



2023 ANNUAL REPORT

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01



MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

Five hundred years ago, St Ignatius of Loyola said that as students “we learn in order to serve.” This is far from obsolete today, since we go out to serve our family, society, Mexico, and even the world.

What better way to do so than by promoting education in Mexico. We must remember that this is EVERYONE’s doing. It is not about demanding results from others; we must all find a way to support this great cause.

Thanks our founding trustees’ initiative, PROED has been strengthening public elementary schools in Mexico for 27 years. Our primary focus is benefiting children across 10 states by providing training for parents and teachers, fostering the comprehensive development of the educational community.

It is with great pride that I share with you PROED’s 2023 achievements: 124 schools in Mexico City, State of Mexico, Hidalgo, Michoacan, Morelos, Oaxaca, Puebla, Queretaro, Tamaulipas et Zacatecas; 27,095 students, 1,953 teachers and 4,169 parents, that is, 33,217 people benefited in one school year.



We are deeply grateful to all those who have participated in these extraordinary results: friends, partners, donors, sponsors, founders, trustees and, of course, the PROED team. While the numbers are impressive, our work is far from over. We rely on each of you to continue strengthening education in Mexico and securing a brighter future for our children.

Kind regards,

Arturo Bañuelos Caamaño

Chair of the Proeducacion Board of Trustees





WE ARE PROED

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



OBJECTIVE

To contribute to schools so they 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 parents work together towards better education.

MISSION

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

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



1

COMPREHENSIVE

We include teachers, principals, students and their families in decision-making and activities. We also encourage the development of every school actor in all facets: physical, intellectual, psychological, emotional, and social.

2

COLLABORATION

We foster the participation of all school stakeholders in creating change in schools. We not only encourage conversation, we also push them into action based on their interests and needs.

3

APPRECIATIVE LOOK

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

4

SYSTEMIC APPROACH

We understand 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, results are greater than the sum of its parts.

THE RIGHT TO EDUCATION

The right to education is an enabling right essential to the knowledge, understanding, exercise, and defense of all other rights inherent in the human person.

The right to education has been perceived as a right with a strong social connotation, which has led to an analysis of its viability in terms of its economic and social implications. However, it must evolve into a human right whose fulfillment does not depend on circumstances, but on guaranteeing it is a fundamental right for the individual development of each person.

Rights have little value if the majority of society does not have the means to access, understand, exercise, and defend them when these are denied by government institutions. The right to education must be established as a legal concept of the highest priority, immediately after the right to life and liberty.

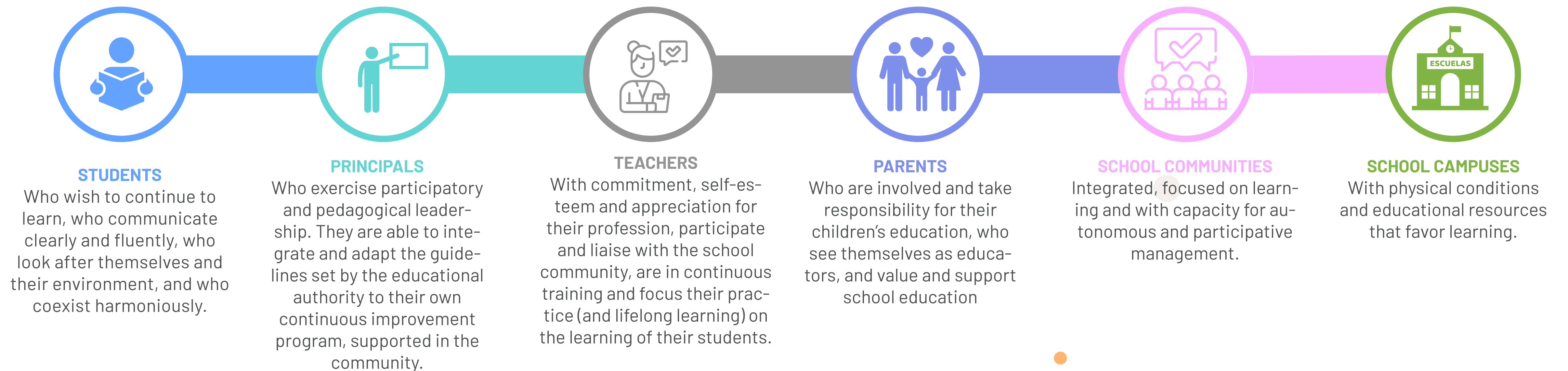


COMPREHENSIVE SCHOOL MODEL (CSM)

The Comprehensive School Model (CSM) helps students in public schools have access to quality education. With the CSM, we contribute to achieving 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.

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 Volunteering.



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

LET'S LEARN

LET'S LEARN

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

LET'S DO IT TOGETHER

LET'S DO IT TOGETHER

- 1 to 3 school cycles.
- Moderate monthly accompaniment.
- Out-of-school teacher training (update).
- Counseling on leadership and management to principals and teachers.
- Training the school community to replicate and to apply the eight lines of action.

NETWORK SCHOOLS

NETWORK SCHOOLS

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



Visit our website:

<https://www.proeducacion.org.mx/wp-content/uploads/2024/07/Modelo-Escuela-Integral-2024.pdf>

2023 RESULTS

At the end of each school year, we evaluate our results to celebrate achievements and progress, identify challenges, and focus our collaboration with schools towards continuous educational improvement. You will find here the main results achieved in 2023 from our lines of action, as well as the methodology used to evaluate these results.

Read the methodological note for our 2023 results evaluation [here](#).



33,217 DIRECT BENEFICIARIES



124
SCHOOLS

27,095
STUDENTS

1,953
TEACHERS

4,169
FAMILIES

BENEFICIARY SCHOOLS

MEXICO CITY - 29
STAT OF MEXICO - 13
HIDALGO- 5
QUERETARO- 3
MICHOACAN -12
MORELOS-21
OAXACA - 5
PUEBLA-10
TAMAULIPAS - 2
ZACATECAS - 24

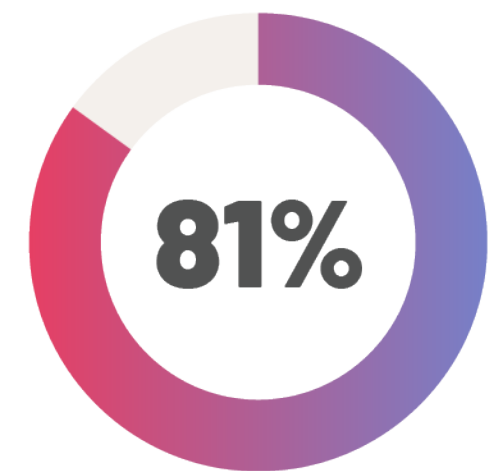


**124 schools
in 10 states**



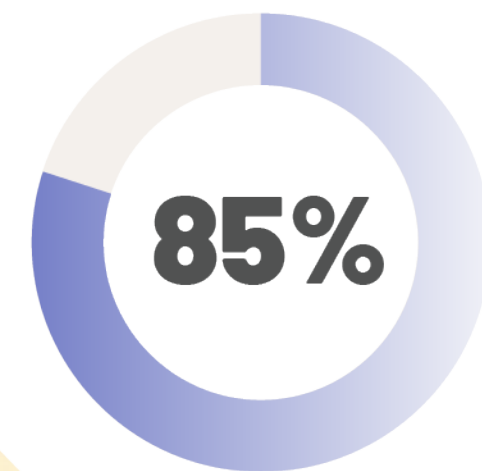
LIFELONG LEARNING

Objective. Students and teachers develop skills to achieve learning through continuous training, the promotion of educational inclusion, and the participation of families in school education.



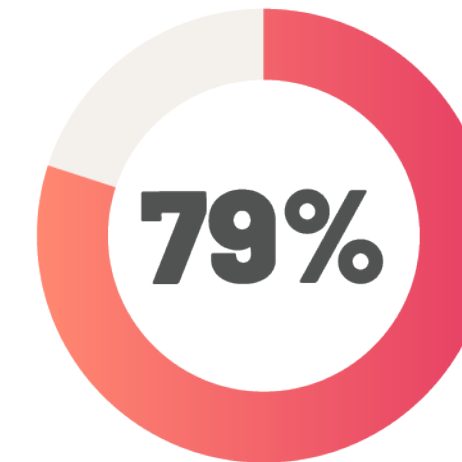
OF TEACHERS

Adapt their teaching to include and address their students' learning needs.



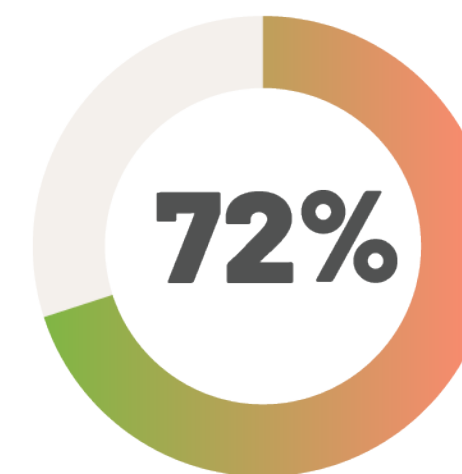
OF FAMILIES

Have high expectations and encourage their children in their learning.



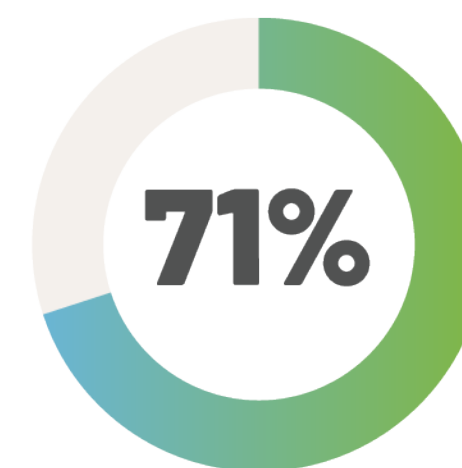
OF FAMILIES

Promote study habits at home.



OF STUDENTS

Enjoy learning and are motivated to continue doing so.



OF TEACHERS

Master curriculum content.

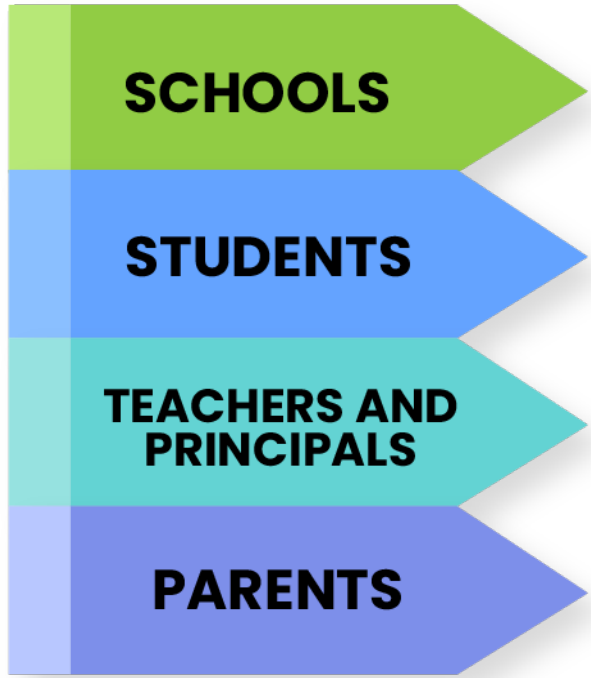


LIFELONG
LEARNING

	TEACHING SKILLS	DIDACTICS OF MATHEMATICS AND SCIENCE	EVALUATION FOR SCHOOL IMPROVEMENT
	Pedagogical training Project-based learning for the New Mexican School Independent Learning Measurement (MIA) Project Attention to Special Educational Needs	Hands on science Posing and solving mathematical problems	PROED Diagnostic evaluation Evaluation in the New Mexican School
SCHOOLS	97	48	29
TEACHERS AND PRINCIPALS	594	823	82
WORKSHOPS	42		



LIFELONG
LEARNING



LEARNING AT HOME



School-family
collaboration



Improve reading
and writing skills

10

SCHOOLS

STUDENTS

TEACHERS AND
PRINCIPALS

PARENTS

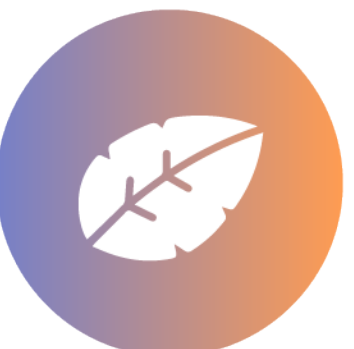
24

220

LEARNING ACHIEVEMENT



Síguele (Go on)
program



23rd Humanist Ecological
Math Olympics

27

730

21

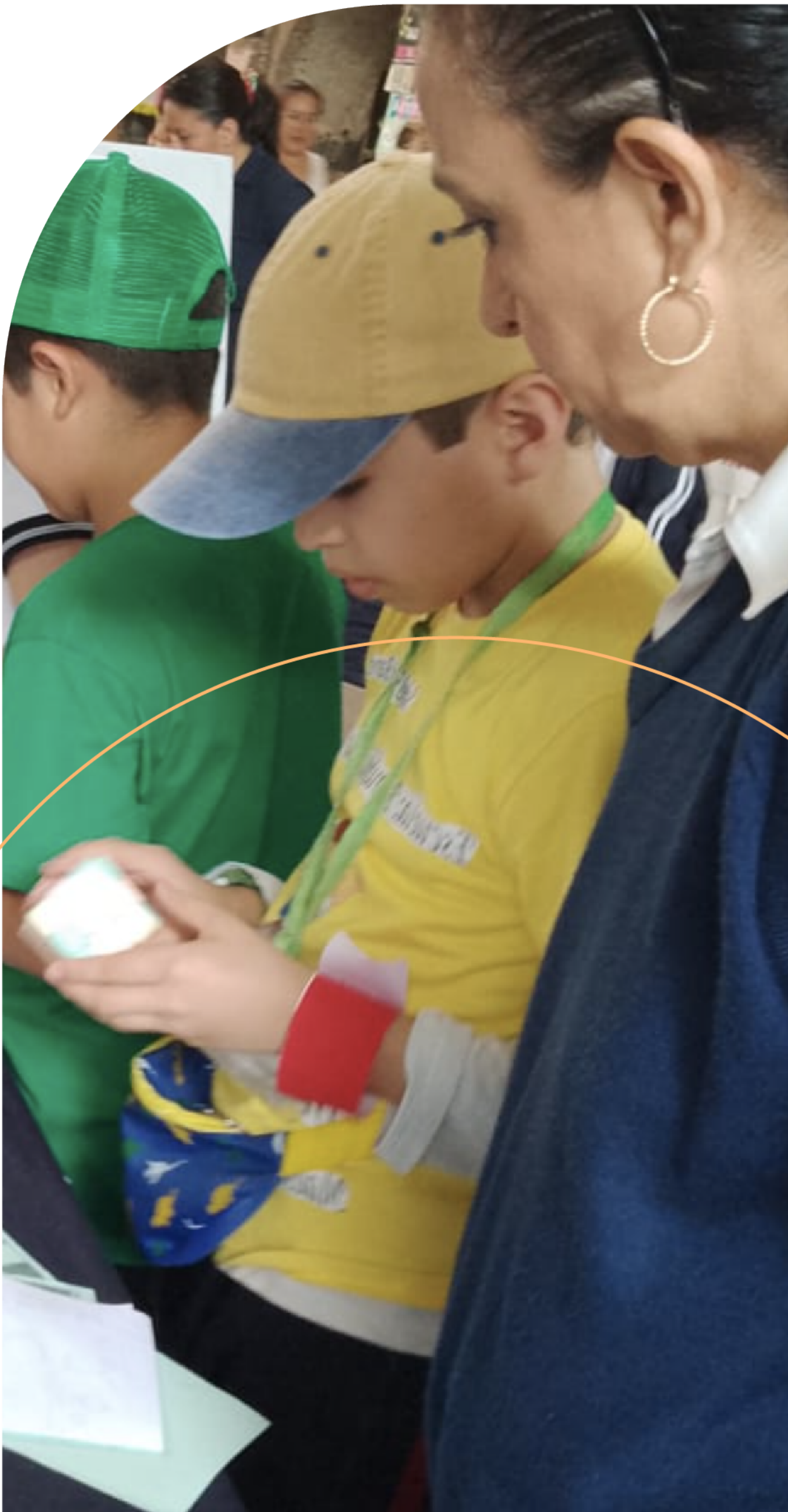
115

DONATIONS IN KIND



Notebooks,
backpacks,
school supplies,
and furniture

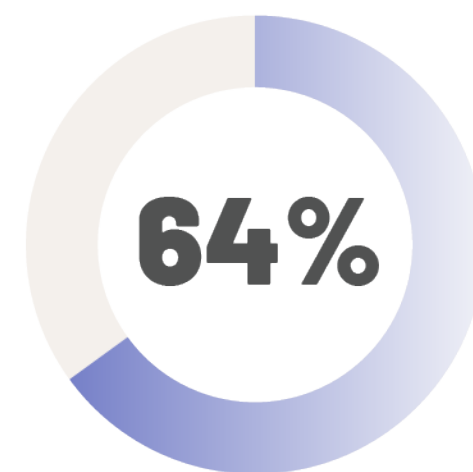
25





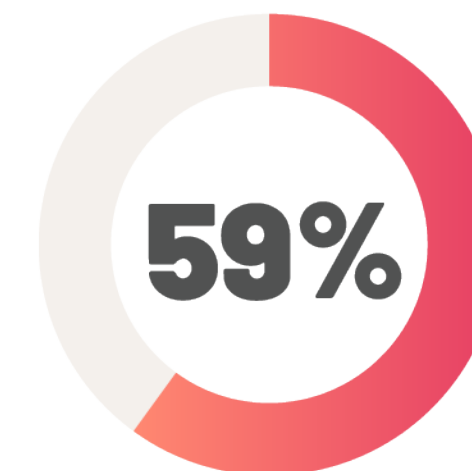
READING PROMOTION

Objective. The school community enhances its reading and writing skills as part of the teaching and learning process by establishing and utilizing school libraries with a relevant and ample collection, along with training and support to promote reading.



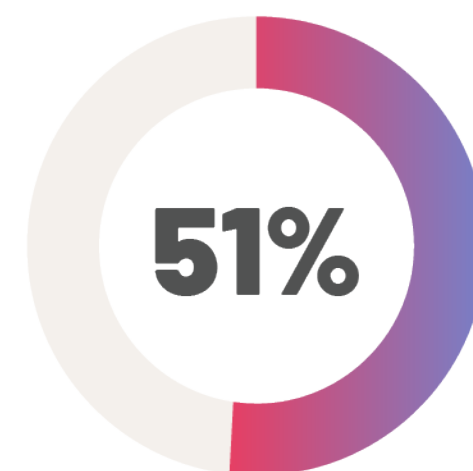
OF STUDENTS

Enjoy reading.



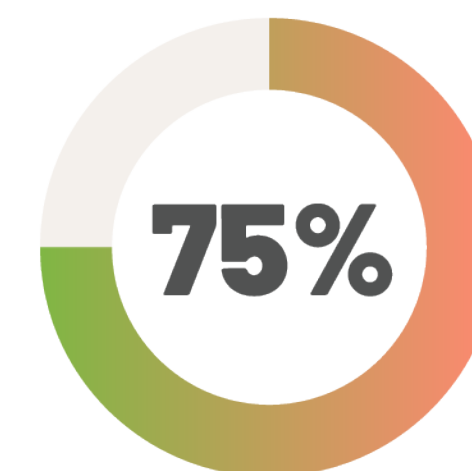
OF STUDENTS

Read to learn.



OF STUDENTS

Communicate orally in front of a group.



OF FAMILIES

Contribute, according to their abilities, in projects and activities related to the promotion of reading.



READING PROMOTION

EDUCATION AND TRAINING



Support reading and writing at home and in school



Managing school libraries

SCHOOLS

40

STUDENTS

623

TEACHERS AND PRINCIPALS

87

PARENTS

184

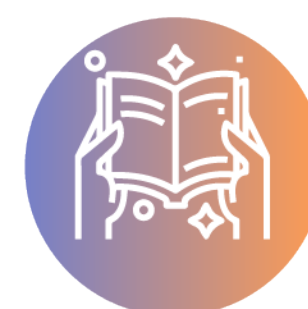
READING AND WRITING PROMOTION



Forming young readers



Writing like readers



Encouraging reading

44

2,700

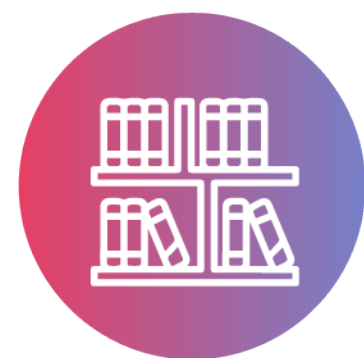
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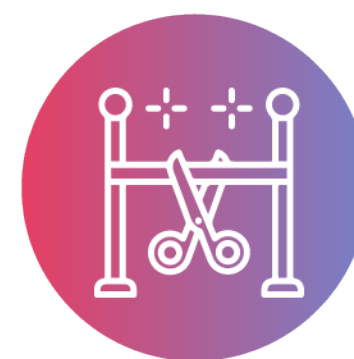


READING
PROMOTION

USE OF SPACES AND EQUIPMENT



Accompaniment to
libraries



New libraries
and play libraries



Donations in kind: 1,300 books

SCHOOLS

LIBRARIES

PLAY
LIBRARIES

30

8

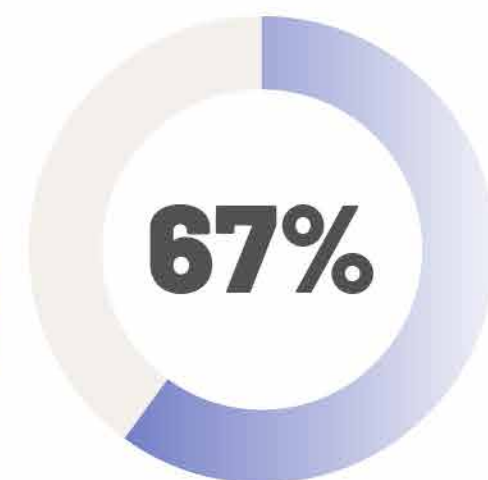
7





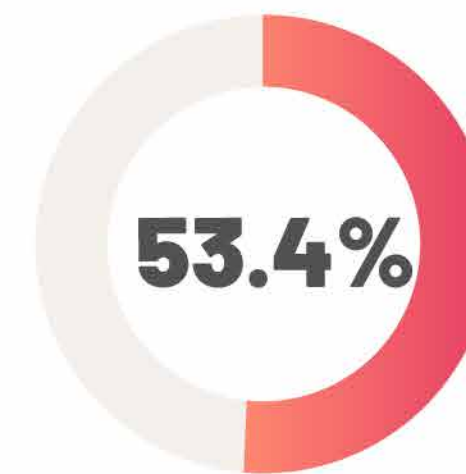
TECHNOLOGICAL IMPROVEMENT

Objective. The school community strengthens its abilities to integrate technology into teaching and learning processes through the implementation and use of media classrooms, which have sufficient and functional equipment, updated and adequate software, connectivity, as well as training and support.



**OF
STUDENTS**

Know how to look for information using ICT.



**OF
STUDENTS**

Are motivated to use electronic resources in their learning.



**OF
TEACHERS**

Adapt their teaching to include the use of technology.



**OF
FAMILIES**

Contribute, according to their abilities, in projects and related activities to promote the use of ICT, and in the installation and maintenance of media classrooms.



TEACHING COMPETENCES



Digital complements



Leveraging mobile classrooms

PARENT TRAINING



Looking after mobile classrooms



Cybersecurity and digital footprint

STUDENT TRAINING



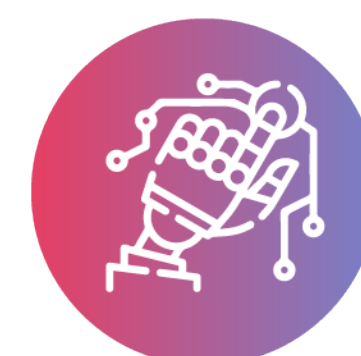
Cybersecurity and digital citizens



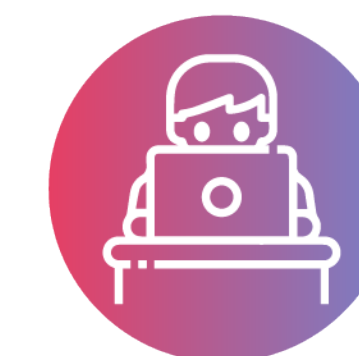
Digital tools



Digital resources and content to support learning



Educational robotics



STEM GIRLS A TECH competencies

SCHOOLS

8

5

63

STUDENTS

58

49

3,746

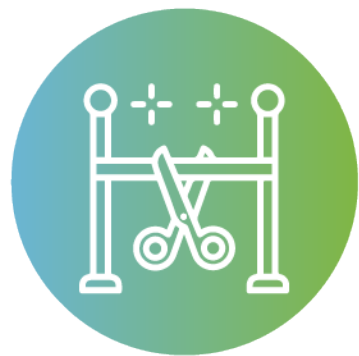
TEACHERS AND PRINCIPALS

PARENTS



TECHNOLOGICAL
IMPROVEMENT

USE OF SPACES AND EQUIPMENT



New media
classrooms



Support in media
classrooms



Donations
in kind

- SCHOOLS
- COMPUTER LABS
- MOBILE CLASSROOMS
- COMPUTERS
- TABLETS

12
8
4

42

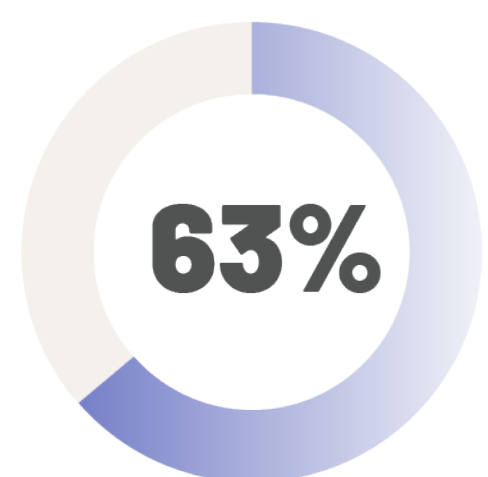
116
88





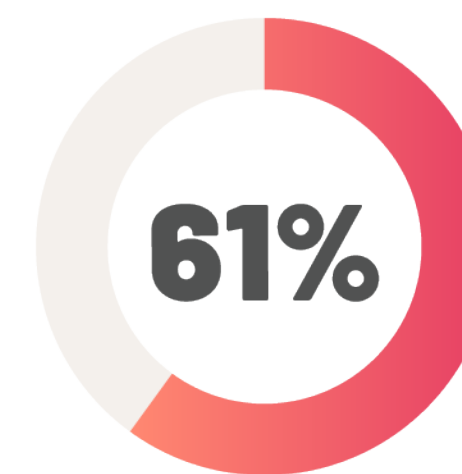
HEALTHY LIFE AND NUTRITION

Objective. The school community encourages healthy lifestyles by promoting proper eating habits, offering appropriate food services, promoting physical activity, and encouraging sports.



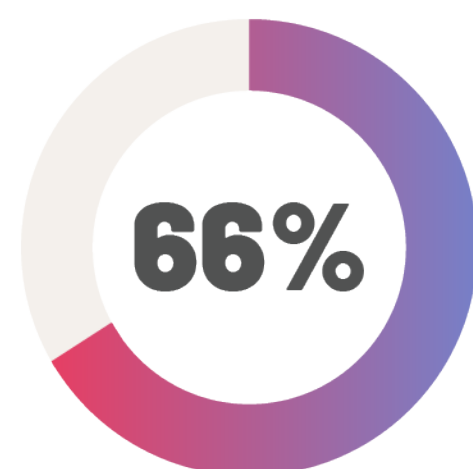
OF STUDENTS

Practice a sport or exercise.



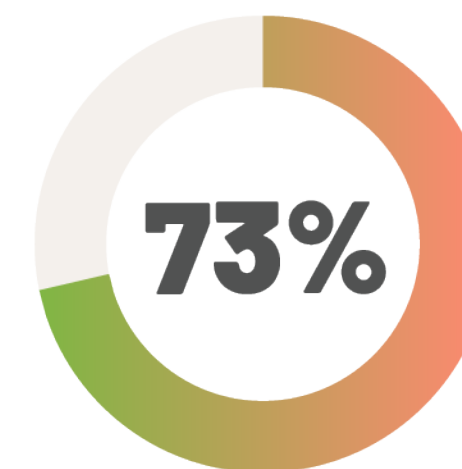
OF STUDENTS

Eat healthy.



OF CAMPUSES

Have clean areas with healthy food.



OF FAMILIES

Promote healthy lifestyle habits.



HEALTHY LIFE AND NUTRITION

DONATIONS IN KIND



169 prescription
eyeglasses delivered



119,940
hand-sanitizing
wipe packs
distributed

SCHOOLS

STUDENTS

TEACHERS AND
PRINCIPALS

112

25,580

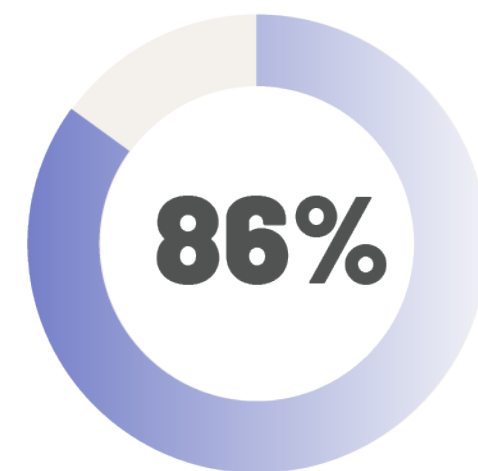
1,478





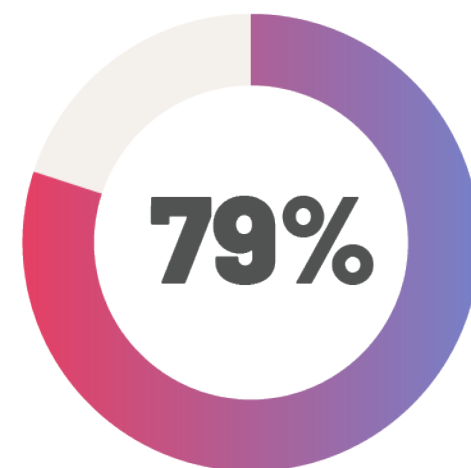
PARTICIPATION AND CITIZENSHIP

Objective. The entire school community strengthens its autonomous management and leadership skills through various participation mechanisms, which fosters the construction of citizenship and contributes to the improvement to schools and communities.



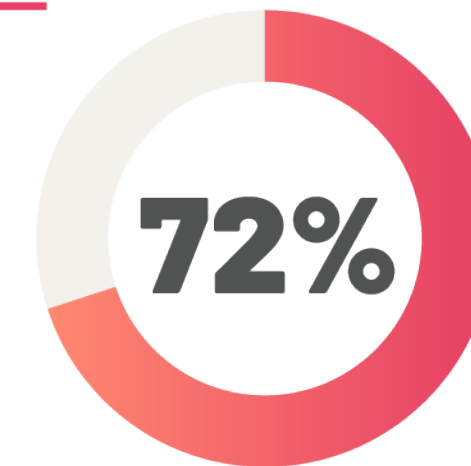
OF STUDENTS

Are aware of their right to participate.



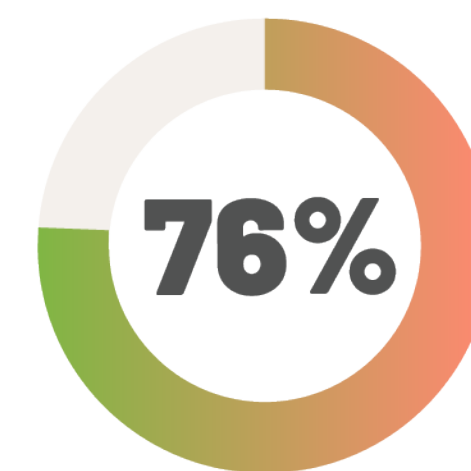
OF TEACHERS

Involve families in their children's learning.



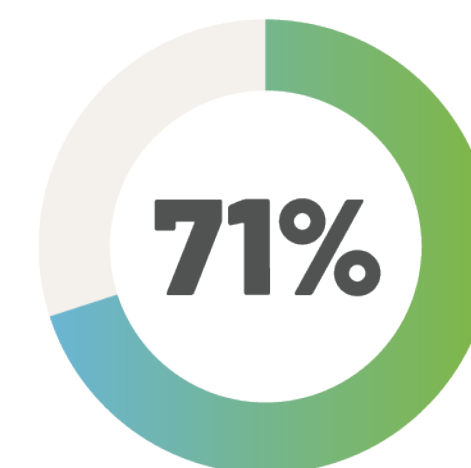
OF PRINCIPALS

Encourage parent participation in school management.



OF SCHOOLS

Families support school projects and activities, according to their abilities.



OF SCHOOL COMMUNITIES

Have participation mechanisms in place to work on school improvements.



PARTICIPATION AND CITIZENSHIP

SCHOOLS
STUDENTS
TEACHERS AND PRINCIPALS
PARENTS

TRAINING FOR PARTICIPATION



31 student research projects with the NEPSO (Nuestra Escuela Pregunta Su Opinión - Our School Asks Your Opinion) program

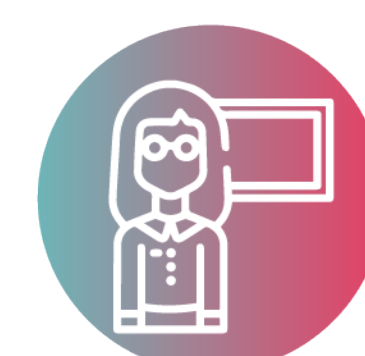


Blended diploma in strategic educational management

SCHOOL COUNCILS



Program to promote the participation of school councils



School councils for student participation program

27

707

6

15

1,008

44

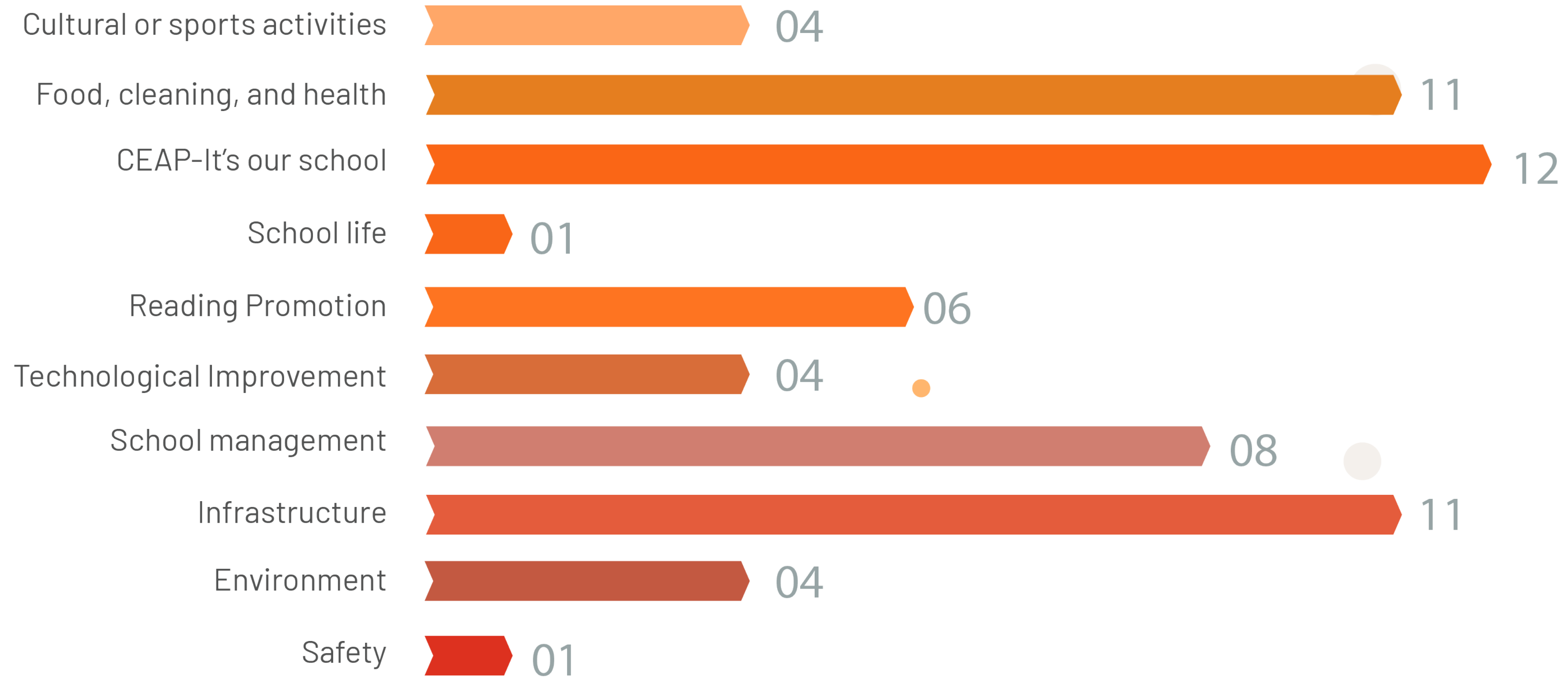
169

2

600

11

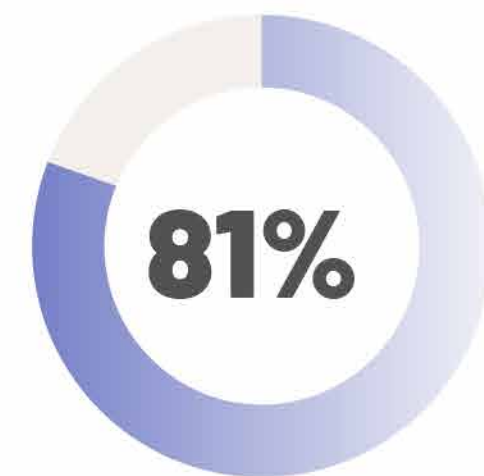
2022-2023 PARTICIPATION COMMITTEES WITH SCHOOL IMPROVEMENT ACTIONS





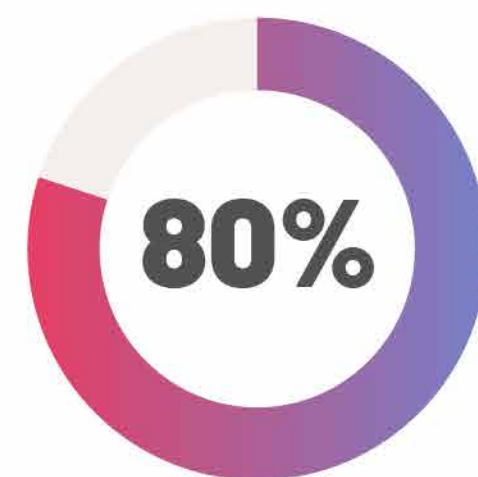
PREVENTION AND HUMAN DEVELOPMENT

Objective. The school community strengthens socioemotional protective factors and fosters healthy school and family environments, enabling the comprehensive development of children and adolescents.



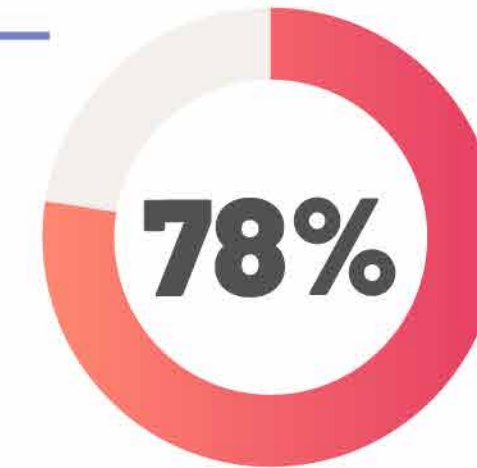
OF STUDENTS

Value themselves.



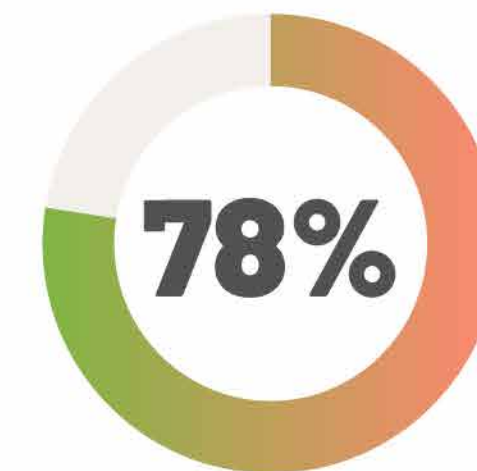
OF TEACHERS

Feel recognized by the school community.



OF STUDENTS

Promote an environment of respect.



OF TEACHERS

Value their work



OF SCHOOL COMMUNITIES

Have an environment of respect and healthy coexistence.



PREVENTION AND HUMAN DEVELOPMENT

EDUCATION AND SOCIO-EMOTIONAL CARE



Talks and workshops for emotional self-care



Improvements for your children Program

SCHOOLS

43

STUDENTS

TEACHERS AND PRINCIPALS

137

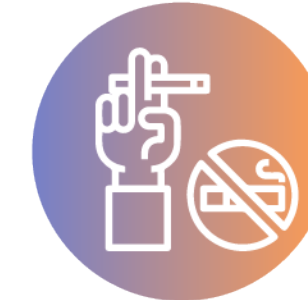
PARENTS

992

TRAINING PROGRAM TO PREVENT SUBSTANCE ABUSE



Interactive digital dome



More Prevention Less Addiction Program



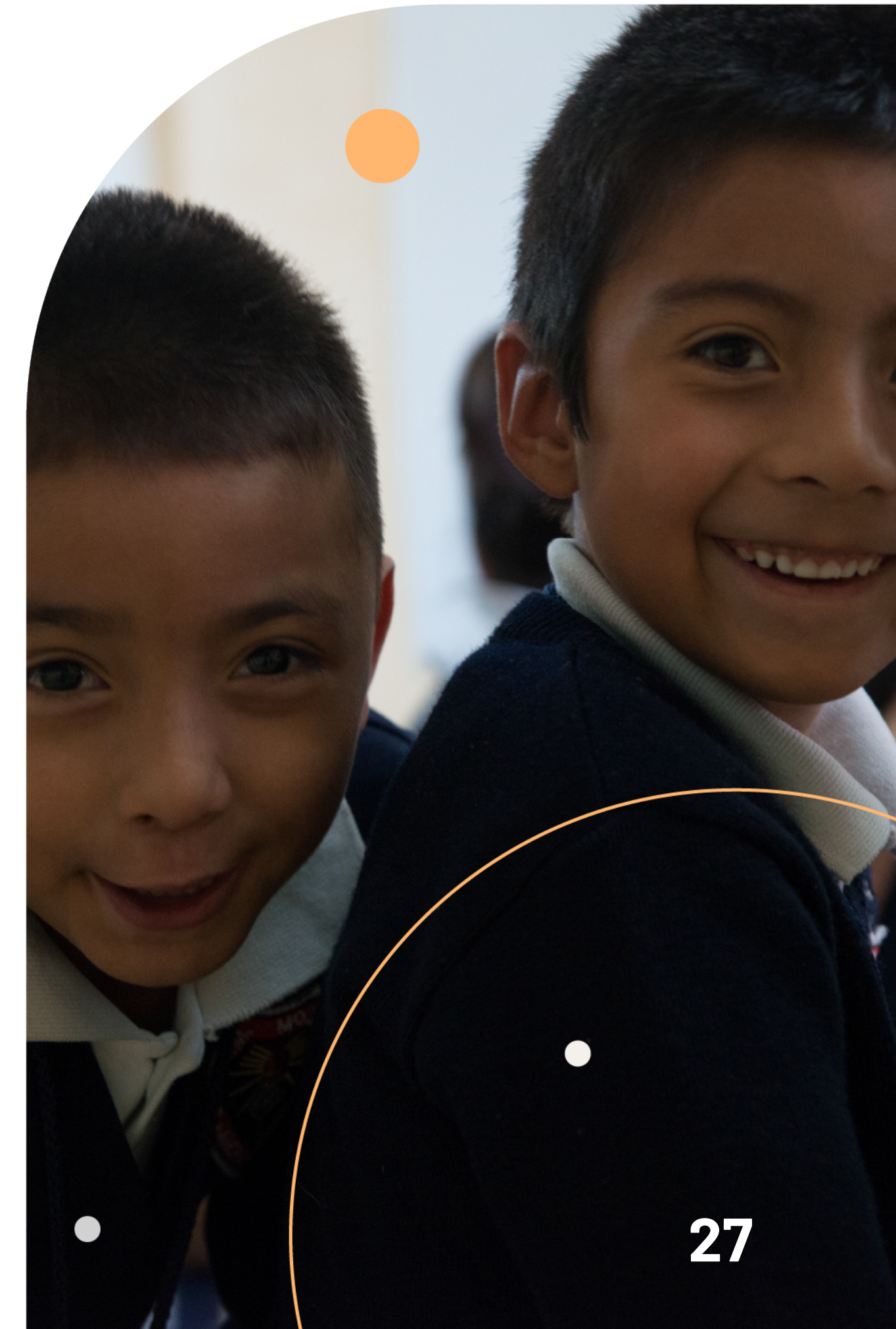
Talks to strengthen protective environments against child abuse

432

1,638

30

907





PREVENTION AND HUMAN DEVELOPMENT

PREVENTING CHILD ABUSE AND VIOLENCE



Puppet theatre:
"Olivia and Valentín,
the super league
of Guardians"



Musical piece:
"The drawer of
secrets"



Talks to strengthen
protective environments
against child abuse



Gender
equality and
perspective

SCHOOLS

121

STUDENTS

6, 567

TEACHERS AND
PRINCIPALS

168

PARENTS

908

CHILDREN'S SOCIO-EMOTIONAL DEVELOPMENT



Self-care talks
to students



I believe in you
Program



Peer tutoring to
prevent school
bullying Program



I decide Program



Cloud 9 World
Program

63

2,628

59

340



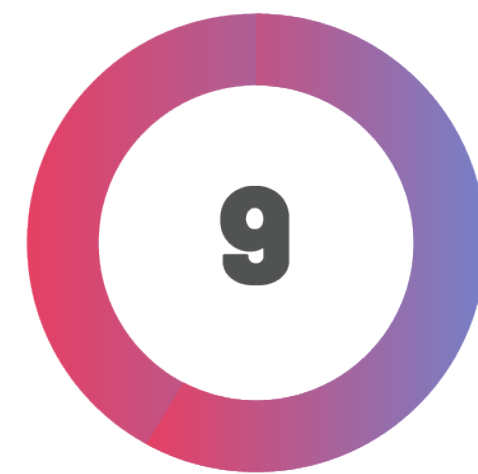


VOLUNTEERING

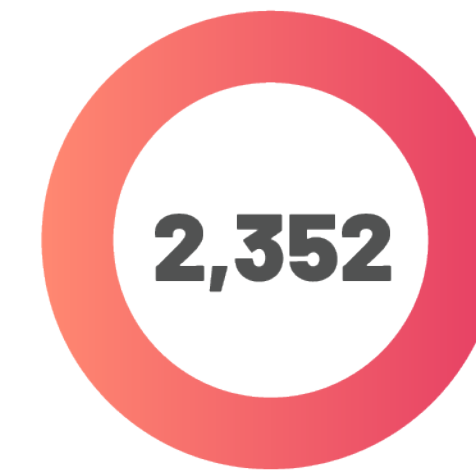
Objective. Encouraging co-responsibility and social participation in transforming schools by enhancing infrastructure, building skills, and promoting environmental stewardship



VOLUNTEERS



SPECIAL DAYS



STUDENTS



TEACHERS



COMPANIES



VOLUNTEERING

Beneficiary schools:

- **Presidentes de México:** Painting fences and play areas.
- **Gral. Adalberto Tejeda:** Strengthening skills, gender equality.
- **Guadalupe Victoria:** Environment and cleaning.
- **Escuela de Participación Social no. 7:** Painting fences and play areas.
- **Calmecac:** Painting fences and play areas.
- **Francisco Sarabia:** Painting fences and play areas.
- **6th race for education:** Zero Waste Volunteers, garbage collection, waste separation.

At PROED, we are grateful for the dedication of all our volunteers and the synergy we've built with institutions, companies, civil society, and school communities involved in our volunteer programs.

Thanks to everyone, we were able to revitalize educational spaces, converting classrooms, playgrounds and common areas into places that foster learning, creativity, and community.





THANK YOU!





PROED SCHOOL REUNIONS

PROED reunions foster exchange, social interaction, and learning among members of school communities. Each year, we organize a national school reunion, invite families in the states where we operate, and, at the end of the school year, bring together students from all the schools we support to share their experiences and the outcomes of the programs implemented in their schools.

9° ENCUESTRO DE ESCUELAS

JUNTOS HACIA LA NUEVA ESCUELA MEXICANA

54

SCHOOLS

147

PARTICIPANTS

8

SIMULTANEOUS
SESSIONS

ENCUESTRO DE ESTUDIANTES

128

STUDENTS

64

TEACHERS AND
PARENTS

39

PROED
COLLABORATORS

6to Encuentro de FAMILIAS

ESTRATEGIAS DE COMUNICACIÓN
PARA LA CRIANZA DESDE LA FAMILIA

120

PARENTS

Visit our website for more information:

SCHOOL REUNION: <https://www.proeducacion.org.mx/9no-encuentro-de-escuelas/>

STUDENT REUNION: <https://www.proeducacion.org.mx/2do-encuentro-estudiantes/>

FAMILY REUNION: <https://www.proeducacion.org.mx/6to-encuentro-de-familias/>





STRATEGIC PROJECTS

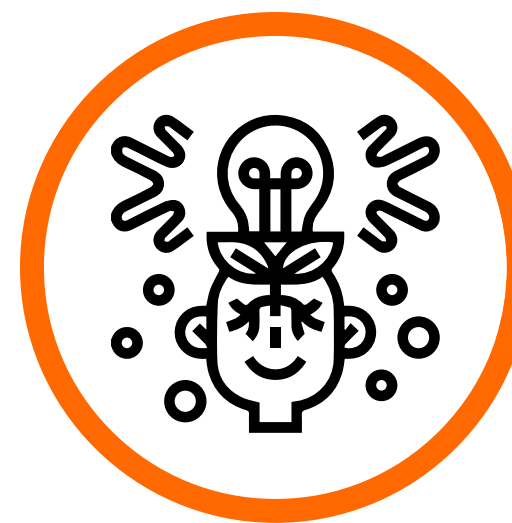
Strategic projects are initiatives designed and planned in conjunction with partners to enhance the learning and growth of school stakeholders. We implement initiatives for the educational community that serve as tools to achieve long-term goals.

These projects foster an environment that supports the holistic development of individuals and the community, addressing academic, socio-emotional, cultural, and interpersonal aspects.

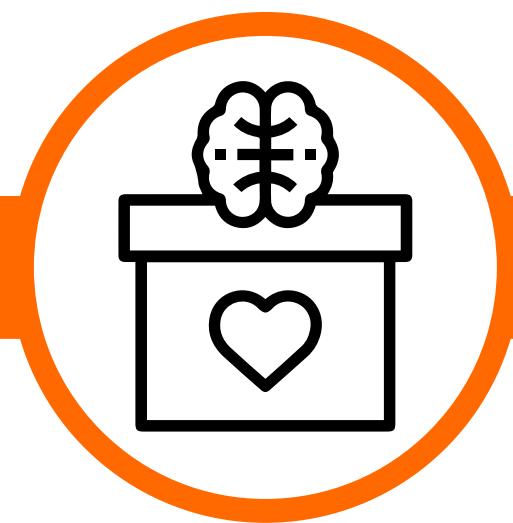
Responsible Education (RE) Program

Responsible Education is an educational program designed to enhance students' emotional, social, and creative development. It aims to promote effective communication and improve school coexistence by involving teachers, students, and families.

RE International Network: 800 schools in Spain, Chile, Uruguay, Honduras, Nicaragua, El Salvador, Guatemala, and Mexico.



Students participating in the Responsible Education program better identify and understand their emotions, as well as their creativity.



Teachers report less aggressive behavior and social withdrawal, as well as less anxiety, in students.



Schools implementing the program show improved coexistence, school climate, and student well-being.

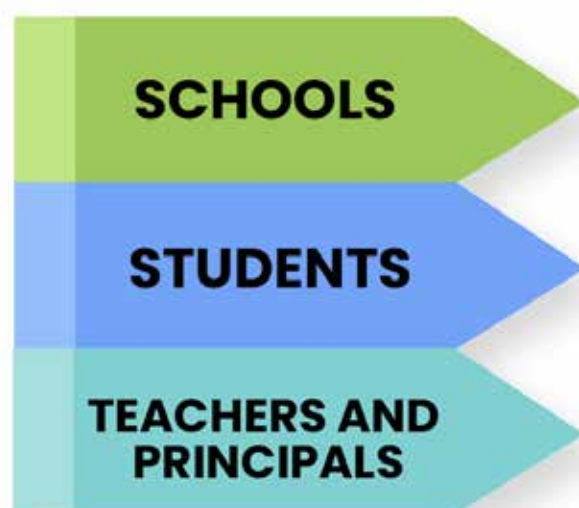


Families report improvement in prosocial values and behaviors such as generosity, empathy, and collaboration.



Responsible Education (RE) Program

In México



THANK YOU!





PROED School Network (PSN)

The PROED School Network (PSN) is the last stage of our Comprehensive School Model (CSM). Schools in this network have worked with us, at least through seven school cycles. At this stage, PROED accompaniment is not as frequent, but it is complemented with access to general educational programs, reunions, training, and advice for teachers in the form of PROED and volunteering programs.

We seek to sustain the results achieved over time through a small structure of accompaniment.

The PROED School Network (PSN) consists of:

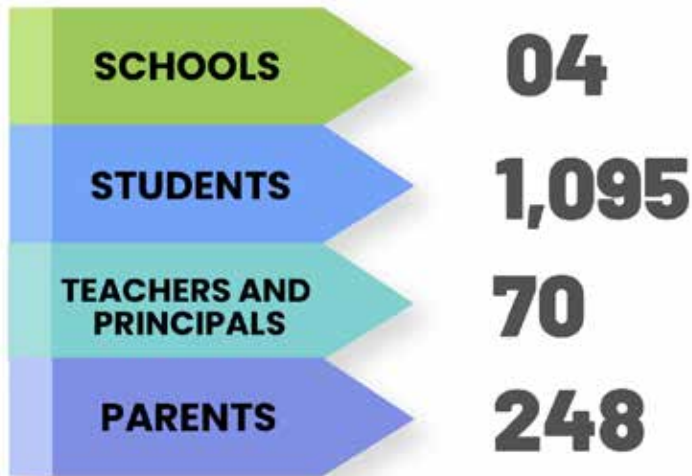
SCHOOLS	28
STUDENTS	7,030
TEACHERS AND PRINCIPALS	408

CSM strategic projects in middle school

In 2023, our school strengthening model grew in middle school. Both morning and afternoon school at Emma Goldman school in Ecatepec, State of Mexico, joined in, and we are still working at the Jesús Conde school in Tepoztlán, Morelos, with EMpower’s support.

Through the Middle School CSM, we foster and support the establishment of Student Participation Councils, creating opportunities for dialog between students and teachers. This initiative aims to involve students in addressing school needs—identified by them—related to infrastructure, learning, and coexistence.

Additionally, throughout the year, we conducted various activities, including cybersecurity and digital citizenship workshops for safe online navigation, reading workshops, and talks on addiction prevention, sexuality, and fostering a culture of respect to promote a protective and healthy environment. We also focused on improving school retention and provided educational talks for parents to engage them more actively in their children’s education and strengthen family dynamics.



DIGITAL PROED

PROED at Home

The “PROED at Home” educational platform offers a range of pedagogical resources, allowing teachers, students, and families to access and use them easily and safely to support student learning. It can be used online and locally in school computer labs.

Every year, we work with our partners to improve the site and explore new content. Resources are organized by categories and content type.

Throughout the year, we prepared new content related to every month’s festivities, and we posted monthly on our social media channels.



Visit us at:
<https://encasa.proeducacion.org.mx/>



DIGITAL PROED

DIGITAL PROED

The PROED Virtual Classroom is an online training platform primarily for teachers, designed to equip them with additional pedagogical tools for their teaching practice. The following programs are currently available in the Virtual Classroom:

- Digital Teaching Skills course
- Online Diploma in Strategic Educational Management
- Intranet for internal training

TEACHERS AND
PRINCIPALS

68



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¡Bienvenida/o al Aula Virtual de Proeducación! Aquí encontrarás una amplia variedad de cursos, talleres y diplomados en línea diseñados para mejorar tu práctica educativa. Además, ponemos a tu disposición recursos digitales para que puedas enriquecer tu formación y mantenerte actualizado en las últimas tendencias pedagógicas. Estamos comprometidos en ofrecerte una plataforma amigable y fácil de usar para que puedas aprovechar al máximo todas las herramientas y recursos disponibles.

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Un espacio de formación en línea para docentes de educación básica, que contribuye a mejorar la calidad educativa a través de cursos, diplomados y recursos digitales.





VISIBILITY

Thanks to different events, we engaged civil society to contribute to the transformation and strengthening of public elementary and middle schools in Mexico.



6th PROED RACE

The 6th race for education took place on September 30 in Chapultepec's second section in Mexico City. Over 1,400 people participated in a 3K walk, 5 or 10K run. Children (365) also participated in 100, 200, and 300 meter races. With the 6th PROED Race we achieved our objectives:

- To promote healthy life and nutrition, good eating habits, physical activation, and sports coexistence in our beneficiaries and participants.
- To showcase and promote PROED's mission to continue driving education in public elementary schools, through our School Support and Strengthening Model so that children in Mexico have the necessary skills and knowledge, and fulfill their personal and professional dreams.
- To make all participants aware of the environmental impact and the small contribution we can all make by separating waste correctly in a Zero Garbage Race like the one we organized.

#ImpulsandoLaEducación.

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A BIG THANK YOU! To all the sponsors who joined our 6th Race, supporting PROED to continue promoting education in public elementary schools; the quality education all children in our country deserve.

Together, we can make a difference! #CorrePorSusSueños

THANK YOU!

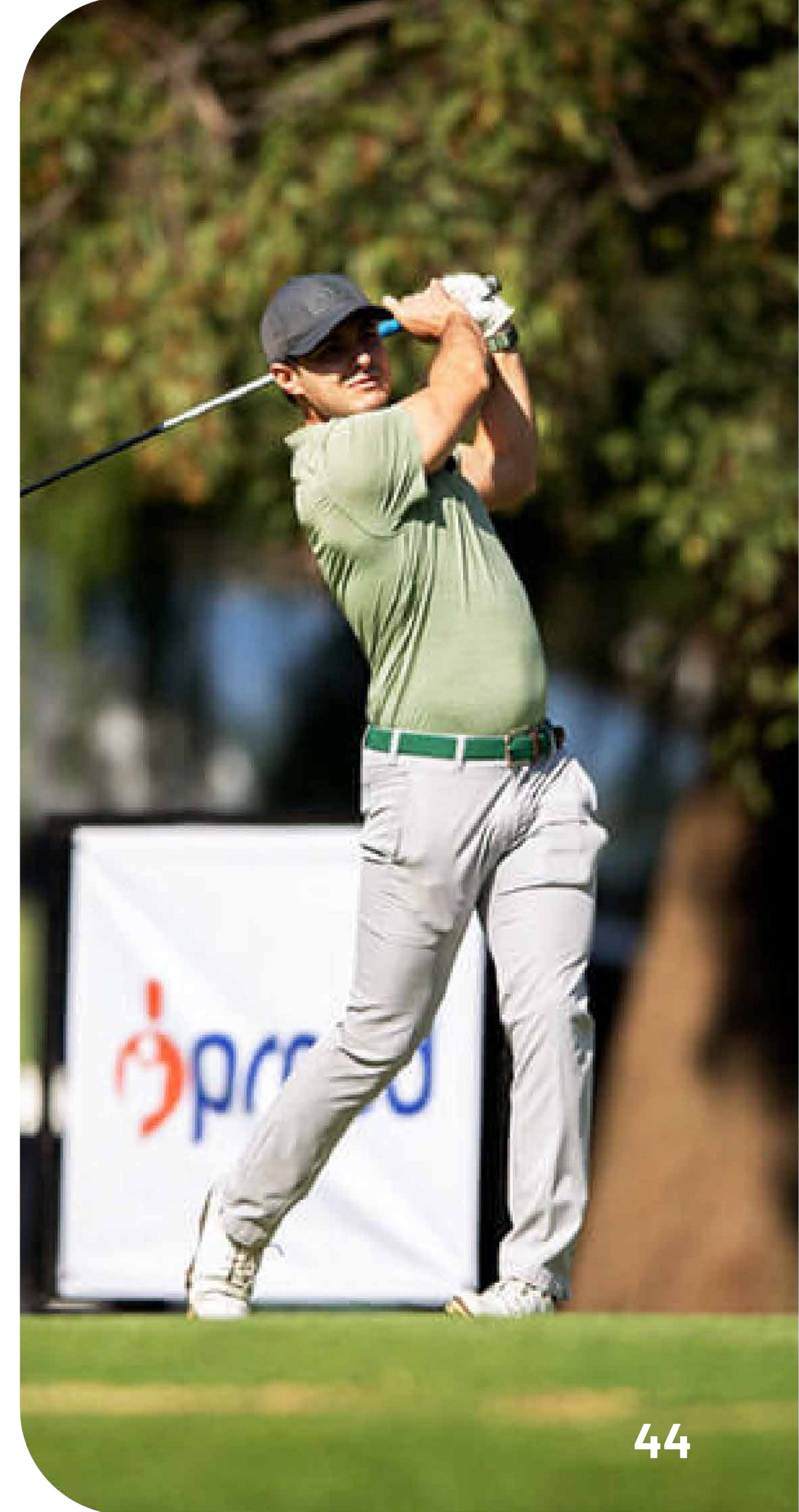


14th GOLF TOURNAMENT

On November 6 took place our 14th Golf Tournament. This was a very special event, as we paid tribute to José Luis Llamosas Portilla, founder of this event.

We had 142 registered players and 200 guests for the luncheon, where family and friends gathered for this tribute. We would like to thank Ignacio Ruiz, Chairman of the Board of the Club de Golf Mexico @ClubGolfMexico, for allowing us to hold this event in their facilities.

Many thanks to Infogolf @InfogolfMexico for organizing it, and to all the sponsors who show their support for this great event year after year..



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LIAISON

For PROED, engaging with networks and partnering with other organizations in the sector is crucial. This collaboration helps highlight issues and initiatives for educational improvement, allowing us to influence educational policy effectively.

Some of the most important liaison actions for 2023 included:

THIRD FORUM ON THE SYSTEMIZATION OF BEST PRACTICES IN TEACHING

We worked with Grupo Loga, Universidad Iberoamericana, PAUTA, El Morral de MUxED and RENACED in the design and organization of the **3rd Forum on the Systemization of Best Practices in Teaching**. Twenty-eight tutors from organizing institutions provided support to each participating teacher.

The forum concluded with the presentation of **88 best practices** by teachers from **23 Mexican states** and with the **release of a digital book** aimed at sharing these best practices and acknowledging the contributions of participating teachers in each state. You can view the digital book in the following link: [Recuperando el ánimo y los aprendizajes](#).

ALIANZA DE DONATARIAS EN ADICCIONES

As a member of this network, we were able to participate in several activities that include:

1. Participating in the specialized working group to collectively develop a **Preventive Model for Addictions**.

2. Attending the **Methodology for Evaluating Results and Impacts of Substance Abuse Prevention Projects** workshop, organized by Consultorio de Emprendimientos y Responsabilidad Social, A.C. (CER-Social A.C.) and funded by the Río Arronte Foundation.

3. **Being one of ten institutions selected** by CerSocial A.C. to participate in an advisory process for evaluating implemented substance abuse prevention projects.

As a result of this work, we were able to confirm that we have **effective instruments for evaluating substance abuse prevention in schools**. Additionally, our program, which was implemented in 31 schools from 2016 to 2022, reported that 94% of analyzed schools experienced overall progress ranging from 0.5% to 16.5%, with 26 out of 31 schools achieving over 5% progress. Access the report [here](#).





DISCUSSION ON THE EVALUATION OF SUBSTANCE ABUSE PREVENTION PROJECTS

The event, organized by **CerSocial A.C.**, served as the platform for presenting the proposals from the nine institutions involved in the Impact Evaluation Project for the Addiction Prevention Program.

We presented a concise overview of the process we followed to develop the project and the results achieved. For more details, you can view the presentation [here](#).

August 17, 2023 / Zoom

1st INTERNATIONAL CONGRESS. SOLUTIONS AGAINST SEXUAL VIOLENCE

We were among the 20+ national and international organizing institutions. The congress featured workshops, panels, presentations, and keynote lectures by leading experts from various countries, aimed at fostering dialog, listening, action, and sharing best practices on:

1. **Preventing** sexual violence against children and adolescents in different environments.
2. **Care, protection, and restitution** of the rights of children and adolescents who are victims of such violence.

3. **Creating public policies and social programs** aimed at guaranteeing the development of children and adolescents in an environment free of violence.

November 15-17, 2023 / Sheraton Hotel in Mexico City

1st CONGRESS ON ADDICTION PREVENTION IN MEXICO CITY

We co-hosted the 1st Congress on Addiction Prevention in Mexico City: Building Healthy Futures, organized by **Concieo**. The event aimed to provide tools for guiding children and youth toward healthier, more fulfilling lives.

We offered **20 scholarships** to elementary school teachers in Mexico City and to members of the PROED team.

November 8, 2023 / Tecnológico de Monterrey (Mexico City Campus).

ITAM'S LAW AND PUBLIC POLICY PROGRAM

Our partnership with ITAM's Law and Public Policy Program continues. In the first half of 2023, students created an educational module for teachers on the **legal responsibilities of schools in dealing with school violence**. In the second semester, they conducted an analysis of the Free Textbook policy throughout history and up to present times. [Access the report here](#).

COMMUNITY OF PRACTICE WITH EMPOWER

We participated in the creation of a community of practice for EMPower beneficiary organizations in Mexico, a coalition made up of eight organizations working directly with adolescents and young people. Our involvement centers on the Middle School CSM. PROED is part of the Motor Group, responsible for coordinating the activities of the Community of Practice.

COALITION FOR THE HEART

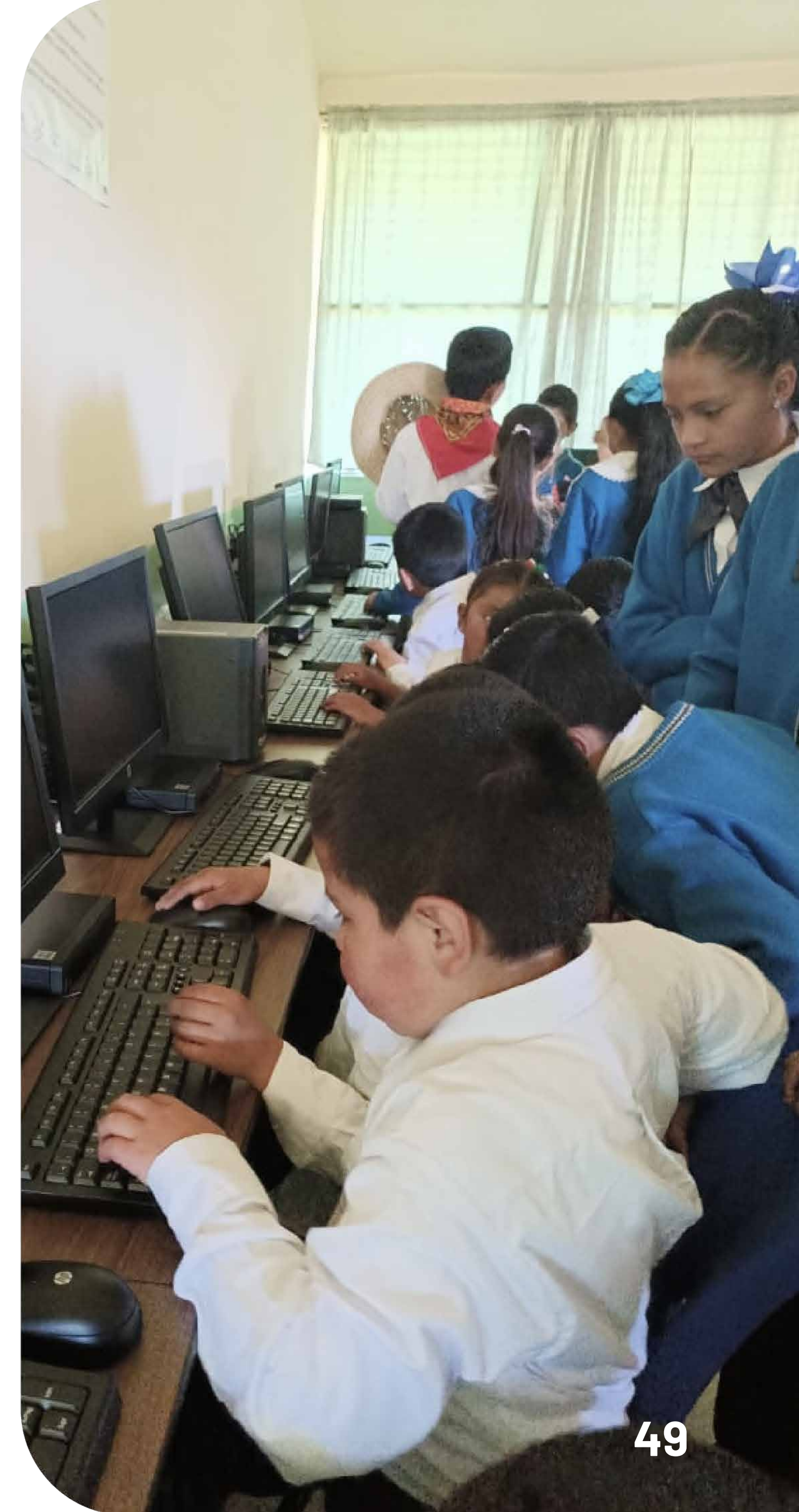
We joined this coalition's educational team, organized by Novartis, to create educational messages focused on heart disease prevention and care.

QUALITATIVE EVALUATION IN COLLABORATION WITH INIDE

With the support of Nacional Monte de Piedad and in alliance with the Research Institute for Educational Development of Universidad Iberoamericana, we conducted a pilot study for a comprehensive qualitative evaluation of our School Strengthening Model (CSM). The goal of this study was to design and implement an evaluation model to examine school culture from a systemic perspective, providing valuable insights for informed decision-making to improve our model of care.

We designed this study using the SenseMaker methodology and developed a meaning-making framework, enabling us to gather the experiences of over 500 students, teachers, principals, families, and field staff across 11 schools supported by PROED.

Explore the presentation of the study's key findings.





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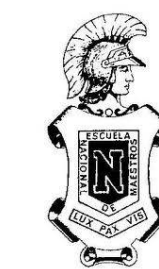
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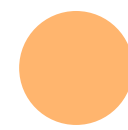
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