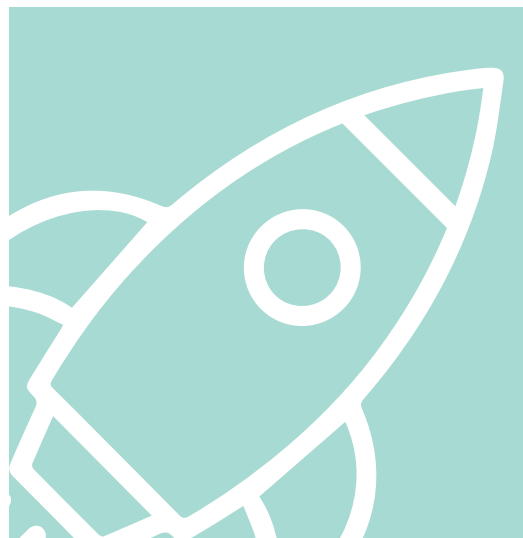
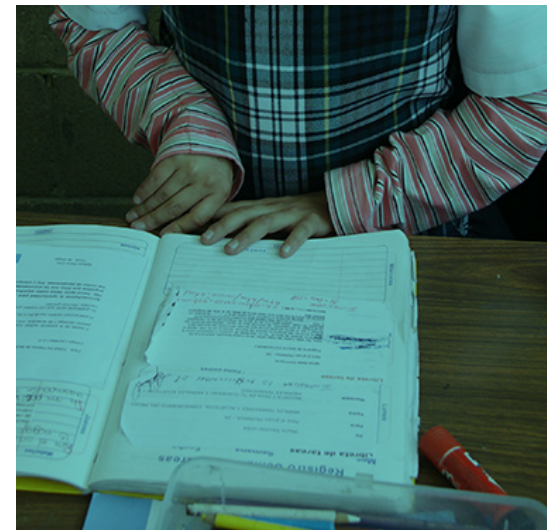
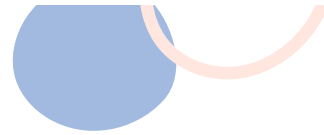




Annual Report 2025



EDUCA[®]
FUNDACIÓN EDUCA MÉXICO A.C.

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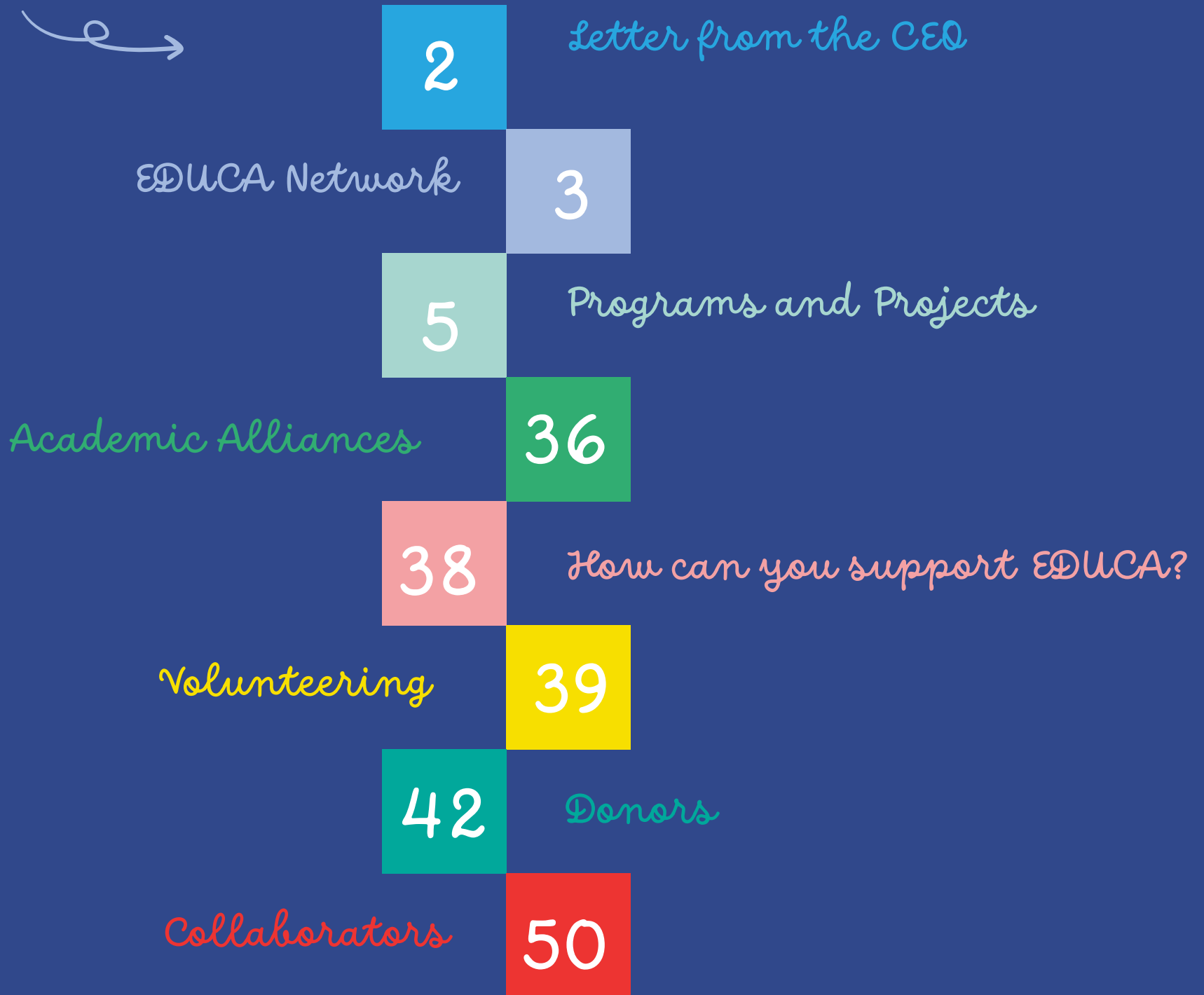
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Letter from the CEO

During 2025 EDUCA walked with firm steps towards the fulfillment of the institutional mission. This year, thanks to the support of donors, schools, educational authorities, staff and Board, we consolidated the implementation of the following programs: Schools for the Earth, Amgen Biotech Experience, EDUCA school gardens, the Labor Skills Certification Entity and the EDUCA International Congress. In addition, we strengthened the alliance with the country's normalista (Teacher Training College) community, through the Future Teachers Program.

This year, some of our most significant achievements focused on three axes:

1.- Growth of educational programs: We have expanded our initiatives all over the country, particularly through Schools for the Earth, which reached 3,875 schools of all educational levels. The ABE Program was extended to the state of Hidalgo, thanks to the collaboration agreement with its Ministry of Public Education. We signed a collaboration agreement with CONALEP (National College of Technical Vocational Education) to bring EDUCA programs to all centers in the country; and the EDUCA School gardens Program was extended to 44 schools from preschool to high school. With this expansion we continue working to ensure that more students have access to innovative educational programs of high-quality content and implementation.

2.- Teacher training: All EDUCA programs and projects have a solid proposal for training teachers in the thematic axes of each initiative. This year the Certification and Evaluation Entity developed two new standards: EC (Competency standard) 1680, Implementation of an educational vegetable garden project and

EC1638, Support for the strengthening and transformation of educational communities. The EDUCA Congress, which celebrated its twenty-second edition, had the highest record of in-person attendees for the first time since the pandemic.

3.- Strategic alliances: We have established collaborations with different academic bodies to strengthen our projects. In 2025 we collaborated very closely with: the Ministry of Public Education of Hidalgo, with the Polytechnic University of Pachuca, Technological University of Tulancingo, Metropolitan Autonomous University - Iztapalapa Campus, Autonomous University of Yucatán, National CONALEP, the State Coordination of Federal Programs of the General Coordination of Strategic Programs of the Ministry of Education of the Government of the State of Yucatán, and the General Directorate of Higher Education for Teachers (DGESuM). In addition, we maintained a very close link with the Aflatoun International Secretariat, with the Aflatoun Americas Regional Committee, and with the Education Development Center to implement the ABE Program.

Thanks to the support of thousands of donors and companies that believe in the cause of EDUCA, our work is possible. I want this report to express in a few pages the work of our foundation to help Mexican boys, girls, adolescents and young people see education as a window of opportunities to develop their full potential.

With gratitude

Monica Cinco Basurto

PHD. Monica Georgina Cinco Basurto
CEO

EDUCA Network

The EDUCA NETWORK is made up of public schools and schools operated by civil society organizations that serve boys, girls and young people between 3 and 24 years old.

In 2025 the population served by the EDUCA NETWORK was:

Civil society schools

- Civil society organizations: **55**
- Schools operated by civil society organizations: **78**
- Students: **14,236**
- Teachers and principals: **1,368**
- Direct parents: **132**
- Fathers, mothers or indirect guardians: **21,354**

Profile of the population served. Families of 4-8 members, with monthly income ranges between \$5,000 - \$14,000 Mexican pesos per family; occupation of guardians or parents: informal trade, various jobs, hired as maintenance workers, as drivers, secretaries; 15% professional workers. Education of parents: middle school, 35%, high school, 45%, truncated or completed vocational training, 15%, primary school, 5%.





Distribution by educational level:

- Preschools: **33**
- Primary schools: **38**
- Middle schools: **25**
- High schools: **17**
- Children's home: **11**

Public schools

- Students: **11,859**
- Teachers and principals: **480**

Distribution of schools by educational level:

- Preschools: **917**
- Primary schools: **947**
- Middle schools: **836**
- High schools: **871**
- Universities and Technological institutes: **143**
- Teacher Training Colleges: **71**





EDUCA Programs and projects



Our programs and projects

EDUCA STEM
Amgen Biotech Experience



Saving and Venture
Early Childhood Section




EDUCA Mathematics



Children' Section

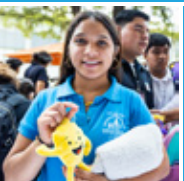
EDUCA Sostenible
Schools for the Earth Competition



Teen Section




EDUCA School gardens



Youth Section

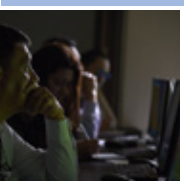
Future Teachers
Innovation Days in Environmental Education



Teacher Training
EDUCA International Congress




Future Teachers Meeting

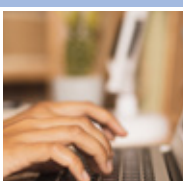
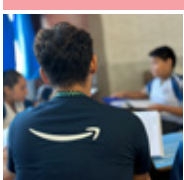


Virtual Community

Institutional Sustainability
Financial Strengthening



Certification Entity CONOCER

EDUCA Volunteering



Saving and Venture Program

This program is implemented in partnership with the Aflatoun International Secretariat.

Objective: Students become empowered personally, collectively and financially

Beneficiaries

It directly benefits **5,477 students and 158 coordinators** and teachers from 11 states in the country, through 35 schools in Chihuahua, Mexico City, State of Mexico, Guanajuato, Hidalgo, Jalisco, Michoacán, Morelos, Nuevo León, Querétaro and Yucatán.

In 2025 Saving and Venture was implemented in **9 preschools, 14 primary schools, 13 middle schools, 6 high schools and 2 children's homes.**

Activities carried out and results

- **Meeting with coordinators** to strengthen understanding of the program, align the graduate profile by educational level, and validate the work plan throughout the year. Thirty-one coordinators participated, and two hours of online training were provided.
- **Teacher training.** Two training sessions were held during the school year, tailored to different educational levels. Participants included:
 - 22 Early Childhood teachers (84%) – 2 hours of virtual training.
 - 56 Early Childhood Education teachers (86%) – 2 hours of online training.
 - 28 Adolescent Education teachers (82%) – 2 hours of online training.
 - 11 Youth Education teachers (100%) – 2 hours of online training.

● **Delivery of Saving and Venture notebooks.** Notebooks and teaching materials were distributed to primary, middle, and high school students.

● **Aflataalks Youth Forum, in collaboration with the Aflatoun Americas Regional Committee.** An international youth dialogue focused on entrepreneurship, the environment, well-being, and self-care took place, strengthening the voice and participation of young people. Three hundred and twenty-seven middle and high school students, from 7 schools, participated for over three hours.

● **Money Box pilot project (Aflatoun International).** This activity was conducted to strengthen financial literacy through interactive tools regarding the flow of money: earning, spending, saving, borrowing and budgeting. Three hundred and seventy-three primary, middle, and high school students participated in six hours of face-to-face training.

● **Follow-up and support visits.** These visits were aimed at identifying areas for improvement and providing ongoing feedback to enhance the quality of program implementation. One hundred and seventy-seven groups were followed up, and 264 hours of pedagogical support were provided.

● **Bootcamp Saving and Venture.** Sixty-seven students and 23 teachers from 11 states (Chiapas, Chihuahua, Guanajuato, Guerrero, Hidalgo, Jalisco, Michoacán, Morelos, Nuevo León, Querétaro and Yucatán) strengthened their projects, developing key skills in leadership, innovation and sustainability.

● **EDUCA Fair, Saving and Venture Pavilion.** Five hundred and sixty students from 13 states (Chiapas, Chihuahua, Mexico City, State of Mexico, Guanajuato, Guerrero, Hidalgo, Jalisco, Michoacán, Morelos, Nuevo León, Querétaro and Yucatán) developed and presented 133 ventures, focused on solving real problems with social, environmental and financial impact.



Results



Eighty-eight percent of participating students understood the concept of saving, 84% the concept of budgeting, and 87% the importance of financial health, demonstrating solid progress in key knowledge for informed decision-making.

These learnings have translated into changes in behavior: 79% are already saving, 71% are budgeting, and 77% are adjusting their spending to reach their goals. Notably, 90% recognize the importance of saving, and 80% of those who set goals can achieve them, reflecting the development of planning skills and perseverance.

In terms of financial inclusion, 35% already use formal savings mechanisms and 28% have increased their savings during the school year, showing progress towards a more active relationship with the financial system.

Additionally, the program strengthens empowerment and participation: 79% feel safe sharing their ideas, 72% propose solutions to problems in their community, and 86% resolve conflicts through dialogue. Similarly, 89% recognize their rights, and 71% identify access to financial services as a right, contributing to the development of a more conscious and active economic citizenship.

At the end of 2025 our CEO, Monica Cinco, was appointed Regional Representative for Aflatoun Americas after a vote that elected her from a short list of three candidates from other partner organizations across the continent. With this appointment, Monica not only became an official ambassador for Aflatoun, but also a key liaison to closely promote social and financial education and venturing in our region.

EDUCA & STEM Program



PROJECT: AMGEN BIOTECH EXPERIENCE

This program is implemented in partnership with the Amgen Foundation and the Education Development Center. The ABE Mexico Program's partner universities are the Metropolitan Autonomous University, Iztapalapa Campus; the Autonomous University of Yucatán; and the Polytechnic University of Pachuca.

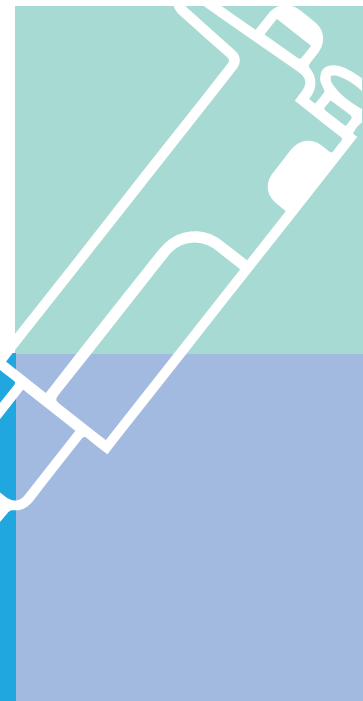
Objective: Students learn about biotechnology to strengthen the development of scientific thinking

Beneficiaries

Sixty teachers and 3,881 students from 22 schools located in Mexico City, the State of Mexico, Morelos, Hidalgo, and Yucatán participated. Out of the participating schools, 8 were middle schools, 11 were high schools, 2 were universities, and 1 was a teacher training college.

Activities carried out

● **Teacher training.** Between October and November, teachers implementing the ABE program were trained at the various distribution sites: 23 in Mexico City, 22 in Hidalgo, 4 in the State of Mexico, 2 in the State of Morelos, and 18 teachers and principals in Yucatán. The training entailed two days of work in the ABE laboratory practices, and the following topics were covered: teaching strategies for biotechnology, paternity testing using electrophoresis, bacterial transformation, micropipette use, DNA, and plasmids. During the training, each teacher reflected on the importance of biotechnology, their motivations for being part of the program, and aspects they need to improve during their practice as science teachers.



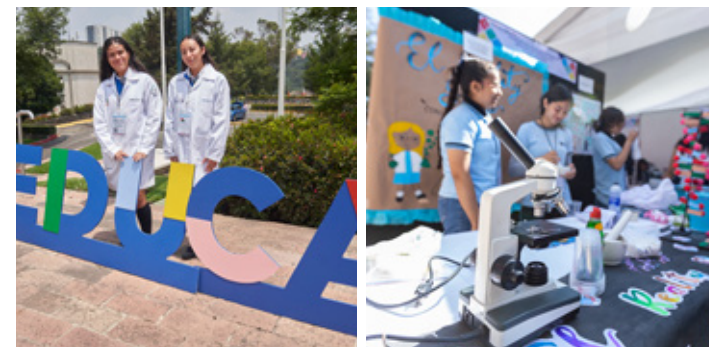
● **Implementation of the ABE Program among students of the 22 participating schools.** The implementation included 5 laboratory practices with students on the following topics:

- Laboratory 1.1 and 1.2: the general objective is for students to become familiar with the basic tools in a molecular biology and biotechnology laboratory, mainly the micropipette and the electrophoresis technique.
- Laboratory 1.2 kittens: aims to have students apply what they have learned about electrophoresis in a paternity test.
- Laboratory 2: The goal of this laboratory is for students to learn about two essential biological tools used in biotechnology: plasmids and restriction enzymes.
- Laboratory 4: In this laboratory, students learn about the importance of verifying their experiments with plasmids and enzymes, through electrophoresis.
- Laboratory 5: in this laboratory, students learn to genetically modify a bacterium by inserting a plasmid, which is a common practice in biotechnology to produce medicines such as insulin.

● **Launch of the Junior Tech Lab Workshop - Hidalgo.** This activity involves engaging university students in biotechnology in the processes carried out in the ABE laboratory practices. Its objective is to reinforce students' knowledge of some of the biotechnological methodologies that will be useful to them in their academic careers.

● **Bimonthly follow-up sessions with the Education Development Center (EDC) to monitor the quality of implementation in Mexico.** These sessions allow for clarifying implementation doubts and showcasing the results of ABE Mexico's work with representatives from EDC, the organization that coordinates the ABE Program worldwide.

● **EDUCA Fair, Science Pavilion.** At this national event, ABE students showcased what they had learned in the program and developed a podcast called Girls in Science, as well as science games to show that science can be fun and accessible.



Results



● Mexico City, State of Mexico and Morelos

One hundred and ninety-four hours of laboratory work were conducted with the participation of 308 students and 16 teachers. Initial and final assessments were administered, yielding the following results:

- a) Identify the applications of biotechnology (29%).
- b) Know the basics of plasmids and restriction enzymes (14%).
- c) Know the scientific method (19%).
- d) Recognize DNA as the basis of genetic inheritance (17%).
- e) Recognize the importance of genetic modification (6%).

● Hidalgo

Fifty-four hours of laboratory work were conducted with the participation of 279 students and 2 teachers. Initial and final assessments were administered, yielding the following results:

- f) Identify the applications of biotechnology (14%).
- g) Know how to use a micropipette (11%).
- h) Know the basics of plasmids and restriction enzymes (18%).
- i) Recognize the importance of genetic modification (5%).

● Yucatán

Fifty hours of classes were taught with 1,236 students and 16 teachers.



EDUCA & STEM Program

PROJECT: EDUCA MATHEMATICS

Objective: Students strengthen their logical-mathematical skills. This year, this project was implemented through the EDUCA Mathematics Competition, an event designed to test students' mathematical abilities in a fun way and to promote the importance of learning them.

Beneficiaries

1,637 students from upper primary, middle school and high school, distributed as follows:

- Upper primary: 4th, 5th y 6th: **544 students**
- Middle school: 1st, 2nd and 3rd: **810 students**
- High school (Preparatory): 1st, 2nd and 3rd year: **283 students**

111 students from upper primary, Middle school and high school, distributed as follows:

- Upper primary: 4th, 5th y 6th: **68 teachers**
- Middle school, high school (Preparatory): **43 teachers**

Activities carried out

- **The call for entries for the EDUCA Mathematics Competition was launched.** It took place from February 24th to March 6th. The entire EDUCA Network of civil society and public schools was invited to participate.
- Before the competition, all participating schools received a syllabus that allows them to strengthen mathematical skills according to their educational level and grade, prior to the competition.
- **The EDUCA Mathematics Competition took place in March, EDUCA's Mathematics Month.** The competition consisted of:
 - First round. One hundred percent registered students and teachers participated.
 - Second round. Students and teachers who obtained 75% or more correct answers in the 1st round passed to the 2nd round.
 - Students and teachers who obtained 80% or more of the correct answers in the 2nd round passed to the 3rd round.
 - Students and teachers who achieved the best results in the three rounds obtained 1st, 2nd and 3rd place in each category.

Results



- 28 participating institutions from 15 states across the country:
- Aguascalientes, Baja California Sur, Chiapas, Chihuahua, Mexico City, State of Mexico, Guanajuato, Hidalgo, Jalisco, Michoacán, Morelos, Nuevo Leon, Querétaro, San Luis Potosi y Tlaxcala.
- Sustained growth in participants since 2021, 367% more participating students and teachers compared to its first edition.
- The Nevadi Institute received recognition as the most outstanding school in the EDUCA Mathematics Competition, for the best overall results obtained by its students and teachers.

The winning participants by category were:

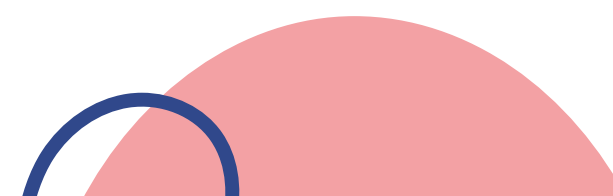
Level	Place	School	State
4th Primary school	1st	Fundación la Fuente del Renacer, A.C.	Hidalgo
	2nd	Instituto Nevadi Metepec	State of Mexico
	3rd	Fundación Dr. José María Álvarez, I.A.P.	Mexico City
	Honorable Mention	Elisabetta Redaelli, I.A.P. Instituto Nevadi Tenancingo	Querétaro State of Mexico
5th Primary school	1st	Instituto Nevadi Tenancingo	State of Mexico
	2nd	Instituto Nevadi Tenancingo	State of Mexico
	3rd	Colegio Luis Elizondo, A.C.	Nuevo León
	Honorable Mention	Fundación Dr. José María Álvarez, I.A.P. Instituto Nevadi Metepec	Mexico City State of Mexico
6th Primary school	1st	Instituto Nevadi Metepec	State of Mexico
	2nd	Centro Técnico Asistencial y Cultural Juan Diego, A.C. Colegio María Eugenia Milleret	Mexico City
	3rd	Instituto Nevadi Tenancingo	State of Mexico
	Honorable Mention	Centro Educativo La Buena Tierra, A.C. Fundación Dr. José María Álvarez, I.A.P. Fundación la Fuente del Renacer, A.C. Instituto de Educación Integral Magdalena Cervantes, A.C. Niños y Niñas de la Sierra, I.A.P. Servicio, Educación y Desarrollo a la Comunidad, I.A.P.	Morelos Mexico City Hidalgo Tlaxcala Querétaro State of Mexico

Level	Place	School	State
1st Middle school	1st	Fundación Dr. José María Álvarez, I.A.P.	Mexico City
	2nd	Niños y Niñas de la Sierra, I.A.P.	Querétaro
	3rd	Niños y Niñas de la Sierra, I.A.P.	Querétaro
	Honorable Mention	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
2nd Middle school	1.er	Niños y Niñas de la Sierra, I.A.P.	Querétaro
	2nd	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	3rd	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	Honorable Mention	Fundación Dr. José María Álvarez, I.A.P. Fundación la Fuente del Renacer, A.C. Fundación Laureles, I.A.P. Plantel Chiapas Instituto María Isabel Dondé, I.A.P. Filial Pedro Poveda Funddó Niños y Niñas de la Sierra, I.A.P. The Palapa Society of Todos Santos, A.C.	Mexico City Hidalgo Chiapas Guanajuato Querétaro Baja California Sur
3rd Middle school	1st	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	2nd	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	3rd	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	Honorable Mention	Fundación Dr. José María Álvarez, I.A.P. Niños y Niñas de la Sierra, I.A.P. Promoción Social Integral, A.C. Instituto Nevadí Metepec	Guanajuato Querétaro San Luis Potosí State of Mexico

Level	Place	School	State
1st High school	1st	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	2nd	Fundación la Fuente del Renacer, A.C.	Hidalgo
	3rd	Fundación Laureles, I.A.P. Plantel Chiapas	Chiapas
	Honorable Mention	The Palapa Society of Todos Santos, A.C.	Baja California Sur
2nd High school	1st	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	2nd	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	3rd	Institución de Beneficencia Privada Escuela Hogar Nuestros Pequeños Hermanos, A.C.	Morelos
	Honorable Mention	Fundación Laureles, I.A.P. Plantel Chiapas The Palapa Society of Todos Santos, A.C.	Chiapas Baja California Sur
3rd High school	1st	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	2nd	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata	Morelos
	3rd	Institución de Beneficencia Privada Escuela Hogar Nuestros Pequeños Hermanos, A.C.	Morelos
	Honorable Mention	The Palapa Society of Todos Santos, A.C.	Baja California Sur



Level	Place	School	State
Teachers Preschool and Primary	1st	Servicio, Educación y Desarrollo a la Comunidad, I.A.P.	State of Mexico
	2nd	Instituto Nevadi Metepec	State of Mexico
	3rd	Niños y Niñas de la Sierra, I.A.P.	Querétaro
	Honorable Mention	Espíritu de Campeón, A.C. Fundación Dr. José María Álvarez, I.A.P. Fundación Laureles, I.A.P. Plantel Chiapas	Mexico City Mexico City Chiapas
Teachers Middle and High school	1st	Ciudad de los Niños de Monterrey, A.B.P. Centro Educativo Mujeres	Nuevo León
	2nd	Instituto Nevadi Metepec	State of Mexico
	3rd	Instituto Nevadi Metepec	State of Mexico
	Honorable Mention	Fundación Don Bosco para el Desarrollo del Estudiante Morelense, A.C. Plantel Zapata Institución de Beneficencia Privada Escuela Hogar Nuestros Pequeños Hermanos, A.C. Niños y Niñas de la Sierra, I.A.P. The Palapa Society of Todos Santos, A.C.	Morelos Morelos Morelos Querétaro Baja California Sur





EDUCA Sustainable Program

PROJECT: SCHOOLS FOR THE EARTH

Objective: Schools are transformed into sustainable communities through the design and implementation of a school environmental management plan created by students and teachers.

Beneficiaries

In 2025, **3,875 schools** participated. Of these schools, 561 showed evidence of work involving a total of **12,504 students and 480 teachers**.

The registered schools served students at the following educational levels:

- **Preschool: 917**
- **Primary: 947**
- **Middle school: 836**
- **High school: 871**
- **Higher-level: 143**
- **Teacher Training Colleges: 71**

Educational centers from all over the country participated, as shown in the following table.

State	Total
Agusacalientes	46
Baja California	67
Baja California Sur	27
Campeche	34
Chiapas	182
Chihuahua	140
Mexico City	34
Coahuila	43
Colima	27
Durango	29
State of Mexico	956
Guanajuato	77
Guerrero	84
Hidalgo	277
Jalisco	122
Michoacán	57

State	Total
Morelos	93
Nayarit	34
Nuevo León	166
Oaxaca	32
Puebla	91
Quintana Roo	78
San Luis Potosí	155
Sinaloa	134
Sonora	65
Tabasco	238
Tamaulipas	71
Tlaxcala	93
Veracruz	138
Yucatán	47
Zacatecas	86
Total	3,785

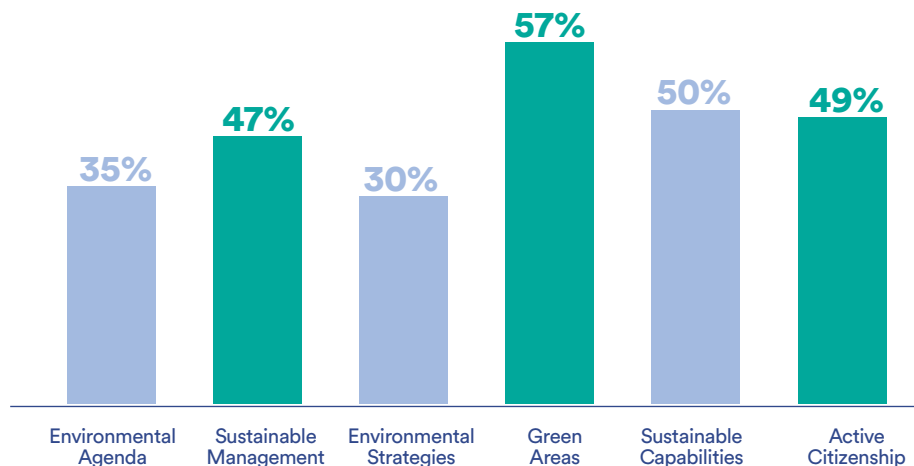
Activities carried out

- **Launch of the Schools for the Earth Call for Proposals.** The call invited educational centers throughout the country to recognize outstanding school environmental management practices in six categories: preschool, primary, middle school, high school, higher-level education, and teacher training colleges.

- **Specialized training forums on School Environmental Management.** Three forums were held with 386 people in attendance. The topics that were addressed were: What is school environmental management? How to design a school environmental management plan? And What is evidence and how is it systematized?

- **Personalized counseling for teachers on School Environmental Management issues.** Four hundred and eighteen teachers participated in one-on-one sessions with the Schools for the Earth team. The counseling revolved around the use of the Schools for the Earth platform, the design of school environmental management plans and the selection of evidence to show the work carried out.

- **Self-diagnosis of school environmental management through the Schools for the Earth Platform.** The educational communities carried out a self-diagnosis of environmental management with teachers and students to know their level of institutional maturity in the management of energy, water, solid waste, teacher training and educational projects with a sustainability focus. This self-diagnosis measures 63 indicators in 6 dimensions which are classified into 4 levels of maturity with a score ranging from 0 to 100: high risk, (54 points or less), unstable, (69-55 points), stable, (80-74 points) and in consolidation (85-100 points). The self-diagnosis is an x-ray that allows us to know how schools self-evaluate their actions in environmental management. The self-diagnosis is an x-ray that allows us to know how schools self-evaluate their environmental management actions.





● **Design of the School Environmental Management Plan.** Based on the Self-Diagnosis of School Environmental Management, the educational communities selected between 1 and 3 indicators to design their environmental management plan and work to comply with it throughout the school year. A total of 1,182 schools, with the participation of students and teachers, designed their plan; and 561 showed evidence of the work done and the achievements they obtained.

● **Schools for the Earth Competition.** Of the educational communities that showed evidence of their environmental management plan, a specialized jury convened by EDUCA selected the schools with outstanding environmental management practices. The winning schools were:

Preschool category

First place: Federico Froebel, Tlajomulco de Zúñiga, Jalisco
Second place: Dani Huini, Alvaro Obregón, CDMX
Third place: Valle Dorado, Tepic, Nayarit

Honorable mention: Emiliano Zapata Preschool, Hidalgo, Tamaulipas
Honorable mention: Jardín de Niños (Kindergarten) Guillermo Prieto, Huixquilucan, State of Mexico

Primary category

First place: Vicente Riva Palacio Guerrero, Jiutepec, Morelos
Second place: María Luisa Ross Landa, Tizayuca, Hidalgo
Third place: Centro Comunitario Smurfit Westrock, Ecatepec de Morelos, State of Mexico

Honorable mention: Escuela Primaria Emiliano Zapata, Zumpango, State of Mexico
Honorable mention: Escuela Primaria Abel González Talamantes – Tijuana, Baja California Norte

Middle school category

First place: Secundaria Federal Núm. 2 Jaime Torres Bodet
Second place: Secundaria #1 Prof. Emilio Rodríguez Cortés, Cadereyta Jiménez, Nuevo León
Third place: Telesecundaria #230, Ocampo, Guanajuato.

Honorable mention: Centro de Atención Múltiple Enriqueta Echartea de Silva García, Cuauhtémoc, Colima
Honorable mention: Escuela Secundaria 24 de febrero, Apetatitlán de Antonio Carvajal, Tlaxcala

Upper secondary education category

First place: Escuela Preparatoria Regional Ahualulco de Mercado, Módulo Teuchitlán, Teuchitlán, Jalisco.
Second place: Colegio de Estudios Científicos y Tecnológicos Unidad Escobedo Escobedo, Nuevo León
Third place: Escuela Preparatoria Oficial No. 144, Jaltepec, Estado de México

Honorable mention: Colegio de Estudios Científicos y Tecnológicos Unidad 11 Atexcatzincó Tetla de la Solidaridad, Tlaxcala
Honorable mention: Colegio de Estudios Científicos y Tecnológicos Unidad Leona Vicario, Puerto Morelos, Quintana Roo

Higher education category

First place: Universidad Tecnológica de la Sierra Hidalguense, Zacualtipán de Ángeles, Hidalgo
Second place: Facultad de Ciencias Químicas UANL, San Nicolás de los Garza, Nuevo León
Third place: Instituto Tecnológico Superior Purísima de Rincón, Purísima del Rincón, Guanajuato

Honorable mention: Facultad de Ciencias Biológicas, Universidad Juárez del Estado de Durango, Gómez Palacio Durango
Honorable mention: Universidad Tecnológica de Ciudad Juárez, Juárez, Chihuahua

Teacher training colleges category

First place: Escuela Normal Miguel F. Martínez Centenaria y Benemérita, San Luis Potosí, San Luis Potosí
Second place: Escuela Normal de Coacalco, Coacalco, State of Mexico
Third place: Escuela Normal Oficial de León, León, Guanajuato

Honorable mention: Escuela Normal de Estudios Superiores del Magisterio Potosino, plantel 5 Tamazunchale, San Luis Potosí



EDUCA Sustainable Program

PROJECT: EDUCA SCHOOL GARDEN

Objective: Students improve environmental, climate and sustainable development education skills in agroecological classrooms.

Beneficiaries

8,599 students and 100 teachers and coordinators from 46 schools located in 12 entities of the Republic: Mexico City, Colima, Chihuahua, State of Mexico, Guanajuato, Hidalgo, Jalisco, Morelos, Nayarit, San Luis Potosí, Tabasco and Yucatán. Students develop environmental, climate and sustainable development education capacities in agroecological classrooms:

- **Preschools: 8**
- **Primary schools: 22**
- **Middle schools: 11**
- **Upper secondary: 5**

Activities

● Installation/Re-equipment of materials for the school garden

- 1) With the schools newly entering the project. A diagnostic visit was carried out to identify the characteristics of the space and collect information for the installation of the garden.
- 2) Re-equipment: It was applied in schools with one year of implementation. Together with principals and teachers, a needs and interests survey was carried out to schedule the delivery of materials that would allow the project to continue.

● Follow-up visits, counselling and support

Se realizaron 3 visitas de seguimiento a cada escuela. Los objetivos fueron:

- 1) Three follow-up visits were made to each school. The objectives were:
- 2) Provide technical training and advice to teachers and students that allow them to acquire tools for the care and maintenance of the school vegetable patch.
- 3) Provide follow-up and advice to teachers and students on the development and content of the educational project.
- 4) Monitor crop growth and generate technical recommendations.
- 5) Carry out installation and maintenance activities of the school vegetable patch with teachers and students to promote practical learning, values and skills by having direct experience with the crops. The topics were aligned to the interests and needs of each school.



● Workshops with family members

A total of 132 parents participated in workshops on caring for the school vegetable patch, compost, and infusions, as well as creating a sense of community. It was sought that family members would replicate good practices at home for planting, harvesting and processing products from the patch. The topics were aligned to the interests and needs of each school.

● Specific workshops with students

Four in-person workshops were offered to students on vegetable transplantation, plant cycle, germination and medicinal plants. Two hundred and twenty students participated in these workshops.

● Virtual technical training

Three technical training courses were given for 15 teachers on population control, vegetable patch maintenance and composting.

● In-person technical training

Ten face-to-face technical training sessions were given to 69 teachers on topics related to maintenance, seedbed preparation, population control and vegetables production in school gardens.

● Training and permanent advice for the design of educational projects in school gardens

The 100 teachers who promote the garden within the schools and collaborate with EDUCA were offered training to design educational projects with students. The objective was to promote environmental and climate education, sustainable development, and the development of projects using the Project Based Learning (PBL) methodology. A teaching planning format, educational manuals and support resources were provided to schools.



● Delivery of technical manuals to teachers and managers

The following manuals were delivered:

- Technical Manual for School Gardens. It contains six essential topics to consider when installing one: criteria for installation, improving the soil, alternatives for installation, selecting plants to grow, planting crops, natural extracts for pest and disease control, and harvesting.
- Lower Primary School Manual 1st to 3rd, Upper Primary School Manual 4th to 6th and Middle School: These manuals are part of a series of 4 aimed at the different educational levels with which EDUCA works. It contains 23 learning sessions that include: title, topic, objective, materials, duration, location of the session, introduction, activities, notes and suggestions, learning indicators and supporting resources. The contents and activities can be adapted considering the profile of the students to establish the level of progress of their learning.



Results



- **44 gardens** producing 2 crops of vegetables (lettuce, spinach, cilantro, beets, carrots and tomatoes) and medicinal plants per school year.
- **10 schools** working compost.
- **35 schools** using the vegetable patch as an agroecological classroom, designing educational projects of an environmental nature and curricular mainstreaming, particularly in the subjects of mathematics, history and civics and ethics.





Teacher Training Program

PROJECT: EDUCA INTERNATIONAL CONGRESS

Objective: The EDUCA International Congress aims to provide principals and teachers with theoretical-practical tools that allow them to raise the educational quality of their schools and enhance the learning of their students.

Beneficiaries

1,049 teachers from Aguascalientes, Baja California, Baja California Sur, Campeche, Chihuahua, Chiapas, Mexico City, Colima, Coahuila, Durango, State of Mexico, Guanajuato, Guerrero, Hidalgo, Jalisco, Michoacán, Morelos, Nayarit, Nuevo León, Oaxaca, Puebla, Querétaro, Quintana Roo, San Luis Potosí, Sinaloa, Sonora, Tabasco, Tamaulipas, Tlaxcala, Veracruz, Yucatán y Zacatecas.

Activities carried out

● **Needs survey.** Four hundred and twenty principal and teachers participated to identify training needs and interests. Based on their responses, the specific axes and themes for the program of activities were defined: environmental education, artificial intelligence applied in education, neuro-education, mathematics teaching, school coexistence and conflict resolution; and learning difficulties, among others.

VIRTUAL MODALITY

11 hours of training per teacher

- 1 keynote lecture.
- 11 simultaneous workshops.
- Diagnostic evaluation for teachers.

IN-PERSON MODALITY

11 hours of training per teacher

- 5 keynote conferences.
- 8 simultaneous workshops.
- 1 panel of experts.
- Diagnostic evaluation for teachers.

It included complementary activities:

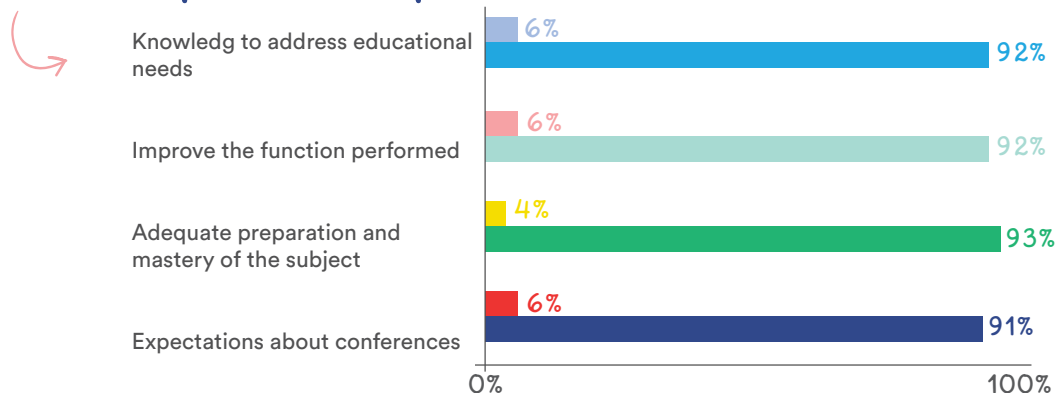
- Integration activity
- EDUCA 30 years Anniversary Dinner



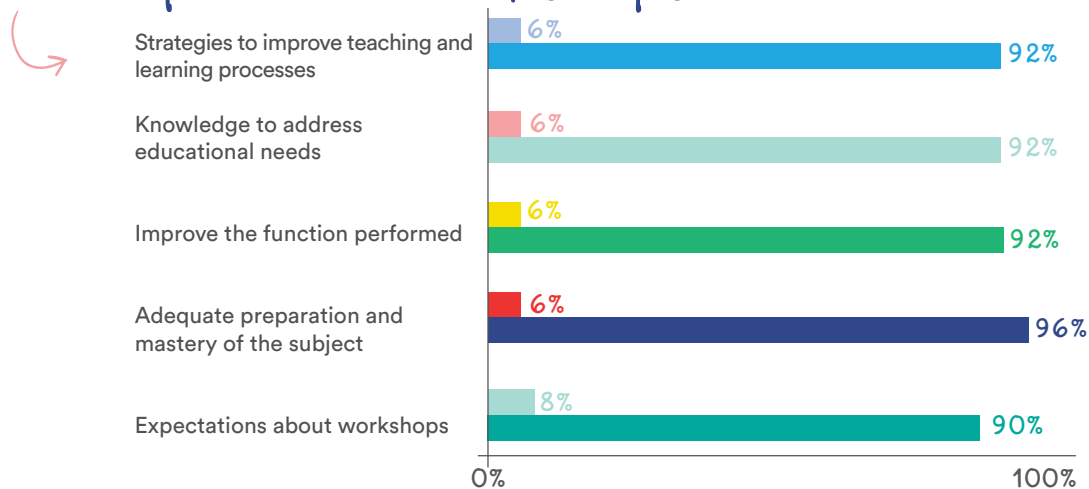
● **Diagnostic evaluation.** For the eighth consecutive year, the diagnostic evaluation of teaching competencies was carried out to identify knowledge and skills in 5 areas: general knowledge, Spanish, mathematics, financial education and environmental education. Two instruments were applied: one for preschool and primary school teachers, and another for middle school and upper secondary school. The evaluation was carried out through a questionnaire on Google and in-person. Two hundred and ninety-five preschool-primary teachers and 209 middle and high school teachers participated, a total of 504.

	General Knowledge								Spanish					Mathematics					Financial Education					Environmental Education														
Comparative results. Preschool and primary																																						
AVERAGE	4.4	5.6	7.5	7.3	6.6	6.4	7.1	6.9	5.3	7.1	7.9	8.0	7.4	7.0	9.4	8.4	4.8	5.5	5.5	6.0	6.6	6.4	6.6	5.4	5.9	5.5	5.8	7.3	6.7	7.9	8.5	7.6	6.8	5.5	5.8	7.0	6.6	6.0
SCHOOL YEAR	2018	2019	2020	2021	2022	2023	2024	2025	2018	2019	2020	2021	2022	2023	2024	2025	2018	2019	2020	2021	2022	2023	2024	2025	2018	2019	2020	2022	2023	2024	2025	2019	2020	2021	2022	2023	2024	2025
Comparative results. Middle school and High school																																						
AVERAGE	5.2	6.6	7.9	7.7	7.5	7.0	6.7	6.0	6.4	6.7	7.8	8.4	8.3	7.6	6.5	6.4	4.5	5.8	5.3	5.3	6.2	5.9	6.3	6.2	6.3	6.9	6.7	7.3	7.2	6.9	8.4	7.5	8.0	5.8	5.7	7.2	7.6	6.8
SCHOOL YEAR	2018	2019	2020	2021	2022	2023	2024	2025	2018	2019	2020	2021	2022	2023	2024	2025	2018	2019	2020	2021	2022	2023	2024	2025	2018	2019	2020	2022	2023	2024	2025	2019	2020	2021	2022	2023	2024	2025

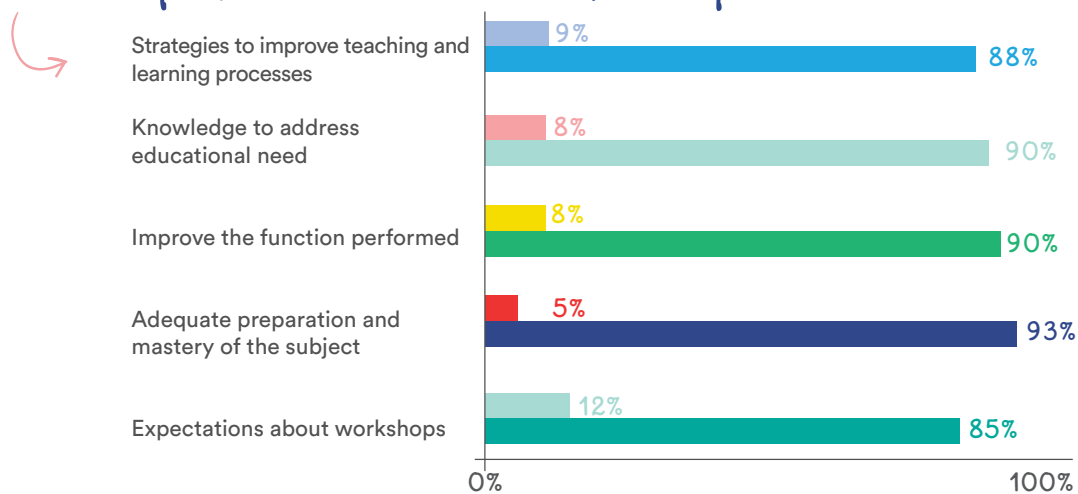
Evaluation of the Conferences

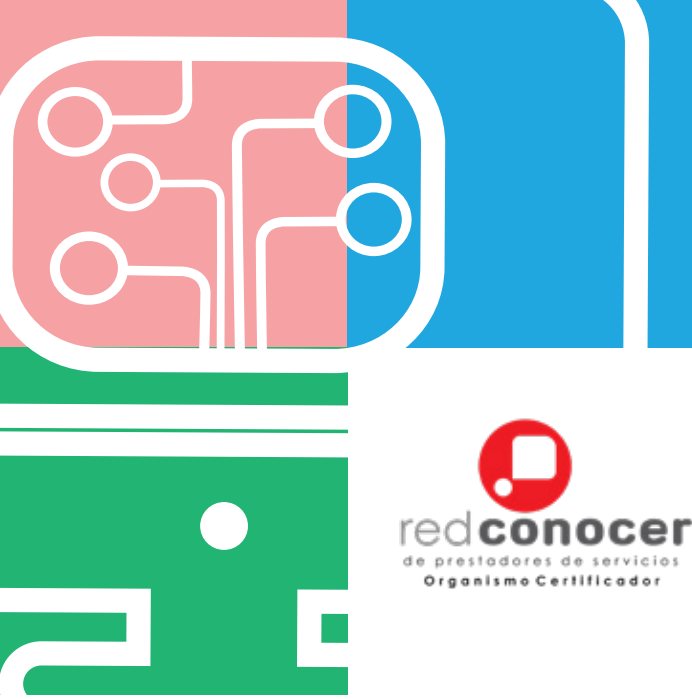


Evaluation of Virtual Workshops



Evaluation of In-Person Workshops





Teacher Training Program

PROJECT: CERTIFICATION AND EVALUATION ENTITY - CONOCER (National Council for Standardization and Certification of Labor Competences)

Objective: To certify the labor skills of the people of the EDUCA NETWORK.

Beneficiaries

Three hundred and fifty-nine people participated in labor competency certification processes through the EDUCA Evaluation Entity, accredited by CONOCER.



Activities carried out

● We carried out 359 certification processes in the following Competency Standards (EC):

EC0010, Provision of body aesthetic services - 1 process

EC0046, Provision of facial cosmetologically services - 2 processes

EC0076, Evaluation of candidate competencies based on Competency Standards - 5 processes

EC0205, Conduction of yoga practice: basic high school level - 3 processes

EC0217.01, Teaching human capital training courses in person in groups - 52 processes

EC0336, Tutoring of online courses and diploma programs - 1 process

EC0474, Physical conditioning of youth and adults for health maintenance - 69 processes

EC0585, First aid care for the affected/injured person - 99 processes

EC0616, Provision of auxiliary nursing services in basic care and guidance to people in medical care units - 18 processes

EC0670, Facilitation for the development of economic and financial intelligence of children and young people - 1 process

EC0754, Implementation of financial education with a productive approach for workers - 1 process

EC0793, Provision of Auxiliary Services in the Use of Medical and Instrumental Equipment in Health Care Units - 1 process

EC0931, Teaching Comprehensive Equestrian Therapies - 2 processes

EC0996, Preparation of an entrepreneurship project based on the Entrepreneur Model of Upper Secondary - 15 processes

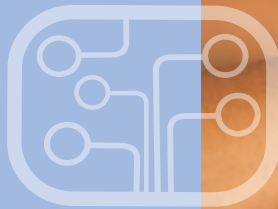
EC01337, Facilitation of experiential sessions through socio-emotional practices - 79 processes

EC01469, Communication management in crisis situations - 4 processes

EC01638, Support for people to acquire basic literacy skills - 3 processes

EC01680, Implementation of an educational vegetable patch project - 3 processes

Results



Three hundred and forty-four people were competent after the evaluation process, so they obtained their certificate of work competence in the Standard they chose to be certified.





Future Teachers Program

Objective: To contribute to the training of the country's teacher training college community, in environmental education, culture of peace, healthy living and agency of change through the development of knowledge, skills and values in accordance with the principles of the New Mexican School.

Beneficiaries

The Future Teachers Meeting was attended by **330 people: 249 students and 81 teachers**. The Innovation in Environmental Education Workshops were attended by **1,123 people, of whom 194 were teachers and 929 were students**.

Activities carried out

● **Future Teachers Meeting.** It is a training and reflection space for students from teacher training colleges across the country, designed to strengthen their comprehensive development as future educators. Through dialogue, experiential learning, and collaborative work, the Encounter promotes the development of knowledge, skills, and values in environmental education, a culture of peace, healthy living, and agency for change.

General characteristics of the event:

1. It takes place once a year, in April, as part of EDUCA's Earth Day celebrations.
2. The community of the teacher training college in the country is invited and disseminated through EDUCA's social networks and the DGESuM's communication channels.
3. An in-person format in Mexico City is broadcasted by streaming to the entire country.
4. Attendance is 150-300 people, depending on the venue, 70% students, 30% teachers.
5. 6 hours of training per person.
6. The academic activities consist of 2 keynote lectures, 4 simultaneous workshops and 1 panel on best practices.
conferencias magistrales, 4 talleres simultáneos y 1 panel de buenas prácticas.



● **Innovation Days in Environmental Education.** These are training sessions for students and teachers from the teaching training colleges, designed to strengthen teaching practices for sustainability, school environmental management, and healthy living through three simultaneous workshops and two conferences. The sessions are held in each state where the colleges are.

- San Luis Potosí, **8 teachers y 16 principals /managers.** participated
- Quintana Roo, 78 people: **44 teachers, 31 principals/ managers and 3 students** participated.
- Veracruz, 136 people: **90 students, 27 principals/ managers and 19 teachers** participated.
- Puebla, 128 people: 109 students, **17 teachers and 2 principals /managers** participated.
- Tlaxcala, 109 people: **63 students, 40 teachers and 6 principals /managers** participated.
- Querétaro, 164 people **155 students, 8 teachers and 1 principal/manager** participated.
- Nayarit, 164 people, **150 students, 11 teachers and 3 external people** interested in environmental issues participated.



Results



The event was evaluated based on the following indicators:

- Relevance, which refers to the usefulness of the content for teaching practice.
- Applicability, understood as the possibility of implementing what has been learned in the classroom.
- Motivation, associated with the impulse generated to promote environmental education in the community.
- Continuity, which reflects the intention to participate again in workshops given by EDUCA.

Comparatively, Nayarit and Tlaxcala show the highest levels of positive evaluation in all areas. In both locations, teachers and future teachers report feeling highly motivated and consider the content entirely relevant and applicable to their teaching practice, reflecting a very favorable and consistent perception.

Puebla maintains very high and consistent levels, with 99% in applicability, motivation and relevance, which indicates a generally positive assessment in all the indicators evaluated.

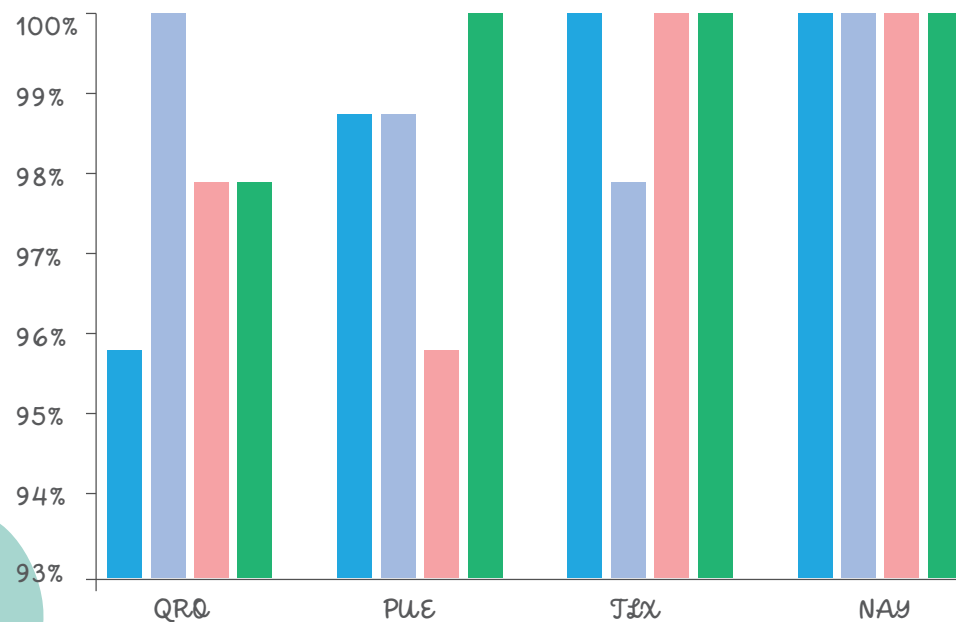
Querétaro stands out especially in the applicability indicator, with 100%, while the motivation and relevance indicators remain above 95%, reflecting a positive perception, although slightly lower compared to the other locations.

Overall, the results are highly favorable across the four locations analyzed, as none of the indicators fall below 90%. This suggests that the event was well received and that participants perceive significant value in the content, particularly its practical application.

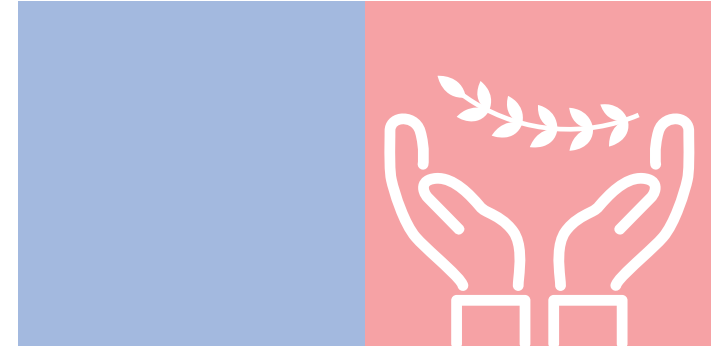
Furthermore, the high levels of intention to continue demonstrate a willingness to participate again, which supports the program's effectiveness and its acceptance among participants. Finally, it was also observed that teachers were motivated to promote environmental education, positioning them as agents of change within their respective educational communities.

Indicator	QRO	PUE	TLX	NAY
	(% totally agree and agree)			
I believe that the content of the sessions is relevant to my teaching practice.	96%	99%	100%	100%
I can apply what I've learned in my school or classroom.	98%	99%	98%	100%
The event motivated me to promote environmental education in my community.	98%	99%	100%	100%
Would you take another workshop with EDUCA?	98%	100%	100%	100%

Level of positive assessment of the content, its applicability, motivation, and intention to participate in the event in QRO, PUE, BCS and GTO.



- I believe that the content of the day is relevant to my teaching practice.
- I can apply what I've learned in my school or classroom.
- The event motivated me to promote environmental education in my community.
- Would you take another workshop with Educa?





Institutional Strengthening Program

PROJECT: FINANCIAL STRENGTHENING

Objective: Increase the flow of regular donations through credit or debit cards from authorized tax-deductible organizations that are part of the EDUCA NETWORK, to strengthen them through cash and in-kind donations.

Beneficiaries en capacitación y seguimiento.

Fifty-seven civil society organizations in 16 entities of the country: Aguascalientes, Baja California Sur, Chiapas, Chihuahua, Mexico City, State of Mexico, Guanajuato, Hidalgo, Jalisco, Michoacán, Morelos, Nuevo León, Querétaro, San Luis Potosí, Tlaxcala and Yucatán.

In-kind donations

- 2 schools from civil society organizations and 18 public schools received computer equipment and furniture in Mexico City, the State of Mexico, Hidalgo and Michoacán.
- 14 schools from civil society organizations and 31 public schools received books in 20 states of the country: Baja California, Mexico City, Chihuahua, Coahuila, State of Mexico, Guanajuato, Jalisco, Michoacán, Morelos, Nuevo León, Puebla, Querétaro, Quintana Roo, San Luis Potosí, Sinaloa, Sonora, Tabasco, Tamaulipas, Veracruz and Yucatán.
- 12 civil society organizations were benefited with hygiene products in 6 entities of the country: Mexico City, State of Mexico, Guanajuato, Jalisco, Morelos and Querétaro.
- 25 civil society organizations were benefited with a donation of shoes in 6 entities: Mexico City, State of Mexico, Guanajuato, Jalisco, Morelos and Querétaro.

Activities

- Directors/principals and fund raisers received training in best administrative practices for the Third Sector. They also received in line workshops on tax reforms, fundraising and legal basis in the school context.
- The institutions developed regular donation campaigns from November 2024 to February 2025, with permanent monitoring in 2025. Those institutions that met their financial goal received an Incentive Donation.
- The institutions received training focused on Government Bodies.



Results



- 106 board members, general directors and fund raisers were trained in best administrative practices for the Third Sector. 51 civil society organizations received training and support in attracting regular donations, managing to sustain an average base of 3,100 active donors.

- 22 institutions registered for the Financial Strengthening Campaign, 10 achieved or exceeded their financial goals. Schools increased \$115,000 Mexican pesos regular donations throughout the project.

- \$320,000 awarded as Incentive Donations to schools that met their goals.

- Equipment to strengthen teaching-learning tasks:

- 235 new computer equipment was donated to 13 schools.
- 82 chairs and 328 tables were donated to 5 schools.
- 9,497 new books were donated to 45 schools.

- In kind donations were channeled to vulnerable populations:

- 33,807 hygiene products were awarded to 12 organizations.
- 4,764 pairs of shoes were channeled to 25 civil society organizations.

Academic Alliances



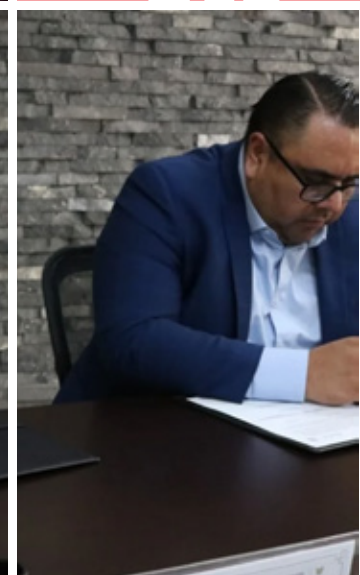
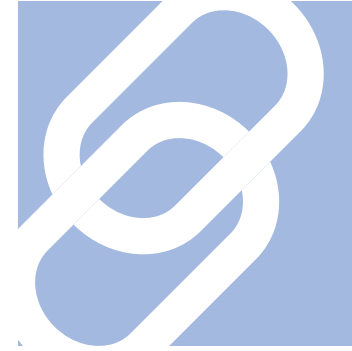
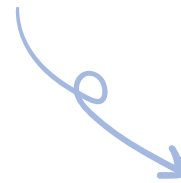
We signed an agreement with the **National College of Technical Professional Education, CONALEP**, with the objective of developing actions at a national level to promote the continuous training of teachers, promote conditions that favor the comprehensive development of the students of the CONALEP System, the strengthening of their ethical values and their commitment to the development of their community.



We signed a contract with the **Technological University of Tulancingo**, with the objective of contributing to the development of projects, programs, agreements and actions in the academic, scientific, technological, cultural, sports and continuing education areas.

We signed an agreement with the **Polytechnic University of Pachuca** so that their students can carry out internships at EDUCA, through the ABE Program.

EDUCA hosted the Our America Meeting in which representatives from various countries such as Colombia, Argentina, Puerto Rico, Peru, El Salvador, among others, participated to promote alternative pedagogical practices that seek to forge more just, democratic, plural, sustainable, multicultural and intercultural societies for Our America.



Alliances with national and international organizations

Pacto Mundial (Global Compact). We are part of the Global Compact, a voluntary initiative of the United Nations for companies and organizations to align their strategies and operations with human rights, labor standards, the environment, anti-corruption measures and carry out actions aligned with the Sustainable Development Goals.

Aflatoun International. EDUCA has been a member for over 16 years. This organization shares financial education and entrepreneurship content for girls, boys and young people globally. These contents are the basis of our Saving and Venture Program.

Pacto por la Primera Infancia (Pact for Early Childhood). 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, aiming to make early childhood a priority on the national agenda.



How can you support EDUCA?

EDUCA a un niño (Educate a child)

EDUCATE a child, is an initiative launched in 2023 with the aim of inviting people to become godfathers or godmothers of a student from the EDUCA NETWORK. Anyone can participate through a contribution of \$300 Mexican pesos per month, which helps EDUCA students to continue in school receiving the foundation's educational programs.

People join through:

Donations through the Web page
<https://educa.org.mx/donativos/>

You can also become a godfather or godmother by donating in different parts of the country through our collaborators who wear the EDUCA vest and whom you can trust to make your contribution.

Fundraising activities

In January, a group of godfathers and godmothers visited the Nuestros Pequeños Hermanos institution in Morelos. They were able to meet their godchildren, take a tour of the school and home facilities, in addition to breaking the king's cake with the beneficiaries. **It was very emotional to see them together!**

Fund educational programs

- Cash donors
- In kind donations
- Probono

EDUCA a un niño (Educate a child)

Scholarships for students, monthly donations of \$300 MXN

Your change, makes the change

Bring the EDUCA Piggy Bank to your company for a month, where your collaborators can support us by collecting money that will go to the foundation's programs.

Volunteering

Activities with companies to improve facilities in schools, environmental activities, provide advice and training to students, teachers or parents on specific topics.



Volunteering



EDUCA Foundation carries out 4 types of corporate volunteering:

1. Improvement of school facilities: equipment, painting, remodeling or installation activities.

2. Environmental: activities committed to caring for the environment and that encourage the responsibility and participation of students, teachers and volunteers. They include reforestation of protected areas, schools and the installation of school gardens.

3. Training and education: activities that focus on the exchange of knowledge or training from volunteers to students, teachers or parents.

4. Special events: activities where volunteers celebrate special dates with students such as Christmas, back to school, Children's Day, among others.



Improvement Of Facilities

PPG & Comex

PPG, with the support of Comex and allied companies such as Toyota and Volkswagen, chose EDUCA as its ally to carry out the international celebration, Colorful Communities. Through this celebration, the facilities of 3 schools in Querétaro, Puebla and Guanajuato were painted. The sum of these three events benefited more than 4,000 students.

Volunteers: 250

More companies that joined in painting activities to improve the facilities of RED EDUCA schools:

- TC Energy: 17 volunteers
- Fundación MetLife: 20 volunteers

Environmental, School Garden

Wonderful Mexico

During 2025, thanks to the collaborators of Wonderful México, 1 school garden was given maintained at Alfonso Reyes Primary School. Some of the activities carried out were the installation and maintenance of the school vegetable patch, painting and cleaning, among others.

Volunteers: 17

Ferrer

Ferrer y algunos de sus colaboradores apoyaron a la escuela Centro Educativo La Barraca en el mantenimiento de su huerto escolar.

Volunteers: 15

Training And Education

Reading with Amazon

Amazon Mexico, within the framework of the Amazon Reads global program, carried out 45 volunteer activities in schools throughout the country. These activities consisted of assembling reading kits, reading circles, and classification of bibliographic collections. Through this activity, 45 schools were provided with updated bibliographic collections.

Volunteers: 385



EDUCA Fair

MetLife Foundation volunteers attended this event to evaluate some of the ventures that the students presented and to share experiences that would enrich their projects.

Volunteers: 25

Donativos en especie entregados gracias a voluntarios

Maersk: Maersk: delivery of second life computers

Bloomberg: Christmas toys delivery

Vanguard: delivery of backpacks and school supplies

Topsoe: delivery of backpacks and school supplies

Special Activities

The Church of Jesus Christ of Latter-day Saints

It delivered to Fundación EDUCA and 25 schools in the states of Aguascalientes, Mexico City, State of Mexico, Guanajuato, Hidalgo and Michoacán, 83 sets of tables with chairs for 5 preschools, 205 computers for 10 schools; and gave support for the maintenance and training process in environmental education, for students from 10 other schools.

PayPal

It organized a fundraising campaign for EDUCA in which its customers were able to donate \$10 upon completion of their purchase during October.

New Year's Eve Breakfast

At the end of the year, we organize a gratitude breakfast with some of the companies and foundations that support us. The general results for 2025 and the plans that Fundación EDUCA has for 2026 were presented. It means a lot to us to be able to share with you what we achieved with your support!



Thank You So Much!

Thank you to all the donors from companies, foundations and individuals who gave us their support and trust during 2025. Thanks to your generosity we can support thousands of students in Mexico.

Donors who invested in the different EDUCA programs and projects:

Cash donors

AMGEN Biotech Experience
Scientific Discovery for the Classroom
Mexico

B Fundación
ALBERTO BAILLÈRES

Senosiain
Laboratorios

Scotiabank

amazon

Aflatoun
Alfasigma
Bloomberg
Bright Founds
CAF America
Comex
Demar
Education Development Center
Ferrer Therapeutics
Fideicomiso Por los Niños de México, Todos en Santander
Fundación Diez Morodo
Fundación ESRU
Fundación Frisa
Fundación Maelva
Fundación MetLife
Fundación para Unir y Dar
Fundación VACE
Global Giving

Gulesserian Consultores
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THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS
Topsoe
UK Online Giving Foundation
Vanguard
Wonderful Citrus

In kind donations

Farmacia San Pablo
Fundación Posadas
Promotora de Hoteles Norte 19

Probono donors

Fundación Basham, Ringe y Correa, A.C.
Ibáñez Quintana Saavedra & Homann
Galicia



Regular donors



Thank you to everyone who donates to EDUCA every month!

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Adriana
Adriana Meztli
Adriel
Agustín
Alan Benjamín
Alan Eduardo
Alberto
Alejandra
Alejandra Berenice
Alejandra Lizeth
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Ana Esther
Ana Estrella
Ana Karen
Ana Laura
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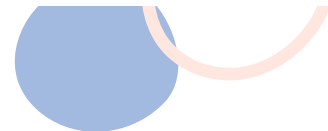
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