



First cohort, 2013

773 alumni*

254 teachers**
currently in
classrooms for
their initial 2-year
commitment

74%

of recent cohorts
are first-generation
college graduates



Enseña por México places 30% of its PEMs in early childhood classrooms—and its alumni are involved in policy initiatives and work at non-government organizations to improve early childhood development

Enseña por México

Fostering leadership in communities, from early childhood through secondary school



Enseña por México recently celebrated its tenth anniversary since placing their first cohort of 100 participants in the State of Puebla. They have placed more than 1,000 participants, known as Profesionales de Enseña por México (PEMs), in 13 states, including 220 at the early childhood level and the rest as elementary, middle and high school teachers. At the heart of the organization is a drive towards fostering the leadership of everyone from the youngest learners through the high school students they reach, to the PEMs, alumni, and staff members, to the teachers, school principals, parents, and public and private sector individuals they partner with. The organization strives to consolidate a movement of local and collective leadership to achieve equity and the fulfillment of the potential of children and young people.

The PEMs have a positive impact on the holistic development of their students. Biannual surveys completed by their school principals point to academic and non-academic outcomes. Moreover, an independent, quasi-experimental study conducted in 2017, involving 25,000 students across four Mexican states, showed that PEMs grew the socio-emotional skills of their students in the dimensions of self control, self efficacy,

growth mindset, and social consciousness more than the control group.¹

In 2018, Enseña por México started placing participants at the early childhood level; the organization has become a reference to other Mexican early childhood organizations and initiatives. In 2020, Enseña por México's early childhood team was selected to be part Frontiers of Innovation (FOI), the research and development platform of Harvard's Center on the Developing Child, supported by the Aceleradora de Innovación en la Primera Infancia-U-ERRE, designed to accelerate the development and adoption of science-based innovations that achieve breakthrough impact at scale. Enseña por México developed Jugamos Juntos (We Play Together) to strengthen the socio-emotional abilities of caregivers so that they pursue nurturing



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strategies that minimize the probability of children experiencing toxic stress for a long period of time ; recent results of the implementation of Jugamos Juntos indicate that the increase in emotional intelligence skills of caregivers participating in the program is statistically significant. In 2021-2022, in partnership with a local university, Enseña por México

evaluated the impact that early childhood PEMs have on the practices and attitudes of educators, parents and caregivers, as well as the socioemotional skills developed by the children they interact with. The results revealed that educators that interacted with PEMs increased their motivation and planning to do their work and the parents/caregivers increased the amount of time they played with their children.

Given its strong focus on fostering local leadership, Enseña por México makes a particular effort to recruit participants who have themselves experienced the inequities they're addressing in the communities where they are placed. Of the two most recent cohorts, 98% attended a public school during their own educational journey and 74% are first-generation college graduates. In 2022, Enseña por México recruited a full cohort



of Maya-speaking participants in the State of Yucatán. Despite the social conscience and commitment that draws their participants to apply, a quasi-experimental study showed that the alumni (PEMs who completed the program) are 26 percentage points more likely to work in the social sector than those who were right on the admissions line to Enseña por México but did not join.² The study also showed that the alumni are more interested in educational public policy and in prioritizing children and youth.

The alumni force has become an incredible talent pipeline for the public and non-profit sectors. They staff foundations, have founded innovations in educational technology, run schools, and are beginning to assume roles within the state and national governments, where they are influencing realms from teacher development to early childhood education. They are strong advocates for policies that center the interests of children. 81% of the alumni are continuing to study or are working in education or the social sector, expanding opportunities for children and improving the quality of life of underserved communities. Concrete examples include Daniela Jiménez (2016), principal of A Favor del Niño, a school located in the south of Mexico City, where almost 40% of the team are Enseña por México alumni, and Jessica Quiñones (2013), was Pedagogical Deputy Director of Early Childhood for more three years at the Mexican Ministry of Education, reviewing and creating curriculum for

the national early childhood program with the potential of impacting almost 10 million children from birth to three years old. In cities where Enseña por México has clustered its participants over time—in Puebla, Monterrey, and La Paz—the organization has generated a critical mass of leaders working together across the system. This effect is not only due to the leadership of the participants and alumni, but also because of what they inspire in others – who have a new sense of possibility and ownership for improving outcomes thanks to the impact they’ve seen the participants have. Enseña por México is now more deliberately mapping positions they hope to see their alumni take on and thinking through how to support them to assume these roles. They’re also surfacing insights from their own work to share with the broader field. Ten years into this work, the team and board are more committed than ever. As Juan Manuel González, Enseña por México’s CEO, says, “The reason I believe in our work is because I can see that the PEMs are becoming the leaders of the social sector, they’re fighting for social justice, ultimately they will become the governmental leaders, collaborating with Mexican communities to emerge the collective leadership of students, parents, teachers, and school principals.” ●●●

1 Pablo Peña and Armando Chacón (2017), “The impact of Enseña por México on student socioemotional skills” Microanalítica. Updated August 2018

2 Andrés Peña Peralta and Nayeli Melisa Rodríguez Leonardo (2021) “El impacto de Enseña por México sobre las trayectorias, habilidades e intereses de sus egresados de las cohortes 2013 a 2017” (Updated November 2021)
<https://www.ensenapormexico.org/impactoexmenalumni>