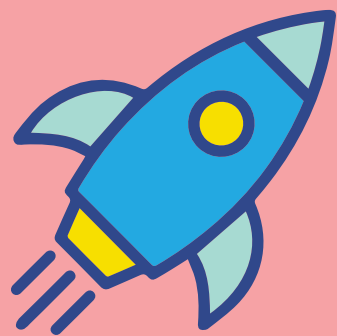




ANNUAL REPORT 2023



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Letter from General Management

Thank you very much for joining us in 2023! This year was particularly relevant for EDUCA because we initiated new projects, new partnerships and reached more schools. This report is a summary of the work we did thanks to the collaboration, trust and support of many people, companies, donors, teachers, directors and educational authorities.

At EDUCA we continue to be driven by passion and love for what we do, but discipline and perseverance are also part of our DNA. Fulfilling our mission and making students and teachers become full and happy agents of change is our greatest motivation, which is why in 2023:

- Ahorra y Emprende, our financial education and entrepreneurship project premiered content for early childhood.
- We incorporated the Amgen Biotech Experience Program to promote a taste for science among secondary and high school students.
- Our environmental education projects, Schools for Earth and EDUCA Gardens, were reviewed in depth and now have Theories of Change.
- We established an alliance with Ticmas and Smart Learning to promote the use of educational technology in RED EDUCA schools.
- Thanks to hundreds of volunteers, workshops, reforestations and school maintenance were possible.
- The EDUCA Teachers Congress turned 20 years old and we celebrated

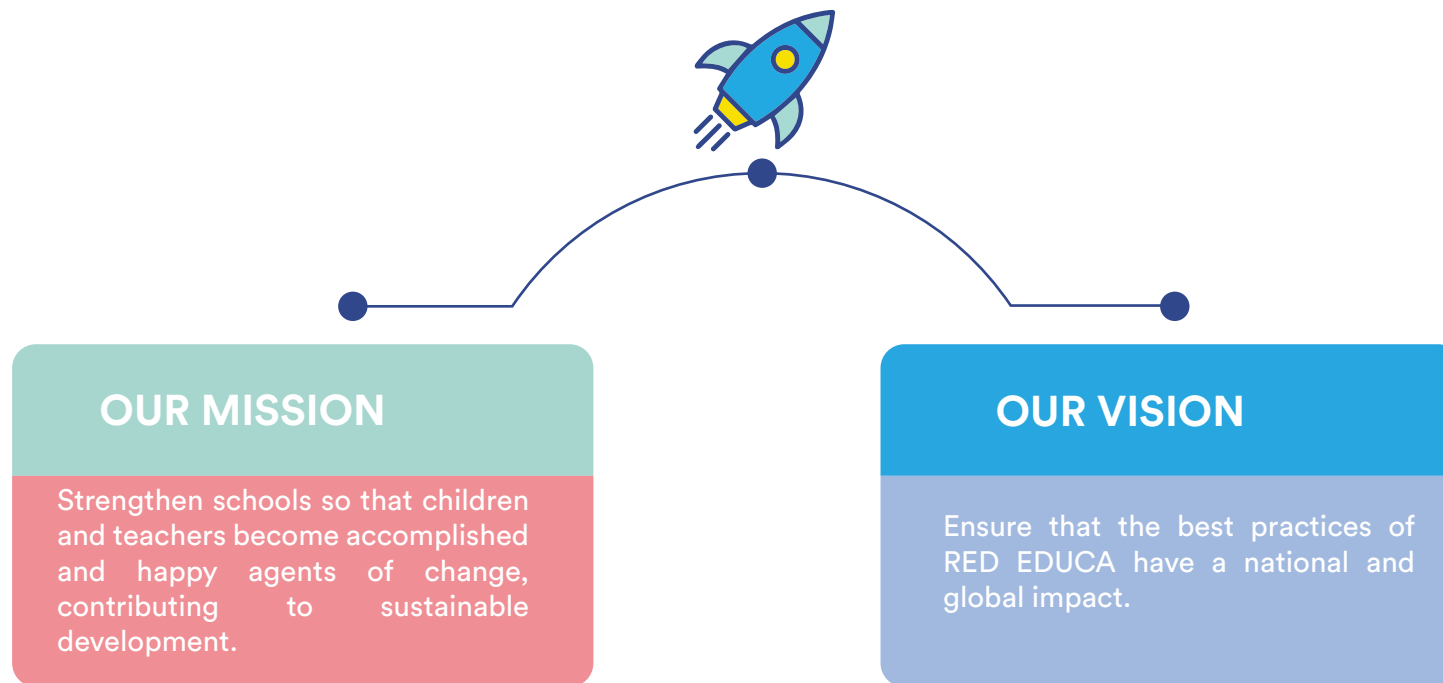
it with an event focused on the educational proposal of the New Mexican School.

At EDUCA we are convinced that our work leaves its mark on the lives of the thousands of students and teachers we work with. For us, everything is possible because we know that we have a network of allies, donors and advisors who make our work a reality. RED (Network) EDUCA is undoubtedly our main motivation. EDUCA today has an operational team of experts in education, sustainable development and science who make programs and projects reach the schools. Donors and partners have allowed us to reach more students in more regions. This was the magic of 2023!

We wish that through reading this Annual Report you will relive our best moments of 2023. Every achievement was possible thanks to you.

Monica Cinco Basurto

Monica Georgina Cinco Basurto
Executive Director



Happy people: We are happy because we serve society by generating value in all our activities. We recognize that all people are valuable and, therefore, we strive for their experience with EDUCA to provide them with happy moments.

Love for a job well done: We are passionate about our work, we love what we do, and feel proud of EDUCA. We pay attention to detail, we are neat in everything we do, and we use our time effectively.

Focused: We focus on achieving the success of our programs and to have a greater impact on the students and institutions with which we work.

Sustainable Culture: We value and take care of all existing and received resources, we use them responsibly and transparently thinking about future generations of children.

Collaborative relationships and alliances: We are convinced that the best results are achieved by working collaboratively. We are convinced that only by working in alliance can we reach all the children we intend.

BENEFITTED POPULATION

RED EDUCA

It is made up of **403 schools** in the **32 states of the country**, 315 of which are public schools and 88 civil society schools, which together serve **136,550 students** from 2 to 24 years of age, with the collaboration of **8,321 teachers and principals**.

Civil society schools:
serving **39,690 people**,
of which:

- **14,896** children and teenagers
- **1,390** teachers
- **141** directors
- **601** operational staff
- **22,344** parents and/or tutors
- **318** government bodies
- **52** organizations
- **88** schools



Public schools: serving
128,444 people, of
which:

- **121,654** children and teenagers
- **6,790** teachers

In addition, through our **Schools for Earth project**, we have links with **2,387 public schools** throughout the country and 571 schools in the following Latin American countries: Argentina, Bolivia, Colombia, Chile, Costa Rica, Ecuador, Guatemala, Honduras, Panama, Paraguay, Peru, Dominican Republic, Uruguay, Nicaragua and Venezuela



PROGRAMS & PROJECTS





Program: Institutional Sustainability

Project: Financial Strengthening

Impact:

22 RED EDUCA (EDUCA Network) schools increased the flow of recurring donations via credit or debit card, benefiting 6,176 students.

Activities conducted :

- 22 RED EDUCA (EDUCA Network) schools participated in the 4x1 Campaign, raising a total of \$164,425 in recurring donations.
- EDUCA delivered \$504,000 in Incentive Donations to 18 schools that met their 4x1 Campaign goal.
- 11 schools received training in the use of the Donasonic platform, which helps them to improve their attention to recurring donors.
- \$818,000 channeled to 5 schools to provide scholarships to 150 students.





Program: Empowering People

Project: Ahorra y Emprende in alliance with Aflatoun International

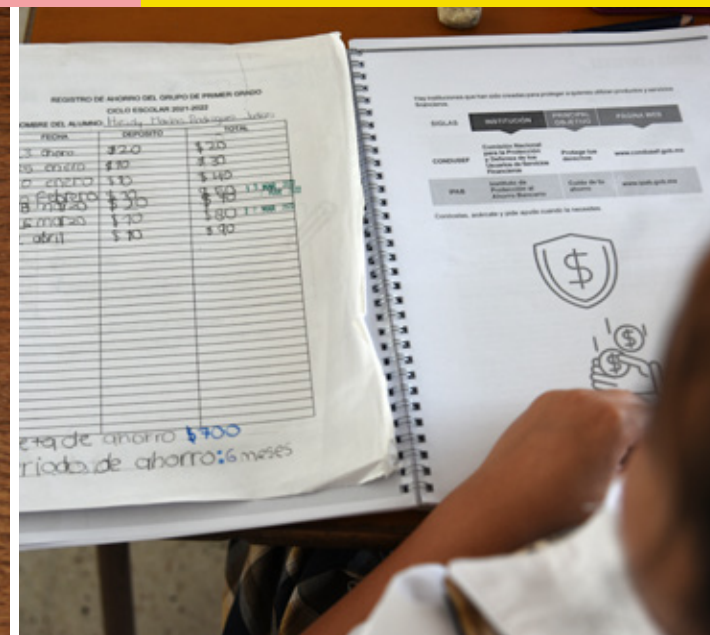
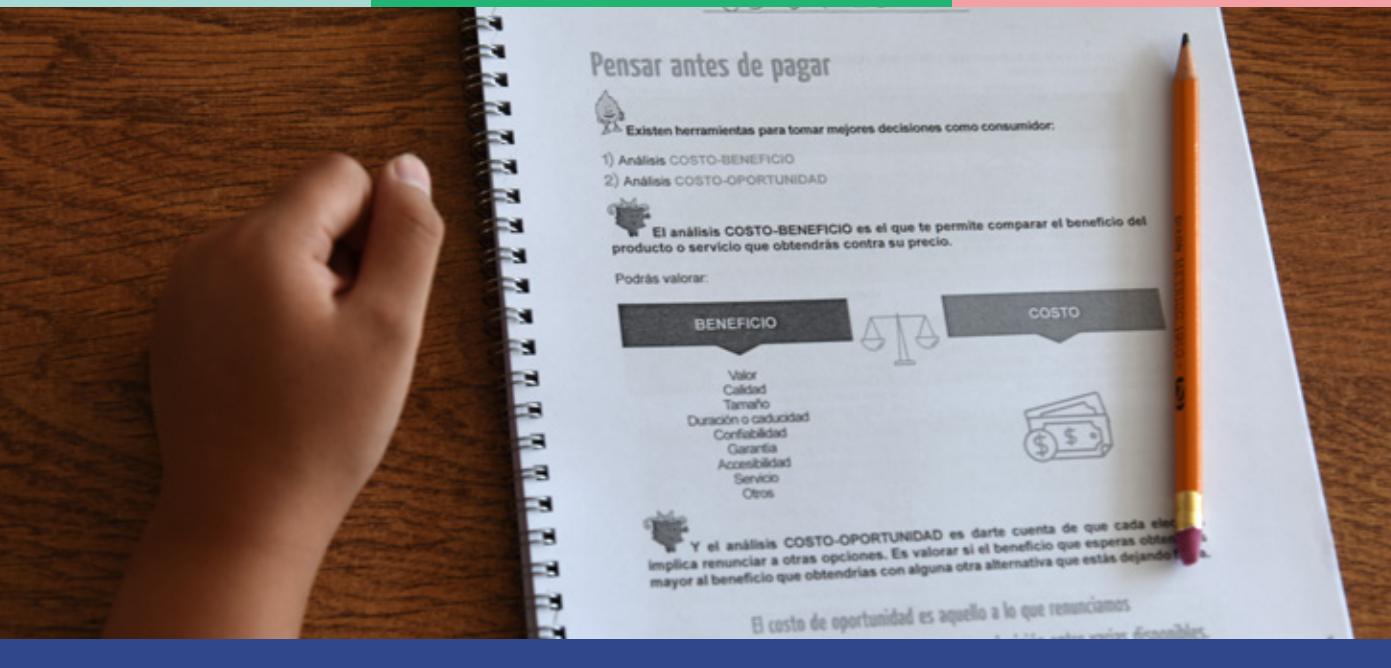
Impact:

4,656 children and teenagers improved their economic and social reality through the exercise of empowerment, financial and entrepreneurial skills.

Activities conducted :

1. Training for teachers.

- 18 teachers and coordinators of preschool, elementary, middle and high school were trained in the design, implementation and evaluation of entrepreneurship projects.
- 65 teachers and coordinators received face-to-face training in Mexico City in Active Learning Methodologies and Project-Based Learning.
- 85 teachers and coordinators were trained virtually in financial health and economic citizenship.
- 78 teachers completed a 10-hour online course on socio-emotional education, financial education, empowerment and entrepreneurship.
- 13 teachers were certified in Standard EC 0670, Facilitation for the development of economic and financial intelligence in children and youth.
- 7 teachers were certified in Competency Standard EC 0996, Elaboration of entrepreneurship project based on the Entrepreneurship Model for Higher Secondary Education.



2. Educational materials (printed and digital resources).

- Educational content was developed for 2 guides for teachers and 2 guides for preschool students, which are added to the Ahorra y Empeñe editorial line.
- Simulators were designed for high school and middle school students to strengthen their decision-making skills, definition of financial goals, investment, equity, interest, debt and responsible consumption.
- 1,541 printed guides delivered to students and teachers.

3. Student training

- 23 hours of class taught to each student.
- 246 students from 6 schools participated in workshops on financial education and responsible consumption taught by volunteers.
- 27 students were certified in Competency Standard EC 0996, Elaboration of entrepreneurship project based on the Entrepreneurship Model for Higher Secondary Education.

4. Virtual and face-to-face follow-up visits.

- 311 hours of monitoring visits to teachers.
- 147 hours of counseling to students for the design of their ventures.



5. Complementary activities.

- 57 parents participated in the Virtual Workshop on the importance and benefits of formal savings and financial services.
- 341 students from 18 schools shared strategies and exchanged experiences and learning in the virtual celebration of Savings Day.
- 573 students from 15 schools participated in the virtual forums for reflection on financial health and economic citizenship held to celebrate International Aflatoun Day.
- 4 students from School Bernardo A. Grousset, A.C. and The Palapa Society of Todos Santos, A.C., gave a short lecture at the Regional Youth Forum organized by the Aflatoun Las Américas Network Committee to share their experience as entrepreneurs of Ahorra y Emprende.
- 100 mothers and fathers participated in face-to-face financial education workshops.
- EDUCA coordinators participated in:
 - Global Conference on Social and Financial Skills held in Utrecht, The Netherlands, which brought together experts from around the world to share best practices for socially and economically empowering children and youth.
 - Meetings of the Aflatoun Americas Committee held in Colombia and El Salvador to review progress and define priority actions for the regional strategic plan.
 - Meeting of Nuestra America held in Ecuador to learn about successful alternative education projects and share the experience of implementing Ahorra y Emprende in Mexico.

6. Formal Savings.

- 305 students from 14 schools received an economic incentive for achieving their annual savings goal using bank accounts.



EDUCA, Ahorra y Emprende Fair.

- 8 state fairs in Mexico City, Chiapas, State of Mexico, Jalisco, Guanajuato, Morelos and Nuevo León.
- The national EDUCA Ahorra y Emprende Fair was held in hybrid mode.
- In the virtual modality:
 - 765 students participated.
 - 168 students sent drawings or videos on savings.
- In the face-to-face modality in the CDMX:
 - 962 students participated.
 - 130 students participated in the bazaar to offer for sale the products created in their ventures.
 - 175 students, mothers and fathers participated in 7 workshops on environmental education and ecotechnologies, vocational orientation, microenterprises, family finances, investments and patrimony.
 - 46 students participated in AlquiLab, entrepreneurship incubator, presenting 9 projects.
- Of the 227 ventures presented, 42 were recognized for obtaining a high score in the evaluation.
- 131 volunteers participated as mentors.
- 4 ventures obtained an economic incentive for obtaining the highest number of badges through the EDUCA Ahorra y Emprende Fair platform.



8. Bootcamp EDUCA Ahorra y Emprende

● 81 students and 20 teachers from Baja California Sur, Mexico City, Mexico State, Chiapas, Chihuahua, Guanajuato, Jalisco, Morelos and Nuevo Leon participated in workshops and museum tours in Mexico City to strengthen soft skills and the economic and environmental sustainability of 34 ventures.

9. Knowledge and skills results at the end of the 2022-2023 school year for students at each level.

● Early Childhood

Learning achieved	% students
Emotion recognition	97%
Emotion regulation	97%
Self-knowledge and self-esteem	90%
Financial literacy	97%
Rights and responsibilities	85%
Participation	95%
Socialization	66%
Recognizing what it means to be an agent of change	74%

● Children and Youth

Learning achieved	% students
Technical mastery of entrepreneurship	90%
Self-esteem	95%
Self-confidence	97%
Proactivity	93%
Recognition of emotions	97%
Emotion management	92%
Manifestation of conciliatory behaviors	98%
Participation	99%
Socialization	98%
Self-awareness	99%
Motivation to learn	99%
Defining personal goals	99%
Responsible consumption	90%
Knowledge of economic and social rights	78%
Acquiring financial literacy	85%
Budgeting goals	85%
Define a savings goal	97%
Reached savings goal	99%
Financial health literacy	89%
Make financial health-oriented decisions	75%
Knowledge of the financial system	58%
Identifying social, economic and/or environmental needs or problems	93%
Planning a venture	98%
Execution of a venture	94%
Technical mastery of entrepreneurship	90%



Program: Empowering People

Project: EDUCA Maths

Impact:

Teachers improved their mathematical competencies and acquired strategies to improve teaching-learning processes in the subject.

Activities conducted

1. Teacher training.

- 94 teachers from 20 schools took the online EDUCA Mathematics Certificate course.

2. Third EDUCA Mathematics Contest.

- 1,058 students participated: 450 elementary, 401 middle school and 207 high school.
- 44 elementary, middle and high school teachers.
- 21 schools from Mexico City, State of Mexico, Guanajuato, Jalisco, Morelos, Querétaro, San Luis Potosí, Chiapas and Baja California.



- Students who obtained the best averages in the contest were:

Education Level	Name	School Name
5th Elementary School	Samantha Bobadilla Ibarra	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C.
	Emilio Adrián Ponce Téllez	Fundación Dr. José María Álvarez, I.A.P.
	César Josafat Albarrán Rodríguez	Colegio Nevadi
6th Elementary School	Samantha Chávez García	Palmares School Técnica, A.C.
	Karla Susana Ángel Flores	Claudina Thévenet, A.C.
	Alejandro Padilla Flores	Colegio Nevadi.
2nd High School	Gerardo Isaac Hernández Amador	Líderes del Siglo, A.C.
	Jesús Ernesto Quintero Castro	Líderes del Siglo, A.C.
	Andrea Jocelyn Olmos García	Palmares School Técnica, A.C.
3rd High School	Regina Gómez Padilla	Palmares School Técnica, A.C.
	Christian Abraham López Avalos	Líderes del Siglo, A.C.



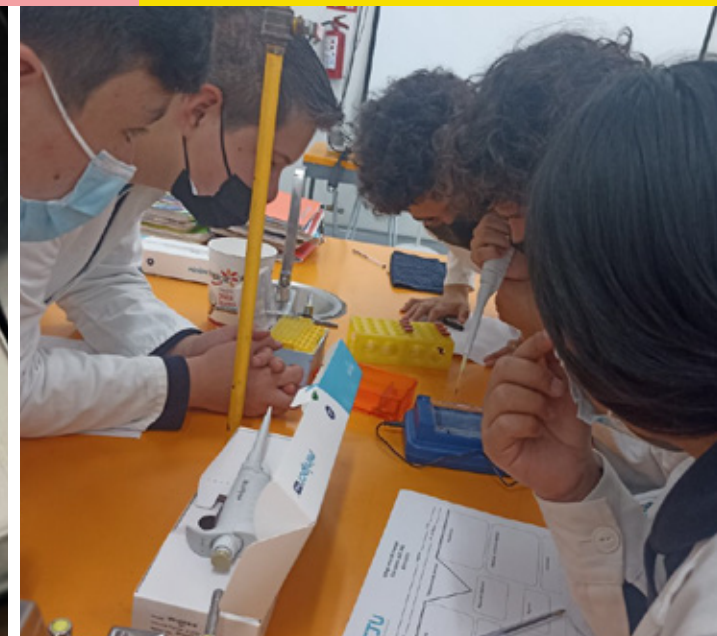
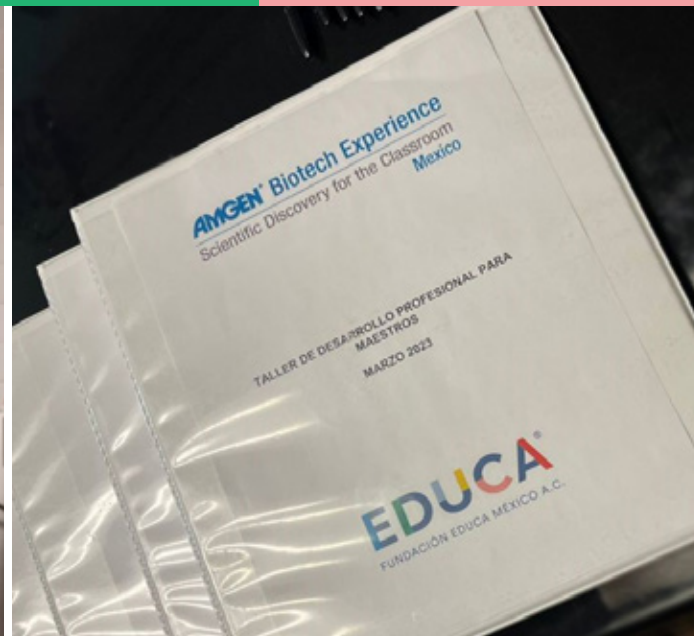
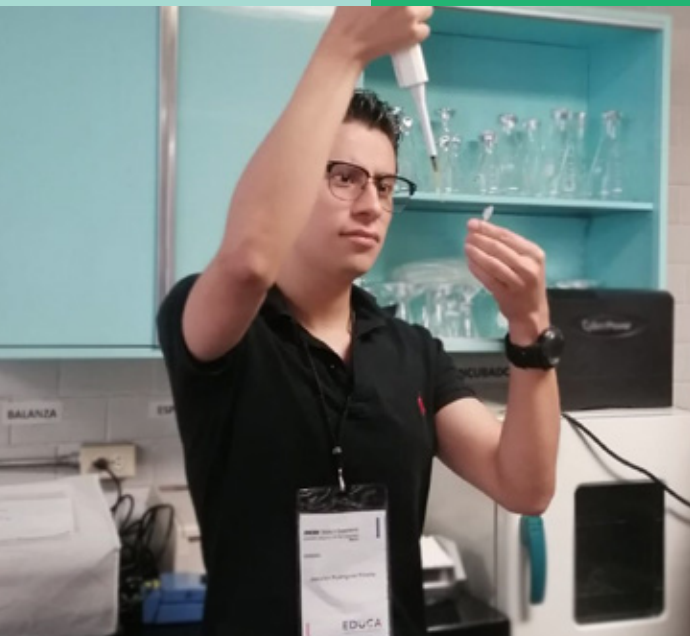
We presented awards and economic incentives to 3 schools that had an outstanding performance in the contest:

- Claudina Thévenet A.C.
- Palmares School Técnica, A.C.
- Niños y Niñas de la Sierra, I.A.P.
- Institución de Beneficencia Privada School Hogar Nuestros Pequeños Hermanos, A.C.

3. Strategies for Teaching and Learning Mathematics Teacher Contest.

Nineteen teachers participated and we awarded an economic incentive to the first 3 places:

- 1st place. Teresa Carely de la Paz Álvarez, Institución de Beneficencia Privada School Hogar Nuestros Pequeños Hermanos, A.C. Bachillerato.
- 2nd place. Zulema García López, Colegio Nevadi.
- 3rd place. Janai Abarca Saldívar, Institución de Beneficencia Privada School Hogar Nuestros Pequeños Hermanos, A.C. Junior High.



Program: Empowering People

Project: Amgen Biotech Experience Program (ABE) in alliance with Education Development Center

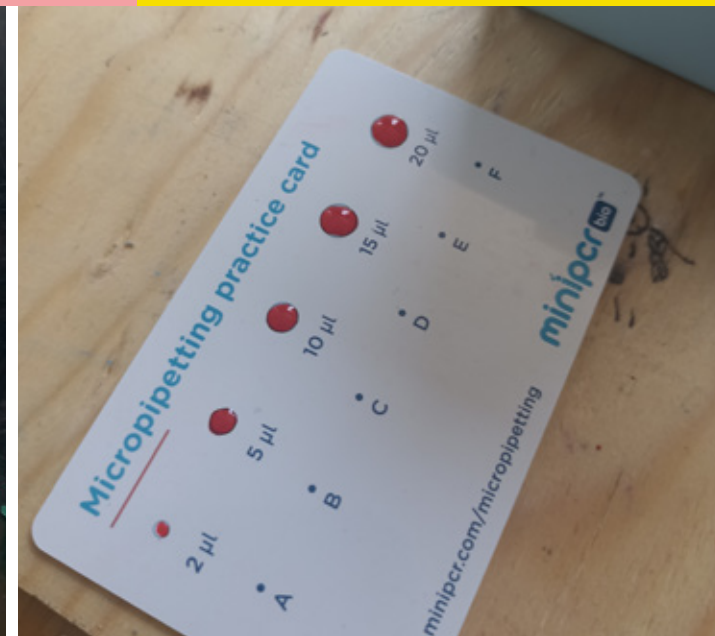
Impact:

Junior High and high school teachers and students increased their knowledge and skills in science through the ABE Program, which promotes the teaching of biotechnology and molecular biology.

Activities conducted :

1. Training for EDUCA teachers and coordinators.

- Two training courses were given at UAM Iztapalapa for Biology, Physics and Chemistry teachers; 10 teachers from 4 schools participated in the first course and 14 teachers from 10 schools participated in the second.
- The courses focused on the review of concepts and techniques of biotechnology and molecular biology:
 - Introduction to biotechnology, use of micropipettes and agarose gel electrophoresis.
 - Introduction to restriction enzymes and plasmids.
 - Use of LabXchange, ABE's biotechnology content platform.
 - Introduction to bacterial transformation.
 - Biosafety in the laboratory.
 - Curricular alignment and contents that integrate ABE.



- EDUCA Coordinators attended the ABE Program training for new sites held in Puerto Rico (January); received training in Mexico from Carolina Sarmiento, ABE Coordinator in Tampa, USA (March); and, attended the annual ABE team meeting held in Los Angeles with representatives from 16 countries (September).

2. Student training.

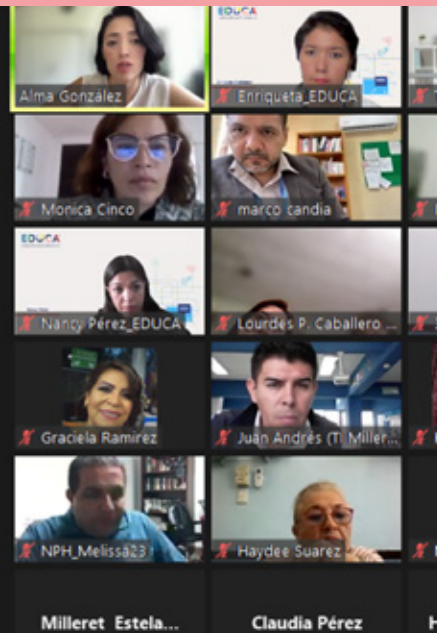
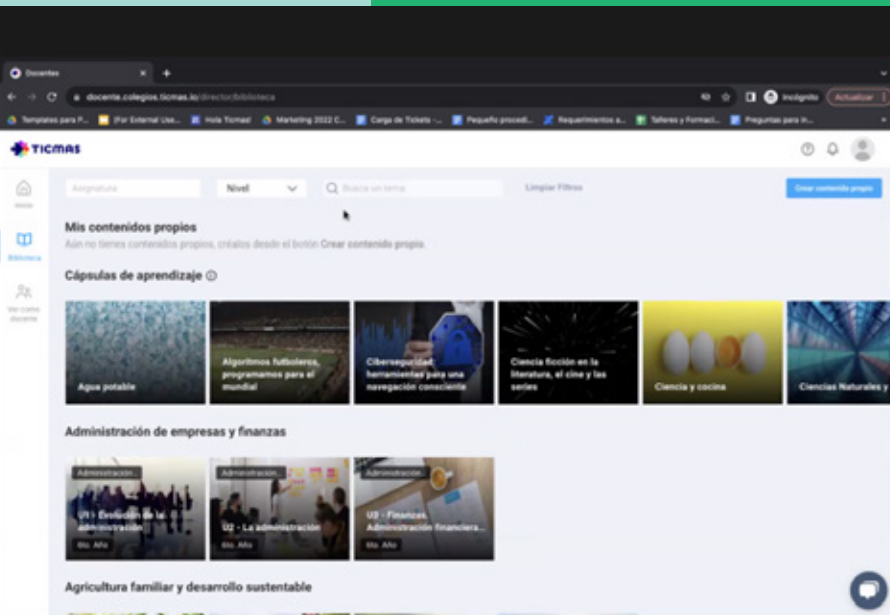
- 835 students from 6 schools in Mexico City and Morelos from high school and middle school took theoretical classes and performed laboratory practices to learn about:
 - Use and handling of micropipettes.
 - Introduction to biotechnology and agarose gel electrophoresis.
 - Digestion of a plasmid with restriction enzymes.
 - Verification of plasmid cleavage.
 - Bacterial transformation.
 - Use of LabXchange simulators.

3. Visits to schools for advice and accompaniment.

- 47 visits made and 71 hours of counseling provided to 6 schools.

4. Donation of laboratory material.

- We donated laboratory materials to participating schools for the implementation of the project: lab coats for teachers and students, microwaves, refrigerators, water bath equipment, spatulas, glass stirrers and test tubes.



Program: Empowering People

Project: TICMAS in alliance with Smart Learning and Ticmas

Impact:

42 schools in 12 states of the country incorporated the TICMAS platform as an innovative technological tool that improves teaching-learning processes inside and outside the classroom.

Activities conducted

- 7,269 students and 720 teachers and managers have free licenses to use the TICMAS educational platform.
- 12 virtual training sessions for managers and teachers with a duration of 2 hours each.
- 160 hours of face-to-face and virtual follow-up and technical-pedagogical advice.
- Weekly technical support and advice to schools for the registration, cancellation and changes in user accounts.
- 256 computers donated to 9 schools in 6 states for the use of the platform in the classroom.



Program: Empowering People

Project: EDUCA Congress

Impact:

1,086 teachers and directors acquired theoretical and practical tools that enabled them to improve the quality of education and the academic performance of their students.

Activities conducted:

1. Schedule of activities. The event was conducted in hybrid modality:

- 3 days of virtual activities (11 hours of training, 3 hours of complementary activities).
 - 1 Keynote Conference
 - 14 Workshops
 - 2 Panel on successful educational practices
 - Diagnostic evaluation for teachers
- 3 days of face-to-face activities in CDMX (13 hours of training, 7 hours of complementary activities)
 - 3 Keynote Conferences
 - 25 simultaneous workshops
 - 1 Panel of experts
 - Visit to the National Museum of Anthropology
 - Musical Cultural Event
 - Exhibitors' Bazaar
 - Diagnostic evaluation for teachers
 - Closing and Awards Ceremony



2. Participants

- 1,086 teachers trained: 217 face-to-face, 576 virtual and 293 hybrid.
- 227 participating schools from all over the country.
- 22 participants from 6 countries: Colombia, Argentina, Chile, Ecuador, Panama and Puerto Rico.

3. Teo Escalante Award for teacher, principal and school of the year.

Awarded to the school, principal and teacher of the year in recognition of commitment and performance in EDUCA projects. The school received a prize of \$30,000 pesos and the principal and teacher received a laptop.

- School of the Year. Doctor José María Álvarez Foundation, I.A.P.
- Principal of the year. María Emilia Velasco Sodi, Doctor José María Álvarez Foundation, I.A.P.
- Teacher of the Year. Carolina Durán Magos, Colegio Tata Vasco Santa Fe de la Laguna, Michoacán, A.C.

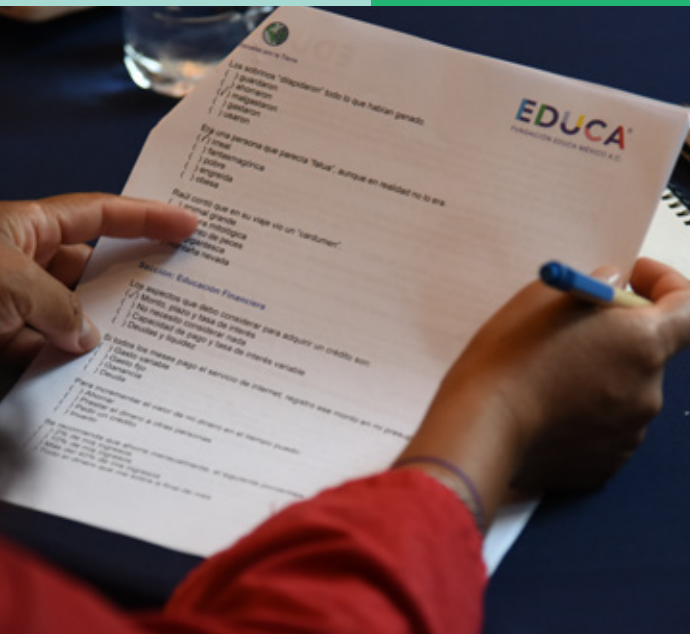
4. Recognition of Commitment to Education

We presented a laptop and recognition for their commitment to education to school principals who are implementing the Alberto Baillères Foundation's Social Model and staff of the Ministry of Education of the Government of the State of Yucatán:

- María Guadalupe Barrerra Cortina, Principal of School Preparatoria Oficial No. 94, Ecatepec, State of Mexico.
- Mtra. Alejandra Juárez Avilés, Principal of General Herminio Chavarría Elementary School, Iztapalapa, Mexico City.
- Gladys Cárdenas Morales, Coordinator of Educational Services of the General Directorate of Basic Education, SEGEY.

5. Gifts

- 70 teachers received various gifts through a raffle.



6. Diagnostic evaluation

For the sixth consecutive year, the diagnostic evaluation for teachers was carried out and was divided into 5 sections: general knowledge, mathematics, Spanish, financial education and environmental education.

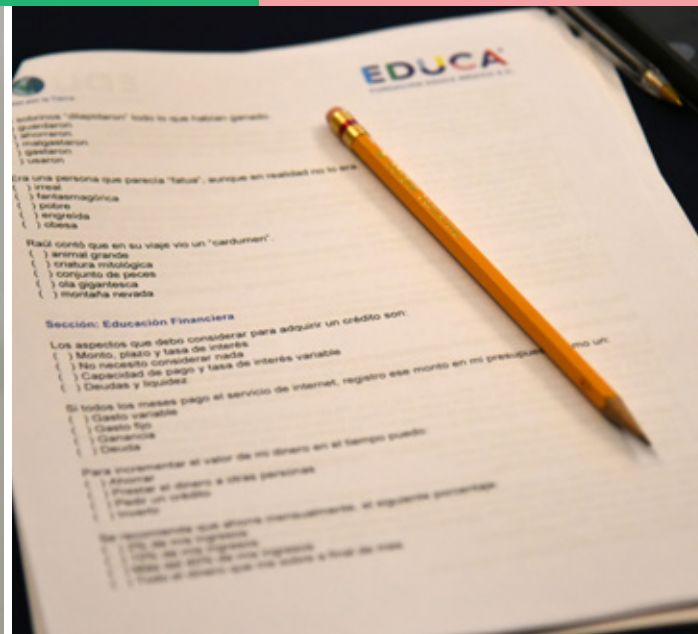
The following graph shows the results since 2108, the year in which the diagnostic evaluation of teachers began:

PRESCHOOL AND ELEMENTARY SCHOOL

OVERALL EVALUATION						GENERAL KNOWLEDGE					SPANISH					MATHEMATICS					FINANCIAL EDUCATION				ENVIRONMENTAL EDUCATION			
School Cycle																												
2019	2020	2021	2022	2023		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Average																												
6.9	6.9	7.0	6.6	6.7		5.6	7.5	7.3	6.6	6.4	7.1	7.9	8.0	7.4	7.0	5.5	5.5	6.0	6.6	6.4	5.5	5.8	7.3	6.7	6.8	5.5	5.8	7.0

JUNIOR HIGH AND HIGH SCHOOL

OVERALL EVALUATION						GENERAL KNOWLEDGE					SPANISH					MATHEMATICS					FINANCIAL EDUCATION				ENVIRONMENTAL EDUCATION			
School Cycle																												
2019	2020	2021	2022	2023		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Average																												
6.9	7.3	7.2	7.0	6.9		6.6	7.9	7.7	7.5	7.0	6.7	7.8	8.4	8.3	7.6	5.8	5.3	5.3	6.2	5.9	6.9	6.7	7.3	7.2	8.0	5.8	5.7	7.2



7. Event evaluation

- 96% felt that their expectations of the event were met.
- 97% indicated that the services and organization of the event were excellent.
- 95% indicated that the conference and workshop topics met their needs and interest.
- 97% felt that the specialists demonstrated preparation and mastery.
- 95% indicated that the workshops provided strategies to improve teaching-learning processes.
- 96% indicated that the workshops provided knowledge applicable to their context.
- 96% felt that the topics addressed help them improve professionally.
- 100% indicated that they would participate in the event again.



Program: Empowering People

Project: Virtual Community

Impact:

Teachers and students strengthened their competencies in socioemotional education, mathematics, environmental education and entrepreneurship through the online courses tak

Activities conducted:

1. Online courses

- We developed 7 online courses aimed at teachers of basic and high school education:
 - Stress in the classroom.
 - Introduction to agroecology and permaculture.
 - Active citizenship for environmental care.
 - Water, energy and mobility.
 - Climate change.
 - Didactic strategies in the agroecological classroom.
 - Didactic strategies oriented to green entrepreneurship.

2. Teacher and student training.

- 727 teachers trained in 25 online courses.
- 10 students trained through the Emprende Verde course.
- 60 schools benefited.

3. Challenges in the collaborative network.

- 45 teachers participated in the EDUCA challenges sharing didactic strategies applied in their classrooms to solve current educational problems.
- 14 teachers received a tablet for their participation in the challenges.



Program: Sustainable EDUCA

Project: Schools for Earth

Objective:

Educational institutions become sustainable communities. A sustainable community is a school that achieves Schools for Earth certification because it has met the following specific objectives:

1. Educational institutions manage material and natural resources in a sustainable manner through an environmental management plan.
2. Teachers develop skills for teaching environmental education.
3. Students develop environmental skills.





Schools for Earth is implemented through the following process:



In the 2022-2023 cycle, enrollment in Schools for the Earth was as follows by state in Mexico and by country in Latin America:



State	Registered schools:
México	1,013
Puebla	455
Hidalgo	403
Chiapas	82
Colima	72
Querétaro	66
Oaxaca	64
Yucatán	48
Nuevo León	45
Durango	38
Baja California	35
Ciudad de México	34
Tamaulipas	34
Guanajuato	33
Sinaloa	29
Tabasco	29
Veracruz	26
Coahuila	22
Tlaxcala	21
Sonora	20
Guerrero	19
Michoacán	19
Quintana Roo	17
Jalisco	16
Morelos	14
Campeche	13
Nayarit	13
San Luis Potosí	12
Baja California Sur	11
Chihuahua	11
Zacatecas	10
Aguascalientes	1
Total	2,725



Country	Registered schools:
Argentina	231
Bolivia	6
Chile	40
Colombia	163
Costa Rica	3
Ecuador	7
España	1
Guatemala	5
Honduras	9
Nicaragua	1
Panamá	4
Paraguay	5
Perú	21
República Dominicana	14
Uruguay	2
Venezuela	59
Total	571



The following chart shows the characteristics of the schools that enrolled to Schools for Earth in 2022-2023:

Activity	Results
Registration by educational level.	Preschool: 581
	Elementary School: 1,027
	Junior High: 806
	Universities: 680
	Universities: 148
	Normales: 57
	Total: 3,299
Schools with Improvement Plans by educational level.	Preschool: 46
	Elementary School: 67
	Junior High: 57
	Universities: 134
	Universities: 25
	Normales: 5
	Total: 334
Projects received per educational level.	Preschool: 40
	Elementary School: 56
	Junior High: 43
	Universities: 114
	Universities: 20
	Normales: 3
	Total: 276
Number of teachers by educational level of Schools enrolled.	Teachers preschool: 4,480
	Teachers Elementary School: 18,043
	Teachers Junior High: 21,149
	Teachers Bachillerato-M. Superior: 19,693
	Teachers Universidades: 10,505
	Teachers Schools Normales: 2,856
	Total: 76,726
Sector	Private schools: 474
	Public Schools: 2,791
	Total: 3,265
Context	Country schools: 1,407
	Urban schools: 1,736
	Total: 3,143

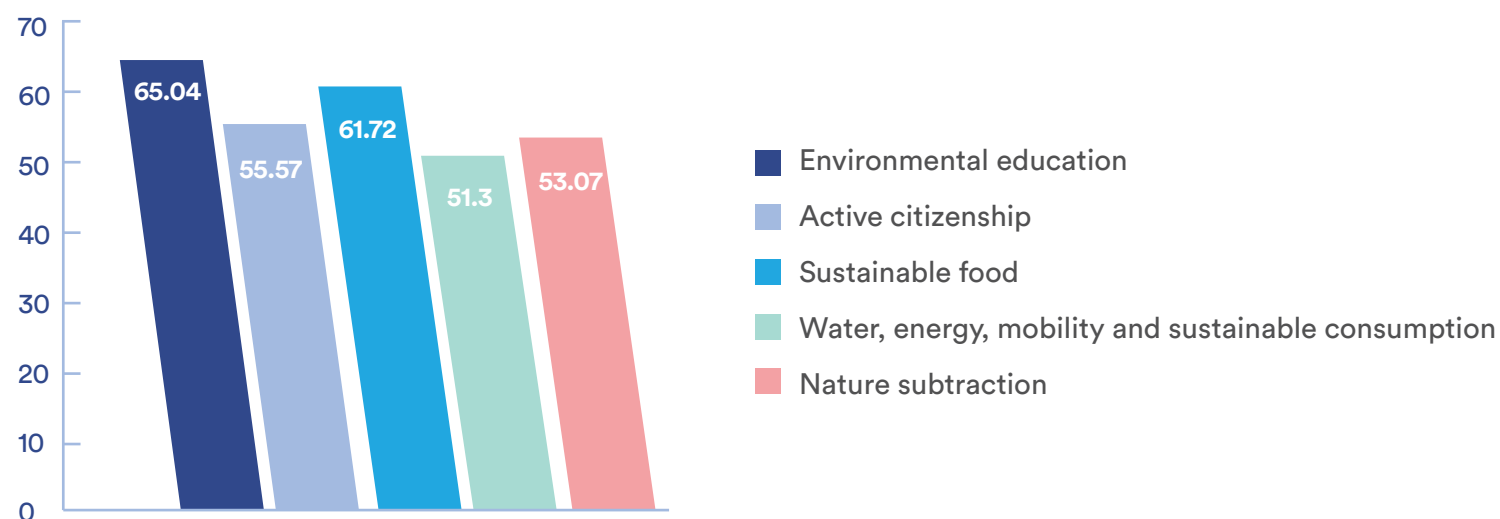


Self-diagnosis

In order to identify the needs of the schools and design a school environmental management plan, the schools conducted a self-diagnosis in the different dimensions of Schools for Earth.

The overall results were as follows:

**Average by Dimension
of the Global
Self-Assessment cycle
2022 - 2023**



Schools for Earth Contest

One of the activities of Schools for Earth is the project contest in which we seek to recognize the best practices in environmental education. Winning schools, cycle 2022-2023:

Winning schools, cycle 2022-2023:

School	Position	Education level	Country	State	Project description
Preschool Netzahualcóyotl	1st place	Preschool	México	Puebla	Ngigua children restoring endemic life in the heart of mother earth: Project to collect seeds of endemic plants in the hills and lands of San Marcos Tlacoyalco, with the objective of conserving the genetic variety.
Jardín De Niños Dani Huini	2nd Place	Preschool	México	Ciudad de México	Rain of conscience: Project that seeks to sensitize and raise awareness about the environment, especially the care of water, through visual activities (videos), listening (podcast, songs) and dissemination.
Preschool Lic. Adolfo López Mateos	3rd place	Preschool	México	Estado de México	My school garden: Project that promotes the participation of the school community through the school garden and maintenance of the green areas of the school.
Escuela Corazón De Maria- Fundación Proinco	1st place	Elementary School	Colombia	-	Sowing paths from peace building and environmental management: Environmental project based on peace building from environmental management, and ecological movements that aim to care for the environment, from leadership articulated with the community, seeks to sensitize the community through training, the development of gardens, and activities to enhance responsibility in the care of the environment of students.
Instituto Inclusivo Huellas	2nd Place	Elementary School	Argentina	-	Eco-sustainable workshop: Project that uses the school garden as a therapeutic center for students with disabilities. The food obtained is used to feed the students. The leftover products from the garden and the various handicrafts created in the Eco-Sustainable Workshop are sold at fairs in order to raise awareness and money for the maintenance of the garden itself.
Instituto De Educación Integral Magdalena Cervantes, A.C.	3rd place	Elementary School	México	Tlaxcala	Responsible management and use of water and energy: Project that promotes actions with students to encourage responsible management and consumption of water and energy used at the school, with the objective of involving the families of the educational community and the surrounding community in a greater way.

Winning schools, cycle 2022-2023:

School	Position	Education level	Country	State	Project description
Junior High Enriqueta Echartea De Silva García	1st place	Junior High	México	Colima	My planet, my home: Project that seeks to create community, encouraging students' interest in caring for the environment and being a more sustainable School through actions such as the responsible use of water, reforestation campaigns, recycling, composting, creation of gardens for pollinators, vegetable and medicinal gardens, thus encouraging the active participation of families and surrounding neighborhoods.
Junior High República De Panamá	2nd Place	Junior High	México	Mexico City	Eco-action; together for a sustainable future: Project that seeks to promote environmental education through an innovative pedagogical approach, allowing students to investigate, explore and share their learning with the community. The project proposes the creation of pre-Hispanic jewelry, the harvesting of medicinal plant crops and the elaboration of infusions as a method of learning, as well as the creation of a school garden with the support of the community.
C.E. General Miguel Negrete Novoa	3rd place	Junior High	México	Puebla	School garden: Project that generated a garden, worked on the production and processing of food derived from the garden such as tomato, cucumber, pumpkin, radish, pea and cilantro, to later exhibit the fresh and processed product to the student community.
Caobas	1st place	High School	México	Quintana Roo	Caobas EMSAD Sustainable Garden: Project that created a sustainable garden as an ecological space that promotes respect for the environment, to counteract the impact caused by the construction of the School's facilities. Promoting environmental education, development of a sense of belonging to a school community, meaningful learning and development of socioemotional skills through teamwork.
Centro De Estudios Tecnológicos Del Mar Núm. 08	2nd Place	High School	México	Sinaloa	Interpretive ecological trail in the Urias estuary: This project consists of creating an ecological trail in an area of the estuary adjacent to School CETMAR 08 and, together with students, teachers and members of the school community, carrying out research, monitoring and environmental education activities that promote environmental awareness, protection of flora and fauna and appreciation of the environment. A greenhouse for mangrove and native tree species was established in order to reforest the areas where the mangrove and native trees have disappeared due to human activities.
Colegio De Bachilleres Del Estado De Hidalgo Plantel Acatlán	3rd place	High School	México	Hidalgo	School gardens: Project that carried out a research work on the geographic conditions of the locality, school gardens and vegetables, to develop an action plan and establish the garden based on the research results, with the objective of diversifying sustainable food production in the locality.

Winning schools, cycle 2022-2023:

School	Position	Education level	Country	State	Project description
Normal Superior Federalizada Del Estado De Puebla	1er lugar	Normal	México	Puebla	Make peace with Mother Earth: Project that through reforestations around the institution and with the support of talks and workshops sought to create environmental awareness and sensitization, in addition to introducing important topics such as the SDGs and the 2030 Agenda.
Escuela Normal De Chalco	2do Lugar	Normal	México	Estado de México	Eco-earth; environmental care awareness: Environmental care awareness project with the teacher training community to learn about the impact of sustainable actions in daily life, such as organic waste management for the construction of a compost, recycling of materials, reforestation of spaces, care of water and pollinating agents, continuity of the medicinal garden that the institution has to take it to the basic education schools in the region.
Universidad Tecnológica De La Sierra Sur De Oaxaca	1er lugar	University	México	Oaxaca	Management and awareness of the importance of natural resources in Villa Vola de Vega: Project for the production of vegetables in agro-ecological crops, in addition to the production of compost obtained from organic waste recovered from the institutional shelter, as well as from people who have bagasse and animal excrement, in order to promote responsible consumption. In addition, events were held with other schools and the community to promote environmental care and awareness on dates such as Water Day and Mother Earth Day, offering recycling workshops for household products.
Facultad De Pedagogía De La Universidad De Colima	2do Lugar	University	México	Colima	Environmental education for equality, sustainability and care: Project that seeks to learn from the stories of defenders of the earth through a process of awareness and training of the students of the Faculty of Education of the University of Colima through workshops, conferences, as well as the development and implementation of the proposal of environmental pedagogy benefiting students of PATERA and toy library.
Instituto Tecnológico Superior De Acatlán De Osorio	3er lugar	University	México	Puebla	Industrialization of fruits and vegetables from the Mixtec region: Training project on methods of industrialization of products from the region, to extend the shelf life of products from the communities of the Mixtec region, as well as their use for self-consumption and sale.



Schools for Earth activities:

1. Advisory forums:

7 advisory forums were held with the purpose of communicating massively and in real time (through zoom calls and Facebook broadcasts), relevant information from Schools for the Earth.

The themes of the forums were as follows:

1. Welcome to the Schools for the Earth, September 2022.
2. Let's Get Started: Self-diagnosis and Improvement Plan, October 2022.
3. School projects, what, why, what for and how, December 2022.
4. Let's get to work: Project-based learning, January 2023.
5. Next Steps in Schools for the Earth, February 2023, February 2023.
6. Schools for the Earth Contest, March 2023.
7. Go Green, April 2023.



2. Personalized Advisories

The Personalized Advisories have the objective of resolving specific doubts and in a personalized manner to the participating Schools. They last 30 minutes and took place in three rounds during the school year.

1. First round: November 2022 with 43 attendees.
2. Second round: March 2023 with 162 attendees.
3. Third round: feedback round for institutions that presented a project: August 2023 with 30 attendees.

3. University Research Contest

The University Research Contest was held from February 6 to May 5. It was aimed at all higher education institutions participating in Schools for Earth. Its objective was to promote the development of socio-environmental research.

The winner was 21-year-old student Jazmin Hernandez Hernandez, from the Polytechnic University of Huejutla, in the state of Michoacan, with her research entitled: "Immobilization of cellulases on biochar for the production of cellulosic bioethanol from the fruit of the chote (*Parmentiera aculeata*)". She was awarded the \$50,000 prize.





Program: EDUCA Sostenible

Project: School Gardens

2022 - 2023 school year

Objective:

Students develop environmental competencies in agroecological classrooms.

Specific objectives:

- Teachers are familiar with the Project Based Learning (PBL) methodology.
- Teachers have technical skills to install and maintain the school garden.
- Students participate in the care and management of the school garden.
- Students develop educational projects in the school garden.

Benefited population by school (direct and indirect)									
School	Type of garden	State	Education Level	Students			Teachers		
				Mujeres	Hombres	Total	Mujeres	Hombres	Total
Centro Educativo La Barranca	On the ground	Jalisco	Elementary/Junior High	216	144	360	4	0	4
School Lázaro Cárdenas del Río	On the ground	Jalisco	Elementary School	107	72	179	1	0	1
School Jaime Torres Bodet	On the ground	Jalisco	Elementary School	210	140	350	0	2	2
School Miguel Hidalgo	On the ground	Jalisco	Elementary School	142	94	236	0	3	3
School Esteban Baca Calderón	On the ground	Nayarit	Elementary School	375	250	625	1	3	4
Jardín de Niños José Juan Ortega	Containers	Colima	Preschool	80	54	134	3	0	3
School 20 de Noviembre	On the ground	Tlaxcala	Elementary School	216	214	430	0	3	3
CECYTE N° 16 Tlaltelulco	Invernadero	Tlaxcala	High School	29	14	43	1	2	3
EMSAD N° 27 Felipe Carrillo Puerto	On the ground	Tlaxcala	High School	29	34	63	2	0	2
EMSAD N° 9 Tzompantepec	On the ground	Tlaxcala	High School	90	96	186	5	5	10
School Ignacio Zaragoza	On the ground	Guanajuato	Elementary School	27	29	56	4	2	6
School Normal de Aguascalientes	On the ground	Aguascalientes	High School / Normal	1,245	0	1,245	8	7	15
Dr. José M. Carlón López	On the ground	Sinaloa	Elementary School	189	236	425	14	0	14
Junior High Técnica N° 50	On the ground	Sinaloa	Junior High	433	443	876	29	26	55
CBETIS N° 224	On the ground	Sinaloa	High School	24	22	46	2	4	6
Renovación, Unión de Fuerzas Unión de Esfuerzos, A.C.	Containers	Ciudad de México	Preschool	74	60	134	14	10	24
Fundación Dr. José María Álvarez, I.A.P.	Containers	Ciudad de México	Elementary School	77	109	186	1	0	1
Centro Educativo La Buena Tierra, A.C	Containers	Morelos	Preschool / Elementary	45	45	90	15	10	25
Imagina Biblioteca Infantil, A.C.	On the ground	Guanajuato	Preschool	63	56	119	2	0	2
Instituto Pedagógico para Problemas del Lenguaje, I.A.P.	Containers	Ciudad de México	Elementary School	62	91	153	16	10	26
Fundación Dar, I.A.P.	On the ground	Estado de México	Preschool	29	35	64	1	0	1
Servicio, Educación y Desarrollo a la Comunidad, I.A.P.	On the ground	Estado de México	Preschool	108	120	228	10	0	10
School Isidro Fabela	On the ground	Estado de México	Elementary School	37	42	79	0	2	2
School Miguel Hidalgo	Containers	Estado de México	Elementary School	98	103	201	6	0	6
Escuela Preparatoria Oficial N° 253	On the ground	Estado de México	High School	134	156	290	16	11	27
Jardín de Niños Lic. Benito Juárez García	On the ground	Estado de México	Preschool	221	221	442	7	4	11
School Junior High Técnica Industrial y Comercial N°120 (ESTIC 120)	Containers	Estado de México	Junior High	278	278	556	1	6	7
Escuela Preparatoria Oficial N°94 (EPO 94)	Containers	Estado de México	High School	451	339	790	2	2	4
School Víctor Manuel Martínez Herrera	Containers	Yucatán	Elementary School	213	209	422	10	3	13
Elementary School José Vasconcelos	Containers	Yucatán	Elementary School	180	201	381	6	2	8
Elementary School América	Containers	Yucatán	Elementary School	243	267	510	14	2	16
Elementary School Demetrio Rivero Triay	On the ground	Yucatán	Elementary School	222	215	437	9	1	10
Junior High Técnica N° 71	Containers	Yucatán	Junior High	351	355	706	1	3	4
Junior High Técnica N° 81	Containers	Yucatán	Junior High	329	314	643	7	3	10
School Lic. Benito Juárez	On the ground	Tabasco	Elementary School	278	288	566	11	8	19
School Juan Hernández de la Cruz	On the ground	Tabasco	Elementary School	239	235	474	6	4	10
School Quintín Arauz Carrillo	On the ground	Tabasco	Elementary School	249	241	490	8	5	13
School Carmela Figueroa Burelo	On the ground	Tabasco	Elementary School	243	317	560	11	7	18
				7,636	6,139	13,775	248	150	398



School Garden Fair 2023

It is an in-person event aimed at students, teachers, mothers and fathers who are part of the beneficiary schools of the EDUCA School Gardens Project to share experiences, present the work done during the 2022-2023 school year in the garden and have a training space through conferences and workshops on school gardens, environmental education and sustainable development.

This event was held on June 23, 2023 at the Huerto Roma Verde in Mexico City, attended by 13 schools from the State of Mexico, Tlaxcala, Guanajuato, Aguascalientes, Sinaloa and Jalisco.

School	Education Level	State	Participants
Isidro Fabela	Elementary School	Estado de México	3
Miguel Hidalgo	Elementary School	Estado de México	3
EPO No. 253	Media Superior	Estado de México	3
Fundación DAR, I.A.P	Preschool	Estado de México	6
SEDAC, I.A.P	Preschool/ Elementary	Estado de México	6
EMSaD No. 27 Felipe Carrillo Puerto	High school	Tlaxcala	2
School 20 de Noviembre	Elementary School	Tlaxcala	3
Junior High Técnica No. 50	Junior High	Sinaloa	2
Dr. José Mariano Carlón	Elementary School	Sinaloa	2
CBTIS No. 224	High school	Sinaloa	2
School Normal de Aguascalientes	University	Aguascalientes	4
Ignacio Zaragoza	Elementary School	Guanajuato	4
Centro Educativo La Barranca	Elementary School	Jalisco	2
			42



Preschool Workshops

102 preschool students, teachers, mothers and fathers learned about healthy eating, promotion of scientific research, environmental education and ecotechnologies.

- Workshop for preschool level. Pollination snacks.
- Workshop for teachers. Environmental Competencies for Teachers.
- Workshop for Students. BayLab Science Experiment Lab.

Tour of Huerto Roma Verde. Three simultaneous tours were conducted to learn about all areas of the garden, its innovative spaces for environmental care and the impact it has on Mexico City.

Signing of a Collaboration Agreement with the Secretary of Public Education of the State of Hidalgo.

In October 2023 we signed a Framework Collaboration Agreement with the Secretary of Public Education of the State of Hidalgo to carry out projects related to Environmental Education, Financial Education and Science in elementary, middle and high schools in the state of Hidalgo. The agreement will be valid until 2028 and was signed by our General Director, Monica Cinco, and Dr. Natividad Castrejón Valdez, Secretary of Public Education of the State of Hidalgo.





Certification and Evaluation Entity

Since 2014, we have been an accredited entity before CONOCER. In 2023, we certified 183 people in 13 competency standards.

Standar	Number of certified participants
EC0076	6
EC0107	5
EC0108	208
EC0109	6
EC0217.01	13
EC0301	7
EC0336	5
EC0553	2
EC0616	21
EC0670	10
EC0793	1
EC0931	6
EC0996	60
EC1337	19
EC1338	1
EC1469	50
Total	420

This year we designed a new Competency standard:

Competency standard design:

EC1469

Promoting practices for environmental awareness and sustainable development in school contexts.

The Certification and Evaluation Entity EDUCA Mexico, A.C. has 5 Evaluation Centers to work collaboratively with the training and Certification processes.

EVALUATION CENTERS	
1	Organismo Nacional para el Desarrollo de Competencias ONADESCO, S.A.S. de C.V.
2	Rehabilitación infantil Equinoterapéutica, I.A.P.
3	Pensamiento, Palabra y Acción en Movimiento, A.C.
4	Comunidad Educativa Incluyente, I.A.P.
5	Serendipia Desarrollo Humano, S.C.

Standards accredited.

Standar	Name
EC0076	Evaluation of Candidates based on Competence Standards
EC0107	Handling Digital Text Processors
EC0108	Handling Digital Spreadsheet Processors
EC0109	Handling Digital Presentations Processors
EC0217	Teaching Human Capital Training Courses in In-Person Groups
EC0217.01	Teaching Human Capital Training Courses in In-Person Groups
EC0301	Design of in-person human capital training courses, their evaluation instruments and course manuals
EC0336	Tutoring for online courses and certification programs
EC0553	Effective communication at the workplace
EC0616	Provision of auxiliary nursing services in basic care and guidance to people in medical care units
EC0670	Facilitation for the development of economic and financial intelligence in children
EC0931	Comprehensive equestrian therapies
EC1337	Facilitation of experiential sessions through socio-emotional practices
EC1338	Support for identifying the everyday and academic skills of people diagnosed with an intellectual disability.

Corporate Donors

Thank you to all the corporate, foundation and individual donors who supported EDUCA in 2023!
Your generosity allowed us to support thousands of students across the country.

Donors who invested in the different EDUCA programs and projects

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Fundación Diez Morodo
Fundación ESRU
Fundación Frisa

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Homann



VOLUNTEES AND CORPORATE PARTNERSHIPS





Events and Volunteers

● Amazon, Reading with Amazon 2023

Amazon Mexico, as part of Amazon Reads, a global program, carried out 15 volunteer activities in schools throughout the country. These activities consisted of delivering reading kits to students, developing reading circles and classifying bibliographic collections. As part of the activity, kits of 80 general literature books were donated to 39 schools.

Volunteers: 160 people

● Amazon, Installation of a School Garden at Imagina Biblioteca Infantil.

Thanks to the support of collaborators from Amazon's logistics site, DBJ2 located in León, Guanajuato, a school garden was installed at the RED EDUCA Imagina Biblioteca Infantil school in the Las Joyas community in the same city.

Volunteers: 22 people

● EDUCA's Reforestation for the Earth: SAP, SoftServe, McCormick, Maersk, Bloomberg, MCM Telecom and Beyond Technologies.

Employees from these companies participated in two EDUCA Reforestation for the Earth activities in July and August. A total of 2,150 trees were planted in the State of Mexico.

Volunteers: 250 people

● EDUCA, Ahorra y Emprende Fair: ESRU Foundation, Diez Morodo Foundation, Bloomberg, Maersk, Santander, Provident, Galileo FT, Moneygram and Sealand.

Collaborators from allied companies participated as mentors giving feedback and evaluating student ventures that participated during the Fair by exhibiting their projects. These activities were carried out both virtually and in person.

Volunteers: 36 people



● **Provident, Financial Education Workshops**

During November, thanks to the participation of a Provident volunteer, the virtual workshop What is responsible consumption? was given, benefiting 216 students from 5 RED EDUCA schools.

Volunteers: 1 person

● **Bloomberg, Financial Education Workshops**

During November, thanks to the participation of a Bloomberg volunteer, the face-to-face workshop Ahorrar es un acto de amor propio (Saving is an act of self-love) was given, benefiting 5th and 6th grade students from the Asociación Maka Weiner, I.A.P. school.

Volunteers: 1 person

● **Comex, Colorful Communities.**

Comex, with the global company PPG and its Colorful Communities project, carried out 3 volunteering activities in the schools FAE Fundación para la Asistencia Educativa (FAE), School Elementary School Héroes de la Independencia in the State of Mexico and School Comunitaria Benito Juárez in Querétaro.

Not only were the facilities painted and filled with color, but rainwater collection systems were installed to contribute to the environment.

Volunteers: 90 people in person and virtually.

Volunteers: 36 people

● **MetLife Foundation, facility improvement.**

MetLife Foundation carried out 3 volunteer projects at Renovación Unión de Fuerzas Unión de Esfuerzos in Mexico City, Servicio, Educación y Desarrollo a la Comunidad (SEDAC) in the State of Mexico and Nuestros Pequeños Hermanos in Morelos.

Not only were the facilities painted, but activities were also carried out in the school garden and solar panels were installed in Mexico City.

Volunteers: 200 people

● **SoftServe, facility improvement and backpack delivery for Guadalajara.**

During 2023, SoftServe carried out 2 volunteer activities for Gabriela Mistral School. The first event consisted of painting the school's facilities and the second one consisted of delivering backpacks and school supplies for the best averages of the Institution.

Volunteers: 50 people



● Maersk, annual activities

In addition to the reforestation activities and the entrepreneurship fair, Maersk carried out other activities during the year such as: organizing the delivery of school supplies for the return to school of 22 students in La Gaviota in Mexico City, participating in the annual mathematics contest, donating 100 computers to La Gota de Leche in Mexico City, Niñas y Niños de la Sierra in Querétaro, Institución Juvenil de León and Promoción Social Integral in León. In addition, 180 Christmas toys were delivered in Mexico City for the La Gaviota and Renovación Unión de Fuerzas Unión de Esfuerzos schools.

Volunteers: 180 people

● Capgemini, One Hour Code.

Capgemini donated 100 computers to implement programming workshops with lower elementary students and at the end of the year its collaborators delivered 300 Christmas gifts to students at Ciudad de los Niños de Aguascalientes, A.C., Orfanatorio Casimira Arteaga. Hogar de la Niña. Asociación Protectora de la Infancia de Aguascalientes, A.C., Fundación Dr. José María Álvarez, I.A.P. and Centro de Bienestar y Asistencia Infantil de Jalisco, A.C.

Volunteers: 68 people

● Llorente y Cuenca Foundation, Future Voices

On September 29, Llorente y Cuenca collaborators participated in a mentoring day for students of the official high school #75 in Chimalhuacán, State of Mexico. A total of 4 groups of high school students were benefited with workshops on Assertive Communication and Facing Work Life.

Volunteers: 20 people

● NatureSweet

From April to November, with the support of NatureSweet, 6 gardens were installed in schools in Jalisco, Colima and Nayarit. In addition to the installation, 3 volunteer activities were carried out in each of the schools. Some of the activities carried out were: delimitation of the cultivation beds, weeding, sowing seeds, harvesting and preparation of biopesticides for the treatment of some pests.

Volunteers: 100 people



● SLB

Thanks to the support of SLB, 4 school gardens were installed in Paraíso, Tabasco. Volunteers delimited planting beds and weeded.

Volunteers: 30 people

● End of the Year Campaign #EDUCAContigoAcapulco.

During November and December we organized a fundraising campaign with recurring donors, volunteers and friends of EDUCA to support Junior High Federal #1 and Preparatoria #7 in Acapulco, Guerrero affected by Hurricane Otis.

A total of \$139,966 was raised and used to deliver 250 food and personal hygiene items. The campaign was also supported by Drim International who donated the truck that transported the supplies.

● Box Event

On December 2 in conjunction with Combate Hiena, a recreational boxing group part of the School Bancaria y Comercial, dedicated an event to support our #EDUCAContigoAcapulco campaign by donating part of their box office.

● Carmen Borja

During October, the design brand Carmen Borja organized the charity sale "Educate a child with Carmen Borja", in which 10% of the total sales were donated to Fundación EDUCA and the #EDUCAContigoAcapulco campaign.

● One student one dream race, MCM Telecom.

In November, MCM Telecom and VOZ MCM, A.C.'s race with a cause took place. One student, one dream. Thanks to this initiative of MCM and its allies who participated as sponsors, \$190,000 was raised to support the studies of 19 high school students from Nuestros Pequeños Hermanos.



Corporate Partnerships

● PayPal

Organized three fundraising campaigns for EDUCA in which its customers were able to donate \$10 at checkout.

● Global Compact

We are part of the World Pact or Global Compact, a United Nations initiative to promote Social Responsibility.

● Aflatoun International

EDUCA has been a member for more than 13 years. This organization shares financial education and entrepreneurship content for girls, boys and young people globally. Its contents are the basis of our Ahorra y Emprende Program.

● Early Childhood Pact

EDUCA is part of the Pact for Early Childhood, a citizen advocacy and collective impact initiative made up of more than 400 civil society organizations, whose objective is to make early childhood a priority on the national agenda.

● The Network for Education

Is a group of civil society organizations that are members of the Mexican Center for Philanthropy (Cemefi) working to improve the quality of education in Mexico.

● EDUCA a un niño

EDUCA a un niño is an initiative launched in July 2023 with the objective of inviting people to become godfathers or godmothers of students supported by EDUCA through a monthly contribution of \$300. This contribution helps children and young people to stay in school, receiving quality educational programs such as:

- Social, financial and entrepreneurship education program.
- Continuous training for teachers and directors.
- Projects on logical-mathematical thinking development, environmental education, school garden and socio-emotional education.
- Biotechnology program for young people.

RECURRING DONORS



Thank you to all the people who contribute a monthly donation to EDUCA!

This year, we welcome:

Abdel
Abimael
Abraham
Adrián
Adriana
Adriana Clemencia
Adriana Isabel
Alberto
Alberto Raúl
Aldo Graciano
Alejandra
Alejandro
Alexandra
Alexis
Alfonso
Alfredo
Alicia
Alma
Amalia
Amelia
Ana
Ana Carolina
Ana Cristina
Ana Gabriela
Ana Karen
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Ana Lorena
Ana Luz
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Hilda
Honorina
Hugo
Idalia
Illian
Illian Rafaela
Ilse Angelina
Ingrid
Irene
Irving
Isaí
Isidro
Ismael
Issey y Miwa
Ivette
Jaime
Janet Josefina
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Jesús
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Karina
Karla
Karla Daniela
Karla Graciela
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Libio Waldo
Lili
Lilia
Liliana
Linda
Lizeth
Lourdes Amada
Lucas
Lucía
Lucila María
Luis
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Luisa
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Lydia
Magdalena
Magdalena Aidé
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Margarita
Margarita de Jesús
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María Alejandra
María Antonia
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María de la Luz
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María del Carmen
María del Rosario
María del Socorro
María Dimas
María Elena
María Enriqueta
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María Mayela
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María Verónica
Mariana
Maribel
Marimar
Marlen
Marta
Martha
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Neli
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Nina
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Rosa María
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Rosalinda
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Ruby
Sandra
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Santiago
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Xoxitl
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Yadira Guadalupe
Yemi
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Yoyis

Your trust means a lot

Thank you for continuing to help the children of EDUCA!

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Adolfo
Adolfo Benjamín
Adrián
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Cinthya Carolina
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Claudia
Claudia Angelina
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Marisela	Norberto	Roberto Carlos	Tomás	
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Human Resources and Legal

Carmen Macías Roque

Schools & Programs Department

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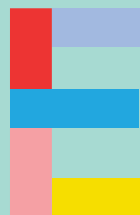
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ANNUAL REPORT 2023



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EDUCA[®]
FUNDACIÓN EDUCA MÉXICO A.C.

Fundación EDUCA México, A. C.

Financial Statements for the Years
Ended December 31, 2023 and
2022, and Independent Auditor's
Report Dated March 11, 2025



Fundación EDUCA México, A. C.

Independent Auditor's Report and Financial Statements for 2023 and 2022

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Independent Auditor's Report to the Members' Assembly of EDUCA México, A.C.

Opinion

We have audited the financial statements of Fundación EDUCA México, A. C., ("the Foundation"), which comprise the statements of financial position as of December 31, 2023 and 2022, and the statements of activities and the statements of cash flows for the years then ended and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Foundation as of December 31, 2023 and 2022, and its financial performance and its cash flows for the years then ended in accordance with Mexican Financial Reporting Standards ("NIF", for its acronym in Spanish) for entities with non-profit purposes, issued by the Mexican Financial Reporting Standards Board ("CINIF" for its acronym in Spanish).

Basis for Opinion

We conducted our audits in accordance with International Standards on Auditing (ISA). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of Financial Statements* section of our report. We are independent of the Foundation in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants (IESBA Code) and with the Ethics Code issued by the Mexican Institute of Public Accountants (IMCP Code, by its acronym in Spanish), and we have fulfilled our other ethical responsibilities in accordance with the IESBA Code and IMCP Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matter

The accompanying financial statements have been translated from Spanish into English for the convenience of readers.

As mentioned in note 2b, the translation of Mexican Peso amounts as of December 31, 2023 and for the year then ended into U.S. Dollar amounts is included solely for convenience of users, therefore we do not issue an opinion on them.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the accompanying financial statements in accordance with NIF, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.



In preparing the financial statements, management is responsible for assessing the Foundation's ability to continue as a going concern, disclosing, as applicable, matters, related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Foundation or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Foundation's financial reporting process.

Auditor's Responsibilities for the Audit of Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISA will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISA, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Foundation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Foundation to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Galaz, Yamazaki, Ruiz Urquiza, S. C.
Affiliate of Member of Deloitte Touche Tohmatsu Limited

C. P. C. Carlos Ignacio Muñoz Miranda
Mexico City, Mexico,
March 11, 2025



Fundación EDUCA México, A. C.

Statements of Financial Position

As of December 31, 2023 and 2022
(In U.S.D. (see Note 2) and in MXN)

Assets	Notes	2023 – U.S. Dollars (Convenience translation Note 2)	2023 MXN	2022 MXN
Current assets:				
Cash and cash equivalents	4	\$ 272,252	\$ 4,599,292	\$ 3,232,915
Restricted cash		1,137,222	19,211,663	20,162,131
Recoverable taxes, mainly value-added tax		9,588	161,979	155,864
Inventories from in-kind donations		21,359	360,834	355,222
Other current assets		30,316	512,148	774,851
Total current assets		1,470,738	24,845,916	24,680,983
Furniture and equipment, net	5	31,409	530,605	404,162
Lease right of use assets, net		63,988	1,080,989	-
Other assets		12,060	203,730	231,976
Total		\$ 1,578,195	\$ 26,661,240	\$ 25,317,121
Liabilities and Members' Equity				
Current liabilities:				
Accrued expenses and tax payable		\$ 4,376	\$ 698,992	\$ 720,340
Lease liabilities		19,577	330,720	-
Total current liabilities		60,953	1,029,712	720,340
Long-term liabilities:				
Employee benefits		\$ 84,205	\$ 1,422,516	\$ -
Lease liabilities		48,486	819,104	-
Total liabilities		132,691	2,241,620	-
Net Assets :	7			
Unrestricted equity		2,003	33,837	33,837
Accumulated carryover		1,382,548	23,356,071	24,562,944
Total members' equity		1,384,551	23,389,908	24,596,781
Total		\$ 1,578,195	\$ 26,661,240	\$ 25,317,121

See accompanying notes to financial statements.



Fundación EDUCA México, A. C.

Statements of Activities

For the years ended December 31, 2023 and 2022
(In U.S.D. (see Note 2) and in MXN)

	Notes	2023 – U.S. Dollars (Convenience translation Note 2)	2023 MXN	2022 MXN
Income:				
Donations received	7	\$ 3,307,901	\$ 55,882,021	\$ 46,579,369
Other income		<u>19,606</u>	<u>331,218</u>	<u>198,538</u>
		<u>3,327,507</u>	<u>56,213,239</u>	<u>46,777,907</u>
Expenses:				
Donations granted	7	1,385,055	23,398,432	22,202,523
Administrative expenses		17,359	293,246	1,404,516
Supporting programs expenses		1,989,577	33,610,911	23,445,636
Cost for employee benefits		84,205	1,422,516	-
Depreciation of lease right of use assets		<u>15,997</u>	<u>270,247</u>	<u>-</u>
		<u>3,492,192</u>	<u>58,995,352</u>	<u>47,052,675</u>
Comprehensive financing income:				
Interest attributable to lease liabilities		(6,546)	(110,588)	-
Interest income		<u>99,792</u>	<u>1,685,828</u>	<u>964,782</u>
		93,245	1,575,240	964,782
Increase in restricted and unrestricted members' equity		(71,440)	(1,206,873)	690,014
Total members' equity:				
At the beginning of the year		<u>1,455,991</u>	<u>24,596,781</u>	<u>23,906,767</u>
At the end of the year		<u>\$ 1,384,551</u>	<u>\$ 23,389,908</u>	<u>\$ 24,596,781</u>

See accompanying notes to financial statements.



Fundación EDUCA México, A. C.

Statements of Cash Flows

For the years ended December 31, 2023 and 2022

(In U.S.D. (see Note 2) and in MXN)

	2023 – U.S. Dollars (Convenience translation Note 2)	2023 MXN	2022 MXN
Operating activities:			
Increase in members' equity	\$ (71,440)	\$ (1,206,873)	\$ 690,014
Items related to investing activities:			
Depreciation and amortization	29,817	503,715	198,015
Items related to financing activities:			
Interest income	(99,792)	(1,685,828)	(964,782)
Other	84,205	1,422,516	-
Interest attributable to lease liabilities	6,546	110,588	-
(Increase) decrease in:			
Recoverable taxes, mainly value-added tax	(362)	(6,115)	(74,051)
Inventories for in-kind donations	(332)	(5,612)	(242,589)
Other current assets	15,551	262,703	(294,011)
Security deposits	(3,132)	(52,916)	80,000
Increase (decrease) in:			
Accrued expenses and tax payable	<u>5,283</u>	<u>89,240</u>	<u>148,665</u>
Net cash flows provided by (used in) operating activities	(33,657)	(568,582)	458,739
Investing activities:			
Acquisitions furniture and equipment	(16,500)	(278,749)	(43,619)
Interest received	<u>99,792</u>	<u>1,685,828</u>	<u>964,782</u>
Net cash flows provided by investing activities	83,292	1,407,079	921,163
Financing activities:			
Interest expense	(6,546)	(110,588)	-
Lease payments	<u>(18,469)</u>	<u>(312,000)</u>	<u>-</u>
Net cash flows used in financing activities	<u>(25,105)</u>	<u>(422,588)</u>	<u>-</u>
Net increase in cash, cash equivalents and restricted cash	24,619	415,909	462,424
Cash, cash equivalents and restricted cash at the beginning of the year	<u>1,384,855</u>	<u>23,395,046</u>	<u>22,932,622</u>
Cash, cash equivalents and restricted cash at the end of the year	<u>\$ 1,409,474</u>	<u>\$ 23,810,955</u>	<u>\$ 23,395,046</u>

See accompanying notes to financial statements.



Fundación EDUCA México, A. C.

Notes to Financial Statements

For the years ended December 31, 2023 and 2022

(In U.S.D. (see Note 2) and in MXN)

1. Activities

Fundación EDUCA México, A.C. (the Foundation) was incorporated on March 28, 1996, under Mexican laws. The main purpose of the Foundation is to provide financial or in-kind aid to entities authorized by law, that grant scholarships to individuals, are engaged in regularizing education studies, make efforts to prevent school drop-out rates, promote culture, develop educational projects aimed at the elementary, high-school, and university education levels; such entities must be non-political, non-religious and non-profitable.

The Foundation received donations as follows:

	2023	2022
Number of donors:		
Entities	82	77
Individuals	<u>4,922</u>	<u>4,563</u>
Total	<u>5,004</u>	<u>4,640</u>

The Foundation allocates no more than 5% of the donations received, or income earned to cover its administrative expenses, which were \$293,246 (USD 17,359) and \$1,404,516 (USD 72,541) and in 2023 and 2022, respectively.

The Foundation is authorized to receive deductible donations, as determined by authorization number 600-04-05-2012-58224 of August 16, 2012, renewed on January 3, 2025.

2. Basis of presentation

- a. **Explanation for translation into English** - The accompanying financial statements have been translated from Spanish into English for use outside of Mexico. These financial statements are presented on the basis of Mexican Financial Reporting Standards (NIF, by its acronym in Spanish), which are comprised of accounting standards that are individually referred to as NIF. Certain accounting practices applied by the Foundation that conform with NIF may not conform with accounting principles generally accepted in the country of use.
- b. **Explanation for convenience translation into U.S. Dollars** - The translation of amounts from Mexican Peso to U.S. Dollars as of December 31, 2023 and for the year then ended, is provided solely for convenience of users. This convenience translation was performed using an exchange rate of \$16.8935 Mexican Pesos per U.S. Dollar, which is the approximate quoted exchange rate on December 31, 2023. These translations should not be interpreted as representations that the Mexican Peso transactions or balances have been or could be converted into U.S. Dollars at this or any other exchange rate. This convenience translation does not follow the criteria required by NIF B-15 "Foreign exchange translation".
- c. **Financial Standards** - The Foundation applies the provisions of the NIF B-16 "Financial Statements of Entities with Non-profit purposes" and E-2 "Donations Received or Granted to Entities with Non-profit Purposes". The most important effects of the implementation of these provisions are reflected in the presentation of the financial statements. The Statement of Financial Position shows the assets classified according to the restrictions made by the sponsors on their donations, the statement of activities reports the amount of the total change in associates' equity during the year, providing relevant information on the outcome of transactions and other events that change the assets of the Foundation.



- d. **Monetary unit of the financial statements** - The financial statements and notes as of December 31, 2023 and 2022 and for the years then ended include balances and transactions denominated in Mexican pesos of different purchasing power. Cumulative inflation rates over the previous three-year periods ended December 31, 2023 and 2022 were 16.69% and 19.83%, respectively. Accordingly, the economic environment is not inflationary in either such period and no inflationary effects were recognized in the accompanying financial statements. Inflation rates for the years ended December 31, 2023 and 2022 were 4.21% and 4.66%, respectively.

3. Summary of significant accounting policies

The accompanying financial statements have been prepared in conformity with NIF, which require that management make certain estimates and use certain assumptions that affect the amounts reported in the financial statements and their related disclosures; however, actual results may differ from such estimates. The Foundation's management, upon applying professional judgment, considers that estimates made and assumptions used were adequate under the circumstances.

The significant accounting policies of the Foundation are as follows:

- a. **Cash and cash equivalents** - Cash and cash equivalents consist mainly of bank deposits in checking accounts and short-term investments that a) are highly liquid and easily convertible into cash, b) mature within three months from their acquisition date and c) are subject to low risk of material changes in value. Cash is stated at nominal value and cash equivalents are valued at fair value; any fluctuations in value are recognized in comprehensive financing (cost) income of the period.

Restricted cash is used for a specific purpose, it is presented separately as restricted cash in current assets.

- b. **Inventories from in-kind donations**- Inventories are stated at the lower of cost or realizable value.
- c. **Furniture and equipment** - Furniture and equipment are recorded at acquisition cost. Depreciation is calculated using the straight-line method based on the remaining useful lives of the related assets, as follows:

	Average years 2023 and 2022
Furniture and equipment	10%
Computers	30%

- d. **Lease right-of-use assets** - Lease contracts that transfer the right to the Entity to utilize an asset for a given period of time in exchange for a payment are evaluated at the start of the contract to determine whether the Entity obtains the right to control the use of an identified asset for a given period of time. If it substantially obtains all the economic benefits derived from the use of the asset, the Entity records these rights-of-use, which are recorded at cost at the contract starting date, while also considering: i) the initial valuation of the lease liability; ii) the payments made before or at the lease starting date; iii) the initial direct costs incurred, and iv) the estimated cost to be incurred at the end of the lease to retire the asset and restore the asset or the place where it is located. rights-of-use are subsequently valued at cost less accumulated depreciation or amortization and accrued impairment losses and adjusted for any lease liability remeasurement.



The costs incurred in relation to the design, construction or installation of an asset are capitalized in conformity with the NIF applicable to the underlying asset.

- e. ***Lease liabilities*** - At the commencement date of the lease, these liabilities are recognized by considering the present value of the lease payments to be made. Future payments include: i) fixed payments less any incentives; ii) variable payments that depend on an index or rate; iii) payments expected to guarantee the residual value; iv) purchase options, when the Entity is reasonably certain to exercise them; v) payments made when exercising an option at the end of the lease period and which are discounted by utilizing the discount rate implicit in the lease or, otherwise, by utilizing the Entity's incremental borrowing rate. These items are subsequently valued by i) adding accrued interest, ii) reducing for lease payments, and iii) remeasuring the effects of revaluations or modifications, together with the effect of changes to substantially fixed lease payments. The variable payments that are not included in the valuation of lease liabilities are recognized in the results of the period as they arise.
- f. ***Employee benefits*** - Employee benefits are those granted to personnel and/or their beneficiaries in exchange for the services rendered by the employee, which include all kinds of remuneration earned, as follows:
 - i. Direct employee benefits - Are determined based on the services rendered by employees, considering their most recent salaries, and recognizing the liability as it accrues. These benefits include mainly statutory employee profit sharing (PTU) payable, compensated absences, such as vacation and vacation premiums, and incentives. (*Mencionar los otros conceptos mas relevantes que se agrupen en este rubro.*)
 - ii. Post-employment benefits - Liabilities for seniority premiums, pensions including retirement payments that are similar to a pension, and post-retirement benefits such as medical and hospital services, and benefits from voluntary or involuntary termination that generate constructive obligations are recorded as accrued, and are calculated by independent actuaries based on the projected unit credit method using nominal interest rates.
 - iii. Employee benefits from termination - The liability for seniority premium that do not generate constructive obligations are recorded when a) the entity has no alternative but to make those payments or can no longer withdraw the offer of the termination benefit, or b) when the entity meets the conditions of a restructuring.
- g. ***Income from donations*** - The Foundation records donations in cash at the time they are earned and due. Donations in-kind, goods or intangible services are recognized when received. Income from donations through credit and debit cards are recognized when cash enters the bank accounts. Temporary or permanent restricted contributions in cash or in-kind are recognized in restricted funds. When temporal restrictions are fulfilled, contributions are allocated to unrestricted funds. The Foundation received donations with temporary or permanent restrictions.
- h. ***Income taxes*** - In accordance with Title III of the Mexican Income Tax Law (LISR, by its acronym in Spanish), the Foundation is not subject to taxation, upon the fulfillment of certain requirements, as it constitutes a non-profit civil association.

In accordance with article 96 of the LISR, at the moment of liquidation, the Foundation shall provide the entirety of its resources to entities authorized to receive tax deductible donations by the Tax Administration Office (SAT, by its acronym in Spanish).



4. Cash, cash equivalents and restricted cash

	2023 – U.S. Dollars (Convenience translation Note 2)	2023 MXN	2022 MXN
Cash and bank deposits	\$ 272,252	\$ 4,599,292	\$ 3,232,915
Fixed investment funds	199,611	3,372,124	6,275,806
Restricted cash from donations ⁽¹⁾	137,376	2,320,764	1,366,705
Restricted cash program ⁽¹⁾	<u>800,235</u>	<u>13,518,775</u>	<u>12,519,620</u>
	<u>\$ 1,409,474</u>	<u>\$ 23,810,955</u>	<u>\$ 23,395,046</u>

(1) Restricted cash is deposited in a mutual fund that primarily invests in debt securities on a weekly basis.

5. Furniture and equipment, Net

	2023 – U.S. Dollars (Convenience translation Note 2)	2023 MXN	2022 MXN	January 1, 2022 MXN
a) Investment:				
Furniture and equipment	\$ 25,876	\$ 437,130	\$ 437,130	\$ 437,130
Computer equipment	<u>47,615</u>	<u>804,384</u>	<u>525,635</u>	<u>482,016</u>
	<u>\$ 73,491</u>	<u>\$ 1,241,514</u>	<u>\$ 962,765</u>	<u>\$ 919,146</u>
b) Accumulated Depreciation:				
Furniture and equipment	\$ (12,931)	\$ (218,449)	\$ (174,736)	\$ (131,023)
Computer equipment	<u>(29,151)</u>	<u>(492,460)</u>	<u>(383,867)</u>	<u>(310,727)</u>
	<u>(42,082)</u>	<u>(710,909)</u>	<u>(558,603)</u>	<u>(441,750)</u>
	<u>\$ 31,409</u>	<u>\$ 530,605</u>	<u>\$ 404,162</u>	<u>\$ 477,396</u>

6. Leases

Lease right of use assets	Assets – U.S. Dollars	Assets MXN
Cost:		
Carrying amount as of January 1, 2023	\$ -	\$ -
Additions	79,986	1,351,236
Accumulated depreciation (amortization):		
Carrying amount as of January 1, 2023	-	-
Depreciation of the year	<u>15,997</u>	<u>270,247</u>
Balances at December 31, 2023	<u>\$ 63,988</u>	<u>\$ 1,080,989</u>



Lease liabilities		
	2023	2023
Carrying amount as of January 1, 2023	\$ -	\$ -
Lease liabilities additions short term	68,063	1,149,824
Lease payments	<u>18,469</u>	<u>312,000</u>
Balances at December 31, 2023	86,532	1,461,824
Amounts recognized in the income statement		
Depreciation of lease right of use assets	\$ 15,997	\$ 270,247
Interest accrued on lease liabilities	6,546	110,588

7. Members' equity

The equity of the Foundation will be exclusively destined to comply with its social purpose and may not provide benefits on the accumulate carry-over to any individuals or their members.

The members' equity is comprised as follows:

- Members' fees.
- Donations in cash or in-kind received by individuals or entities which are identified with the purpose and activities of the Foundation.
- Furniture, common areas or properties and the rights acquired by any title.

Members' equity will be destined exclusively for the purposes of the Foundation, which are predominantly non-profitable purposes, in any case.

Dissolution - In case of dissolution, distributable dividends, if any, will be donated to organizations with the same social purpose as the Foundation or institutions authorized to receive donations.

8. Income and expenses for donations

The Foundation received donations for the following items:

	2023 – U.S. Dollars (Convenience translation Note 2)	2023 MXN	2022 MXN
Cash	\$ 3,059,017	\$ 51,677,504	\$ 43,734,857
In-kind	<u>2,487,615</u>	<u>4,2024,517</u>	<u>2,844,512</u>
	<u>\$ 3,307,901</u>	<u>\$ 55,882,021</u>	<u>\$ 46,579,369</u>



The Foundation granted donations to entities with similar social purposes, as follows:

	2023 – U.S. Dollars (Convenience translation Note 2)	2023 MXN	2022 MXN
Cash	\$ 1,185,951	\$ 20,034,861	\$ 19,503,965
In-kind	<u>199,104</u>	<u>3,363,571</u>	<u>2,698,558</u>
	<u>\$ 1,385,055</u>	<u>\$ 23,398,432</u>	<u>\$ 22,202,523</u>

9. Supporting programs expenses

As part of the expenditures that are included in the institutional strengthening or support costs necessary for the realization of the social object of the Foundation, EDUCA has three major institutional programs, which are implemented from projects. The objectives of each are described below:

Program	Objective
1) Institutional sustainability program	<p>The objective is to improve the organizational and financial sustainability of the schools. This program has four projects:</p> <ol style="list-style-type: none"> 1.- Financial strengthening. 2.- Institutional strengthening. 3.- Total commitment.
- Financial strengthening	<p>The objective of this project is to increase recurring donations via credit or debit card from the schools through annual fundraising campaigns, as well as the delivery of financial incentives.</p>
- Institutional strengthening	<p>This project seeks to improve the educational, organizational, or fundraising areas of the schools through the advice and accompaniment of a coach.</p>
- Total commitment	<p>This project aims to strengthen the Governing Bodies of RED EDUCA's schools by providing them with by providing them with training and support</p>
2) People Empowerment	<p>The goal is to have students, principals and teachers make autonomous decisions and act assertively to autonomous decisions and act assertively to meet their needs or solve problems needs or solve problems. This program has 5 projects:</p> <ol style="list-style-type: none"> 1.- Save and start a business. 2.- Educate mind and heart. 3.- Mathematics education. 4.- Educa congress. 5.- Virtual community . 6.- Competency Certification Entity.



Program	Objective
- Save and start a business	The objective of this project is to help children and young people from RED EDUCA to improve their economic and social reality through the exercise of socio-emotional, financial and entrepreneurial skills.
- Educate mind and heart	Girls, boys and young people improve their economic and social reality through the exercising empowerment, financial and entrepreneurial skills according to their age.
- Mathematics education	Promotes the development and application of logical thinking as the basis for reasoning and understanding mathematical concepts.
- Educa congress	Once a year through the EDUCA Congress, and permanently in the EDUCA Virtual Community, a distance education platform with its own educational content for the continuous training of students and teachers.
- Virtual community	Entity accredited before CONOCER by its acronym in Spanish (Consejo Nacional de Normalización y Certificación de Competencias Laborales), therefore, we can train, evaluate and certify the labor competencies of people based on the SEP/CONOCER Competence Standards. These certifications have official validity.
- Competency Certification Entity	EDUCA is an Evaluation and Certification Entity accredited to THE KNOWING. Through the entity, EDUCA aims to train, evaluate and certify the labor competencies of people based on Knowledge Competency Standards. This certification has national validity and is recognized by the Secretariat of Public Education (SEP).
3) Sustainable EDUCA	This project seeks to ensure that children and young people take action with environmental awareness. Promotes a sustainable lifestyle in SCHOOLS of THE EDUCATIONAL NETWORK, aligned with the Sustainable Development Goals 2030. This program has 2 projects: 1.- Schools on Earth. 2.- School gardens EDUCA.
- Schools on Earth	Schools for the Earth is a comprehensive program that aims to have schools and universities incorporate environmental education processes and school practices aimed at developing institutional and personal competencies among students, teachers, managers, mothers and fathers. for environmental care and sustainable development. This project is carried out in collaboration with the Global Environmental Education Initiative of which EDUCA is a member.
- School gardens EDUCA	The objective of the project is for students to implement collaborative actions that combine knowledge, values and attitudes of respect toward nature, through the installation and maintenance of school gardens.



Program	Objective
4) Volunteers	EDUCA promotes corporate volunteerism through a targeted strategy that seeks to meet the needs of THE EDUCA NETWORK and to sow the seed of Social Responsibility within each of the collaborators of the companies that collaborate and contribute to the Foundation's cause.

10. Employee benefits

2023	Severance payments	Retirement plan benefits	Seniority bonus	Total MXN	2023 – U.S. Dollars (Convenience translation Note 2)
	\$	\$	\$	\$	\$
Net cost of the period	<u>\$1,261,136</u>	<u>\$</u>	<u>\$161,380</u>	<u>\$1,422,516</u>	<u>\$ 84,205</u>

11. Commitments

The Foundation leases the office where it is located; as of December 31, 2024 the rental expense amounted to \$312,000 (USD 18,469).

Institutional agreement - In order to support donations from the RED EDUCA, an agreement is signed with each of the donors when entering the network, in this way it has been possible to support more donors on a recurring basis.

Participants - The participants are each of the authorized guarantors that are part of the Foundation network and the Foundation.

12. Authorization to issue the financial statements.

On March 11, 2024, the accompanying financial statements were approved for issuance by Dr. Mónica Georgina Cinco Basurto, Legal Representative, consequently these do not reflect subsequent events after this date and are subject to approval at the Members' Assembly of the Foundation.

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