



Mundo de Talentos

Annual Report 2024

Learn to explore



@Jaap Stahlie Photography



Content



1	Prologue	3
2	Mundo de Talentos in brief	4
3	Mundo de Talentos and the Sustainable Development Goals	7
4	Activities of MdT in 2024	11
	a. Module Descriptions	12
	b. Mundo de Talentos' 5th Anniversary	18
	c. Visit of the Dutch Embassy to MdT Oaxaca	19
	d. CEMEFI Accreditation	20
5	The impact of MdT	21
6	Growth of MdT	33
	a. Alliances	38
7	Future plans	45



content

Prologue



Laura Baas
General Manager
Mundo de Talentos

"In January 2024, we proudly
and joyfully celebrated the fifth
anniversary of Mundo de Talentos".

At that time, 670 girls and boys had participated in the program, 100 students in Chiapas had graduated, and we were operating in two locations in Oaxaca and Chiapas. Additionally, we had the support of 10 financial partners, and 160 people contributed to MdT through the donation platform GlobalGiving. The first impact measurement results were highly encouraging, revealing motivated children, satisfied families, and exceeded expectations. Everything pointed to us being on the right path which motivated us to continue developing to reach more children in the coming years. As the cherry on top, we were presented with the opportunity to expand our activities to Monterrey in 2025!

But what would MdT be without its allies? How could we move forward without the students who complete their professional internships with us or the volunteer guest teachers who, week after week, share their professional experiences with our students?

It is often said that money makes the world go round, but in reality, it is solidarity and collaboration that drive real change. Without the generosity of these individuals, MdT would not exist. Every week, the spark of curiosity is ignited as speakers invite children to explore elements of their professions. They challenge themselves as they step into the roles of architects, journalists, veterinarians, baristas, or environmental stewards.

We have strengthened our collaborations with educational institutions in Chiapas and Oaxaca through several agreements. Thanks to these partnerships, university students can complete their professional internships with us. These institutions include the Institute of Educational Sciences at the Benito Juárez Autonomous University of Oaxaca (ICEUABJO), the Casandoo University Center in Oaxaca, as well as San Marcos University and Meridional University in San Cristóbal de Las Casas, Chiapas. These alliances are fundamental to the growth and consolidation of MdT.

The dedication of guest teachers and volunteer interns is a cornerstone of our educational model. Without their passion and commitment, MdT would not be able to contribute to Sustainable Development Goals (SDG) 4 (Quality Education) and 5 (Gender Equality), as we detail later in this report.

This report gives an account of the dedicated and committed work throughout 2024 of coordinators, educators and guest teachers, as well as the enthusiastic participation of the students. This would not be possible without the support of parents, and of all the financial and educational allies of Mundo de Talentos.

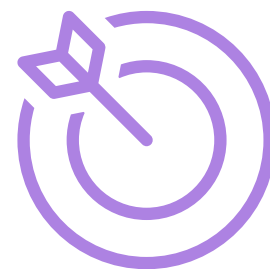
We look forward to continuing to provide a fun, inspiring, and professional space where our allies can keep contributing to the vocational guidance of our community. We are deeply grateful to them.

Mundo de Talentos **IN BRIEF**



MdT in brief

At *Mundo de Talentos*, we inspire children and adolescents to discover their **interests and abilities**, fostering **personal growth, critical thinking, and social connection** through encounters with professionals who are passionate about their work.



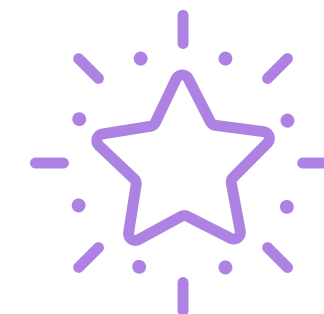
Mission

To be a **dynamic learning network** composed of students, alumni, parents, guest teachers, and volunteers who encourage children and adolescents to **explore their talents and interests**, empowering them to choose their own path.



Vision

Mundo de Talentos **supports the personal and vocational development** of children and adolescents in Chiapas and Oaxaca by strengthening their self-esteem, fostering their sense of belonging in society, and promoting values such as gender equality. MdT aims to establish itself as a **support network** that enables children and adolescents to make informed decisions about their future.



Objective

MdT in brief



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

**BASIC
PROJECT**

San Cristobal de las Casas, Chiapas

Two groups of 40 students
in 5th and 6th grade

San Cristobal de las Casas, Chiapas

A growing group of alumni,
with 40 new graduates each year,
totaling 140 students

**ALUMNI
PROJECT**

**BASIC
PROJECT**

Campus MIO, Ciudad de Oaxaca

One group of
40 6th-grade students

Campus Santa María Atzompa, Oaxaca

One group of
40 5th-grade students

**BASIC
PROJECT**

**ALUMNI
PROJECT**

Ciudad de Oaxaca, Oaxaca

First generation of the pilot program,
totaling 20 students



Sustainable DEVELOPMENT GOALS



Sustainable Development Goals



Content

Prologue

In brief

Sustainable Development Goals

Activities

The impact

Growth

Future plans



In 2015, world leaders adopted a set of global goals to eradicate poverty, protect the planet, and ensure prosperity for all as part of the sustainable development agenda

Each of the [17 goals](#) includes specific targets aimed at achieving these objectives by 2030. Mundo de Talentos is committed to contributing to two of these goals: Quality Education (Goal 4) and Gender Equality (Goal 5). MdT focuses on the following targets within the education goal:

4.1

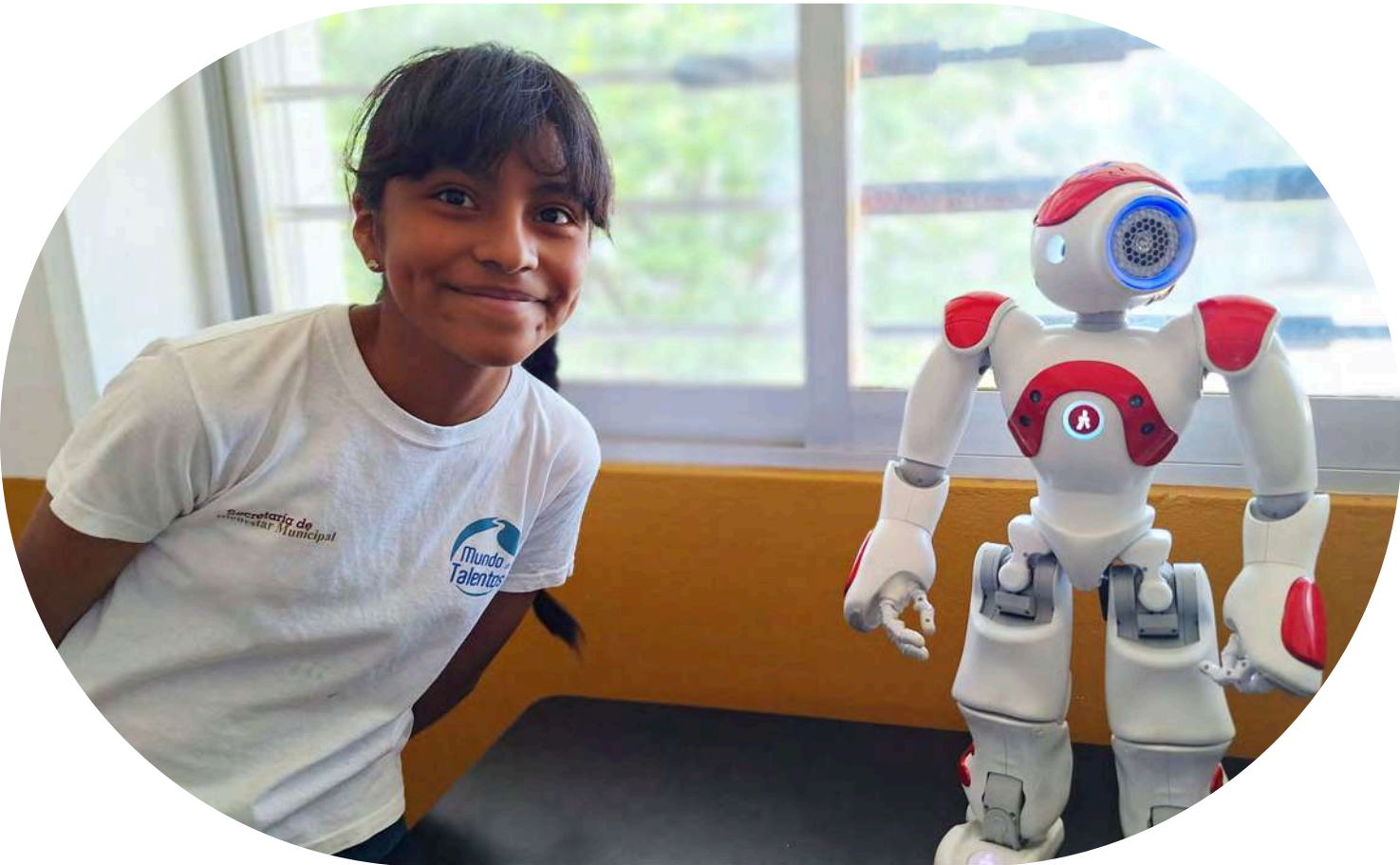
Ensure that all boys and girls complete primary and secondary education

4.4

Increase the number of young people and adults with the skills needed to access decent work

4.7

Ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, with a focus on human rights, gender equality, and fostering a culture of peace and non-violence





Sustainable Development Goals



Content

Prologue

In brief

Sustainable Development Goals

Activities

The impact

Growth

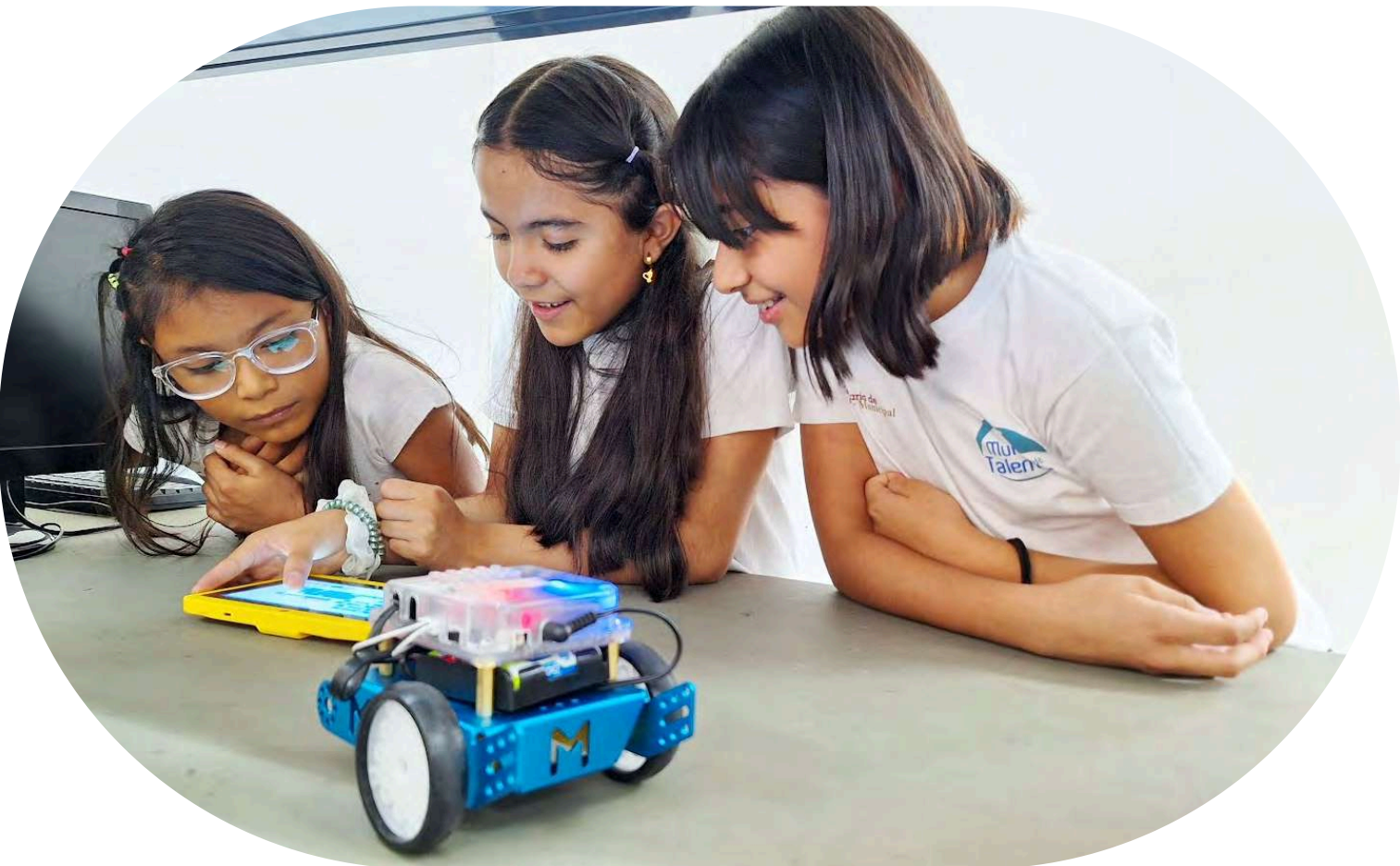
Future plans



Whithin gender equality goal, MdT specifically focuses on:

5.5

Ensuring the full and effective participation of girls and young women, providing equal opportunities for leadership at all decision-making levels in political, economic, and public life.



MdT's vocational guidance program helps students develop their skills and talents by exposing them to different professions and trades. We believe that by engaging in hands-on activities related to diverse career fields, participants feel inspired to continue their education and professional training. Our activities emphasize the development of soft skills and encourage students to interact with the world in a respectful and peaceful manner. Over time, we have observed that our students become more confident, less shy, and increasingly engaged, critical, and eager to explore new areas of interest.



Sustainable Development Goals

Detailed Contributions to Each Goal:

4.1 MdT's activities aim to motivate students to continue their education. By introducing them to a wide variety of professions and trades, we help them envision future career possibilities, increasing their desire to complete primary and secondary school. This motivation also helps them see the practical application of academic knowledge and understand how diverse perspectives contribute to societal growth, fostering empathy and open-mindedness.

4.4 MdT places strong emphasis on life skills, which are crucial for children to achieve their long-term goals. Some of these essential soft skills include teamwork, critical thinking, trying new things, learning from mistakes, and perseverance. These skills not only support their current studies and activities but also prepare them for future employment opportunities.

4.7 MdT integrates themes such as gender equality, peace, and environmental care into its vocational guidance sessions. We actively challenge gender stereotypes by inviting male professionals in traditionally female-dominated fields and vice versa. Our sessions encourage mutual respect between boys and girls, ensuring that both actively participate and have their voices heard. Additionally, our opening and closing activities of each session promote a culture of peace and respect. MdT is committed to inclusivity, welcoming students with different abilities whenever possible. In recent years, we have had participants with autism and chronic illnesses, fostering an environment of mutual respect and support. Environmental awareness is also embedded in our programs through sustainable practices, such as minimizing waste, recycling materials, and organizing visits to parks and nature reserves.

5.5 We believe that fostering gender respect from an early age is essential. Our sessions encourage both boys and girls to take an active role, express their opinions, and have their ideas valued. Ensuring women's full participation in public life starts with empowering girls in educational and everyday activities. For instance, in our Research Project module, female professionals lead sessions in traditionally male-dominated fields. During automotive mechanics and entrepreneurship workshops, students witness firsthand that women also work in these industries. Overall, we strive to empower girls to grow as independent individuals, pursue their own careers, and contribute their talents to society.



Activities of Mundo de Talentos in 2024



Activities

Module Descriptions

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

Passionate professionals (volunteer guest teachers) share their work experiences and engage students in interactive learning about potential career opportunities. Sessions take place both at the project headquarters and through field trips to various workplaces. The program consists of 12 modules over two years, covering topics such as Tourism, Arts, Sciences, Entrepreneurship, Journalism, and Technology, among others.

ARTS

This module is the perfect introduction to the MdT journey. Students get to know each other, creating a warm and respectful environment. They identify shared interests, and build group cohesion, fostering enthusiasm for the sessions. In September and October, first-year students in San Cristóbal de Las Casas, Chiapas, explored emotions and self-esteem through theater, music, and singing.

Mundo de Talentos provides career and academic guidance through an intensive two-year program held every Saturday. The program selects boys and girls aged 10 to 12 from low-income families.



With the San Cristóbal de Las Casas Patrulla Roja collective, they experienced teamwork and discovered that [anyone can create art](#), paint, learn breakdancing, and improvise rap. With guidance from different speakers, students experimented with color mixing and mural painting. Throughout the module, they developed teamwork skills, mutual respect, and emotional awareness.



Activities



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



KNOW YOURSELF

Do we truly know ourselves? Do we take time to care for ourselves? Who do we talk to about these matters?

This module, taught to first-year students in San Cristóbal de Las Casas, Chiapas, encouraged reflection on self-awareness, family, and societal roles.

Thanks to [Hogar Comunitario Yach'il Antzetic](#) and other expert speakers, sessions focused on self-esteem, emotional intelligence, and empathy were implemented. Students learned to identify and express their emotions, understand physical and mental changes throughout life, and practice self-care. By recognizing their strengths and skills, they gained confidence in their decisions and daily lives.

CRAFTS

In the Crafts module, second-year students in Oaxaca explored cheese-making, automotive mechanics, gastronomy, and the beauty industry. Mechanic Ignacio Jarquín fostered teamwork as students assembled cars and competed in a race. Automotive mechanic Nizharindany Martínez Martínez shared her experiences as a woman in the field, inspiring students to pursue their goals.



Activities

SCIENCE

In February, first-year students in San Cristóbal de Las Casas participated in the Science module. They met an agronomy expert who demonstrated how scientific and technological knowledge contributes to environmentally friendly food production. Students also learned about biologists' roles in applied sciences, environmental challenges, and the importance of preserving plants and insects.

PROMOTING YOURSELF

In February, second-year students in Oaxaca engaged with poets, writers, and psychologists who guided them in building self-esteem and self-awareness through writing. This module was implemented in collaboration with the Dutch foundation [Stichting Reclame Maken Voor Jezelf](#), which connects children with their dreams and values. Thanks to Royal Talens Foundation, students' portraits were printed, and the [Oaxaca Children's Museum \(MIO\)](#) hosted [an exhibition of their work](#) in November and December.



Activities



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



ENTREPRENEURSHIP

In October, second-year students in San Cristóbal de Las Casas participated in the Entrepreneurship module, gaining skills in budgeting, project planning, and business branding. As they developed socio-emotional skills such as public speaking and teamwork, they expanded their creativity in business projects.

The students learned that entrepreneurship does not require prior experience—only motivation, clear goals, and a willingness to learn. The module concluded with a fair where students sold their products and services. Proceeds from the Mercadita de la Albarrada were used to fund their Mundo de Talentos graduation celebration in December.



ENTREPRENEURSHIP

Activities

TECHNOLOGIES AND INNOVATIONS

First-year students in Oaxaca visited the [**Faculty of Biological Systems and Technological Innovation \(FaSBIT\)**](#) at Benito Juárez Autonomous University of Oaxaca (UABJO) as part of the Technologies and Innovations module. University speakers led workshops on educational programming, robotics (RoboKids), light and optics, and artificial intelligence. Students discovered the role of mathematics in programming, AI, and robotics, recognizing how technology permeates daily life—from household appliances to movie production equipment.



GENDER

It is essential for children to understand that everyone is born with equal rights, regardless of gender or societal roles. First-year students in Oaxaca explored the lives of historical women who fought for gender equality. Speakers conducted exercises explaining the significance of International Women's Day (March 8). This module emphasized that no profession is exclusive to a particular gender.



Activities

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

Second-year students in Oaxaca took the [Environmental Care module](#) in the second semester. Environmental engineers from the AVISPA association introduced students to topics such as pollinators, renewable and non-renewable resources, recycling, ecosystems, and endangered species. Students produced an audiovisual project to raise awareness about environmental conservation.

ENVIRONMENTAL CARE



Activities

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



5TH ANNIVERSARY

On Saturday, January 27, Mundo de Talentos [celebrated its fifth anniversary](#) in San Cristóbal de Las Casas, Chiapas. Together with students, alumni, families, guest teachers, and staff, we reflected on five years of inspiring vocational guidance in Chiapas and Oaxaca. Founders and directors Laura Baas and Eleni Asimakopoulos shared the journey that began in January 2019, emphasizing the organization's values and impact.

Alumni played an active role in organizing and leading activities. For instance, Iris Yuliana López Jiménez, a graduate of the first cohort, shared how MdT shaped her personal development. Other alumni facilitated games and presentations. Their involvement aligns with the objectives of the Alumni Project, encouraging proactive participation in the program and beyond.

Since its official inauguration in January 2019 as the first Latin American IMC Weekendschool sister school, MdT has grown tremendously. By the end of 2024, 670 students from public schools participated, and seven generations graduated between Chiapas and Oaxaca. With the continued support of our key partner, [Hotel con Corazón México](#), we expanded to Oaxaca in 2022.

We have built an engaged community in Mexico and beyond and remain committed to creating inspiring experiences that empower students to pursue their future paths.

January 27, 2024, was a meaningful and celebratory day, and we deeply appreciate everyone who has contributed to making Mundo de Talentos a success.



Activities

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

VISIT OF THE DUTCH EMBASSY TO MDT OAXACA

On Saturday, November 9, in Atzompa, Oaxaca, our students welcomed a delegation from the [Embassy of the Kingdom of the Netherlands in Mexico](#). During this session, they explored the world of diplomacy, the functions of an embassy, and Mexican and Dutch cultures. Speakers represented various Embassy departments, including Human Rights, Politics, Culture, and Public Diplomacy.

Students were inspired by the personal stories of diplomats from diverse backgrounds, while the delegation was impressed by the students' knowledge of human rights and gender equality. The session concluded with a motivational message from Ambassador Wilfred Mohr, sent directly from the Dutch Parliament in The Hague. The Dutch Embassy has been a key partner of Mundo de Talentos since its inception in 2019, supporting us both financially and through active participation in our educational modules.



Activities



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



CEMEFI ACCREDITATION

In October, MdT achieved Optimal status in the **Institutional and Transparency Accreditation (AIT)** granted by the Mexican Center for Philanthropy (CEMEFI) A.C.

The AIT is a benchmark for management, transparency, and accountability among civil society organizations in Mexico. It enhances trust and credibility with donors and the public.

Awarded annually by CEMEFI, this certification recognizes non-profit organizations committed to philanthropy and ethical operations.

Transparency is a core value at Mundo de Talentos, and achieving this accreditation marks an important milestone for our organization.



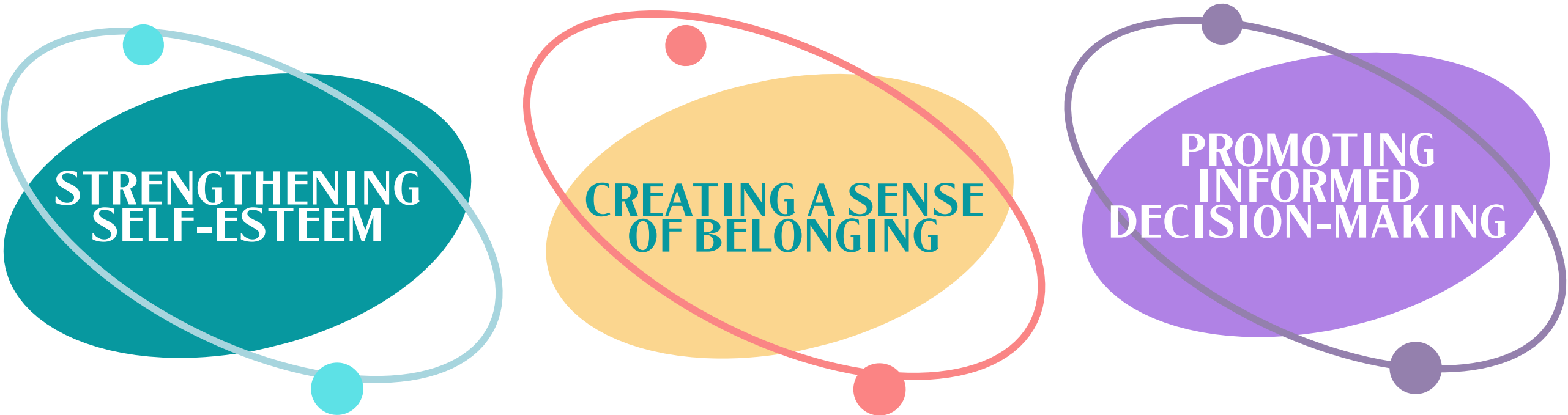
ACCREDITATION



The Impact Of Mundo de Talentos

The Impact of Mundo de Talentos

*In line with our general objective of **contributing to the personal and vocational development of girls, boys, and adolescents** in Chiapas and Oaxaca, Mundo de Talentos has established three specific key objectives:*



In 2024, we applied evaluation tools that provided both qualitative and quantitative insights into the learning, satisfaction, and achievements of participating children and adolescents, as well as their families.

OBJECTIVES



The Impact of Mundo de Talentos



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



Measuring self-esteem improvement is complex, so we focus on key indicators such as **increased confidence, recognition of achievements and skills, and emotional expression and management.**

At the beginning of the cycle, 83% of participants reported feeling confident and willing to speak in front of a group. By the end, this had increased to 92%, reflecting a 9% improvement in confidence. Many stated that even when they feel afraid or embarrassed, they now dare to express ideas and ask their peers for help.

100% of the girls and boys successfully acknowledge at least one achievement, and this recognition makes them feel good. At the same time, they recognize their abilities, and among their achievements, they mention athletic, academic and artistic ones, as well as overcoming fears and embarrassment, daring to do something new, among others. It is important to note that girls pay more attention to academic achievements, while boys pay more attention to athletic achievements. Some students recognize achievements associated with their experience with Mundo de Talentos, such as:

“I have more imagination; I discovered this by coming to Mundo de Talentos”.

Mauricio, 11 years old,
San Cristóbal de las Casas, Chiapas

“I learned new things here, like embroidery and filmmaking”.

Hiromi, 11 years old,
San Cristóbal de las Casas, Chiapas

SELF-ESTEEM

The Impact of Mundo de Talentos

Our goal was for 75% of students to recognize their skills, and we exceeded expectations with 84%, as most identified at least one to three abilities, primarily in social, artistic, and cognitive areas. Recognizing our own and others' abilities is something we at MdT strongly encourage due to the very nature of the project and our activities.



Regarding emotional management, at the beginning, 86% said they were able to identify their emotions and/or seek help managing them. By the end of the cycle, this percentage had increased to 96%. Some of their comments were as follows:

“I recognize what I feel, and if it's too complicated, I ask my family for help”.

Dylan, 10 years old,
Oaxaca.

“I go to my parents for advice and comfort because I am sensitive”.

Ambar, 11 years old,
San Cristóbal de las Casas, Chiapas

“At Mundo de Talentos, when I feel sad, I prefer to stay with a friend or a teacher”

Aitana, 10 years old,
San Cristóbal de las Casas, Chiapas

The Impact of Mundo de Talentos



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



For Mundo de Talentos, strengthening children's self-esteem is a great achievement. For example, in Melani's case, we noticed significant changes, such as increased confidence in participating in front of the group, contributing ideas, making friends, and speaking up more loudly. We confirm this in her own words and those of her father:

Melani: "Since joining Mundo de Talentos, I lost my fear of speaking at school".

Father (initial interview):
"I hope my daughter learns to express herself and overcomes her fear".

Father (final interview): "She speaks more confidently now, participates more, and explores new learning opportunities".

SELF-ESTEEM

The Impact of Mundo de Talentos



Content

Prologue

In brief

Sustainable
Development Goals

Activities

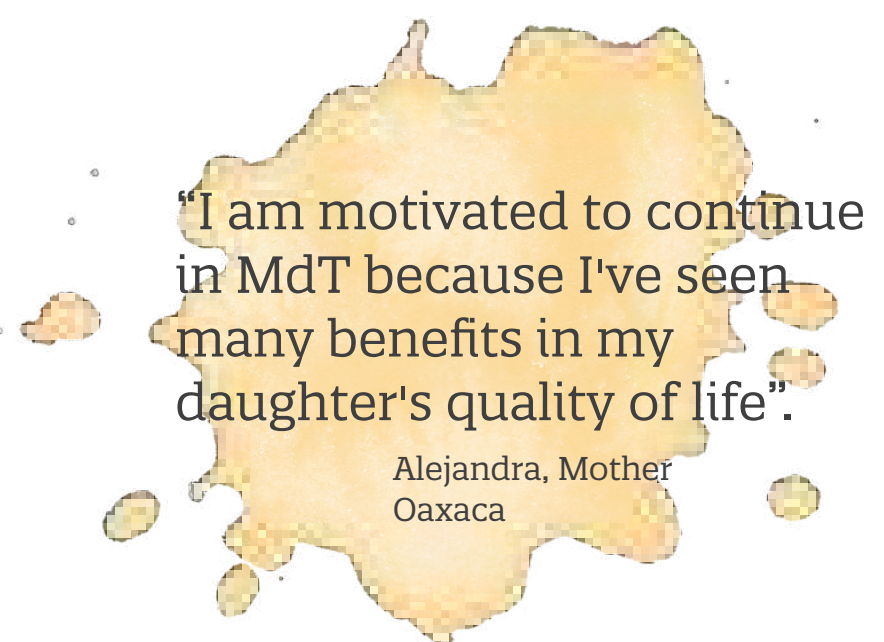
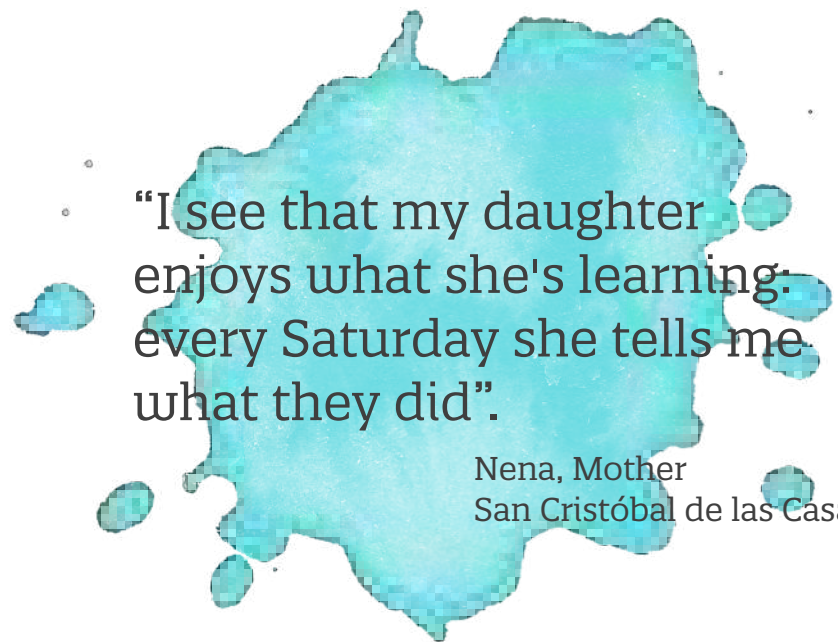
The impact

Growth

Future plans



Furthermore, 100% of the parents reported that their expectations were met, with many stating they were even exceeded, reinforcing the positive impact of the program. We recognize the collaborative work and achievements of the children, their families, and Mundo de Talentos. Here are some comments from family members:



SELF-ESTEEM

The Impact of Mundo de Talentos



Content

Prologue

In brief

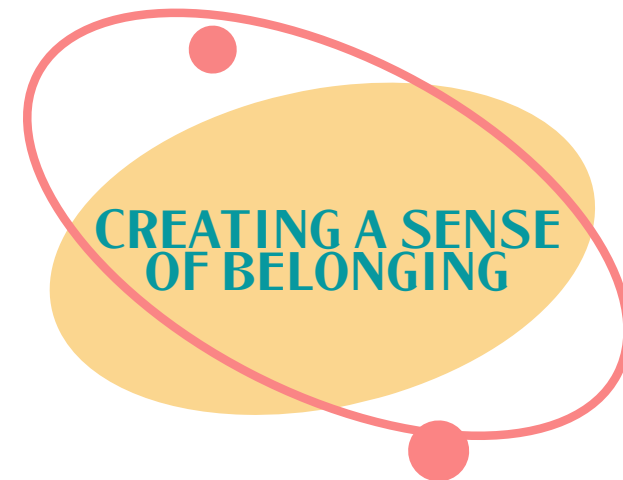
Sustainable
Development Goals

Activities

The impact

Growth

Future plans



Giving children and adolescents the feeling of being part of society and being considered as active agents allows them to exercise their citizenship, which in turn is important for their personal and professional development in the future. To foster this, we focus on:

- Raising awareness about social and environmental issues.
- Encouraging confidence in proposing solutions.
- Providing spaces for participation.

Our students demonstrate a high level of concern for environmental problems such as water scarcity, global warming, pollution, and lack of food for animals. Of the 75% we targeted, 78% of girls and boys identified a problem in their environment that concerns them.

BELONGING

Some, in their own words, say that "we are destroying the planet." Social concerns included gender inequality, violence, discrimination, and corruption. On a personal and school level, they mentioned family disputes, academic pressure, feeling misunderstood, and self-harm (cutting).

Understanding their concerns helps us provide them with information and support processes that motivate them to take actions that give them a greater sense of belonging. However, only 46% had taken action to address the issues that worry them. Some proposed or implemented initiatives include:

- Don't play with water and save it.
- Pick up trash.
- Plant plants.
- Generate less trash.
- Reuse water when washing your hands and clothes.
- Ask for traffic lights to be fixed or for traffic police to be deployed.
- Don't judge people based on music or particular tastes.
- Communicate better.
- Tell the truth.



The Impact of Mundo de Talentos



Content

Prologue

In brief

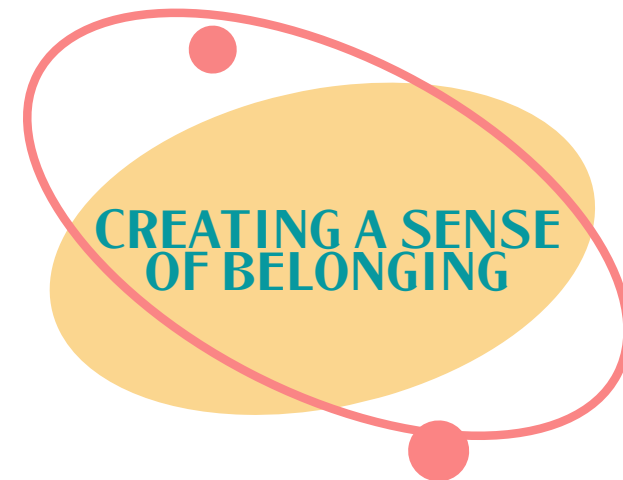
Sustainable
Development Goals

Activities

The impact

Growth

Future plans



To empower children as active agents, they need spaces where they are heard and allowed to make decisions. This is one of the biggest challenges, not only for MdT but for everyone, since we live in an adult-centric society that doesn't regularly create these conditions. Students identified spaces where they can make decisions as home (54%), school (23%), and Mundo de Talentos (12%). Among them, they referred to church and classes; while some didn't understand what the expression "making decisions" meant.

Examples of their decision-making experiences include:

AT HOME:

"When I earned money, I decided how to spend it and invited my family to something".

AT SCHOOL:

"I feel good expressing myself when working in teams".

AT MUNDO DE TALENTOS:

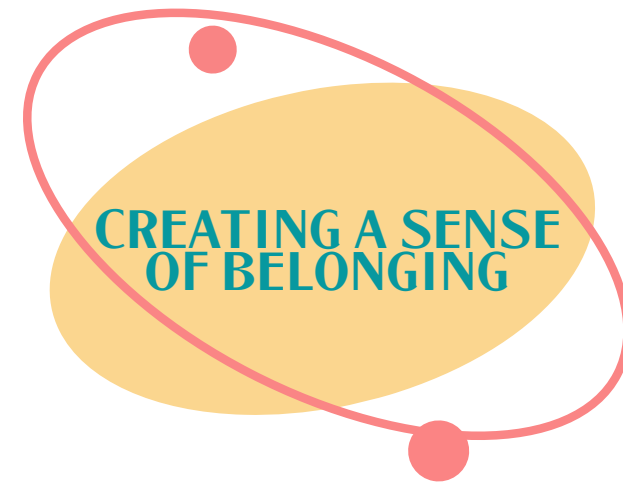
"I feel heard when we do projects and suggest ideas or games".

MdT isn't the first space students mention as a place where they feel empowered to make decisions; however, we're interested in learning what they identify as decision-making so we can strengthen it. As MdT, we can also help students recognize their agency by offering a safe space for this.

BELONGING



The Impact of Mundo de Talentos



GENDER EQUITY

At Mundo de Talentos, we promote gender equality by encouraging children to explore professions and crafts beyond traditional gender roles. Therefore, they have been able to diversify their interests and these are not biased by traditional gender roles. For example, Mauricio, an 11-year-old boy, discovered he had a talent for embroidery, an activity he first tried during one of the Arts and Crafts module sessions.

In his testimony, he tells us:

My skills are embroidery, cooking, planting, and listening. I can do creative things; I discovered that at Mundo de Talentos. I can make embroidered gifts”.

Another example is Dasha, 10 years old:

I want to learn more about technology, programming, and software engineering because I like artificial intelligence and want to help others and I think the salary is good”.

BELONGING



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

The Impact of Mundo de Talentos

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



Our goal is for girls and boys to diversify their knowledge of different crafts and professions in a fun and experiential way, generating meaningful learning that will lead them to choose a career path with the knowledge to make informed decisions. We also strive to help them recognize their tastes and interests, as well as the skills they possess or that could be improved.

Surprisingly, 100% of girls and boys identify one to three professions or crafts they like or are interested in, and many of them learned about them through MdT's thematic modules, in areas related to health, technology, science, art, and culture. It's gratifying to see that girls and boys equally enjoy diverse professions and crafts, breaking away from stereotypes and gender roles, as we mentioned earlier. They not only name their interests but also confidently explain them, referring to their knowledge or skills. This confirms that 70% recognize the skills they have, those they can improve, or what they need to learn more about what catches their interest. This inspires us to continue supporting them in their exploration and self-discovery.

DECISION





The Impact of Mundo de Talentos



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



Some of the professions and crafts that the students identified are:

MARINE BIOLOGIST

“I want to be a marine biologist because I love animals and want to learn about the universe”.

Jade Xiadani, 10 years old, Oaxaca



TECHNOLOGY

“I want to design technology that helps solve people’s problems”.

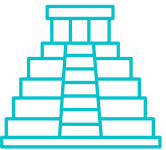
Saimon, 10 years old, Oaxaca



ASTRONOMY

“I like astronomy because I would love to relive the Mayan moments”.

Alán Elías, 11 years old, SCLC



TOURISM AND BIOLOGY

“I’m interested in tourism because of the travels and in biology because it protects plants and animals”.

Aitana Arubi, 10 years old, SCLC



MUSIC, PAINTING AND POTTERY

“Music, painting, pottery: because in my opinion, pottery is art, music is art because of the instruments, for example, the violin, and painting is also art”.

Shirley Victoria, 11 years old. SCLC



CANDY MAKING

“I want to study gastronomy and specialize in pastry making”.

Irving, 10 years old, SCLC



DECISION



The Impact of Mundo de Talentos

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



66% of girls and boys know or have some idea of what they need to do to prepare for and achieve their dreams regarding the professions or crafts that interest them. Although we know their decisions may change, knowing themselves at this age and recognizing their abilities and what they can learn will lead them to make informed and confident decisions, as well as to seek out possibilities for their future. We want to contribute to their personal growth, and based on the results of our survey, we believe we are on the right track and want to reach more and more girls, boys, and adolescents.

Mothers and fathers also encourage us and let us know that we are on the right path. Some of their comments, intentionally collected in interviews, were that their children spent less time on the phone and watching television, that they showed knowledge that didn't come from school or home, that their daughters/sons have more questions about what they want, are more alert and full of emotions, and that they even claim to have found their passion and their vocation.

Furthermore, 100% of families identified at least one strengthened skill in their daughter/son, expressing satisfaction. The most valued were cognitive skills, followed by social and emotional skills.

We conclude that in addition to having a monitoring and evaluation system that we use to recognize our achievements and improve, we also take care to observe and support children and adolescents individually and collectively throughout their learning process. We do this together with the families and guest teachers who join us in this effort. At Mundo de Talentos, we are committed to continuing to support more children and adolescents, providing them with a safe, enriching space full of opportunities for personal and professional growth.





GROWTH **OF** Mundo de Talentos

Growth



Content

Prologue

In brief

Sustainable Development Goals

Activities

The impact

Growth

Future plans



ATZOMPA



EXPANSION TO ATZOMPA

To reach our target group—children from low-income families—, in 2023, we conducted a socioeconomic study of participating families and analyzed poverty statistics in the municipalities surrounding Oaxaca City. Based on this analysis, we engaged with the authorities of Santa María Atzompa to introduce the Mundo de Talentos project and propose a collaboration to bring our activities to this community.

The local authorities were immediately enthusiastic about the initiative. They offered us official facilities to carry out the project and assisted in recruiting students from public primary schools in the area.

By July 2024, we officially launched our collaboration with the municipality of Santa María Atzompa. Currently, we run the program in Atzompa every Saturday **for 40 students.** At the same time, recognizing the value of our long-standing partnership with the Museo Infantil de Oaxaca (MIO), we decided to maintain activities at this beautiful venue. As a result, since July 2024, Mundo de Talentos operates from two campuses in Oaxaca:

- Museo Infantil de Oaxaca (MIO) – Oaxaca City
- Santa María Atzompa Municipal Facilities

Together, these campuses form the headquarters of Mundo de Talentos Oaxaca, and we foresee continuing our activities in both locations for years to come.



Growth

THE ALUMNI PROJECT

The Alumni Project ensures continuity for students who graduate from the basic program, allowing them to continue learning and developing in a proactive and self-directed manner within MdT.

Since these adolescents are older, their participation in the program involves a greater degree of independence, initiative, and decision-making. They can voluntarily join sessions, based on their interests and availability, without the obligation to attend every session. Additionally, they are encouraged to help plan workshops and excursions and to propose topics for tutoring, based on their needs and interests.

The Alumni Project provides a platform for students to explore study and career options, continue developing soft skills through interactive activities, connect with internship opportunities, apply for scholarships, receive career guidance and participate in subject-specific tutoring.

Ultimately, we hope that our alumni will return to MdT in the future to share their professional experiences with new generations of students.

In San Cristóbal de Las Casas, we have seen significant growth in the Alumni Project, with four generations of graduates, totaling 140 youngsters. In Oaxaca, the first generation of 20 alumni graduated in June 2024, having participated in the program since its pilot phase in the second semester of 2022.

With the graduation of the fourth generation of alumni in San Cristóbal, we observed a natural separation between older and younger graduates. Some from the first generation are already in high school, while those from the latest generation are only 12 or 13 years old. As a result, in 2024, we diversified the program to better serve different age groups, tailoring activities to their specific needs.



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



Growth

THE ALUMNI PROJECT

Since September 2024, alumni from Oaxaca have been participating in English classes offered by the Oaxacan Learning Center. Every Saturday, they take part in online sessions, thanks to a valuable collaboration between Hotel Con Corazón, Oaxacan Learning Center and Mundo de Talentos.

On October 18, alumni had the opportunity to practice their English skills by interacting with Hotel Con Corazón's guests. They gave a presentation on the Mundo de Talentos project, sharing its history, vision, and mission with visitors from Chiapas and Oaxaca. Later, they engaged in conversation sessions in English, allowing them to gain confidence in real-world communication. The guests were highly impressed with the students' enthusiasm and performance, making this a truly motivating experience for our graduates. Without a doubt, this initiative continues to inspire our alumni to prepare themselves for success in various fields of life.

ALUMNI

Likewise, a collaboration with the Whitaker Foundation has offered our graduates in San Cristóbal de Las Casas the opportunity to participate in a computer course during the months of September to December. Twice a week, classes were held on basic topics related to computer use and some beginner-level programs. The success of this collaboration was such that it is likely that a new group of MdT graduates will repeat this experience in 2025.

In addition, in 2024, we signed an agreement with the Lomas Foundation in Cancún, Quintana Roo, to be able to obtain student scholarships for our graduates. We hope to be able to offer the first scholarships to our alumni through this alliance with the Lomas Foundation during 2025.



Growth



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

We are pleased to announce that in January 2024, Viani Palacios Gómez from Chiapas and Alejandro Luis Cruz Macías from Oaxaca joined the board of directors of Mundo de Talentos!

Both were actively involved in Mundo de Talentos activities before becoming board members.

Alejandro was a guest teacher in Oaxaca during a special session on Entrepreneurship and activated his professional network for Mundo de Talentos.

Viani completed her social service with us in 2022 to finish her second degree in Economics (ITAM). She focused on topics such as impact measurement and (digital) systems improvement.

Alejandro is currently Vice President of COPARMEX Oaxaca and an entrepreneur in the supply chain management, logistics, strategic planning and quality management consulting sector.

Viani has experience in project management at PricewaterhouseCoopers in Mexico City. She holds a Master's degree in Environmental Sciences and is currently involved in regenerative agriculture project management.

We are very pleased with the participation of these two new socially committed members!

NEW BOARD MEMBERS



**Alejandro
Luis
Cruz
Macías**
Oaxaca



**Viani
Palacios
Gómez**
Chiapas



Alliances

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

NEW FINANCIAL PARTNERSHIPS

In February, we received financial support from the **Royal Talens Foundation**, intended for the realization of a creative project, specifically in support of the Promote Yourself module. During this module, the first-year MdT students in Oaxaca met with poets, psychologists and photographers to develop a personal self-recognition project. The final result, a portrait of each student with their own text or poem, could be printed in large size thanks to the donation from Royal Talens.

ROYAL  TALENS
Foundation



In June, we received financial support from the **Deacero Foundation** based in the city of Monterrey, intended for the realization of the initiative to install a new Mundo de Talentos branch in this city in 2025. Starting in May 2025, every Saturday we will be implementing our vocational guidance sessions with the first generation of students in the north of the country.

FUNDACIÓN
DEACERO

Alliances

NEW FINANCIAL PARTNERSHIPS

In December, we received a donation from **the Rotary Club of Baarn**, the Netherlands, to support the implementation of our vocational guidance activities in our new location in Monterrey. We hope to continue this new partnership in 2025.

In October, we received a donation from **EnZa Zaden Mexico**, a Dutch agricultural company based in Culiacán, Sinaloa. We are pleased to expand our support network of Dutch companies in Mexico. We hope to deepen the partnership with EnZa Zaden towards an educational collaboration in 2025.



ENZA ZADEN



At the end of 2024, the Brussels-based **Fund Euroclear**, managed by the **King Baudouin Foundation**, approved a proposal for financing Mundo de Talentos in 2025. We are deeply grateful that this foundation, after having financially supported our sister school in Brussels, ToekomstAtelier TADA, has also decided to become a financial partner of Mundo de Talentos.

ALLIANCES



Content

Prologue

In brief

Sustainable Development Goals

Activities

The impact

Growth

Future plans

FINANCIAL

Alliances



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

RENEWED PARTNERSHIPS

In October, we received the excellent news that our long-standing financial partner **IMC Charitable Foundation**, which has funded MdT since 2019, will renew its financial support with a donation for the period 2025-2026. With this renewal, IMC has been a great ally for the activities carried out by MdT for a total of 8 years.

We are also grateful to our multi-year financial, educational and in-kind allies who once again gave their support to the children of Mundo de Talentos in 2024:



Alliances

ALLIANCES



Content

Prologue

In brief

Sustainable
Development Goals

Activities

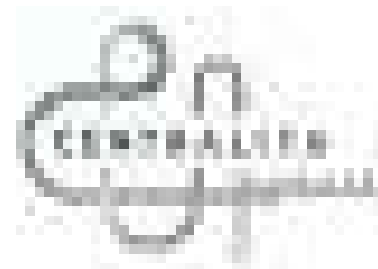
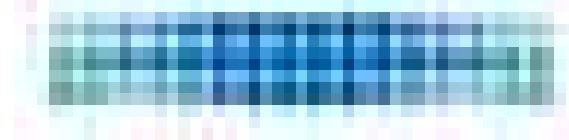
The impact

Growth

Future plans



Global Network of Weekend Schools



NEW ALLIANCES



Alliances

ALLIANCES



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



EDUCATIONAL ALLIANCES



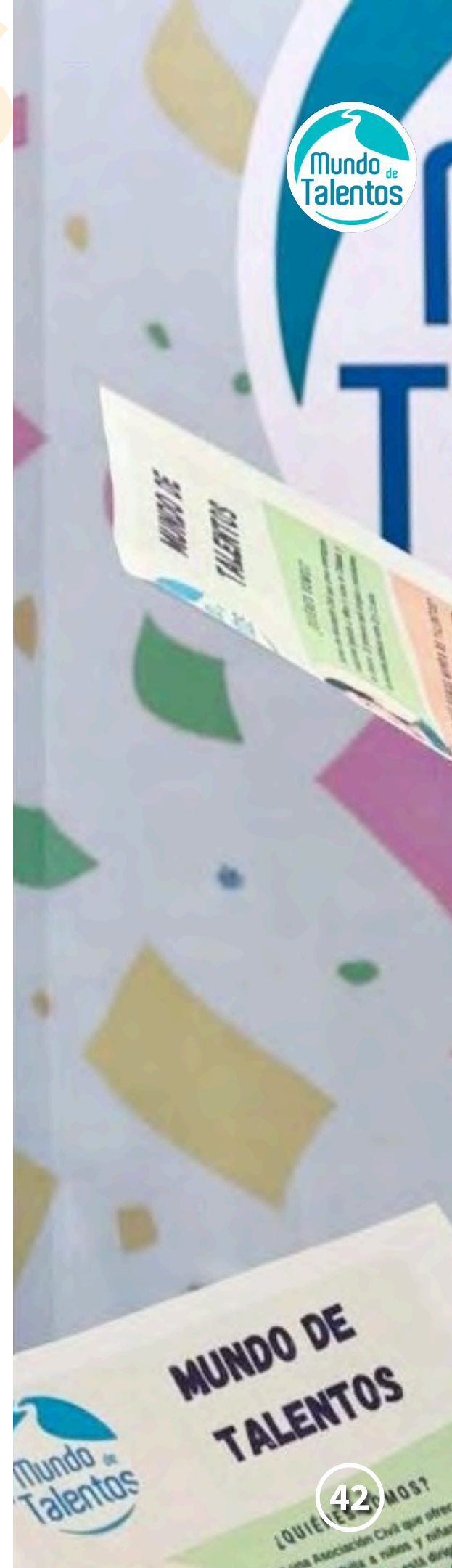
On May 16, a collaboration agreement was signed with the **Lomas Foundation**, a **Private Assistance Institution** to develop educational activities and programs through scholarships and donations of resources destined to the fulfillment of social objectives.



On August 21, in Oaxaca City, we signed an agreement with **the Casandoo University Center**. Through this alliance, students of Education Sciences will be able to carry out their professional internships, social service and/or volunteer work with Mundo de Talentos, in order to contribute great skills and knowledge to our children, as well as generate experience within the work environment by putting their university learning into practice.



At the beginning of October, in Oaxaca City, the collaboration agreement was signed between MdT and the Institute of **Education Sciences of the Autonomous University Benito Juárez of Oaxaca (ICEUABJO)**. With this agreement we can receive ICEUABJO students to do their professional internships or social service with MdT to contribute their knowledge and generate important experiences in working with girls and boys from public primary schools and/or with our alumni.



Alliances



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



EDUCATIONAL ALLIANCES



At the end of October, in San Cristóbal de Las Casas, Chiapas, the 2024-2025 Collaboration Agreement was signed between MdT and the El Rastro Creative **Abilities Development Center**. Creating a network and strengthening these collaborative ties will allow us to continue offering vocational guidance workshops in beautiful environments that inspire the girls and boys of the basic program, as well as for the alumni.



On November 13, also in San Cristóbal de Las Casas, we signed a collaboration agreement with the **Universidad San Marcos**. This agreement allows the two entities to generate and strengthen their ties in the educational development of their respective students. The work carried out by the young people in the Pedagogy and Social Work courses during their professional internships with MdT will be of great importance for the learning of our students.



Also in November, an agreement was signed with the **Meridional University** in San Cristóbal de Las Casas. Through this agreement, students of social sciences and pedagogy will be able to do their professional internships with MdT.



Alliances



Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans



San Cristóbal De Las Casas
Ciudad de Artesanía y Arte Popular



INSTITUTO DE INTEGRACIÓN
Y ASESORÍA COMUNITARIA
IIAC, A. C.

EDUCATIONAL ALLIANCES



Future Plans

Future plans

EXPANSION TO MONTERREY

Mundo de Talentos began its activities in San Cristóbal de Las Casas, Chiapas, in January 2019 and expanded to Oaxaca City at the end of 2022. As part of our commitment to reaching more children and adolescents, we plan to continue expanding to new cities in the coming years.

In 2025, we will open a new branch in Monterrey, Nuevo León, with the support of the DEACERO Foundation. Chiapas and Oaxaca rank last in Mexico in school attendance among children aged 6 to 14, according to INEGI (2020). Additionally, 13 out of every 100 people in Chiapas have no formal education, while in Oaxaca, this figure is 11. Monterrey, on the other hand, is one of Mexico's largest industrial and business hubs, boasting higher educational levels than the national average. However, significant inequalities in educational opportunities remain, particularly in ensuring that young people persist in upper secondary and higher education.

Given Monterrey's large urban environment and strong industrial and business presence, the city offers a unique setting for developing Mundo de Talentos' curriculum. Our target group will be children from low-income families attending public schools, particularly in the municipalities of Guadalupe, General Escobedo, Juárez and Apodaca.

These areas house a significant underserved population, making them possible locations for Mundo de Talentos' mission.



- Content
- Prologue
- In brief
- Sustainable Development Goals
- Activities
- The impact
- Growth
- Future plans**

Future plans

Content

Prologue

In brief

Sustainable
Development Goals

Activities

The impact

Growth

Future plans

LAUNCHING THE MONTERREY BRANCH



During the first months of 2025, we will establish an operational team in Monterrey. Starting in April, the coordinator of this new branch will visit different public schools to publicize this program and interest the 40 students who will make up the first generation. In addition, he/she will design the program for the first year of operations and will look for guest teachers, volunteers and other allies to develop the content of the modules. In mid-May, the sessions will begin every Saturday, and an educator will support the coordination with the implementation of the activities. Together, they are in charge of monitoring and evaluating the activities through the implementation of the impact measurement system.

The intention is that in 2026, in Monterrey, a second generation of 40 students will take the first year of the Basic Program, while the first generation will continue in the program with the second year. Thus, from 2026 the branch in Monterrey will operate completely with 80 students per week. In addition, at the end of 2026, the first generation of students will graduate and continue in the alumni project starting in January 2027.

PLANS



Annual report 2024

