

ENTREPRENEURSHIP AND SAVINGS PROJECT 2024-2025

Since 1995, EDUCA has been working to fulfil our mission of strengthening schools so that children, teenagers, and teachers become agents of change, accomplished and happy to contribute to sustainable development.

We work and strengthen RED EDUCA, a group comprised of schools founded by civil society, nonprofits, and public schools, serving low-income students and families.

Today, RED EDUCA includes 88 schools created by civil society and 918 public schools, nationwide, benefiting 76,602 students and 8,637 teachers.

EDUCA's work is aligned with the Sustainable Development Goals of the UN 2030 Agenda; we contribute directly to Goals 4, Quality Education, Goal 13, Climate Action and Goal 17, Partnerships for the Goals.

EDUCA is audited by Deloitte and evaluated by Filantrofilia and Confío, the latter two are evaluators of social impact, transparency and accountability. For every \$1 invested, EDUCA returns \$6.80 to society. (Filantrofilia 2022)

EDUCA was the first institution in Mexico to implement the Aflatoun program, of the Aflatoun International organization, which is the inspiration and background of the Entrepreneurship and Savings Project, which celebrated 14 years of working for the schools in RED EDUCA. Same number of years we have of experience promoting financial education and entrepreneurship among children and young people in formal education contexts, with verifiable results and evidence from evaluations conducted by third parties.

The project seeks to solve the following issues identified throughout these 14 years by means of various information collection tools, including a baseline conducted by a third party in 2021:

Need #1. Students with low degrees of empowerment. 84% of schools in RED EDUCA have not incorporated a structured social-emotional education program into their curricula. In addition to the effects derived from the parenting styles identified in the families of RED EDUCA.

Need #2. Students with low financial competencies. Families in RED EDUCA do not prepare personal or family budgets. We know this because in an external survey conducted among families in 2017, 41% of parents said that they do not save because they do not earn enough or lack the necessary resources; 46% of families said that they do not use any financial services; families that stated they save use group savings (45%) and the "*guardadito*" in a piggy bank at home or under a mattress (14%). The baseline established by a third party in 2021 showed that only 37% of students showed a desirable level of financial knowledge, while the rest, 63% did not reach the minimum level. 77% of students did not demonstrate competencies to design a budget, 87% of students are below the desirable minimum level to set financial goals, and only 23% of students demonstrated abilities to make financial decisions regarding the resources they can access.

The Entrepreneurship and Savings Intervention Model is aimed at enabling children and teenagers of RED EDUCA to improve their own financial and social reality. To this end, we work on 3 training axes:

1. Empowerment: Aimed at enabling children and teenagers in RED EDUCA to exercise social-emotional skills.
2. Economic Citizenship: Aimed at enabling children and teenagers in RED EDUCA to exercise their rights and fulfill their financial and social responsibilities.
3. Entrepreneurship: Aimed at enabling children and teenagers in RED EDUCA to exercise entrepreneurial skills.

These three axes are transversely crossed by the following thematic axes:

1. Sustainable Development
2. Self-awareness
3. Self-esteem
4. Culture of Peace
5. Inclusion.
6. Fairness
7. Rights and Responsibilities
8. Risk Management

Promoting these skills and knowledge among the children and adolescents we serve is essential because through entrepreneurship they become capable of identifying and analyzing issues/needs within their context and generate innovative solutions through teamwork and collaboration. Guiding them towards financial health allows them to generate and manage their own resources to satisfy needs and desires that contribute to achieving their goals, and to create better conditions for personal and family well-being, turning the act of having savings into a permanent habit. This empowers them and makes them people capable of recognizing their own resources and abilities, enhancing their confidence, and developing a proactive stance focused on meeting needs and solving problems. Without the project, students would not have access to this type of training, which is a fundamental life skill.

The project questions stereotypes and invites students and teachers to reflect and develop new content that allows them to modify the roles that have traditionally been assigned to men and women in the collective imagination. The content promotes equality and fairness. Entrepreneurship is one of the activities where gender equality is most promoted and where the elimination of stereotypes is worked on, as it tests many of the stereotypes with which students start the school year in relation to what children should be showing.

In 2023 and 2024, work has been done to update the contents of Entrepreneurship and Savings at the children's and youth levels. With the support of a specialist, the Theory of Change was revised and updated according to the project's latest impact results. From there, Entrepreneurship and Savings turns into an EDUCA Foundation program with 5 projects: Early Childhood, Children, Youth, University and Training.

The goal of Entrepreneurship and Savings in its program dimension: Students are personally, collectively, and financially empowered.

The specific goals of each project are:

Early Childhood: Children acquire basic knowledge on financial education.

Children: Children carry out socially and environmentally sustainable ventures.

Youth: Teenagers and young people carry out socially, environmentally, and financially sustainable ventures.

University Students: Young university students design a financial life project.

Training: Coordinators and teachers apply knowledge and tools to accompany students in the development of socially, environmentally, and financially sustainable ventures.

Methodology

One coordinator is appointed in each school, responsible for enforcing the operational plan, plus one teacher responsible for implementing the project per group. It is implemented under the Project-Based Learning methodology. Entrepreneurship and Savings works on two projects throughout the school year. Project 1, worked on during the first semester of the school year on the areas of Empowerment and Financial Health-Economic Citizenship. Project 2 is worked on during the second semester of the school year by reviewing the contents of the Entrepreneurship axis. Considering the particularities of each target group, adjustments are made to the contents so that they are applied according to the level of formal instruction of the children and teenagers.

The ventures resulting from Project 2 worked on during the second semester of the school year are presented in June within the framework of the EDUCA Entrepreneurship and Savings Fair. Since 2016, this event seeks to teach children and teenagers how to be socially responsible, manage their money and venture. The event takes place over 5 days and includes activities such as: entrepreneurship fair, Alquilab, virtual workshops, reflection panels with students and knowledge contest on financial education.

The implementation of the project is carried out through a weekly class during school hours over 10 months, in which students define a savings project that allows them to meet a goal. To carry out their project, students acquire knowledge and practice their skills in empowerment and financial education (savings, use of budget and blogs, defining financial goals), financial inclusion (use of savings account and other financial services and instruments, economic rights) and financial health (investment, estate, responsible consumption, risk management).

These concepts are reviewed in the student and teacher workbooks. There are 2 notebooks for children in the Early Childhood Section (2 preschool grades) 6 notebooks for students and teachers in the Children Section (6 Elementary grades) and 6 notebooks for students and teachers in the Youth Section (3 Junior High-School and 3 High School grades). The contents are differentiated in each notebook, addressing the different financial education concepts according to the needs of each student's school grade and age. In addition to notebooks, teachers have digital tools, such as capsules and financial simulators that, similar to workbooks, present information differentiated by Section.

In addition to notebooks, capsules and simulators, the skills that the project seeks to develop are strengthened with specialized workshops, visits to financial institutions, peer experiences and competitions that provide them with economic incentives. Students' individual annual savings are linked to the development of social and financial ventures, which are also part of the Entrepreneurship and Savings project.

Below are the **activities and schedule for the 2024-2025 school year** in the Early Childhood, Children and Youth projects.

Activities for School Year 2024-2025:

- **Teacher training (3 sessions).** In total they receive 16 hours during the school year. The first session is in-person, and the rest are remote.
- **Quarterly meetings with coordinators.** Remote, with a duration of 2 hours.
- **Delivery of printed guides.** In the 3 projects: Early Childhood, Children and Youth.
- **Aflatoun and Alqui dolls.** Each teacher will receive an Aflatoun and Alqui doll to use as teaching tools. The presence of these dolls in the classroom strengthens the learning of values and attitudes. This activity is exclusive to the Early Childhood project.
- **Entrepreneurship and Savings Diploma Course.** The Entrepreneurship and Savings program has an online Diploma Course with 7 modules, each lasting 10 hours. Each teacher must complete **at least 1 module per year with 85% success in the final evaluation of the course:** 1. Introduction to the Entrepreneurship and Savings Project; 2. Socio-Emotional Education; 3. Financial Education; 4. Empowerment; 5. Gender Perspective; 6. Culture of Peace; 7. Entrepreneurship. Teachers receive a diploma at the end of each module.
- **Classes.**
 - Entrepreneurship and Savings Early Childhood:**
These are conducted every week for approximately 50 minutes. During the school year, there are **15 classes on average**. Students develop **3 projects: Socio-Emotional, Financial and Entrepreneurship**. The duration of **each project is 5 classes**, at the end, teachers evaluate their students' learning and send a rubric to EDUCA.
 - Children and Youth Entrepreneurship and Savings:**
These are conducted every week for approximately 50 to 60 minutes. There are **20 classes conducted on average throughout the school year**. From October to January, the **Savings Project** is carried out (10 classes). From February to May, the **Entrepreneurship Project** is carried out (10 classes). Teachers **send a report card** to inform on their progress.
- **Follow-up and accompaniment visits.** There are **3 visits made to each school** to identify the level of progress. During the visit, feedback is given to teachers on the topics of implementation, use of materials and teaching strategies in the classroom. An observation guide is used and filled out by the EDUCA coordinator.
- **Savings Day.** It is a virtual event with a duration of one day that allows students to share with students from other schools their learning or results of the Savings Project. All participating schools receive diplomas.
- **Aflatoun International Day.** It is a virtual celebration organized by Aflatoun International. We joined this event by inviting students and faculty to participate in Zoom calls with Aflatoun partners.
- **EDUCA Entrepreneurship and Savings Fair.** It will be held in person at CDMX. Schools located in CDMX and the State of Mexico organize teams of students to present their entrepreneurship and the learning achieved in the school year. EDUCA provides support for transportation, delivery of kits and meals. The event hosts simultaneous workshops, recreational activities, products bazaar and pavilions on different themes.
- **Student evaluation (diagnostic and final):** Aimed at identifying the knowledge, skills, attitudes and values of social-emotional education, financial education and entrepreneurship at the beginning and end of the school year.
 - Early Childhood Entrepreneurship and Savings:**
It is done in person, student by student, through a printed test with images. The results are analyzed globally, per student and school.
 - Children Entrepreneurship and Savings:**
Conducted through an **online questionnaire** that each student answers. The results are analyzed globally, per student and school. The content adjustments being made to the curriculum will create a **student baseline for the 1st to 3rd grades**.
 - Youth Entrepreneurship and Savings:**
Aimed at identifying the knowledge, skills, attitudes and values of social-emotional education, financial education and entrepreneurship at the beginning and end of the school year. Conducted through an online questionnaire that each student answers. The results are analyzed globally, per student and school.
- **Visit to the MIDE. Children Entrepreneurship and Savings Program:** 5th grade students **from schools in CDMX and the State of Mexico** visit MIDE in person to strengthen financial education and financial health skills.
- **Visits to bank branches.**
 - Children Entrepreneurship and Savings**
6th grade students visit bank branches to learn about financial services and products, and procedures to acquire and use them adequately, particularly for opening bank accounts. Visits are made in **any state in the country**. EDUCA coordinates with bank branches and provides transportation support.
 - Entrepreneurship and Savings Project**
Students in the 2nd grade of Junior High and 2nd grade of High School visit bank branches to learn about financial services and products, and procedures to acquire and use adequately, particularly for opening of bank accounts. Visits are made in any state in the country. EDUCA coordinates with bank branches and provides transportation support.
- **Entrepreneurship and Savings Bootcamp.** Children and Youth Projects. This is an intensive in-person training in CDMX for the representatives of the ventures that were ranked best in the **fifth and sixth elementary grades, junior high and high school**. It is held 2 days before the EDUCA Fair. Through advisors, students improve the social, financial, and environmental sustainability of their venture. These improvements are presented at the Fair. EDUCA provides support for transportation, lodging and meals.
- **Educational capsules.** (short videos) to strengthen learning about empowerment, financial health, and entrepreneurship. The capsules are found on EDUCA's YouTube channel and are used as part of the class. We promote that **at least 60% of the capsules are used throughout the school year**. There are 11 capsules for Children Entrepreneurship and Savings and 12 for Youth Entrepreneurship and Savings.

- **Financial resilience simulators.** These are technological tools designed for students to strengthen their financial skills by putting their knowledge and skills into practice in simulated scenarios. The database created by the app allows us to detect the learnings that need to be strengthened.
- **Call for incentives to meet the students' savings goals.** Promotes formal savings. It is launched in two phases. The first phase allows students who achieve their savings goals (at least 60%) to receive an incentive of 500 pesos, which EDUCA deposits in a bank account that they opened or will open to be exclusively used for their savings. The second phase allows students who grow their savings in a bank account to receive an award that, depending on the increase achieved, can be a case, headphones, backpack, school supplies.

New Activities:

Early Childhood and Childhood Project:

- **Teaching Materials:** Printed materials - posters - will be designed and delivered to each teacher to be placed in the classroom. These materials will reinforce topics addressed in the guides (emotions, money -coins and bills-, children's rights, etc.).
- **Illustrated stories.** Three **children's stories** will be developed and illustrated to be used to strengthen learning in socio-emotional education, financial education, and children's rights. Copies will be printed and delivered to each school. These stories are found in the current teacher's guides, in a summarized version, a longer version will be developed to turn them into a collection of stories.

For the three projects regarding Early Childhood, Children and Youth:

- **Workshops for caregivers (parents).** Conducted in-person (1 hour) to raise awareness among parents and caregivers about the importance and need for their children to develop financial education and entrepreneurial skills and learn basic concepts of family finances.
- **Savings project for teachers.** Specialists will conduct virtual workshops on services and products that promote teachers' financial health and resilience. After the workshops, a call will be launched to encourage teachers to draw up a savings plan, those who reach their goals will receive a savings incentive in kind.

Activities and Programing School Year 2024-2025

| ACTIVITY | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY |
|--|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|------|
| Teacher training | X | | | | | | X | | | | | | |
| Quarterly meetings with coordinators | | | X | | | | X | | | X | | | |
| Delivery of teacher and student guides | | X | X | | | | | | | | | | |
| Design and delivery of teaching materials | | X | X | | | | | | | | | | |
| Delivery of Aflatoun and Alqui dolls | | X | X | | | | | | | | | | |
| Save and Venture Diploma Course | | | | X | X | | X | X | | | | | |
| Classes | | | | X | X | X | X | X | X | X | X | | |
| 3 follow-up and accompanying visits | | | | | X | X | | X | X | X | X | | |
| Workshops for caregivers | | | | X | X | | | | | | | | |
| Remote Savings Day | | | | | | | X | | | | | | |
| Aflatoun Intemational Day | | | | | | | | | X | | | | |
| Teacher training | X | | | | | | X | | | | | | |
| Quarterly meetings with coordinators | | | X | | | | X | | | X | | | |
| Visiting bank branches | | | | | | | | X | | | | | |
| Entrepreneurship and Savings Youth Committee | | | X | | X | | | X | | X | | X | |
| Call for incentives to meet savings goals | | | | | X | | X | | | | X | | |
| Exchange visits for teachers and youth | | | | | | | X | X | X | X | | | |
| EDUCA Entrepreneurship and Savings Fair | | | | | | | | | | | X | X | |
| EDUCA Entrepreneurship and Savings Bootcamp | | | | | | | | | | | X | X | |
| Student evaluation (diagnosis and final) | | | X | X | | | | | | | | X | X |
| New Monitoring and Evaluation Platform | | | X | X | X | X | X | X | | | | | |
| Content and editorial design updates | | | X | X | X | X | X | X | X | X | X | X | X |
| Savings project for teachers | | | | | X | X | X | X | X | X | X | X | |

The Entrepreneurship and Savings project has a methodological construction designed specifically for evaluating the results and the impact of the program.

To achieve the objectives in each of the three training axes described in the intervention model, a logical sequence of intermediate results was defined as preconditions to achieve the result at each planning level.

For each of these intermediate outcomes, one to three pre-end outcomes were defined. The difference in the number of intermediate outcomes was determined based on evidence throughout the years of implementing the program. For each of these results (intermediate and final), indicators were established that accounted for progress and could be monitored as objectively as possible.

Below are the **indicators that will measure the expected results of the project for the 2024-2025 school year:**

| Process indicators | Product indicators | Results indicators | Impact indicators |
|--|--|---|---|
| At least 80% of teachers receive initial training on financial empowerment and education to identify the contents, methodology, and materials used in the implementation of Financial Health-Economic Citizenship Project I. | Attendance list | At least 80% of teachers trained reach 8.5 in the evaluation instrument on empowerment and financial education. | 80% of students reach at least 60% of their savings goals. |
| At least 80% of coordinators attend the 3 meetings to learn about the work plan, monitor progress and analyze the attained results. | Attendance List Exit Survey | At least 80% of trained coordinators follow up on the agreed work plan for the school year. | At least 80% of the goals and indicators of the work plan were achieved. |
| 80% of teachers take at least 2 modules of the Entrepreneurship and Savings Diploma Course. | Attendance list Pre and post evaluation | At least 80% of teachers who complete the modules of the Entrepreneurship and Savings Diploma Course attain a satisfactory grade of 8.5. | 80% of students achieve a minimum level of the empowerment, financial health-economic citizenship and entrepreneurship learning indicators. |
| 10 classes on empowerment and financial health-economic citizenship were taught for the development of Project II. 10 entrepreneurship classes were taught for the development of Project II. | Class registration and progress report List of visits made List of guides given to teachers and students | 80% of students achieve a minimum level of the empowerment, financial health-economic citizenship and entrepreneurship learning indicators. | 80% of students reach at least 60% of their savings goal. |
| At least 80% of students set a financial goal and practice saving by keeping track throughout the project. | At least 80% of students use the savings log to keep track of the achievement of their proposed financial goal. | At least 80% of students have favorable skills, attitudes and practices toward savings and setting goals. | At least 80% of students reach 60% of their short-term financial goal. |

| | | | |
|---|---|---|--|
| <p>At least 100 students participate in the savings incentive calls.</p> <p>Measure: Youth Entrepreneurship and Savings</p> | <p>2 calls to encourage savings.</p> <p>List of Participants</p> <p>Measure: Youth Entrepreneurship and Savings</p> | <p>At least 100 students receive an economic incentive deposited into a bank account or an incentive in kind, in recognition of meeting their savings goal and increasing their savings.</p> <p>Measure: Youth Entrepreneurship and Savings</p> | <p>At least 80% of students reach 60% of their short-term financial goal.</p> <p>Measure: Youth Entrepreneurship and Savings</p> |
|---|---|---|--|

Benefited Population

The program through its different projects is implemented at 32 schools in 11 states: Aguascalientes, Mexico City, Jalisco, Michoacán, Morelos, Nuevo León, Querétaro, Guanajuato, Chiapas, Baja California Sur, and the State of Mexico. The **4,272 students who receive the Entrepreneurship and Savings project are in the group of children and teenagers ages 4 to 17, 55% are women and 45% men.**

| ENTREPRENEURSHIP AND SAVINGS PROJECT BUDGET 2024-2025 USD | | |
|---|--------------------------------|------------------------------|
| ACTIVITY | Academic Year 2022-2023 | |
| | 31 schools | Global Giving Project |
| Wages and Salary (5 Administrative and Fundraising members) | \$46,800.00 | |
| Administrative Coordinator | \$11,000.00 | |
| Fundraising Manager | \$10,500.00 | |
| Accountant | \$12,100.00 | |
| Person 4 | \$13,200.00 | |
| Operative Team | \$53,100.00 | \$10,100.00 |
| Project Director | \$25,000.00 | |
| Project Manager | \$18,000.00 | |
| Project Coordinator | \$10,100.00 | \$10,100.00 |
| Two trainings for teachers. October 2024 and January 2025 | \$5,800.00 | |
| Webinar platform | \$3,800.00 | |
| Travel expenses for January training | \$2,000.00 | |
| Aflatoun International membership fee | \$2,500.00 | |
| Travel expenses for 2 follow up visits during the school year to | \$16,300.00 | \$14,000.00 |
| Visits | \$7,350.00 | \$5,821.00 |
| MIDE Museum (Interactive Economy Museum) and Banks Visits | \$7,350.00 | \$5,821.00 |
| Entrepreneurship and Savings Technology | \$7,840.00 | |
| Monitoring and Follow-up platform | \$4,900.00 | |
| Online course platform | \$2,940.00 | |
| Online training | \$2,940.00 | |
| Online tutor | \$2,940.00 | |
| Material | \$26,600.00 | |
| Teachers Guides | \$2,000.00 | |
| Students Workbooks | \$23,600.00 | |
| Preescholers materiales | \$1,000.00 | |
| Opening call to motivate savings among students | \$19,566.00 | \$19,566.00 |
| Economic incentive | \$7,885.00 | \$7,885.00 |
| Prizes for students that reach their savings goal | \$11,681.00 | \$11,681.00 |
| EDUCA Entrepreneurship and Savings Fair (Hybrid) | \$44,402.00 | \$10,513.00 |
| Registrer platform | \$1,460.00 | |
| Streaming | \$4,800.00 | |
| Webinar platform | \$1,168.00 | |
| Venue | \$5,840.00 | |
| Workshop leaders | \$2,940.00 | |
| Accomodation and transporation for foreigners students | \$10,338.00 | |
| Transportation for students from hotel/school to venue | \$3,430.00 | |
| Food | \$3,913.00 | |
| Ventures competition prizes | \$10,513.00 | \$10,513.00 |
| Entrepreneurship and Savings Bootcamp | \$22,354.00 | |
| Venue and food | \$4,380.00 | |
| Workshop leaders | \$4,088.00 | |
| Transportation for students from hotel/school to benue | \$8,761.00 | |
| Accomodation | \$2,205.00 | |
| Museum Visit | \$2,920.00 | |
| Overhead costs | \$46,000.00 | |
| Annual Cost | \$301,552.00 | \$60,000.00 |
| EDUCA Endowment Fund 3% | \$9,046.56 | |
| TOTAL | \$310,598.56 | \$60,000.00 |