



2022

INFORME ANUAL



Table of Contents

01	MESSAGE FROM THE PRESIDENT
03	WE ARE PROED -COMPREHENSIVE SCHOOL MODEL (CSM)
07	PROED TRAJECTORY - 25 YEARS -BENEFICIARIES - 25 YEARS
16	2022 RESULTS -SPECIAL PROJECTS: RESPONSIBLE EDUCATION, NETWORK SCHOOLS, REUNIONS AND MIDDLE SCHOOLS
33	VOLUNTEER WORK
37	VISIBILITY
38	LIAISON
41	ALLIANCES
45	THANK YOU FOR YOUR SUPPORT
49	PROED TEAM

MESSAGE FROM THE PRESIDENT

We faced great challenges in 2022 and emerged from a pandemic, which affected us in many ways—the education sector was not spared. We must analyze the situations we faced and learn from them in order to be prepared in the event of a similar adversity in terms of complexity and magnitude. We must make the most of this opportunity to improve how we are doing things, in a way recovering lost time, and always looking to the future with great optimism.

In 2022, Proeducación celebrated **25 years of promoting education in Mexico!** We are very proud to share that in all those years, we have helped **108,047 students, 4,763 teachers and principals, and 16,436 families in a total of 195 schools.**

These numbers are the result of many people's efforts, starting with the children in public elementary schools in Mexico, their parents, and teachers, together with the commitment and professionalism of the **#EquipoProed** (Proed team). This has allowed Proed to reach schools in more states, and we are convinced this trend will continue.

As part of our anniversary celebration, we launched the **Proed 25 Years Campaign**, where we shared videos with testimonies from people who are and have been very important in the history of our institution. Thanks to all of them, to the sum of their efforts, we have been able to contribute to the transformation and strengthening of education in our country. We invite you to see and listen to these testimonies in the following link: <https://www.youtube.com/watch?v=PbF8DQmDJVU>

In its eagerness to be always at the forefront, Proed established a strategic alliance with Fundación Botín with presence in some countries in Latin America, Spain, and Portugal, whose social mission is to leverage the art's capacity to develop creativity, which is understood as the ability to solve challenges and problems, becoming thus the key for society's evolution and development.

We are very grateful to the **founders, board members, friends, donors, allies, sponsors, and Proed Team** for joining us and being present in these first 25 years. We are counting on all of you to continue with this great project; promoting education is the only way to improve Mexico and the world.

Proeducación: **#25añosImpulsandoLaEducación**
(25 Years Promoting Education)

Kind regards,

Arturo Banuelos
President of the Proeducación Board of Trustees



WE ARE PROED

Proed is a non-governmental organization, with no political or religious views, whose purpose is to contribute to improving the quality of education children receive in public elementary schools in Mexico.

Ever since our inception 25 years ago, we have contributed to strengthen 195 public elementary schools, and in 2022 we assisted 112 schools in 9 Mexican states, including two middle schools.

2022 BENEFICIARIES



Our Goal

For public elementary schools to become integrated educational communities that focus on learning and with management capacity; where students achieve the expected learning result and develop skills that prepare them for a dignified, active, and responsible life in society, and where principals, teachers, and families work together for better education.

Our Mission

To contribute to improving the quality of education that children receive in public elementary schools through the comprehensive development of the educational community.

Our Vision

To be a national benchmark in school strengthening using a model that assists the school community and links society and public schools.

Guiding Principles



INTEGRATION

We include teachers, principals, students and their families in decisions and activities; and we promote the development of each school actor in all its dimensions: physical, intellectual, psychological, emotional, and social.



COLLABORATION

We encourage the participation of all school stakeholders in creating change in schools. We not only encourage conversation; we also drive action based on their interests and needs.



APPRECIATIVE LOOK

We plan, implement, and evaluate based on diagnostics and conversations focused on the successes and strengths that can drive the educational community toward a shared vision of the future.



SYSTEMIC APPROACH

We see the school as a dynamic system, with different school stakeholders interacting with each other in a physical space and in turn in a wider environment and context. These interactions affect and transform the system. Synergy is generated, that is, the results are greater than the sum of its parts.

COMPREHENSIVE SCHOOL MODEL (CSM)

The Comprehensive School Model (CSM) helps students in public elementary schools have access to quality education. With the CSM we contribute to achieve change in school culture, in the actors that make up the school, in their interactions and in the environments and physical conditions conducive to teaching and learning.

The CSM puts the school community at the center: students, teachers, principals, support staff, and families. We seek to strengthen a series of attributes in all school actors, based on their participation in the CSM:

- **Students** who wish to continue to learn, who communicate clearly and fluently, who look after themselves and their environment, and who coexist harmoniously.
- **Principals** who exercise participative and pedagogical leadership. They are able to integrate and adapt the guidelines set by the educational authority to their own program of continuous improvement, supported in the community.
- **Teachers** who show commitment, self-esteem, and appreciation for their profession, participate and liaise with the school community, are in continuous training and focus their practice (and lifelong learning) on the learning of their students.
- **Parents** who are involved and take responsibility for their children's education, who see themselves as educators, and value and support school education.
- **Integrated school communities** focused on learning and with capacity for autonomous and participative management.
- **Schools** with physical conditions and educational resources that favor learning.

To achieve this, the CSM is based on **four key strategies**: Continuous support, strategic alliances, capacity development training, and evaluation for improvement.

The programs and activities we carry out in and with schools are divided into **eight lines of action**: Lifelong Learning, Prevention and Human Development, Technological Improvement, Reading Promotion, Healthy Life and Nutrition, Participation and Citizenship, Environment, and Volunteer Work.

CSM Stages

Schools participating in the CSM do so in three stages. First, **Aprendamos** (Let's Learn), with close assistance for approximately six years, focuses on providing on-site training to strengthen school actors, their interactions and physical space to facilitate learning.

Second, **Hagámoslo Juntos** (Let's Do It Together), we promote the consolidation of participative leadership and mechanisms for the participation of the entire school community in improvement projects, while leveraging meeting and training opportunities for the entire school community.

Last, schools become part of the **Proed Schools Network**, with which we seek to offer virtual and physical spaces for members of school communities to share experiences and have access to resources for the continuous improvement of their schools. The following image represents the path schools take along our assistance.



Aprendamos Juntos (Let's Learn Together)

- 4 to 6 school cycles
- Continuous assistance (weekly)
- Courses and workshops in the school
- Construction, conditioning, and recovery of educational physical spaces

Hagámoslo Juntos (Let's Do It Together)

- 1 to 3 school cycles
- Moderate monthly assistance
- Out-of-school teacher updating
- Assistance to consolidated participation committees
- Counseling on leadership and management to directors and teachers
- Training the school community to replicate and to continue the eight lines of action

School Network

- Indefinite duration
- Create virtual and physical spaces for schools to share their experiences with other schools, have access to resources, and continue their strengthening in a self-managed and creative way

For more information on our Comprehensive School Model, click [here.](#)

PROED TRAJECTORY AND BENEFICIARIES - 25 YEARS

BEGINNINGS: 1997 - 2001

We established a non-governmental organization in 1997 to support public elementary schooling.

1997



**FUNDACIÓN
MERCED**

We began activities thanks to the *Capital Semilla* program from Fundación Merced, which has since been a key ally, and the founding trustees chaired by Consuelo Lomelin de Visoso, and with Pilar Paras as Director General.

We recognized the importance of the school community and so our model addresses all its members: teachers, principals, support staff, students, and their families.



2001

Since **1998**, **educational coordinators** have been in charge of establishing and maintaining a collaborative relationship with the school, as well as coordinating the implementation of our model.

INSTITUTIONALITY: 2002– 2006

By 2003, we worked in more than 60 elementary schools in Queretaro, Morelos, and Mexico City

2002



In **2003**, we extended our Comprehensive Education Model to six years. **This long-term vision** is one of our distinguishing features.

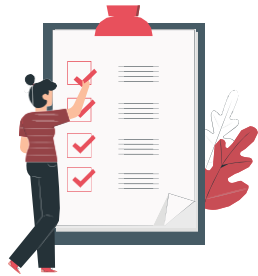
In **2006**, we incorporated the *Me gusta leer (I like reading)* program to be implemented and operated in **school libraries**.



Also in 2006, Universidad Iberoamericana and Fundación Merced awarded Proed the **Certification of Operational Excellence, Certeza**, for Civil Society Organizations.

STRENGTHENING: 2007- 2011

In **2009**, we started the *Aprendamos* (Let's Learn) program in 15 full-time public elementary schools in Mexico City, thanks to a collaboration agreement with the **Federal Administration of Educational Services in the Federal District**.



2007

Inicia el programa
"Aprendamos" con 15
escuelas en CDMX



We also began the **evaluation of results** process, which subsequently escalated to all schools we assisted.

2011 was a year of institutional growth. We were the first institution to get a **high score** in the Fundación Merced Maturity Diagnostic.

**FUNDACIÓN
MERCED**



Filantropía gave us an **A+** in institutional development and social impact and we won the **Compartir Award** as best educational institution.

EXPANSION: 2012 - 2016

In **2012**, we systematized our first **15 years of experience** and restructured our **Comprehensive School Model (CSM)**, organized into four **strategies** and seven **lines of action**.



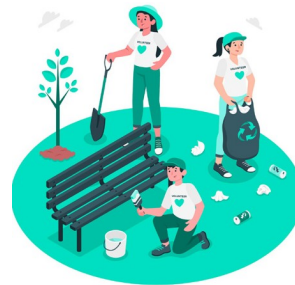
In **2014**, we created the **volunteering area** as a strategy for social participation in education. Over **7,500 volunteers** have participated in the improvement of education in our country.



2012



In **2013**, we launched our **first corporate volunteering program**.



In **2014**, we received the **Razón de Ser Award**, one of the most prestigious awards for social organizations, given by Fundación Merced to organizations with comprehensive work models and high social impact.

EXPANSION: 2012 - 2016

1º Encuentro de
escuelas Proed
Impulsan autonomía
de gestión de escuelas.



In **2015**, we held our **first Proed Schools Reunion**. We established a next phase for school strengthening: **Hagámoslo Juntos** (Let's Do It Together).

In **2016**, we organized our **First Proed Family Race**, which has received an overwhelming response; and this year we will hold the 6th Race for Education.



2016

In 2016, we participated in the **National Council for Social Participation in Education** as a CSO representative for the 2016-2018 tenure.

CONSOLIDATION: 2017 - 2022



2017

In **2017**, we again received the **Institutionality and Transparency** distinction from Cemefi (Mexican Center for Philanthropy).

In **2017**, we received the **Ashoka Educational Innovation Award** and we were one of the top five initiatives in the **First “Transformative Education: Reinventing Education in Latin America”** Reunion, in Bogota, Colombia.



In **2018**, we first replicated the CSM as part of the **Reconstruyendo México** (Reconstructing Mexico) project in conjunction with Enseña por México and with the support of Fundación Kaluz and Fundación BBVA Bancomer, with the intention of adding social value to the reconstruction of six elementary schools.



In **2019**, we received the **Monte de Piedad National Award for Extraordinary Transformation**.

CONSOLIDATION: 2017 - 2022



Our partnership with Fundación Botín started that same year, as well as the *Responsible Education* program for socio-emotional development and creativity, through which we have since incorporated **more than 40 schools into our network.**

In **2020**, we were named by Cemefi the **Best place to do Volunteer Work.**



We started the **Proed at Home** platform with content of interest to our entire educational community.

In **2020 and 2021**, we redefined priorities to address the pandemic in an **Emerging Project**, with five central concepts: Digital Skills, Hygiene and Safety, Socio-Emotional Development, Participative Management, and Educational Gap and School Dropout Prevention.

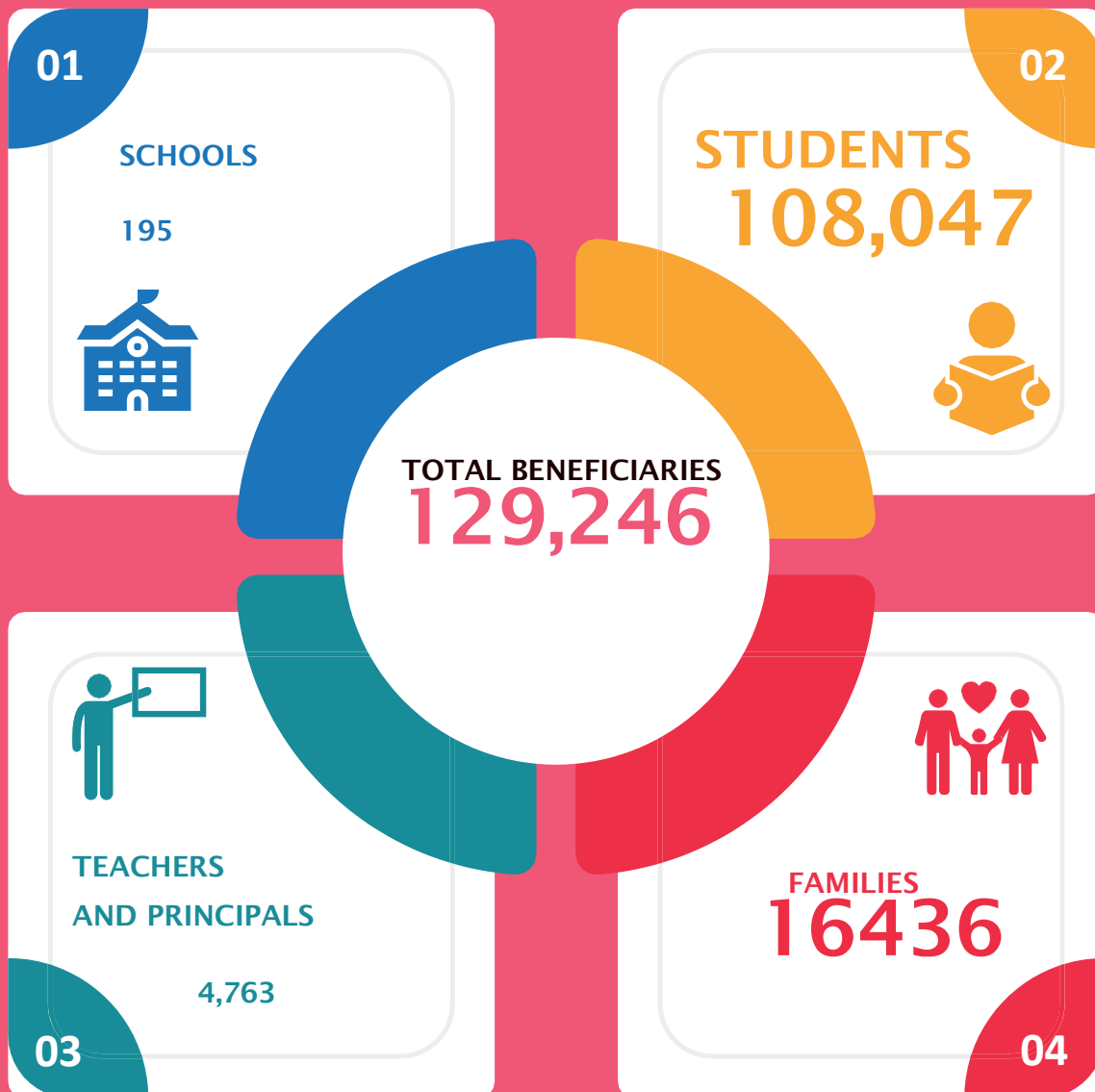


To view the full trajectory of Proeducación click [here](#).

In **2022**, we further helped the schools we assisted with our new **Proed School Network**, as a third stage in school maturity. We also started a pilot project to adapt our **Comprehensive School Model (CSM)** for middle school.



BENEFICIARIES - 25 YEARS



2022 RESULTS

We evaluate results at the end of each school year. We identify the main achievements, progress made, and challenges in terms of our model's indicators, which we use to assist schools in their decision-making for continuous improvement. In the 2021-2022 cycle, we asked students, teachers, principals, and families to answer **more than seven questionnaires**, mostly online, and in mixed formats for schools with Internet connection problems.

Below, we show the indicators which have shown an average increase of 6% or more, compared to 2019, since the next two school cycles were skewed by the pandemic and the closing of schools.



STUDENTS

● 2019 ● 2022



	2019	2022
Dialogs and resolves conflicts peacefully	64.6%	79.9%
Respects others	44.1%	70.1%
Reads for enjoyment	60.8%	70.8%
Acknowledges their responsibility to participate	73.1%	85.1%
Knows how to collaborate in looking after the environment (knowledge)	71.5%	79.5%
Knows how to communicate their ideas in writing	51.2%	62.4%
Manages their emotions assertively	48.5%	72.9%

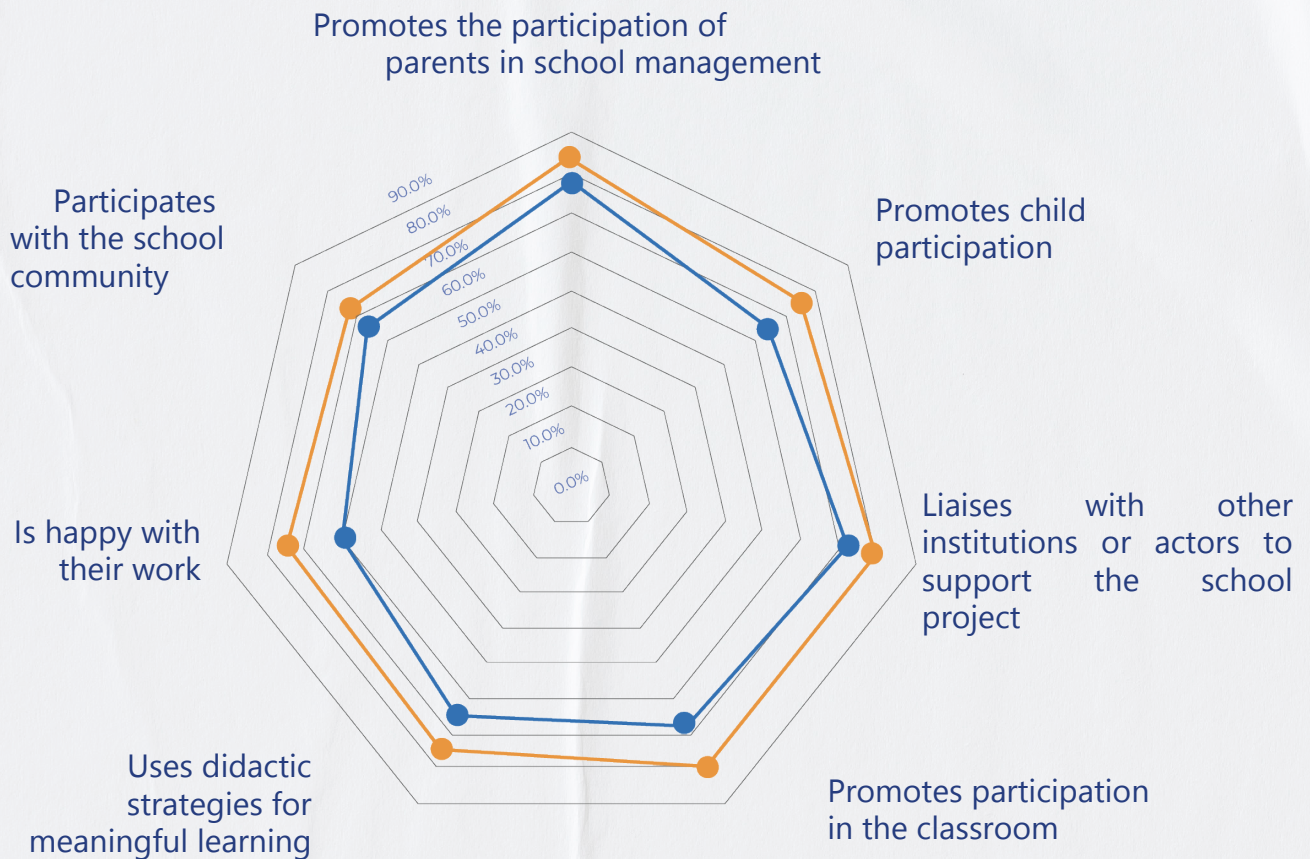
We see changes in several indicators that have to do with students enjoying learning—going from 58% to 93%—which makes them feel more motivated to learn.

They also show the ability to search for information using ICT and to work as a team, both aspects boasting an increase of 24%.

In addition, we see that—currently—students “value themselves more” (going from 58% to 98%), and thus they have better relationships, because “they dialog and resolve conflicts peacefully” (35% increase).

PRINCIPALS AND TEACHERS

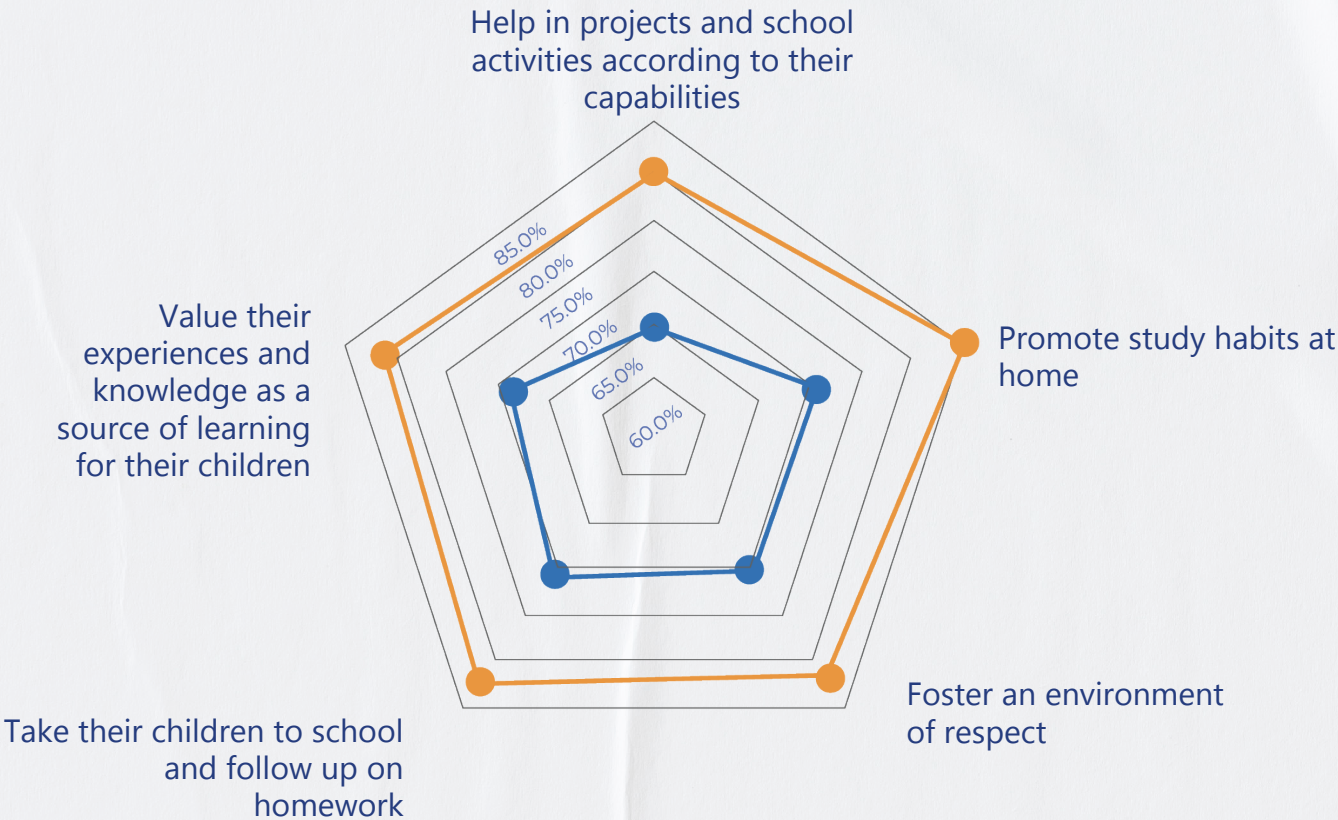
● 2019 ● 2022



	● 2019	● 2022
Promotes the participation of parents in school management	68.6%	74.1%
Promotes child participation	57.1%	66.4%
Liaises with other institutions or actors to support the school project	64.8%	70.3%
Promotes participation in the classroom	61.4%	72.4%
Uses didactic strategies for meaningful learning	58.2%	66.8%
Is happy with their work	53.3%	65.6%
Participates with the school community	56.8%	62.8%

FAMILIES

● 2019 ● 2022



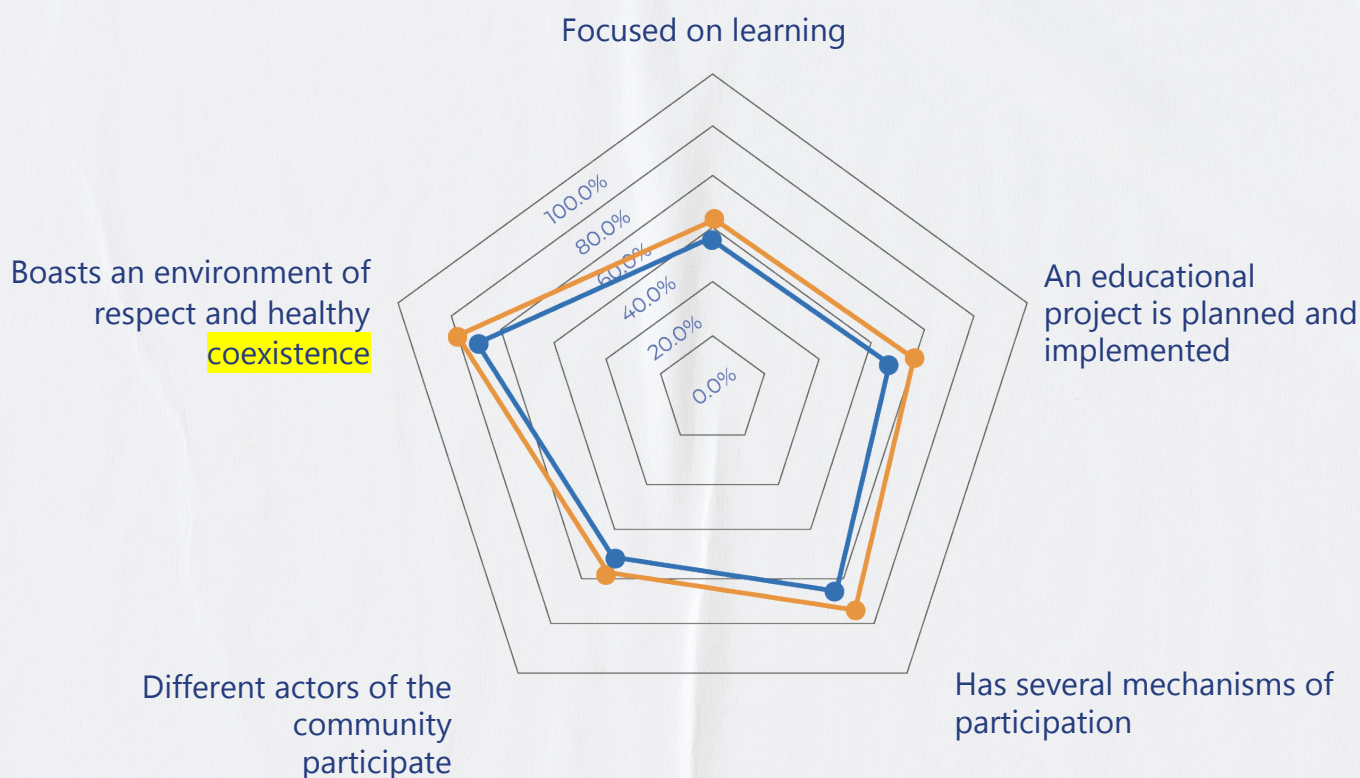
	2019	2022
Help in projects and school activities according to their capabilities	70.6%	80.2%
Promote study habits at home	76.3%	84.4%
Fosgter an environment of respect	75.8%	81.7%
Take their children to school and follow up on homework	76.7%	82.5%
Value their experiences and knowledge as a source of learning for their children	74.9%	81.3%

Families value more their experiences and knowledge as a source of learning for their children, constantly promoting in turn, an environment of respect and study habits at home. (9% increase).

They are also constantly involved in school life, as they follow up on homework and support school projects and activities according to their capabilities. (increase from 6% to 9%).

SCHOOL COMMUNITY

● 2019 ● 2022



	2019	2022
Focused on learning	55.8%	63.1%
An educational project is planned and implemented	59.7%	66.3%
Has several mechanisms of participation	69.1%	76.1%
Different actors of the community participate	54.3%	60.4%
Boasts an environment of respect and healthy coexistence	78.3%	87.4%

School communities believe there is an environment of respect and healthy coexistence in their schools. This indicator increased from 78% to 87%. Furthermore, it has various mechanisms of participation, which encourages the different actors of its community to participate in different activities and decisions (6% increase).

They have also seen an increase in planning and implementing learning-focused educational projects (7% increase).

**112
schools
and 31,539
direct
beneficiaries**



**25,912
students**

**1,396
teachers
and
principal
s**



**4,231
families**

LINES OF ACTION

We organize our model activities in eight lines of action: Lifelong Learning, Prevention and Human Development, Technological Improvement, Reading Promotion, Healthy Life and Nutrition, Participation and Citizenship, Environment, and Volunteer Work. We adapt our activities to the strengthening needs of each school, for the continuous improvement of the education of girls and boys.



Lifelong Learning



Technological Improvement



Prevention and Human Development



Environment



Reading Promotion



Participation and Citizenship



Healthy Life and Nutrition



Volunteer Work



Lifelong Learning

Objectives:

- To develop teaching and pedagogical leadership skills
- To encourage family participation in their children's education
- To strengthen student competences for learning

• **Teacher training.** Courses and workshops to strengthen teaching and management skills:

- **Teaching skills.** With different allies, we offered 39 skill-development courses and workshops for 307 teachers and principals of 57 schools in topics such as:

- > Situated and project-based learning
- > New educational model
- > Planning
- > Special educational needs
- > Neuroscience and learning

- **Didactics of mathematics and science.** 63 teachers from 16 schools received assistance in using teaching materials for the experiential teaching of mathematics and science:

- > **Science at home**, in partnership with **Dragociencia**: training to implement science experiments.
- > **Fun Mathematics**, workshop to use "regleatas" in arithmetic, taught by **Gabriela Cosío Guerra**.

- **Evaluation for school improvement** trained 124 teachers and principals in:

- > **MIA (Medición Independiente de Aprendizajes – Independent Assessment of Learning) Project**, in partnership with the **Universidad Veracruzana** and **CIESAS**: course on diagnostic and didactic tools to reduce learning gaps.
- > **Proed Diagnostic Assessment**, a hands-on workshop for principals on the Proed Diagnostic Assessment Report, given by **Karen Smolensky**.

• **Learning at home support.** Talks with information and practical recommendations to support learning at home. 69 teachers and 314 parents participated, with the support of our expert allies **Estrella Calva**, **Yanitza Pérez** and **Ámbar Fortaleciendo la Calidad Educativa**, covering the following topics:

- School-family collaboration
- Improving reading skills
- Multiple intelligences and learning profiles

• **Support students in learning.** Activities to motivate children to stay in school and for them to want to continue learning:

- **Síguele (Go On) program**, in partnership with **Educación Re-creativa**: promotes children staying in school through recreational activities, reflection, and coexistence, in which students identify their strengths and interests and create a life project, with the support of their families. 70 parents and 576 6th graders from 19 schools participated.
- **22nd Humanistic Ecological Mathematics Event**, organized by **Benemérita Escuela Nacional de Maestros** through the **Didactic Museum of Mathematics** that, after 2 years of pandemic, returned to its in-person modality. 5 schools assisted by Proed participated and had excellent results. **Congratulations to the teams that came in 1st and 3rd place!**
- **Science Fairs**, in alliance with **Dragociencia**: held in 2 schools where 190 students carried out several experiments they learned throughout the year.

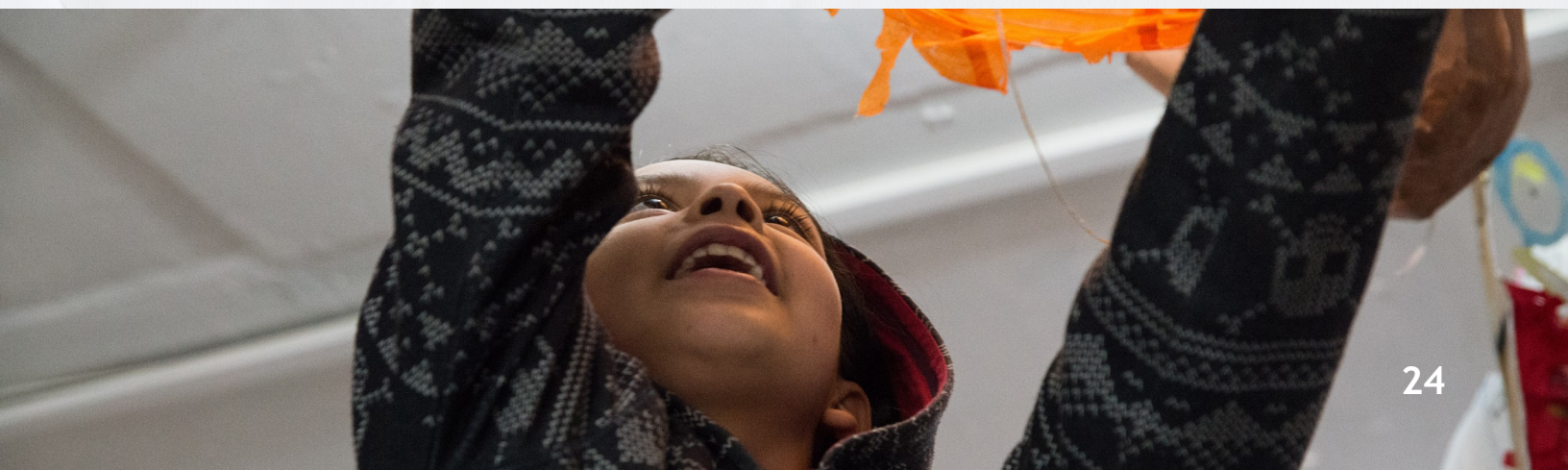
• **8th Proed School Reunion.** On Saturday, October 22, we held the **8th School Reunion:** *“Inclusive schools where everyone learns”* online:

- **195** teachers and principals participated from Mexico City, the State of Mexico, Hidalgo, Michoacan, Morelos, Oaxaca, Puebla, Zacatecas and Queretaro.
- Many thanks to **Dr. Helga Patricia Frola** for her participation in the plenary talk *“Inclusion in the Classroom, A Challenge for the New Mexican School.”*
- Participants attended one of the **8** simultaneous sessions:



Didactics of basic operations	Moisés Martín García González / Centro Educativo Narciso Bassols
Teaching reading and writing in a comprehensive manner	Enrique Lepe García / Centro Educativo Narciso Bassols
Equality practices in the classroom	Anilú Zavala Alonso / Ser mujeres para el desarrollo y la equidad, A.C.
Inclusive classrooms	Beatriz González Hernández / UNIR
Educating with responsibility and love	Francisco Sanabria Guerra / AULA
School coexistence	María Morfín Stopen and María Elena Durán Rico / La Jugarreta
Universal design for learning	Jorge Luis Martínez Aguilera / Renaced
Evaluate to learn	Patricia Ganem Alarcón / Grupo Loga

Many thanks to our sponsors for making it possible; to our expert allies and to the teachers who enriched this event with their experiences and knowledge.





Reading Promotion

Objectives:

- To integrate libraries into teaching and learning processes
- To set up infrastructure and collections.
- To train and assist in the use of libraries and to promote reading

• **Support reading and writing at home.** Workshops and talks for 337 parents to encourage their children to enjoy reading.

• **Support the management of school libraries.** Assistance and training activities to develop library management capacities.

– We assisted and trained parents in participating committees in the management of libraries and promotion of reading in 4 schools, with techniques to foster reading and for school library management.

– 25 teachers participated in workshops to set up literary circles and hold read-alouds to leverage school libraries.

• **Forming young writers.** A program to promote the use of the imagination inviting children to become interested in literature and meet a writer. 94 students from 3 schools spent time together and shared their experiences with writer Raúl Godínez.

• **Escribir como lectores (Writing like Readers)** program, in alliance with the Centro Educativo Narciso Bassols and Fundación SM. It seeks to create communities of readers and writers by promoting creative writing through the discovery of literary works and authors. 202 students from 4 schools participated.

• **Reading promotion program.** The #EquipoProed (Proed Team) designed and organized various activities with students:

– 25 in-person storytelling sessions for 1,690 students from 19 schools in Zacatecas, Morelos, Hidalgo, the State of Mexico and Oaxaca.

– **Literary pajama parties.** For the end of the school year, 442 students in 5 schools in Michoacan participated in book readings, presentations of favorite stories and talks on legends and horror stories.

– More than 1,000 read-aloud sessions for 3,392 students from 29 schools throughout the year.

Donations in kind.

– 14 tables and more than one thousand books for the school library in the state of Hidalgo. Thanks to the Jan Amos Institute.





Technological Improvement

Objectives:

- To integrate technology into teaching and learning processes
 - To set up infrastructure, connectivity, machines, and software
 - To train and assist in the operation of media rooms and use of technology
-
- **Training.** Digital-skill development courses and workshops for teachers and parents to leverage new technologies for learning and communication in their teaching practice and at home:
 - **Teaching competences:** 6 courses and training workshops were given to 68 teachers and principals in 17 schools, covering the following topics:
 - > Operating systems
 - > Digital complements for learning
 - > Leveraging computer labs and mobile classrooms
 - > Educational videogame platform
 - **Parents:** 7 courses and training workshops were given to 469 teachers and principals in 17 schools, covering the following topics:
 - > Computer lab and mobile classroom maintenance
 - > Cybersecurity and digital footprint
 - > Proper use of screens
 - **Students:** 860 sessions for 2,598 students in 28 schools, covering the following topics:
 - > Cybersecurity and digital citizens
 - > Digital tools
 - > Digital resources and content to support learning
 - > Educational robotics
 - **Digital infrastructure.** Thanks to the support of partners and donors, we contributed to improving the digital infrastructure in 10 schools:
 - 2 computer rooms in Mexico City with 46 computers donated by JLL LaSalle Partners.
 - 3 computer rooms in Michoacan with 62 computers donated by HP Mexico.
 - 5 computer rooms in Zacatecas with 27 laptops and 51 tablets, with support from Minera Newmont Peñasquito.
 - The traveling classroom is still running with the support of HP México, in a bus equipped with 10 computers and a digital whiteboard.
 - 1,097 students benefited from this.
 - **Proed at Home.** We improved the image and structure of our microsite in order to make it easier to find educational content such as videos, images, applications, and links to different sites. Our content is designed around "educational fun" for students; so it can be a support for teachers during class, and for parents when reinforcing education at home.

Find out [Proed at Home](#) here and support children's learning in Mexico.





Healthy Life and Nutrition

Objectives:

- To promote eating habits in the school community
- To promote participative management of adequate food services
- To promote physical activation and sports for a healthy life

• **Support health at home.** With the support of Dr. Alejandra Méndez Pérez / SANSCE Clinic and Dr. Sandra Santiago Ramajo / UNIR, 4 conferences on healthcare were given to a total of 173 parents, covering the following topics:

- The impact of Covid on children
- Evaluation and progress of the pandemic in these 2 years
- Social reconstruction after the pandemic
- Healthy behaviors in teenagers and their influence on cognitive development

• **School Health Committees.** 21 parents in 7 School Health Committees were trained by the Dr. Alejandra Méndez Pérez from the SANSCE Clinic in Mexico City, Morelos, Oaxaca, Michoacan, Hidalgo, and the State of Mexico.

• **Sports reunion.** 5th and 6th grade students (boys and girls) from 6 schools in Zacatecas competed in basketball and soccer tournaments. Congratulations to the 378 attendees from these school communities and to the winners from the Anexa a la Normal, Víctor Rosales and Lic. Pedro Vélez schools!





Prevention and Human Development

Objectives:

- To train and assist the entire school community in terms of emotional strengthening
- To promote protective school and family environments for the full development of students
- To promote an addiction-prevention culture

1. Education and socio-emotional care at school. Workshops and talks aimed at teachers to generate a protective environment in the school community:

- Several talks and workshops for **socio-emotional self-care** for 140 teachers, with the support of our allies Estrella Calva and Veronica Mafud.
- **Protocols of action against bullying:** for 19 teachers of the Juan B. Molina School in Mexico City who received information on preventing bullying and abuse in their school community, by our expert ally Gerardo Olivares Reyes.

2. Education and socio-emotional care at home. Talks for parents that offer tools and knowledge to promote comprehensive development at home:

- **Mejora por tus hijos (Improve For Your Children) program**, to improve family relationships based on personal development. Taught by our **#EquipoProed (Proed Team)** in modules with 8 sessions each. 275 parents from 15 schools benefited from the following modules:

- > Managing emotions
- > Communication
- > Close parents, happy children

- **Conferences and talks** on self-esteem, grief, parenting practices, anxiety, living together, and handling emotions. Thanks to our expert allies Estrella Calva, Ámbar Fortaleciendo la Calidad Educativa, Monte Fénix and Guardianes Study Center:

- > 11 in-person sessions and 5 virtual sessions
- > 851 participating parents

• Training program to prevent addictions. Interactive talks and activities with the school community on the risks and consequences of drug use:

- **Interactive digital dome.** Interactive and playful experience to teach about the damage caused by substance abuse on the neurological development of teenagers, and to plan a life project. In alliance with **Fundación Nacional Ámbar**. It was carried out online:

- > 9 schools in Mexico City, Queretaro, and Puebla
- > 113 parents
- > 1,045 4th, 5th, and 6th graders

- **Mayor prevención, menor adicción (More Prevention, Less Addiction)** program, in partnership with **Concieo, A.C.** that brings activities to the entire school community for the prevention of addictions through the development of socio-emotional skills and protective environments. We continued working with the **Josefa Ortiz de Domínguez School in Queretaro** where beneficiaries included 47 3rd grade students, 13 teachers, and 17 parents.

- **"Tobacco, Alcohol, Cannabis, and Substances; Myths and Realities"** conference, by Eduardo Hernandez, from the Tobacco Clinic. Addressed to:

- > 66 parents
- > 753 elementary school students from 19 schools

3. Preventing child abuse. Storytelling experiences are used to promote the creation of protective environments to prevent child abuse in all its forms:

- “Olivia and Valentin, the super league of guardians.” puppet play. The play is a Proed, Educación Re-Creativa and Tinglado Theater Company co-production:

- > 69 online functions
- > 64 schools
- > 3,593 students

- The musical “El cajon de los secretos” invites children to talk about what hurts them, especially abuse. The piece is a Proed and Arco Arte y Conciencia, A.C. co-production. It was viewed by 332 students from 8 schools in Zacatecas, Hidalgo, Querétaro, and the State of Mexico.

- “Filipon’s T-shirt” story, created by Guardianes, teaches children about abuse stains making the self-esteem t-shirt dirty, but it also teaches them about tools to ask for the help and protection needed to make their self-esteem t-shirts look clean and bright again.

- > We delivered 102 books to benefit elementary school students from 17 schools in Puebla, Morelos, and State of México.

4. Children's socio-emotional development. Various programs aimed at strengthening social-emotional skills and self-care attitudes in girls and boys:

- Self-care talks for students. Several talks were offered to 157 students on the topics of self-harm prevention, cyberbullying, and self-esteem. Thanks to our expert allies Estrella Calva and Capa8.

- *Creo en ti* (I Believe In You) program, in partnership with Fundación En Cuentos te Encuentro. Socio-emotional education and development of life skills through reading. Teacher training and assistance in implementing the program:

- > 20 schools
- > 441 books donated
- > 30 trained teachers
- > 928 students
- > 6 virtual sessions with readings for 320 students

- *Yo decido* (I Decide) program, methodology developed by Pensamiento, Palabra y Acción en Movimiento for emotional re-education based on reappraising the self:

- > 1,352 students
- > Awareness sessions for 414 parents
- > 56 groups of 4th, 5th, and 6th grade in 37 schools
- > 13 teachers trained to teach the program in 6 schools in Michoacan

- *Cloud9World* program of socio-emotional skills, in alliance with CENFOVA and taught by Berenice Silva and Rocio Aguilar, part of the #EquipoProed (Proed Team): for students in elementary school, through activities based on emotional narratives. 75 3rd graders from 2 schools participated.



5.5th Proed Family Reunion. To strengthen the School-Family team, Proed has been organizing for the last 5 years the Family Reunion for parents as a space where knowledge, experiences, and good practices are exchanged to improve the difficult task of educating at home and in collaboration with the school.

Families are children's main educator. Family education provides the foundations for comprehensive development. Affective bonds are generated and the first values and forms of coexistence are cultivated in the family; and if this relationship is of positive influence, girls and boys will have better opportunities to lead a healthy life and continue developing and learning beyond the family nucleus.

This year we held the 5th Family Reunion “*Learning Among Families*” online with Zoom. 591 parents participated, sharing their experiences from all the states where we are present: Michoacan, Zacatecas, Hidalgo, Puebla, Queretaro, Mexico Oaxaca, Morelos, the State of Mexico, and Mexico City.

We thank GRUPO AZOR MÉXICO, our sponsor, ally, and friend in the 5th Reunion, and all our expert friends who came together to make this event possible:

- Patricia Ganem Alarcón – Grupo Loga S.C.
- Anilú Zavala Alonso – Writing community for women Somos Disruptivas (We Are Disruptive)
- Estrella Calva Gomez – Psychoanalytic Psychotherapist
- Eduardo Asencio Rios and Armando Pérez Sanchez Proed technology consultants
- Carlos Javier Rodriguez Torres – Guardianes A.C.
- Mariana Ruiz Funes – Ambar, Fortaleciendo la Calidad Educativa, S.A. de C.V.





Participation and Citizenship

Objectives:

- To develop management and leadership skills in school principals and committees
- To promote the participation of families, students, and teachers in school improvement
- To build citizenship in the school community

• **Blended Learning Diploma in Strategic Educational Management**, in partnership with Avatar Consultores and Universidad Internacional de La Rioja in Mexico (UNIR). Leadership training and assistance to set out and achieve educational goals. This year, 12 principals and assistant principals of participating schools successfully completed the diploma.

• **Program to promote the participation of School Councils**, in partnership with Avatar Consultores and with the support of Minera Newmont Peñasquito in 7 schools in Mazapil, Zacatecas for 31 teachers and principals, and 56 parents that are part of participation councils in schools.

• **School Participation Committees.** Schools strengthened their management capacity through participation committees with parents, teachers, and students, which in the 2021-22 school year saw effective results in 65 projects in 44 schools, on issues such as food, health and hygiene; maintenance and improvement to the infrastructure and school spaces; transparency and accountability; reading promotion and library management; technological improvement; fee management to purchase supplies; resource management of the *La escuela es nuestra* (School Is Ours) program; environment, coexistence and safety.



Social participation committees 2021-2022 school year



- **Leadership for school transformation.** We want to acknowledge school initiatives to organize activities that involve the entire school community for improvement:
 - The **Lic. Pedro Velez**, in **Zacatecas** school, organized the exhibition **"Handmade Book"** with the participation of educational and municipal authorities, writers, directors, teachers, students, and families from 5 elementary schools and one middle school.
 - > 18 teachers made books together with their students, and also participated in the **"Writing Gadgets"** workshop.
 - > 35 students presented to the entire educational community the process, the choice of topic and their final result of the books they wrote.
 - > Keynote lecture **"Benefits of the craft book in basic schools."**
 - School communities from **6 schools** around the forest and dam of Tlalpujahua, Michoacan, carried out **2 garbage collection campaigns**. A total of 1,357 people participated, including teachers, students, and their families.
- **Nuestra Escuela Pregunta Su Opinión (Our School Wants Your Opinion) program (NEPSO)**, taught by **#EquipoProed (Proed Team)** coordinators: This program uses the "opinion survey" methodology as a pedagogical tool for child participation and research. Students, teachers, and parents are involved to generate improvement actions in the community:
 - **229** students participated from **11** schools in **Mexico City, Oaxaca, Hidalgo, Puebla, Zacatecas, Morelos, and Michoacan.**
 - **20** teachers were trained to teach the program in **11** schools in **Michoacan and the State of Mexico.**
- **1st Student Reunion.** It was held on Thursday, June 30, in Hacienda Cocoyoc in the state of Morelos. Students from **20** schools supported by PROED presented and shared results from different projects carried out during the school year in different programs: NEPSO, Responsible Education, I believe in you, Educational Robotics, Culture Promotion, and Technological Improvement. We would like to thank the **178** students, teachers, parents who came from Mexico City, Zacatecas, Puebla, Michoacan, and Morelos, for their the participation and enthusiasm.





Volunteer Work

In-person volunteering is back!

For two years we have been innovating with remote volunteering, taking this magnificent opportunity to promote education through the remote reinforcement of our lines of action. We created strategies that—together with the efforts of our volunteers—allowed us to connect with the communities through educational videos, talks, and live workshops impacting our educational communities.

However, after two pandemic years, we saw the great needs of public elementary education that could only be met by going to school. And so, in 2022, we focused on going back to in-person volunteer work with all the necessary health and hygiene measures. Together with the work and energy from our volunteers from companies, educational institutions, and independent volunteers, we were able to continue promoting education in our schools.

2022 Volunteering Impact

421
volunteers

573
hours of
social impact

1.34
average hours
per person

The 421 volunteers came from different places:

- 218 companies
- 84 educational institutions
- 33 Proed friends
- 12 internships
- 50 school community
- 24 Proed team

Reaching a total of 4,291 beneficiaries:

- 3,493 students
- 128 teachers
- 670 families

Our online volunteer work consisted of:

- 80 educational videos
- 4 vocational guidance sessions [Accounting, Administration and Finance; Marketing; Psychology and Human Resources; Technology]
- 1 cybersecurity session

The in-person volunteer work included:

- 1 cleaning of green areas, removing litter and planting
- 1 catalog and inventory of the library stock, cleaning and arranging books and library equipment
- 1 painting media room and organizer supplies
- 1 garbage collection in the zero-garbage race
- 1 painting chairs and benches

On December 5 we celebrate Volunteer Work Day.

This year we carried out 8 volunteer work projects, with 2 remote activities and 6 in-person activities, in which a total of 421 volunteers participated. Thanks to everyone's effort we achieved 573 hours of social impact with #ImpulsandoLaEducacion (Promoting Education) activities!

Thank you very much to all the people and organizations that joined us this year, especially to:





SPECIAL PROJECTS

1. Responsible Education program



This program began in 2019, thanks to our alliance **Fundación Botín** and **Fundación Gigante**. It promotes emotional, intellectual and social growth, as well as creativity and communication, and improves school coexistence. It is currently an International Network of 600 Schools in Spain, Chile, Uruguay, Honduras, Nicaragua, El Salvador, Guatemala, and Mexico. This year the following participated in the program:

- > 59 schools
- > 315 teachers trained and with online assistance
- > 6,730 students carried out activities with educational resources *Banco de Herramientas*, *Literatura*, *Coro de las emociones* and *Reflejarte*.
- 2nd Responsible Education Reunion “Art and Creativity in Learning.” With more than 100 participants, in this digital event we were able to learn about different ways of working with program resources in schools.
- First Reunion of RE Coordinators Mexico, for RE Principals and Coordinators, 82 in-person and online (Zoom) participants.
- First Rural Schools Reunion, with the participation of 5 rural communities from Spain, Chile, and Mexico, where all participants exchanged experiences of how they live and roll out the program in different countries. We participated with **Guadalupe Ferreyra** from the **Ricardo Flores Magon** School in Tlalpujahua, **Michoacan**.
- International Reunion of Responsible Education Coordinators, which took place in May in Segovia, Spain. Experiences were shared with representatives from Spain, Chile, Uruguay, Central America, and Mexico, and news for the next school year was shared.



2. Proed School Network (PSN)

Network schools that have participated in the CSM for at least 7 school years and have reached the institutional maturity to be autonomous and have management capacity. These schools get less Proed assistance, and it is complemented with access to general training programs, interscholastic reunions, training and advice to teachers in how to apply PROED programs and volunteer work.

- 28 schools
- 8,568 students
- 430 teachers

Network Schools participated in various training activities organized by Proed during the year, which included:

- 2 interscholastic reunions
- 8 days of teacher training and updating
- 7 training sessions for parents
- 2 days of volunteering
- 65 virtual play functions for the prevention of child abuse
- Proed Race

3. Adapting the CSM for middle school

This year we started a pilot project in both shifts (morning and afternoon) of Jesus Conde middle school in Tepoztlan, Morelos, with the support of EMPOWER and in alliance with La Jugarreta.

This pilot aims to discover distinctive features of this educational level, the school organization, and the forms of communication and collaboration between school actors, in order for our model to have school improvement results.

Activities carried out in this first year include:

- Participatory diagnosis of needs and capacities
- Interviews with school actors
- Outcome indicators and evaluation protocol review
- Adapting the CSM process manual
- Implementing a program to activate student participation councils
- Talks with students about cybersecurity
- *Responsible Education* program in 4 groups for socio-emotional development and creativity
- Activities with teachers and students to promote reading
- 600 students and 28 teachers



VISIBILITY

As part of our anniversary celebration, we launched the 25 Years Proed Campaign, where we shared videos with testimonies of people whose trajectory is, and has been, very important in the history of our institution. Thanks to all of them, to the sum of their efforts, we have contributed to the transformation and strengthening of public elementary schools in Mexico.

5th PROED RACE

On Saturday, October 1, took place the 5th Race for Education, where we had the opportunity to meet again in person.

We thank the more than 1,300 registered participants for their enthusiasm, joy, and energy in the 5K and 10K races, as well as the children's race, and the 30 volunteers who were key in making this a zero-waste event.

Thank you very much to all the sponsors for their trust and supporting us

to continue promoting Public Education in Mexico!

#25añosImpulsandoLaEducación (25 Years Promoting Education)

@anaseguros.mx @fundacion_Esru

@colliers.mexico @GMXseguros @jllmexico

@netlogistik @segurosatlasonicial

@sanscemx @seguros_argos

@grupoazormexico @radioformulamx

@broveseguros @electrolitoficial

@energy_mexico @CalidraMexico



12TH PROED GOLF TOURNAMENT

On Monday, November 7, the 12th Proed Golf Tournament was held at the **Mexico Golf Club**.

Thanks to the participation of those who year after year partake in this great Tournament, we can continue with our work and create a better future for the community of Tlalpujahua, Michoacan.

Thank you very much for continuing to **#ImpulsandoLaEducación** (Promoting Education) in Mexico.



SYMPHONIC BEATLES CONCERT

On November 24, we hosted—in the Sala Nezahualcoyotl—the **Proed Private Concert**, a tribute to the Beatles performed by the great Minería Symphony Orchestra. More than 2,000 people enjoyed a wonderful interpretation. It was amazing to see each other again at a face-to-face event. Many thanks to the **Minería Symphony Orchestra** @orquestamineria and the **Sala Nezahualcoyotl** for their support and professionalism for this event!



LIAISON

For Proed it is important to participate in networks and liaise with other organizations in the sector, to render visible educational improvement problems and initiatives that arise from organizations and that can affect educational policy.

Some of the most visible actions this year include:

1. Good Practices in Teaching Forum

Once again, we worked with Grupo Loga, Universidad Iberoamericana, PAUTA, El Morral de MUXED and RENACED to create and organize the **3rd Systematization of Good Practices in Teaching Forum**. Just like in previous forums, the first two days (October 12 and 13) were work days with the participation of teachers from 26 states of Mexico and the support of members of the organizing institutions as tutors.



Once trained, teachers systematized what they learned in order to ensure significant learning for their students, addressing—thus—issues like educational gap. At the end of this project, a digital publication was issued to make good practices available and for the work by participating teachers to be acknowledged in every state.

To see previous publications, go to:
<https://www.proeducacion.org.mx/buenas-practicas-docentes-regreso-a-clases-2/>

2. Instituto Tecnológico Autónomo de México. Public Policy and Law Clinic

We extended our alliance with the ITAM Public Policy and Law Clinic. In 2022, two Proed blogposts in the “Education in Mexico” section ensued from the clinic:



Learning about the national strategy to promote educational trajectories and improve learning in basic education, click [here](#).

Additionally, research was conducted for internal use on the trajectory of the Full-Time Schools Program, the educational context in 2021, and public-school attributions to enter into agreements with institutions.

3. NEPSO Ibero-American Network. Nuestra escuela pregunta su opinión (Our School Wants your Opinion) program

Proed has participated—in the last four years—in the International Ibero-American Network organized by NEPSO Chile.



On November 10, we participated in the **13th NEPSO Chile Conference**, organized by **Universidad de la Frontera, Chile**, where results from research-action projects conducted by children and youths from Latin American countries, using the **NEPSO** methodology, were presented.



Carolina Aguilar, Proed coordinator in Zacatecas, presented work done by 5th grade group A of the Lic. Pedro Vélez de Calera school called **“Looking after the elderly in the Calera community.”** This research touched on the importance of the elderly in their community, as well as their care and inclusion needs. Throughout the project, students came up with proposals to improve care given to grandparents in their community.

4. Addictions Donor Association (ADA)

The Addictions Donor Association (ADA) is a Fundación Gonzalo Río Arronte, IAP, initiative that aims to share experiences with members on addiction interventions, exchange research on the subject, and strengthen member organizations to implement best practices and thus contribute to having a bigger impact on beneficiaries in terms of prevention and treatment. We are one of the 92 members, and this has enabled us to establish alliances with organizations that work on addiction prevention, in order to make our work in schools more robust.

ALIANZA DE
DONATARIAS EN
ADICCIONES



Donations in kind:

- > School trips to Kidzania for **222** students from **3** schools in Morelos. Thanks to Fundación Soñar Despiertos.
- > Office furniture for the **Juan B. Molina** school. Thanks to **Grupo Valore**.
- > Backpack kits with school supplies for **94** students from **3** schools in **Hidalgo**. Thanks to **HandsOn México**.
- > School material for student and Proed school reunion participants. Thanks to **Grupo Azor México**.
- > **JLL LaSalle Partners, S. de R.L. de C.V.** (computers)
- > **Grupo Valore** (furniture and office supplies)
- > **HP México** (computers)
- > **Instituto Jan Amos Komensky, A. C.** (school furniture)
- > **Seguros Atlas S.A.** (1,500 thermos for the 5th race)
- > **Seguros Argos, S.A. de C.V.** (1,500 notebooks for the 5th race)



DONORS





EXPERTS





OF TRUSTEES AND FOUNDERS CONTRIBUTIONS FROM THE BOARD

Alberto Parás Pagés
Arturo Bañuelos Caamaño
Beatriz Brockmann Lozano
Bernardo Ramírez Figueroa
Christian Lippert Helguera
Consuelo Lomelín Anaya
Consuelo Visoso Lomelín
Federico Santacruz González
Jorg Paasche Junco
José Visoso del Valle
José Visoso Lomelín
Lorenzo Gómez Morín Fuentes
María Elena Juárez Allende
Marianela Romero Aceves
Mario Vivanco Sodi
Pablo Brockmann García
Pilar Parás García
Rocío Patrón y Patrón
Wilfrido Javier Castillo Miranda Olea

MEXICAN FOUNDATION

Fundación Alberto Bailleres A.C.
Fundación Espinosa Rugarcía I.B.P.
Fundación GBM, I.A.P.
Fundación Gigante, A.C.
Fundación Gonzalo Río Arronte, I.A.P.
Fundación Magdalena Ruiz de Del Valle, I.A.P.
Fundación Michou y Mau I.A.P.
Fundación Monte de Piedad I.A.P.
Nacional Monte de Piedad, I.A.P.
Valle de María, A.C.

INTERNATIONAL FOUNDATIONS

Credit Suisse AG
The Resource Foundation TRF
EMPOWER
Estée Lauder

MEXICAN AND INTERTATIONAL COMPANIES

A.N.A. Compañía de Seguros, S.A. de C.V.
Admimex S.A. de C.V.
Altamirano y Estudillo, S.C.
ANADE
Arquitectura Planificación e Impacto Ambiental S.A. de C.V.
Arrendadora Nacional de Carros de Ferrocarril, S.A. de C.V.
Autos Orientales Picacho S.A.P.I. de C.V.
Bimbo S.A. de C.V.
BMS RE Intermediario de Reaseguro
Borgaro Servicios, S.A. de C.V.
British Federal México, S.A. de C.V.
Brove Agente de Seguros y de Fianzas, S.A. de C.V.
Callison RTRL de México, S. de R.L. de C.V.
Colliers Lomelín S.A. de C.V.
Consortio Bitas, S.C.

Corporación Financiera Atlas, S.A. de C.V. SOFOM E.N.R.
Cremería Americana, S.A.P.I. de C.V.
Crest Intermediario de Reaseguro S.A. de C.V.
CS ICONN
DADIN
Dataware Soluciones, SA de C.V.
Dicipa, S.A. de C.V.
Entrelazando México
Fianzas y Caucciones Atlas, S.A.
Finasist Servicios S.A. de C.V.
Grunenthal de México S.A. de C.V.
Grupo Asesor Denavia S.A. de C.V.
Grupo Azor México, S.A.P.I. de C.V.
Grupo Calidra, S.A. de C.V.
Grupo Mexicano de Seguros, S.A. de C.V.
HIP-Latinoamérica A.C.
ICARO RB Intermediario de Reaseguro S.A. de C.V.
Instituto Jan Amos Komensky, A. C.
JP & D Asesores S.C.
Julia Borbolla S.C.
Karsolutions S.A. de C.V.
RPMG Cárdenas Dosal, S.C.
LaSalle Partners, S. de R.L. de C.V.
Lausen, S.C.
Logiflekk
Madrigal Camarena y CIA
MAG Agente de Seguros y de Fianzas S.A. de C.V.
Marsh Brockman y Schuh Agente de Seguros y de Fianzas, S.A. de C.V.
MAS Servicios Asistenciales, S.A. de C.V.
Minvielle Institute S,A, de C.V.
MVP RAM, S.A. de C.V.
Net Logistik, S.A. de C.V.
Noikos, S.C.
Optimización Corporativa, S.A. de C.V.
Outlet de Refacciones S.A. de C.V.
Parques 2003 S.A. de C.V.
Pea Comunicación S. de R.L. de C.V.
Pedro García y Marsa
People Media S.A. de C.V.
Prevem Seguros S.A. de C.V.
Proyecto Alpha, SA de CV
PWS México Intermediario de Reaseguro, S.A. de C.V.
Quálitás Compañía de Seguros, S.A. de C.V.
Ranman Energy Supplier
Rivera Rueda Abogados, S.C.
SAI Derecho & Economía S.C.
SDN Comercial S.C.
Seguros Argos, S.A de C.V.
Seguros Atlas, S.A.
Servicios Administrativos Júpiter S.A. de C.V.
Servicios ANA de Morelos S.A. de C.V.
SOM US Intermediario de Reaseguro S.A. de C.V.
Star Reinsurance Brokers, Intermediario de Reaseguro S.A. de C.V.
Tecniplast, S.A. de C.V.
Transportes Ibarrola, S.A. de C.V.
Trigueros y Asociados Abogados, S.C.

Turanzas Bravo y Ambrosi S.C.
Valery Hysset Noriega Rodríguez
Victoriana S. de R.L. de C.V.
Visoso del Valle y Asociados, S.C.

PROED FRIENDS

Adolfo Chávez Mendoza
Adriana Neneka Malvido Arriaga
Adriana Prieto Gaspar de Alba
Agustín Caso Bringas
Agustín Manuel Sáenz Muñoz
Alberto Ávila García
Alberto Román Palencia
Alejandra Carmona Ortega
Alejandro Bonilla García
Alejandro de la Borbolla Ordoñana
Alejandro Federico Mariscal Romero
Alexandra González Reséndiz
Alexia Stoopan Margain
Alfonso Sevilla Carmona
Alfredo Sánchez Torrado
Alicia María Solano Murillo
Alina Beatriz Vázquez Arrollo
Álvaro Altamirano Ramírez
Ana Romero
Ana Cecilia López Hernández
Ana Elena Guerra Quintanilla
Ana Karen Escalón Loo
Ana Luisa Anza
Ana María Ibarrola
Ana María Narcisa Gutiérrez Erdmann
Ana Paula Robles Sahagún
Ana Paula Vega Sáenz
Andrés Gutiérrez Fernández
Ángel Dacal Castillo
Antonio Federico Mariscal Sáenz
Armando José Higelin Espinosa
Armando Miguel Ángel Soto Armenta
Armando Santacruz González
Arturo Perdomo Jiménez
Bertha Paula Michel González
Carla A. Humphrey Jordán
Carlos Cuauhtémoc Benito Solano Ortiz
Carlos González Carriles
Carlota Peón Guerrero
Carola B. Busquier R.
Cecilia Niebla O’Gorman
Cecilia Rodríguez Terrazo
Celia Noemí Cámara Puerto
Charly Eid Nader
Christian Alejandro Pedemonte del Castillo
Christiane Fábrega
Christina Cornejo Van Luit
Claudia Aburto Rancaño
Claudia Aguilar Barroso
Claudia Barbará Téllez Girón

Claudia Caro Cabello
Claudio Mijangos Tamayo
Damaris Garza
Daniel Alejandro Tapia Mejía
Daniel Fuente
Daniel Garduño Gutiérrez
Daniel Madariaga Barrilado
David Enrique Urdaibay Zubillaga
Dayanara Abbud Manzur
Diana Cristina Arizcorreta Buchholz
Diego Nogueira Lomelín
Dolores Laris Rubio Córdoba
Dulce María Gómez Andrade
Edgar González Peredo
Eduardo Alfredo Camarena Villaseñor
Eduardo Vinsaad Navarro
Eduardo Vivanco Sodi
Elías Eduardo Horta Bustillo
Elisabeth Vogt López
Elsa del Socorro Rodríguez Bojórquez
Emilio Martínez Valenzuela
Enrique Güijosa Hidalgo
Enrique Majos Ramírez
Enrique Trigueros Legarreta
Enrique Trigueros Ramírez
Erika Enríquez Montaut
Erika Zepeda
Ernesto Ibarra Farías
Ernesto Lippert Watty
Ernesto Lomelín Ramos
Ernesto Partida Fernández de Jáuregui
Ernesto Rodríguez Villatoro
Estefanía García Benito
Estela García Ramos Lomelín
Estela Lomelín Anaya
Estrella Ángeles Calva Gómez
Federico Casas Godoy
Feliciano Garcíaramos Lomelín
Fernando Calderón Zorrilla
Fernando de la Mora Bravo
Fernando Díaz Lombardo Romero
Fernando Orrantía Dworak
Fernando Torres Cruz
Florencio Manuel García Buxó
Francisco Barajas Aguilera
Francisco Germán Brito Velasco
Francisco Giral López
Francisco Javier Llamosas Portilla
Gabriel Álvarez Gómez
Gabriel Ibarrola Urquiaga
Gabriel Zesati Martínez
Gabriela Méndez Carbajal
Georgina Barrera Noriega
Gerardo Cándano Conesa
Gerardo Eduardo Calderón Morales
Gerardo Espinosa Vázquez

Gerardo Nieto Martínez
 Gerardo Saavedra Kuri
 Gerardo Tietzsch Rodríguez Peña
 Gerit Harald Werner León
 Giannina Pontoni Vizcaíno
 Gisela Martín Suárez
 Gonzalo Barrutieta Losada
 Gonzalo Madrazo Bolívar
 Guadalupe Díaz Sesma
 Guadalupe Rivas
 Guillermo Francisco Sánchez Vélez
 Gustavo Gutiérrez Galindo
 Gustavo Lomelín Enrique
 Harald Feldhaus Bolbrügge
 Héctor Flores Hernández
 Héctor Ramón Kuri Quijano
 Ignacio Domínguez Torrado
 Ignacio Pesqueira Taunton
 Iliana Ocelli Molina
 Isabel Gamma
 Isabel Teresa Ludlow Saldívar
 Isela Ortega Cumming
 Ivonne Flores de Solano
 Ivonne Lara Favela
 Javier Quijano Baz
 Javier T. Salas Parés
 Jean Pierre Robert
 Jerry Teague O'Hea de Icaza
 Jesús Antonio Damián Esteva
 Jesús Escartín Nava
 Jesús Miguel Fernando Llamosas Portilla
 Joaquín Ramos Lot
 Jorge Abdel Musik Asali
 Jorge Antonio González Rubio Aguilar
 Jorge Benito Flores Cruz
 Jorge Cedillo
 Jorge de la Garma
 Jorge L. Solano V.
 Jorge Oria Anaya
 Jorge Peláez Agulló
 Jorge Roberto Ordoñez Escobar
 Jorge Ruiz Sánchez
 Jorge Alfonso Ramírez Ibarra
 José Antonio Casanueva Pérez
 José Antonio Purón Lozano
 José Arturo Fernández Llamosas
 José Carlos Delgado
 José de Jesús Ortega Martínez
 José Francisco Pineda Alvarado
 José Garay Rengel
 José Ignacio Mendoza Salinas
 José Ignacio Moreno Ortiz
 José Ignacio Villazón
 José Jorge Hilario Orozco Laine
 José Luis Vicente Llamosas Portilla

José María Blix Formoso
 José Pedro Lomelín Anaya
 Juan Antonio Garza García
 Juan Carlos Barreiro Arcelus
 Juan Carlos Delgado
 Juan Carlos López González
 Juan José Salas Valencia
 Juan Manuel Bringas Hernández
 Juan Manuel González Bernal
 Justino Compeán Palacios
 Justo Agustín Ramírez Valle
 Juvenal Lobato Díaz
 Karin Ana Isabel Homberg Von Thaden
 Katia Marion Eschenbach Caloca
 Katya Ilya Hernández Arellano
 Laura Gabriela Cortez Huiltsch
 Lauro Sánchez Reyna
 Leopoldo Jorge Garza Adame
 Lizbeth Padilla Pérez
 Lorena Aguayo
 Luis Betancourt Sánchez
 Luis de Angoitia Becerra
 Luis Guillermo Zazueta Domínguez
 Luis Manuel Díaz Mirón Álvarez
 Luis René Martínez Souvervielle Gorozpe
 Luis Roberto Antonio Amorós Riefkohl
 Magdalena Almagro del Valle
 Manuel Ramírez Fernández
 Marco Damián Aguilar
 Margarita de la Mora
 Margarita del Carmen Vega Sáenz
 María Adriana Sánchez Mejorada Barona
 María Alicia Gómez Borbón
 María Antonieta Sepúlveda García
 María Baranda
 María Blanca del Valle Perochena
 María Concepción Quintero V.
 María Cristina Guraieb Musi
 María de los Ángeles Fernández Díaz
 María de Lourdes Ibarrola Urquiaga
 María de Lourdes Magaña Zebadúa
 María del Carmen Olivares Granja
 María del Carmen Patrón Castillo
 María del Carmen Piñón Sánchez del Villar
 María del Pilar Peinado de León
 María Elena Chico Pardo
 María Elena Fortes Presa
 María Elena Peralta Aguilar
 María Emilia Pietrini León
 María Enriqueta Pérez Lozano
 María Eugenia Vázquez Vera
 María Guadalupe Ramírez Cabrera
 María Guadalupe Rossier Carrasco
 María Guadalupe Visoso del Valle
 María Inés Laris Fraga

María Isabel Aguilar Laurents
María Jimena Martínez Itié
María Josefina Rivas Cortés de Ibarrola
María Julia Fernández Rodríguez
María Luisa Guadalupe González Cárdenas
María Magdalena Michel González
María Oswelia Murad Robles
María Paula Fernández Valadez
María Pía Riquelme Galindo
María Teresa Yvonne Ochoa Rosellini
Mariana de la Vega Pietrini
Mariana Herrero Saldívar
Mariana Treviño Meixueiro
Mariano Alejandro Osorio Murillo
Mario Adolfo Rivas Martín del Campo
Mario Carlo Recio Franco
Mario Gabriel Sánchez Sigler
Mario Vivanco Sodi
Marisol González Lozano
Marlene Ali Loaeza
Marta Christlieb Robles
Martha Elsa Kuri Garza Ramos
Martha Eugenia Arana Lira
Maurice Berckman Baksht
Mauricio Coste Ortega
Mauricio Llamas Chávez
Maurizio González
Maximinio José Michel González
Mayra Espinosa Corro
Mercedes García de Acevedo Chávez
Mercedes Moreno Ramírez
Michael Alexander Devlyn Joannis
Michael Boyance Baldwin
Miguel Alberto Ramírez Espinosa
Miguel Alberto Salazar Hernández
Miguel Mauricio Urrutia Schleske
Mireya Hernández Almazán
Miriam Adriana Morales Figueroa
Moisés Alejandro Castro Pizaña
Mónica Rodríguez Arellano
Mónica Ruiz-Dana Arregui
Myriam Cerdá González
Nicolás Portoni Santillán
Nile Ordorika Bengoechea
Norma Elvia Solsona Moreno
Norma Rojas Domínguez
Nuria Santiago
Olga Arriaga Callejas
Omar Acevedo García
Omar Zúñiga Arroyo
Orlando Garcíacano Cárdenas
Pablo Brockmann García
Pablo Elías Sayeg
Pablo García Aguilar
Pablo Mijares Ortega

Pablo Trueba Llamosas
Patricia Alicia Martínez Hermosillo
Patricio Barbará de Parres
Paulina del Collado
Pedro Ángel Ladislao Pacheco Villagrán
Pedro Ferro Arriola
Pedro Velasco de la Peña
Pilar Gómez
Rafael Pulido Ferrer
Rainer Carstens Álvarez
Ramiro Martínez Gutiérrez
Raúl Adolfo Ruiz González
Raúl Barba Cavazos
Raúl Godínez
Raúl Joaquín González Franco Godoy
Renata Beltrán Bonilla
Ricardo Brockman Lozano
Ricardo Cervantes Vargas
Ricardo García Giorgana
Ricardo Labastida Baldwin
Ricardo Maldonado Yáñez
Rigoberto Mora Jacobo
Roberto Bernardo Guiot y Troncoso
Roberto Cardona Zapata
Rocio Portela Muinos
Rodrigo Lavalle Vaca
Rolando Alberto Vega Sáenz
Rolando Xavier Vega Brockmann
Rosamary Ruiz González
Salvador Muñoz Juárez
Sandra Abbud Zacarías
Sandra Arrubarrena Velázquez
Sandra Esther Medellín Herrera
Sergio Cházaro Loaiza
Sergio de Jesús Carballo Chávez
Sergio Lomelín Anaya
Sergio Reyes Moreno
Stephanie Young Gallardo
Verónica Cruz de la Garza
Víctor Alejandro Gómez Oliver
Víctor Manuel Aguirre Santiesteban
Victoria Ixchel Frías Díaz
Victoria Sara Díaz Ducoing y Castro
Viviana Linares Luna Parra
Yolanda Ivonne Montañó SanLuis

OPERATIONS TEAM

Dirección General
Sonia Gaspar Villarías

OPERATIONS

Gabriela Landa Fonseca
José Antonio Cedeño Sosa
Paulina Ibarrola Vallín
Virginia Salomé Velázquez Velasco
Yeraldi Barrera Martínez
Edgar Ulises Esquivel Aranda

Ciudad de México:

Blanca Nieves Ortega Buendía
Estrella Aguilera Mene
Eva América Álvarez Salazar
María Magdalena Lagunes López
Tannia Martínez Verde
Zaira Jeannette Peña Trigueros

Estado de México:

Armando Pérez Sánchez
Guadalupe Calleja Correa

Michoacán:

Nicolás Romero Lemus
Angélica Pérez Perdomo
Claudia Marín Salazar
Dora Luz Trujillo Corona
María Del Carmen Mora Vázquez
María Guadalupe López Colín
Vanesa Briceño Alvarado

Morelos:

Berenice Silva Magadan
Eduardo Ascencio Ríos
Gabriela García Flores
Natalie García Delgado

Oaxaca:

Silvia Juan García

Puebla:

Irvin Velasco Martínez
José Jesús Camacho Sosa
María del Rocío Aguilar Cruz

Querétaro:

José Jesús Camacho Sosa

Zacatecas:

Carolina Aguilar Félix
Elvia Orozco Castillo
María de los Ángeles Ávila González

EDUCATIONAL DEVELOPMENT AND RESEARCH

Mercedes del Valle Medina
Deborah Joanne Del Razo González
Sandra Paola Iturbide Lugo
Sandra Peña Zepeda

INSTITUTIONAL DEVELOPMENT AND COMMUNICATION

Susana Arias Lliteras
Hilda Torres Martínez
Stephania Escalera González
Sandra Margarita Cisneros Delpech

FIANCE

José X. Esquivel Gallegos
Diego Bryan Alarcón Serrano

FUNDRAISING

Beatriz Lili Vega
Graciela Elena Visoso Naranjo
Daniel Dafne Carcaño Sanluis

ADMINISTRATION

Damaris Díaz Ahumada
Guadalupe Irma Pedraza Morales
Sergio Alberto Mendoza Esquivel

IT

Noé Morales Escopinichi



2022

INFORME ANUAL



www.proeducacion.org.mx

Proeducación IAP
Hidalgo No.61 Local 7, Col. San Jerónimo Lídice, C.P. 10200, Alc. Magdalena Contreras, Ciudad de México.