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2012
MESSAGE
-FROM THE PRESIDENT AND THE GENERAL DIRECTOR OF MEXICANOS PRIMERO-

2012 has been an intense and fruitful year. We began with an extensive schedule of special presentations of our documentary, Barely Passing!, reaching out to groups as diverse as vocational high school students, academics from the Mexican Council for Education Research, high level officials in the Ministry of Education, the Supreme Court, the Lower House of Congress, and section leaders of the National Union of Education Workers. The documentary later made its way to major theaters across the country, and several months after that was shown on broadcast television. In this way, millions of people have participated in the debate about the state of our school system and possible means to improve it.

The call to action represented by this documentary played a fundamental role in making the voice of hundreds of thousands of citizens heard by authorities at critical moments, when the application of the first phase of the Universal Evaluation of basic education teachers was at risk. Invoking their constitutional right to petition, the citizens who signed their names in favor of not backing down from a compromise to assess the quality of our teachers forced the President to respond formally to their demands. The evaluation got off to a rough start, but it was clear that society’s call to improve the teaching profession could no longer be minimized.

In order to assure that education would not be relegated to a minor issue in the presidential race, we brought together distinguished actors and sister organizations in public forums, spaces for questioning and examining the candidates’ proposals for the sector. These public meetings urged the candidates to take positions on specific topics, such as putting the State back in charge of education, the development of a national teacher registry and a competitive process for the assignment of all teaching posts, placing the school in the center; and granting autonomy to the National Institute for Education Evaluation, and demanded of them, from the start, that they move beyond simply making vague promises about new spending or material inputs.

After election results were in, we published Now is the Time, a proposal to move from current practices and outcomes, the result of political misalignment and disarticulated efforts, to a system centered around complete and successful educational trajectories for young people. The study focuses on four pathways of reform – the State regaining control of the education system, teacher professionalization, transparent and efficient spending and school autonomy and participation – and lays out goals for the country and each state for the time period 2012 to 2024.

The presidential transition period and the statements made by the incoming administration were opportunities to continue insisting upon this vision. The process of reforming the Third Article of the Constitution concluded with the incorporation of ideas that offer hope and, at the same time, demand orderly and decisive implementation so that they can improve the practices and outcomes of the day to day work of schools.

Throughout the year, diverse activities of Mexicanos Primero have underlined the importance of cultural change in support of good teachers. The ABC Award 2012 highlighted the efforts of extraordinary teachers who transform the lives of their students and their communities. In a similar vein, the End the Abuse! campaign demands that public funds truly arrive to those who devote their lives to this incredibly important profession.

In sum, 2012 was a year filled with great struggles and some advances on the road towards the realization of the right to education; the international front is also moving in this direction, and we enthusiastically participated in and contributed to the work of REDUCA, the Latin American Network of Civil Society Organizations for Education, and in the Global Education First Initiative of the United Nations.

This report hopes to be less a retelling and more an accounting. We conceive of Mexicanos Primero as a catalyst, from the citizen trenches, for the educational change that our country needs.

We have proposed a course of action in which urgency and solidity are not at odds, especially as both are needed when it comes to improving the lives of millions of children and young people in Mexico. Their right to learn, the development of their full potential, and the cultivation and promotion of their talents demand of us speed, determination and skill; restructuring and innovating the national education system is, therefore, a social and ethical imperative.

This report is also a testimony of gratitude to the team that makes this citizen advocacy experience possible, and to all those who support us, encourage us and demand that we be better.

Claudio X. González Guajardo
President

David Calderón Martín del Campo
General Director
PEDRO OTERO OTERO
TEACHER, TELESECONDARY SCHOOL 833, SAN JOSE ITURBIDE, GUANAJUATO

Participating with and being part of the Mexicanos Primero family has been an opportunity to live a unique experience that has not only allowed me to improve my teaching skills, but has also awakened me to the need and the conviction to be a better person. The ABC Award is an invitation to commit to being a teacher who can make a difference, to having teachers who continue preparing themselves and who contribute their experience and ideas, to generating improvement processes that raise the quality of education. Thanks to this recognition, I have participated in academic meetings, I have expressed my ideas and views in electronic and print media, and I have even been able to reach beyond the borders of my community and municipality so that the reading project we developed is known and recognized in a large part of our state.

SAMUEL NISENBAUM
VOLUNTEER AT MEXICANOS PRIMERO

EIN LAKESH is a traditional Mayan greeting that means, "You are my other self." I am a volunteer at Mexicanos Primero, inspired by its very valuable project and by its goals, which are indispensable to all of us as Mexicans. I can testify to how they are creating, step by step, with intelligence and decisiveness, a more promising future and a better Mexico. I have seen how they promote trust and honesty and good intentions. Here there is cooperation, not competition. There is no hidden agenda.

Here we have lost the fear of change: we fight against the forces that would preserve the status quo and protect established but totally unjustified and illegal privileges. This organization seeks to move beyond political sclerosis, to be more responsive to citizen demands in order to achieve a culture of freedom and progress, so that our best hopes are no longer just dreams deferred.

Here it is time to dare. Here it is very clear that through more education and culture, we will have a greater sense of reality and of life. Mexicanos Primero unites us all in pursuit of a common ideal. Here I see that, with heads held high, we say to children and young Mexicans: EIN LAKESH, "You are my other self."

GORDON BROWN
FORMER PRIME MINISTER OF THE UNITED KINGDOM AND UN SPECIAL ENVOY FOR GLOBAL EDUCATION

Mexicanos Primero has played an important role in shaping the United Nations Global Education First Initiative. During the global campaign "I am Malala", the organization mobilized the voices of Latin America in solidarity with the global community. Mexicanos Primero has shown leadership on an international scale to make quality education accessible to all children.
In a society where civic participation in public affairs is scarce, the breakthrough of Mexicanos Primero into the education policy debate seems unusual. For decades we had a duopoly in the running of and discussion about public education: it was a matter reserved for the Ministry of Education (SEP) and the National Union of Education Workers (SNTE). Sure, occasionally the statements of some political leader caused a small storm, but it was only temporary. Mexicanos Primero puts civil society forward and aims to become one of its chief spokespersons, an articulator of its demands.

There were also small civil organizations that worked in education, but the two main actors reduced them to spectators. The dissident groups of the union renewed education controversies for a while, but soon their corporate DNA turned them into mere supporting actors; plus, they were not, and are not, civil.

Mexicanos Primero began its work with discretion; they sought to collaborate with the two actors (SEP and SNTE), making proposals and looking for space to broaden the debate. But the duopoly rejected any advice that did not coincide with their positions.

Then came months of struggle, in which, in tandem with other civic groups, they demanded "a third chair" to participate in negotiations in public education, especially in the Alliance for Quality Education, the failed Calderon-Gordillo project. Under Education Secretary Josefina Vázquez Mota civil society groups were able to find some space, but their spring ended too soon. The impasse created by the SNTE and the SEP, more by the union than by the government, radicalized Mexicanos Primero. From the search for dialogue they moved to criticism, and their leaders were able to make demands and pressures that encouraged citizens.

With support from the media and the press, with constant activities and tireless effort, Mexicanos Primero brewed up demand for a registry of teachers. Attention, this is not just a census that counts up teachers; it would require a clear expression of what each teacher does and make public the payroll at the level of the individual school and school zone; in addition, it would stipulate the qualifications of teachers, their employment status, and the activities they should perform. With this detailed information, the social auditing of public education would, I think, become a reality.

For some of my colleagues in academia and for some political militants, the participation of Mexicanos Primero seems embarrassing. They criticize its proximity to Televisa and other business groups, they echo the offensives launched by the SNTE against Mexicanos Primero, and they also accuse it of wanting to privatize public education. These colleagues lack breadth of vision.

True, Mexicanos Primero is funded by business people, its proximity with the media is not a secret, and it may have other defects, but it is shaped and directed by citizens with whom we can agree or disagree; nothing they express is written in stone. And its effectivenes in putting crucial public issues on the agenda is notable. Much of the reform currently underway is due to the tenacity (folly, even) of Mexicanos Primero.

I have never believed that this civil association was fighting to privatize public education; the SNTE and the SEP had already taken it as their exclusive domain. From my perspective, Mexicanos Primero, along with many civic organizations – and that's my political consensus with this association – tries to break the SEP-SNTE duopoly and, in the process, put the public into public education.
Mexicanos Primero was born with the dual goal of transforming the culture of civic participation and influencing the full development of all Mexicans, beyond partisan or group interests; that is, putting Mexicans first. Coming from diverse backgrounds, the founders of this citizen initiative were marked by our volunteer experiences when we were young students, especially in working with victims of the 1985 earthquake. We began to meet twenty years later to pool our experiences in the academic and philanthropic fields; we then set ourselves to the task of identifying, as accurately and objectively as possible, the educational priorities necessary to build a more just and prosperous Mexico.

Along the way, we joined with others, people from all kinds of backgrounds and affiliations, people who share a commitment to inclusive service, to draw up a plan of action and set up an operational model that would include applied research, collaborative relationship building with other social organizations, and the use of the media to communicate to the maximum extent possible.

Incorporated as a non-profit civil association, on April 18, 2007, we publicly presented Mexicanos Primero, an initiative that invites citizens to build the Mexico in which we want to live in the year 2030, a Mexico that puts all Mexicans first, with the conviction that “only quality education will change Mexico.”

Five years after its birth, Mexicanos Primero has contributed to the creation of a new citizen culture in favor of education. Through the dissemination of relevant information, the production of a short documentary film, the publication of studies, and the opening of spaces for participation, analysis and debate, we have intervened so that, from civil society, education is prioritized and that the right to the education of our children and youth is placed above the partisan interests of adults.
Who are we?

We are an independent, plural citizen initiative that aims to promote the right to quality education in Mexico through the tools of citizen participation and demand.

We seek a change in civic culture, so that shared responsibility, demand and citizen participation are put to use to improve public policy, transparency and accountability in the national education system.

What do we do?

We develop a methodology for strategic planning with a focus on communication and the efficient use of resources; we conduct our work using a mobilizing model that is low cost and high impact.

Our projects are designed to influence, advocate, and qualify citizen demand; therefore, our work should result in one or more of the following impacts:

1. Define the agenda: introduce topics and issues related to the right to education and citizen participation in public opinion that are relevant and that have not been sufficiently considered.
2. Set the terms of discussion: provide evidence and arguments to overcome the inertia of habit or abuse and define the most viable solutions.
3. Influence decision making: convene stakeholders, in their respective areas of competence, so that they take action and apply appropriate principles to the making of concrete policy decisions.

Mission and vision

Our mission is to promote understanding of and shared responsibility for our national priorities, starting with education.

Our vision is to promote the transformation of our civic culture, forging instruments for participation, commitment, and citizen demand.

Who are we?

Our proposal to achieve fundamental change in education is embodied in two broad goals – the “what’s” – and four pathways – the “how’s.”

Goal 1: Complete Trajectories. Catch up with the world in quantity of education.

Pathway 1:

• End the capture of the system so that authorities can respond to the right to learn: we need quality spending that represents an investment in education.

Pathway 2:

• Improve conditions for good teachers and principals: those who put the steering wheel, accelerator, and brake in education.

Pathway 3:

• Eliminate practices of waste, corruption and inefficiency that condition more effort in their work should grow and lead others.

Pathway 4:

• Implement School autonomy and participation.

Proposals

• The Patrons, composed of young entrepreneurs who invest – under a membership system – to fund the operation and endowment of the organization.

• The Academic Council, academicians and experts in the field of education, whom we consult pro bono.

• The Staff, dedicated professionals committed full-time to the cause.
• All young people completing upper secondary school.
• Average of 12 years of schooling per Mexican, having completed 200 days per school year and 6.5 hours per day of quality schooling.

Goal 2: Successful Trajectories. Catch up with the world in quality of education.
• All young people learning at international levels.
• PISA results equivalent to those of young people in other OECD countries in reading comprehension, mathematics, and science.
• Capabilities that make it possible for every Mexican to develop to their full potential.

Pathway 1: Put the State back in charge of education.
• End the capture of the system so that authorities can respond to the mandate given them by the citizens; the State must regain control of the steering wheel, accelerator, and brake in education.

Pathway 2: Teacher professionalization.
• Improve conditions for good teachers and principals those who put more effort in their work should grow and lead others.

Pathway 3: Transparent and efficient spending.
• Eliminate practices of waste, corruption and inefficiency that condition the right to learn; we need quality spending that represents an investment in education.

Pathway 4: School autonomy and participation.
• Empower schools with more resources and greater management powers; the school itself can be a laboratory for a social renewal.
showing their points of view on the issue of education in Mexico. These Afán Educativo”) and The Alternative (“La Alternativa”), respectively, Workers (SNTE) and the National Coordinator of Education Workers Committee of the SNTE.

Barely Passing! person interested could acquire it at a low price (25 pesos at newsstands and retail stores, so every We distributed in newsstands and retail stores, so every Microsoft. Chedraui, HSBC, Lala Group, Modelo Group, La Costeña, Metlife and were delivered to companies such as: ACERO, BBVA Bancomer, Bimbo, among their team members. In six months, more than 100,000 DVDs

IMPROVE, ACT”, known as “EMA” (for its acronym in Spanish). The first distributed ballots divided in three different sections: “DEMAND, Y outube, on the Mexicanos Primero channel.

To today the topic of education is taken up on radio and television, in daily Evaluation of teachers.

IMPACTS AND RESULTS

Project

Results

-Effects directly attributable to the project-

Barely Passing!

• Multiplied conversations about education and contributed to making education a government priority at the national level.
• Promoted awareness in parents, teachers, students and citizens to do their part to promote education.
• Made education a relevant topic in the 2012 electoral agenda.
• Influenced climate of public opinion in favor of the implementation of Universal Teacher Evaluation.

Universal Evaluation

• Contributed to all presidential candidates, and the current President of the Republic, taking a position in favor of Universal Evaluation.
• Involved opinion leaders and the public in the issue, so that it would be considered in the broader context of teacher professionalization.
• Brought to light the inconsistencies of distorted and misleading voices that sought to sabotage the entire process.

Now is the time

• Disseminated a diagnosis of education in Mexico and pathways for its transformation as a benchmark for ongoing education reform.
• Contributed to civil society’s impacting the education agenda and familiarized education actors with the concepts of State stewardship and autonomy and participation in schools.

Where is my teacher? ——— End the Abuse!

• Made a case for the importance of establishing an independent education evaluation body and gaining official commitment to creating a reliable national teacher registry and a national census.
• Positioned the issue of the illegality of publicly paid union commissioners in public opinion.

PEC-FIDE

• Advanced in efforts to close the gap between disadvantaged schools and those with more resources through the PEC-FIDE model of school-based management and autonomy.

ABC Award 2012

• Promoted social recognition and appreciation of Mexican teachers committed to quality education, with verifiable histories of professional and community leadership.

Networks and alliances

• Consolidated joint projects with organizations and institutions, nationally and internationally, so that children and young people exercise their right to learn.
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<th>Impact</th>
<th>Long-term objective</th>
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<td><strong>Set the terms of discussion</strong> so that education would be a national priority on the 2012 electoral and post-electoral agenda. Define the public agenda to provide context for Universal Teacher Evaluation.</td>
<td><strong>School autonomy and participation.</strong> Achieve formal recognition of the legal identity of each school, with consistent funding to ensure its services are offered free of charge. Facilitate parental involvement in central decisions.</td>
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<td><strong>Influence decision</strong> making for the President to rule in favor of a reform worthy of the teaching profession, make a commitment to publish the results of the Universal Evaluation teacher by teacher and school by school, and begin modifying the regulatory framework that makes certain that entry, retention, incentives, and promotion of teachers occur through competitive processes and mandatory evaluation.</td>
<td><strong>Teacher professionalization.</strong> Make Universal Teacher Evaluation mandatory and ensure that it carry consequences. Achieve a certification system that functions as a professional license. Create a transparent and autonomous body that establishes guidelines for evaluation and certification of teachers.</td>
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<td><strong>Set the terms of discussion and define the agenda</strong> so that the federal government would adopt the pathways we proposed in its education reform scheme. In the Pact for Mexico, political parties embraced the logic model we disseminated: focus on talent development, State stewardship of education, independent evaluation, teacher professionalization and school autonomy.</td>
<td><strong>Put the State back in charge of education.</strong> <strong>Teacher professionalization.</strong> <strong>Transparent and efficient spending.</strong> <strong>School autonomy and participation.</strong></td>
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<td><strong>Influence decision making</strong> so that government and political parties would share responsibility for the question, “where is my teacher?”</td>
<td><strong>Transparent and efficient spending.</strong> Complete the National Teacher Registry. Put an end to non-education related commissions. Design a progressive education finance formula.</td>
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<td><strong>Influence decision making</strong> by generating changes in school financing policy, providing greater autonomy to schools, and raising achievement levels of students through a model that supports students in high-risk situations.</td>
<td><strong>School autonomy and participation.</strong> Make the school the center of the education system, empowering it to reach its goals.</td>
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<td><strong>Influence decision making</strong> by establishing a comprehensive evaluation framework that contributes to a universal teacher certification policy, which includes portfolios and expert observation of classroom practice as well as strategies that enable teachers to take courses in prestigious universities.</td>
<td><strong>Teacher professionalization.</strong> Comprehensive evaluation to establish personalized and contextually relevant professional development tracks.</td>
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<td><strong>Set the terms of discussion</strong> by identifying three priority areas: ensure that all children are in school, improve the quality of learning and foster global citizenship (Global Education First Initiative, REDUCA, CCAE). <strong>Define the agenda</strong> so that government would adopt the 2012 citizen education agenda (Citizens’ Summit, CCAE). <strong>Influence decision making</strong> by demanding specific actions in favor of education free of gender discrimination, the citizen education agenda, and a suitable profile for the Secretary of Education. (Global Education First Initiative, REDUCA, Citizens’ Summit, CCAE)</td>
<td><strong>Put the State back in charge of education.</strong> <strong>Teacher professionalization.</strong> <strong>Transparent and efficient spending.</strong> <strong>School autonomy and participation.</strong></td>
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BARELY PASSING!

"Barely Passing! is an ambitious intellectual work. Provocative and proactive."
-Ciro Gómez Leyva, journalist-

“This documentary is one of the most important events in education reform in Mexico in the last 10 years or more. It is a critical movie, oriented toward raising awareness in the country.”
-Louisa Benton, Worldfund-

Do we want a better Mexico? Do we?
Let’s go see Barely Passing! A must see movie to understand the reality of Mexico.”
-Francisco Martín Moreno, novelist and columnist -

“Barely Passing! is a dissection and call to action. The film faults teachers, parents, officials and unions.”
-Los Angeles Times-
BARELY PASSING! is a documentary reflecting the reality of education in Mexico. It makes very clear the fact that Mexican education, an exclusionary system that does not provide students significant learning opportunities, barely passes.

It took us three years to make Barely Passing! under the direction of Juan Carlos Rulfo and co-direction and narration of Carlos Loret de Mola. The film shows students’ daily lives within schools. It took us to the highest levels of the country’s education authorities, to the offices of union leaders, and into the heart of students’ family lives around the country, from private and public schools in Juarez and Morelia, through isolated villages of the Yucatan, Sierra de Chiapas and Guerrero, as well as in urban schools and communities in Naucalpan and Iztapalapa.

We started promoting the movie in 2012, with trailers in theaters across the country and spots on radio, television, and in social networks. In special pre-release presentations, we talked to students, researchers, and public servants.

Barely Passing! premiered on February 16th in Mexico City, with the attendance of politicians, business leaders, presidential candidates and opinion leaders, all of whom had very positive reactions.

Barely Passing! was released in theaters on February 24th, with 250 copies distributed throughout Mexico in the midst of presidential campaign debates. In its first weekend, Barely Passing! managed to surpass all expectations by summoning more than 247,000 people to theaters in 18 cities across the country. It was a box office hit, and it remained so for two consecutive weeks.

To support teachers, in partnership with Cinepolis, we offered educators free admittance during the premiere weekend in cities across the country. In the film’s opening weekend, a total of 10,507 teachers were able to watch Barely Passing! for free.

Barely Passing! was intended as an invitation to viewers to act in favor of education. Therefore, at the conclusion of each showing, we distributed ballots divided in three different sections: "DEMAND, IMPROVE, ACT", known as "EMA" (for its acronym in Spanish). The first part of the ballot was to be signed by citizens and deposited in urns located outside movie theaters in order for them to demand that authorities raise the quality of education. The second part of the ballot was to be given to school teachers and principals to encourage and support them to improve education in their schools, and the third part was to encourage people to act and become part of a citizen movement on behalf of quality education. More than 190,000 EMAs were turned in, all of them signed by Mexicans interested in changing education!

Along with the release of Barely Passing!, we launched depanzazo.mx, a new website that – beyond giving information about the film – invited visitors to participate and get involved in education by means of different tools. One of the most used is "Wachen," an online reporting system in which mothers, fathers, teachers, and students could report what was happening in their schools in the following categories: school environment, school needs, class frequency, teacher training, corruption and parent involvement. By years end, there were 502 reports, which will be sent to education authorities demanding they address these specific issues that hinder education. The "Wachen" module became a benchmark for providing a public space for "claims" and "demands" for better education coming straight from the school community.

Barely Passing! remained in movie theaters for three and a half months. More than 1.7 million people watched the movie in theaters and special presentations in 87 cities throughout Mexico; almost 20% of the attendees were teachers. Deducting projection costs, earnings have been invested in making the movie available without cost to school communities and to projects working on behalf of teachers, especially to offer courses in national and international institutions for outstanding teachers.

As a reaction to Barely Passing!, the National Union of Education Workers (SNTE) produced their own documentaries – "Educational Effort (El Afán Educativo)" and "The Alternative (La Alternativa), respectively, with Juan Carlos Rulfo and co-direction and narration of Carlos Loret de Mola, then known as "Quién 50, people move Mexico" Award. At present, the film may be seen online at YouTube, on the Mexicanos Primero channel.
Workers (SNTE) and the National Coordinator of Education Workers (CNTE) produced their own documentaries -Educational Effort (“El Afán Educativo”) and The Alternative (“La Alternativa”), respectively, showing their points of view on the issue of education in Mexico. These documentaries were broadcast in presentations and online.

The day after the end of its projection in theaters, we began to distribute DVDs of Barely Passing! with bonus material and clips from cartoonist “Trino” to schools, companies, and the general public. We distributed the movie to all schools that requested it through the website depanzano.mx or by phone order. More than 1,800 schools across the country received the movie free of charge along with a kit of activities and suggestions for its projection in the school community, in order to use the film to establish a dialogue as well as to set goals for improvement.

Companies and banking institutions in Mexico, interested in their coworkers getting to know more about the reality of Mexican education, solicited copies of Barely Passing! so they could share them among their team members. In six months, more than 100,000 DVDs were delivered to companies such as ACERO, BBVA Bancomer, Bimbo, Chedraui, HSBC, Lala Group, Modelo Group, La Costeña, Metlife and Microsoft.

We distributed Barely Passing! in newsstands and retail stores, so every person interested could acquire it at a low price (25 pesos at newsstands and 45 pesos in retail stores).

Barely Passing! was shown at universities — including the National Autonomous University of Mexico, the National Polytechnic Institute, the National Pedagogic University, La Salle University, the Iberoamerican University, the Monterrey Institute of Technology, and Anahuac University. It was also shown to education reporters, film critics, opinion leaders, federal government teams, the Supreme Court, State Houses of Representatives, and representatives of the National Executive Committee of the SNTE.

Several months after its release in movie theaters, Barely Passing! was broadcast on cable television, reaching most of Central and South America, as well as in universities such as Harvard and Columbia. We also showed the film to international organizations such as the Inter-American Dialogue, the World Bank, the Latin American Network of Civil Society Organizations for Education, and Pratham in India.

Barely Passing! made its way to broadcast television on Saturday, August 25th at 10:00 p.m. on Televisa’s Channel 2, reaching almost 100,000 viewers. As a reaction, the SNTE released its own documentary on television, airing after the television premiere of Barely Passing!, with a much lower rating.

Worldfund, a philanthropical education institution, gave their “Education Leadership Award” to the Barely Passing team during a gala ceremony in New York, for its contribution to educational development. The magazine Quién recognized the impact of Barely Passing! and awarded Juan Carlos Rufio and Carlos Loret de Mola with the “Quién 50, people that move Mexico” Award. At present, the film may be seen online at Youtube, on the Mexicanos Primero channel.

With the movie Barely Passing!, we multiplied conversations about education and contributed to education being taken on as a government priority at the national level. We helped make education a relevant issue within the 2012 electoral agenda, and we promoted awareness among parents, teachers, students, and citizens to do their part to promote educational improvement. Finally, we influenced public opinion in favor of the implementation of the Universal Evaluation of teachers.

Today the topic of education is taken up on radio and television, in daily newspaper reports, in the statements of different education actors and stakeholders, in the use and dissemination of data on education quantity and quality and of comparative international studies, and in the activities of civil society organizations, teachers and parents.
More than 100,000 DVDs of Barely Passing! were distributed among staff members of different companies and banks.

More than 50,000 DVDs sold in newsstands for only 25 pesos.

More than 20,000 sold in retail stores for only 45 pesos.

9.9 rating points for the national premiere of Barely Passing! on Channel 2; 10 millions viewers.

More than 1,237,298 views of Barely Passing! on YouTube.
“To ensure the professionalization of teachers, I support universal, mandatory and periodic evaluation of teachers, the results of which should be made public.”

- Enrique Peña Nieto, Presidential Candidate, Commitment for Mexico (PRI-PVEM)

“All public policies must be evaluated, and in this case [universal] evaluation is essential because it involves education, and we do not have good results; teaching quality is poor, that is something we already know. There are two problems in the education system: poor teaching quality and lack of access, not everyone can study”

- Andrés Manuel López Obrador, Presidential Candidate, Citizens’ Movement (PRD & PT)

“We have to professionalize teacher preparation, starting from the very teacher-training schools, from their curricula, their content, and access to technology. Second, we must have a universal evaluation that is more closely linked to children’s performance in the classroom.”

- Josefina Vázquez Mota, Presidential Candidate, PAN

“There must be a universal evaluation system. I am in favor of a universal evaluation system for all teachers, principals, schools, and education authorities.”

- Gabriel Quadri, Presidential Candidate, PANAL
e were very involved with the Ministry of Education (SEP) and the SNTE in the negotiation process to reach an agreement on the Universal Evaluation of teachers. We contributed to collective action within the First Citizens’ Summit on the evaluation proposal, which was accepted by President Calderon and all the candidates and their political parties.

However, in spite of initial enthusiasm expressed by the President and the SEP once the election season started, leaders of the SNTE and the CNTE began to reject the Universal Evaluation.

Facing the danger of not being able to apply the Universal Evaluation because of lack of clear answers from education authorities, evasive attitudes form SNTE leaders, plus demonstrations and protests from the CNTE, we initiated civic actions, asking the federal government and the SNTE “not to take a single step back in evaluating teachers.”

Through innovative press releases targeting public opinion and the President of Mexico, we promoted the subject within the public agenda. We demanded that presidential candidates make a public commitment, without ambiguous speeches, to continue and deepen this important piece of public policy. In an effort to motivate participation, we invited Mexicans to say “Yes to Evaluation” within the depanza20mx.web site, to support the commitment to Universal Evaluation, thus supporting the consolidation of this education policy and, above all, insisting that children’s right to education comes first.

We showed the video “Honor your word” in which Professor Elba Esther Gordillo, leader of the SNTE, committed to applying the Universal Evaluation.

In just over a month, we compiled letters addressed to education authorities and the president accounting for a total of 187,421 signatures in defense of Universal Evaluation. We presented these signatures as evidence at a press conference.

Along with the Yes to Evaluation initiative, we participated, as an active organization, in the Autonomous Civic Council for Education (CCAE, for its acronym in Spanish), in the exercise “10 questions for education.” Mexicanos Primero suggested that presidential candidates be asked to respond to 10 questions; these were then drafted by Mexicanos Primero and approved by the Council. We then summoned the four presidential candidates to a public meeting and asked that they establish their positions and commitments to reach a common agenda developed by civil society organizations. Candidates Enrique Peña Nieto and Josefina Vázquez Mota arrived to the event, while Gabriel Quadri answered in writing and Andrés Manuel Lopez Obrador did not take part at all. We published two press releases targeted to the presidential candidates the first was an invitation for dialogue and the second contained the candidates’ answers to the 10 questions for education.

Along with the CCAE, we also organized a press conference called Universal Evaluation, in which 150 civil society organizations demanded that President Felipe Calderon break the silence regarding the Universal Evaluation of teachers and answer society’s demand in regards to applying this assessment of professional preparation.

The support received from more than 187,000 Mexicans in favor of the Universal Evaluation and the actions of civil society were a key factor in its being implemented on June 24 and July 6, 2012. The evaluation was applied to 263,024 elementary school teachers. Their participation was a clear sign of their commitment to high quality education. Only Michoacan and Oaxaca did not participate.

We promoted citizen participation and provided support to teachers taking the National Exam of Teaching Knowledge and Skills by accrediting 917 observers from across the country. These observers were able
to attest to the fulfillment of the rules set down for the application of the exam, as well as to report any anomalies in the process.

As a reaction to our activities in favor of evaluation, the CNTE organized demonstrations and protests in front of Mexicanos Primero facilities. We established a dialogue with a delegation of CNTE-member teachers, who expressed their rejection of the Universal Evaluation. We expressed our agreement with some of the principles and proposals of the CNTE, but we were very clear in our concerns about their leaving children without classes, and we agreed to set up public debates on issues such as professional development and public spending in their states—on weekends, so they would not miss classes. The CNTE agreed to consult with their members about this proposal, but to date we have received no official response or notification. The media reported the issue positively; they showed that we have no preference for any particular union, but rather that for us children always come first.

With ‘Yes to Evaluation!’ we were able to make all of the presidential candidates publicly declare their positions about Universal Evaluation and for the current President of the Republic to make a timely commitment in favor of a reform that supports the teaching profession. We engaged opinion leaders and citizens in a vital education topic, an evaluation that having barely completed its initial phase, requires that other components be properly implemented in order to become a comprehensive assessment.

**UNIVERSAL EVALUATION IN PLAIN NUM3ERS**

- **Total media presence:** 178 impacts.
- **69** notes in newspapers and **25** opinion articles.
- **62** radio interviews. **10** television interviews. **37** posts on web sites and blogs.
- **5** articles directed to the President of Mexico in leading national newspapers.
- **2** articles directed to the four presidential candidates to demand a public statement about Universal Evaluation.
- **45,137** copies of the video “Honor your Word”.
- **187,421** Mexicans added to the movement ‘Yes to Evaluation!’ to demand the President “not take a single step back in evaluating teachers”.
- The **four** candidates to the presidency made a statement in favor of Universal Teacher Evaluation.
- **917** citizens were certified to participate as observers in the National Exam of Teaching Knowledge and Skills.
NOW IS THE TIME

“At the juncture of a change in government, Mexicanos Primero makes a series of proposals for the future of education in Mexico organized around two goals and four pathways. The pathways have the ability to cause changes in the way decisions are made, in the roles teachers play, in the allocation of education funds, and in how schools work. As usual with Mexicanos Primero, the goals and bases for them are presented with precision and clarity so that we may all understand them. The goals are not for a six-year period, but they are set to go beyond the [presidential] period that begins in December 2012, and this is without a doubt an achievement."

- Sylvia Schmelkes, director of the Research Institute for Education Development (INIDE) of the Iberoamerican University
We presented the report Now is time. State of Education 2012, in which we proposed two goals and four pathways to be undertaken by the national education system in order to radically transform the future of our young people. The report continues a series of publications that began four years ago, responding to a fundamental principle of Mexicanos Primero: do not criticize unless we have a proposal, and do not make a proposal if we do not have sufficient basis for one.

The report proposes two specific goals to achieve complete and successful educational trajectories enabling all our students to develop their talents to the fullest by 2024. These goals imply catching up with the world both in terms of education quality and quantity. The four proposed pathways for educational transformation are: putting the State back in charge of education, teacher professionalization, transparent and efficient spending, and school autonomy and participation. We establish a strategic reform agenda for the next 12 years, with specific goals set out year by year and for each state, in order to enable citizens to demand accountability for their government’s progress.

With the participation of Sylvia Schmelkes, director of the Research Institute for Education Development (INIDE) of the Iberoamerican University, we publicly presented the report Now is the time to more than 200 civil society organization leaders, academics, representatives of international organizations, opinion leaders, legislators, teachers, university representatives, and the media.

We positioned the proposals of Mexicanos Primero for educational improvement within the public agenda through media presence and by activating social networks and involving opinion leaders.

We fostered public debate by giving presentations at academic institutions, such as the Center for Research and Teaching in Economics (CIDE), Tlaxcala College, the Faculty of Engineering at the National Autonomous University of Mexico, La Salle University (Mexico City and Laguna campuses), the University of Guadalajara, the Puebla campus of Anahuac University, the Panamerican University, the Autonomous University of the State of Puebla (UPAEP), and the National Pedagogic University, and also in entrepreneurial forums, such as the Mexican Confederation of National Chambers of Commerce (CONCANACO), Tijuana Innovadora and the Value Investing Forum. We established a dialogue with researchers and experts in the Department of Educational Research at the Center for Research and Advanced Studies of the National Polytechnic Institute (CINVESTAV) and the National Institute for Educational Evaluation (INEE). We presented our proposal to education authorities from the General Directorate for Educational Innovation of the SEP to insert civil society’s perspective in setting goals for education reform.

We distributed the report free of charge to education authorities, federal and state legislators, the media, opinion leaders, teachers, parents and citizens interested in the topic. More than 4,178 people have received Now is the time. The report is available for download, free of charge, at mexicanosprimero.org.

Two days after Enrique Peña Nieto took the oath of office as the president of Mexico, we published a two-page newspaper spread, in which we called on him to promote education reform and implement the four pathways to reach the two goals proposed by Mexicanos Primero.

A few days later, the President and the primary political parties came out in favor of putting the State back in charge of education, evaluation and teacher professionalization, and school autonomy in the Pact for Mexico. A few days after that, the government took the first of many steps needed to make fundamental change in education, initiating a reform of the Third Article of the Constitution. We value the fact that the present government began its term prioritizing education, but we have to ensure that this same priority prevails when the administration comes to its last day.

With Now is the time, we disseminated a diagnosis of education in Mexico and proposed pathways for its transformation as a benchmark for ongoing education reform. We contributed to civil society’s impacting the education agenda, and we summoned the government to push forward with urgent changes, adopting the logic of Mexicanos Primero presented in our proposal.
META 1
Trayectorias Exitosas: Alcanzar al mundo en calidad educativa

META 2
Trayectorias Completas: Alcanzar al mundo en cantidad educativa

4 CAMINOS PARA LA TRANSFORMACIÓN EDUCATIVA

1. Recuperar la rectoría del Estado Mexicano en educación
2. Profesionalización docente
3. Gasto transparente y eficiente
4. Autonomía y participación de las escuelas

Tenemos la oportunidad histórica para transformar de fondo la educación: ¡Ahora es cuando!

IN PLAIN NUMBERS

- Total media presence: 101 impacts.
- 18 notes in newspapers and 2 opinion articles.
- 13 radio interviews. 5 television interviews. 65 posts on web sites and blogs.
- 1 two-page article directed to the president of the country published in leading national newspapers.
- More than 4,178 teachers, parents, citizens, local and federal education authorities, media, and opinion leaders from across the country received the report Now is the time.
WHERE IS MY TEACHER? / END THE ABUSE!

¡Fin al abuso!

"Yes, it is an excess and the abuse must come to an end. There are officially 22,353 teachers commissioned to work for the SNTE. It is crazy. The proposal of Mexicanos Primero is that the union pay a salary to its commissioners and that the money not come out of the education budget. There is nothing anti-union in that proposal. The SNTE and the CNTE must have a reasonable number of teachers commissioned to perform union tasks, but not tens of thousands. And if they want to have twenty thousand or a hundred thousand people to work on their internal affairs, they must pay for them."

-Pablo Hiriart, journalist-
Effective participation that does not place the emphasis on filling roles has developed and fine-tuned a vision of the relationships between parents and teachers, and the strengthening of relationships in the community, in areas such as psycho-pedagogic attention, professional development, and the use of diversified materials. In participating schools, the project has also promoted teacher professionalism, spreading the campaign in public and private universities, organizations, institutions, and opinion leaders in favor of teacher professionalization. The positive impacts of this project can be grouped into three areas: consolidation of identities as the joint project of a specific schools that had not received attention and support in the past, cultural change, and shared responsibility of stakeholders, and student achievement.

Setting out the consequences of such misappropriations.

Each vote at finalabuso.org represented a letter to be sent to the President of Mexico, to the presidents of the Senate and the House of Representatives, and to the Ministers of Education and of Finance and Public Credit, demanding that our resources be well used and that this money should never again be used to pay union workers’ salaries. If these commissions are essential to the SNTE, then they should pay them from regular union dues deducted from teacher salaries. Those who joined the initiative received a reply from the federal authorities.

The reaction of the SEP and the SNTE was to differ only in regards to the number of union commissioners; while the SEP reported that there were “only” 12,400 commissioners in the states and 304 in the Federal District, the SNTE admitted having over 160,000 union commissioners, thus reflecting the disorder existing in the education system.

The campaign End the abuse! had broad media presence, from spots projected in movie theaters, messages on the main national radio stations, and billboards placed at bus stations and stops in Mexico City, Tepic, Tijuana, Guadalajara and Monterrey. We extended our collaboration with organizations, institutions, and opinion leaders in favor of teacher professionalism, spreading the campaign in public and private universities, forums, and conferences and collecting signatures in public spaces.
With the support of “A Kilo of Help” (Un Kilo de Ayuda), the campaign reached removed villages in the states of Chiapas, Estado de Mexico, Guerrero, Oaxaca, Puebla, San Luis Potosí, Veracruz, and Yucatán; in each of these communities the response to the campaign was very positive.

In just three months, more than 230,240 citizens, teachers, parents, and opinion leaders joined in favor of supporting good teachers and the right to education of our children and youth. 115 civil society organizations from various fields supported and promoted the initiative. In a second press conference, we presented evidence of the signatures of each of these citizens to End the abuse, and we gave the audience a leaflet, published that morning, in which the Illustrious National Bar Association of Mexico (Ilustre y Nacional Colegio de Abogados de México) concluded that payment of union commissioners from the federal treasury is illegal. In this event, Jorge Javier Romero, representative of the Coalition for Education, underscored that public payment of union commissioners causes serious harm to teachers and students, and that it is very costly to all Mexicans.

With End the abuse!, we contributed to making the government and political parties share responsibility for the question: Where is my teacher? We positioned the illegality of publicly paid union commissioners in the public forum. Furthermore, the will of more than 200,000 people has helped to ensure there will be an autonomous organization to evaluate education in the near future, renewed commitment to a National Teacher Registry, and a national education census conducted by the INEGI.

END THE ABUSE! IN PLAIN NUMBERS

- Total media presence: **303** impacts.
- 70 notes in newspapers and 9 opinion articles.
- 1 article in which the Illustrious National Bar Association of Mexico concluded that payment of union fees from the federal treasury is illegal.
- 25 radio interviews. 8 television interviews. 208 posts on websites and blogs.
- 115 civil society organizations from various areas supported and promoted the initiative End the Abuse!
- More than **230,000** mexicans joined the initiative to end union commissions.
We moved towards closing the gap between disadvantaged schools and those with more resources through an autonomy and school-based management model called the Quality Schools Program–Strengthening and Direct Investment in Schools (PEC-FIDE, for its name in Spanish), designed by Mexicanos Primero and implemented by the federal government, state governments and the Association Programa Lazos. This project aims to strengthen inclusive education, to develop participatory school autonomy, and to guarantee public education free of charge.

In 2012, PEC-FIDE directly affected 215 schools, 16 school zones, and more than 23,000 students. The program is based upon strategic and collaborative school-based planning, participation and shared responsibility by school community members, and provision of economic resources to schools. The goal is to improve educational quality, with strong emphasis placed on supporting students at educational risk and on building the capacities of supervisors, principals, teachers, and parents.

Unlike the classic Quality Schools Program (PEC) model, PEC-FIDE involves entire school zones, selected specifically for their high levels of marginalization and low initial results in ENLACE. Economic resources distributed to the school are managed by parents and principals, so that they are used in school improvement projects designed by the school community, in areas such as psycho-pedagogic attention, professional
development courses, purchase of teaching materials, and infrastructure construction and maintenance.

In four years of implementation, we have developed a foundation of evidence and learning about this school-based management model that can be used to scale up the design and integrate it into a comprehensive public policy which places the school in the center of the national educational system. More than 90,000 students have benefited from the project, and it has been presented as a best practice case by international organizations and in reports from the President’s office itself.

The positive impacts of this project can be grouped into three areas: cultural change, shared responsibility of stakeholders, and student achievement. The first noticeable effect is the socialization of high expectations: schools that had not received attention and support in the past consolidated identities as the joint project of a specific community, and not as a “facility of the Ministry of Education,” showing great optimism and determination to pursue continuous progress into the future.

The second effect was intense involvement from school zone supervisors and advisors, the strengthening of relationships between parents and teachers, and support from municipal authorities. In this way, the various stakeholders have developed and fine-tuned a vision of effective participation that does not place responsibility for student learning solely on teachers and establishes natural accountability practices.

The third effect has been improvement in student learning with a set goal of student progress; the project has also promoted teacher professionalization and the use of diversified materials. In participating schools, the percentage of students scoring at the insufficient level on ENLACE decreased, in some cases from 44% to only 13%; in addition, point gains were consistently above average in comparison to their respective state results, with PEC-FIDE schools scoring up to 100 points higher than state averages in both Spanish and Math.

We presented these results, along with limitations, local perspectives, and lessons learned in these four years of implementation at the 7th session of the PEC-FIDE Advisory Council. Along with the Undersecretary of Basic Education, the head of the Planning and Evaluation Unit, the General Director for Innovation, the National Coordinator for PEC, the Secretary of the National Council on Social Participation in Education, State Coordinators for PEC, and representatives of Lazos, Excelencia Educativa, Suma por la Educación, and the Research Institute for Education Development of the Iberoamerican University, we participated in decision making about the design and continuation of this pilot project.

PEC-FIDE IN PLAIN NUM3ERS

- 215 primary and lower secondary schools and 16 school zones in PEC-FIDE.
- 23,000 students benefited, 90,000 graduates.
- 3 states participated in PEC-FIDE: Hidalgo, Guanajuato and State of México.
- An improvement of between 60 to 114 points in ENLACE as a reflection of consistent improvement in learning outcomes.
AWARD

ABC 2012
Maestros de los que aprendemos

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For the fifth year in a row, we recognized the work of outstanding teachers whose vocation, effort, and perseverance have transformed the lives of their students and school communities.

As a result of our nationwide call for nominations, 406 public school teachers, principals, and technical-pedagogical advisors throughout Mexico entered the initial selection phase.

Through comprehensive analysis of each of the candidate files by the ABC Award Jury and visits of independent researchers to teachers in their schools, we evaluated the nominees based on the criteria established in our Decalogue for Good Teachers. In the end, nine teachers were selected as winners of the ABC Award 2012, coming from the states of Guanajuato, Nayarit, Nuevo León, Puebla, Querétaro, Tabasco, Tamaulipas, Tlaxcala, and Yucatán.

The celebration took place in the Alcazar of Chapultepec Castle, with the participation of federal and state authorities, legislators, leaders of civil society organizations, representatives of international organizations, business leaders, teachers, university students and relatives of the winning teachers. We highlighted the fact that these outstanding teachers were selected based on their effort and ability to consistently: develop professionally, help students in their learning processes, consider their colleagues and superiors, involve parents in their children’s education, and impact their surrounding communities.

The winners were awarded with prizes that would strengthen their professional development and educational work: an exclusive sculpture by the artist Sergio Hernández, a full scholarship to study an online diploma course on teaching and “Preparing Teacher Trainers,” an educational library granted by the CANIEM, a personal computer, and a summer course on leadership and teaching in a prestigious university in Spain.

During cultural tours and intense working sessions with the winners, we received qualitative feedback from these outstanding teachers that will allow us both to develop the dynamic of the award even further and to enrich our proposals for teacher policies. Extensive coverage was given to the winning teachers in both national and state media.

We encouraged the teachers to build networks to exchange experiences and activities and connect with their fellow teachers, parents and students, sharing the guiding principles of the ABC Award and the knowledge they have developed in their daily teaching practice.

The previous four generations of ABC teachers continue to put into practice innovative activities that impact their school environments. Analuci Ayora Vázquez, teacher and director of “Ricardo Molina Solís” Elementary School in Eknakán, Yucatán, and Uriel Amaro Rios, teacher at “Francisco Villa” Elementary School in St. Lucia, Durango — ABC Award winners from 2010 and 2011 respectively, were selected to present their work and best practices in reading and writing, as examples of projects that involve the educational community, in the Iberoamerican Conference on Languages in Education held in Salamanca, Spain. They received financial aid from the SM Foundation
to travel to Spain, and of course Mexicanos Primero provided ongoing support throughout these activities.

For three days, over a thousand teachers, ministers and specialists in languages of different educational communities and countries gathered in Salamanca to deepen the importance of language as a means of cultural transmission, to analyze the relationships between different languages and new information technologies, to promote the study of languages in education, and to reflect on the teaching of languages.

Analuci and Uriel are working in schools with great difficulties in communities with great challenges. They are examples of teachers dedicated to their work, who will not be defeated by environmental limitations and who serve as examples to their students and to all of Mexico that we can move forward and play an important role in the world today.

In Michoacan, this effort to recognize and value teachers who have constantly prepared themselves, those who go beyond their duty and who have a strong commitment to their children’s right to learn, will be replicated for the third consecutive year by Mexicanos Primero Michoacan.

ABC AWARD 2012 IN PLAIN NUM3ERS

• 9 winning teachers of the ABC award in Guanajuato, Nayarit, Nuevo León, Puebla, Querétaro, Tabasco, Tamaulipas, Tlaxcala and Yucatán.

• 406 basic education teachers, principals, and technical-pedagogical advisors from all 32 federal entities nominated for the 5th ABC award.

• Total media presence: 78 impacts.

• 13 notes in national and local newspapers.

• 5 radio interviews.

• 8 television interviews.

• 52 posts on web sites and blogs.
Three areas identified by the GEFI, part of the national and global efforts, contributed to making the issue of education, and in particular the exercise of other human rights, a focus of international attention. Through our participation, we contributed to public debate through press releases, and disseminated information in workshops and seminars. We also participated in periodic meetings with the Planning and Evaluation Unit of the Ministry of Education, and contributed to the development of strategic plans for the education sector. As part of the GEFI, we promoted the initiative “I am Malala” in Mexico, and worked to ensure that girls, boys, and youth had access to quality education.

We contributed to the conformation of a basic agenda to ensure the right to quality education, which was one of the seven strategic axes of the 2nd Public Forum, “The Right to Quality Education,” in which, during the meeting, we and 22 other civil society organizations, social communication in Educar 2050’s Forum for Quality Education, and the Partnership for Educational Revitalization in the Americas, we continued our efforts to improve education quality during the coming months, and the upcoming launch of a digital platform to be shared by all countries. Finally, we proposed a strategy for local and regional initiatives, and for the development of a national education agenda.

We delivered letters to the Embassy of Pakistan and local offices of the United Nations demanding action to ensure free and equitable access to education to girls in Pakistan and around the world. Malala Yousufzai, a young activist, was shot by a Taliban commando in 2012. As part of the GEFI, we promoted the initiative “I am Malala” in Mexico, with 22 other organizations, including Aung San Suu Kyi, Myanmar’s parliamentary representative and Nobel Peace Prize laureate. We also participated in the Citizens’ Summit to Build a Peaceful and Fair Pan America, and worked with heads of state, business leaders, civil society representatives, and non-governmental organizations to promote a new social contract. We also advanced the exercise of transparency and accountability inside and outside schools. Within the schools, we collaborated with the Primero’s proposals were approved by the Summit: transparent standards, from kindergarten to university. The majority of Mexicanos Primero’s proposals were approved by the Summit: transparent standards, from kindergarten to university. The majority of Mexicanos

The Huffington Post, Gordon Brown specifically thanked Mexicanos Primero for its efforts to promote education rights, and for delivering the petition’s million signatures from around the world. In an article published in the Huffington Post, Gordon Brown thanked Mexicanos Primero for its efforts to promote education rights, and for delivering the petition’s million signatures from around the world.

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The right to education has no boundaries. We participate actively with domestic and international civil society organizations, international organizations, and educational authorities in consolidating common projects for children and young people to exercise their right to learn.

We contribute to collective action, as part of the Autonomous Citizen Council for Education (CCAE), as an interlocutor with the federal government on the issue of education. With the CCAE, which represents more than 150 organizations nationwide, we organized the 2nd Public Forum, “The Right to Quality Education,” in which, during the period of federal elections, organizations were invited to participate in the formulation of a basic agenda to ensure the right to quality education. The agenda was composed of six themes: SEP-SNTE Relationship; Universal Evaluation; Social Participation; More hours of quality education and school autonomy; Accountability; Educational innovation and teacher professionalization.

As part of the CCAE, we contributed to public debate through press conferences in which we demanded that the person appointed by President Enrique Peña Nieto to lead the SEP have a profile as a reformer and not have links with the SNTE. With the Council, we participated in periodic meetings with the Planning and Evaluation Unit (UPEPE) of the SEP to influence decision-making in favor of the right to education. In order to activate citizens to participate in the work of the CCAE, we promoted the creation of a blog (http://ccae/mexico.wordpress.com/ccae/) and a Facebook page (Facebook/CCAE) with information about member organizations and upcoming collective actions.

We participated in the Citizens’ Summit to Build a Peaceful and Fair Mexico, along with 22 other civil society organizations, social movements, and academics from different fields, to agree upon a common citizen agenda. Mexicanos Primero coordinated a roundtable on quality education, which was one of the seven strategic axes of the Summit. As a result of this joint effort, a shared educational agenda was agreed upon, which calls for the stewardship of the Mexican state in order to guarantee quality education for all in accordance with national standards, from kindergarten to university. The majority of Mexicanos Primero’s proposals were approved by the Summit: transparent spending, elimination of non-education commissions, competitive processes for teaching assignments, regular and universal teacher evaluation, and publication of a National Teacher Registry.

We advanced the exercise of transparency and accountability inside and outside schools. Within the schools, we collaborated with the Undersecretary for Secondary Education, disseminating information about the Workshops for Transparency and Accountability held during the second week of October in federally run upper secondary schools throughout the country. Through our website and social networks, we provided information about which schools were going to participate, as well as the locations and times of the meetings. Outside the schools, we extended our dialogue with academic and social organizations and public institutions that, while not necessarily devoted to the field of education, serve as a reference for eliminating wasteful, corrupt, and inefficient practices that limit the right to learn. As a member organization of the Accountability Network, for example, we participated in a public debate with the presidential candidates on building an accountability policy.

As co-founders of the Latin American Network of Civil Society Organizations for Education (REDUCA), we participated in REDUCA’s...
Annual Meeting for the second time, continuing to build a strong collaboration aimed at mobilizing society around education topics. REDUCA is comprised of organizations representing thirteen countries: Argentina (Educar 2050), Brazil (Todos pela Educação), Chile (Educación 2020), Colombia (Fundación Empresarios por la Educación), El Salvador (Fundación Empresarial para el Desarrollo Educativo), Guatemala (Empresarios por la Educación), Paraguay (Juntos por la Educación), Peru (Asociación de Empresarios por la Educación), the Dominican Republic (Acción por la Educación), Panama (Unidos por la Educación), Ecuador (Grupo FARO), Honduras (FEREMA), and Mexico, represented by Mexicanos Primero.

We carried out cooperative regional activities, dialogue, monitoring and social communication in Educar 2050’s Forum for Quality Education and in a workshop on strategies for influencing public policy held in Buenos Aires. We held bilateral meetings with international agencies like the World Bank, the Inter-American Development Bank, and other institutions to discuss and strengthen existing initiatives. After the meeting, we made a public announcement to join forces and create partnerships between governments and civil society organizations in support of education quality. We favored the adoption of teacher professionalization through preparation, training, merit-based selection, evaluation, and learning-based incentives as a key element of education improvement. This initiative was signed by several organizations, including Empresarios por la Educación in Guatemala, Eduquemos Nicaragua, FEREMA Honduras, Empresarios por la Educación from El Salvador, EDUCA from the Dominican Republic, Unidos por la Educación in Panama, PREAL and Mexicanos Primero. The statement was disseminated by the media in Central America and the Dominican Republic.

Together with the Inter-American Development Bank’s Education Division, we carried out a diagnosis of how education systems in the region formed citizens capable of entering the labor market and participating in society as...
part of the Education and Training Network of the Regional Policies Dialogue in Washington, DC, which was attended by education authorities from 14 countries, as well as first class speakers.

We actively participated in the Global Education First Initiative (GEFI). By invitation of United Nations Secretary General Ban Ki-Moon, David Calderon, General Director of Mexicanos Primero, joined the technical advisory group (TAG) of this global initiative, contributing with his experience in the field of education. With the participation of Mexicanos Primero, Mexico is the only Latin American country represented in the Secretary General’s advisory group.

In addition, we participated in all three of the group’s sub-committees: 1.) Vision and content, 2.) Goals, and 3.) Launch strategy. We provided important direction to the conceptualization and design of the Global Education First Initiative; our logo design was chosen to represent GEFI visually around the world, and we helped to define the three priority areas adopted by the initiative: ensuring that every child is in school, improving the quality of learning, and promoting global citizenship. Finally, we proposed a strategy for local and regional launches of the initiative. As part of GEFI, we will continue to work on specific actions and commitments to catalyze a global movement to place quality, relevant, and equitable education on the post-2015 agenda, as well as generate additional funds through sustained efforts.
The Global Education First Initiative was launched on September 26th at UN headquarters in New York, during the annual meeting of the General Assembly of the United Nations, in a high profile event with heads of state, business leaders, civil society representatives, and UN officials including Jacob Zuma, President of South Africa, Gordon Brown, Special Envoy for Global Education, Irina Bokova, General Director of UNESCO and Executive Secretary of the Governing Board of the Global Education First Initiative, Rania Al Abdullah, Queen of Jordan and UNICEF’s Eminent Advocate for Children, Aung San Suu Kyi, Myanmar’s parliamentary representative and Nobel Peace Prize winner; Teopista Birungi Mayanja, teachers’ union representative of Uganda; and Charles Young, youth representative from Jamaica, among others.

As part of GEFI, we promoted the initiative "I am Malala” in Mexico, calling upon civil society organizations in Mexico and Latin America to deliver letters to the Embassy of Pakistan and local offices of the United Nations demanding action to ensure free and equitable access to education to girls in Pakistan and around the world. Malala Yousufzai, a young activist, was shot by a Taliban commando in retaliation for her actions in favor of girls’ having access to school. As a result of this call, Gordon Brown, UN Special Envoy for Global Education, met with President Zardari of Pakistan to hand over one million signatures from around the world. In an article published in The Huffington Post, Gordon Brown specifically thanked Mexicanos Primero for its support.

Mexicanos Primero has supported and advocated the approach of this initiative that considers education a fundamental human right and the principal way forward in every society, as it opens the door to the exercise of other human rights. Through our participation, we contributed to making the issue of education, and in particular the three areas identified by the GEFI, part of the national and global discussion.
OUR CHALLENGES FOR 2013

1. Ensure the concrete implementation of the two goals and four pathways within the Education Sector Program of the new presidential administration, especially in the design of the Professional Teaching Service and school autonomy.

2. Take actions so that the right to education has legal standing in the National Legal Order, through strategic litigation.

3. Publish the State of Education 2013, which will evaluate the quality of education spending.

4. Promote a single and complete registry of teachers and push for its operation as a permanently updated census.

5. Publish a clearinghouse of best practices, which will include the successful experiences of teachers, schools, and school communities we have been documenting over the years.
In an article published in the United Nations demanding action to ensure free and equitable education. In order to activate citizens to participate in the work of the United Nations, with heads of state, business leaders, civil society representatives, and UN officials including: Jacob Zuma, President of South Africa, Gordon Brown, representative of Uganda and Charles Young, youth representative with the Director of UNESCO and Executive Secretary of the Governing Council for Education (CCAE), as an interlocutor with the federal government on the issue of education. We contribute to collective action, as part of the Autonomous Citizen Council for Education (CCAE), we promoted the creation of a blog, Facebook page (Facebook/CCAE) with information about member organizations and projects for children and young people to exercise their right to learn.

We participate actively with domestic and international institutions and foundations from the region. We exchanged best practices and participated in periodic meetings with the Planning and Evaluation Unit, listed in the National Registry of Scientific and Technological Institutions and Companies, by the Public Treasury system of Mexico, its financial statements have been independently audited by PriceWaterhouseCoopers, S.C. with positive results. It is a registered Research Unit, listed in the National Registry of Scientific and Technological Institutions and Companies, Document no. 2010/4135 of the National Council for Science and Technology.
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