



ANNUAL REPORT 2015



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INTRODUCTION

Just like every year, UNETE has stories and good news to share with all that are part of our dream that started sixteen years ago.

The impact achieved through the UNETE model, generates changes that integrate students, parents, and teachers deeper into the school communities, a result of actions undertaken with the objective of obtaining improved outcomes in education quality, innovation, and specialization. This year, our evaluation allowed us to evaluate student competency levels in areas such as digital literacy and twenty-first century skills among students attending UNETE-supported schools.

Thanks to the information obtained through the schools that participated in our mentorship program, we designed a platform focused on developing those abilities through technology. Once again, we offered a Reading Comprehension course, through which students showed interest in improving their command of reading in order to significantly increase their learning. More than 2,000 tasks developed for children and youth expressed that they could spark off new questioning about their surroundings and improve the tools that would allow them to confront their trajectory. It is for this reason that our focus is directed toward mentorship as a way to spark impact.

Among the big accomplishments of this year is the recognition of the National Medal of Quality, continued outstanding qualification in our evaluation by Filantrofilia, and receiving a certification from Great Place to Work, to mention some of the most important.

Also worthwhile is the commitment UNETE has made to greater objectives, and for this reason we are now aligned with the United Nations Global Compact in order to demon-

strate and always ensure that our actions are in accordance with the ten stipulated principles to which the compact requires adherence.

Additionally, in continuance of our work to benefit students through our model of intervention, we work in projects that allow us to increase our range of impact and improve the services we offer, in the zones that need help the most. It is the case that the Google program "Homemade Wi-Fi" allows us to bring connectivity through satellite antennae made with tin cans. This partnership also allowed us to bring our mentorship model to more indigenous communities.

All of the above demonstrates the extent to which we continue to refine and strengthen our model, and that we are motivated to continue working with the firm conviction and in partnership with those segments of society in favor of quality education. We also work with partners committed to diminishing the competition gap between Mexico and more developed countries.

Likewise, to all of those who have believed in UNETE and have supported our cause, we appreciate your trust and affirm our commitment to continuing to design and execute programs that continue to benefit the teachers and students who need support the most.



Roberto Shapiro Shein
President of the Board



Without the fear of being mistaken, I think that all the kind readers of this report use technology everyday for the professional, commercial,

or personal activities. For this reason, they understand the vital importance of technology in helping develop the potential and bringing better opportunities for the future to children and youth in Mexico.

We are very pleased to complete sixteen years driving the dream and commitment of our founder, Mr. Max Shein, who in 1986 began supporting programs to provide technology to public schools in our country. Though it is critical to remember that in those times there did not exist the programs and applications that millions of people have access to today.

The mission of UNETE is to improve the quality of education through access to technology, the design of educational resources, Internet connectivity, and the teacher mentorship and capacity-building.

Throughout all this time, UNETE learned much, and the clearest lesson is that the greatest factor for change in schools is human capital. For this reason, we refined our Capacity Building and Mentorship programs, we made them more robust, and in doing this we trained over thirty thousand teachers on the use of information and communication technology. This superb result was accomplished through the work of our partnerships with Televisa Foundation, Becalos, and the Latin American Institute for Educational Communication (ILCE).

It fills me with pride to inform you that to date over 2.4 million students and over 90 thousand teachers have benefitted from our work. All of this is thanks to the support and trust of our partners such as the Secretary of Public Educa-

tion, Nacional Monte de Piedad, the State and Municipal Governments of Puebla, the W.K. Kellogg Foundation, Dell, the Chihuahua Business Foundation, Business Council of Hidalgo, and the more than 500 donors that back our work with their generosity. Today UNETE is present in 45% of municipalities in the country.

I am also pleased to share that UNETE was awarded the National Medal of Quality; we are the first civil society organization to be recognized with this honor, through UNETE is shown as an example of innovation and quality in our practices and processes, thus implicating great responsibility.

Likewise, Great Place to Work gave UNETE their support by certifying us as an excellent place to work and recognized us for strengthening gender equity through our school interventions.

In light of this great impact and results, I want to appreciate and recognize the valuable participation of our Board, the State Councils, and all of the team of collaborators who bring great passion in confronting the big challenges of today with conviction that their work will effect the lives of millions of children and youth.

At UNETE, we are thoroughly convinced that only through quality education will we be able to tear down the wall of inequity and delay that exists in our beloved Mexico.

For this reason, united and celebrating this sixteenth anniversary, we reaffirm the commitment we made to my dear grandfather Mr. Max Shein, to continue working for the students and teachers of Mexico.

Many, many thanks!



Claudio X. González Guajardo
Honorary President



At the completion of sixteen years, UNETE continues to fulfill its mission to improve the quality and equity of education in Mexico. Since its founding in the year 1999, this institution has sought to accomplish equity of opportunities in public schools by providing access to technology with the perspective that student access to quality education is fundamental in creating a more just and honorable country.

Initially UNETE brought computers and a precarious Internet connection to schools; with the passage of time the UNETE model, designed to generate impact and results in the school community, has greatly improved. We continue bringing computers to, servers, and other technologies to schools, but we accompany that by bringing teacher and principal training, with a wide range of pertinent educational content and with a system of yearlong mentorship to ensure the best use of technology. The perfection of the UNETE model allows for the deepening of the final objective of generating new competencies among teachers and students and expanding their opportunities for overcoming the challenges of poverty and marginalization.

Millions of Mexicans have contributed to UNETE's success: more than 7,600 schools equipped and approximately 2.5 million students benefit each school year in Mexico. Only the sum of much goodwill in government, in business, and among the Mexican people could accomplish results of such magnitude.

But to generate lasting benefits it is not only necessary to reach a quantity of schools, but to ensure that quality services are provided to the school community. UNETE insists on quality. UNETE is an institution that consistently evaluates the reach and impact of its interventions. Its dedication to serve the Mexican people with quality is evident through its certification as the most dedicated non-governmental organization in country (Filantropía, 2015).

The success achieved by UNETE is notable and should instill pride in its board, its team, and its many partners. Proud but aware, because times are changing, technology changes, and the needs of the communities change too. UNETE must have the ability to reflect and the capacity to adapt to changing times in order to continue ensuring a kind and useful service to Mexico's schools. Another item signifying a historic opportunity is presented by Article Three of the Constitution thus initiating a profound transformation of our education system. We cannot miss this opportunity. UNETE dedicated as it has been for the last sixteen years, will improve education in Mexico.



Bárbara Mair Rowberry
Vice president of the Board



Through the course of these years, we have demonstrated that the UNETE Model has been and will continue to be an excellent way to elevate the quality and equity of education in the country; our focus is a combination we have perfected for students in order to maximize their educational experience. Nevertheless, an obvious and principal component in our model is that of human capital, which brings more than technology alone.

Each educational context has unique particularities that are generally well known by teachers. It is critical to recognize the importance of teachers' roles. In accordance with that, for we at UNETE it is the sum of importance to support our teachers to enable them to continue on their formative career trajectory including the effective use of technology in education. The Becalos program has proven fundamental in this shared fight, thanks to the donation of scholarships covering more than 80% of the training course costs for teachers. Currently more than 30,000 teachers have benefitted from this program. Similarly, through ILCE, more than 17,500 teachers were trained in the use of information and communication technology.

We also install content on the technological equipment we bring to schools, in order to complement classwork and materials. These resources are linked to the study plans of the Secretary of Education, generated by recognized institutions that also are seeking to have an impact in academic terms. In the most remote regions in Mexico, where connectivity is deficient, we bring servers with more than 1,800 educational resources so those students and teachers can benefit in the same way that do those in urban areas.

Our model is based on the innovative learning environments promoted by the Organisation for Economic Cooperation and Development (OECD), which considers technology to be a catalyst for strengthening the workforce. Through Mexican Competency Standard EC0121 promotes the expansion of learning projects integrating the use of ICT to strengthen digital, cognitive, and social-emotional skills the Mexican Government also encourages programs like UNETE. For these rea-

sons as well, we at UNETE seek to mentor our teachers wanting to adopt these teaching methodologies.

We also strengthened our educational portal, ComunidadUNETE (www.comunidadunete.net) which attends to some of the great needs of teachers by bringing learning objectives, educational content, tutorials, lesson plans, and a social network to exchange ideas and best practices. We also created an efficient repository of content categorized by recommendations for utilization in order to better address the needs of teachers.

It also fills me with pride to inform you that our help table gave increased amounts of assistance, answers, and follow up this year through a variety of means of communication.

Through the years we learned that the best way to learn is by working hand in hand with our teachers. The in-person mentorship program is our program designed to put into practice, measure, and test the success of each element of our Model. A youth who attends an UNETE-supported schools, attends a school where his or her teacher receives support throughout the entire process, such as curriculum management, access to and use of educational resources that can be found on our servers, and training on preventive and corrective technology maintenance. To create pedagogical activities that develop a new way of integrating technology into learning, and additionally, being able to count on technical and pedagogical support is, at the end of the day, what generates change. This cooperation with teachers allows us to evaluate how each element of our model and intervention can be improved every year.

At UNETE we are convinced that working in partnership with the private and civil sector for the betterment of education, assures social mobility and sustainable economic growth. To work together for the future of our country means undertaking activities directed toward the combined ends, to measure and provide results, to ignite participation in the school communities, to look for economic resources, to strengthen our alliances, to continuously evaluate our model, to actively researching global trends so that every single day we can be working to overcome the great challenges facing Mexico.





OUR BOARD

Don Max Shein Heisler (q.e.p.d.)
Founder and Honorary Lifetime President

Roberto Shapiro Shein
President

Claudio X. González Guajardo
Honorary Lifetime President

Liébano Sáenz Ortiz
Vice President

Bárbara Mair Rowberry
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Rebeca Aguilar Álvarez de Sáenz
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Lauro González Moreno
Pablo González Guajardo
Pilar Baptista Lucio
Roberto Sánchez Mejorada Cataño
Víctor Manuel Guerra Ortiz
Yvonne Shein de Pelletier





DRIVING EDUCATIONAL QUALITY

EDUCATION

In UNETE we know that access to a quality education is a key element that determines the advancement and progress of our country. Utilizing cutting-edge technologi-

cal resources allows us to develop an intervention model in which teachers have a fundamental role as an agent of change.

THE FORMATIVE TRAJECTORY

The incorporation of Information and Communication Technology (ICT) into educational programs has gained special relevance under the argument that these tools promote a better quality education. For this reason, UNETE integrates into its Cross Sectional Model, partnerships with higher education institutions with extensive experience in K-12 teacher tra-

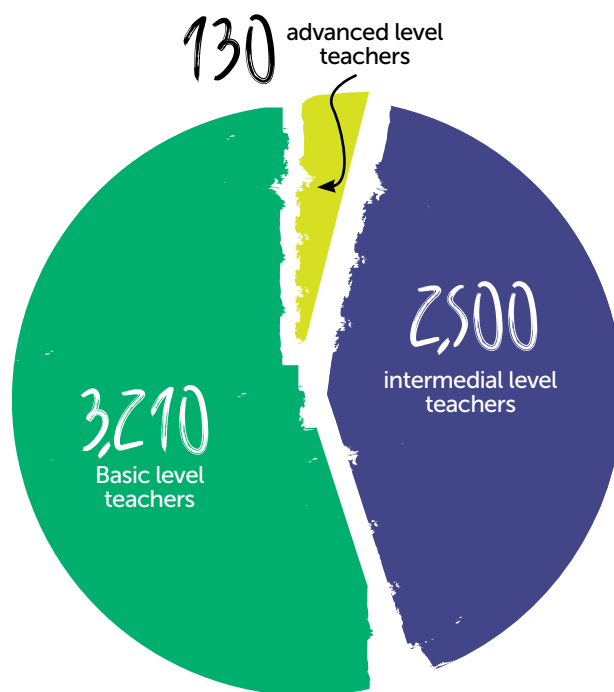
ining. This is done to best develop the digital abilities of the teachers including research, communication, collaboration, digital responsibility, and the use of technology, in order to improve student learning.



DURING THE 2014-2015
SCHOOL YEAR

5,840

teachers were trained in
31 states in the Republic
of Mexico thanks to
the support of Bécalos





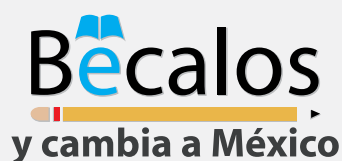
TRAINING LEVEL	FORMATIVE OPTION	PARTNER INSTITUTION
Basic level	Introduction to the use of technology	Valatec
Intermedide level	Diploma in the Creation of ICT Learning Environments	Advanced Informatic Lab (LANIA)
	Diploma in the Development of Mathematical and Mobile Resource Competencies	
	Technology Resources in the Lab	Puebla Universityb Institute (IUP)
	Competencies in the utilization of ICT in Pre-K Education	
Advanced level	Training Trainers Program 13 Diplomat to choose from	Institute of Technology and Higher Education of Monterrey (ITESM)

Training options . 2014-2015 school year.

BÉCALOS



Supporting teachers is an area wherein we have experienced much success thanks to the support of Becalos, a program that has the goal of offering teacher tools and resources that help implement innovation initiatives and improvement of teaching quality. To date, more than 30,800 teachers have received a scholarship through this program. We greatly appreciate all of the people that have so generously contributed and supported this cause through their ATM donations.



LATIN AMERICAN INSTITUTE FOR EDUCATIONAL COMMUNICATION (ILCE)



From the beginning, ILCE has been a fundamental pillar of support for UNETE. In recent years, ILCE has helped train and build the capacity of 17,850 teachers.

STRATEGIC PARTNERSHIPS (2014-2015 SCHOOL YEAR)

• UNETE – LANIA

Yucatán State Coordination for Continued Training: This program has allowed for the training of over 400 primary and secondary school teachers, with the option to align the program with the needs of the Regional School Management Program.

• UNETE – LANIA

Veracruz State Coordination for Teacher Skill Update: This initiative consisted of training one thousand primary and secondary school teachers for their Diploma in Creating Learning Environments based in ICT and the Development of Mathematic Competencies with Mobile Devices.

• UNETE – IBM

Utilization of the “Teachers Try Science” Tool: This science portal developed by IBM has the objective of effecting a positive impact on the 400 teachers integrating this tool with their Diploma of Lab-Based Technological Resources, a diploma program conducted by the University Institute of Puebla.



TEACHERS OF EXCELLENCE

Becalos awarded a scholarship to cover 100% of the costs of taking a course on Perfecting Teacher Competencies through the Autonomous University of Madrid. The teachers supported by UNETE who also received Recognition of Excellence for Training the Trainers, 2015 are:

1. Nancy Elena Trujillo Salazar, Mexico City
2. Laura Gabriela González Hernández, State of Mexico

3. Rocío Carolina Hernández Álvarez, Guerrero
4. Evelia Livier López Aguilar, Nayarit
5. Esther Rivera Cupil, Veracruz



We give thanks to Aliat Universities for supporting 44 teachers and thus allowing them to study for the Masters in Teaching and for having the dedication to continue supporting education in Mexico.



UNETE COMMUNITY

The educational portal, UNETE Community (www.comunidadunete.net) continues to grow and to gain more users. The portal offers **more than 1,800 open educational resources**, tools, tutorials, courses, lesson plans, learning communities, educational calendars, school and teacher recognition, as well as real-time technical and pedagogical assistance.

UNETECA

In this section teacher can search and recommend **content and educational tools classified** by level, grade, and subject.

Learning Communities

Here teachers share ideas and advice on themes such as: the use of social networks in class, bullying, science and technology in education, among others. **This is the place in which collaboration and interaction generate new ideas.**

School Pages

In this space teachers and schools all over Mexico share their projects, their blogs, and their successful practices. This creates a unique space in which school interact through the use of technology in education.

Calendar

The calendar allows teachers to find educational events, online courses, news, forums, resources, and more. Users can also add their own events and share them with other teachers or with the entire UNETE Community.

UNETE COMMUNITY

The reach of the UNETE Community is:



30,759
registered users

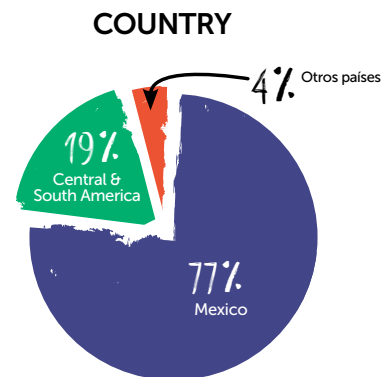
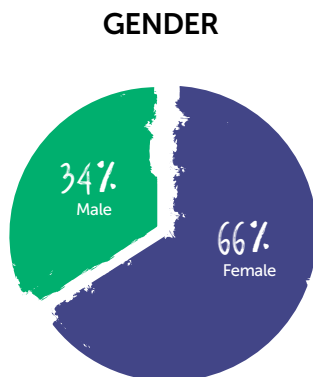
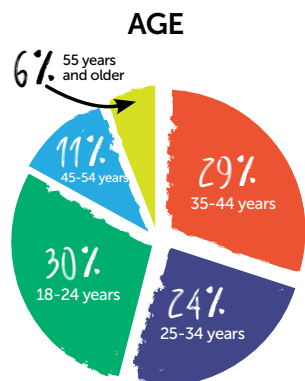


40,000 a 45,000
monthly visits



20,000 searches for
resources every month

PORTAL USER PROFILE



CONTENT www.comunidadunete.net

Categorized content
• Content aligned with the plans and programs of the Secretary of education

Content aligned with the plans and programs of the Secretary of education

All subject areas
• Spanish, Mathematics, English, Science, History



All levels and grades
• Preschool, Basic and High School



Educational themes of interest
• Health, indigenous languages, biodiversity, special education

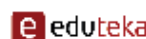


Books, lectures, interactive games, downloadable content lesson plans, digital education tools.

+ **than 1800**
educational resources
(content, lesson plans and tools)

UNETE
COMMUNITY

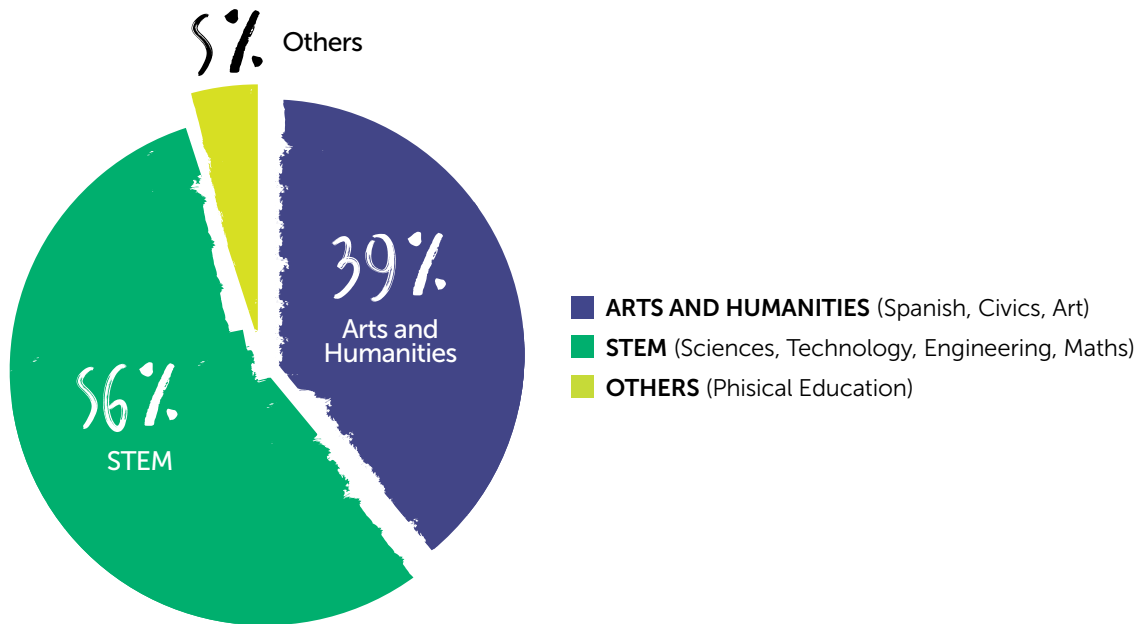
International Educational Resources



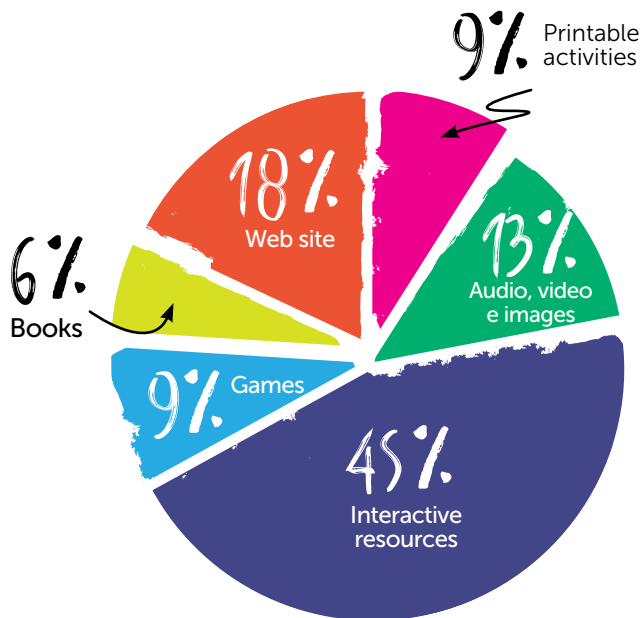
EDUCATIONAL CONTENT

TOTAL: 1,876

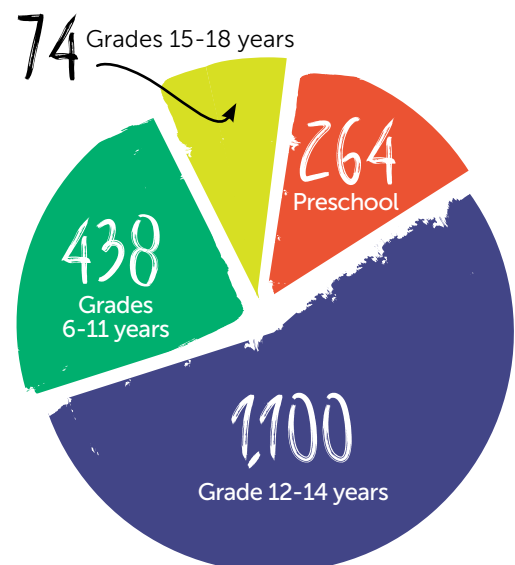
CONTENT BY SUBJECT AREA



RESOURCES



EDUCATIONAL LEVEL





COMPETITIONS

This school year in the UNETE community we had thirteen competitions and gave a total of 164 awards to the students, teachers, media lab coordinators, and principals who used the tools and resources of UNETE Community and shared their projects, experiences and outcomes related to ICT in schools.



Telefónica
FUNDACIÓN



Inoma
POR TI MISMO

EDUCATIONAL CONTENT ON THE SERVERS

At UNETE we know the reality that many schools face regarding the lack of Internet connectivity, that is why we designed an alternative way to access the content online: servers with educational resources preloaded with the same characteristics and standards of quality as those on the portal. This platform contains 180GB of content, and can give access to tools such as word processors, spreadsheets, books from the Secretary of Basic Education, among others.



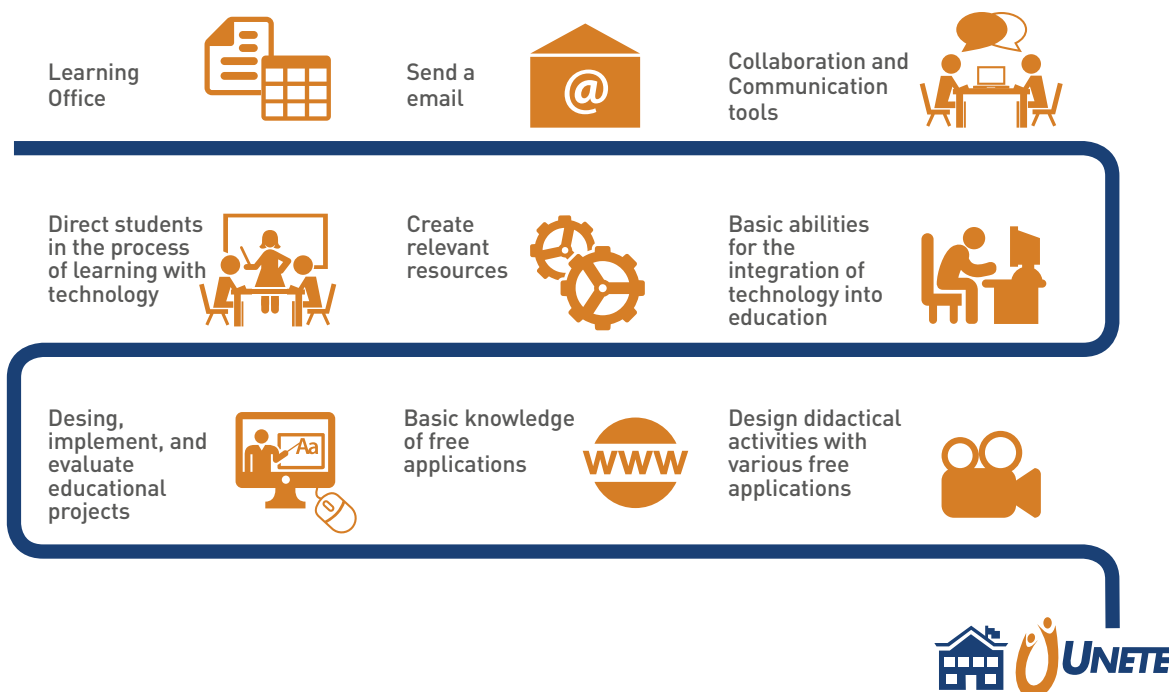
GLOBAL INTERVENTION OF THE MENTORSHIP PROGRAM

Through the teacher diagnostic assessment, UNETE created a program that takes teachers by the hand through the knowledge of computer program basics to the design of didactic activities using open-licensed tools and applications.

UNETE has an intensive and personalized mentorship program for those teachers that have not used computers before. This program takes place in the teacher's own classroom with a personal computer. The individual advice and counseling centers upon programs for

designing didactic material (IE: Jclic, Hot Potatoes, Free Mind, Sebran, Rapidtyping, Tux of Math Command, Research Tools, Encarta Library, learning goals contained on the UNETE server for math, Spanish, history, natural sciences, and geography) that includes the design of a class for the teacher with the objective of identifying that teacher's progress.

During the week of Easter, Community Courses were carried out in schools throughout Chiapas offering activities with children and parents.



UPON COMPLETION OF A DIAGNOSTIC ASSESSMENT OF DIGITAL ABILITIES TEACHERS RECEIVE MENTORSHIP THAT MEETS THEM AT THEIR CURRENT LEVEL AND HELPS THEM GROW.



MENTORSHIP PROGRAM

With the purpose of strengthening academic activities, the Mentorship Program came to include digital didactic materials that guide the activities of teachers and students.

One of the most important elements of the platform is a project matrix aligned with the school curriculum and the characteristics of the Innovative Learning Environments of the OECD that promote the development of various digital abilities, as well as cognitive and social-emotional skills. All of the projects are aligned to the Mexican Government's initiative stemming from EC0121, Increasing Learning Projects integrating the use of ICT.

The projects in the matrix favored the development of participative activities that caused reflection through the introduction of real-life situations. As a result of this process, students brought digital files containing elaborate projects their choosing, and in teams reflected on the themes studied and the use of digital tools. Students also used a variety of computer programs for presentations, word documents, idea maps, videos, audio files, and interactive activities.



PROGRAMA DE ACOMPAÑAMIENTO Taller de Comprensión Lectora

Sesión 1: El señor escondido
Desarrollo del tema

El título del cuento que leeremos en esta primera sesión es "El señor escondido". Los invitamos a que imaginen ese título como si lo vieran escrito con letras fluorescentes frente a ustedes. Ahora piensen: ¿De qué podrá tratarse?

- En plenaria en el salón de clases, dejen volar su imaginación al responder las siguientes preguntas:
 - ¿Por qué un señor podría esconderse?
 - ¿A qué se dedicará alguien que se esconde?
 - ¿Cómo será su vida familiar?
 - ¿Pudo haber sufrido alguna desgracia?

Registren las respuestas en este [foro](#)

- En ese mismo espacio, un alumno voluntario, seguramente no faltará quien querrá hacerlo, resumirá verbalmente lo que sus compañeros expresaron acerca de lo que conocen sobre "señores escondidos". De esta manera les ofrece un panorama claro de lo que ya conocen, recuerdan e imaginan. Esto es importante, pues con su experiencia previa sistematizada frente a ustedes, comprenderán mejor lo que leen.
- Tengan presente que:

Todo lo que tiene que ver con nosotros mismos y nuestra vida, nos resulta más cercano y por lo tanto lo entendemos mejor. De esta manera, si relacionamos las lecturas con experiencias de nuestra vida las podremos disfrutar más.

¡A leer el cuento!



THE 2014-2015 MENTORSHIP PROGRAM

The 2014-2015 school year has been a period of consolidation for the Mentorship Program. This initiative, which began in 2009, consists of the incorporation of a facilitator in the educational centers supported by UNETE, with the objective of integrating technology into the teaching learning processes.

Based on the Inter-Sectorial Collaboration Model, it is supported by the NEMI Foundation and the Digital Opportunity Trust. This year for the first time UNETE implemented a model of intervention directed by teachers and students in the State of Hidalgo.

Thanks to the support of our partner Nacional Monte de Piedad, as well as the donors of each school, the Mentorship Program benefitted 291 schools, which generated a direct impact on the use of technology in education upon more than 3,100 teachers and 74,000 K-12 students across the twenty-four states in the Republic of Mexico.



Nacional Monte de Piedad.

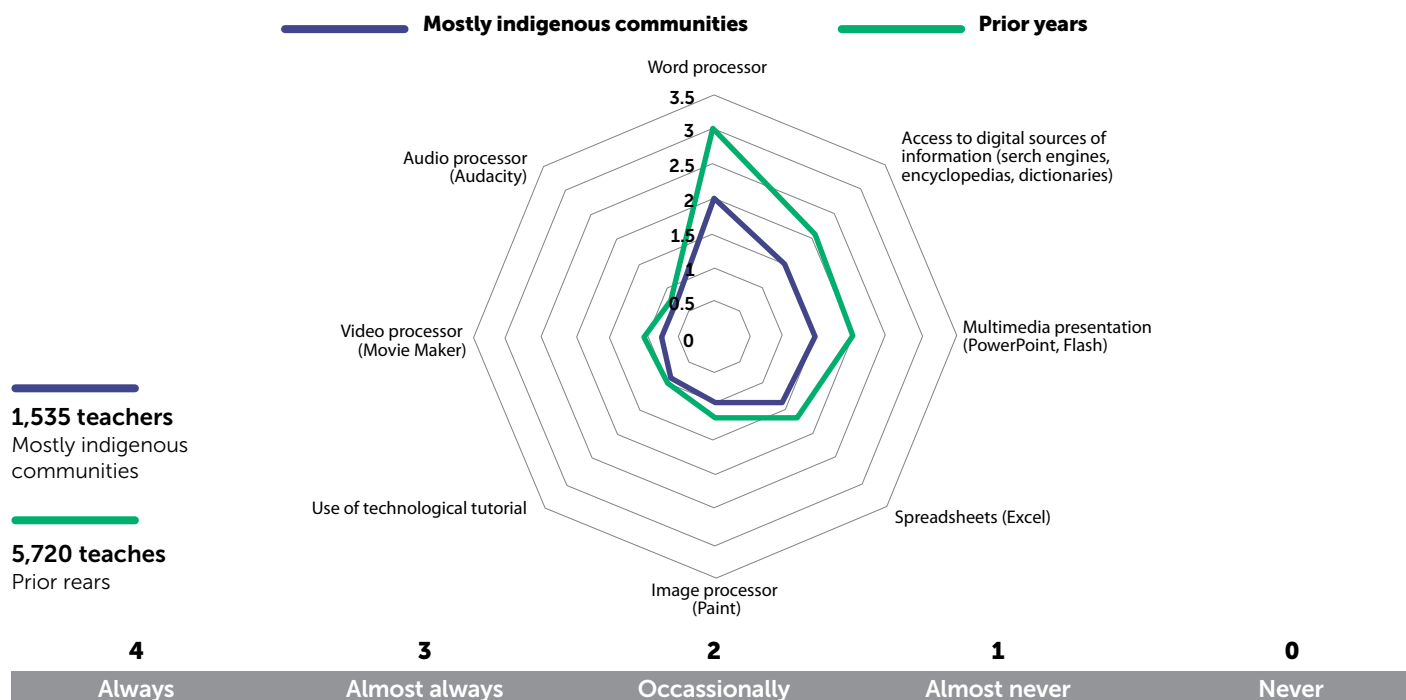
STATE	# OF SCHOOLS	STATE	# OF SCHOOLS
Chiapas	117	Durango	4
Yucatán	28	Michoacán de Ocampo	4
Baja California	28	Zacatecas	4
Hidalgo	18	Veracruz de Ignacio de la Llave	2
Oaxaca	15	Sonora	2
Quintana Roo	15	Guanajuato	2
Sinaloa	10	Colima	1
Chihuahua	10	Tamaulipas	1
Jalisco	7	Aguascalientes	1
Estado de México	7	Morelos	1
Guerrero	6	Distrito Federal	1
Nayarit	4	Puebla	1
TOTAL: 291			



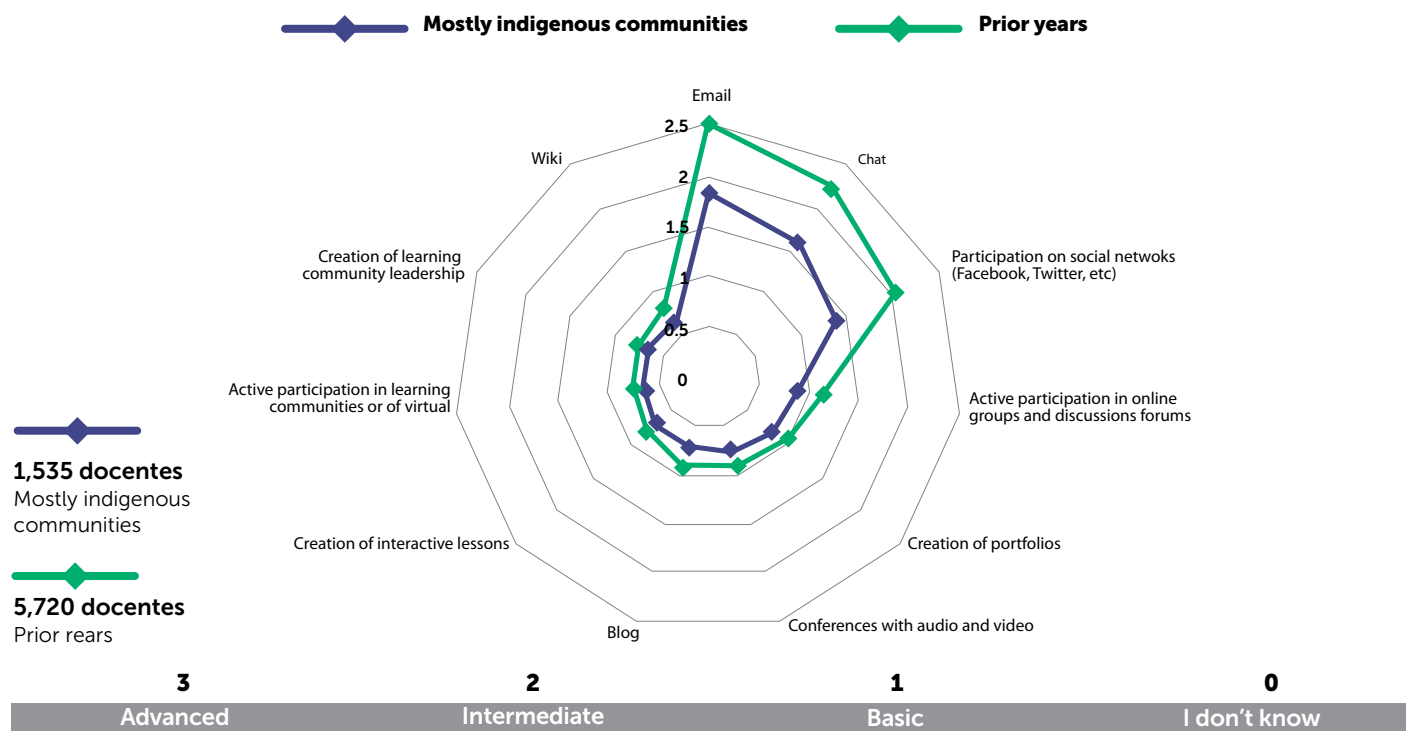
THANKS TO OUR PARTNERSHIPS WITH NMP, THOUSANDS OF 6-12 STUDENTS HAVE BENEFITTED FROM UNETE SUPPORT

Through the teacher diagnostic assessment we were able to identify the level of expertise of the supported teachers in comparison to years before. It is important to mention that this year $\frac{3}{4}$ of schools in the program were in indigenous communities and municipalities (counties). The graph below shows the importance of serving this demographic:

FREQUENCY OF USE OF ICT



TECHNOLOGY MANAGEMENT ABILITIES OF BENEFITTED TEACHERS





PROJECTS SUPPORTED THROUGH THE MENTORSHIP PROGRAM

Mentorship in Indigenous Communities

This year the mentorship program was implemented mainly in indigenous schools with high levels of marginalization, many located in the State of Chiapas.

Through a diagnostic assessment of 1,535 primary school teachers, UNETE was able to create different stages of training for ICT management.

The first stage was concentrated on the individual assessment and the collective capacity of teachers in themes related to word processing, spreadsheets, Open Office presentations, in order to familiarize teachers with the daily use of computers.

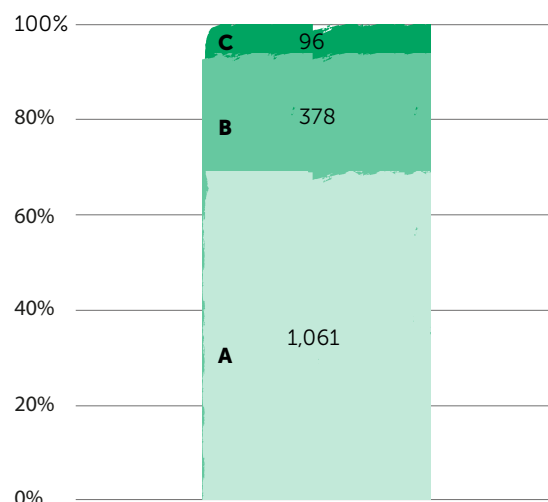
During the second stage, efforts are centered on the building of capacity in programs for the designing of didactic material (IE: Jclic, Hot Potatoes, Free Mind, research tools, others) primarily for math, Spanish, history, natural sciences, and geography subject areas.

One fundamental component of the intervention was individualized consultations, which included designing a class with the teacher that had the objective of assessing their progress. Similarly, UNETE started community courses for the children and parents on themes such as: knowledge of rights, basic computer use, values, and others.

In the last stage we used the Tweet a Dream campaign with the goal of students being able to express in digital mediums their life dreams, leadership, environmental responsibility, equality of opportunities, teamwork, and others.

Additionally, in terms of attention to indigenous communities, we could not have worked so effectively without our friends at Pro Mazahua, who brought their unconditional support and experience while working in Mazahua schools. We appreciate all of their help.

TEACHER PROFILE ACCORDING TO DIGITAL HABILITIES



- PROFILE C** expert knowledge of technology in personal and educational level
- PROFILE B** intermediate knowledge and apply it in a basic way in their classes
- PROFILE A** basic knowledge



Reading Comprehension Course

UNETE implemented a reading comprehension course for kids in fourth, fifth, and sixth grade based on the premise that to correctly understand a text is an essential element for learning in any subject area.

The course contributed to students significantly developing reading comprehension through using elements such as group dialogue, imagination, answering reflective questions about the lectures, and the production of creative documents using different computer applications such as word documents, multimedia presentations, and audio recordings.

The course received 3,234 pieces of student work from various backgrounds to integrate into the program. The interest in the course inspired some principals and secondary teachers to consider including these activities at their schools.



These are some of the texts that students shared with us:

"THE TRAINING OF A HERO"

There once was a boy called Leonel Messi who went to a military school called Collision Stars to train for combat against a world of mutant species. In order to send him back stronger, they put him in a capsule. They gave him large weapons that they called "Supreme Weapons". Because of his great talent he was sent to a world where the species were, and killed them and destroyed them in the form of a ring."

"THE SECOND HAND CLOTHES DEALER"

The second hand clothes dealer Juan was a very mischievous boy and didn't want to help his mom in the house. He preferred to hang out on the street and play, his mom would scold him and he would ignore her. But one day his mom said, "If you do not help in the house you will turn into what you don't want." But Juan didn't stay in the house and he went to play. That night, he went to sleep and the following day he woke up and he wasn't the same. He had turned into a second hand clothes dealer. Then he remembered what his mom said, to him, he did not like to work and how as a second hand clothes dealer he would need to always work going door to door."

"THE PINE TREE"

A large, green pine tree lived in the forest with his smaller tree friends, and they always said, "What a shame it is that you are so tall, otherwise you could play with us. You are always alone up there, and the pine tree was sad and wanted to be smaller. One day a woodcutter arrived at the forest and saw the pine tree. He was crying and the woodcutter asked him what was happening and the pine tree told him that he wanted to be smaller like the other trees. The woodcutter thought, "I need wood and he wants to be smaller." Then he started to chop down the tree and what he vanished the pine tree was so small that almost no one could see him. The other trees told him that now you are the same size and we can all play together."

Telesecundaria 87 Lolotla, Hidalgo.
Reading Comprehension Course, Session Three, Things that happen

School Mentorship-Dell Giving

This year through the Youth Learning Program, UNETE implemented a comprehensive training and mentorship program in twenty-four schools equipped with Dell technology in the states of Jalisco, Sinaloa, and Nuevo León.

This initiative had the following objectives:

1. Provide an individual training program to the teachers that would be focused on the use of technology in these schools.
2. Create a facilitator-teacher interaction space to support teachers in including technological tools in their classes and through that, integrate technology into teaching-learning processes.

The project also included student courses to reinforce or strengthen reading comprehension and English studies through the use of Duolingo and Eduspark.

The expected reach of this program is:

- More than 12,000 student participants
- More than 350 teachers benefitted
- More than 250 hours of participation in the technology training
- More than 2400 additional community members indirectly impacted by the UNETE-Dell project.

Through our certification from the Silicon Valley Community Foundation, we can accept international donations and further the impact of the UNETE Model.

The fulfillment of their requirements gave us the trust of Dell Giving, who supported social impact projects in our country through UNETE.



EQUIPPING SCHOOLS

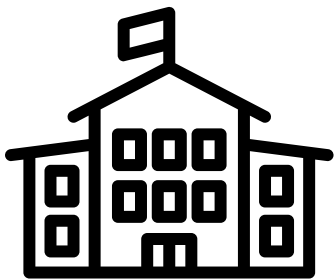
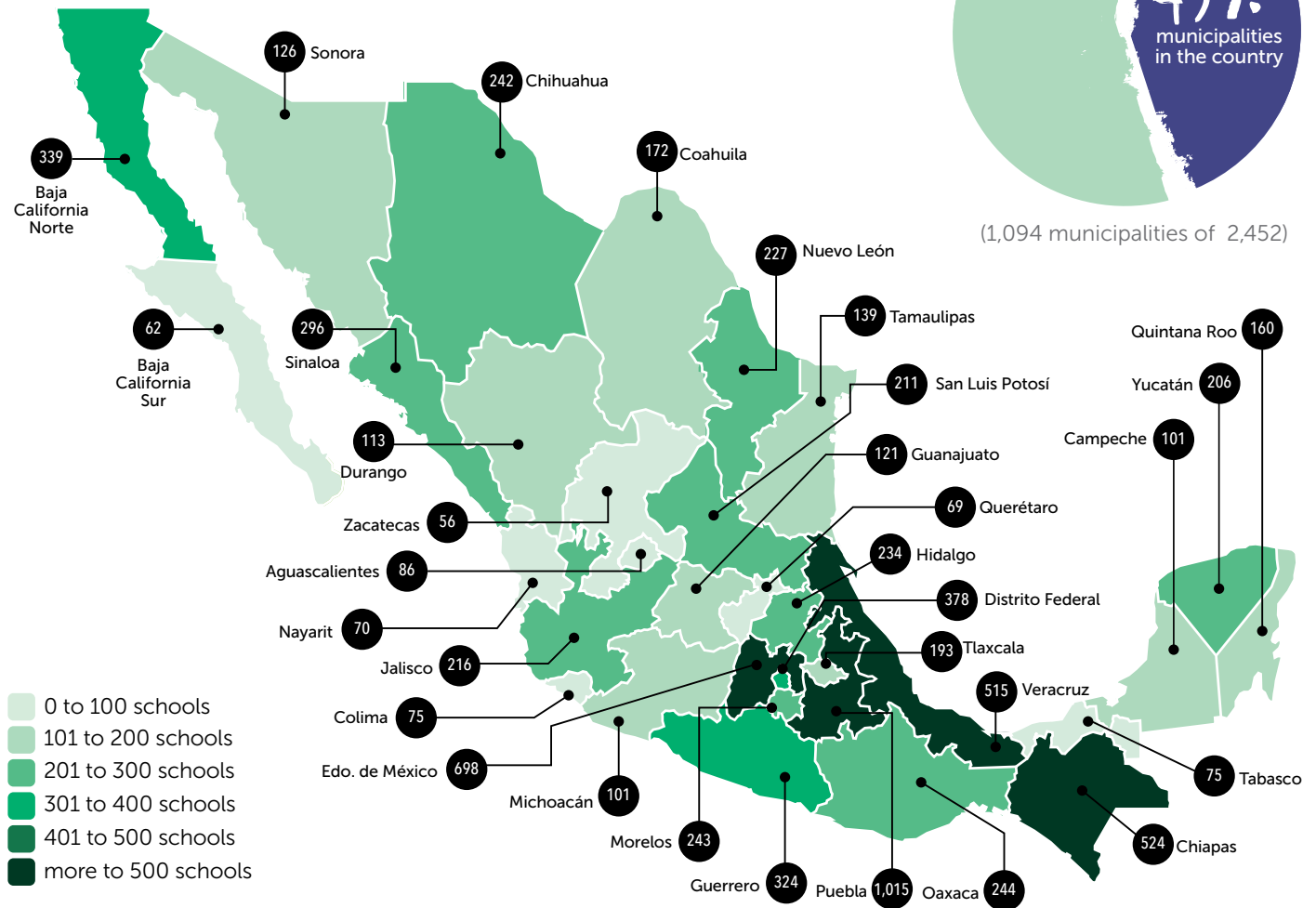
Thanks to our partners and donors we continue to extend support to public schools. Currently we serve more than 12% of the primary and secondary school population in Mexico. Additionally, we

have equipped schools in more than 45% of all the municipalities (counties) in the country. UNETE's investment in education technology has proven fruitful, and has translated to a better education for a better Mexico.

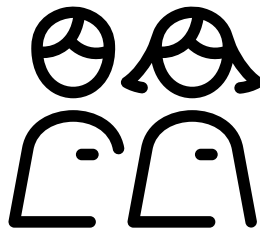
Updated July 31, 2015

STATE	MEDIA LAB	SCHOOLS	STUDENTS	TEACHERS
Aguascalientes	65	86	29,309	898
Baja California	214	339	111,391	5,147
Baja California Sur	42	62	21,155	963
Campeche	81	101	24,160	936
Chiapas	491	524	154,908	6,166
Chihuahua	188	242	95,511	4,225
Coahuila	113	172	62,090	3,019
Colima	45	75	21,712	1,004
Distrito Federal	256	378	155,804	7,237
Durango	82	113	35,523	1,929
Guanajuato	83	121	53,648	1,752
Guerrero	285	324	90,863	4,245
Hidalgo	212	234	59,064	2,564
Jalisco	141	216	70,906	2,499
México	545	698	227,866	9,995
Michoacán	74	101	31,498	1,204
Morelos	193	243	90,092	3,625
Nayarit	46	70	19,255	922
Nuevo León	143	227	74,889	3,140
Oaxaca	228	244	42,933	1,536
Puebla	846	1,015	318,222	12,233
Querétaro	44	69	27,283	813
Quintana Roo	103	160	55,143	1,823
San Luis Potosí	187	211	43,488	2,032
Sinaloa	209	296	106,862	4,113
Sonora	96	126	38,042	1,400
Tabasco	58	75	29,715	843
Tamaulipas	94	139	42,001	1,378
Tlaxcala	170	193	52,830	2,301
Veracruz	422	515	160,288	6,352
Yucatán	176	206	52,303	2,417
Zacatecas	46	56	20,407	820
Total	6,001	7,631	2,419,161	99,531

EQUIPMENT OS SCHOOLS BY STATE



7,631
schools equipped to
benefit:



2,419,161
students

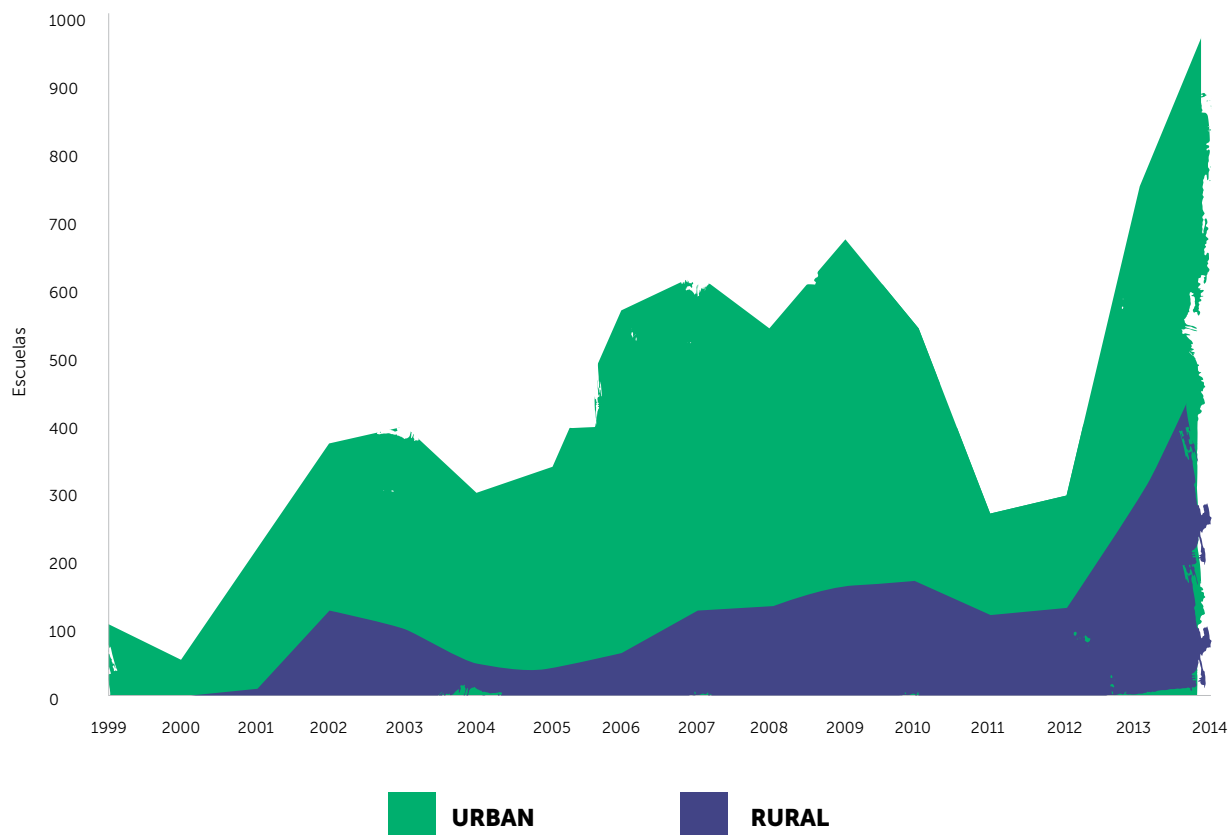


99,531
teachers

30,800
trained through
capacity building and
formative training
programs

EQUIPMENT AND RE-EQUIPMENT BY LEVEL OF URBANIZATION

Throughout the years, UNETE has focused its efforts on supporting the largest number of schools found in the municipalities with the highest levels of marginalization in the country. In 2013, we began a media lab renewal program and the educational content server program in 2014, which was focused on supporting labs with limited satellite connectivity that are found in many of these zones.



EQUIPPING SCHOOLS WITH REFURBISHED TECHNOLOGY

We give special thanks to ENGIE Mexico, Fundación BBVA, and FIANS CAPITAL, who awarded us 480 items (143 computers and 337 monitors) of quality computer equipment that they no longer required for

their operations. To date, the equipment has been reconditioned and installed in twenty schools, starting this school year they have benefitted more than 5000 students and 150 teachers.

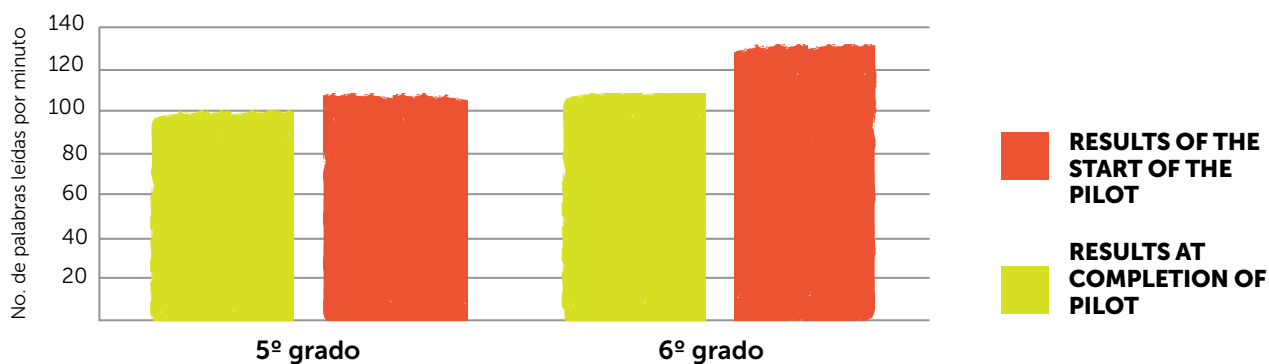




EQUIPPING SCHOOLS WITH TABLETS

During the 2013-2014 school year, we piloted digital inclusion through the use of mobile technology in partnership with CISCO and INTEL and the participation of organizations such as the Digital Opportunity Trust, PROEDUCACION, and CUATRO NETWORKS.

The results allowed us to learn about models for the use of mobile devices, technological durability with different types of tablets, best mentorship practices, and the importance of impacting areas of competency such as literacy, as shown in the graph below:



Based on the results, our focus is on consolidating a scalable model that allows us to complement the efforts of digital inclusion that the Mexican Government is currently making in primary schools and takes into consideration the school community.

We will implement a mentorship program to begin the integration of ICT the teaching learning processes, as well as a media lab model

that will consider didactic technology strategies technology without depending on connectivity for use.

We will develop a pilot program in schools of two different socioeconomic profiles which will permit us to evaluate best practices concerning the integration of tablets into classrooms and also allow us to see what mobile model will be adequate or best-used.



CONNECTIVITY

Thanks to the program, "Mexico Connected" more and more schools are benefitting from the UNETE model with quality Internet service. Nevertheless, satellite connectivity is still expensive and has limited bandwidth.

For this reason, at UNETE we are always looking for alternatives that allow for more efficient services such as:

- Technical solutions that optimize service
- Partnerships that allow for a lower cost through donated service
- New operational programs with providers

We extend a special thanks to Eclara Communications for their donation for satellite infrastructure and Internet service for fourteen rural schools.



PROPORTION OF LAND AND SATELLITE CONNECTIVITY OVER THE LAST DECADE

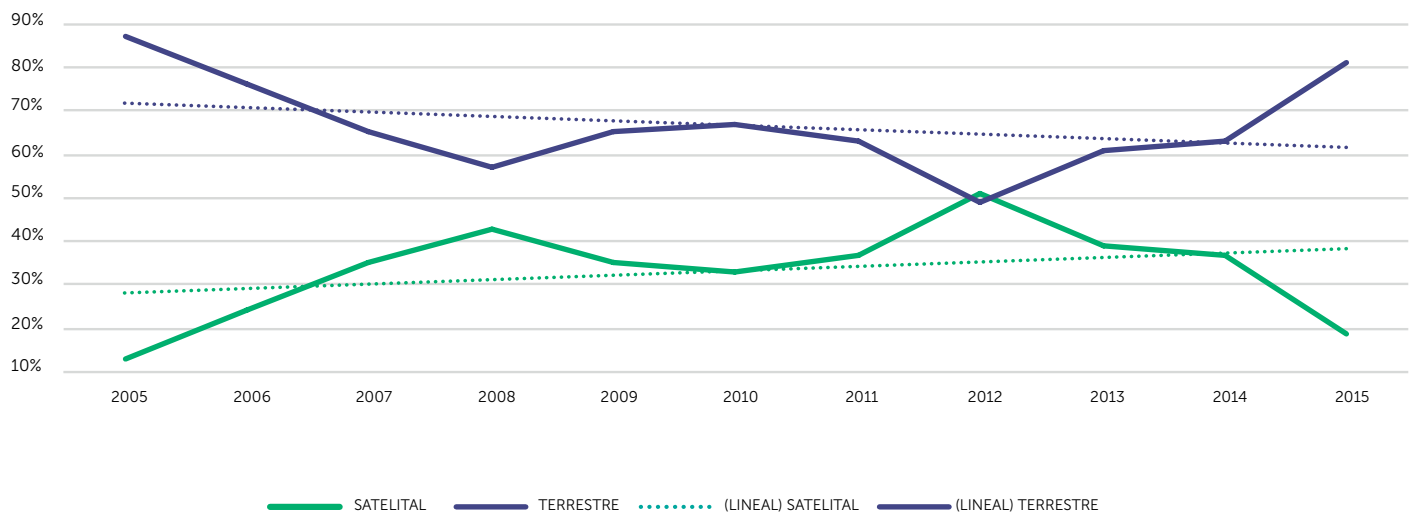




Photo: Erich Schimmelfennig

UNICEF.ORG

CONTENT SERVERS

With the support of Nacional Monte de Piedad we have brought more than 800 servers with more than 180GB of preloaded educational content to rural public schools with limited or no Internet service. Included in the content are many items generated by the Secretary of Public Education, and others selected by UNE-TE including digital books, games, videos, etc., with the objective of reducing dependency on Internet access in schools. Additionally, a tool for schools to save image configurations

Servers also include web caching that allows for Internet downloads to be shared on all computers in a given media lab. There is additionally a tool that enables schools to save images of their configurations to restore it at any time and to simplify maintenance tasks.



Nacional Monte de Piedad®

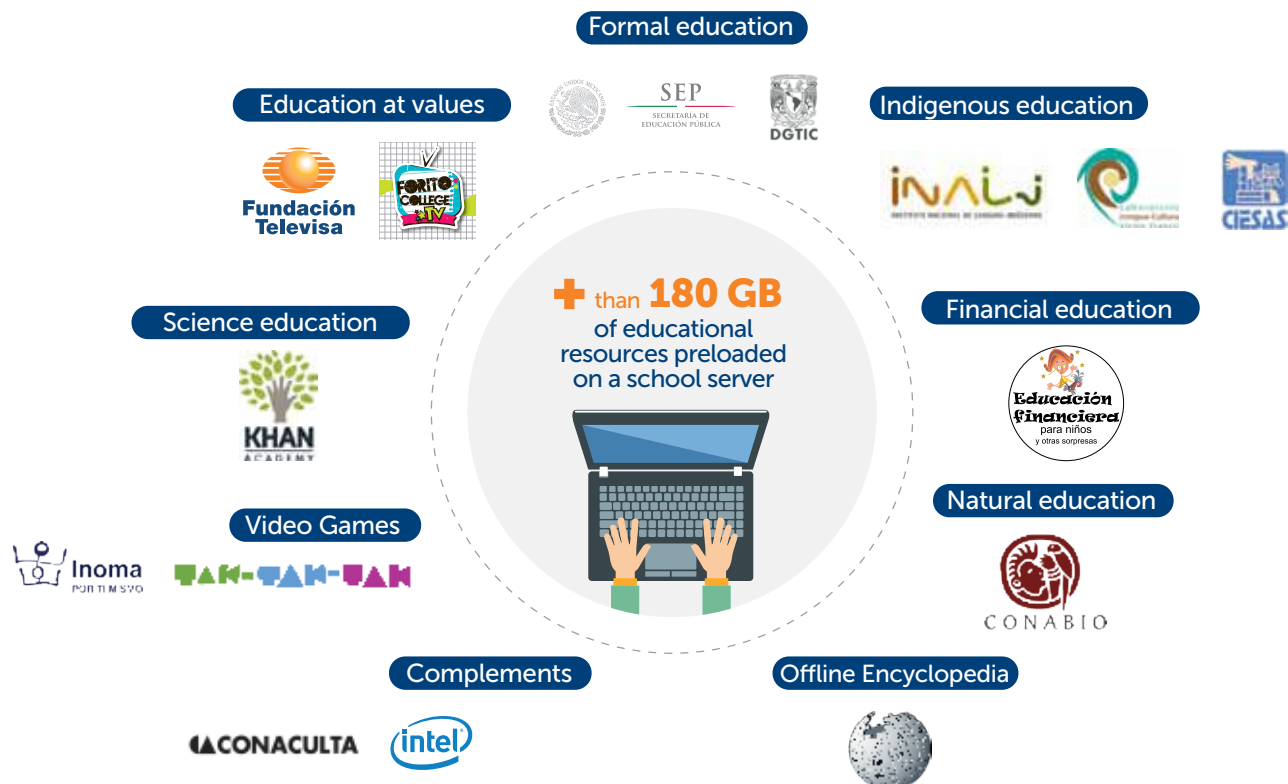
MORE THAN 800
SERVERS HAVE
BEEN BROUGHT
TO RURAL PUBLIC
SCHOOLS WITH
LIMITED OR
NO INTERNET
ACCESS THESE
SERVERS CONTAIN
OVER 100 GB
OF PRELOADED
EDUCATIONAL
CONTENT





PRELOADED EDUCATIONAL RESOURCES

In the equipment of public schools, UNETE offers preloaded educational resources about different them for the academic enjoyment of teachers and students. This complements **UNETE Community**, the educational portal that offers Internet content and material aligned to those study plans outlined by the Secretary of Public Education.





HOMEMADE WI-FI

In our search for new ways to bring the Internet to every public school in the country, we began a project with Jack Fermon, Technical Program Manager of Google, who had the ambitious idea of increasing the coverage of wireless networks in rural schools in Mexico. The truly innovative component to this was his plan to do it using cheap, easily found materials and most importantly, to empower the community to make their own antennae.

"Homemade Wi-Fi" uses cantennae or antennae made from tin cans that search for Internet signals to provide coverage through sharing with other sites such as a school or by connecting to a data signal via phone and sending the signal to the school through antennae.

In Francisco I. Madero School from the town of November 20th in Xpujil, Campeche, the only way to receive Internet on a cell phone was via satellite, which was very expensive. The phone signal could only be obtained on two hills. One for which the leader of the town collected a fee to pass and access the signal; the other was free, but much farther. From there, signal could only be reached intermittently to make calls, send and receive messages, and with luck, to possibly send a WhatsApp message occasionally.





During this trial it was possible to establish connection between the top of the hill and the school (a straight line about 1400 meters long). All antennae had been made with tin olive and bean cans. This success demonstrated the viability of the project, giving encouragement and support to make way for a heavier duty prototype that would be more durable.

Previously, at Francisco I. Madero School the only sources of information in the town were the content servers accessed during the school day. For this reason, a connection, coordinated by Claudia Garduño, was

established between the school and Aaltolab Foundation. The place was called La Casita and had the objective of being a self-sustainable space and a model to catalyze tourism. Through a pair of "cantennas" the space remained accessible for students and community members to access the content through the UNETE server.

At UNETE we are very enthusiastic about our collaboration with Google for this project, for we share the common goal of bringing the benefits of technology and the Internet to schools in order to reach students.

THROUGH A PAIR OF CANTENNAS, STUDENTS AND TEACHERS HERE ARE NOW ABLE TO ALWAYS ACCESS THE SERVER CONTENT BROUGHT BY UNETE "CANTENNAS" STUDENTS

FUNDRAISING

W.K. Kellogg Foundation

The W.K. Kellogg Foundation has a social impact strategy in which they seek to change the conditions of vulnerability in their highly marginalized partner communities within ten years. The Foundation seeks changes in three areas, school, work, and life. Currently, thanks to the generous donations from the Kellogg Foundation we are able to

work in highly marginalized municipalities in Chiapas, Yucatan, and Quintana Roo. UNETE has been able to contribute to the strengthening of these states through improved education by supporting hundreds of schools in the selected municipalities. The results that we have generated here have been extremely encouraging.



DELL Giving

Since 2012 we have collaborated in with Dell Giving on a variety of projects. It is a point of pride for UNETE to be the only organization in Mexico chosen to receive funds through Dell's Youth Learning Initiative that supports increased access to education and technology for youth around the world. In Latin America

only two other organizations in Brazil and Panama were selected to receive funds, and UNETE views this as reflective of the trust donors have in UNETE's work. Right now, with these funds we are working on a mentorship and capacity building project for twenty-four schools using Dell technology.



FECHAC/Moverse Vector

Thanks to FECHAC an organization focused on building and strengthening the community of Chihuahua, UNETE has been able to bring a model that benefits communities in a holistic manner. With FECHAC's support UNETE has supported more than 5,000 students. Currently we are in two phases in this project, that of installing media labs and also of strengthening schools.

An important ally for the solidifying of this partnership is Moverse Vector, the foundation of Vector, a brokerage firm who, through their AVE [Vector Support for Education] Program, has participated in all of the FECHAC and UNETE programs with the goal of improving educational quality.



Gas Natural Fenosa

Thanks to the commitment to the education of our country, Fenosa Natural Gas Foundation and Eólico Bii Hioxo Park have partnered to install thirty-one media labs serving

more than 17,000 students in the states of Coahuila, Durango, Mexico, Guanajuato, Nuevo Leon, Oaxaca, San Luis Potosi, Tamaulipas, Veracruz and the Federal District.



KUO Group

Another new donor we welcome is the KUO Group with whom this year we were able to benefit a large number of students and teachers in the

states of Tamaulipas and Queretaro. This great business demonstrated to us that the work of volunteers is of the utmost importance.



Naranjal Hydroelectric

Without a doubt, the generation of alternate energy resources is a pressing issue. We extend our great appreciation to Naranjal Hydroelectric

for their investment in education in the State of Veracruz and for helping two schools in Amatlan and Cuichapan make their dreams a reality.



Bahia de Jaltemba la Peñita Rotary Club

We are very proud because this year we started to work with the Bahia de Jaltemba la Peñita Rotary Club, who has shown great commitment to education in the state of Nayarit. Their contribution and support in equipping the high school of Las Va-

ras, the physical restoration of their spaces, and bringing a laptop-based model to the primary school in the zone, reiterates to us that teamwork is the principal engine by which we can advance together.



Business Coordination Council of the State of Hidalgo and the Mexican Office of Industry and Construction

We give great appreciation to the enthusiastic advice throughout the years we have been able to count on from the government of this state, the Business Coordination Council, and the Mexican Office of Industry and Construction, as well as to different companies in the area.

Their consistent donation in the form of volunteering .3% of the

amount of labor specified in the government contracts has been immensely helpful. This program has been taken place throughout the year and we are very proud to share that to date we have installed 84 media labs that benefit 13,902 students and 670 teachers. At the start of the next school year, we will install three more media labs.



**Cámara Mexicana de la
Industria de la Construcción**

Exitus Capital

In an effort led by Carlos Rahmane, member of the Mexico City Council, the Emiliano Zapata Primary School in San Francisco Shaxni, Acambay in the State of Mexico has been equipped. Through this effort,

183 students have been supported. To date, thanks to the participation and collaboration of Exitus Capital, we have supported more than 950 students and equipped twelve schools.



Coppel

Thanks to the commitment to continue improving the quality of life of Mexican students, Coppel has insta-

lled six media labs in schools in Guadalajara, Guanajuato, Nuevo Leon, Puebla, Queretaro, and Yucatan.



IBM

This school year, IBM has reiterated their interest in supporting quality education in Mexico. On this occasion, they extended to us a donation to use their science portal, Teachers

TryScience. The objective was to achieve a positive impact on more than 400 teachers through integrating this tool into UNETE's online capacity building from March to June.



UBER

This campaign will award a code of two trips for new users that download the application and register with the code "UNETE"; the trips will be valid through December 31,

2015. For each new user registered with the promotional code, UBER will donate 50 pesos to UNETE in order to equip one media lab.



MetLife

The philanthropic vision of MetLife is aligned with that of UNETE and they have already had a great impact. The organizations united to equip seven schools in four states (Chiapas, Guerrero, Quintana Roo,

and Veracruz). Thanks to the used equipment donation, another 100 schools were benefitted. Their genuine interest in working together has allowed us to improve the impact we have in schools.



Preservation of Indigenous Heritage, A.C.

We are filled with pride to be able to bring the benefits of technology to the project coordinated by the Preservation of Indigenous Heritage, A.C. Their project seeks to improve the learning conditions and sustainability in areas of the National Commission

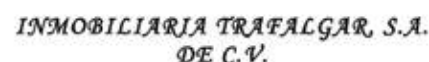
for the Development of Indigenous Towns (CDI). This effort is led by singer-songwriter Miguel Bosé and is in partnership with private sector allies such as CIE Foundation, Coca-Cola Foundation, HSBC, Bimbo, Coppel, Deutsche Bank, and Flexi.



TRAFALGAR REAL ESTATE AGENCY

We are very proud to count on the support of Trafalgar Real Estate Agency. Various donations through

members of this group have allowed us to supplement our capacity building and mentorship programs.





POLITICAL SOLIDARITY MEETING

This event took place thanks to the leadership of Yago de Marta, who is dedicated exclusively to the training of executives and politicians to speak and debate before the public and before cameras. The meeting was on the Camera of Deputies and was attended by consultants, political figures, students, and the media.

A percentage of the funds raised were donated to UNETE and designated to help equip a media lab for Adolfo Lopez Mateos School in San Felipe del Progreso located in the Mazahua community in the State of Mexico, benefitting 103 students and seven teachers.



CINEMEX

With the support of Mexico Group Consortium at the start of the next year UNETE will have a space in the

Cinemex rooms to spread information about our work through a Movie Minute.



ANDANAC

Due to their understanding that education is the most powerful vehicle of social transformation, Nissan's National Automobile Distribution Association is partnering with UNETE

in equipping media labs in schools throughout Mexico. Without a doubt, their work has a great impact within the supported communities. We are proud to have ANDANAC as a donor.



OUR ALLIES

Televisa Foundation

Since the beginning of UNETE, we have been able to count on the backing of the Televisa Foundation as a great ally that has supported UNETE through equipping media labs and through the Becalos program, which trains teachers. It is worth noting also that part of the donations received via ATMs through the Becalos program are funds designated for the training path in which UNETE-supported teachers participate.

One of the projects UNETE and Televisa Foundation partnered on this past year was focusing attention on schools affected by hurricanes Ingrid and Manuel. We equipped thirty schools in the state of Guerrero, with the labor under-

taken together with education authorities of the state, the National Institute of Educational Infrastructure (INIFED) and many more organizations that contributed to the cause.

Additionally, we held an inauguration event at Luis Pasteur School in the State of Mexico, where we celebrated the million recipients and participants of the "Goal for Mexico" campaign of GNP Insurance and Televisa Foundation.

Also, this year we started the "Transforming Our Schools" initiative to recognize the efforts of the parents' organizations that are working to improve student learning.





Nacional Monte de Piedad

For twelve years we have counted on the support of Nacional Monte de Piedad. Their work began with doubling resources earned through the Round Up for Education campaign. Currently, NMP continues to be a very committed partner. In each media lab that UNETE installs in any part of Mexico, NMP contributes additional computer equipment. Thanks to their support the UNETE model is stronger and a greater number of students benefit.



Nacional Monte de Piedad®

Latin American Institute for Educational Communication [ILCE]

ILCE has worked hand in hand with UNETE since the beginning, through the creation and elaboration of educational content, and providing academic activities. Currently, their support directly impacts our teacher training programs for which they have designed diplomas, courses, and modules specifically for UNETE-supported schools.



ILCE

Secretary of Public Education [SEP]

The generous participation of SEP has allowed us to extend our reach, for through their support we have our first contact with schools who potentially want to implement the UNETE model. Through the State Coordinators who together with the school community help us, we set up media labs, organize teacher training groups, and bring the UNETE model to those who want it.



Microsoft

UNETE has been fortunate to have Microsoft permanently supporting our operations by providing licenses, productivity tools, research software development (such as Encarta), and access to Windows 8.1, among other tools. Microsoft is present in every school that UNETE supports.





FUNDRAISING CAMPAIGNS

Travel for Education

This campaign sprang forth from the initiative of two La Paz businesses: Aguila Group, a land transportation company, and Baja Ferries, a maritime shipment company. Users make voluntary contributions when

they purchase their tickets with the overall goal of helping to equip ten schools in the state. It is worth mentioning that Aguila Group and Baja Ferries will also provide resources to equip each additional school.



Izzi-Cablemas

The Together for the Education of Our Youth campaign began in 2010 with the goal of equipping media labs in public secondary schools with

the help of Izzi-Cablemas. Currently, twenty-six schools have impacted the development of more than 22,000 students in twenty cities.



Seeds for Education

At the end of this year we will begin the Seeds for Education campaign that invites people of Mexican origin living in the United States to make donations to UNETE to support students attending schools in communities of the donor's origin in Mexico and to provide those students with the technological tools existent in more developed countries.

To further benefit the students, teachers and the town for which the

resources are destined will work to further the bond between the migrant community and Mexico.

We extend a special thanks to The Resource Foundation that, since 2005, has represented us in the United States. Thanks to their support we receive international donations from different businesses and organizations, which has allowed us to extend our reach and benefit more students and schools.





The Electronics Industry National Chamber of Information Technology and Telecommunications [CANIETI]

This year we began our "Together for a Different Kind of Education" campaign in partnership with CANIETI with the intention of gaining donations of technology tools to use in media labs. It should be noted that not only will we

be bringing equipment, but will also be adapting our mentorship program in order to ensure the technology resources have a pedagogical use that contributes to developing the abilities of students and teachers.



CONTINGENCY PROGRAM

In the aftermath of hurricanes Ingrid and Manuel, UNETE partnered with Televisa Foundation, BBVA Bancomer Foundation, Mexico Group, and Cinemex, to create a holistic program for affected communities. The group's support included building houses, libraries, and a media lab.

To begin this project we inaugurated the media lab at Benito Juárez Primary School located in the town of La Pintada, in the municipality of Atoyac de Álvarez. Enrique Peña Nieto led the event.



GOVERNMENTS

At the 15th Anniversary of UNETE, we honored three states with which we have worked on important media lab equipment programs our greatest honor, the Max Shein Medallion. The

governors that received the prize were: Manuel Velasco Cuello from Chiapas, Doctor Eruviel Ávila Villegas from the State of Mexico, and Doctor Rafael Moreno Valle from Puebla.

Puebla

In Puebla we work with various levels of government including state and municipal governments.

In the case of the Municipality of Puebla, our principal program is the equipping of media labs with a focus on attending to preschools. Our goal was to equip every preschool in the capital, and together we accomplished this between this year and last. Through this we ensured that every child born in the next generations receives the best tools for growth and development as has been suggested in many educational forums.

The Municipal President, Tony Gali and his wife Dinorah have endorsed this innovative model that involves the installation of technology, mentorship, and the training, which form the traditional UNETE model. We also added to that the Eduspark software, which is especially designed for preschoolers and has become a great model of that success existing in various other programs from organizations and foundations that are also helping improve education for youth in Puebla.

On many occasions Tony Gali has manifested his wish to invest in education, born mainly from the character of his government and the coming together of voices from civil society in search of better practices to move the city forward.

The municipality of San Andrés Cholula, under the leadership of Municipal President Leoncio Paisano Arias also found significant benefits in a wide equipment project of almost five years. The local authorities have converted the media labs into a symbol of the modernity required in education, especially when social and cultural roots have an ancestral character as they do in the case of the State of Puebla.

Finally, through the Secretary of Education, the



Government of the State of Puebla continues to advance in their goal of equipping 300 media labs before the conclusion of the term in addition to those they have already equipped. The media labs are in K-12 learning environments, transforming the educational processes and contributing to the Assistance, Permanence, and Learning (APA) model, a valiant effort and contribution in the current educational context in Mexico.

The commitment shown by Governor Rafael Moreno Valle in the State of Puebla to continue implementing initiatives that contribute to educational quality through civil society organizations where the UNETE model has been used, surely explains to some extent the positive results obtained in various national and international educational studies where Puebla has participated. For this reason the state of mole and Poblano china is considered one of the most innovative places in Mexico.

The State of Mexico

In the State of Mexico we have found the necessary elements to contribute to the elevation of educational quality and equity.

In the past months the Governor Eruviel Ávila Villegas made the commitment to take forward an ambitious equipment program to install media labs in more than 500 schools. This goal will become a reality thanks to the work and effort of the state's Secretary of Education and its functionaries.

Plans have been initiated and necessary items prepared to put into place "the people that do the work". Throughout the state there is the strong desire to bring to pre-k students technology and an educational model. These articulated desires contribute to the fact that many of these goals have been realized.



Chiapas

The state where UNETE has been able to innovate the most in relation to the use of technology is Chiapas. We are very proud to say that 478 schools have been able to use technology in their daily routines. Additionally, it should be noted that the 2014-2015 school year was the busiest yet for our mentorship program in this state, bringing great learning benefits to students here.

It is with great enthusiasm that we are now able to bring these benefits to 300 more schools, thanks to the vision and conviction of Governor Manuel Velasco Coello. The state's Secretary of Public Education and its functionaries have a clear vision regarding how this model can be implemented to benefit the communities with the highest level of need throughout state.



ADMINISTRATIVE DONORS

We continue to count on and appreciate the support of businesses committed to improved education and to social responsibility such as Kimberly Clark, Posadas Foundation, and P.M. Steele, whose donations have helped us reduce our administrative costs.

This year we consolidated our alliance with KIO Foundation to increase services and be able to keep 90% of the costs of hosting our systems and platforms. This allows us to maintain them responsibly, backed by one of the best data centers in the country.

Additionally, we greatly appreciate the support of Microsoft, who has been a great ally since the beginning of UNETE, and this year was no exception. In December 2014, Microsoft gave us the license donation necessary to migrate our servers, databases, and Microsoft Dynamics CRM to more recent versions of the software. For the third time, HP made a donation allowing directly benefitting our team with cutting edge technology.

Since Cicso gave us equipment to update our voice and data infrastructure, Four Networks has been a fundamental pillar of support and maintenance, allowing for the continuance of our operations.

Thanks to Zopim, the UNETE Community portal has become a point of contact for thousands of teachers who in their day-to-day activities require technical and pedagogical

support. A basic tool for this work depends on a practical and easy-to-use service but at the same time, has a powerful operator. In the past two years, we have been proud to receive the donation to use their platform in an unlimited manner, allowing us to bring better service to teachers.

We appreciate the support of Kitek that donated part of their time to maintain low prices in the set-up of our systems. Recently we began to receive the support of the socially responsible business that assigns us specialists at no cost to perform technical maintenance activities and offers us training courses to strengthen the abilities and competencies of our collaborators.

To fulfill the Finance Information Norms through work obligations, Vitalis has helped UNETE since 2013 in actuarial calculations to manage budgets, compensations, and benefits for our employees in the case of separation, contributing the values of financial transparency and accountability.

IRL Group has become a great ally, offering professional advice on appropriate matters regarding insurance, sharing the responsibility of safeguarding the wellbeing of our team.

We also extend warm appreciation to Volaris for supporting us through a 10% discount on each trip made as part of our efforts, allowing us to expand our mission.





Photo: Erich Schimmelfennig

COMMUNICATION

We are proud of the work done to benefit the development of our country, and it is important to disseminate and promote UNETE's activities such as development and public re-

lations operations, protocol and attention to donors and allies, to communicate with efficiency the use of our resources and the trust afforded to our work.



SOCIAL MEDIA CAMPAIGNS

Agradecemos a los más de 14 mil seguidores y fans de nuestras redes sociales por apoyarnos a difundir nuestros logros, avances y actividades a favor de la educación del país.

#YoVivoPor [ILiveFor]

This campaign launched in the month of June in partnership with MetLife, with the goal of motivating and raising awareness among Mexicans to share with us through their social networks, for whom they live. We appreciate the thousands of people that sent us their messages.

#LasVocesdeUNETE [TheVoicesofUNETE]

This year we launched the Voices of UNETE campaign to spread the video testimonies of students, teachers, principals, parents, and educational authorities of those states that

have received UNETE support and can communicate the impact we are having in schools, as well as in the communities in general.

#SueñaMEX [DreamMexico]

This campaign was started in partnership with Territorium and Our Future World, with over fifty countries participating. This activity asked the youth of Mexico to share on their social networks what their dreams are. Thousands of people participated in this campaign, sharing their dreams with the UNETE network. We extend a special thanks to the people of Chiapas for their great participation.

MetLife®

territorium

MEDIA CHANNELS THAT SUPPORTED UNETE THIS YEAR

We give thanks to those various media outlets that have supported us throughout the past year in spreading the word of UNETE's work and the way in which we are impacting the education of millions of students throughout Mexico. This year we were able to count on

the support of Brand Communications and PR, through which Adriana Guzmán was able to help us generate greater diversity in regards to communication channels, thought leadership, and to spread the word of the impact of our organization.

**BRAND
COMMUNICATIONS
& PR**

**GRUPO
ACIR**
LIDER NACIONAL
EN RADIO

**Noticias
MVS**

RadioFórmula

**GRUPO
RADIO
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LIDERES
DE PRENSA

**Radio
Estéreo**



DOCUMENTARIES AND TESTIMONIALS

At UNETE we are committed to spreading the word of our work, the advances in impact of our program, and what we have achieved thanks to those who share our mission such as photographers, publishing houses, and publicity agencies.

This year we extend our thanks to the support of Minute 54, the producer that represents Andrés Motalli Calandri, who developed and produced a pro-bono video for UNETE called, "Do not let the generation of the future live in the past: UNETE".

Likewise, we appreciate the help Erich Schim-

melfennig and his photography studio, which helped to document work in schools in the Mazahua region of the State of Mexico. We also would like to take a moment to congratulate Mr. Schimmelfennig who was recognized this year at the Cannes Lions International Festival of Creativity.

Additionally, we were able to count on the support of Flock publicity agency, led by Sebastián Tonda, who developed for us the creativity campaign "Project Generation Z. To do make them a part is your part." Many thanks to all for their awareness, creativity, and support.



EVENTS

15th Anniversary

On September 9, 2014, we celebrated fifteen years working for educational quality. The event took place at a hotel in Polanco in Mexico City, and we were joined by over 700 allies, donors, providers, and friends of UNETE.

As part of the celebration we honored the governors of Chiapas, the State of Mexico, and Puebla for being among those having equipped the most schools thanks to the commitment of each administration. Similarly, we recognized those allies that throughout these years have accompanied us in achieving our mission: the Secretary of Public Education, Televisa Foundation, ILCE, the Shein Family, and National Association of Department Stores.



Max Shein Virtual Symposium

The Max Shein Symposium is an academic event that has the goal of discussing the latest themes in education and the use of ICT. In 2014 the fourteenth edition was carried out and is now in a virtual format that allows us to have greater coverage. The event had 9,946 visitors in a period of three months.

The themes discussed include:

- ICT as a resource for a culture of respect
- Rural schools in the digital era
- Social networks in education

The content is available at:
www.catedramaxchein.com



Virtual Education

This meeting was celebrated in Guadalajara in the month of June and focused on innovative education initiatives in Latin America and the Caribbean.

During the event an activity was organized with students from Ángel Albino Corzo School from the community of Cruzchén de Tenejapa in Chiapas, one of the regions where we implement the mentorship program. The students communicated through a videoconference with students in Guanajuato, who were also part of the event, in order to teach the other students Tseltal, their mother tongue.

Similarly, Alejandro Almazán, Executive Director of UNETE and César Loeza, Education Director, had the opportunity to present to attendees our model of school intervention, as well as the impact that we are achieving.





Max Shein Quetzal Awards

The nineteenth edition of the Max Shein Quetzal Awards also took place. This award is given on behalf of the Shein Family and is an annual recognition with a certificate and a watch, to those students with the highest averages that attend the schools benefitted by Mr. Max Shein in his life.

The award ceremony took place in the Federal District at General Secondary School No. 8 Tomás Garrigue Masaryk, in the San Pedro de los Pinos neighborhood, and recognized the effort of 300 students at public secondary schools.

In the installations of the General High School of the State of Mexico, located in the federal

neighborhood in Toluca, 310 students from 62 public schools were recognized.

The recognition in both states was given by Roberto Shapiro Shein, President of the Board; Yvonne Shein de Pelletier, Chairperson of the Board and daughter of Mr. Max Shein, and educational authorities from both states.



DELIVERY OF ROYAL DECREE

This past February the mayor of the municipality Puebla de Zaragoza, Dr. José Antonio Gali, brought the Royal Decree of the City of Puebla to our Honorary President, Dr. Claudio X. Gonzalez, in recognition of his work in education that has benefitted millions and of boys and girls in Mexico.

Present at the event were Dinorah López de Gali, President of the Board of DIF Municipal System; Luis Banck, Secretary of Social Development for the state; deputy Cirilo Salas; Patricia Vázquez, Secretary of Education for Puebla; Benjamín Lobato, Secretary of Social Development; councilor Félix Hernández; Arturo Castillo, member of the board of UNETE, and Alejandro Almazán and Moroni Pineda, Executive Director and Director of Regional Programs for UNETE, respectively.





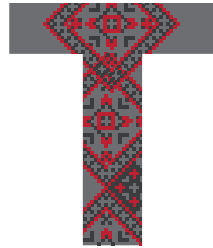


SOCIAL IMPACT



Alejandro Almazán Zimmerman
Managing Director

THE ONLY CONSTANT... IS CHANGE



he education system continues to operate in patterns begun in the 19th century, currently has teachers of the 20th century, and students born in the 21st century. To say there are many factors in need of consideration is an understatement.

Fortunately, we have within our reach a powerful tool that can facilitate the transition to a more balanced system: technology.

There exists a wide variety of ways in which to use technology in this sense, for example, T-Learning (transformative learning); U-Learning (ubiquitous learning); P-Learning (learning in customizable spaces); C-Learning (cloud learning); E-Learning (online learning); and B-Learning (blended learning, teaching in person and remotely). Nevertheless, currently there is not a consensus on which method is better; and the ideal methodology depends on the context.

In the process of digital inclusion there are two maxims that are important to recognize. On the one hand, the only constant in life is change, and on the other hand, technology is here to stay. Although technology is not everything in the teaching-learning processes, it is an indisputable tool for reinvigorating didactic sequences in education.

This new scene brings us to the following reflection: technology is not here to substitute teachers, but the teacher that does not know how to best use technology, will very possibly be replaced. Why? Because it is no longer possible to understand education without technology.

That is the reason UNETE exists. We dedicate ourselves to these providing this opportunity for children and youth who do not currently have access to it, serving to increase equity. Si-

imilarly we promote an appropriate use of technology to strengthen its goodness and improve the quality of learning. One study on access to technology and connectivity found that with technology one has the answer to nearly any question, and that one without that access remains at a complete disadvantage.

We cannot emphasize enough that access to technology is not everything. There exists a false calmness with respect to contact with technological tools because what really matters is the way those tools are used to reinforce learning. Unless we correctly ponder the components and services that make this use possible, we will be left with little more than a cute photo of kids with technology.

If we want to have an impact in vulnerable contexts where communities have their own customs and traditions, the effort required is much greater. In this sense, here at UNETE we are on the path with all that is necessary. The acceptance we have in these communities is magnificent, and our enthusiasm to help out where it is most needed is unstoppable.

To understand what we have done well, and above all, to understand what we need to do to improve we place great emphasis on evaluating our impact. This allows us to have a more profound understanding of what is required to make the best use of technology. For that reason, UNETE today integrates elements that spark learning and motivate students to break with the front that technology by itself has great results.

On behalf of the organization, I say thank you to our donors that have made this possible, without whose support, none of this would be possible. We will continue to work hard so that technology can reach all students and is used for the maximum benefit of learning. "To do part, is your part."

UNETE RECEIVED THE NATIONAL MEDAL OF QUALITY

It is with great satisfaction that we share with you that UNETE received the 2014 National Medal for Quality for the innovation of our business model and administrative practices. It is the first time that a nonprofit organization has received this distinction for organizational excellence that is awarded by the President of the Republic through the Economic Secretary.

This award was created in 1989 and since then has recognized businesses and organizations with outstanding business models that drive capacity development and guarantee their

competitiveness and sustainability.

The award ceremony was in Los Pinos and was presided over by Teacher Enrique Peña Nieto, President of the United States of Mexico, who gave recognition to the honored civil society organizations and businesses.

Our executive director, Alejandro Almazán Zimmerman, received the award, and Brigitte Lindig, Subdirector of Special Projects received the plaque recognizing the work and dedication of the UNETE team.



EVALUATION OF INSTITUTIONAL DEVELOPMENT AND THE RESULTS FROM FILANTROFILIA

For the third consecutive year, we participated in Filantropía's evaluation that allowed us to examine UNETE's processes in light of the best policies and procedures for excellent civil society organizations, both internationally and domestically.

Filantropia evaluated UNETE in the following areas:

- a. Governance and strategy
- b. Generation of funds
- c. Communication
- d. Administration
- e. Program operations

Our score, higher than any other organization evaluated in 2014, showed UNETE as the best organization in Mexico in terms of the above components. This motivates us to continue to grow as an organization and to constantly improve our programs for the betterment of education in Mexico.

A TRANSPARENT MODEL AND GOOD PRACTICES

The maturity of our strategic, administrative, operational, and communication processes gives us security and strength in regards to those requirements of transparency in the use of resources and impact of our model upon beneficiaries, particularly in regards to sharing that information with donors and partners.

Evidence of this was the application for FECHAC through Building Transparent Civil Society Organizations (Confió), which used indicators based on international standards called Principles of Transparency and Best Practices recommended by the International Committee on Fundraising Organizations (ICFO) which were adapted for the Mexican context and give response to the informational needs of donors.

Their recommendations in the area of transparency and institutionalism will allow for the consideration of objective criteria in regards to our results and build trust in the work and efficiency of UNETE.



GLOBAL COMPACT

UNETE is part of a network of more than 12,000 businesses and organizations from 150 countries adhering to the Global Compact of the United Nations, committed to ten principles related to human rights, labor rights, environment, and the fight against corruption.

Fulfilling our mission to elevate the quality and equity of education in Mexico, we encourage compliance with these universal principles, particularly the fifth principle: support the eradication of child labor.

At UNETE we support the fundamental rights of children, especially the right to education, for this reason we center our actions on giving the necessary tools to provide a better quality education. Is it critical that children are able use media labs and not work, only through that can they be better prepared for the future.

In the month of July we participated in a seminar called, "Business and Sustainable Development, Mexico's Post-2015 Agenda, organized by IPADE in the Mexico City. We sent our organizational progress report, describing our practices and measurement of results using indicators outlined by the Global Reporting Initiative (GRI).



THE TEN PRINCIPLES OF THE GLOBAL COMPACT

Human Rights

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and
Principle 2: make sure that they are not complicit in human rights abuses.

Labour

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4: the elimination of all forms of forced and compulsory labour;

Principle 5: the effective abolition of child labour; and

Principle 6: the elimination of discrimination in respect of employment and occupation.

Environment

Principle 7: Businesses should support a precautionary approach to environmental challenges;

Principle 8: undertake initiatives to promote greater environmental responsibility; and

Principle 9: encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

MODEL OF ESTIMATING OUR SOCIAL VALUE

With the support of Nacional de Monte de Piedad and with the consultation of Social Value, S.C., we reviewed our theory of social change in order to strengthen the mechanisms that support our fulfillment of that theory of social impact. We did this through a strategic reflection process that allowed us to improve our model for the long term. We determined what indicators to employ and what results to seek from the UNETE model.

The institutional strengthening process shared a strategic focus wherein we refocused our value proposal, in a manner that joins together the courses of UNETE and our beneficiaries.

We examined the social difficulties that UNETE

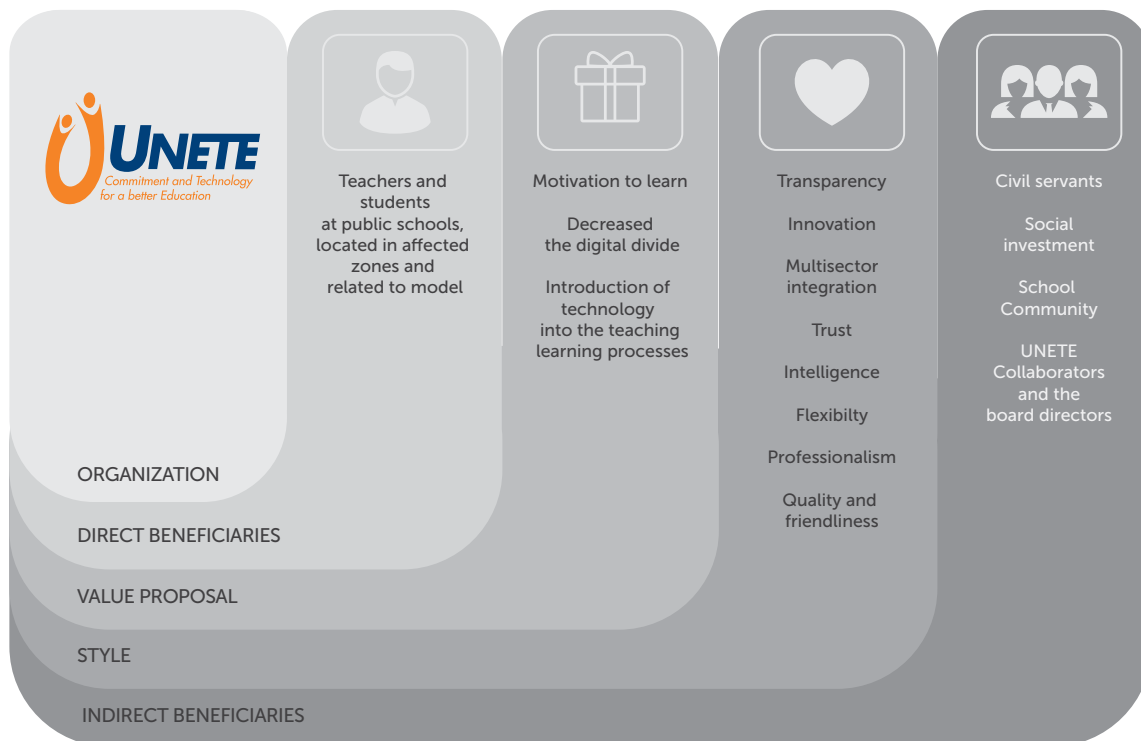
addresses in order to understand the magnitude of the gap, to create adequate solutions and to create a positive influence. Through the focus on our logical framework, we reviewed the context, the social problem, and the key actors impacting the quality of education in Mexico.

We focused on the change we wish to produce for our direct beneficiaries, based on the reality in which they live, defining a Theory of Change that reflects the causal relationship between variables of intervention and the effects and impacts that they try to generate.

Finally, we identified impact indicators that allowed us to record and evaluate programs and to confirm that the desired social changes do occur.



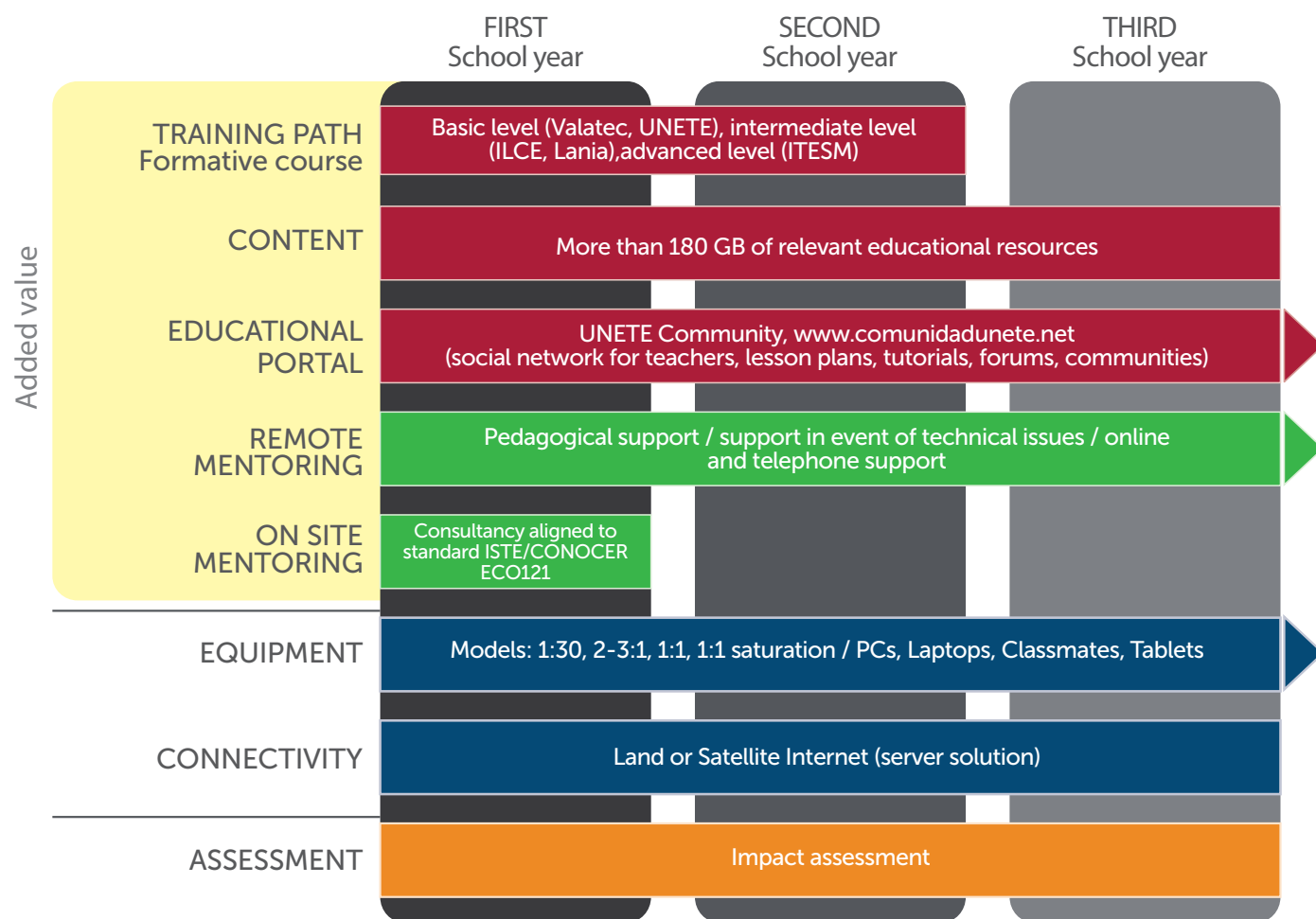
Nacional Monte de Piedad.



THEORY OF CHANGE
Teachers and students of public schools in Mexico must have access to the UNETE model in order to achieve the effective introduction of technology into the teaching learning processes and to strengthen the abilities and competencies necessary for the 21st century.

THE UNETE MODEL

The UNETE model, in addition to bringing computers to schools, consists of the creation of an ecosystem of added value that allows teachers to have the necessary tools to take ownership of technology and transmit their significant knowledge to students through the use of digital tools. For this purpose, we provide in-person training, appropriate educational content, a portal of educational content curated by experts, remote and in-person mentorship, and Internet connectivity (satellite or land). In addition, we evaluate our model constantly to determine points of opportunity when it comes to improving our model and services.



ELEMENTS OF THE UNETE MODELS

Capacity Building

Teacher training is a fundamental piece in the migration toward a more digital culture. For this reason the teacher should learn how to incorporate technology into the teaching and learning processes. UNETE provides the opportunity for training at any level of digital literacy a teacher at which a teacher might begin. We also work with our model allies such as the Latin American Institute of Educational Communication (ILCE), Monterrey Technological Institute of Higher Education, and the National Laboratory for Advanced Information, among others.



Content and Digital Resources

One of the principal objectives surrounding bringing technology for students is that of strengthening access to content and adequate tools. As a tool that is generated, consulted, and utilized, educational content can increase the benefits of technology. This gives rise to the concern of providing pertinent digital content that impacts the performance of students. UNETE makes resources and content from various institutions available for free, which are preloaded on the servers in case of an unreliable Internet connection.



UNETE Community

To incentivize the use of technology among teachers, we created the educational portal UNETE Community (www.comunidadunete.net), which offers a variety of didactic resources and technological tools classified by grade level in order to help teachers. Additionally, UNETE Community promotes the creation of new opportunities to collaborate online, teachers are able to produce and exchange information, content and experiences.



Help Table

With this service UNETE's beneficiaries can ask questions about pedagogy and technology over the phone in order to help strengthen the way in which technology is used in the media lab and school. This service includes answering technical support questions.



Mentorship

The effectiveness of integrating technology into teaching learning processes depends in large part on the ability of the teacher to make it fit his or her classroom and school context. For this reason, UNETE works to ensure that teachers are provided mentorship and advisement for an extended period of time through our mentorship program. This service represents the area where UNETE generates the greatest value in the communities where we work as it serves as a catalyst for the rest of the systemic model.



Equipment

Computers are a necessary condition to effectively use technology in education. In addition to desktop computers it is also necessary to have printers, scanners, regulators, and switches.



Connectivity

In communities that use land connectivity for the Internet, UNETE ensures they receive the highest quality of service possible. In those cases where land connectivity is not possible, we offer satellite connectivity, which requires installation of a satellite antenna with bidirectional signal.



Evaluation

UNETE performs a series of recurring evaluations to measure the impact of our intervention and to understand what elements of our model need to be strategically modified in order to increase impact.



EDUCATIONAL IMPACT

UNETE MODEL EVALUATION 2014-2015

What has strengthened UNETE the most through these years or are the adjustments to our programs and improvements to the UNETE model have sprung forth from the understanding of beneficiaries, the environments in which they live, their leadership, and above all their commitment to partner with UNETE. For that reason, before presenting our evaluation results, we want to our schools, principals, teachers and educational authorities that help us make our mission a reality...Thank you! Thank you so much, these results are yours, and you have made them possible!

During the 2014-2015 school year we had great challenges. The Education Reform was an evolutionary factor in regards to our interaction with schools, reconsideration of strategies, adapting to the new landscape with

school authorities in each state, and although these were all relevant changes and we adjusted to them accordingly, we did not set aside our Model of Evaluation that allows us to understand how we are having an impact and what modifications we should make to improve our contribution to education quality.

It is for this reason that through Integral Services for Educational Evaluation and Metrics (SIEME), that we carried out an operations and impact assessment on the UNETE model in schools with the mentorship program this year.

INSTRUMENTS AND EXHIBITION

SIEME created instruments that allowed us to construct indices and indicators for evaluating changes stemming from UNETE's intervention, accompanied with metrics that discern levels of digital competencies among students. For the creation of the indices and indicators we collected information from principals, teachers, coordinators, and K12 students. The results shown here are only a summary of the figures in primary school, with two evaluations during the school year.

Schools that UNETE chose for the study began the mentorship program during this school year, and constituted a group of 291 schools in 24 states, with an estimated population of 74,000 students and 3100 teachers.

The control groups consisted of two types of schools:

- UNETE-supported schools-This included schools that received UNETE support in previous school years but did not have a mentorship program
- Schools not supported by UNETE-Schools that have never received support from UNETE but have technology available to students and have comparable socio-economic characteristics.

Evaluation created by:





ELEMENTARY SCHOOLS			SECONDARY SCHOOLS		
97 UNETE supported elementary schools	35 Control-group elementary schools		22 supported secondary schools	14 Control-group secondary schools	
4,699 students	492 students		1,424 students	338 students	
	17 NO UNETE control schools	18 UNETE control schools		8 NO UNETE control schools	6 UNETE control schools
	182 Students at control schools not supported by UNETE	310 Students at UNETE control schools		199 Students at control schools not supported by UNETE	139 Students at UNETE control schools

Fig. 1 Study samples and subsamples

SKILL EVALUATION

The applied metrics and assessments consisted of problems to be solved on computers in fifty-minute sessions. All of the skills evaluations required the use of digital tools, such as word processors, spreadsheets, and Internet use.

The evaluations are based on problem solving skills relying on the digital abilities of students and are aligned with the Official Plan of Studies and Programs. The standards or parameters of digital abilities are those recommended by the Plan. (Image 1)

digital abilities standards for students

- Creativity and innovation
- Communication and collaboration
- Research and information management
- Critical thinking, problem solving, decision making
- Digital citizenship
- ICT operations and concepts

International Society for Technology in Education

Image 1: Metrics to determine execution



RESULTING COMPETENCY LEVELS BASED ON THE STUDY OF 6TH GRADERS

The skills evaluations developed for digital environments are one method that allowed us to measure the level of student knowledge. To grade or measure the evaluations we used a scale from 200 to 800 and established three levels of knowledge on a cumulative scale in such

a way that the achievement of level three implied an achievement of the prior two levels as well. The evaluations shown here encompass an array of skills for 6th graders and the complete study contained results of every grade.

LEVEL 1

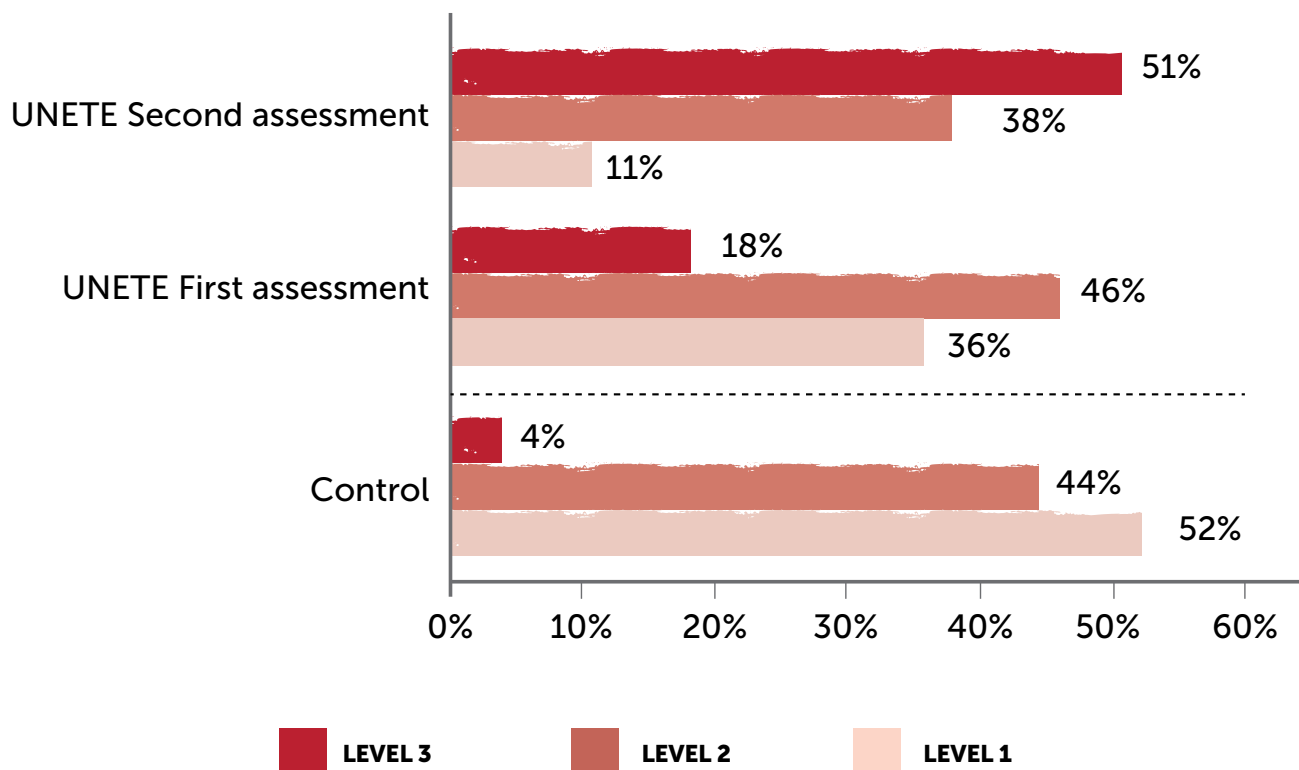
This level refers to the use of digital tools, specifically the use of spreadsheets. Although students are capable of understanding the information in the tables, they demonstrate a basic ability in the creation of complete operations.

LEVEL 2

This level indicates a manifestation of greater development of digital skills. Students should demonstrate an ability to synthesize knowledge and an ability to solve real world problems.

LEVEL 3

Students show more developed digital abilities and have knowledge of the corresponding information. They quickly and accurately solve problems. Their great understanding of statistical concepts allows them to have ownership over work, and to find correct answers. They show characteristics that will be useful to develop further.



NOTA: La suma de cada nivel es igual al 100% la medición

Of the 18% of students at level three in the first group 52% continued to the second level. On the other hand, for the control group, the percentage of students that advanced is much lower.

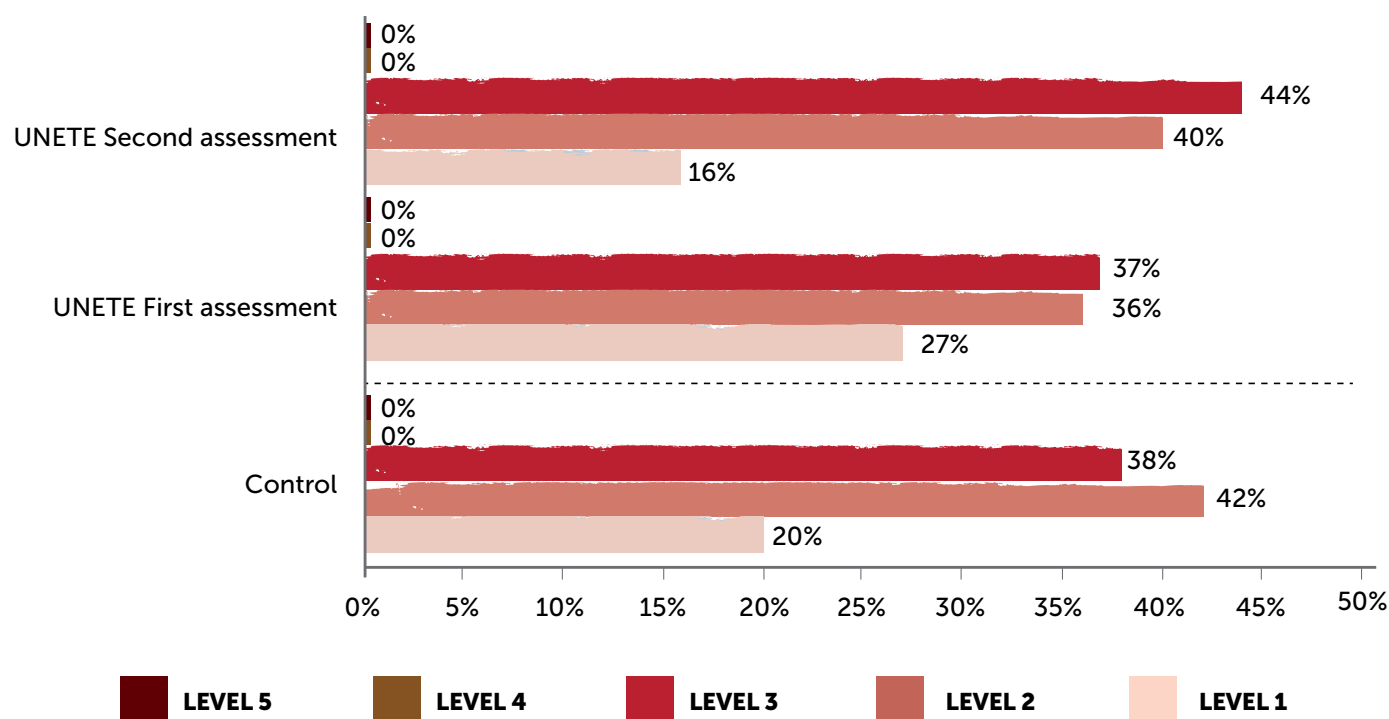
RESULTS OF DIGITAL ABILITIES ASSESSMENT

Evaluation levels are as follows:

INDEX	SKILL LEVEL		
Computer Skills	Level 1. Students know how to use the mouse to move around on the screen and with help can do various work on spreadsheets.	able to navigate the Internet to find information.	create interactive lessons or portfolios, and in general, specialized software.
	Level 2: Students at this level have used or at least understand painting and drawing programs, spreadsheets, and word processors. The majority of these students are	Level 3: Students navigate the Internet to download information and music. They can use social networks and email.	Level 5: Students demonstrate the capacity to create animations or original videos to document school or community events, and can develop webpages.
		Level 4: Students possess the knowledge and a basic ability to use programs to	

The results show that between the first group and the second, the schools with UNETE's mentorship program show a 7% increased in the students in level three with a 9% decrease in students at levels below that.

To measure the change, it is important to recognize the significance of passing from one level to another, in the respect of digital abilities.



21ST CENTURY SKILLS

The skills levels of digital abilities and use are the following:

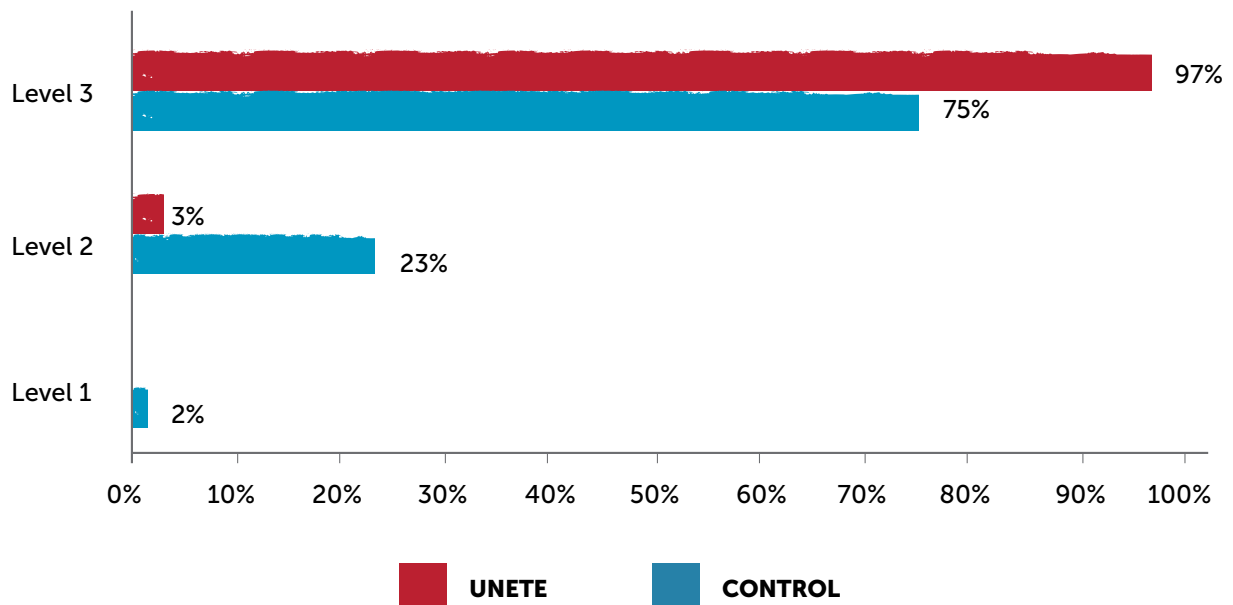
The abilities upon which UNETE generates an impact include strategies to strengthen 21st century skills, and for this reason since last year our evaluation has assessed this. The measurement of 21st century skills included student

questionnaires (a single one, disbursed at the end of the school year) and results were compared with those of the control group. The results shown are for the elementary school level.

MOTIVATION

INDEX	SKILL LEVEL		
Motivation to learn through use of computers	Level 1: Students are able to use the computer to do school work.	Level 2: Students have an aptitude for, and are cheerful about taking ownership over the use of the computer.	Level 3: Students have high expectations in regards to computer usage, they understand and recognize the utility of computers because the teacher creates better projects and homework, which is reflected in the students' learning and ownership.

Las escuelas apoyadas por UNETE muestran un nivel de motivación más alto que en las escuelas control.



More than **90%**
of students

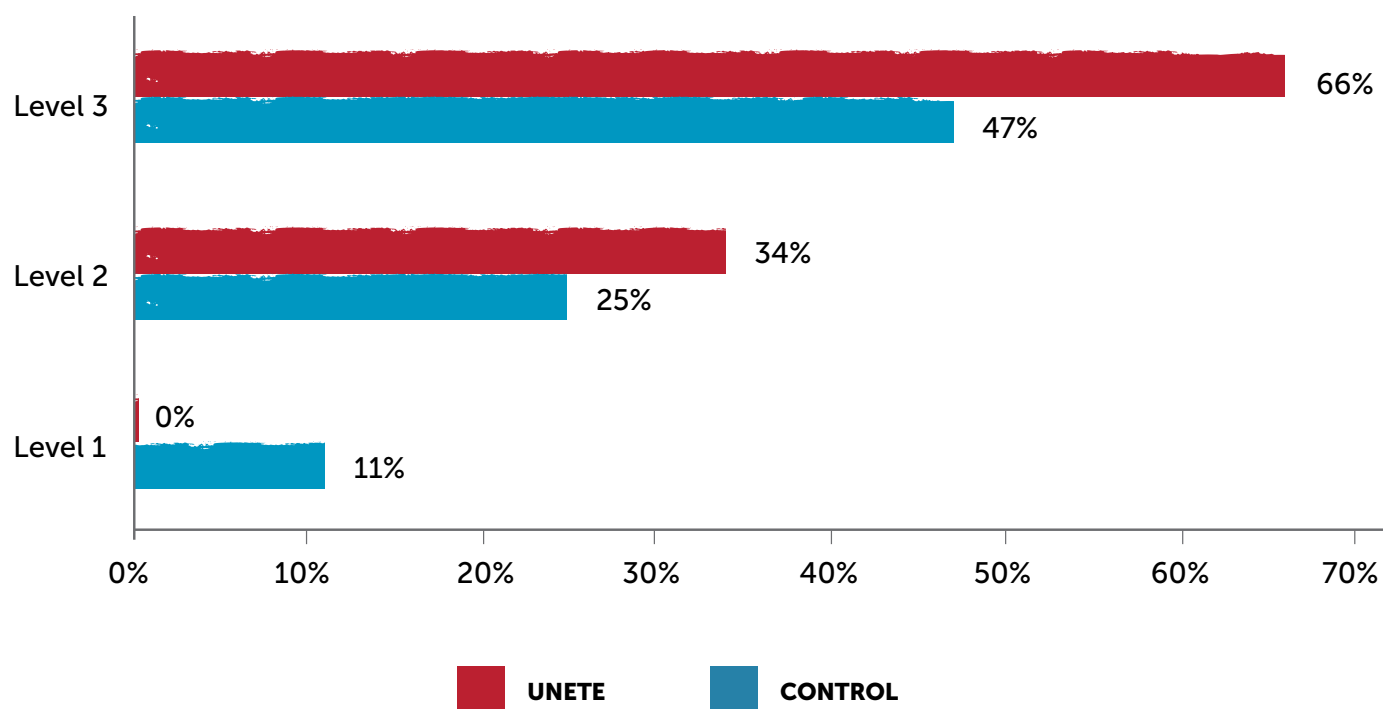


les gustaría que las clases siempre
se impartieran en el aula de medios.

COMMUNICATION SKILLS

INDEX	SKILL LEVEL		
Communication Skills	Nivel. 1 Students have difficulty exchanging ideas and writing complex sentences.	Nivel. 2 Students organize ideas and proposals and can share through short writing exercises, though still have difficulty presenting ideas with technology.	Nivel. 3 Students are able to use the computer in various ways to transmit their ideas.

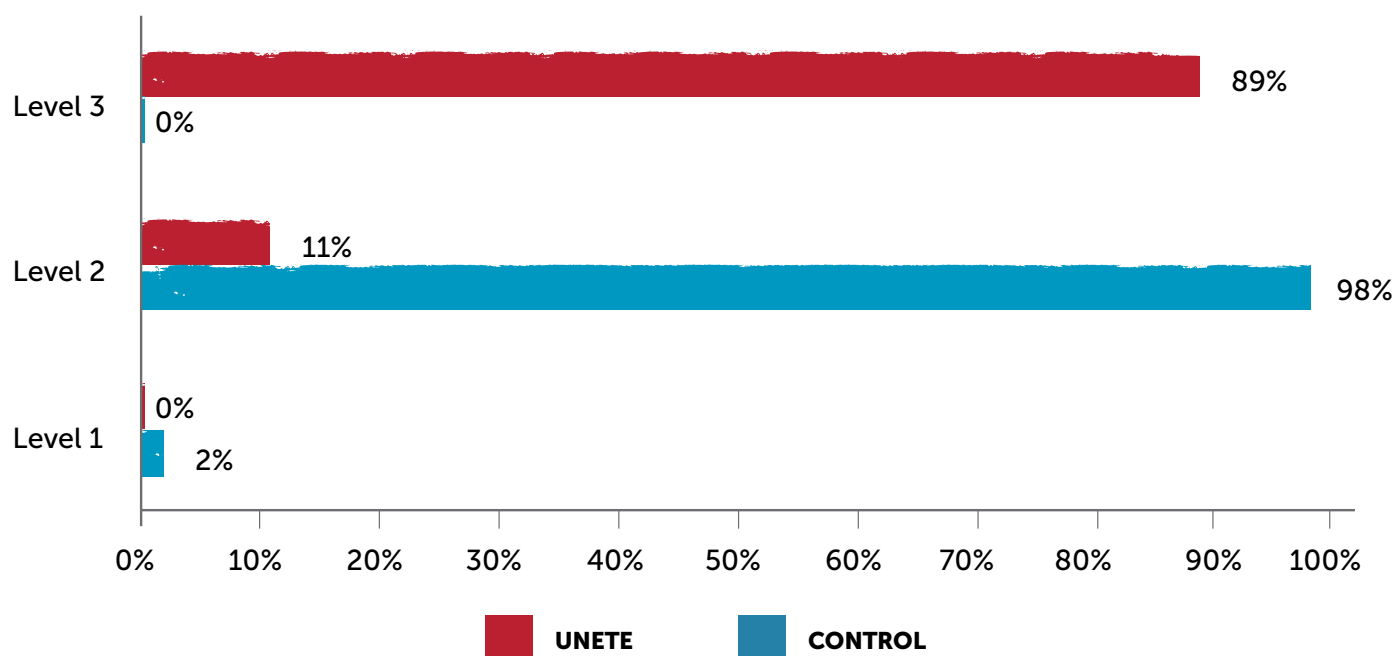
The results show that in schools supported by UNETE, there are 19% more students at level three than there are in the control groups.



In terms of progress, this indicator shows great improvements with respect to the results of the previous school year, and although we cannot causally attribute that to UNETE, we can mention that some strategies of the Reading Comprehension Course, were centered on facilitating the use of tools in order to help students improve their oral and written expression, thus promoting the exchange of ideas.

COLLABORATION AND INTERPERSONAL SKILLS

INDEX	SKILL LEVEL		
Collaboration and interpersonal skills	<p>Level 1. Students show difficulty following directions and agreements in work with classmates and groups. They prefer to work individually or only with their friends.</p>	<p>Level 2. Students accept the work that is entrusted to themselves and their group. Supportive relationships are easier with those closest to the student, nevertheless the student is able to work in diverse groups.</p>	<p>Level 3. The students are able to establish supportive relationships with their classmates, integrating work into the team for a favorable group work dynamic, the student can propose and accept responsibility for integrating into the team.</p>



The results show that at schools supported by UNETE about 90% of students are at level three, which indicates that students there are able to work in teams, accept and assume responsibility, establish shared goals, and work to accomplish them.

CONCLUSIONS REGARDING THE 2014-2015 SCHOOL YEAR

The presented results are a sample of the information garnered in the three assessments done throughout the 2014-2015 school year, wherein we can affirm the existence of solid indicators and the positive impact of UNETE's mentorship program on the level of digital competencies and the skills necessary for the use of ICT in learning.

IMPACT EVALUATIONS IN MARGINALIZED ZONES

The following are the results of the digital inclusion project in primary schools located in marginalized municipalities in Campeche, Chiapas, Quintana Roo, and Yucatán during the 2013-2014 school year. UNETE had a sample size of 131 schools and a control group of 50 schools.

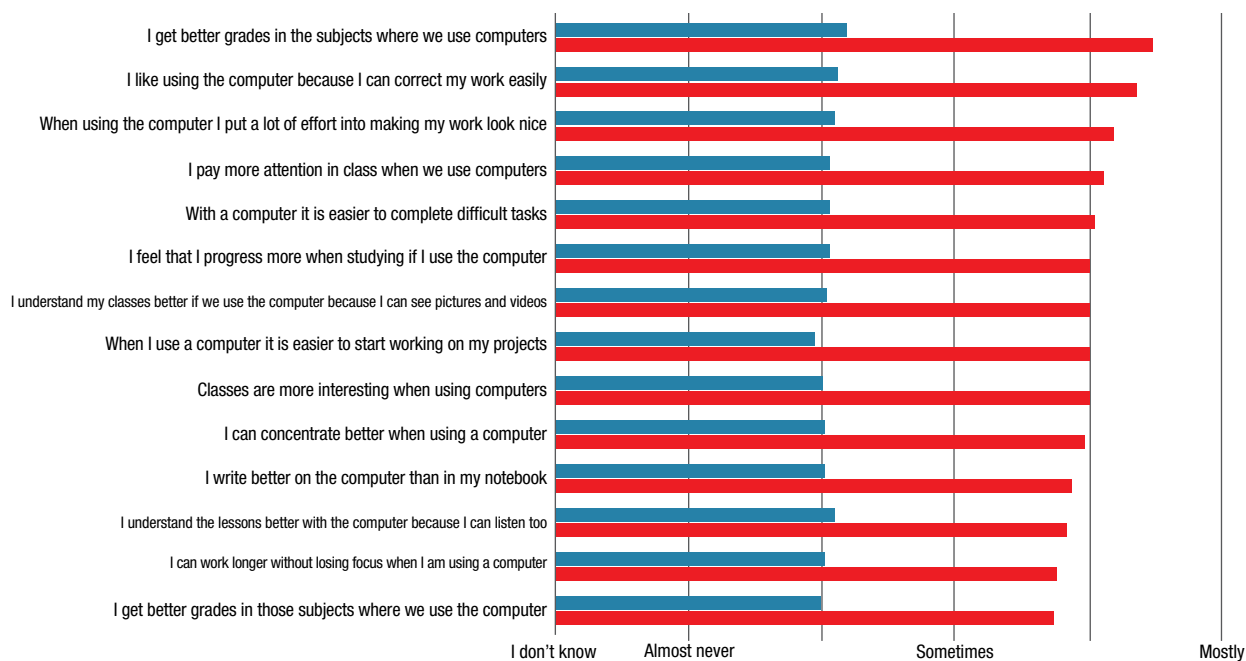
This evaluation was created by:



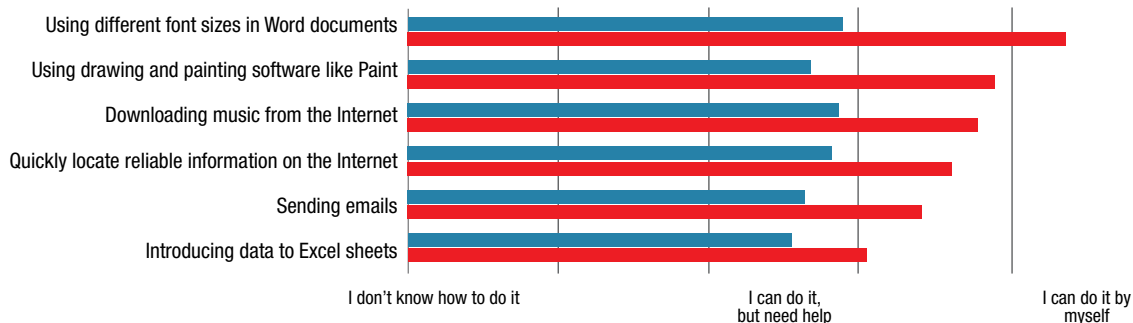
 Non-UNETE supported schools

 UNETE supported schools

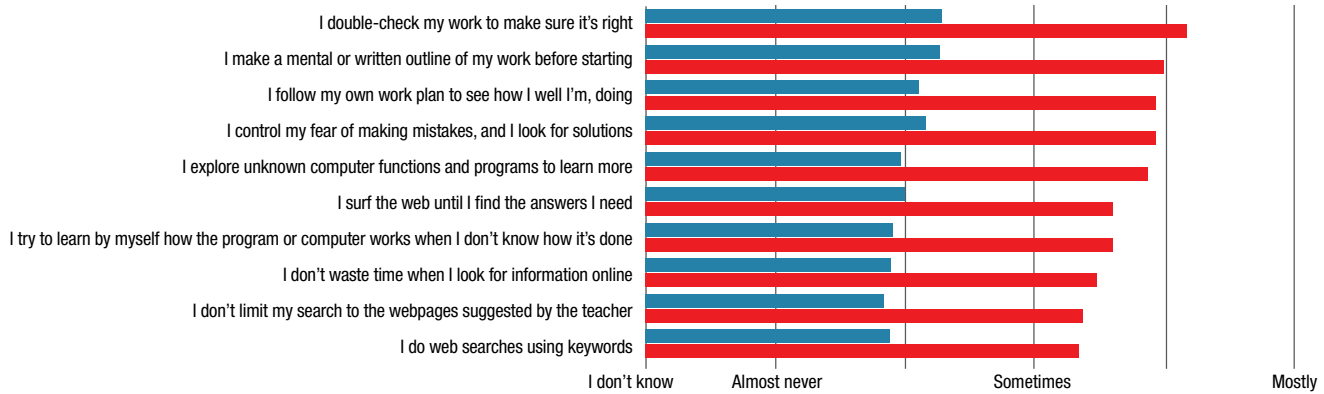
Motivation



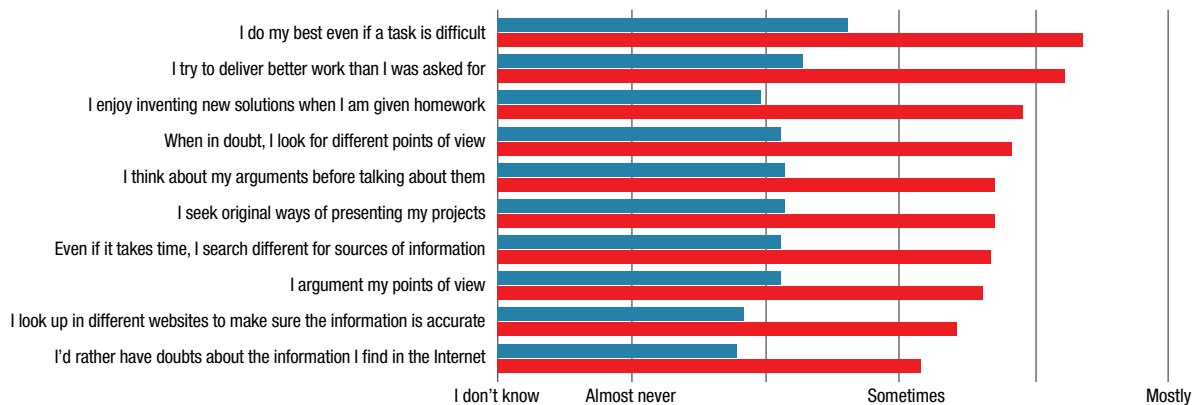
Digital Skills



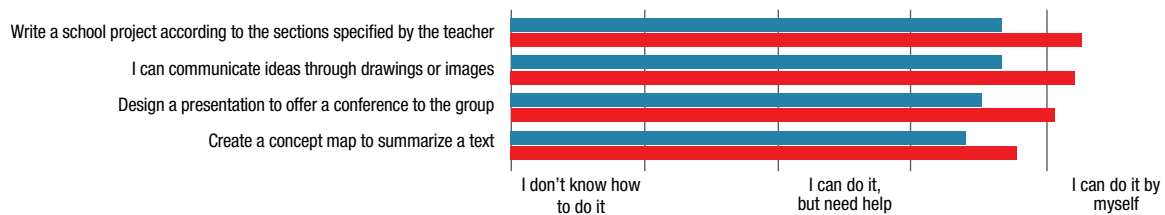
Problem solving



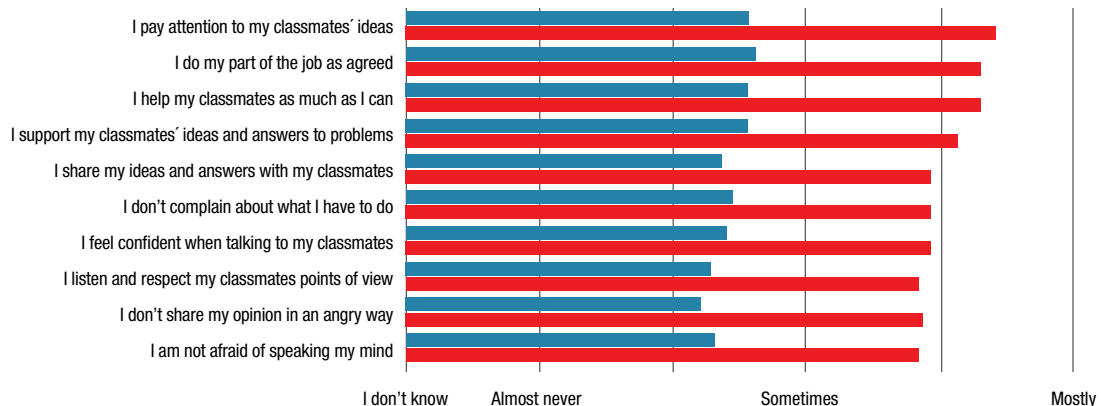
Critical thinking



Communication skills



Collaboration and inter-personal skills



EVALUATION OF UNETE-SUPPORTED SCHOOLS VIA THE ENLACE EXAMS

A study by the Institute for the Development of Education Research (IFIE) measured the achievement in the areas of math and Spanish on the ENLACE exams by students at UNETE-supported schools and students not

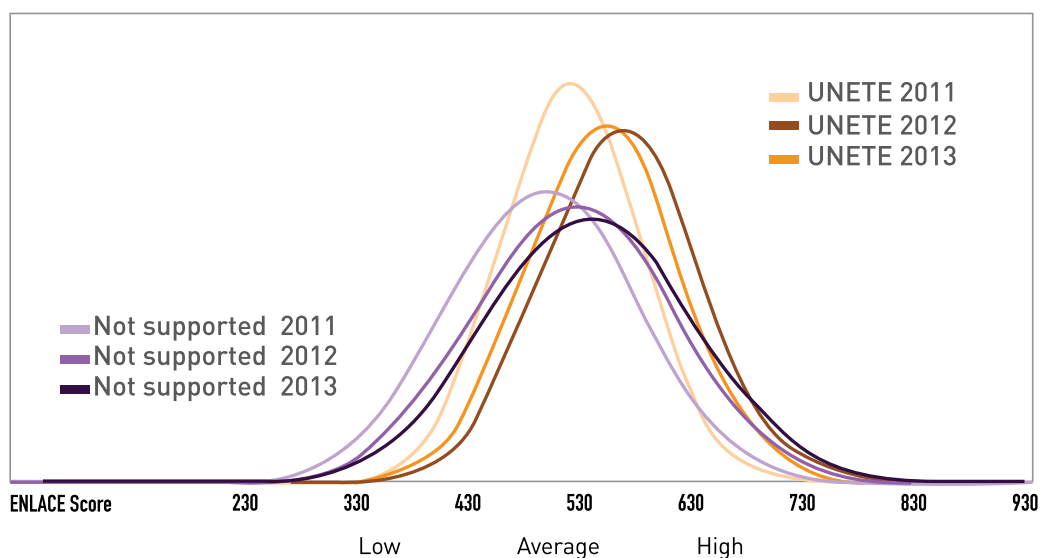
supported by UNETE from 2011-2013. Scores shown can be classified as high, medium, and low, and can be further understood in consideration of the mean, median, and standard deviations.

- The impact is **higher in PRIMARY** than in SECONDARY school
- The impact is **higher in MATHEMATICS** than in SPANISH
- The more **time children use technology**, the greater impact
- The more **marginalized** a school is, the greater the impact

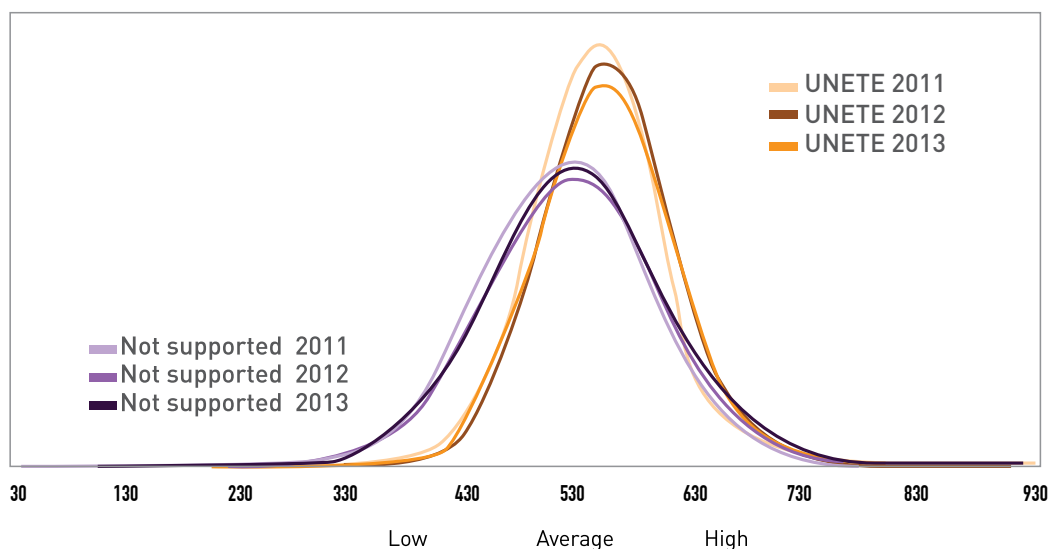
This evaluation was created by:



DISTRIBUTION OF MATHEMATICS SCORES OF ENLACE TEST IN PRIMARY SCHOOLS 2011, 2012, 2013



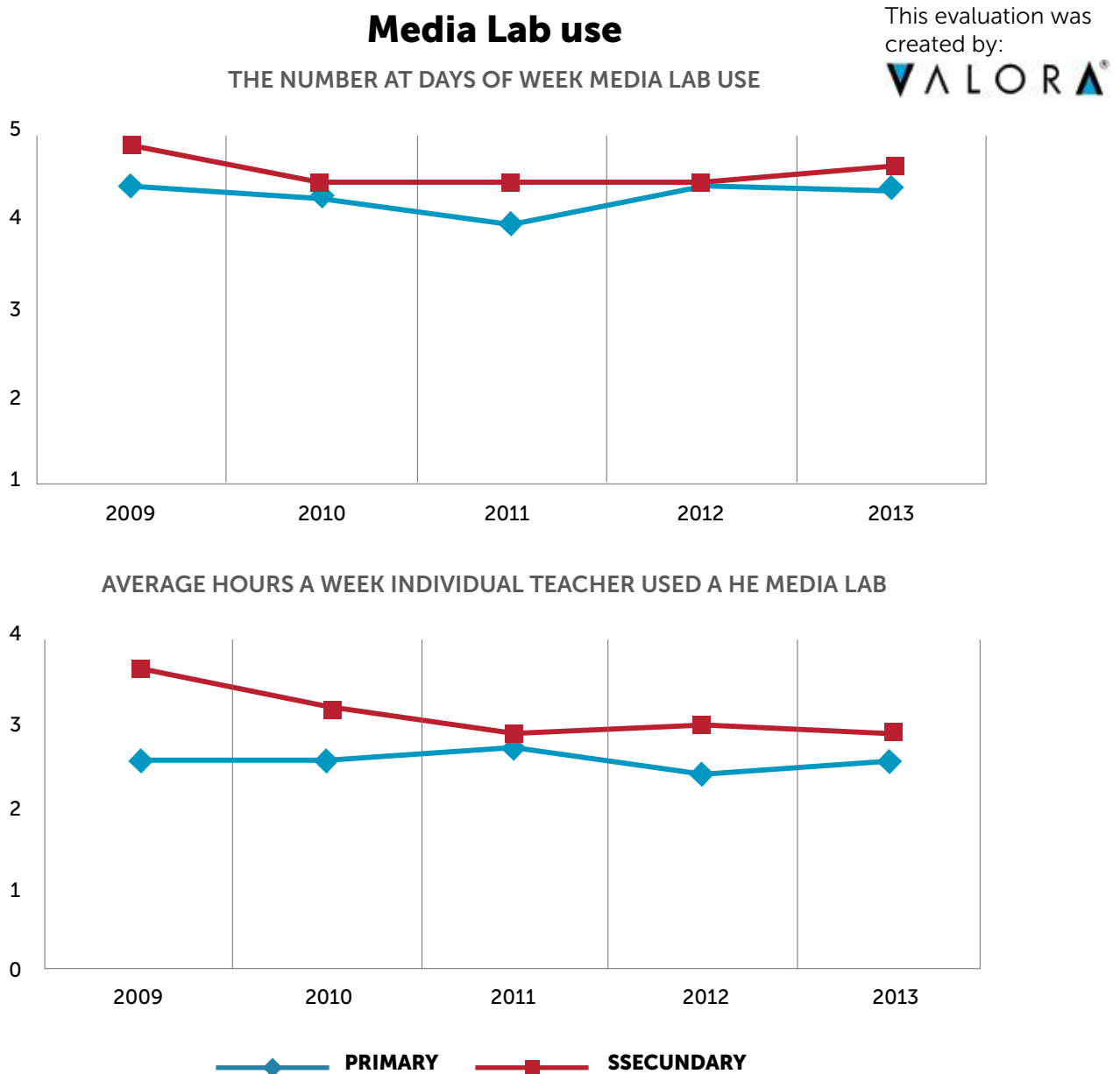
DISTRIBUTION OF SPANISH SCORES OF ENLACE TEST IN PRIMARY SCHOOLS 2011, 2012, 2013



FOLLOW UP EVALUATION IN UNETE SCHOOLS

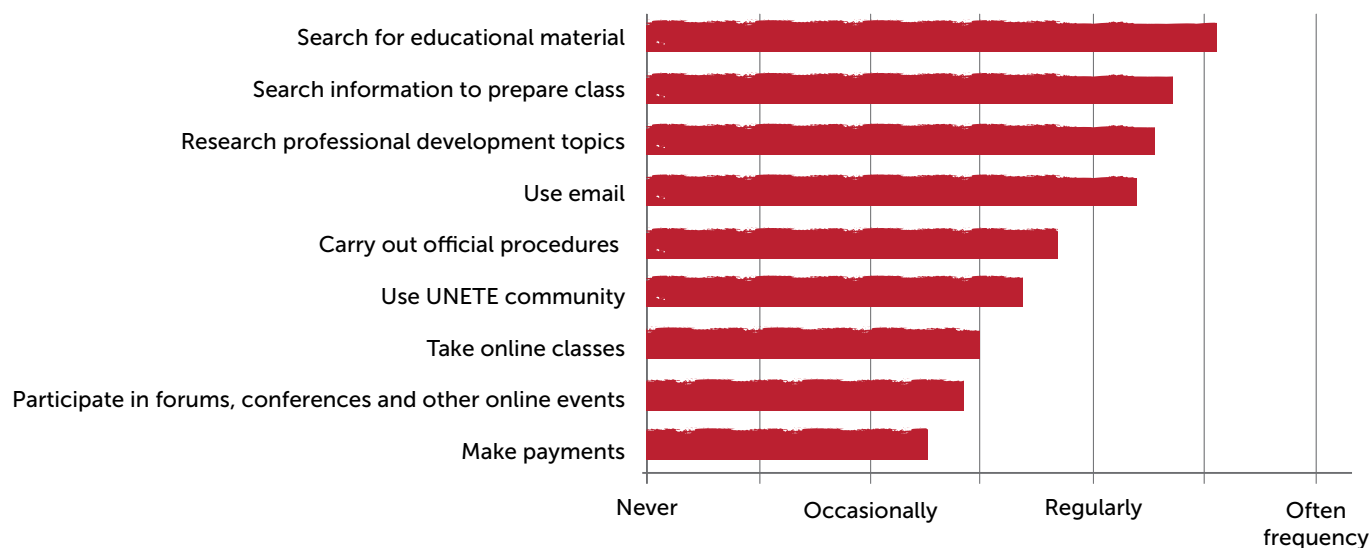
UNETE is committed to knowing precisely how each of our processes and programs that we bring to our schools, help our beneficiaries. This effort has led us to undertake various internal and external evaluations, one of which helped us to understand the state of our media labs that were equipped between 2009-2013.

In a selection of 2,211 schools in 32 states and with a representative sample of 325 schools in 30 states (10 could not be visited during the anticipated end of the school year), Valora distributed questionnaires for the media lab coordinators and six teachers from each school to identify the current state of and use of educational technology in the schools.



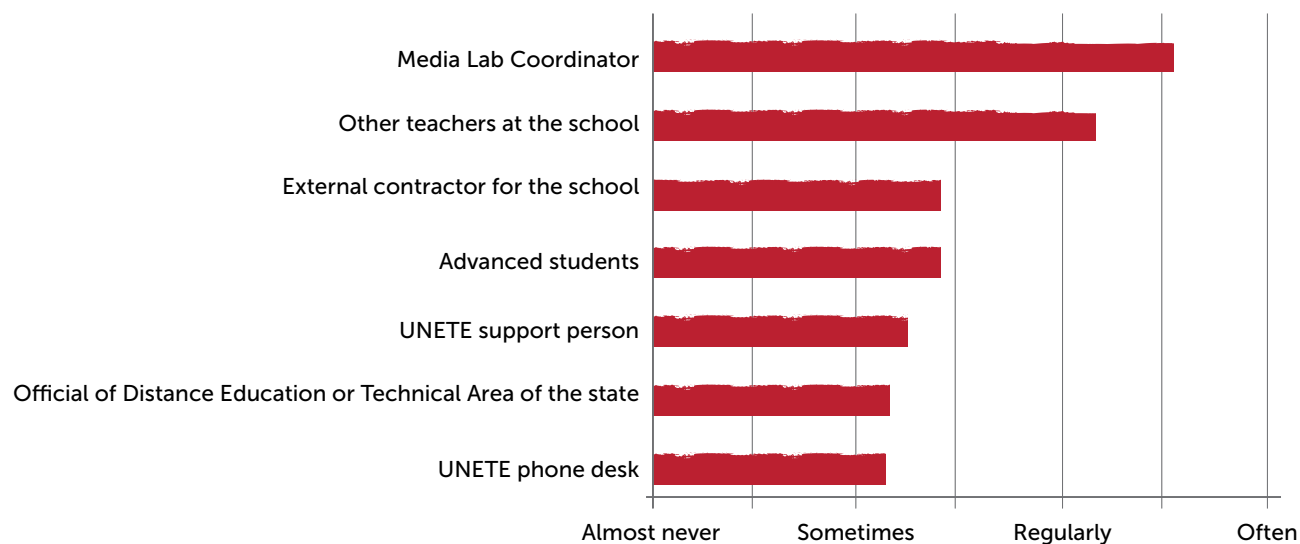
¹ The samples was calculated with the following criteria: 90% trust level and 5% margin of error

MEDIA LAB USE AND FUNCTION



Teacher technical support

¿A QUIÉN ACUDEN LOS MAESTROS PARA APOYO TÉCNICO?



Los resultados obtenidos nos permiten ver que las aulas de medios siguen constituyendo en las escuelas una oportunidad única para el aprendizaje, por lo cual son cuidadas y valoradas por las comunidades escolares. La totalidad de las aulas de medios están funcionando y se utilizan de forma intensiva, todos los meses del ciclo escolar, todos los días de la semana y durante toda la jornada de estudios.



Photo: Erich Schimmelfennig





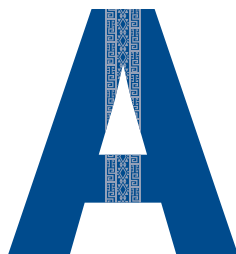
ADMINISTRATION AND **FINANCE**



Rebeca Aguilar Álvarez de Sáenz
Treasurer

“EDUCATION IS EDUCATION. WE SHOULD LEARN EVERYTHING AND THEN CHOOSE WHICH PATH TO FOLLOW. IT IS NEITHER EASTERN NOR WESTERN. IT IS HUMAN.”

MALALA YOUSAFZAI, NOBEL PEACE PRIZE WINNER



All of these years of UNETE's history, work, and journey have inspired us to be more efficient in the application of resources and the use of funds. It is for the reason that each year we strengthen our processes and our focus to maximize the impact for our beneficiaries.

As evidence of the above, at the end of 2014 we received the National Medal for Quality, a recognition awarded by the Secretary of the Economy for excellency and operational quality within businesses and institutions. Thanks to the innovation of our business model and administrative practices, we were honored with this award.

Similarly, it is an honor to be able to tell you that UNETE received certification from Great Place to Work Mexico, as a great place to work in the category of 50-500 employees and we returned as one of the best businesses to work in consideration of gender equity. This annual ranking distinguishes those business that stand out as providing access to the same tools and opportunities for men and women to ensure correct decision making, and development of the potential of both women and men. This speaks to the strength of UNETE's human capital that works hard everyday to benefit those who need help the most.

In 2014 UNETE was evaluated by Filantrofilia, an organization that evaluates the institutional strength of organizations in areas such as efficiency and effectiveness. I am filled with pride to be able to say that UNETE received

an A+ ranking, the highest possible mark the organization gives out.

Additionally, Building Civil Society Organizations (Confio) evaluated our model through the nine principles of transparency and best practices recommended for Mexican organizations and based on international standards. These standards support us in building the trust of our donors and partners.

We continue to credit the Mexican Center for Philanthropy (CEMEFI) for assisting us in the Optimum Level of Institutionalism and Transparency. We also obtained a positive award from the State of Mexico's Board for Private Assistance for fulfillment of our social objective.

It should also be noted that at UNETE we are extremely efficient in our management of resources and that for every peso donated to our organization, less than five cents are used for the administration of our organization.

We are very pleased to see such wonderful results, and extend a warm thank you to the trust of our donors, allies, and friends. Because of you we are able to continue to effectively use the resources so kindly entrusted to us with the objective of ensuring that students and teachers have what they need to face the globalized world.

Together, for a better education!

One of the central principles of UNETE is transparency and financial accountability, for this reason we act in a timely and accurate matter with all fiscal, legal, and social security-related matters. Just as years past, we obtained a positive certification from State of Mexico's Board for Private Assistance for the fulfillment of our social objective and strict adherence to social statutes.

The financial statements have been audited monthly and annually, and demonstrate that as always that less than 5% of our income is spent on administrative costs, in accordance with tax law, thus guaranteeing to our donors

that nearly all of their donation is invested in education.

Since the formation of UNETE, the office of Curtis Mallet Prevoust-Colt has supported us in drafting and revision of contracts, agreements, addenda, with such as the Ordinary Assembly Act and the Bonus for the UNETE, A.C., UNETE, I.A.P., and Unete for Mexico.



HUMAN CAPITAL

Based on the UNETE model of competencies, we strengthened our "Talent Attraction", "Seeds of Talent", and "Performance Evaluation and Feedback" programs. We also designed capacity building and personal development plans for our team.

We work to strengthen the abilities of UNETE and promote a life balance through capacity building programs and continuous learning so that our team can put their potential into practice, and receive tools to fulfill their role in a changing work environment.



THIS YEAR WE PARTICIPATED AGAIN IN GREAT PLACE TO WORK MEXICO'S EVALUATION OBTAINING A CERTIFICATION AS ARE ONE THE BEST PLACES TO WORK IN MEXICO IN THE 50-500 EMPLOYER CATEGORY



We amplified our mechanisms for attracting talent, both with employees and volunteers, through relationships with universities social service programs and job boards. We also opened new channels to attract talent through LinkedIn and Facebook, among others.

Professionals and volunteers in social service projects fulfilled training objectives. From these projects, we found a new generation of talent that will nurture our institution to new heights. Volunteers also created new programs that respond to the needs of the 21st century.

During the 2014-2015 school year we operated social service programs and professional practices with the main universities of Mexico City:

- Ibero American University
- University of North Anáhuac
- Faculty of Philosophy and Letters, National Autonomous University of Mexico
- Faculty of Engineering, National Autonomous University of Mexico
- Milenia Tech Online
- Technological University of Mexico
- Panamerican University



SOCIAL SERVICE

We received with pride a distinction from University of Anahuac as one the leaders in social service experience.



UNETE VOLUNTEERS

We appreciate the 34 volunteers for their 12,520 hours of service in developing different projects for the benefit of the institution and applying their different knowledge and background to our organization.



EVALUATION AND CAPACITY BUILDING

In partnership with Psicotest, during the month of November in 2014 we carried out a performance evaluation based on workplace competencies. Team members and leaders received feedback of their results, and in this way we also detected opportunities for capacity building and to give team members a clear vision of the competencies in need of development.

Through detecting those areas in need of development taken from the evaluation and feedback interviews, we designed a Yearly Capacity Building Plan for 2015. This plan integrated courses and modules that occurred both internally and externally including courses on work-life balance.



INTEGRATION COMMITTEES

UNETE has five committees where team members can work on common interest projects outside of their work areas:

- **Personal development committee:** Develops activities around coping with life cycles and changes, and a blog with tips and coaching on how to accomplish goals.
- **Community Committee:** Organizes celebrations for days such as Halloween, Christmas, and birthdays.
- **Health Committee:** Organized physical activities and shared news about healthy habits.
- **Social Responsibility Committee:** Promoted green campaigns such as saving paper, recycling, and citizen participation.
- **Art and Culture Committee:** Reactivated the library and promoted cultural activities in and out of the organization.
- **Prevention Committee:** Organized drills and gave advice on insurance and first aid.

SOCIAL RESPONSIBILITY

During the year, UNETE drove programs with a social focus in order to cultivate a culture of congruency for team members interested in generating a more positive social impact.

This year UNETE team members did the following:

Paper Saving Campaign

This campaign promoted the use of technology tools, the use of recycled paper, and the avoidance printing in order to generate greater awareness in regards to how many trees we could save. The result was an 18% savings compared to the previous year.

Recycling Campaign

We organized a recycling competition among UNETE teams where employees were encouraged to recycle plastics, cartons, glass, technology gadgets, and receive an award in return.



UNETE Day 2015

The entire UNETE team visited Adolfo López Mateos Primary School located in the municipality of San Felipe del Progreso in the Mazahua region of the State of Mexico. With

the desire to give back, the team painted the school and made a gift to the cafeteria. We also brought furniture, cleaning products, toys, and sweets for the students.

Reforestation Campaign

Thanks to Mexico Group we were able to cultivate initiatives to foster environmental responsibility, and to participate in a reforestation program in the State of Mexico.





**Report of the independent auditors to
the Board of Directors of UNETE, I.A.P.**

We have audited the accompanying financial statements of UNETE, I.A.P., as of December 31, 2014, and the statements of activities and cash flow for the year ended on such date, and a summary of significant accounting policies and other explanatory information.

Management's responsibility in connection to the financial statements

The Organization's management is responsible for the preparation of financial statements in accordance with Mexican Financial Reporting Standards, selecting the basis for the preparation of financial statements so that they will be acceptable under the circumstances, and the internal control the management deemed necessary to allow the preparation of financial statements free of material deviations due to fraud or error.

Auditors' responsibility

Our responsibility is to express an opinion on the accompanying financial statements based on our audit. We have conducted our audit in accordance with International Standards on Auditing. Such standards require us to comply with ethical requirements, and plan and complete the audit to obtain a reasonable assurance on whether the financial statements are free of material deviations or not.

An audit involves performing procedures to obtain audit evidence on the amounts and information disclosure in the financial statements. The selected procedures depend on the auditor's judgment, including the evaluation of risks of material deviation in the financial statements due to fraud or error. In making such risk evaluation, the auditor considers the relevant internal control for the preparation of the financial statements by the Organization, in order to design appropriate audit procedures depending on the circumstances, and not to express an opinion on the effectiveness of the Organization's internal control. An audit also includes evaluating appropriate accounting policies that have been applied and the reasonableness of accounting estimations made by the management, as well as evaluating the presentation of financial statements as a whole.

We believe the audit evidence we have obtained in our review provides us with sufficient and appropriate basis to support our opinion.

Opinion

In our opinion, the accompanying financial statements fairly present, in all major material respects, the financial position of UNETE, I.A.P., as of December 31, 2014, as well as the activities and cash flow for the year ended on such date, in accordance with Mexican Financial Reporting Standards.

Kluchnik Sanchez Perete, S.C.

C.P.C. & P.C.FI. Jacobo Kluchnik Rutzka
Mexico, D.F.
July 24, 2015



UNETE, I. A. P.

Balance sheet

as of December 31, 2014

2014

Assets

Current

Cash and investments in securities	\$ 200,356,217
Inventories	7,467,265
Advance payments	274,501

Total assets

208,097,983

=====

Liabilities

Current

Suppliers	1,394,683
Other accounts payable	4,911
Taxes payable	25,705

Total current liabilities

1,425,299

Equity

Unrestricted	7,041
Restricted	206,665,643

Total equity

206,672,684

Total liabilities and equity

\$ 208,097,983

=====

Accompanying notes are part of financial statements

C.P. Esteta Herrera González
General Accountant

Maestro Alejandro Almazán Zimerman
Managing Director



UNETE, I. A. P.

Statement of activities

for the year ended December 31, 2014

2014

Changes to restricted equity:

Initial balance of restricted equity	\$ 205,266,524
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Income and returns-

Donation in cash	66,688,121
Donation in kind	7,833
Financial products	6,466,219
Total income and restricted returns	73,162,173

Costs:

Equipping of Media Classrooms

Equipments, accessories, writing and configuration, licenses, software, guarantees and reconditioning of equipment	71,575,005
--	------------

Operation

Other expenses	71,313
Financial expenses	116,736
Total restricted operating expenses	188,049
Increase of restricted equity	1,399,119
Final balance of restricted equity	206,665,643

Changes to unrestricted equity-

Initial and final balance of unrestricted equity	7,041
Total of final balances of restricted and unrestricted equity	\$ 206,672,684

Accompanying notes are part of financial statements


C.P. Estela Herrera González
General Accountant


Maestro Alejandro Almazán Zimerman
Managing Director

Notes to financial statements as of December 31, 2014.**EXPLANATION TO THE ENGLISH TRANSLATION:**

The accompanying financial statements with figures in Mexican pesos have been translated into English to be used outside Mexico. These financial statements have been prepared in accordance with the Mexican Financial Reporting Standards (MFRS). Certain reporting standards applied by the institution, which follow the MFRS, may not follow financial reporting standards in other countries.

NOTE 1. – INSTITUTION'S HISTORY, NATURE AND ACTIVITY**ACTIVITY:**

UNETE, I.A.P. is a non-profit Institution that began its operations in November 2003, and which is mainly dedicated to:

Develop, research and promote new technologies for education, promote computer system use for educational purposes and social welfare in schools belonging to the Mexican educative system at elementary, middle school, high school and university levels, and in any other public or private institution deemed appropriate thereby.

NOTE 2. - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND ADOPTION OF NEW ACCOUNTING STANDARDS

The accompanying financial statements follow the Mexican Financial Reporting Standards (MFRS) that apply to non-profit institutions; MFRS B-16, "Financial statements of non-profit institutions", and E-2, "Contributions received or granted by non-profit institutions". Such MFRS mainly state that all Mexican Financial Reporting Standards are applicable to such kind of entities, with the exceptions included in such Standards. The MFRS further explain the following aspects:

- a. The purposes, characteristics and limitations of the financial statements of non-profit institutions.
- b. The main characteristics, relevant classifications and basic information of each financial statement of non-profit institutions.
- c. Establishing the recognition, assessment, classification and disclosure rules of income and contributions non-profit institutions receive, as well as recognition, assessment and disclosure rules of the contributions granted by non-profit entities.

La Institución adoptó los lineamientos establecidos en estos boletines, para conformarlos como se muestra a continuación:

- Un balance general que muestra los activos, pasivos y patrimonio de la Institución al 31 de diciembre de 2014, que incluye los activos en orden de su liquidez, sus pasivos atendiendo a su exigibilidad y se presenta el patrimonio neto conforme a su grado de restricción.
- Un estado de actividades que muestra los cambios en el patrimonio de la Institución por el año que terminó el 31 de diciembre de 2014, en el que se incluyen las aportaciones, los ingresos, costos y gastos que modificaron el patrimonio no restringido y el patrimonio restringido.
- Un estado de flujos de efectivo por el año que terminó el 31 de diciembre de 2014, que muestra los flujos generados por el patrimonio, clasificados en actividades operativas, actividades de financiamiento y actividades de

The Institution adopted the guidelines established in such standards to adapt them as follows:

- A general balance sheet containing the Institution's assets, liabilities and equity as of December 31, 2014, which includes assets according to their liquidity, liabilities according to their maturity date, and the net asset is presented according to its restriction degree.
- An activity statement containing the Institution's net asset for the year ended December 31, 2014. Contributions, income, costs and expenses that modified the non-restricted and restricted equities are included in such statement.
- A statement of cash flow for the year ended December 31, 2014, showing the flows generated by the equity, classified in operating, financing and investment activities,

During the 2014 tax year, some MFRS improvements, which had no effects on the information presented by the Institution, came into force. Additionally, clearer definitions for some terms were also included in some MFRS.

The financial statements accompanying this document have been prepared according to the Mexican Financial Reporting Standards, and they are expressed according to their historic value.

Presentation basis

The Financial Reporting Standards came into force on January 1, 2006 (MFRS), they were issued by the Mexican Financial Reporting Standards Research and Development Board (CIMFRS).

The MFRS are the standards and interpretations produced by the Consejo Mexicano de Normas de información Financiera, A.C. - (CINIF) and the International Financial Reporting Standards (JFRS) that may apply on a supplementary basis.

- a. Upon moving from the inflationary to the non-inflationary economic environment, as of January 1, 2008, the Institution does not recognize the effects of inflation.
- b. Cash is represented mainly by bank deposits and fixed investments, and they are expressed at their historic cost plus profits.
- c. The contributions are recognized as equity increases when they are received in cash, or as unconditional promises to receive cash or goods.
- d. Cash donations with instructions from the donor are recorded in the temporal or permanent restricted equity. When temporal restrictions are satisfied according to their term, time restrictions or purposes, they will be transferred to the non-restricted equity. Donations in kind are quantified to follow the sufficient disclosure principle.
- e. Income is recognized as contributions are received, and the corresponding receipt is issued.
- f. Income Tax (ISR) is recorded as it must be paid according to the fiscal regulations in effect. As indicated in Note 4, the Institution is an entity that is not subject to Income Tax (ISR) payments, so according to the applicable fiscal provisions, the Institution pays Income Tax (ISR) only on the distributable balance or items that may be considered as such; therefore, there is no deferred Income Tax (ISR - MFRS D-4 "Taxes on Profits").
- g. The equity is constituted by:
 - I. The restricted equity is constituted by contributions, asset flows which use, on the part of the Institution, is limited by donor's provisions, which expire due to time passing by or for not having fulfilled the purposes established by donors.

II. Non-restricted equity, which is constituted by the net equity of an institution that does not hold permanent or temporary restrictions stated by the donors.

h. Inventories

Inventories are constituted by computer equipment, accessories, satellite dishes and software licenses to be installed at selected public schools, which are valued at cost and do not exceed the market value.

i. Liabilities

Liabilities are registered at face value, at the moment of taking possession of the goods or at the time services are rendered.

j. Labor obligations

The Institution has no employees; therefore, it has no labor obligations.

NOTE 3. - EQUITY

The equity of the Institution should be and is exclusively used for the fulfillment of its corporate purpose, and no benefit on the distributable remainder may be granted to any entity or the members thereof.

The equity is constituted by:

- Fees paid by members.
- Donations received in cash or in kind.

The equity is strictly applied to the purpose of the Institution, given that the Institution does not and will not have a predominantly financial purpose or any lucrative purpose.

In case of dissolution of the Institution, the distributable balance should be donated to institutions with similar purposes or welfare institutions authorized to receive donations.

NOTE 4. - FISCAL ENVIRONMENT:

Income Tax

The Institution is authorized to receive income tax-deductible donations, by means of publication in the Federal Government Official Gazette dated July 18, 2014. Consequently, and in accordance with fiscal provisions contained under Heading III of the Income Tax Law (non-taxpaying corporate entities), it is provided that taxes will be paid only on the distributable balance or entries that are considered as such. During the year ended December 31, 2014, the Institution incurred in non-deductible expenses for \$14,541, which are considered as distributable balance for tax purposes, which causes income tax for \$4,362.

NOTE 5. – AUTHORIZATION TO PRODUCE FINANCIAL STATEMENTS.

Financial statements were authorized to be issued on July 24, 2015, by M.Sc. Alejandro Almazán Zimerman, General Director, and they are subject to authorization by the Institution's Board of Trustees.



**Report of the independent auditors to the
Board of Directors of UNIÓN DE EMPRESARIOS PARA LA TECNOLOGÍA
EN LA EDUCACIÓN, A.C.**

We have audited the accompanying financial statements of UNION DE EMPRESARIOS PARA LA TECNOLOGÍA EN LA EDUCACIÓN, A. C., as of December 31, 2014, and the statements of activities and cash flow for the year ended on such date, and a summary of significant accounting policies and other explanatory information.

Management's responsibility in connection to the financial statements

The Organization's management is responsible for the preparation of financial statements in accordance with Mexican Financial Reporting Standards, selecting the basis for the preparation of financial statements so that they will be acceptable under the circumstances, and the internal control the management deemed necessary to allow the preparation of financial statements free of material deviations due to fraud or error.

Auditors' responsibility

Our responsibility is to express an opinion on the accompanying financial statements based on our audit. We have conducted our audit in accordance with International Standards on Auditing. Such standards require us to comply with ethical requirements, and plan and complete the audit to obtain a reasonable assurance on whether the financial statements are free of material deviations or not.

An audit involves performing procedures to obtain audit evidence on the amounts and information disclosure in the financial statements. The selected procedures depend on the auditor's judgment, including the evaluation of risks of material deviation in the financial statements due to fraud or error. In making such risk evaluation, the auditor considers the relevant internal control for the preparation of the financial statements by the Organization, in order to design appropriate audit procedures depending on the circumstances, and not to express an opinion on the effectiveness of the Organization's internal control. An audit also includes evaluating appropriate accounting policies that have been applied and the reasonableness of accounting estimations made by the management, as well as evaluating the presentation of financial statements as a whole.

We believe the audit evidence we have obtained in our review provides us with sufficient and appropriate basis to support our opinion.

Opinion

In our opinion, the accompanying financial statements fairly present, in all major material respects, the financial position of UNIÓN DE EMPRESARIOS PARA LA TECNOLOGÍA EN LA EDUCACIÓN, A.C., as of December 31, 2014, as well as the activities and cash flow for the year ended on such date, in accordance with Mexican Financial Reporting Standards.

Kluchnik Sanchez Perete, S C.

C.P.C. & P.C.FI. Jacobo Kluchnik Rutzka
Mexico, D.F.
July 24, 2015



UNIÓN DE EMPRESARIOS PARA LA TECNOLOGÍA EN LA EDUCACIÓN, A. C.

Balance sheet

as of December 31, 2014

2014

Assets

Current:

Cash and investments in securities	\$ 70,436,157
Equity Fund	112,887,220
Donors	4,110,521
Sundry debtors	179,970
Inventories	22,004,719
Advance payments	311,581

Total current assets	209,930,168
	1,982,638

Fixed net assets

Guarantee deposits and other assets, net	2,548,674
--	-----------

Total assets	-----
	214,461,480
	=====

Liabilities

Current

Suppliers	184,800
Taxes payable	1,053,616
Labor obligations	1,760,196
Other accounts payable	132,621

Total current liabilities	3,131,233

Unrestricted

Unrestricted	84,944
Restricted	211,245,303

Total equity	211,330,247

Total liabilities and equity	\$ 214,461,480
	=====

Accompanying notes are part of financial statements

C.P. Estela Herrera González
General Accountant

L.A.F. Marcela María Cataño Cataño
Director of Administration and Finance



UNIÓN DE EMPRESARIOS PARA LA TECNOLOGÍA EN LA EDUCACIÓN, A. C.

Statement of activities

for the year ended December 31, 2014

2014

Changes to restricted equity:

Initial balance of restricted equity

\$ 250,758,951

Income and returns-

Income from donations

54,997,182

Financial products

25,480,179

Other income

253,109

Total income and restricted returns

80,730,470

Costs:

Equipping of Media Classrooms-

Equipment, accessories, wiring and configuration, licenses, software guarantees and reconditioning of equipment

21,729,994

Equipping model with IAP

46,686,649

Connectivity costs

544,258

Teacher training

6,777,338

Accompaniment

1,686,755

Donations granted

1,348,667

Salaries, benefits and corresponding taxes

18,177,283

Travel expenses

1,801,181

Labor obligations

324,754

Insurances

875,257

Events

1,683,506

Office rental and maintenance

1,076,981

External counseling

909,184

Communication services

464,461

Professional fees

62,846

Courier services

107,458

Web page hosting

605,169

Campaigns

551,484

Deductible VAT

4,725,453

Other costs

1,200,757

Total restricted costs

111,339,435

Operation:

Salaries, benefits and corresponding taxes

1,850,311

Depreciation and amortization

611,935

Labor obligations

27,770

Insurances

55,117

Office rental and maintenance

48,706

External counseling

274,124

Deductible VAT

79,173

Other expenses

130,298

Financial expenses

5,827,249

Total restricted operation costs

8,904,683

Decrease of restricted equity

(39,513,648)

Final balance of restricted equity

211,245,303

Changes to unrestricted equity

Initial and final balance of unrestricted equity

84,944

Total of final balances of restricted and unrestricted equity

\$ 211,330,247

Accompanying notes are part of financial statements

C.P. Estela Herrera González
General Accountant

L.A.F. Marcela María Cataño Cataño
Director of Administration and Finance

UNIÓN DE EMPRESARIOS PARA LA TECNOLOGÍA EN LA EDUCACIÓN, A.C.

Notes to financial statements as of December 31, 2014.

EXPLANATION TO THE ENGLISH TRANSLATION:

The accompanying financial statements with figures in Mexican pesos have been translated into English to be used outside Mexico. These financial statements have been prepared in accordance with the Mexican Financial Reporting Standards (MFRS). Certain reporting standards applied by the organization, which follow the MFRS, may not follow financial reporting standards in other countries.

NOTE 1. - ORGANIZATION'S HISTORY, NATURE AND ACTIVITY

ACTIVITY:

UNIÓN DE EMPRESARIOS PARA LA TECNOLOGÍA EN LA EDUCACIÓN, A. C. (UNETE) is a non-profit organization that began its operations in September 1999, and which is mainly dedicated to:

Develop, research and promote new technologies for education and social welfare, and, especially, to promote computer system use for educational purposes, support libraries, and social welfare in schools belonging to the Mexican educative system at elementary, middle school, high school and university levels, and in any other public or private Organization deemed appropriate thereby.

NOTE 2. - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND ADOPTION OF NEW ACCOUNTING STANDARDS

The accompanying financial statements follow the Mexican Financial Reporting Standards (MFRS) that apply to non-profit organizations; MFRS B-16, "Financial statements of non-profit organizations", and E-2, "Contributions received or granted by non-profit organizations". Such MFRS mainly state that all Mexican Financial Reporting Standards are applicable to such kind of entities, with the exceptions included in such Standards. The MFRS further explain the following aspects:

- a. The purposes, characteristics and limitations of the financial statements of non-profit organizations.
- b. The main characteristics, relevant classifications and basic information of each financial statement of non-profit organizations.
- c. Establishing the recognition, assessment, classification and disclosure rules of income and contributions non-profit organizations receive, as well as recognition, assessment and disclosure rules of the contributions granted by non-profit entities.

The Organization adopted the guidelines established in such standards to adapt them as follows:

- A general balance sheet containing the Organization's assets, liabilities and equity as of December 31, 2014, which includes assets according to their liquidity, liabilities according to their maturity date, and the net asset is presented according to its restriction degree.
- An activity statement containing the Organization's net asset for the year ended December 31, 2014. Contributions, income, costs and expenses that modified the non-restricted and restricted equities are included in such statement.

- A statement of cash flow for the year ended December 31, 2014, showing the flows generated by the equity, classified in operating, financing and investment activities.

During the 2014 tax year, some MFRS improvements, which had no effects on the information presented by the Organization, came into force. Additionally, clearer definitions for some terms were also included in some MFRS.

The financial statements attached herein have been prepared according to the Mexican Financial Reporting Standards, and they are expressed according to their historic value.

Presentation basis

The Financial Reporting Standards came into force on January 1, 2006 (MFRS), they were issued by the Mexican Financial Reporting Standards Research and Development Board (CIMFRS).

The MFRS are the standards and interpretations produced by the Consejo Mexicano de Normas de Información Financiera, A.C. - (CINIF) and the International Financial Reporting Standards (JFRS) that may apply on a supplementary basis.

- Upon moving from the inflationary to the non-inflationary economic environment, as of January 1, 2008, the Organization does not recognize the effects of inflation.
- Cash is represented mainly by bank deposits and fixed investments, and they are expressed at their historic cost plus profits.
- The contributions are recognized as equity increases when they are received in cash, or as unconditional promises to receive cash or goods.
- Cash donations with instructions from the donor are recorded in the temporal or permanent restricted equity. When temporal restrictions are satisfied according to their term, time restrictions or purposes, they will be transferred to the non-restricted equity. Donations in kind are quantified to follow the sufficient disclosure principle.
- Income is recognized as contributions are received, and the corresponding receipt is issued.
- Income Tax (ISR) is recorded as it must be paid according to the fiscal regulations in effect. As indicated in Note 4, the Organization is an entity that is not subject to Income Tax (ISR) payments, so according to the applicable fiscal provisions, the organization pays Income Tax (ISR) only on the distributable balance or items that may be considered as such; therefore, there is no deferred Income Tax (ISR - MFRS D-4 "Taxes on Profits").
- The equity is constituted by:
 - The restricted equity is constituted by contributions, asset flows which use, on the part of the Organization, is limited by donor's provisions, which expire due to time passing by or for not having fulfilled the purposes established by donors.
 - Non-restricted equity, which is constituted by the net equity of an organization that does not hold permanent or temporary restrictions stated by the donors.
- Inventories
Inventories are constituted by computer equipment, accessories, satellite dishes and software licenses to be installed at selected public schools, which are valued at cost and do not exceed the market value.

I. Liabilities

Liabilities are registered at face value, at the moment of taking possession of the goods or at the time services are rendered.

j. Labor obligations

Basing on an actuarial analysis, the Organization deemed necessary to hold liabilities to cover the employees' and workers' severance packages (indemnifications, compensations and benefits).

NOTE 3. - EQUITY

The equity of the Organization should be and is exclusively used for the fulfillment of its corporate purpose, and no benefit on the distributable remainder may be granted to any entity or the members thereof.

The equity is constituted by:

- Fees paid by members
- Donations received in cash or in kind

The equity is strictly applied to the purpose of the Organization, given that the Organization does not and will not have a predominantly financial purpose or any lucrative purpose.

In case of dissolution of the Organization, the distributable balance should be donated to organizations with similar purposes or welfare organizations authorized to receive donations.

NOTE 4. - FISCAL ENVIRONMENT

Income Tax

The Organization is authorized to receive income tax-deductible donations, by means of publication in the Federal Government Official Gazette dated July 18, 2014. Consequently, and in accordance with fiscal provisions contained under Heading III of the Income Tax Law (non-taxpaying corporate entities), it is provided that taxes will be paid only on the distributable balance or entries that are considered as such. During the year ended December 31, 2014, the Organization incurred in non-deductible expenses for \$501,264, which are considered as distributable balance for tax purposes, which causes income tax for \$150,379.

NOTE 5. – AUTHORIZATION TO PRODUCE FINANCIAL STATEMENTS.

Financial statements were authorized to be issued on July 24, 2015, by Marcela María Cataño Cataño, Director of Administration and Finance, and they are subject to the authorization by the Organization's Board of Trustees.

DONANTES

3com de México • 4U Gym

A

A&N Consultoría • Aaron López Hernández • AB Estudio de Comunicación • Abarrotes el Zorro • Abarrotes Gecapa • Abarrotes Scorpion • Abasto Básico Abdon Hernández Esparza • Acciones y Soluciones Óptimas • Acco Mexicana • Aceros Alonso • ACTINVER, Casa de Bolsa • Actividades de Alta Cultura en México • Acumen Telecomunicaciones • Adan Gonzalez Escobedo • Administradora Mexicana de Hipódromo • Administradora Turismos del Caribe • ADN Strategy • Adrián Bautista Galina • Adrián Monter Lugo • Adriana Ivett Serrano Castillo • Adriana Morales Valle • Adriana Patricia Uranga Dubois • Advanced Appealing Technologies • Adventures Campamento • ADZ Construcciones • Aero Electrónica Internacional • Aeroméxico • Aerovías de México • AFG Group • Agaturismo • Agencia Aduanal Solís y Asociados • Agencia de Publicidad Publycity • Agency de Servicios de México III • Agicresa • Agrobios Corporativo • Agros Cítricos • Agua y Aire Ingenieros • Aguirre Rosete Mario • Aída Hernández Pérez • Akor Arquitectos • Al Precio • Alba Nely Flores Sánchez • Alberto Cravioto de la Torre • Alberto Dose Francescutti • Alberto Guillermo Saavedra Olavarrieta • Alberto Mendoza • Alberto Reyes Torres • Alberto Serrano López • Alcancías Malinalco • Alcatel Lucent México • Alejandro Aguilar Callejas • Alejandro Almázán Zimmerman • Alejandro Arroyo Sánchez • Alejandro Cárdenas Alcántara • Alejandro Enrique Perez Colorado • Alejandro Javier López Muñoz • Alejandro Juan Silveti Barry • Alejandro Luna Sotura • Alejandro Martín Nava López • Alejandro Martínez Aguilar • Alejandro Miguel Adelco López • Alejandro Moctezuma Cruz • Alejandro Pérez Sánchez • Alejandro Rivero Martín • Alejandro Zeron López • Alex Gutiérrez Chávez • Alexis Olguín Zavala • Alfonso Bejo Paredes • Alfonso Carlos Gunter González • Alfonso Salvador Martinez • Alfonso Xavier Iracheta Cenecorta • Alfredo Baños López • Alfredo Javier Flores Morales • Alianza Internacional de Corredores • Alimentos Capullo Aljamia • Alma Belem Juarez Escamilla • Almacenes Bienes Informáticos Judicatura • Almacenes Zaragoza • Alonso Aguilar Rangel • Alquimia Construcciones • ALSA Construcciones Civiles • Alsama Centro Digital • Alterna • Altertour • Alvarga Construcciones • Álvaro Peña Lugo • Álvaro Serrano Gutiérrez • Alverde Gómez José Luis Florentino • AMD • American Express Company • American Express Foundation • American Promotion • Amigos de Filantropía • Amistad Británico Mexicana • Análisis y Comunicación Integral, Asesores en Prensa, Relaciones Públicas y Publicidad • Analycia Pérez Mina • Anastacio Luciano Pasos Pichardo • Andre M. Sziksz y Andrés de Jesús del Bosque Prieto • Andrés García de Bustamante Caballero • Andres Maya Campos • Andrés Rivera Rosales • Anforama • Angarsa • Ángel Arturo Alvarado Morales • Ángel Cruz Aguilar • Ángel de Jesús Morales Arroyo • Angélica Aimee Anguiano Milán • Anjore Constructora • Anrosale • Antonio Bramato Ciardo • Antonio Chedraui Caram • Antonio Cortez Fernández • Antonio M. Prida Peón del Valle • Antonio Morales Ordorica • Antonio Souza Saldívar • Antonio Vargas Meyer Apolinar Vega Jimenez • Apple Computer México • Araceli Arrieta Samperio • Araceli Piedras Garcilita • Aragón Constructora • Aranea • Araxia • Arca-Ce l • ARCSA • AREZ Financiera • Argan Constructora • Ariel Chavarria Zamora • Arkiam • Arm Strong Sight • Armando Anaya Garcia • Armando Ramírez Curiel • Armando Raúl Luz Vences • Armando Vázquez Montufar • Arnulfo Chávez Martínez • Arq. Juan Manuel Vázquez Donnadiu • Arqsa • Arquilenium • Arquitectura Integral Tecton • Arremali • Arrendadora Careli • Arte Diseño e Imagen • Arteria Soluciones • Arturo Castillo Bretón • Arturo Crespo Arroyo • Arturo Elías Rojas Docal • Arturo Fragoso Soto • Arturo Guerrero Gayosso • Arturo Javier Cervera Sandoval • Arturo Martínez Batiz • Arturo Picazo Arzamendi • Arturo Rolando Castañeda Téllez Girón • Arturo Sánchez Olguín • Arturo Vega Barrios • Arturo Vergara Sanchez • Arturo Yarahuan López • AS Ediciones • Ascensus • Ascom de México • Asesores de Consejo y Alta Dirección • Asesoría Integral para el Desarrollo Sustentable • Asesoría y Servicio Técnico Relacionado con Agricultura • Asesoría, Proyectos y Construcción • Asfaltos y Pavimentos del Sureste • Asociación Banco de Ojos Lions Internacional • Asociación Mexicana de Estándares para el Comercio Electrónico • Asociación Nacional de Tien- das de Autoservicio y Departamentales (ANTAD) • Asociación Programa Lazos • Aurelio Fermín Hernández Ponce • Austral Trading México • Auto Shat • Automotriz General • Autos Pullman • Autotur Juliatours • Ayuntamiento de Culiacán • Ayuntamiento de Ramos Arizpe • Azpeitia Cinema Producción • Azprotec • Aztlán Digital

B

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F

Fabian Andres Rodríguez Campuzano • Fábrica de Harinas Elizondo • Fábrica de Hielo Siberia • Fábrica Nacional de Lijas • Fairbanks Morse Centro • Far Construcciones • Farmacias ABC • Farmacias Benavides • Farmacias Esquivar • Farmacias Guadalajara • Farmacias Klyns • Farmacias YZA • Fausto Ramírez Morales • Federico Ceron Aldana • Federico Cruz García • Federico González Garza Flores • Federico Vergara Aldrete • Felicitas Hernández Jimenez • Felipe Casas Sidwell • Felipe Cruz Álvarez • Felipe de Jesús Hernández Rubio • Felipe Ochoa y Asociados • Felipe Sánchez Romero • Fénix • Fénix Administración de Activos • Fernández Noriega • Fernández Ordaz Urania • Fernando Cabrera Franco • Fernando Castillo Rojas • Fernando Garciadiego González Cos • Fernando González Ramos • Fernando Hernández Cabrera • Fernando Mantecón Rojo • Fernando Moedano Monsalvo • Fernando Molina Montes • Fernando Sevitje Sendra • Fernando Soria Gachus • Fernando Toledo Brito • Ferreteria Euzkadi • Fersinsa GB • Festo Neumatic • Fians Asesores • Fians Capital • Fideicomiso Club de Golf Presidente Cancún • Fidel Arce Santander • Fidencio Gachuz Ramírez • Filmmates • Financiera Independencia • Floriciel Munoz Olivares • Foliservis • Fonabec • Fonatur Bmo • Fornos • Frabel • Francisco Fabián Macías Haro • Francisco Gumaro Ponce Herrera • Francisco Javier Allard Taboada • Francisco Javier Muñoz Hernández • Francisco Javier Perez Zarate • Francisco Javier Rodríguez Morelón • Francisco Javier Salazar Garza • Francisco Javier Santamaría Buentello • Francisco Martín del Campo • Francisco Pérez Vargas • Francisco R. Sosa Romero • Francisco Sandoval Martínez • Francisco Santiago García • Francisco Tebar Díaz • Franq de France • Frecuencia Latina • Frecuencia Modulada Mexicana • Freddy Rurriaf Jaimes • Fresko • Fuentes Trejo Solue • Fuerza y Energia Bii Hioxo • Fundación Acir • Fundación ADO • Fundación Andanac • Fundación Banorte • Fundación BBVA Bancomer • Fundación Bepensa • Fundación Carlos Casa Nueva Pérez • Fundación Chrysler • Fundación Coca Cola • Fundación Comunitaria Puebla • Fundación de Agentes Aduanales para la Asistencia Infantil • Fundación del Dr. Simi • Fundación del Empresariado Chihuahuense • Fundación del Empresariado Sonorense • Fundación Educa México • Fundación El Peñón • Fundación Esposos Rodríguez • Fundación Gamesa-Quaker • Fundación Gas Natural Fenosa • Fundación Gigante • Fundación Grupo Modelo • Fundación J.P. Morgan • Fundación KIO • Fundación Levi Strauss • Fundación Merced • Fundación Metlife México • Fundación Nemi • Fundación para la salud y la vida • Fundación Pedro y Elena Hernández • Fundación PepsiCo • Fundación Pro Niñez Mexicana • Fundación Rafael Dondé • Fundación Roberto Hernández Ramirez • Fundación Soriana • Fundación Telefónica México • Fundación Televisa • Fundación Wal-Mart

G

G Integra Agente de Seguros y Fianzas • G&E Desarrollo de Obras Civiles • GA Construcciones • Gabriel Hernández Martínez • Gabriel López Cortés • Gabriela Ayala Pérez • Gabriela Elizabeth Figueroa Severiano • Gabriela Flores Gómez • Gabriela Mendoza Alvarez • Gabriela Peralta Silva • Gabriela Vargas • Gadu Sistemas • Galdina Ibarra Montiel • Ganadería Integral Vizur • García Bross y Asociados • García Mora Carlos Alejandro • Gas Natural Fenosa México • Gastón Valdespino Ávila • Gastronomía Regional de Pachuquilla • Gastronomía Saka • GDP Didáctica • GDR Súper Maderería Guerrero • Gea Consultoría Inmobiliaria • Gema Gomez Garcia • Genaro Aguilar Sanchez • Geoevaluaciones y Perforaciones • Geohidrología Aplicada • Geopsa • Ger Print Impresores • Gerardo Antonio Pastrana y Mondragón • Gerardo Arturo Marcor González • Gerardo Chávez Díaz • Gerardo Cisneros Zúñiga • Gerardo del Castillo Saade • Gerardo Gabriel Ortiz Munoz • Gerardo Gómez Hernández • Gerardo Gutiérrez Tavera • Gerardo Lara Machorro • Gerardo Rico Aguilar • Gerardo Saavedra Kuri • Gerardo Valderrabano Castillo • Gerson David Cervantes Lara • Gestión Analítica • Ghicsa • Gilberto Rivera Ramirez • Gilberto Solís Silva • Ginmap • Giovanni Daniel Leyva Vega • Girsra Corporativo • Gisela Dorali Lozano Velázquez • Globalstar de México • Gloria Gómez Ruiz • Gobierno del D.F., Delegación Xochimilco • Gobierno del Estado de Baja California • Gobierno del Estado de Campeche • Gobierno del Estado de Chiapas • Gobierno del Estado de Chihuahua, Secretaría de Educación y Cultura • Gobierno del Estado de Hidalgo • Gobierno del Estado de México • Gobierno del Estado de Morelos • Gobierno del Estado de Puebla • Gobierno del Estado de Tlaxcala • Gobierno del Estado de Veracruz • Gofair • Goldman Sachs Group y Compañía • Gomariz Mas Consulting • Gómez Hernández Raúl Ing. y Contrucciones • Gonzalo Javier Suárez Prado • Graciela Marcial Cruz • Grami Construcciones • Grandes Impresiones • Green Patcher México • Gromac Construcciones • Grosso Internacional • Grupo Aceites, Plásticos y Ácidos • Grupo ADO • Grupo Ago Constructor • Grupo Agroindustrial San Miguel • Grupo Alfeli • Grupo Andrade Ruiz y Asociados Servicios en Marketing • Grupo ATC • Grupo Azabache • Grupo Biomédico Industrial • Grupo Breco • Grupo Carola • Grupo Clarasol • Grupo Comercial de Pinturas • Grupo Comercial y Constructor Agua Blanca • Grupo Comercial y Constructor Goca • Grupo Concretero de Eura • Grupo Constructor BRM • Grupo Constructor Carsev • Grupo Constructor Copán • Grupo Constructor del Centro • Grupo Constructor Difepsa • Grupo Constructor Escudero Aguila • Grupo Constructor G de Hidalgo • Grupo Constructor HA • Grupo Constructor ICSI • Grupo Constructor Inmobiliario Velma • Grupo Constructor Pracxis • Grupo Constructor RC • Grupo Constructor Tulancingo • Grupo Constructor Velma • Grupo Constructor XO • Grupo Constructor y Comercializador Triapsa • Grupo Corporativo Fersmex • Grupo de León Productora • Grupo Edificador Fresank • Grupo Editorial Vía Satélite • Grupo Empresarial Olmeca • Grupo ETNET • Grupo Forma Arquitectos • Grupo Gaoma • Grupo Hidalguense • Grupo Ibarra • Grupo Iberaltel • Grupo Imagen Express • Grupo Industrial Cenobio • Grupo Industrial Hismar • Grupo Inelpro • Grupo Inmobiliario Velma • Grupo Integral de Credencialización • Grupo Internacional Editorial • Grupo JE Construcciones de Xochicoatlán • Grupo Julio • Grupo Maquilador de Xalapa • Grupo MVS • Grupo Nacional Provincial (GNP) • Grupo Otello • Grupo Papelero Scribe • Grupo Percastegui • Grupo Port • Grupo Posadas • Grupo Prevee Administración de Riesgos • Grupo Radiofónico del Estado de México • Grupo Rayón Silk • Grupo Relca • Grupo Rpo • Grupo Sabio • Grupo Sadasi • Grupo Siete • Grupo TV Promo • Grupo Urpic • Grupo W Com • Grupo Warrior • Grupo Xamay de Desarrollo • Gruvasill • Guadalupe Ángel Simón Rangel • Guías Ecoturísticas de México • Guizarro de Pablo y Asociados • Guilebaldo Montiel Bautista • Guillermina Sampayo González • Guillermo Antonio de Alva González • Guillermo González Guajardo • Gustavo Alejandro Soto Choy • Gustavo Anwar Delgado Valdivia • Gustavo Escudero Hernández • Gustavo Her-

nández Figueroa • Gustavo Ibarra Navarrete • Gustavo López González • Gustavo Marquez Martinez • Gustavo Quintanar Cano • Gustavo Ramírez Morales • Gustavo Tello de Menenses

H

H y P Constructora • Havas Worlwide México • HEB • Héctor Alberto García Hernández • Héctor Gayosso Rosas • Héctor Lagos Dondé • Héctor Maldonado Cuellar • Héctor Manuel Reyes Garibay • Héctor Ordoñez Sánchez • Hélico de México • Herman Manufacturing • Hemisferio Construcciones • Herbert Pérez • Herlaz Sistemas de Comunicación • Hermajody • Hermes Corporativo • Hernán Hernández Amezcua • Hesalf Construcción y Diseño • Hewlett-Packard México • Hey Interactive • Hidalcorn • Hidalsin Construcciones • Hidráulica Hidalguense • Hidroelectrica Naranjal • Hidrogeología y Perforaciones • High Tech Editores • Higinio Melo Oropeza • Hilario Rodríguez Valdez • Home Depot • Home Mart • Home Store • Horacio Bernal Fernandez • Hosola • Hospital Psiquiátrico Infantil Juan N. Navarro • Hotel Genisa • Hotel Hacienda Venta de Guadalupe • Hotel Mesón del Cortijo • Hotel Posada de Hidalgo • Hotel Santa Bárbara • Hotel Sharon • Hoteles en Operación en el Estado de Hidalgo • Hoteling • HSBC México • Hugo Alejandro Jasso Ramírez • Hugo Torres Maldonado • Humberto Adolfo Merigo y Muro • Hutchison Port Holdings México • HYP Constructora

I

I y C Asociación • Iberaltec • IBM México Comercialización y Servicios • Ice Golf • Ideah Consultores • Idealizate • Identidad Memoria Arraigo • Ignacio Aranguren Castiello • Ignacio Bermeo Juárez • Ignacio Valdes Vargas • Imagen Express del Bajío • Imarc • Impacto Tecnológico • Impacetrónica • Impermeabilizantes del Sur • Impermeabilizantes y Mantenimiento de Construcción • Impresiones Aereas • Impresiones Capital • Impulsora Tlaxcalteca • Impulsora Tlaxcalteca de Industrias • Inarmex Ingeniería y Arquitectura Mexicana • Inccrey • Incoarmex • Indiana Print • Industria Salinera de Yucatán • Industrial Minera Comercial • Industrial Patrona • Industrial Técnica de Pinturas • Industrias Electromecánicas Casan • Industrias Erja • Industrias John Crane de México • Industrias Memper • Industrias Sola Basic • Industrias Tamer • Información y Análisis Empresarial • Infreco LLC México • Ing. Jacobo Viskin Yjinich • Ingeniería • Ingeniería Construcción y Acabados • Ingeniería Constructora Aplicada en Hidalgo • Ingeniería de Proyectos en Plantas de Procesos • Ingeniería en Tecnología y Gestión de Redes y Sistemas • Ingeniería Integral de Manejo de Residuos • Ingeniería Profesional en Estudios y Construcciones • Ingeniería Tecnológica de Hidalgo • Ingeniería y Arquitectura Sistematizada • Ingeniería y Construcción Gafer • Ingeniería y Construcciones Arteaga • Ingeniería y Construcciones Muvane • Ingeniería y Supervisión Madco • Ingeniería y Tecnología de Hidalgo • Ingeniería y Tecnología Educativa • Ingenieros Consultores e Inmobiliaria • Ingram Micro México • Inmark de México • Inmobiliaria Alheos • Inmobiliaria An-Kar • Inmobiliaria Borsa • Inmobiliaria Busat • Inmobiliaria Coral de Vallarta • Inmobiliaria Cotramon • Inmobiliaria Cruz y Compañía • Inmobiliaria Hotelera El Presidente Chapultepec • Inmobiliaria Hotelera El Presidente San José del Cabo • Inmobiliaria Lorhnos • Inmobiliaria María Inés • Inmobiliaria Maruca • Inmobiliaria Mexicana Ka • Inmobiliaria Quetzal • Inmobiliaria Rovifri • Inmobiliaria Ruiz Obregón México • Inmobiliaria Solarys • Inmobiliaria Tollán • Inmobiliaria Trafalgar • Inmobiliaria y Constructora Arquilenium • Inmobiliaria y Constructora Dos Hermanos • Inmobiliaria y Constructora Jugsa • Inmobiliaria y Constructora Luviano • Inmobiliaria y Constructora Makcab • Inmuebles, Muebles Braniff • Inprovidi • Instalación y Mantenimiento en Equipo de Radiocomunicación • Instituto Británico de Idiomas • Instituto Cenca • Instituto de Administración Pública del Estado de Hidalgo • Instituto de la Educación Básica del Estado de Morelos • Instituto Estatal de Educación Pública de Oaxaca • Instituto Francisco Javier Saeta • Instituto Latinoamericano de la Comunicación Educativa (ILCE) • Instituto Mexicano de Contadores Públicos • Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) • Instituto Vanguardia de Hermosillo • Intecs Instrumentación • Integra de Victoria • Integra, Ingenieros y Arquitectos • Integración de Equipos Eléctricos y Electrónicos • Intel Media • Intel Tecnología de México • Inter Hosp • Interactive Minds • Interamerican Marketing Solutions • Interdisplay México • Interesse Consejeros • Internacional de Contenedores Asociados de Veracruz • Internacional Proveedora de Industrias • International Community Foundation • International Travel Group • Interprotección Agente de Seguros y de Fianzas • Intituto de Administración Pública del Estado de Hidalgo • Invernadero del Altiplano • Inversiones Turísticas del Caribe • Irene Islas Flores • Irene Oliva Lira Rivera • Irvin Daniel Cruz Rodríguez • Isaac Gindi Hanono • Isaac Hamui • Isaías Fernandez Aviles • Isaías Oseguera Cervantes • Isidoro García Pascual • Isidro Mendoza Ibarra • Israel Acosta Rico • Israel Castillo Baltazar • Israel Epigmenio Medina Olmedo • Israel Pasiec Castillo Baltazar • Issel Fernández Garramiola • Itisa • Itochu México • Itrio Arquitectos • Itzmanova • Iusacell • Ivan Hernandez Jimenez • Ivette Alejandra de León Carlos • Ivisa Construcciones y Diseños

J

J. Gregorio Javier Bonilla Chávez • J. Refugio Espinosa Santander • J.R. Cinevideo Producciones • Jack L. Coleman • Jacobo Hernández Navarro • Jacobs Foundation • Jaime Balas Zaga • Jaime Cristo Álvarez • Jaime Guadalupe Bernal Juárez • Jaime Melitón Pérez Robles • Jaime Papadopoulos • Jaime Sánchez Cortina • Jaime Serra • Jalu Servicios Empresariales Integrales • Janel • Javier Ávila Hesles • Javier Avila López • Javier Cortez Pichardo • Javier Cruz Herrera • Javier Torres Guzman • Javier Zúñiga Villaseñor • Jesús Alejandro Salazar Jiménez • Jesús Armando Bravo Guzmán • Jesús Arturo Rodríguez Rivera • Jesús Beltrán Pérez • Jesús Gutiérrez Castillo • Jesús Israel Mejía Cardiel • Jesús Rivera Cruz • Jesús Rodríguez Rendón • Jesús Rodríguez Saenz • Joaquín Carral • Joaquín Eduardo Pérez López • Joaquin Israel Salgado Posan • Joaquín Jesús Guzmán Munguía • Joaquín Vargas Gómez • Joaquín Vargas Guajardo • Jocelyn Ramírez de Arellano Schueg • Joel Huazo Canales • Joel Rodríguez Mejía • Joel Ruiz Pérez • Jorge Alberto Hernández Ortega • Jorge Alonso Coratella • Jorge Andrés García Gamboa • Jorge Angel Huerta Perez • Jorge Antonio Aguirre Guillén • Jorge Aziz • Jorge Cravioto Ortiz • Jorge Diego Badillo Trejo • Jorge Diego Escamilla Trejo • Jorge Eduardo Ballesteros Franco •

Jorge Eduardo Rivero Islas • Jorge Fernando Ayala Parra • Jorge Fernando Caraza Pinto • Jorge Guillermo Hernández Rivera • Jorge Iván Moreno Calvo • Jorge Javier Ortiz Cabrera • Jorge Maldonado Tornel • Jorge Pablo Lerdo de Tejada West • Jorge Rodolfo Avellano Santos • Jorge Romo Artes Gráficas • Josa Global Advise • Josara Compañía Constructora • José Adán Ávila Acevedo • José Alejandro Casas González • José Alfonso Ruiz Cobo • José Alfredo Herrera Cureño • José Alfredo Nava Altamirano • José Ángel Iriso del Cueto • José Antonio Alonso Maldonado • José Antonio Arrieta Martínez • José Antonio Cruz Suarez • José Antonio Llaca Falcón • José Antonio Sánchez y Santos • José Arturo Arriaga Osorio • José Benjamin Luevano González • José Cruz Cureño Juárez • José de Jesus Escorza Escorza • José de Jesús Moreno Martínez • José Fernando Cantú García de Acevedo • José Fernando Salgado Mendez • José Gastón Pavlovich Rodríguez • José Guadalupe Licon Licon • José Guadalupe Rodríguez Piñón • José Guereca Monroy • José Gustavo Ibarra Navarrete • José Heriberto Nava Sánchez • José Icaza Chávez • José Ignacio Guzmán Pazarán • José Isaac Bermúdez Vázquez • José Javier Carbajar Ibarra • José Jesús Zúñiga Razo • José Joaquín Fernandez Montalvo • José Juan Bautista García • José Lázaro López Alarcón • José Leiza Kanan • José Luis Arizaleta Barquin • José Luis Barros Horcasitas • José Luis Fernández Fernández • José Luis Flores Velázquez • José Luis Gerardo García Sedano Barreda • José Luis González Castillo • José Luis Gustavo Antonio Morales • José Luis Guzmán Pérez • José Luis Hernández Granados • José Luis Pastor Rodríguez • José Luis Rodríguez Rivero • José Luis Sena Sanchez • José Marcos Guzmán Ávalos • José Mateo Hernández Soto • José Miguel González San Juan • José Pablo Marquina Almela • José Ramón Fernández Aguilar • José Ramón Flores San Vicente • José Reyes García Rodríguez • José Salvador Ricardo Hernández García • José Trujillo Zuñiga • Josefina Castañeda Choreño • Joselyn Ramírez • Joyerías Bizarro • JRY Construcciones • Juan Antonio Ríos Jiménez • Juan Artemio Gálvez Barrera • Juan Carlos Acevedo Butterfield • Juan Carlos Batres Gómez • Juan Carlos Gutiérrez Reyes • Juan Daniel Vallejo González • Juan Efrén Reyes Galindo • Juan Isaac Bautista Monroy • Juan Joel Martínez González • Juan José Castillo del Rosal • Juan José Torres Asiain • Juan Luis Berruga González • Juan Manuel Ledezma • Juan Manuel Medina Solís • Juan Manuel Salas Almodóvar • Juan Manuel Santander Velázquez • Juan Manuel Torres Duran • Juan Manuel Vázquez Donnadiu • Juan Pablo Cenobio Cenobio • Juan Raúl Meneses Granados • Juan Remigio Cruz Castillo • Juan Vega Vizzuett • Juana Adriana Aguilera Andrade • Juana Vázquez Hernández • Julián Meneses Hernández • Julio Cesar Garcia Vazquez • Julio César González Laurabaquio • Julio César Mora Pérez • Julio César Segura Guerra • Julio César Trejo Gutiérrez • Juniper Networks • Junta de Asistencia del Estado de México (JAPEM)

K

Kalerguis Omar Hedman Ramírez • Karel Van Laack Lauwrier • Karen Méndez de León Harder • Karla Elizabeth Rentería Hernández • Kazuya Kawakami • KC Soluciones • Kimberly Clark de México • Kimberly Clark Foundation • Kingston Technology Company • Kiven • Kluchnik Sánchez Perete • Kuehne & Nagel Servicios Administrativos

L

L.A. Cetto • La Europea • Laboratorios Pisa • Ladislao Hernández Martínez • Landucci Dell'Unto • Las Mejores Empresas para Trabajar • Latin Representaciones & Eventos Especiales • Laura Cruz Reyes • Laura Guajardo Ortiz de Orive • Laura Isheel Loza Espino • Laura Mendoza Martínez • Laura Peña Hernández • Lenin Crespo Ramos • Leobardo Escudero Castillo • Leodegario Andrés Puebla Velázquez • León Cohen Coronado • Leonardo Castro Himmelstine • Leonardo Pontones Quesada • Leonardo Vázquez Aguilera • Les Croissants • Leticia Trejo Tiburcio • Leverit Systems México • Levi Strauss de México • Ley Express • Lidia Hernández Hernández • Lightteam • Liliana Medina González • Lincoln Electric Mexicana • Lito Impresos Bernal • Lizette Torres Paniagua • Logica Política • Logo Computación • Loma Textil • Lorena Martínez Valdepeñas • Lorenzo Juan José Servitje y Sendra • Los Bosques del Zembo • Lotería Nacional para la Asistencia Pública • Lourdes Linares Castro • Lovi Corporativo de Ingeniería y Construcción • Lubrizol Servicios Técnicos • Lucina Ma. Concepción Antúnez Soto • Lucina Urrieta Ornelas • Luis Adolfo Rugerio Mundo • Luis Alberto Ferez Kuri • Luis Alberto Paredes García • Luis Alejandro Salazar Merio • Luis Andrés Vázquez Bustamante • Luis Barroso Díaz • Luis Enrique Herbert Carrillo • Luis Enrique Luna López • Luis Guillermo Alarcón López • Luis Javier Bautista Ávalos • Luis Manuel del Toro Escalera • Luis Manuel Islas Ramírez • Luis Manuel Lara Melo • Luis Mendoza Perez • Luis Miguel Cambero Oyervides • Luis Vito Huerta Garrido • Luz Adriana Ruiz Perez • Luz María Borbolla Franco

M

Ma. Isabel Cruz Ortiz • Ma. Luisa Francisca Malo Carus • Mact Servicios • Mainbit • Makcab • Makon Diseño y Construcción • Mancera • Mangueras Herramientas y Equipos • Manuel Alejandro Barberena Cruz • Manuel Alonso Coratela • Manuel Antonio Hernández Pérez • Manuel Añorve Baños • Manuel Badía Etchegaray • Manuel Bermúdez Jarquín • Manuel de Jesús Rivera Fernández • Manuel Felipe Valenzuela Plata • Manuel Naranjo Vargas • Manuel Quintero Quintero • Manuela María Sacanell Carmona • Manufacturas Green • Manufacturas Marcob • Mapel Construcciones • Mapri Servicios Industriales • Maproco Construcciones • Maquiladora de Lámina y Productos de Acero • Maquiladora Pastelera • Maqzar de Tulancingo • Marcab • Marcas Nestle • Marcelino Ramírez Gutiérrez • Marcelo Guerrero Peregrina • Marck Alexander Bayer Sánchez • Marco Antonio Pérez Barrón • Marco Antonio Rivera Martínez • Marco Antonio Tovar • Marco Fernando Rodríguez Sánchez • Marcos Jorge Contreras Prado • Marcos Migueles Chaves • Margot Joannis Sánchez Armas • María Alejandra Vargas Lara • María Asunción Aramburuzabala Larregui • María Ausencia Asiain Barona • María Concepción García Flores • María de las Nieves Núñez Blanco • María del Carmen Mercedes Campos Montiel • María del Rocío Franco Gómez • María del Rocío Ramírez Durand • María Elena Domínguez • María Elena Salomón Bulos • María Elena Victoria Servitje Montull • María Elizabeth Díaz Flores • María Fernanda Jiménez Mendoza • María Fernanda Rincón Mayorga • María Gelacia Vargas Baranco • María

Guadalupe Castillo Orozco • María Guadalupe González Vargas • María Guadalupe Lazcano Fragoso • María Guadalupe Sáenz Hernández • María Guadalupe Sáenz Martínez • María Inés • María Isabel Cruz Ortiz • María Josefina Monzalvo Jaen • María Luisa Francisca Maro Carus • María Pena Aldana • María Rodríguez López • María Syra B. Carús González • María Teresa Galvez Medina • María Teresa García Guerra • María Teresa Kelligam Sánchez • María Teresa Martínez Ortega • María Trinidad Aguirre Gómez • María Vianey Rosique Estrada • Mariana Mejía Ramírez • Maribel García Cervantes • Marinter • Mario Aguirre Rosete • Mario Alberto Gómez Perez • Mario Apolinar Vega Arroyo • Mario Callejas Hernández • Mario Cesar Tellez Islas • Mario Eusebio Zacatenco Bustos • Mario Íñigo Enrique González Ulloa Arellano • Mario Jacobo de Llano Rivas • Mario Rendón • Mario Vázquez Ramos • Marisol García Arista • Marketing Musical • Martha Alicia Molina Téllez • Martha Arellano Robert • Martha James Miller Guthrie • Martí • Martín Apolinar Vega Monroy • Martín López • Martín Reyes González • Mary Loly Melo Rangel • Marycruz Martínez Aguilar • Mass Consultores y Servicios • Matc Servicios • Matchcode de México • Materiales Los Remedios • Matex de Mérida • Mauricio Castillo Gallardo • Mauricio Flores Cadena • Mauricio Gabriel Rosales Morán • Mauro Cerón López • Maximiliano Rodríguez Torres • Mayeli Hernandez Lozano • Mayer Guerrero Altmann • Maylet Simancas Coronado • Mayoristas de Partes y Servicios • Mayra Georgina Miranda Flores • MD Constructora • Medexx • Medios Impresos Selectos • Mega Comercial Mexicana • Meliton Torres Duran • Melva Asesores • Menrui Construcciones y Proyectos • Metales Combinados • Metlife Afore • Metlife México • Métodos y Aplicaciones • Mexicana de Levante • Mexicana de Suministros Agropecuarios • México Earth Equipment • México Red de Telecomunicaciones • Mextour • Mi Bodega Aurrera • Micro Systems de México Computadoras y Programación • Microsoft México • Microsoft México (Empleados) • Miguel Ángel Hernández Primero • Miguel Ángel Lugo Vera • Miguel Ángel Martínez Domínguez • Miguel Ángel Mondragón Calleja • Miguel Ángel Otegui Zubiri • Miguel Ángel Pichardo Espinosa • Miguel Ángel Ruiz Estrada • Miguel Ángel Sanchez Crisostomo • Miguel Ángel Serratos Bautista • Miguel Ángel Suarez Diaz • Miguel Ángel Tovar Alonso • Miguel Garduño Apolinar • Miguel Marín López • Miguel Mizrahi Mussali • Miguel Santiago Torralba Navarrete • Minera San Xavier • Mirna Alonso Guemez • Mirna Guzmán Vázquez • Mita Castiglioni Grassi • Mitsui & Co. Power Development and Management Americas • Mitsui de México • MMC Compañía Multiconstrucciones • MMI • Mobilesco Pachuca • Mobiliario • Mobiliarios y Equipos del Bajío • Moisés Bicas Senkel • Moises Vazquez Garcia • Mónica Fabiola Segura Soteno • Monter Lugo Adrian • Monzalvo e Hijos Constructores • Moro Ingenieria • Moveise Vector • Muebles Tubulares Beta • Nueva Diseño y Construcción • Multicomunicaciones en Computación • Multiproyectos Industriales y Civiles • Multiservicios Integrales de América • Municipio San Andres Cholula Puebla • Municipio de Buenavista de Cuellar • Municipio de Cajeme • Municipio de Culiacán • Municipio de Malinalco • Municipio de Puebla de Zaragoza • Municipio de San Nicolás de los Ranchos • Municipio de San Pedro Garza García • Municipio de Tuxpan • Municipio de Veracruz • Municipio de San Andrés Cholula • Muve Diseño y Construcción • MVS Comunicaciones

N

Nacional Monte de Piedad • NATGASMEX • Nayeli Vargas Hernandez • Nelson Fernando Vargas Basáñez • Neodata • Neolife • Neology • Netmedia • Nexos Sociedad, Ciencia y Literatura • Nicanor Ruíz Jiménez • Niños y Crios • Noe Escudero Sanchez • Noe Olguin Resendiz • Noé Romero Rodríguez • Nora Angélica Mayorga Bautista • Norma Icela Rodríguez Castillo • Norma Tamara Estrada Tavera • North American Software • Notario 36 • Novaceramic • Nozz Arquitectos • NTX • Nucleo Comunicación Política Integral • Nueva Alianza • Nueva Fábrica Nacional de Vidrio • Nuevos Alquimistas • Nuga Sys • Nugar

O

Obra "La Corbata" • Obra Social Legaria • Obras Integrales de Hidalgo • Ocejo Gutiérrez Emilio • Ociel Ortiz Munive • Odilón Ponce Flores • Odín Dupeyrón • Office Depot de México • Oficial Store • Ofix • Ogarrío Daguerre • Olegario Jorge Escorcía García • Omar José Barajas Peralta • Omar Márquez Galicia • Omar Salinas García • Omar Yubeili • On Line Service • Onofre Alonzo Larraga • Operación y Mantenimiento a Edificios Inteligentes • Operadora Coyoacán de Centros de Salud • Operadora de Alimentos Mayval • Operadora de Bienes Inmuebles Tollán • Operadora de Mantenimiento y Limpieza • Operadora de Transportes de la Industria de la Construcción • Operadora Hotelera Royal • Operadora Merco • Operadora Mersi • Operadora OMX • Operajoya • Opticas Devlyn • Optima KRS • Organización 1 • Organización Ort de México • Organización Turística • Orient Futura • Orlando Jaime Guerrero Mendoza • Ortega Nieves Rosalía • Ortégón Oliva Blanca Mireya • Óscar Antonio Rocha Trejo • Óscar Argaez de La Barrera • Óscar Balderas Fraile • Óscar Hudorovich Merlini • Óscar Mario Escoto Ortega • Óscar Martínez • Óscar Pérez Morven • Óscar Valencia García • OSDI Construcciones • Oswaldo Rivera Galán • OV Promo • Oved Belem Lara • Ovnibus

P

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Q

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R

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S

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T

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U

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V

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W

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X

Xeresa Construcciones • Xicuco Asfalto • XI Insurance Global Risk • XPC

Y

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Z

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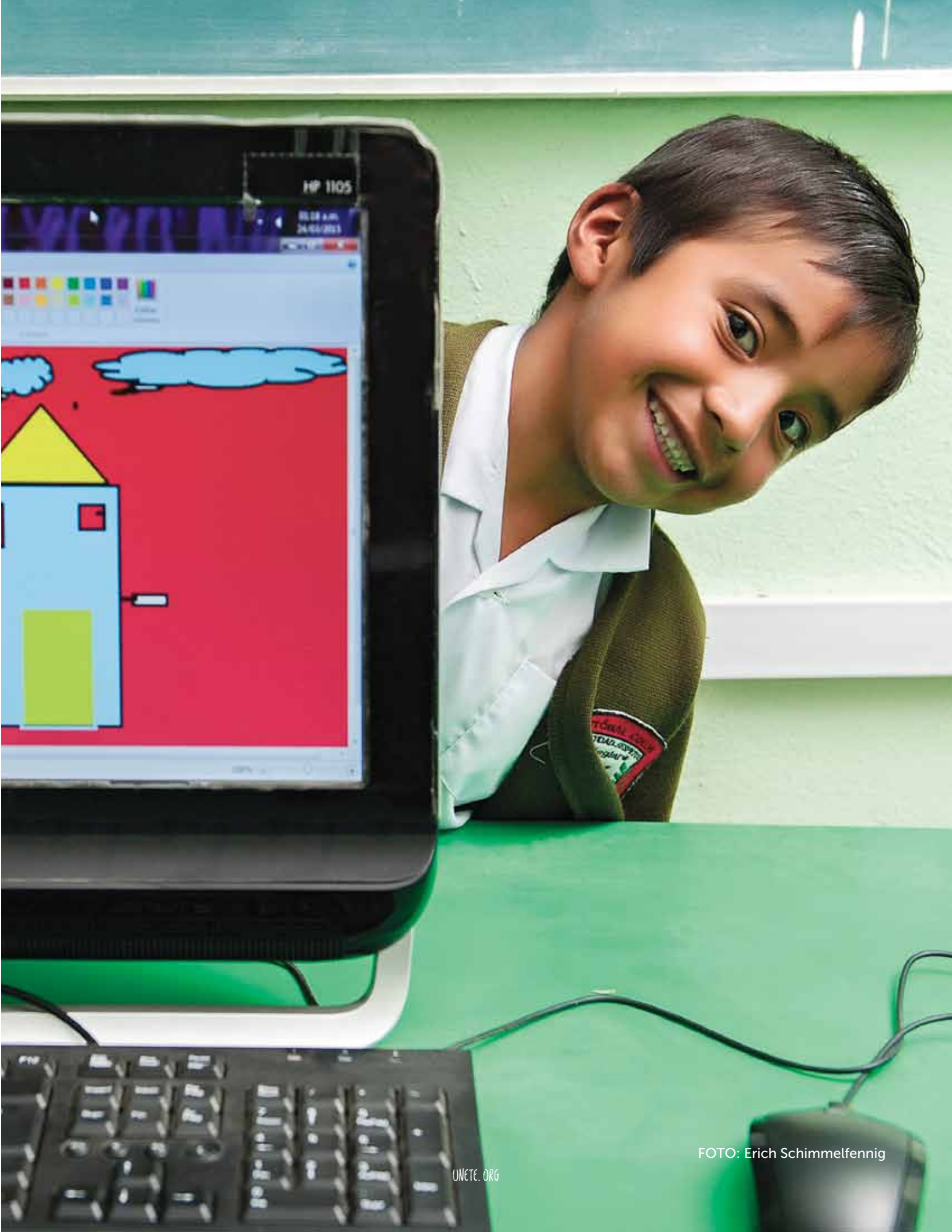


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