

ANNUAL REPORT 2023



10 YEARS WORKING FOR EDUCATION

With great excitement and pride, we present our annual report, celebrating our first 10 years as a movement! During this decade, our mission to transform education in Mexico has been the driving force behind our determination and passion to impact the lives of thousands of children and youth throughout the country.

In these **10 years**, we have carried out innovative projects, created strategic alliances and, most importantly, we have trained 10 cohorts of *Profesionales de Enseña por México (PEM)* — and this 2023–2024 school year marks the beginning of the eleventh cohort – who have joined us as leaders and agents of change committed to the future of our country.

Today, we can safely say that our actions have left a positive mark on Mexican society. Thanks to the *Profesionales de Enseña por México*, alumni, staff, supporters and educational communities, we have been able to improve educational results in communities with enormous potential but limited resources, fostering a vocation for leadership and teaching and demonstrating that education can be the engine of development and social mobility.

This annual report is just a small reflection of all that we achieved in this first decade and through which we hope to inspire you to continue collaborating with us for a dignified education so that one day all the girls, boys and youth in Mexico can reach their full potential, regardless of their background.

We are grateful for your trust and support during these 10 years, and we invite you to continue being part of the *Enseña por México* movement.

Here's to the next 10 years and more!

Dear ExM Community,

I am pleased to share with you our annual report for this important year for us, as 2023 is the year we celebrate 10 years of impact, in and out of the classroom, and we want to celebrate it with students, *PEM*, alumni and supporters.

With the celebration of our 10th anniversary, I take the opportunity to share how fortunate I feel to have the job of my dreams, a job that gives purpose to my life by seeking to give purpose to the lives of others through education, and the leadership with which I think every person is born. And although I know that the education sector in Mexico is a great challenge and implies an important responsibility, entailing a lot of learning experiences because we are always looking for the best results for our educational communities, the truth is that the satisfaction and pride of being part of a committed community, that for a decade has been building for children and putting its heart in the classroom, is greater.

For this reason and more, I invite you to read this report that includes the most important achievements and learnings of our first decade, as well as the enormous dreams that we hope for in the next 10 years, until we achieve the education that everyone in Mexico deserves.

Juan Manuel González Barajas

Chief Executive Officer



Dear *Enseña por México* community,

We are celebrating the 10th anniversary of *Enseña por México*! It is a moment of deep gratitude and reflection, recognizing the transformative impact we have had on education in our country.

During this decade, we have witnessed the power that lies in the leadership and commitment of the *Profesionales de Enseña por México*. With their dedication, they have left a lasting mark in the lives of more than 170,000 children and youth, providing them with hope for a better future, inspiration and the tools necessary to forge a promising one.

As Chairman of the Board, I have realized that *Enseña por México* is not just an organization, but a community of agents of change united by a common vision, who have managed to establish strategic alliances and work together with various institutions to challenge the structural barriers that hinder educational equity in our country. Let us celebrate together these 10 years of impact and let us renew our commitment and will to continue working in favor of the education that our children and youth in Mexico deserve. Only together we can build a brighter and more equitable future for everyone.

Santiago Pérez Teuffer López
Chairman of the Board



Board Members

Santiago Pérez-Teuffer
Cerralvo Capital | **Chairman**

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Investigadora Independiente

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Fernando Ponce
Bepensa

Georgina López-Guerra
Fondo Alternativa

Isabel Guichard
Suburbia

José Salcedo
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Juan Domínguez
True Search

Pablo Ruíz Galindo
Nubank México

Pablo Garza Sada
Grupo Topaz

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Futuro IAP



Who are we?

We are a non-profit organization that for a decade has been contributing to building a more equitable country, through collective leadership in the educational field.

Through our Leadership Program (known as *PdL*), we create theoretical and practical transformational leadership experiences for professionals, students, teachers, school principals and families to contribute to the improvement of education in the country.

What do we do?





Our vision

To consolidate a broad, diverse and inclusive movement of leading agents of change in Mexico, so that all girls, boys and youth have access to an education that guarantees them to develop their full potential regardless of their background.

To form a movement of leaders who are agents of change who, together with the educational communities, are committed to reducing the educational gap by expanding opportunities for Mexico's children and youth in and out of the classroom.

Our mission



2011 • FOUNDATION

- Enseña por México is founded thanks to Erik Ramírez, who joins as CEO and starts looking for allies around the country.
- Joining the Teach For All network.



2013 • 91 PEM

- First cohort of elementary school, middle school and high school PEM join the Leadership Program in Puebla in partnership with the local Ministry of Education.



2015 • 91 alumni

- The first cohort of 91 PEM graduates.
- 104 PEM join in the states of CDMX, Coahuila, Nuevo León and Puebla.
- The first impact evaluation of Enseña por México is carried out in middle schools in the state of Puebla. This evaluation is carried out by *Microanalítica*.



2014 • 179 PEM

- 88 PEM started the program in the states of Puebla and Nuevo León; the latter being a new state to start operations.
- Teach For All Global Conference takes place in Puebla, with 400 attendees from 76 countries.



2016 • 166 PEM

- The Global Innovation Conference takes place in Mexico with participants and alumni of the Teach For All network.
- *Enseña por México*, together with the Ministry of Education of Baja California Sur, opens operations in La Paz, Baja California Sur (BCS).
- In La Paz, BCS, a pilot is launched with more than 5,000 students, who receive an individualized learning system known as Learning One to One.



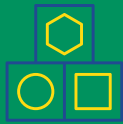
2017 • 118 PEM

- 51 *Enseña por México* professionals joined the program in Baja California Sur, CDMX, Coahuila, Jalisco, Nuevo León and Puebla in elementary, middle and high school levels.
- Learning One to One is implemented nationwide, impacting more than 18,000 students that year.
- The socioemotional skills impact evaluation is implemented together with *Microanalítica* and the World Bank.



2019 • 192 PEM

- Second cohort of 37 PEM in early childhood.
- First cohort of 9 PEM Docentes (teachers as PEM) placed in elementary school, middle school and high school in the state of BCS.
- 60 PEM in elementary school, middle school and high school.
- *Enseña por México* incorporates the Master's Degree in Leadership and Education.
- Operations are opened in the state of Yucatan together with the Ministry of Education of that state.
- Together with Fundación Bailleres, operations are started in Ecatepec, Estado de México.
- Juan Manuel González becomes the new CEO of *Enseña por México*.



2018 • 139 PEM

- First cohort of 43 early childhood PEM in partnership with The Lego Foundation join the program.
- 39 elementary school, middle school and high school PEM were enrolled.
- As a result of the September 19 earthquake, a reconstruction alliance was established to impact schools in Estado de México, Puebla and Morelos, with Fundación Kaluz and Proed.



2020 • 240 PEM

- Third cohort of 30 PEM in early childhood.
- Operations begin in Tamaulipas.
- PEMs work remotely because of the pandemic impacting more than 26,000 students.



2021 • 236 PEM

- *Enseña por México* received the "Commitment to Others" Award from CEMEFI, which recognizes *Enseña por México* for its trajectory.
- Implementation of the "We Play Together" begins, seeking to provide tools to promote self-care of primary caregivers, improve parenting practices and encourage play and loving care spaces between the child and the adult.



2023 • 10 years

- We started the school year with 730 alumni and 302 PEM.



2022 • 210 PEM

- 5th cohort of 58 early childhood PEM.
- *Enseña por México*, in alliance with Tecmilenio University, offers its PEM a Master's Degree in Education.
- Operations are opened in Veracruz, Querétaro and Quintana Roo.
- The ninth cohort of PEM placed in 12 states.
- The ILAN Award is obtained, recognizing *Enseña por México* for its innovations in education.
- The *Premio Estatal al Altruismo* awarded by the JAPEM is obtained.



Who are the *Profesionales de Enseña por México* (PEM)?

They are Mexican professionals who have a strong sense of social contribution, perseverance, resilience and critical thinking. Such professionals are characterized by high social commitment and experience in situations where they have demonstrated strong leadership.

There is also the figure of *PEM-Docente*, with the objective of sharing *Enseña por México's* best practices, teaching and leadership methodologies with teachers who are already members of the Mexican educational system.

What actions do **PEM** perform?

Those who join as *PEM* carry out curricular activities with the educational community or design and implement significant learning experiences for children, teenagers, educational agents and primary caregivers.

PEMs are always in collaboration with the educational communities, generating spaces for dialogue and active listening for the implementation of sustainable projects for the benefit of the whole community.



How do we contribute to the **SDG2030**?

Enseña por México's Leadership Program is closely aligned with Sustainable Development Goal 4 (SDG 4), which focuses on ensuring inclusive and equitable quality education for all. However, the program's leadership initiatives and educational activities also contribute to strengthening the goals:

5 GENDER EQUALITY



8 DECENT WORK AND ECONOMIC GROWTH



10 REDUCED INEQUALITIES



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



Results

+810 *PEM*

113 *teacher PEM* · 703 *regular PEM*

+600 **alumni**

573 **regular alumni** · 33 **teacher alumni**

+147,000

Impacted students

+570

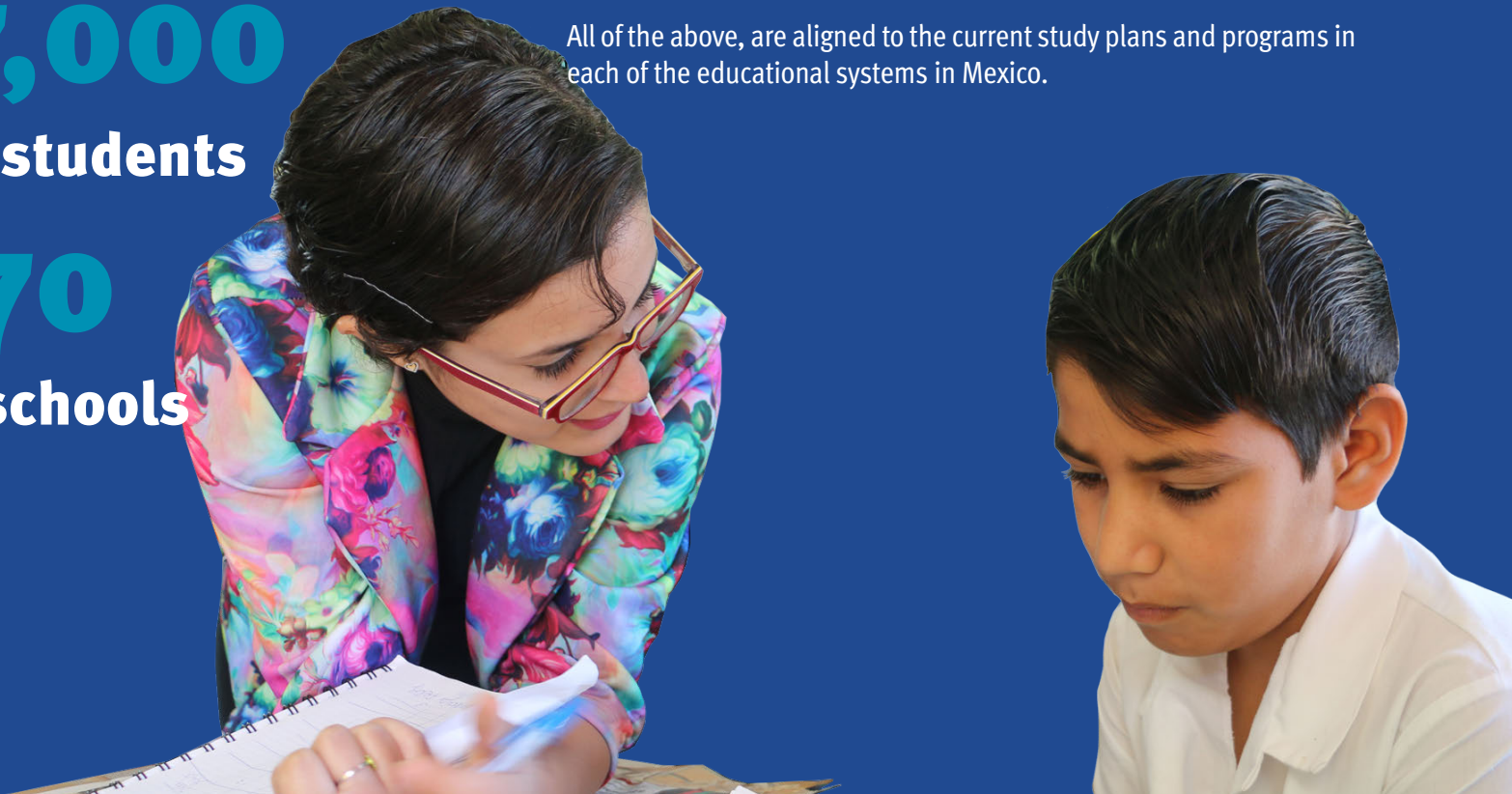
Impacted schools

Elementary school, middle school and high school

The main objective of the program is based on influencing leadership in the classroom and the educational communities. This is achieved through the delivery of curricular classes with a focus on developing socio-emotional, 21st century and disciplinary leadership skills in students.

To accomplish the objectives of this modality, the Learning One to One system is used, an evidence-based approach to emotional regulation (known by its acronym as RULER), and the framework for developing 21st century skills developed by Battelle.

All of the above, are aligned to the current study plans and programs in each of the educational systems in Mexico.

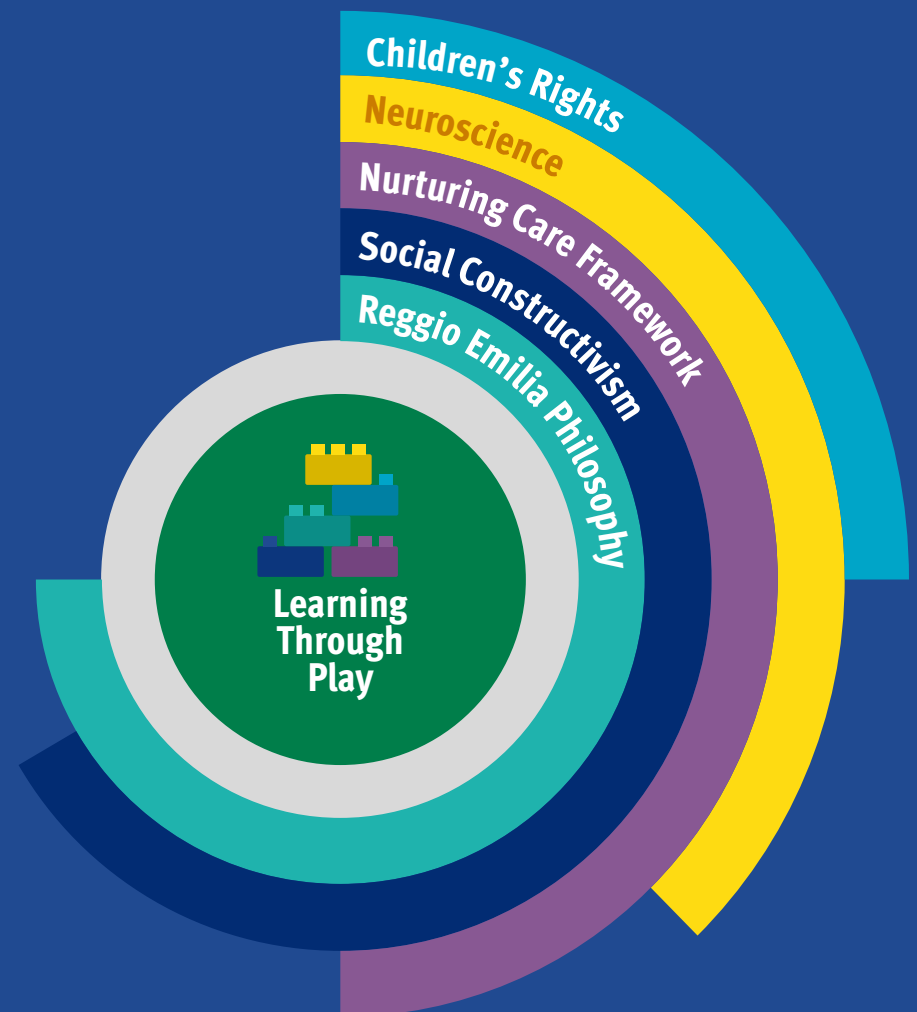


Early Childhood

In the search of providing better conditions for the comprehensive development of children from zero to six years of age, *Enseña por México* began in 2018 a program focused on early childhood and preschool education institutions, whose objective is to “promote a culture of awareness and knowledge of Early Childhood Development (ECD) among families, primary caregivers, community agents, educational agents and institutional leaders”. This program—a proud pioneer in the Teach For All network—is correlated with SDG target 4.2, which aims to “ensure that girls and boys in early childhood have access to quality care and development services through the Nurturing Care Framework”. Three of the five components that make up the Nurturing Care Framework on which we focus our attention are:

1. Early learning opportunities;
2. Protection and security;
3. Responsive care.

The theoretical framework we use to anchor the specific strategies and actions that we develop as a movement and that guide our community action is as follows:



Results

We share some of the results of our Early Childhood program:

+210 *PEM*

38 teacher *PEM* · 176 regular *PEM*

+120 alumni

117 regular alumni · 7 teacher alumni

+20,000

Impacted students

children from zero to six years

250

**Impacted
Childcare Centers**



Let's talk about We Play Together!

Jugamos Juntos is a program derived from our focus on early childhood for primary caregivers of children, designed with the support of the U-ERRE Early Childhood Innovation Accelerator and Frontiers of Innovation at Harvard University's Center on the Developing Child.

This project, which emerged during the pandemic but continues to be sustained over time, was selected in 2020 to be part of the innovation cluster in Mexico as one of three Mexican science-based programs to support early childhood development.

The program's objective is to accompany caregivers so that they can develop nurturing strategies through self-awareness and self-care, as well as through the opening of different communication channels during play with children.

429 primary caregivers with their children participated.

¹ The innovation clusters are network collaborations among researchers, model developers, program sites, and professionals. If you want to learn more, we invite you to visit the page: bit.ly/45W9MsC



Leadership Program

The Leadership Program (*PdL*) is a two-year blended learning experience that consists of in-person and online learning. In-person learning is developed by collaborating in an educational community, while the online learning provides theoretical preparation that enables those who join as *PEM* to strengthen their leadership in three strategic areas:

Personal Transformation

To achieve systemic transformation, it is first necessary to transform oneself, operating from what is believed to be possible, rather than what is probable.

Educational Transformation

Elementary school, middle school and high school: emphasis is placed on design, facilitation, evaluation and collaboration with the educational community. The academic and socioemotional growth and personalized learning of students are promoted.

Early Childhood: focuses on developing competencies in educational agents that allow them to create the necessary conditions to support children to fulfill their potential.

Social Transformation

By organizing different activities, families, teachers and students are brought together at first to later connect with other community leaders who support and relate to the community.

Master's Degree in Education

In order to strengthen their learning experience, *PEM* also pursue a Master's Degree in Education, offered by the *Universidad Tecmilenio*, through which is intended that *PEM* continue acquiring knowledge about education in Mexico and develop skills to design proposals in innovative and effective educational practices, to address and solve problems in different educational contexts.



Recruitment and selection process

The rigorous 2023 recruitment and selection process yielded the following results:

1,230

candidates in the modality of

Elementary school, middle school and high school

1,117 *Regular Profesionales de Enseña por México*

113 *Teacher Profesionales de Enseña por México*

133

candidates in the modality of

Early Childhood

113 *Regular Profesionales de Enseña por México*

20 *Teacher Profesionales de Enseña por México*

University Partnerships

Graduates from more than 230 universities around the country apply and we have direct partnerships with some universities, which support us by disseminating the Leadership Program call.



Universidad Veracruzana



UNIVERSIDAD AUTÓNOMA DEL ESTADO DE QUINTANA ROO



Institution Partnerships

We also partner with public and private sector institutions to disseminate the program and thus recruit those graduates who are no longer in the universities, but who have made their way into the labor market.





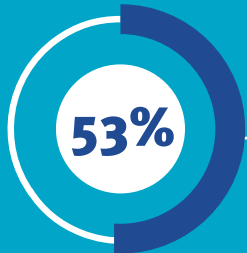
The Alumni Journey

The people who join as *PEM* after graduating from the Leadership Program are known as alumni. According to our theory of change, these are the people who continue to lead significant changes in organizations and communities. To date, 773 professionals have graduated from the program, 81 % of whom continue to collaborate in the social and educational sector in different roles –from school principals to strategic positions in civil society organizations–, impacting the personal development of millions of students.

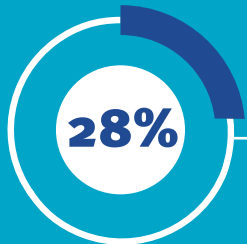
Alumni projects in 2023

Each year we create spaces for alumni to continue to grow and develop in three strategic areas: Educational Leadership, Public Advocacy and Social Innovation.

Percentage of alumni
in each area:



Education Leadership: in collaboration with Maestros que Aprenden, we carried out the “Semillero de directores escolares” (Hotbed for school principals) in which 35 alumni from different cohorts participated, who are interested in continuing their professional growth by occupying management positions in educational institutions. We also created the Educational Research community to provide alumni with research tools and put them into practice.



Public Advocacy: We supported the global community of Educational Public Policy of the Teach For All network to hold its in-person conference in Mexico City, in which representatives from 12 countries participated and 15 alumni from Enseña por México attended. Additionally, the Public Policy Group supported the participation of an alumni to be part of the Teach For All Education Policy Fellowship, which is expected to contribute to leading advocacy actions within the group.



Social Innovation: we carried out the communication campaign “Tell us about your entrepreneurship” with which we helped to share and recognize 21 alumni projects. We also promoted the use of “ChispiBot”, a tool designed by La Chispa Incubadora that helps alumni entrepreneurs to solve their doubts of the most common challenges for the implementation of their projects.



Alumni Networking Initiatives

In addition to the support provided in the strategic areas, we seek to increase the impact of alumni by helping connect with each other through networking activities:

Aulas Sin Frontera

134 participants since 2017

Seeks collaboration among school leaders from similar contexts that are geographically distant. In 2023, 17 alumni participated and 11 received financial support to carry out an in-person exchange.

Latido Latino 2023

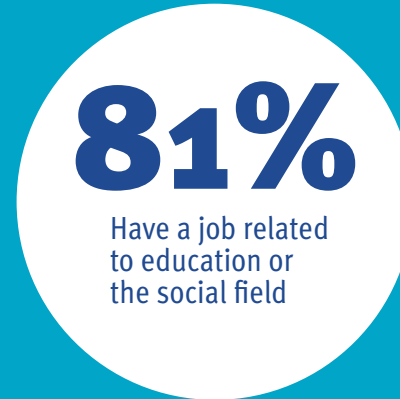
301 participants since 2017

Supported 31 alumni to travel to Colombia, the host country for the 2023 annual alumni meeting of the Teach For All network in Latin America. This meeting allows them to create meaningful connections to transform them into educational and social impact initiatives at the regional level.

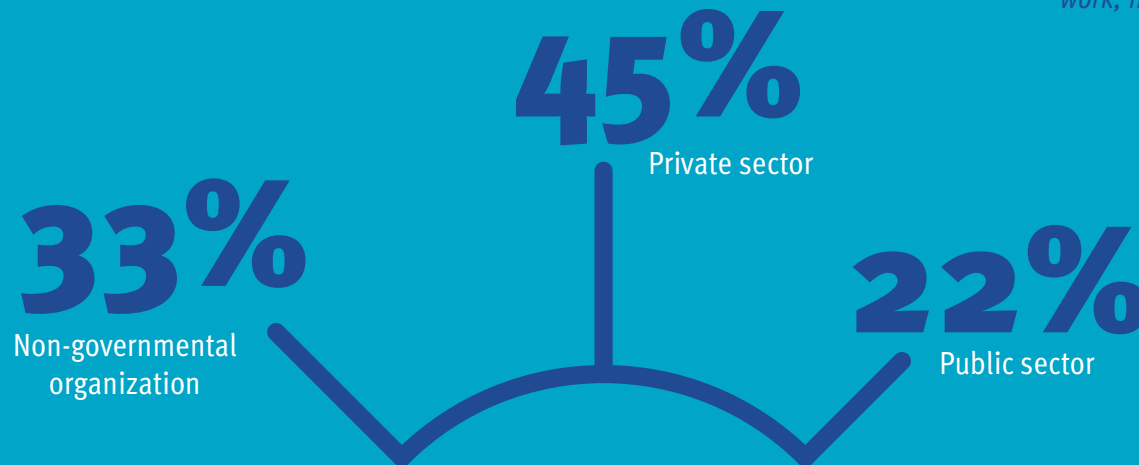
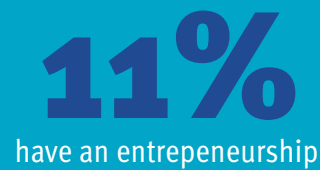
In 2023 we collaborated with 20 organizations to offer *PEM* and alumni internship opportunities that would allow them to put their learning and skills into practice and bring them closer to the sectors they are interested in to continue their professional growth.

Alumni in numbers

According to the last survey conducted last May of this year...



in terms of labor



Our impact in the 2022–2023 school year

In the 2022–2023 school year, we worked so that the children and youth of our country fulfill their potential, hand in hand with the educational communities with which we collaborate.

17,092 Impacted students

14,537 Elementary school,
middle school and
high school

• 2,555 Early childhood

266 total of
PEM

151 Elementary school,
middle school and
high school

• 75 Early childhood

202 schools

74 municipalities

Special Projects

Emplolab: Corporate volunteering activities with companies that support us by sharing knowledge, employability and professionalization tools with students of all ages. You can learn more about this initiative at: www.ensenapormexico.org/emplolab

Emplolab with DHL

We implemented employability workshops, with the support of DHL employees, to teach skills to different members of our educational communities: students, PEM, teachers and families.

Emplolab with Clara

Personal finance lab with high school students and donation of backpacks made from recycled advertising tarps.



Let Girls Thrive

An organizational commitment to incorporate a gender perspective in all areas and activities of *Enseña por México*. With this initiative, we seek to strengthen our collaboration with educational communities, emphasizing the importance of ending gender inequality and discrimination in schools. 55 PEM will be part of this initiative in the 2023–2024 school year, designing safe spaces for children and youth to increase critical awareness about the root causes of inequality and systems of oppression, finding effective ways to challenge educational practices that maintain the status quo.

The organization **Lentes Purpura** joined this initiative by training the Recruitment and Selection team to incorporate the gender perspective into its processes and activities.



Trauma-based work

This past school year we teamed up with a group of women consultants (Paola Bustani, Flor García, María de Lourdes Tanamachi Tanaka and Eleanor Unsworth) to design a strategy that will help us provide a comprehensive and personalized accompaniment for each level of the organization so that the people who make up the movement are trauma-informed and have accessible tools to put into practice in their work, in supporting others and also at a personal level. Through this consultancy, we recognize that *Enseña por México* works mainly in contexts with adversities such as insecurity and social injustice, among others, which are traumatic in themselves. These influence an individual and collective level that on the one hand affects the learning, emotional, cognitive and relational processes of students, and on the other hand, generates a secondary effect on the PEM or people who work continuously exposed to these experiences. We therefore believe it is necessary to provide them with tools that give them greater security and knowledge to navigate the complexities of trauma expressed in the daily experiences of the community and families with whom they work.



Focus on socio–emotional well–being

Having a wellness strategy within the organization not only has a positive impact on the overall well–being of the team and *PEM*, but also enhances collective leadership and supports the stability of the organization. For this reason, during this year the *Enseña por México* team and the *PEM* continued to participate in sessions that allowed them to explore and deepen their understanding of the qualities and skills that enable the development of wellbeing and healthy relationships with others.

In addition, tools were offered to contribute to self–well–being in the emotional, physical, social, professional, financial, intellectual and environmental dimensions in 4 areas of self–care: physical, psychological, emotional, professional and financial.



bee readers

Beereaders and Storybook

In the 2022–2023 school year, with the support of Impactus and *Fondo Unido México*, and through the ChildTech Challenge, *Enseña por México* received the donation of licenses for the Beereaders and Storybook mobile apps. Beereaders is a personalized and adaptive online and offline digital platform for the improvement of reading skills and comprehension for students from 5 to 18 years old, expected to impact 4,000 girls and boys in seven states of Mexico. And, Storybook, a digital platform that combines relaxation techniques, stories, music and meditations to help families relax, generate secure attachment and improve sleep patterns for children from 3 to 6 years old, is expected to impact 2,000 users in seven Mexican states.

SpaceX Starlink

An in-kind donation of 10 antennas was made by Starlink from SpaceX. The objective of this donation is to bring internet for 12 months to 10 schools in rural and difficult access areas, in six states of the country: Baja California Sur, Estado de México, Nuevo León, Tamaulipas, Quintana Roo and Yucatán, having an impact on 4,034 students.

Initiative to equip technology rooms

Thanks to Liverpool's support, a donation of 109 digital products was made, which helped to equip the classrooms of 6 schools in the Bajío-Centro region, benefiting 383 students and primary caregivers.

Carrera del Viento

On February 4th, 2023, the 3rd edition of the "Cubic Wind Race, Sustainability in Motion" was held at the *El Mezquite* wind farm. In a stunning natural setting, the race counted with Juan Luis Barrios, Olympic maratón runner, as race ambassador. There were 503 runners who donated the cost of their tickets to *Enseña por México*.

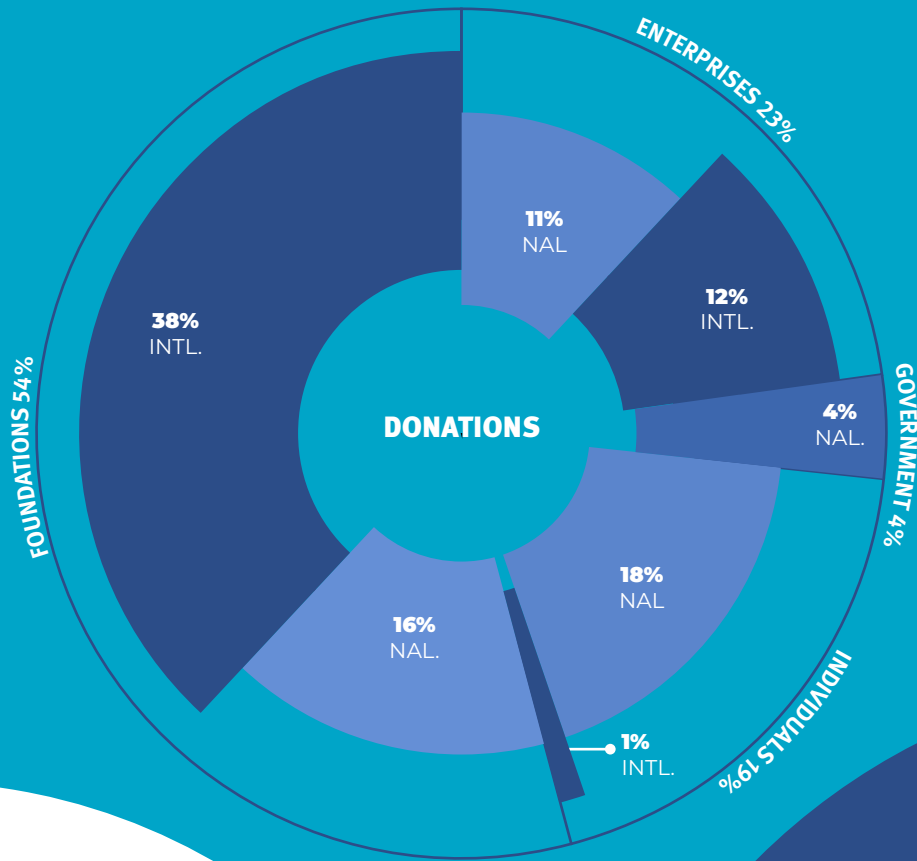


CARRERA DEL VIENTO

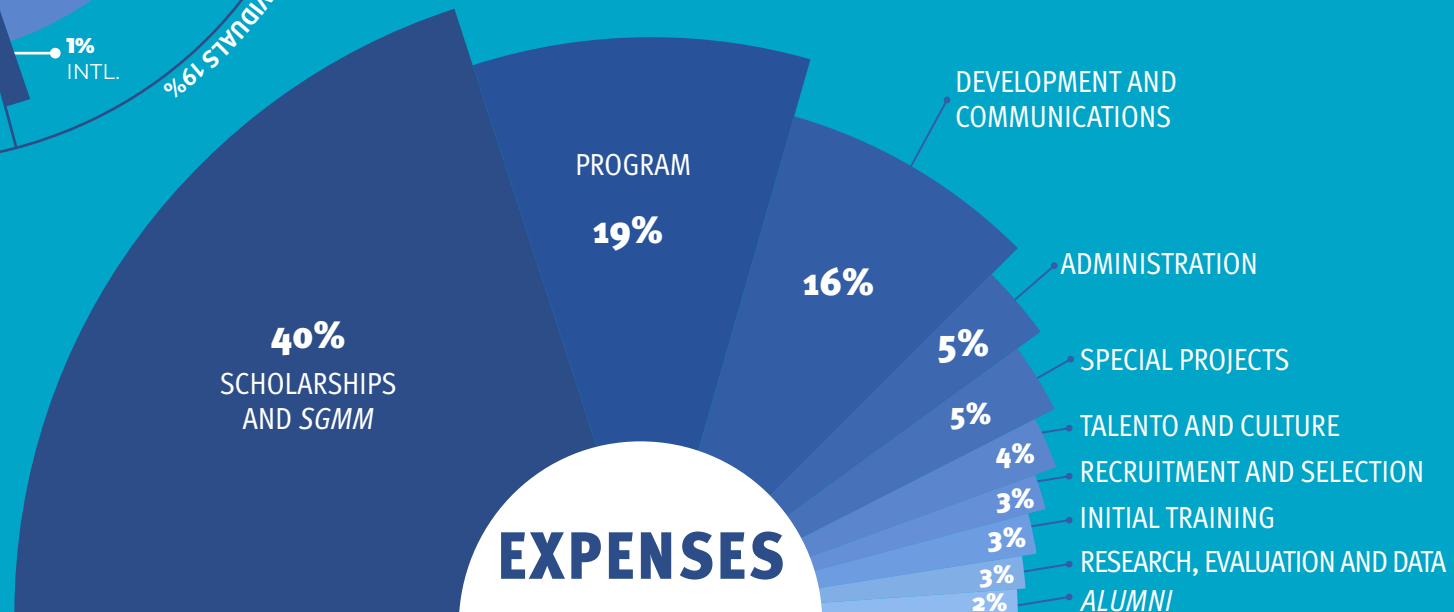
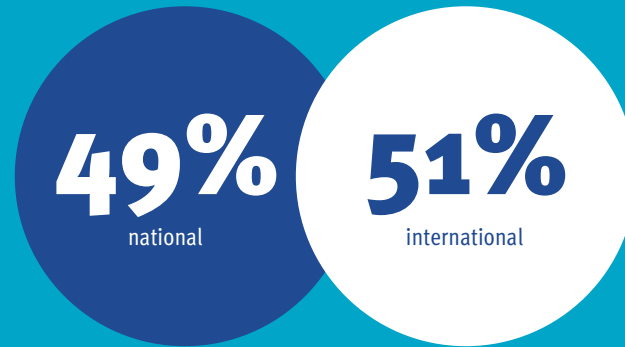
SUSTENTABILIDAD EN MOVIMIENTO



Resources 2022-2023



Donors



Our projections for the 2023–2024 school year

Current numbers

School cycle 2023-2024

300 total of
PEM

210 Elementary school,
middle school and
high school

• 90 Early Childhood

244 schools

80 municipalities

Estimated numbers

18,579 Impacted
students

15,848 Elementary school,
middle school and
high school

• 2,731 Early Childhood

Thank you for these 10 years!

