

minkai

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**Management  
report**

**2025**

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# Letter from the Executive Management

Dear Minkai community,

2025 has been a year of many challenges. We have had the opportunity to grow in two new communities (one in Tucumán and another in Catamarca) thanks to strategic allies. For the first time, we took a trip lasting several days with scholarship recipients who had finished secondary school so that they could visit the capital cities of their provinces and learn about the academic opportunities available nearby for those who wish to continue studying.

At a time when the future is uncertain, at Minkai we reaffirm our commitment to education as a valuable path.

The future of the world is uncertain, especially for young people, where being a teenager and dreaming do not seem like easy tasks. This is even more so in rural contexts where conditions can force them to mature too quickly or where dreaming seems like a luxury.

That is why, at Minkai, we believe that the best thing we can offer teenagers is training, study and, ultimately, the chance to dream and choose their future. We want them to see that within each of them lies the promise of something that is just beginning to blossom. Part of our task is to remind them that, just as in nature, for fruit to grow, it is important to follow the land, sow the seeds and tend to them, so that something can grow and flourish. Therefore, given the uncertainty surrounding the future, the best thing we can do at Minkai is to continue building networks that support and sustain young people, with the conviction that they will have more and better educational and socio-emotional tools.

I would also like to take this opportunity to thank each member of the team, each person who accompanies us with their contribution, their donation, their time, their wisdom and knowledge.

To all those who teach us and from whom we learn every day. Because, in the words of Carlos Skliar, the act of educating is daily, minimal, and above all, educating is moving. That is what we as a community seek and sometimes achieve: to move ourselves and, from there, to move others.

By 2026, I hope that we can consolidate and grow this community we have formed, convinced that the future will require us to be our best selves in order to build more just societies.

**Thank you for trusting us and being part of this journey.**



**Natalia Brutto**  
Chief executive officer



institutional Presentation:

# Who we are

We are **Minkai**, a civil association committed to rural education, with sustained work in communities in Tucumán and Catamarca. From a close, community-based and deeply human approach, we accompany educational trajectories and strengthen school continuity for young people and families.

**We believe in the transformative power of education to broaden horizons, strengthen life projects and generate local development together with communities.**

# We are Minkai

## Mission

We support young people from rural communities in Argentina so that they can access and complete their secondary education, and we promote educational continuity and/or their subsequent entry into the labour market.

## Vision

We aspire to a country where all people have guaranteed and equitable access to quality education.

## Values

- Empathy
- Commitment
- Humility
- Respect
- Transparency



In the early 2000s, a group of young people arrived in Tucumán for the first time as part of a school project. Their encounter with rural communities, their families, their daily challenges and their dreams deeply linked to education marked a turning point. There, a conviction was born that continues to guide our path: supporting educational trajectories cannot wait.

Over time, those first voluntary actions consolidated and gave rise to Minkai as a civil association. What began as an experience of closeness and commitment became a collective project with a clear identity and values, with a territorial presence and sustained programmes that we are now building together with young people, families and communities.

The main milestones of this journey are reflected in the timeline.



- 2008**  
Minkai begins in the community of Palomino (Simoca, Tucumán)
- 2012**  
The association is established under Argentine law
- 2014**  
First expansion of communities towards Ampata (Simoca, Tucumán)
- 2016**  
Higher education programme begins.
- 2019**  
Second expansion of communities towards Niogasta (Simoca, Tucumán)
- 2020**  
Training for educators from across the country.
- 2021**  
Work begins in Famatanca (Sta. Maria, Catamarca) and Monte Grande (Famaillá, Tucumán)
- 2023**  
First discussion forum on education
- 2024**  
Start of the Somos Puente programme
- 2025**  
New communities: El Naranjo (Burruyacú, Tucumán) and Fuerte Quemado (Sta. Maria, Catamarca)

# Our 2025 in numbers



100

secondary school students receiving comprehensive support to continue their education.

22

graduates of the Secondary Education Program.

20

young people pursuing higher education.

8

graduates of the Higher Education Scholarship Program.

15

young people participated in the Somos Punte Program workshops

22

young people participated in the trips of "one trip, a thousand opportunities"

16

are considering continuing their studies

Institutional Presentation

# New Communities

Minkai's territorial growth is built on networking and commitment to each local reality. We reach communities through partners who share our vision of rural education and community development. Before beginning our support, we conduct an assessment of the social and educational context of the area, in dialogue with local actors. The school is chosen by mutual agreement, considering the characteristics of rural schools and the needs of students, with the aim of building a relevant, respectful, and sustainable intervention over time.



## El Naranjo

📍 Tucumán

In May, we began our work in the community of El Naranjo, in the province of Tucumán, in coordination with Argentelemon. Through this partnership, we began our support work in a rural school in the area, strengthening access to educational and support spaces for young people and families.

## Fuerte Quemado

📍 Catamarca

In August, we began working in the community of Fuerte Quemado, in the province of Catamarca, together with the Bemberg Foundation. This alliance reinforces our sustained presence in Catamarca and consolidates our work with strategic allies to support educational trajectories in rural contexts.



# Our Programs

**Secondary  
scholarships**

**Higher Education  
Scholarships**

**Somos  
Puente**

# Secondary scholarships

We provide ongoing support to adolescents and their families in rural communities in Tucumán and Catamarca. In Tucumán, we work in Ampata, Niogasta, and Palominos (Simoca), Monte Grande (Famaillá), and El Naranjo (Burruyacu). In Catamarca, we are present in Famatanca and Fuerte Quemado (Santa María).

This territorial anchorage allows us to build bonds of trust, understand local educational realities, and provide comprehensive support that is localized and close to each community.



# Support for young people

1

Throughout the year, we develop **group tutorials** aimed at strengthening key social-emotional skills to sustain educational continuity and build life projects. We work on communication, teamwork, self-management, and empathy in spaces that are highly valued by young people.



2

In addition, we provide **academic support** to reinforce content and study habits



3

Secondary scholarships

and we promote **workshops for families** and community spaces that strengthen dialogue and bonds in each territory.



# The results accompany this path

During 2025, all of the young people who participated in the Scholarship programs continue to study, with no dropouts. The 22 young people who graduated from secondary school plan to continue their higher education, and at the same time, seven young people graduated from the higher education scholarship program, becoming the first professionals in their families.

These achievements reinforce the importance of sustained support and consolidate Minkai as a space for support, reference, and long-term projection.



## Gladys del Carmen Aguirre, graduate:

*“ In the future, I want to graduate in the profession I have always dreamed of, and next year, I want to continue studying and working to achieve my goals. I am deeply grateful to everyone who contributed to the scholarship for their support and financial assistance over such a long period of time, for encouraging me not to give up and to keep going.”*

## Angel Ariel Trejo, graduate:

*“ I want to express my deep gratitude for all the time and support provided through the scholarship, as I greatly value the help I received and the support I was given along the way.”*



Secondary scholarships

# One trip, a thousand opportunities

It was an educational experience designed to broaden the horizons of high school seniors from rural communities in Tucumán and Catamarca regarding their future and the possibilities of pursuing higher education. The program sought to provide information, experiences, and concrete references that would allow them to imagine themselves embarking on new educational and training paths.

During the conference, students visited universities and academic spaces, toured faculties, learned about different degree programs, and talked with teachers and advanced students. For many, it was their first time visiting the provincial capital and their first encounter with scholarship recipients from other communities, experiences that strengthened their motivation to continue studying.





## Secondary scholarships

The group from Catamarca had an equally meaningful trip. In addition to visiting universities and training centers, the trip included a visit to the provincial governor and meetings with academic authorities, where they were able to share their concerns and aspirations, feeling listened to and valued.

Throughout the experience, educational and cultural activities broadened horizons, reinforced personal confidence, and reinforced the idea that continuing to study is a real possibility, opening up multiple paths to continue their educational journey.

# Higher Education Scholarships

At Minkai, we understand higher education as the educational stage that continues after secondary school and includes university, tertiary, and technical-professional studies. It is a key stage of transition, marked by new demands, unfamiliar environments, and decisions that impact the professional future; that is why we strengthen our support at this decisive moment.



## Follow-up meetings

Throughout the year, we hold meetings with higher education scholarship recipients to accompany them on their journeys, promote the exchange of experiences, and strengthen their sense of belonging. These spaces were key in making students feel heard and supported, especially those who come from rural contexts and face the process of adapting to new cities and institutions.



## Mentoring

In 2025, we consolidated the Mentoring Program, aimed at facilitating students' academic and social integration. Through five pairs of scholarship recipients and volunteer professionals, we supported not only academic performance but also personal and emotional development through goals and action plans tailored to each young person. The mentoring sessions served as spaces for dialogue and guidance, where students could explore their interests, learn about job opportunities, strengthen their professional profile, and plan their future within and beyond their careers.

### **Melina Zelaya, psychology student**

I would like to say that I am very grateful for your support and for giving me the opportunity to study my preferred degree. The contribution you make to communities and society is enormous, and you invest in the most important thing: the education and future of thousands of young people who have potential but lack opportunities. What you do is wonderful, and you have no idea how valuable it is to us.

### **Jairo Guanco, higher education graduate**

For me, education is a tool that opens doors and allows me to grow not only in knowledge but also as a person. Thanks to education, I learned to value effort, broaden my horizons, and dream of a better future for myself and my family. I feel that education gives me the opportunity to choose and transform my reality.

Higher Education Scholarships

# THIS YEAR'S GRADUATES:

We know that reaching the highest level is a huge achievement for many rural youth, and our role is to be there so that they not only gain access, but also can sustain themselves, grow, and project themselves toward a future with more opportunities.

**¡Congratulations to the new professionals!**



**Patricia Brito**  
Technician in Food  
Agroindustry



**Luciana Juarez**  
Surgical Technician



**Camila Medina**  
Maternal and Child Health  
Assistant



**Ayelen Quinteros**  
Technical Degree in  
Software Development



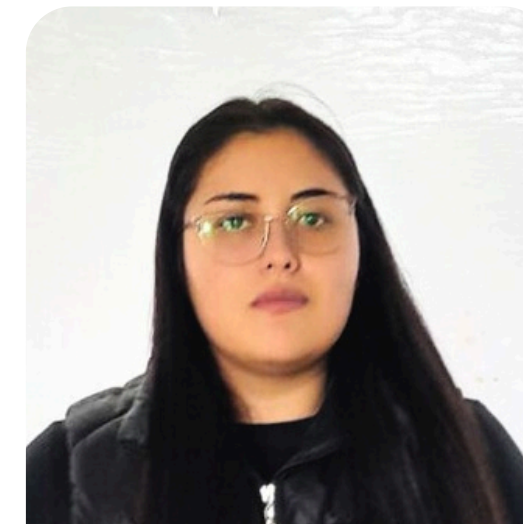
**Jairo Guanco**  
Electrician



**Luciana Santillan**  
Nursing



**Concha Karen Rocio**  
Nursing



**Agostina Rivadeneira**  
Mathematics Teacher

# Somos Puente

The **Somos Puente** Program aims to empower young people in rural areas to facilitate their entry into the workforce with greater autonomy and confidence. Through theoretical and practical workshops on skills and competencies for employability. It is aimed at young people over the age of 18, high school graduates, workers who want to improve their profile, or people who are currently unemployed.



# Cohort 2025

During 2025, we developed a new cohort of the Somos Puente program in the commune of Monteagudo, in Famaillá. Through workshops taught by professionals, we accompanied young people in building their life projects and strengthening their skills for the world of work.

We worked on employability tools such as CV design, interview simulations, marketing concepts, public speaking, and the use of digital tools, along with a comprehensive look at volunteering as a formative experience. These spaces strengthened personal confidence and the ability to make informed decisions about the future.



## Participants

*“The workshops were a truly comforting and rewarding experience that contributed significantly to my learning and personal well-being. The feeling of being valued and understood allowed me to grow and develop with greater confidence and security. It was an unforgettable experience.”*

*“As a participant, I am very happy to have shared these beautiful encounters with everyone. Hearing the different life stories has helped me gain more perspective on both my personal and professional life.”*



Somos Puente

# Next steps

The first editions of the program allowed us to identify lessons learned and raise new questions. In coordination with other organizations and together with a team of researchers and professionals, we will begin research aimed at identifying job opportunities for young people in rural communities and strengthening future actions.

The recognition received through the **Naturgy Social Entrepreneurs Award** accompanies this consolidation process and will allow us to strengthen Somos Puente and expand its territorial reach.

**With Somos Puente, we reaffirm our commitment to accompanying rural youth in their educational, professional, and life trajectories, building bridges that bring possibilities and horizons closer together.**



# Outreach Actions



Outreach Actions

# Stories that Transform

This year, we launched Stories that Transform, a series of audiovisual content that seeks to give visibility to the voices of rural youth and show how education opens doors in contexts where opportunities are often more limited. The process included recording sessions in the field, interviews, and the construction of narratives that, from a deeply human perspective, allow us to share some of the stories we have accompanied.

**The series will continue with new episodes throughout 2026, strengthening our institutional narrative and bringing Minkai's mission to more people.**



## Esmeralda

Esmeralda is 17 years old and lives in Palominos, Tucumán. From a very young age, she has dreamed of becoming a psychologist, and this year she took her first steps at university, facing the challenge of studying far from her community.

[LEARN ABOUT ITS HISTORY](#)



## Melina

Melina lives in Niogasta, a rural community in Tucumán, and since she was very young she has dreamed of becoming a psychologist. Now 24, she is one step away from becoming the first university student in her family, transforming her story into an example of commitment and hope.

[LEARN ABOUT ITS HISTORY](#)

# Main events in which we participated

## Good Deeds Day

📅 May 📍 Buenos Aires

We participated in this national campaign promoted by Sociedad Civil en Acción, which brings together organizations and volunteers from across the country. It was an opportunity to strengthen our commitment to civil society, connect with volunteer networks, and highlight the impact of education and community support.

## F.A.R.O. Festival – Tucuman NGOs

📅 July 📍 Tucumán

We participated in the F.A.R.O. Festival, a day of meeting and coordination between third sector organizations. The exchange with other local NGOs allowed us to share experiences and lessons learned and strengthen joint working networks.



## TEDxYerbaBuena

📅 October 📍 Tucumán

We were present at TEDxYerbaBuena, a space for ideas and reflection that allowed us to raise awareness of our educational cause and position Minkai in a field of high cultural and social impact in the province.

## ExpoNOA – Companies and Entrepreneurs

📅 July 📍 Tucumán

We were part of ExpoNOA, an event that brought together companies, entrepreneurs, and organizations in Famallá. Through an institutional stand, we raised awareness of our work and strengthened the presence of rural education within the region's productive and social fabric.



# Virtual training sessions

## Artificial Intelligence Course

We developed an Artificial Intelligence course for the Minkai team, taught by a volunteer from the organization, Mario Mauprivez, with the aim of incorporating these tools strategically, critically, and ethically into educational and community work, enhancing the team's role as mentors and companions in the learning processes of young people and communities.

## Talk with the Anti Bullying Argentina team

We organized an open talk with the Anti Bullying Argentina team, which brought together teachers and people interested in reflecting on adolescence, education, and well-being, providing concrete tools for supporting young people. This event strengthened community reflection and positioned Minkai as an actor that promotes necessary conversations around rural education.

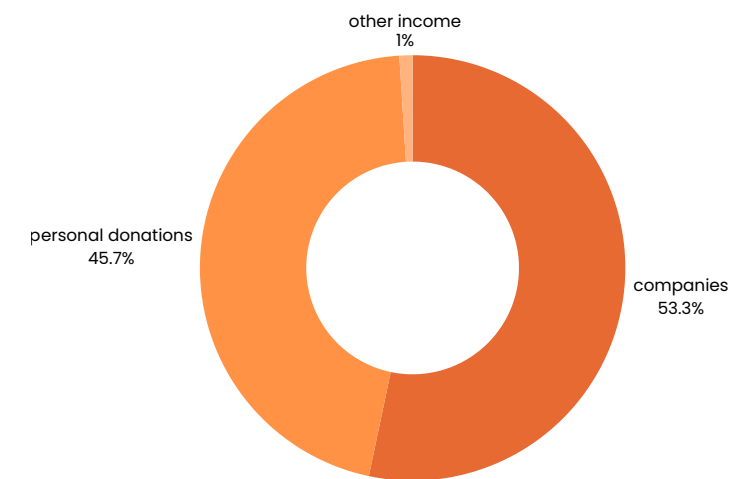
## Training with Learning Team

In coordination with Learning Team, we promoted training sessions for teachers and members of the public interested in improving their educational practices. These meetings offered teaching resources, innovative strategies, and tools applicable in the classroom, which were especially valuable for those working in rural contexts.

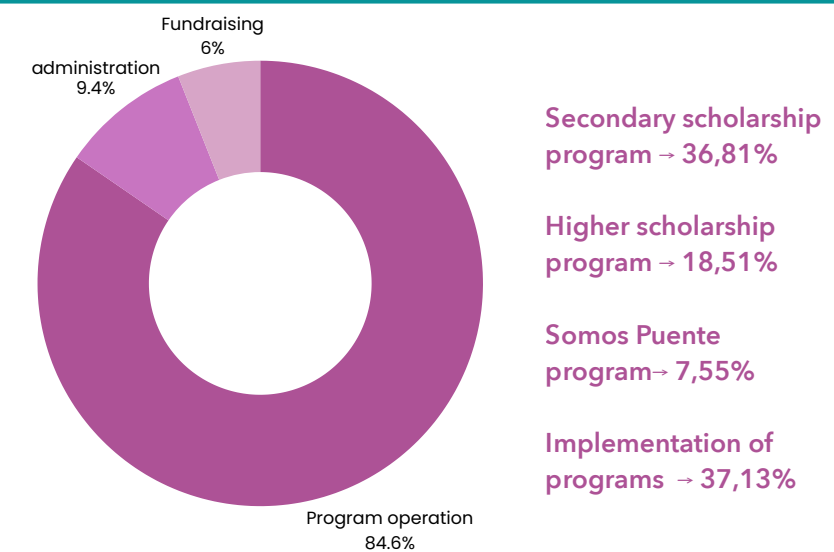
# Sustainability and institutional projection

Our sustainability is a fundamental pillar for ensuring the continuity and growth of our work in rural communities. We are committed to responsible, transparent, and planned management, which allows us to sustain programs over time, strengthen our team, and deepen our territorial impact. Within this framework, reserves from previous years have enabled us to cover strategic expenses to strengthen the educational continuity of Secondary Scholarship graduates, a process that now challenges us to recruit 22 new sponsors in 2026 to accompany young people who decide to continue their higher education. To this end, we continue to work on diversifying our sources of funding, strengthening strategic alliances, and constantly improving our internal processes, with a view to providing sustained, long-term support.

**Income \***  
**\$121.740.970**



**Expenses \***  
**\$134.381.738**



\* The values are estimates, considering that the audited financial statements are currently being prepared.

# ACKNOWLEDGMENTS

## Networking to enhance our work

We believe that sustainable impact is built collectively. Throughout the year, we strengthened our work through strategic alliances, training opportunities, and the support of organizations, companies, institutions, professionals, and communities that share our commitment to rural education.

### Partner companies

We are especially grateful to the companies that supported Minkai's work and made it possible to develop our programs in the field:



Their commitment made it possible to strengthen educational support, promote key programs, and sustain the continuity of educational trajectories for young people and communities.

### Partner institutions

We collaborate with academic institutions, civil society organizations, and networks that strengthen our work and expand our impact:



# ACKNOWLEDGMENTS

## Networking to enhance our work

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## Outstanding individuals

We would like to give special recognition to professionals who volunteered their time to support our work, contributing their knowledge, commitment, and strategic vision: Irene Kit, Mario Mauprivez, and Javier Corbalán, who helped to professionalize and strengthen our teams. Strengthening the organization is also a way of supporting each young scholarship recipient.

We would also like to highlight the volunteers who actively participated in various activities throughout the year, contributing their time, energy, and commitment.

We are grateful to each mentor and volunteer who has worked to help the scholarship recipients and Minkai grow and improve.

## Educational communities

We are deeply grateful to the schools in the communities where we work, especially the management teams, teachers, and assistants committed to their territories, and to the families who trust us to accompany the educational trajectories of the scholarship recipients.



# Thank you

for trusting in our mission and for supporting rural education.



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[www.somosminkai.org](http://www.somosminkai.org)



[info@minkai.org](mailto:info@minkai.org)