

2018

Annual Report





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/Message

Board

Education is and will remain an essential pillar to achieve better living conditions, equity, and social mobility. In the 2018 OECD annual report, it is stated that one of the greatest challenges of Latin American countries to obtain high learning results is to improve equity in education. Mexico is one of the countries in Latin America with the lowest levels of educational achievement and permanence in secondary levels. The 2018 National Plan for the Evaluation of Learning (PLANEA) results show us how much we have to improve in elementary school.

Therefore, in educational matters, there is a constant search to ensure the best quality, for the benefit, not only of students, but of the entire community. By placing the disparity of opportunities for access to quality education, as well as the lack of social, economic and gender equity in our country, on the public agenda, it becomes essential that citizens and civil society participate in the transformation of education.

We have to learn and promote new participation and management mechanisms within schools; combine efforts from different agents and sectors, so that teachers and parents strengthen communication and collaborative work that translates into projects that change their school communities.

Proed supports school communities to become integrated and focused on learning, by implementing strategies and programs that develop management capabilities and help them use new forms of effective communication for collaborative work which impacts all the school community: students, teachers, and parents.

This effort calls for a continuous learning experience for Proed, navigating through the different challenges that we face every day and year after year, which make us always question what comes next and how we can achieve a higher incidence. In short, how to evolve and address various challenges: growth, increase of beneficiaries, scaling up of our model, and impact on public policy, laying the foundations to be a benchmark in the sector.

2018 was once again a year of challenges and opportunities. The September 2017 earthquakes had consequences that lasted for months, with damaged schools and the impossibility of reconstructing them in the short term, presenting additional challenges to those we every year. However, opportunities come from every challenge, and in Proed we had several, which allowed us to partner with other civil society organizations, learn collectively, and expand our base of beneficiaries, scale up our educational model, and influence public policy.

I most also thank those who make all of this possible: our board, the donors, volunteers, the Proed team, authorities, school principals, teachers and parents who trust in our model, and in general all those friends who placed their trust in us. Thanks to all of them, we can proudly continue our project.



Federico Santacruz González
Chairman

Management

This year we supported 64 elementary schools in 7 states of the Republic, for the direct benefit of 21,900 students, 1,100 teachers, and 6,640 parents, in a joint effort with donors, volunteers, civil society and school communities. We had 22 volunteer days, improving school facilities and strengthening capacities in 18 schools; allowing our donors to participate in socially responsible programs and school communities to get involved in their own transformation.

2018 was a year of challenges and new opportunities for Proeducación. We started our first experience in replicating our Comprehensive School Model as part of the Rebuilding Mexico Project, with the intention of adding social value to the reconstruction of school infrastructure in 6 elementary schools.

Once again, we submitted ourselves to a process of institutionality assessment by Filantropía. We are very proud to have obtained an A+ (3.81) score in a 0 to 4 scale, as well as an estimated social return on investment of \$ 10.59 pesos per peso donated to the Institution, as a benefit to Mexican society in one year.

With these results, we reinforce our passion and commitment to work in the institutional framework and sustainability of our School Support and Strengthening Model, and detect areas for improvement. We are convinced that through strategic actions, we take steady steps toward a better future for the children in our country.

In Proeducación, we strongly believe in the promotion of new mechanisms to contribute to quality education in Mexican schools. Based on the active participation of experts who provide inclusive pedagogical tools and methodologies, we foster a culture of peace and respect for human rights.

We seek that teachers and parents understand the importance of effective and relevant communication in collaborative work, for the implementation of projects to change their school community.

Therefore, we support schools so they design and implement initiatives and projects; we contribute to them becoming comprehensive communities focused on learning, through strategies and programs that develop school management skills and offer new ways of effective communication for the implementation of co-responsible actions in favor of education.

I thank the Board for its guidance and leadership, our donors for the trust placed in our work, our partners for their commitment and our corporate volunteers for their disinterested help.

Finally, I want to thank the entire Proeducación team for their professionalism and dedication. Thanks to all of you, we are achieving better quality in public education in our country.



Sonia Gaspar Villarías
Senior Management



Fundamentals and educational context

In a time of reforms and counter-reforms, of political change, new leaderships and new directions, education remains a fundamental element in the development and future of a nation. And in the center of it: the school; where educational actions materialize and public policies become meaningful.

If we intend that children reach the highest development of their capacities and become citizens who participate and are committed to themselves and their natural and social environment, it is necessary for the school to take a central role and generate spaces where these aspirations can be fully lived among all its members and in all its processes. We've had an educational gap for decades, and there is a quality education debt to Mexican children.



The **PLANEA (National Plan for the Evaluation of Learning)** 2018 test shows disappointing results at a national level in terms of performance. **82%** of the students in Language and Communication and **77%** in Mathematics do not reach satisfactory learning at the end of elementary school. This is more serious in populations with conditions of greater socioeconomic vulnerability.

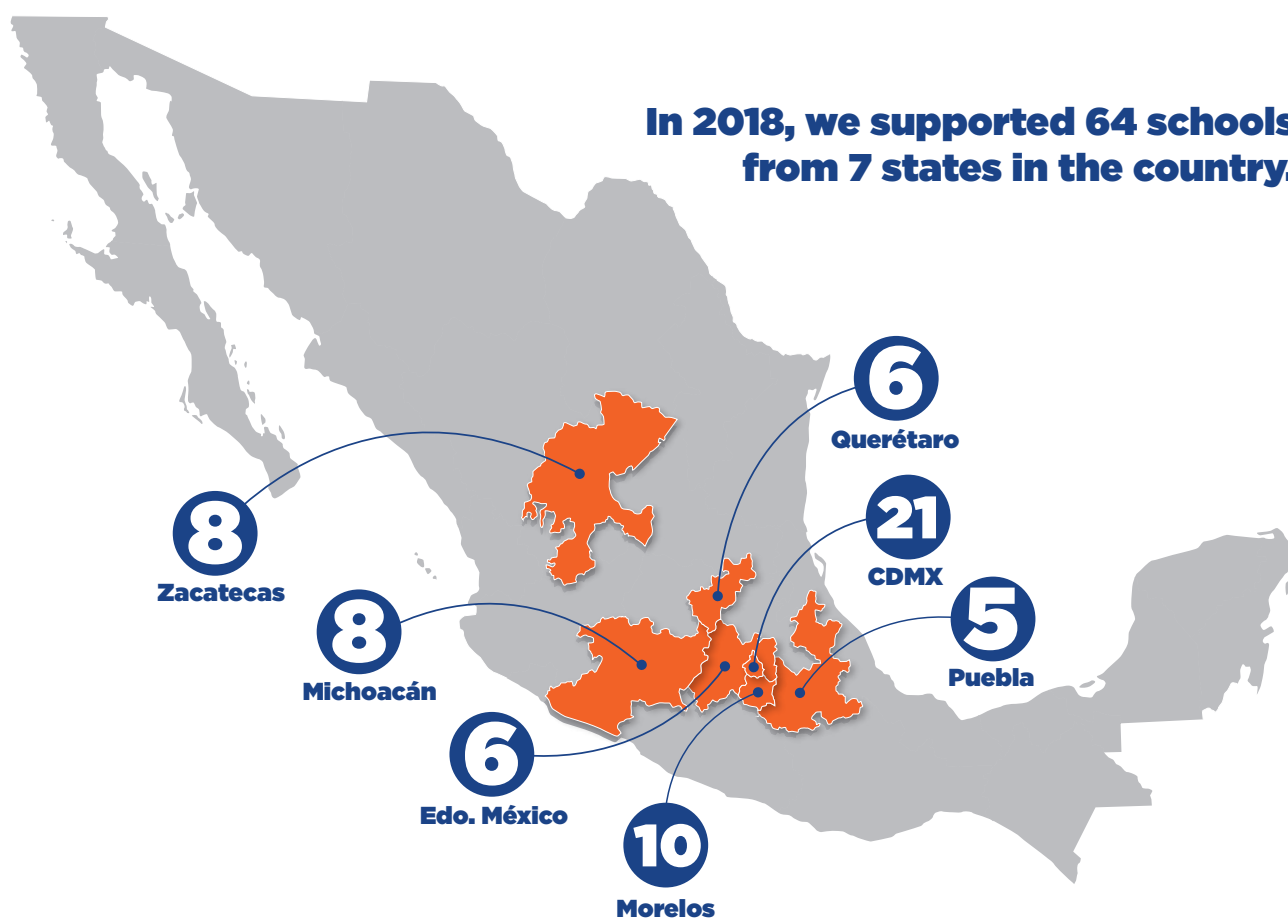
Although universal coverage has almost been achieved at the elementary level, **100,000** children drop out every year. The trend worsens in secondary and high school, which adds to more than **1.1** million dropouts each year. There are many causes, among them, the school environment, the insertion into the labor market, pregnancies and the academic lag itself stand out.

It is not surprising, then, that in the elementary schools where an environment of participation and respect is promoted, the **PLANEA** results are up to 30% higher.

/About us

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

Since our foundation, we have supported more than **150** public elementary schools, strengthening their capacities, and during **2018** we supported **64** schools in **7** states of the Mexican Republic.





/Our goal

Public elementary schools become integrated communities, focused on learning and with management capacities; where students achieve expected learning and develop skills that prepare them for a dignified, active and responsible life in society, and where school principals, teachers, and parents work together for a better education.



/Mission

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

/Vision

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

/Values

- Responsibility. We make decisions, we are aware of our actions and we assume their consequences and impact.
- Wisdom. We apply our experience to nurture intelligence with creativity, reflection, and prudence, for a greater understanding.
- Respect. We act with equity and strengthen the institutionality, integration, and prestige of Proed.
- Appreciation. We recognize, value and care for the needs, qualities, and potential of all people.



/Theory of change



By comprehensively strengthening public elementary schools through a support model for the entire school community...



....the quality of public education in Mexico can be improved.

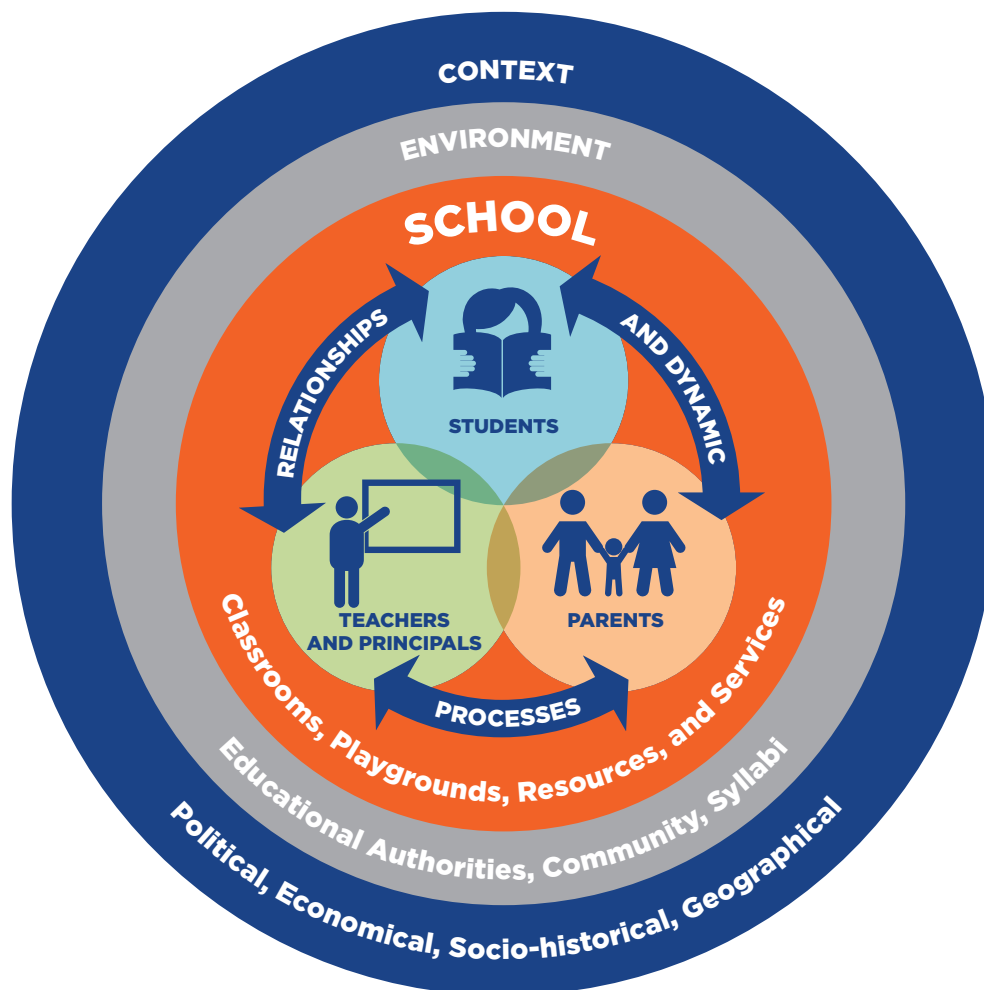


School System

In Proed we see the school as a dynamic system in which students, teachers, principals, support staff and parents are interrelated through participation processes within the school space. In turn, the school is immersed in an environment and a wider context with which it interacts.

Transforming the school requires teachers as facilitators, principals as leaders, and parents as allies to foster students in the construction of learning. All this with the collaboration of other social agents and sectors.

As a social organization, we support and strengthen participation processes where the school is the protagonist.



Comprehensive School Model

From the Comprehensive School Model, we encourage schools to achieve their goals through four key strategies:

1. **Continuous support.** We create a bond of collaboration and trust based on observing and listening to their needs, promoting conversations and participating in school projects. We foster co-responsible participation between parents and teachers for the benefit of students.
2. **Strategic alliances.** We manage and coordinate alliances with specialists in contents and methodologies; with companies, donors and other philanthropic institutions, and with educational authorities at local, state and federal levels.
3. **Training for the development of capacities.** We integrate eight lines of action with programs for students, teachers, support staff, principals and parents that promote collaboration, teamwork, interrelation with the environment and the improvement of school spaces.
4. **Evaluation for improvement.** Based on participatory assessments and the evaluation of results that we obtain annually, we identify needs and contribute to effective decision making for school improvement.



/Lines of action



Lifelong learning

Development of teaching skills, pedagogical leadership and participation of parents, through courses, workshops, and talks with a focus on inclusion for the achievement of learning for all students.



Reading Promotion

Integration of the school library in teaching and learning processes through the installation of infrastructure, relevant book collections, training and support in the use of school libraries and the promotion of reading.



Technological Strengthening

Integration of technology in teaching and learning processes through the installation of infrastructure, connectivity, equipment, software, training and assistance in the operation of computer rooms and the use of technology.



Participation and Citizenship

Development of management and leadership skills through training and support in the participation of parents, students and teachers in school improvement and citizenship building.



Prevention and Human Development

Training and support for the whole school community for emotional strengthening, the promotion of school and family protective environments for the full development of children and the prevention of addictions.



Health and Nutrition

Promotion of eating habits, participative management of appropriate food services, physical activation and sports for harmonious relations and a healthy lifestyle.



Environment

Promotion of environmental responsibility among the school community through training in eco-technologies and participatory management of environmental school projects.



Volunteering

Promotion of co-responsibility and social participation in the transformation of schools by improving infrastructure, strengthening skills and fostering environmental care.



/Results 2018



In schools supported by Proed, 51.9% more students obtain satisfactory results (Levels III and IV, PLANEA 2018) in Language and 56.6% more in Mathematics, compared to the national average.



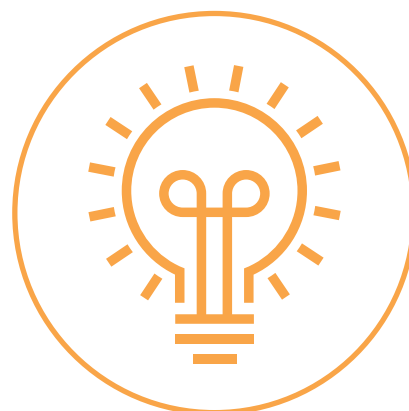
Lifelong Learning

“

*We all know something.
We all ignore something.
That is why we
always learn.*
-Paulo Freire-

”

- **1,100** teachers trained in **teaching skills**.
- **4th National Proed Schools Summit: 220** teachers from **48** schools.
- **Special Education Needs: 117** teachers attended inclusion workshops and didactic adaptation so that all children reach the expected syllabus.
- **Support Learning from Home: 691** parents participated in workshops and inclusion talks to attend to their children's educational needs.
- **Investigative and Experience-Based Teaching System for Science Program (SEVIC)**, in partnership with **Innovvec**, SEVIC provides learning experiences to develop inquiry skills and a taste for science:
 - **52** teachers from **7** Mexico City schools were trained and implemented the program with **1,362** students.
 - **60** students visited the 3M factory.
 - **1,733** students participated in **7** science fairs.
- **Math Olympics**. We promote mathematical problem solving and teamwork skills:
 - **6 State Math Olympics: 423** students participated from **25** schools.
 - **XVII National Math Olympics: 8** schools from **3** states. **90** students attended and **45** were winners.
- **Síguele (Keep-up) Program**. Promotion of school permanence in a ludic, didactic day to motivate aspirations and highlight the talents and values of each student:
 - **10** schools from Mexico City and the State of Mexico.
 - **24** teachers and 6 trained volunteers.
 - Awareness sessions for **300** parents.
 - **448 6th** grade students benefited.



“
 [...] I realized that I had
 to revolutionize;
 learn new things so as not
 to be left behind.
 I realized and I rebelled.
 -Jaime Sabines-
 ”

Reading Promotion

“

*Of the various instruments
invented by man,
the most amazing one is the
book; all others are extensions
of the body ... Only the book is
an extension of imagination
and memory.*

-Jorge Luis Borges-

”



- Assistance and support for the operation of **37** School Libraries and **4** Reading Nooks with the participation of **698** teachers and **124** parents in reading committees, benefiting **13,388** students.
- **5** Libraries inaugurated and **1** rehabilitated for the benefit of **2,457** students and **114** teachers.
- Support for **23** Reading Promotion Committees.
- Training for **66** teachers, **73** parents and **476** students for the management of school libraries.
- **46,724** book loans.
- **1,531** reading promotion sessions for **13,388** students.
- **Open Book Program**, in partnership with **IBBY Mexico** and **Gandhi Bookstores**. We provide book collections and assist activities to promote reading:
 - In **7** schools from Mexico City and the State of Mexico for the benefit of **1,914** students.

“

To travel far, there is no better ship than a book.

-Emily Dickinson-

”

Technological Strengthening



“

Children build their own microcosms ... and when they teach a computer to think, they embark on the exploration of how they think themselves.

-Seymour Papert-

”



- Assistance and support for the operation of **30** computer rooms with the participation of **420** teachers and **33** parents in technology committees, benefiting **8,257** students.
- **1** computer room inaugurated and **5** re-equipped for the benefit of **2,104** students and **117** teachers.
- Support to **15** Technology Committees.
- Technological training for **96** teachers and **86** parents.
- **1,209** class sessions in the computer room with the attendance of **8,257** students.
- **Tak Tak Tak project**, in partnership with **INOMA**. Portal of educational video games to reinforce topics seen in Spanish, Mathematics and Science classes:
 - **18** schools from **6** states.
 - **182** teachers supported during implementation.
 - **5,162** students benefited.

“
*Technology is just a tool.
In terms of getting the
kids working together
and motivating them, the
teacher is the
most important.*
-Bill Gates-

”

Participation and Citizenship



“

Never doubt that a small group of committed and aware citizens can change the world; in fact, it's the only thing that has ever done it.

-Margaret Mead-

”

- **Strategic and Participatory School Management Program.** Leadership training and support in order to set and achieve educational goals:
 - **32** schools from **4** states.
 - **46** teachers, principals, and supervisors.
 - **9,899** students benefited.
- **School Committees Support Program.** We assist and collaborate with teachers' and parents' committees throughout the school year in the planning and development of collaborative projects for school improvement:
 - **122** committees in **54** schools.
 - **776** parents and teachers worked on school improvement projects:
 - > Orchards, compost and recycling.
 - > Management of school libraries and computer rooms.
 - > Parents as readers, literary school recess.
 - > Promotion of healthy school and family relationships.
 - > Arts and crafts with members of the community.
 - > Management and monitoring of dining services.
 - > Fundraising and monitoring.
 - > School visits and recreational, sports and cultural activities.
 - > Improvements to school infrastructure.
- **Activation Program for Social Participation School Councils (CEPS).** Training and support in the installation of CEPS and other participatory processes:
 - **13** schools in Mexico City.
 - Training for **99** teachers, **5** school principals, and **70** CEPS members.
- **Our School Asks For Your Opinion Program (NEPSO)** promotes social research using opinion surveys as a pedagogical strategy:
 - Training for **16** teachers from **11** schools.
 - Support to **1,236** students and their teachers in the development of **48** childrens' participatory research projects.
 - **National NEPSO Summit:** **33** schools from **6** states presented their research and child participation projects with topics such as:
 - > Promotion of the community's thermal waters.
 - > Technology addiction at school.
 - > Insecurity in our community.
 - > Causes of drug addiction.
 - > The values in my community.
 - > Video games and education.



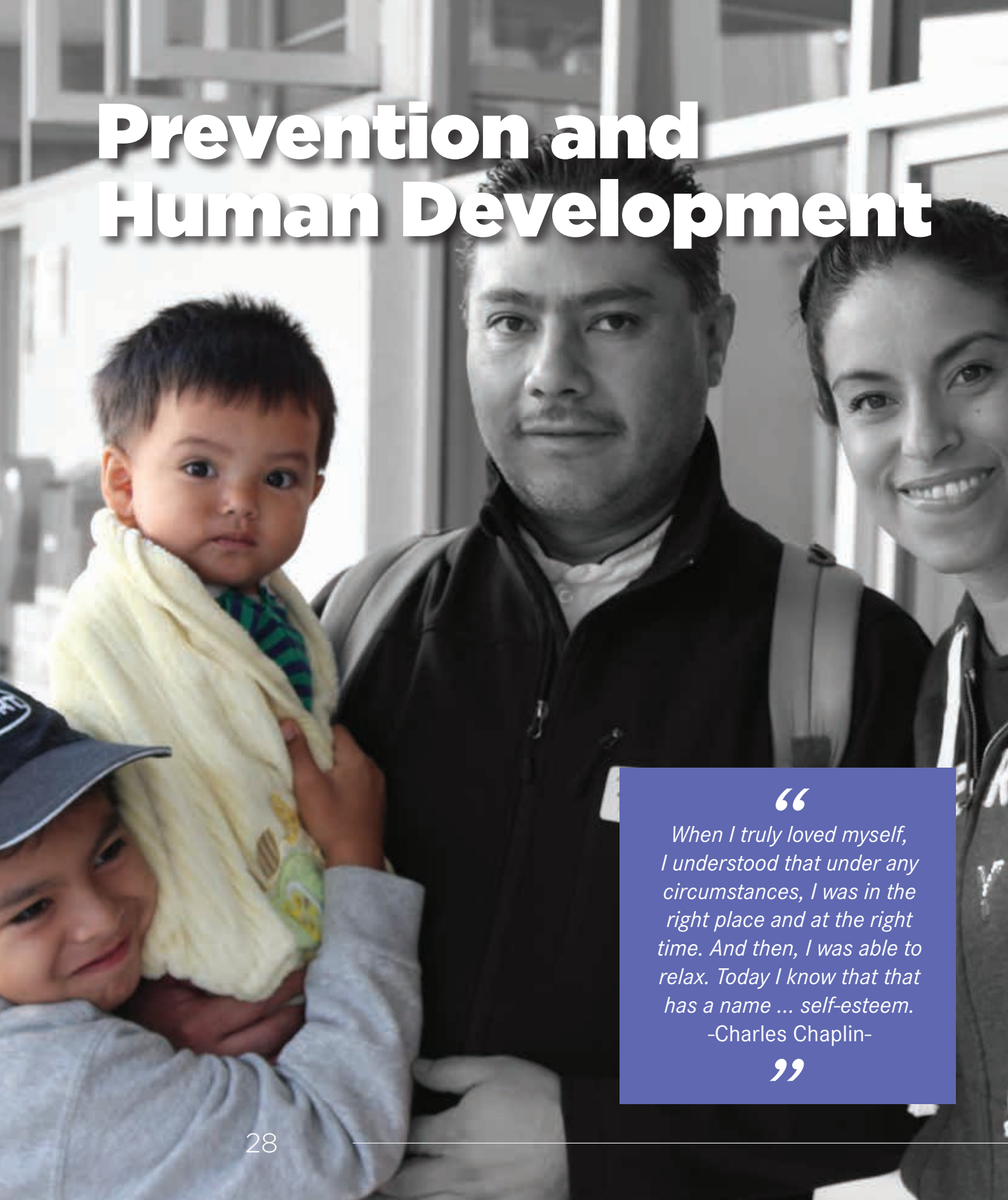
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There are three types of people in the world: those who make things happen, those who see how things happen and those who wonder what happened.

-Nicholas M. Butler-

”

Prevention and Human Development



“

When I truly loved myself, I understood that under any circumstances, I was in the right place and at the right time. And then, I was able to relax. Today I know that that has a name ... self-esteem.

-Charles Chaplin-

”

- **Socio-emotional education.** In alliance with various specialists, we offer courses for the development of social skills, resilience, assertiveness, emotional management, and conflict resolution:

- 27 workshops for 342 teachers.
- 26 talks to 631 parents.
- 5 talks to 105 students.

- **Improve for Your Children Program.** Modular courses to support positive parenting practices:

- 1,154 parents from 40 schools.
 - > Emotion management.
 - > Self-esteem.
 - > Close parents, happy children.
 - > Present parents, successful children.

- **2nd Proed Parents Summit,** 88 participants from 5 schools from the State of Mexico.

- **Creo en Ti (I believe in you) Program,** with the support of **Fundación En Cuentos te Encuentro.** Socio-emotional education and development of life skills through education:

- 25 Mexico City and State of Mexico schools.
- 90 teachers and parents trained.
- Implementation and monitoring in 129 classrooms.
- 4,372 students benefited.

- **Yo Decido (I decide) Program,** a methodology developed by **Pensamiento, Palabra y Acción en Movimiento,** for emotional reeducation based on the revaluation of the self:

- 4,475 students benefited.
- Training for 19 teachers from 9 schools.
- Awareness sessions for 1,160 parents.
- 166 groups from 4th, 5th and 6th grade in 55 schools.

- **Program for the prevention of addictions,** through talks and workshops with various specialists in order to strengthen protective environments at school and at home:

- 43 talks to 1,331 parents.
- 13 workshops for 689 students.

- **Program for the prevention of child maltreatment and abuse,** in partnership with **Guardianes,** through talks and workshops to prevent risk situations, maltreatment and child abuse:

- 5 workshops for 86 teachers.
- 13 talks with 117 parents.
- 25 workshops for 3,268 students.

- **Fundación Nacional Ambar Interactive Digital Dome,** for the prevention of addictions and the planning of a life project:

- 14 schools in the State of Mexico and Michoacán.
- 25 showings for 1,691 students and 152 teachers.
- 13 showings for 572 parents.



- **“Vive” Monologue.** A conference that promotes a healthy life, free of addictions:

- 6 schools from Mexico City, Puebla, and Morelos.
- 3 shows for 295 students, 29 teachers, and 71 parents.

- **El cajón de los secretos (The Drawer of Secrets).** Musical show that promotes the prevention of violence against children:

- 26 Mexico City and State of Mexico schools.
- 8 shows for 975 students and 975 parents.

- **Feel Good Program,** in partnership with **Paidi.** Psychosocial group intervention to promote emotional wellbeing in 221 vulnerable students from 7 schools in Mexico City.

Health and Nutrition



“

*“Take care of your body,
it’s the only place you
have to live in.*

-Jim Rohn -

”

- **Chavos Más Sanos Program**, in partnership with **Fundación Chespirito**, for the promotion of good eating habits and physical activation in **12** Mexico City schools:
 - Hygiene and nutrition training to **33** food service providers, **86** teachers and **27** parents.
 - Provision of guides, comic strips, and workbooks.
 - **3,928** students benefited.
- Sporting events:
 - **7 State Soccer Tournaments:**
 - > Male and Female Leagues.
 - > **635** participating students, the winning teams attend the National Tournament.
 - > More than **900** attendees supporting the teams.
 - **2nd. Proed National Soccer Tournament:**
 - > **187** attendees including students, teachers, and parents (venue in Mexico City).
 - > **10** participating teams: **6** male and **4** female.
 - > **Female winning team:** Anexa a la Normal Elementary School from Zacatecas.
 - > **Male winning team:** Víctor Rosales Elementary School from Zacatecas.
- **Active Schools Program**, in partnership with **NIKE** and **Yo Quiero, Yo Puedo**, to promote physical activity among students in **20** Mexico City schools:
 - Training and support for **48** physical education teachers.
 - Supply of sports equipment.
 - Physical activation talks to **82** parents.
 - **6,416** students benefited.
- Support to **17** Healthy Living Committees.
- **Caravana de la Salud (Health Caravan)** in partnership with **Más Servicios** in Michoacán schools: nutritional counseling, breakfast preparation, legal advice, and dental cleaning. Benefiting **185** students, **123** parents and **11** teachers.



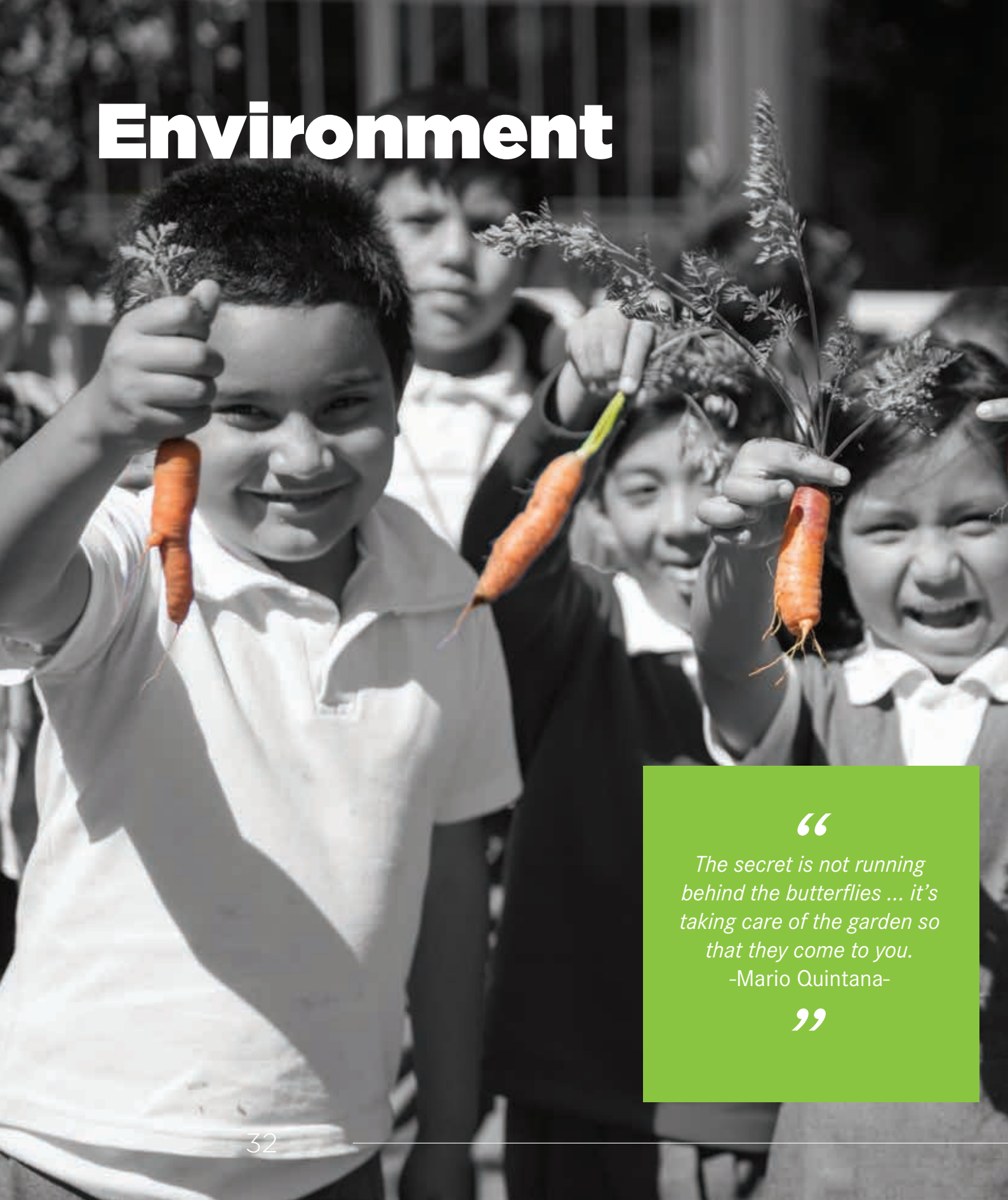
“

*To ensure good health:
eat lightly, breathe deeply,
live moderately, cultivate
joy, and maintain an
interest in life.*

-William Londen-

”

Environment



“

*The secret is not running
behind the butterflies ... it's
taking care of the garden so
that they come to you.*

-Mario Quintana-

”

- **Environmental Development Program**, in partnership with **Fundación Florycanto**. Implementation of participatory environmental projects in 5 schools in Michoacán:
 - Compost elaboration.
 - Management of solid waste and recyclable materials.
 - Elaboration of eco-blocks for the construction of benches.
 - Installation and management of school gardens.
- **Sustainable School Program**, in partnership with **Fundación Florycanto**, for the management of environmental projects with the participation of the entire school community:
 - **2** schools in Michoacán benefiting **471** students, **16** teachers, and **110** parents through:
 - > Child participation processes.
 - > Training in project management.
 - > Environmental didactic workshops.
 - > Installation of school gardens.
- **Por un Mundo Mejor Program**, with the support of **Promesa**, to promote the care for the environment through the separation and recycling of waste:
 - **4** Mexico City schools benefiting **988** students, **49** teachers, and **43** parents through:
 - > Environmental promotion activities.
 - > Monthly collection of recyclable material.
 - > Annual collection of electronic waste.
 - > Installation of school vegetable gardens.
- **Installation of environmental technologies** : **3** schools from Michoacán, **2** schools from Mexico City, **1** school from the State of Mexico and **1** school from Queretaro.
- **School visits:**
 - **Monarch Butterflies:** Ricardo Flores Magón School from Michoacán, **347** assistants among students, parents, and teachers.
 - **Papalote Museum:** 5 de Febrero School from Morelos, **100** students.
- Support to **16** Environment Committees.



“

*If the world does not learn
to respect nature now,
what future will the new
generations have?*

-Rigoberta Menchú Tum-

”

Volunteering



“

*A lot of small people,
in small places, doing small
things, can change
the world.*

-Eduardo Galeano-

”

22 Volunteering days where 39 activities were carried out:

Improvement of school infrastructure:

- 2 school classrooms and 1 computer room were built.
- 3 schools were painted.
- Rehabilitation of 2 computer rooms and 1 school library.
- Cleaning days for 2 school libraries.

Environment:

- Environment day (school garden, compost, nurseries, and fertilizer).
- Gardening day.

Capacity building:

- 12 days of reading to students.
- Savings day with the assembly of piggy banks.
- 3 health and hygiene rallies.
- 2 days of health promotion.
- Nutritional advice and preparation of healthy breakfasts.

- Legal advice session.
- Talk about children's rights, discrimination, and gender equality.

Campaigns:

- Donation of 354 books.
- Dental check up.
- 2 donations of school supplies.
- Donation of warm clothing (hats, gloves, jackets) and blankets.

995 Volunteers:

- 479 from companies.
- 248 from school communities (56 teachers, 19 students, and 173 parents).
- 173 from private educational institutions.
- 53 Proed friends.
- 12 social service students.
- 30 from Proed.





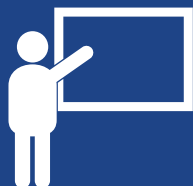
/Beneficiaries 2018

64 schools
and y
29,640
direct benefi-
ciaries of which:

21,900
were students



1,100
were teachers



6,640
were parents



Rebuilding Mexico Project

(Replication of our Model)



We started our first experience towards **replicating our Comprehensive School Model** as part of the Rebuilding Mexico Project in a joint effort with **Enseña por México** in 6 elementary schools, rebuilt with the support of **Fundación Kaluz** and **Fundación BBVA Bancomer**.

This is a two year program aimed not only to the reconstruction of school infrastructure, but to add value to it through the implementation of education programs.

We trained eight **Professionals from Enseña por México (PEM)** in the following four programs from our **Comprehensive School Model** to trigger the process of capacity building in the school community:

- Participation and Citizenship: NEPSO Program.
- Prevention and Human Development: “Yo Decido” and “Creo en tí” Programs.
- Reading Promotion.
- Technological Strengthening: Support to computer rooms.



2,521
students
benefited



/Events

Fundraising events:

Les Miserables
stage play, with over
1,300 attendees.



3rd Race for Education
in the Chapultepec Forest
2nd Section, with more
than **1,700** runners.

9th Golf Tournament
at Club de Golf México
with more than
200 participants.



Events for beneficiaries:



1 National Soccer
Tournament.
7 State Soccer
Tournaments

2nd Parents Summit in
Chalco in the State of Mexico,
with 89 participants
from 5 schools.



**4th Proed Schools
Summit** in Mexico City
with 220 participants
from 57 schools.

/Cooperation

We participate in several networks of social organizations to visibilize the educational agenda, advocate for educational policies, share our experiences and contribute to the collective construction of quality education for all in our country.



Consejo Nacional de Participación Social en Educación (National Council for Social Participation in Education): Conapase

We were representatives of the Civil Society in the Council during the 2016-2018 term. Among the actions of the Council were:

- Parent survey on the Educational Model and the Purposes of Education.
- Recommendation issued to the SEP (Ministry of Education) so that social participation is included in federal programs.
- Opinion on the process of preparing textbooks and the initial teacher training program.
- Proposal for the creation of a digital resource portal for parents.
- Recommendations for improving the Conapase operation based on the experience during the 2016-2018 administration.



XIV ENCUENTRO IBEROAMERICANO DE LA SOCIEDAD CIVIL. LIMA 2018
EL NUEVO LIDERAZGO DE LA SOCIEDAD CIVIL



Red por la educación del Cemefi (Network for Education)

We are active members of the Network for Education of the Mexican Center for Philanthropy (Cemefi). This year we participated in three events:

- Panel-discussion: “Citizenship and imaginative thinking”. Mexico City, July 18. We participated in the design, organization, and co-facilitation of the event. We had 44 beneficiaries.
- XIV Ibero-American Civil Society Summit (EISC), The new leadership of civil society. Lima, Peru, September 17-19. We facilitated the workshop “Entrepreneurship and Innovation” in the Youth Forum of the EISC event.
- Annual summit. Civil society, actions that transform. Mexico City, November 12-14. We moderated the table “Incidence of organizations in public education”.



Compromiso Social por la Calidad y la Equidad en Educación (Social Commitment to Quality and Equity in Education)

Citizen initiative of plural and inclusive participation with the representation of various sectors: authorities, academia, civil society, businesses, trade unions, and parents, to propose and promote public policies that affect the improvement of quality and educational equity.



Tercera Cumbre Ciudadana (Third Citizen Summit): for a democratic State of rights without corruption or impunity

We are part of the convening group of the Third Citizen Summit in the area of Education. We agreed on a collective agenda composed of 56 proposals divided into seven core topics. This agenda was endorsed by more than 350 organizations and was presented to the presidential candidates on May 29 at the Palacio de Minería.

In addition, from the education core topic, we launched a positioning with more than 200 signatures from institutions, groups, and people, on priority educational issues that were presented to the new administration.



10 por la Educación (10 for Education)

As part of the consensus of various networks and civil society organizations, convinced that only with participation can we build citizenship with quality education, we built a proposal to present to the presidential candidates:

- Dialogue with experts, March 8.
- 10 questions on education for the candidates, May 8.



NEPSO Network

We attended the XVIII School and Research Seminar: A summit of the international NEPSO - (Our School Asks for Your Opinion) Network , from October 25 to 27 at the University of Caxias do Sul - Brazil, where we presented our experience with the NEPSO Program in schools and we signed the agreement for the Ibero-American NEPSO Network, as representatives of the program in Mexico.



Human Rights Commission - 1st Legislature of the Mexico City Congress.

On October 29 we participated in a methodological phase for the generation of the Constitutional Law on Human Rights. We participated in the “Educating and Knowledgeable City” table, made up of civil society, academia and government, with the objective of developing sections and inputs for article 8 of the Political Constitution of Mexico City.



Instituto Tecnológico Autónomo de México - ITAM (Autonomous Technological Institute of Mexico) Law and Public Policy Clinic

During the August-December semester, we participated in the Law and Public Policy Clinic of the ITAM Law Department with the objective of identifying the action path to collaborate with educational authorities, through a mapping of the administrative structure in each state where we are present.

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 Publicidad de México
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 Totalplay
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 Trofeos Lobo
 Umana Social Media

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