with the participation
of 1,200 volunteers.



• 22 Volunteers:

- Improvement of Facilities:

- Construction of:
 - > 1 media room
 - > 1 school library
- 4 painted schools
- 4 schools with 13 days of cleaning and/or rehabilitation of areas
- 1 media room rehabilitation
- 1 library stock rehabilitation

- Strengthening of competences:

- 2 schools with 13 days of reading to students
- 1 day of savings with the assembly of piggy banks
- 2 nutrition talks
- 1 elaboration of 2 manuals of installation and operation of computer rooms.

- Campaigns:

- 1 campaign to donate books (160 donated books)

- 1 dental review campaign

- 2 campaigns donating backpacks (365 backpacks donated)

• 1200 Volunteers:

- Volunteers Companies **466**
- School Community Volunteers **679**
 - > Teachers **60**
 - > Students **113**
 - > Parents **506**
- Friends of Proed Volunteers **55**



Events

Fundraising events:

8th Golf Tournament at the Mexico Golf Club with more than **145 participants**



2nd Race for Education in the 2nd. Section of the Chapultepec Forest. More than **1,300 runners**



Events for beneficiaries

1 national soccer
tournament



7 state soccer
tournaments



1 parents summit



3er encuentro de Escuelas Proed



Linking

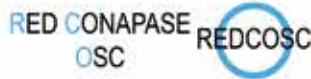
We promote participation as a form of transformation, not only within schools but nationally. Thus, we joined networks and groups make the educational problem visible, as well as the needs, and above all, the initiatives and good practices that can influence comprehensive public policies towards an authentic quality education for all Mexicans.



National Council for Social Participation in Education: Conapase

We are representatives of the Civil Society in the Conapase and as members of the Council, this year:

- We called, coordinated and facilitated the first participatory session of Conapase, from which the counselors generated commitments to promote social participation and the proper functioning of the national, state, municipal and school councils; as well as to integrate a library of digital resources to boost the participation of families in school education.



Education Network of CEMEFI

We are part of the group of organizations, all member members of the Mexican Center for Philanthropy (CEMEFI), which work together to promote the link between civil society and improve the quality of education.

This year we participated in the first two Dialogue Panels of the series "Active Voices Building Quality Education" in:

- The organization and creation of methodology.
- As a panelist representing Proed.
- As a moderator representing the Network.
- The documentation of the experience.





Continuous SIEI - SM Foundation

We presented the Proed model as a successful experience in promoting Participatory School Management in the 10th Continuous Seminar on Comprehensive Education (SIEI).



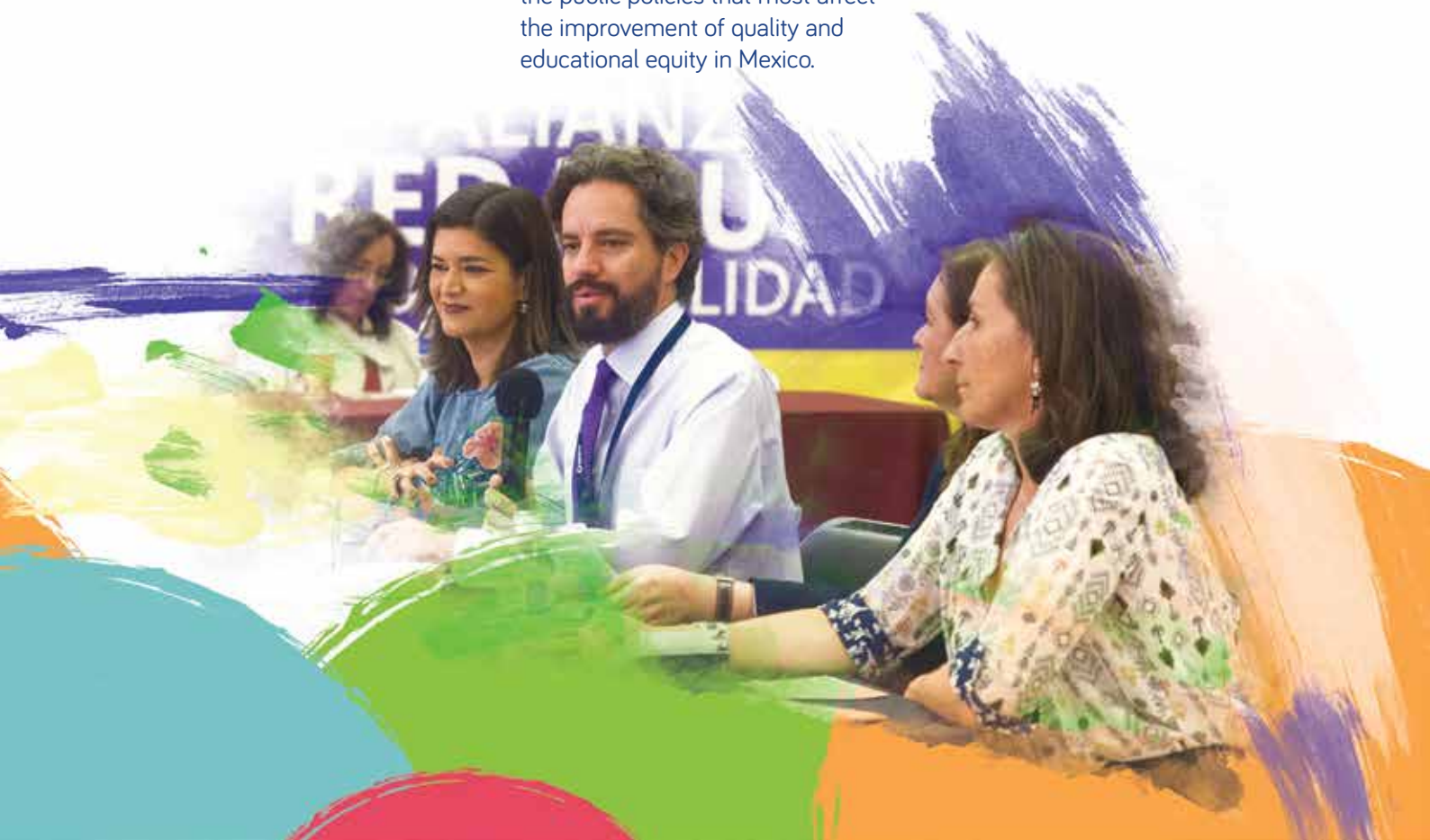
CSCE. Social Commitment to Quality and Equity in Education

A civic initiative of plural and inclusive participation, of the Civil Society and the Educational Authority, to investigate, propose, promote, share and follow up on the public policies that most affect the improvement of quality and educational equity in Mexico.



10 for education

We are the consensus of various civil society networks convinced that only with participation can we build a citizenship with a quality education.



Alliances Specialists



Donors



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Thanks for your support

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