



# Semillas

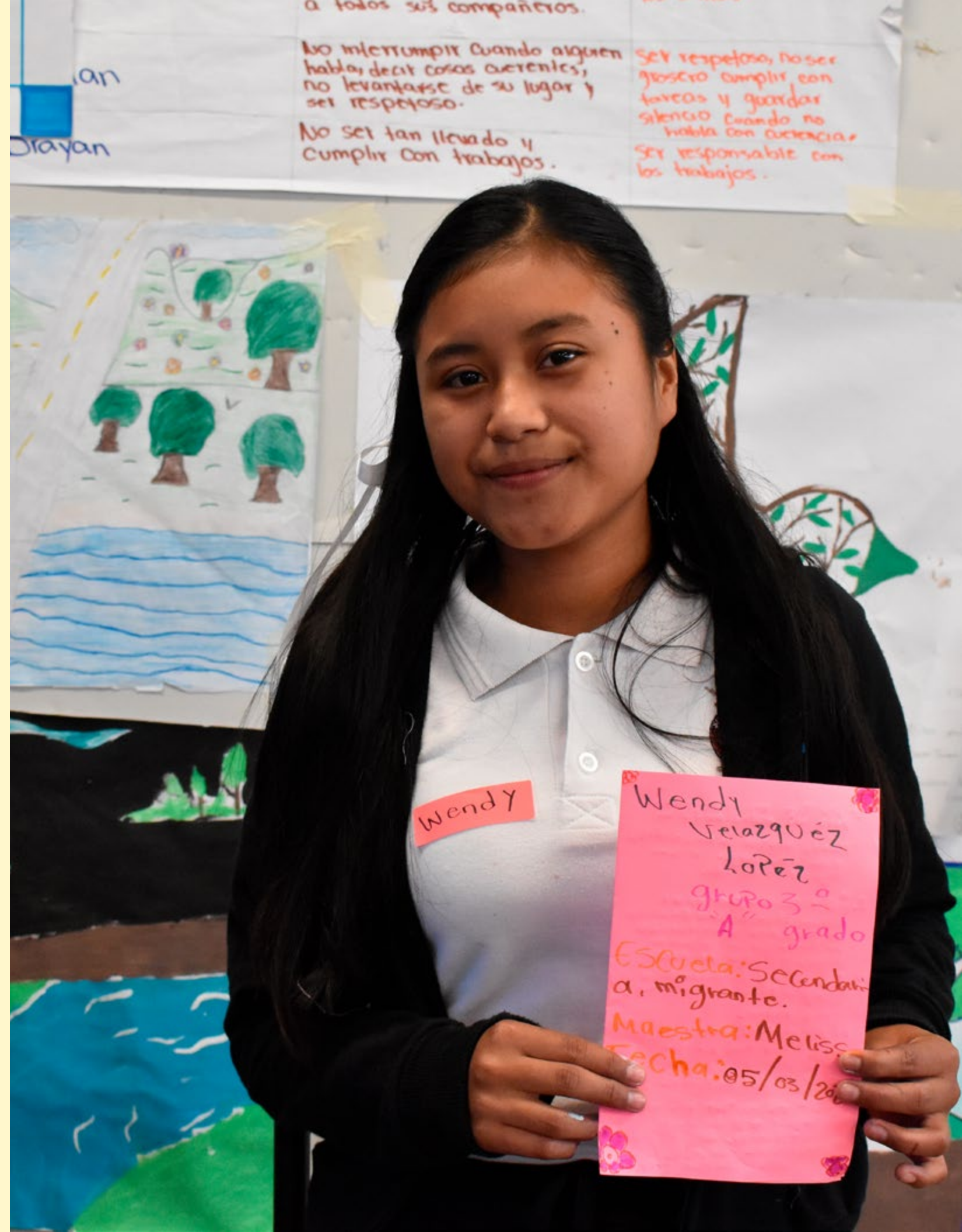
*Seeding Change*



MFA Design for Social  
Innovation Thesis  
School of Visual Arts, NYC  
May 2020

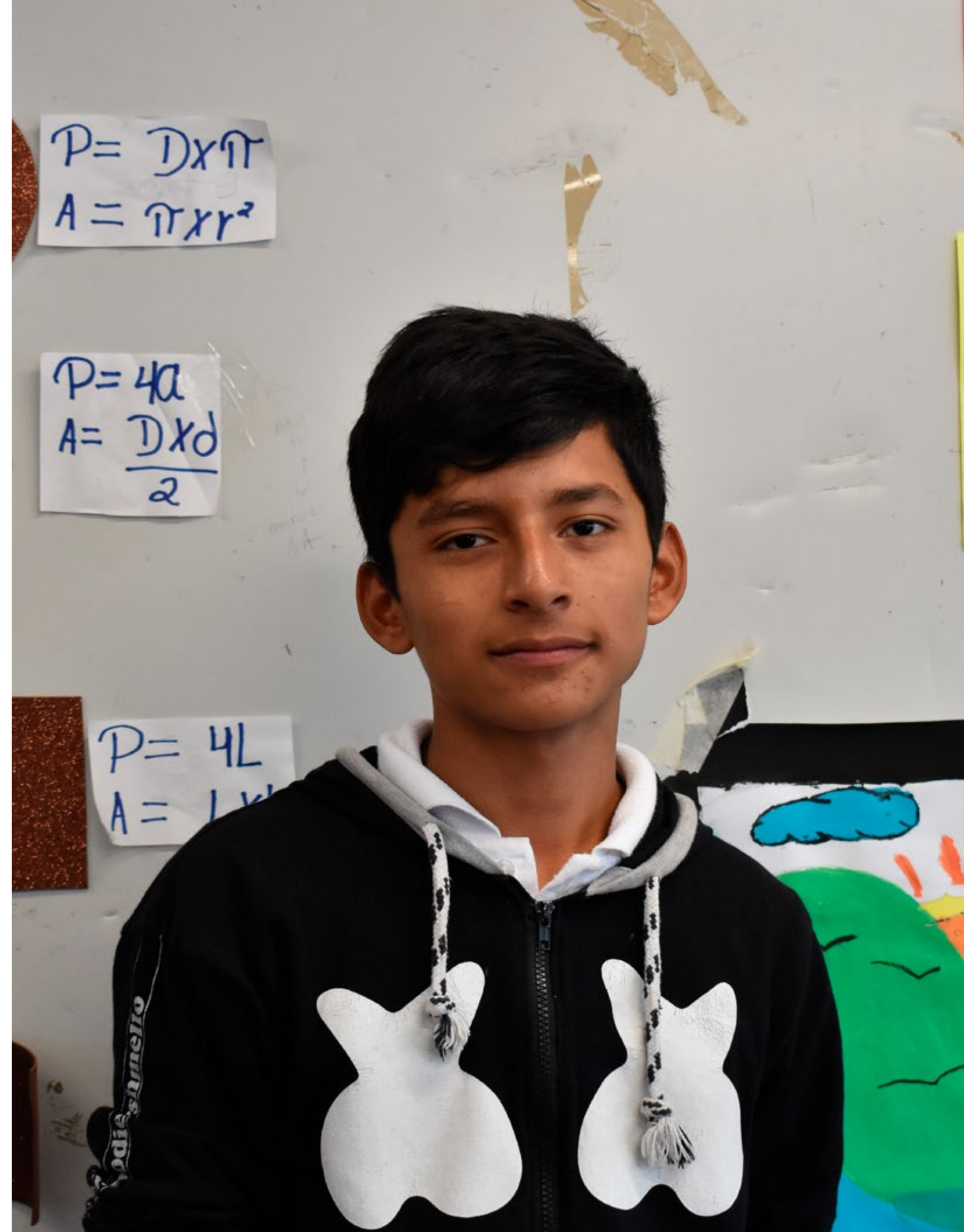
**Designed by** Monica Tarriba

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***“The school we want  
should be proportional to  
the size of our dreams”***

**- Juan Alfonso Mejía**  
Secretary of Education of Sinaloa  
Education Advocate and Activist





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# Introduction

## Problem Framing

A recent study from the Espinoza Yglesias Study Center (CEEY), presents that 7 out of every 10 Mexicans born in poverty will not be able to overcome that condition throughout their lives. According to the OECD, factors such as high levels of poverty, informality, low participation of women in the labor market, poor school quality and financial exclusion, influence the low social mobility of our country, which mainly affects the inhabitants of the south. Families from the South migrate in order to access better economic opportunities in the Northern states of Mexico. Many of them find working for big agricultural companies a good option to leverage their income. They work from up to 3 to 9 months in the fields, doing different tasks ranging from seeding to picking and packing. In 2016, it was estimated that together with their families agricultural workers represent almost six million people. About 5% of the population in Mexico.

Migrant farmworkers in Mexico are one of the most marginalized communities in Mexico, they come from rural and indigenous communities who face a long history of exclusion and oppression. Around 24% of farm workers in Mexico speak an indigenous language, which makes them more vulnerable when they have to migrate to access better economic opportunities. Some companies provide them housing, health services, daycare, and education. The installation of schools in agricultural fields, depends on the will of the owners, since the educational authority cannot build on private property. Companies provide the space and infrastructure for this children to go to school in their villages and the governmental program PAEPEM (Educational Attention Program for the Migrant School Population) is responsible for providing the teachers, equipment and materials. Schools in rural areas have less access to resources and to an education of quality. Children attend schools in the villages from these agricultural companies, but quality education is not guaranteed.

The average schooling of the agricultural day laborer population is 5.9 years, that is, incomplete elementary. Nationally, the figure is 9.1, which is equivalent to a secondary finished. (INEGI 2016).

Even though the student attendance rate in rural communities has increased over the last decade, the level of knowledge and skills these youth need in order to access the labor force has not improved. The dropout rates are very high, these children do not continue with their education mainly because of economic reasons, but it is also because it is what they know, and what their parents and the persons close to them do.

In 2014, it was estimated that there were 326,000 agricultural migrant children and adolescents and that only 49,000 of them attended school. (INEGI, 2014).

For my thesis project, I wanted to learn more about how the educational system in the villages from agricultural companies works and the challenges they face. I partnered with Farmer's Best, a fruit and vegetable wholesaler and supplier located in Sinaloa, Mexico. Farmer's best employs around 14,000 temporary farm workers yearly who come from the southern states and indigenous communities in Mexico. Around 1200 kids go to school in their villages each year, were they attend to kindergarten, elementary, and middle school education. I wanted to understand the system where migrant agricultural children live and how the different actors interact with each other, and learn more about the pain points in their education, and why these kids were dropping out of school.



# Understanding the Community



## Target audience

At the beginning of the research I was thinking on focusing on younger students from the ages 6-12 years old, because I believe that tackling the problem since young ages is very important to unleash the dreams and imagination of elementary school kids, and help them build their motivation since they are young, but for my thesis I will focus on middle school students, because they are struggling the most with low self esteem and self confidence to speak in class, and they have a big decision to make: if continue studying or not.

Middle school students from migrant agricultural communities want a better life, but it is not easy to see the path that will lead them to this, they lack role models, motivation and direction to achieve their goals. This stage of their lives is a decisive one because it is when they begin to lose interest in studying, they are more exposed to drugs, illegal work, they decide to live with their partners, they get pregnant, among others things.

I focused the research on middle school students ages 12-15 years old because this is the age range when school drop out is highest. Most of them are not motivated to continue with their education and present low-self esteem. In the 2019-2020 school year, there were 89 middle schoolers in 3 different villages.

### **Middle School Kids**

*Each girl's and boy's personal history and context are different, but they can all meet at some points...*

All of them are entering adolescence.

#### *The like to...*

- Be with their friends
- Play outside
- Football
- Learn

#### *They don't like...*

- Arguments
- Bullying
- Homework
- Discrimination

*In order to come here with their parents, they had to leave behind...*

- Their loved ones and their home.

Agricultural migrant children find it difficult to see the path of how education will lead them to access a better life.



# Research

With the help of the social welfare team we were able to interview teachers, parents, social workers, and key persons from the PAEPEM program and the Farmer's Best team. It was very important to first build trust with the community, I did this by being very clear about who I was and what I was trying to do with the valuable information I was receiving. I tried going in person to the schools in the villages as many times as I could because I was based in NY while doing my thesis project in Mexico, and this was a very big challenge. I had a lot of support from the farmer's best team and social workers to make the research and workshops possible. I was moved by the love and dedication teachers and social workers have for these youth and how open and responsive they were throughout the project and intervention.

## The following principles guided the research process for this project:

- **People centered design.** The communities are the center of the research and their voices and opinions must always come first and should be guiding the process at all times.
- **Iterative process.** The approaches can always be improved in order to align with the purpose and values of the project.
- **Using the information already collected.** Take advantage of information that has been collected before and use it to guide and support your design research.
- **Acknowledging history and context.** Study these communities' history and traditions, and recognize where come from and the situation they are living today.

## In-depth interviews

The interviews consisted in casual guided conversations with the different stakeholders in order to learn more about their perception about educations in the villages, the motivations and challenges to continue with their education, and their hopes for their future.

## PAEPEM Team

### 12 interviews

- Head of the PAEPEM
- Manager of operations
- Manager of information
- ATP Middle school
- ATP Elementary School
- 1 Elementary school teacher
- 1 Elementary school director
- 1 Middle school director
- 4 middle school teachers

## Farmer's Best Team

### 9 interviews

- Farmer's Best co-owner and CEO (Iván Tarriba)
- Farmer's Best co-owner (Roberto Tarriba)
- Head of Social Welfare (Gabriela Tavizon)
- Social Welfare Manager (Alberto Medina)
- Strategic Planning Manager (Arelly Aguilar)
- Head of Social Workers (Sara)
- 3 Social Workers (Brigida)

## Farm worker Community

### 12 interviews

- 3 elementary school children (4th, 5th and 6th grade)
- 3 Middle school children (7, 8 and 9th grade)
- 2 High School Students (1st year and 2nd year)
- 1 Student who dropped out after middle school
- 1 Elementary school parent
- 1 Middle School parent
- 1 High School Parent

# Workshops

We conducted three workshops with 12 students to learn more about their motivations and dreams, perceptions about their schools, and role models. Through creative and artistic activities we facilitated conversations about these kids identity and their aspirations in order to understand how do they perceive themselves and what they value the most. The first workshop was a prototype to test the activities and exercises that we were going to be applied later with migrant kids.

- **Workshop 1 - Test with NYC Students**  
- 5 and 13 years old
- **Workshop 2 - Elementary School Students**  
- 5 kids 8-11 years old
- **Workshop 3 - Middle School Students**  
- 5 kids 12-15 years old



Workshop: Test with NYC Students



Workshop: Middle School Students



Workshop:  
Elementary  
School Students

## **Part 1: Identity, Motivations and interests.**

- Where do you come from?
- What characteristics make you who you are?
- What is important to you?
- What is something you are really proud of?
- How did that made you feel?

## **Part 2: Let's talk about someone you look up to.**

- What makes them successful?
- What are their strengths and skills?
- What do you think are the values that moves them?

## **Part 3: Ultimate hero.**

- What type of superhero would you like to be?
- What's their superpower?
- What do you need to become your ultimate hero?
- What are the difficulties you may face to achieve this?

## **Create a monster, superhero or amulet who is going to help you achieve this.**

- Give this 'creation' the strengths and skills they need to guide you in your journey. What's this creature's, superhero, invention's name?
- How does ..... helps you to become your ultimate hero?
- How can ..... help protection for that weakness?
- How ..... Will help you overcome the difficulties you may encounter on your way?

# Workshop I

Test NYC Students



**Where:** Tara's home (Upper West Side, NYC)

**Participants:** Piper (15), Roan (13).

**Facilitators:** Monica and Janvi.



## Learnings:

- They enjoyed the 'learning moments' when they put effort and time into something and have a successful result.
- The feeling of learning something new gives them satisfaction and encourage them to continue learning.
- They loved the artistic activities, they said: "if we did more stuff like this in school I would enjoy learning more"

# Workshop 2

Elementary school



**Where:** Ceuta village, Sinaloa (México).  
**Participants:** five kids age 8 to 11 years old.  
**Facilitators:** Mariana and Arely from Farmer's Best.



## Learnings:

- They say they love to play, learn, and soccer.
- Their role models are their parents and grandparents.
- They admire their parents because they take care of them.
- They trust and admire people who help them.
- Some of them mentioned that they would use their superpowers to help the people who are less privileged.

# Workshop 3

Middle School



**Where:** Tayoltita Village in Ceuta, Sinaloa.

**Participants:** five kids age 8 to 11 years old.

**Facilitators:** Mariana and Arely from Farmer's Best.



## Learnings:

- They love to play soccer, basketball, ride their bikes, and to study.
- The kids of this group talked less, and they were more reserved about sharing their work, specially the girls.
- One mentioned he doesn't like to be bullied when he does something wrong.
- All of them wanted to be super heroes to help the people around them and to save the world.

# Insights

## Culture, traditions and beliefs

Culturally and historically in rural and indigenous communities, education has not been prioritized, often because the incentives are not in place to encourage families to seek out schooling. For migrant agricultural children, access to information is very limited to what they hear and see in their communities. If they are not receiving the right incentives and encouragement to continue studying from their main role models, which for most of them are their parents, it is very likely that they won't continue with their education.

- Education is not a priority on their cultures, traditionally they start working since they are very young.
- Education is only useful to learn how to read, write and basic math skills.
- Usually they get married or start living together with their partners and start a family at a very young age.
- Their parents beliefs about education are passed on to them, if parents don't see the importance of continuing with their studies, it is very likely that they wont.

## Educational System

### PAEPEM (Educational Attention Program for the Migrant School Population).

It is necessary to make changes to the educational system, so that the schools attended by children and adolescents who are part of the families of the day laborers see their specific needs met. This would require considering that these children show constant mobility between states, as well as a family life governed by agricultural cycles and labor supply. It would also be important to guarantee conditions for multilingual and multicultural school groups to attend schools (INEE, 2017).

- Schools in agricultural communities are not a priority in budgetary distribution, equipment and materials are scarce, and teachers receive very low salaries.
- The salary of the teachers is very low: \$4700 pesos weekly (\$247 USD weekly).
- Teachers from the PAEPEM program do not receive training for teaching kids from underrepresented communities.
- Resources and materials do not arrive to schools when needed due to bureaucratic processes and lack of resources. The books and uniforms don't arrive when they are needed because they are sent from the department of education located at Mexico.
- City and they cannot send the books until they have receive a list of the children enrolled. For schools in agricultural communities where migrant children study, this is a real burden because they are receiving new children all the time.
- A minimum of 35 children have to be enrolled in one group in order for the program to send more teachers, and if there's more children they have to join the same group no matter if they are one grade higher or lower.

## Students

### **Basic materials required for an education are not guaranteed.**

Iveth is a 12 year old girl from Chilapa, Guerrero. She arrived at Tayolita village one month ago. She is supposed to be studying 9th grade, but because there's only one more 9th grade student in her group and because her teacher didn't receive the books for 9th grade Iveth and her friend are repeating 8th grade. Iveth is frustrated and unmotivated about going to school, and has told the teacher that she already knows what they are seeing in class, but the teacher doesn't know what to do because he doesn't have the materials to teach these two girls. And he already reported that to his superiors but he didn't receive a clear answer about when the books for 9th grade for these two young students were going to arrive. She also misses her family and friends back in her home town.

### **Rudimentary education.**

The education they receive is very basic, they don't have access to computers to learn about technologies or art materials or teacher to unleash their creative potential. This kids are very talented but without the right incentives they are not able to practice and explore their aptitudes.

### **Students suffer from educational lag.**

Students at Grupo Ceuta schools come from different parts of the country with different levels of education, sometimes they don't have the basic knowledge to continue in the level according to their age, and this situation lowers their motivation and self-stem.

### **Bullying in the Classroom.**

The classroom climate is not the best for learning. students make fun of each other, and sometimes bullying and violent behaviors are present. Entering adolescence in a school environment where they don't feel safe or trust affects their engagement in class and sometimes leading them to drop out.

### **Work for a better life.**

When students arrive at an age when they can work (14 -15), they have to decide if they if they want to continue with their education or start making money in order to help their parents and siblings with an extra income. Underaged kids (under 18) are not allowed to work on the fields, but they find other informal jobs that are not listed as "high risk labour", or they take care of their siblings and other children instead of going to school.

### **Motivation is very limited.**

Motivation to continue studying comes from what they hear and see: "go to school so you don't end up working in the sun" or "study to become 'someone' in life", but they lack of role models and clear options that leads them to a different life than the one they know.

*We learned that they have big dreams and reasons to continue studying, some of them want to study to be a psychologist, veterinarians, doctors, marines, criminologist, and more. But the main answer we heard was because they want to help their parents improve their economy for them to stop working in the fields.*

*Students cannot want what they don't know or understand. They lack of role models in the professional space to motivate them to aim for a different life than the one they know.*

## Teachers

- Give their 120% to see these children thrive under very limited conditions, with scarce materials and resources.
- Have to work twice as hard to come up with creative ways to make it work under very low wages.
- Bridge resources, scholarships and economic support for their education.

### **Not equipped for teaching marginalized communities.**

Some students come in vulnerable situations for various reasons such as economic disadvantage, separation from their families and friends, domestic violence, child abuse, drug addiction, among others. Teachers do not receive training for teaching kids from marginalized communities.

### **Multi-level classrooms are not ideal.**

Teachers have to teach multiple levels in one classroom, they have to deal with planning lessons for multiple levels and with the fact that some students are already behind with basic knowledge such as reading, writing and math.

### **Spend their own money on materials.**

Teachers want to do more but sometimes they don't have the time or the resources to do it, a lot of times they end up spending their own money in order to complete the materials they need for teaching their students.

### **Teachers sometimes are their role models.**

Outstanding teachers (teachers that excel and inspire students to pursue their dreams) sometimes are a key element in these children's lives that will encourage them to continue studying when they don't find the motivation from an external role models, like a parents, mentor or important figure in their lives.

*Students look up to their teachers for guidance and support with their education and future, but sometimes teachers are not skilled or motivated enough to be the right guidance they need.*

*"We need people from outside of the villages to come to speak to them, to share their experiences with them, because it is very difficult for them to make the connection about how education is going to help them improve their lives".*





## Parents

- Are disengaged from their kids' education.
- Sometimes the only reason they send their kids to school is to receive a monthly pantry from the government.
- They are exhausted after working and don't have the energy to care for their kids' school's concerns.

### **Economic barriers.**

Parents want a better life for their children and they do what they can to support them to continue with their education, but sometimes money is not enough and students need external support in order to continue with their studies.

### **Lack of time for school matters.**

After a full day of working in the fields, parents return to their rooms tired and still have to make dinner, wash their clothes, and take a shower. They don't have the time or headspace to deal with problems their kids homework or school matters.

### **Their level of schooling is a barrier.**

Sometimes parents don't know how to read or write which makes it harder for them to help their kids with school assignments and guide them to have access to better opportunities.

### **Unknown field.**

Some of them do encourage and support their kids to continue with their education, but for most parents education is an unknown field, it is more difficult for them to guide them towards the right path when they don't know it.

*Parents want to see their kids thrive and continue with their education, but sometimes the need for an extra income is more urgent.*

## Social workers

- Dialogue with their parents about the importance of studying, and are a bridge between students, teachers and parents.
- Helping the parents with the administrative work they need in order to enroll their kids to school.
- Monitoring that students are going to school, and they communicate to the parents if children have an issue at school or if they are not going to school.
- Providing parents with the guidance they need to access to scholarships and governmental support.
- Facilitating workshops together with NGOs and governmental organizations about different subjects like, nutrition, healthy lifestyles, personal and home hygiene, addictions, domestic violence, children's rights, among others.
- Connecting parents with the governmental organizations that can help treat a psychological problem, physical therapy or rehab.
- Coordinate together with the teachers recreational, sports, civic and cultural activities that take place throughout the school year with children, at all educational levels.

*Social Workers have to convince parents because they are the main influence and guidance for their children and if they are not in favor for their kids to continue with their education, it is very probable that they wont.*

### **Main reasons migrant kids want to continue studying ...**

- To have a career in order to help their parents with their economy.
- They want their parents to stop working in the fields.
- Their personal role models most times are their mothers, because they have always support them and care for them.
- They have big dreams, they want to be a doctor, a psychologist, a veterinarian, a soldier, a marine, a lawyer, among many things, but many times these dreams have to face reality, and they have to start working.

### **The main reasons why Middle Schoolers drop out are...**

- They want to help with their family's household income.
- They start a family at a young age.
- Stunted progression in their educational development.
- They are not motivated and can't see the benefits that education provides.
- They cannot afford the expenses to continue studying. After middle school education is not free and educational opportunities are not guaranteed.

**Without a clear path to lead them to a different life than the one they know it is very difficult for them to stay motivated and pursue a higher education degree.**



**Intervention**

## Possible areas of intervention:

- Developing extracurricular programs to help children improve foundations in basic skills such as reading and math.
- Bridge their access to opportunities by connecting them and guide them to get scholarships and governmental support.
- Provide them with guidance tools and persons along their educational journey in order prevent drop out.

We explored different areas of intervention and decided that providing them with tools that will increase their self esteem and self worth, creative problem solving skills and and help them create a strong vision for their futures responded more to the needs and insights that we learned through our research.

## ***How might we create an experience that motivates middle school students in migrant agricultural communities to continue with their education and build an engaging path for their future?***

### Hypothesis

Practicing Social and Emotional learning activities will improve their self-esteem, help them build healthier relationships, and take ownership of their lives. This knowledge will lead to make more life-affirming decisions and to see the path that will lead them to access better social and economic opportunities in their lives.

### Our guiding design principles were:

- Design for the user.
- Designs need to recognize origin and context.
- Designs should be easy to use and practical.
- Designs should be made considering low budget materials.
- Designs should support effective educational frameworks.

## Designing the prototype

We wanted to create something useful for teachers to leverage the work they do to encourage students to continue with their studies, and also to be attractive for 12-15-year-old students.

For youth to be able to set goals and motivate themselves to achieve those goals they must be able to see themselves in the future, regardless of their circumstance.

Students will be able to envision a positive future that reflects their personal value system and that will motivate them to think about their goals and work towards achieving them. By recognizing their value system and self-worth, young students will improve how they treat and value themselves and the ways in which they relate to their teachers, parents and peers.

We designed a toolkit that can live in the classrooms from middle schools and be accessible to teachers and students whenever they want. Having access to Social and Emotional Learning tools, exposure to role models and creative problem-solving activities will empower these kids to make more life-affirming decisions that will lead them to access better social and economic opportunities for them and for their families.

This intervention will create the beginning of a path for students to achieve higher education and consequently have more agency on their life decisions. If youth can understand and communicate what they want for their futures, the path of how to get there will become clearer for them and for the people around them.

We developed a set of creative motivational tools that will support, expose, and activate students to create an empowered vision of their future self. The tools are based by the Social and Emotional Learning Curriculum (CASEL), and the Design for Change methodology (FIDS), and inspired by Karen Proctor's leadership class at the MFA for Design for Social Innovation program.

# Semillas

Seeding Change

The experience consists of three modules, on the first one where they will reflect on their identity, their values, and their life purpose, the second one consists of inviting role models that they can relate to, to speak in their schools or communities, and the last one is a hackathon where they will practice creative problem-solving skills, such as empathy, collaboration, and teamwork. Throughout the modules, kids will be reinforcing their self-esteem and self-worth and learning through dynamic experiences in a safe environment.

## Module Overview



### Skills that will be practiced through the different modules...

- **Self- reflection:** through an understanding of their cultural identity and values.
- **Self-esteem and self-worth:** engaging in challenging activities that will help develop confidence and overcoming frustration.
- **Collaboration:** effectively work with others who have diverse backgrounds and perspectives towards common goals.
- **Problem-solving skills:** identifying the source of a problem and finding creative ways to solve it effectively.

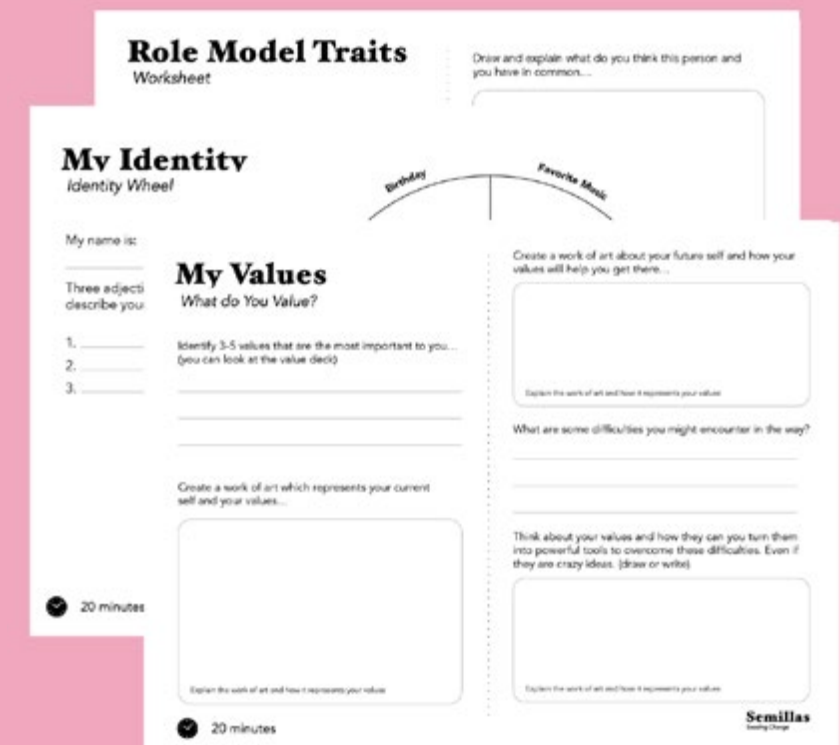
**Module 1**  
Workshop

# Dare to Dream

Students will better understand themselves and their cultural identity, and what is most important to them. They will get a better sense of their strengths, values, and what they want to do with their story. They will think about what kind of adult, teenager, and person they want to be and recognize that they have control over that.

Students will learn about the life stories of role models with whom they can identify with, and reflect on their hardships, successes, and values. They will understand that they can create their own future with commitment and hard work to reach their goals.

## Role Model Canvas



## Module 2

Invited Speaker

# Reimagine your Story

Exposure to role models that will encourage and empower them to create a vision of their future possibilities. Connect students with role models from their communities so they question their beliefs and knowledge about their future possibilities. It is important to set a strong foundation about who they want to be in order for them to be able to overcome hardship when things get difficult.

Ricardo Pablo Pedro is doctor from MIT. He is the first Indigenous person to graduate from MIT. He holds a Ph. D. in Physical Chemistry in the department of Chemistry at MIT. Today he is an advocate for education for low-income communities.

## Invited Speaker



**Module 3**  
Hackathon

**Be the  
Change**

Students will develop skills to think creatively about how they can make a positive change in their communities using Design for Change methodologies and also work with peers who have different backgrounds towards a shared goal. They will practice creative problem solving, collaboration, and leadership skills.

**Hackathon**





## What went well...

### Guest Speaker

One of the most eye-opening moments was with the invited speaker for my thesis intervention. Ricardo Pedro from Oaxaca, Mexico is the first indigenous to graduate from MIT. and now holds a Ph.D from the same university. Ricardo came to share his story with the students about his experiences coming from an indigenous background and now he holds a PhD from one of the most prestigious universities in the world. He talked about the joy and fulfillment that comes from what he has accomplished but also about the hardships he faced when he ran out of money to continue studying or when he faced discrimination because of his origins or color of his skin. Students were very moved by his testimonial and kept asking questions and I think the most important learning is that through Ricardo's story, these students will connect with their own dreams and motivations that will encourage them to continue studying.

### Self awareness and team activities

At the beginning of the activities kids were disengaged and shy to speak, but as the activities progress they were speaking more and asking questions. It was amazing to see this change. Students were working together with kids from other villages that they had never met before, and this was challenging for them at the beginning because they are not used to doing this kinds of exercises with kids they don't know. By the end, most of them were comfortable taking part of the tasks, and enjoying the activities.

### Creative practices

This kids love to do arts and crafts, they are very comfortable when they are drawing, painting and creating. Through the activities we gave them artistic materials and the the space to discover and create, they made beautiful and powerful things. There is so much talent, but sometimes they don't get the space to practice it.

## What can improve...

### Parent and kids leisure time

The most important feedback I got from the social workers and the teachers was that we need to involve the parents in the activities. This kids want their parents recognition and attention, and parents to get to know their kids in a different context. This will help them see their kids practicing the skills they have learned through school projects and the Semillas activities. One of the initial activities was for the parents to be invited to the last activity "Be the Change" and spend quality time with their children through a creative activity and get to know them better in a different context, and parents would bring food to share and after the activity watch a movie together with their children.

### Involving stakeholders in the process

I think one of the most difficult things was to involve the stakeholders more in this process. It was difficult because of the distance, and because sometimes I couldn't put my thoughts together, and the prototypes and ideas were 'not ready for sharing'. Which is the biggest take away I get, to involve users early and try things with them, it doesn't have to be finished stuff, I could've shared an idea or a sketch and get more direction from the main users in early stages.

## Theory of Change

**Goal:** increase the number of migrant agricultural youth that achieve a higher educational degree.

**Thesis goal:** migrant agricultural middle school students will create an empowered vision of their future selves that will encourage them to continue with their studies.

<b>Pre-conditions</b>	Empower students' future possibilities and goals in life.	Increase their selfawareness and selfworth though selfreflection activities	Improve their creative problem solving skills.	Improve their collaboration and empathy skills.
	Access to selfreflection tools and the space to practice them.	Exposure to role models with whom they identify.	Access to tools that will help them improve their SEL.	Exposure to team building activities and collaboration.
	Students will have a clearer path of how they can achieve their goals, and where they can get help for that.	These tools will boost their motivation and curiosity for their future possibilities.	Students will create their own journal for them to plan their futures, and keep track of the progress.	Students will learn tools to practice selfawareness whenever they want.
	Students will ask teachers about different options for them to study	Students will speak to their parents about what they want for their futures and how they can help them get there.	Students will increase their motivation and engagement for studying.	More students will enroll in high school education.
	A set of creative motivational tools for middle school students in migrant agricultural communities in Mexico that support, expose and activate students to create an empowered vision of their future self.			
<b>Outcomes</b>				
<b>Outputs</b>				
<b>Inputs</b>				
<b>Indicators</b>				

## Measurement and Evaluation Plan (M&E)

Outcomes	Key Questions
Empower students' future possibilities and goals in life.	<ul style="list-style-type: none"> <li>- Are students enrolling to hight school after their last year of middle school?</li> <li>- Do students have a more empowered vision of their future selves?</li> <li>- Do students know what to do or where to reach if they face a barrier tocontinue studying?</li> <li>- Are students involving their parents in their educational journey?</li> <li>- How are parents supporting students?</li> </ul>
Increase their selfawareness though self-reflection activities.	<ul style="list-style-type: none"> <li>- Do their self-worth increased through these activities?</li> <li>- Do their self-steem increased?</li> <li>- Do they have a clear sense of who they are?</li> <li>- Do they know what their goals are?</li> <li>- Do they understand the importance of having strong values and a clear sense of purpose?</li> <li>- Do they know about the Barries they might encounter on their educational journey?</li> <li>- Are they more curious to learn about role models?</li> <li>- Are they more curious to learn about different jobs and professions?</li> </ul>
Improve their creative problem solving skills.	<ul style="list-style-type: none"> <li>- Are they using their creativity more?</li> <li>- Are critical thinking skills being practiced?</li> <li>- They are more comfortable with ambiguous problems to solve?</li> </ul>
Improve their collaboration and empathy skills.	<ul style="list-style-type: none"> <li>- Are they practicing active listening?</li> <li>- Do the respect other's opinion?</li> <li>- Do they make space and give space for everyone to talk.</li> <li>- Are they more empathetic? Table working in teams?</li> <li>- They better understand their strengths?</li> <li>- They know how to give opportunity for everyone to participate?</li> </ul>

### Evaluation Methods

- Teachers will evaluate and keep track of progress on their students.
- Social workers will evaluate the kids progress outside school and reaction to their parents regarding their education.
- Directors will monitor teachers, they will report to directors monthly, and show progress.
- Director will report to the manager of the governmental education program.
- The manager of the program will report to the social welfare area of the company and asses progress and give feedback.

## Looking Forward

This is an ongoing process, but I think it was a great start. We learned a lot from our first intervention and know the improvements we need to make for our next iteration. We will continue to work towards a more equitable and inclusive education for migrant agricultural children. We want Social and Emotional Learning education, exposure to role-models, and immersive experiences to challenge these kids' creativity and encourage them to dream big to be the new norm in the classrooms. This intervention is about creating the pathways for young students to understand their own worth and power, and use that power to overcome the difficulties that they may encounter in their educational journey. We want these educational tools to be part of the norm and not an extracurricular activity. We want this project to be the seed that will change the educational system for migrant youth forever. This is a call for the department of education, the private sector, and the civil society to commit and take action in order to improve these youths' education and create the structures that migrant agricultural students need in order to break the systemic barriers that prevent them from accessing the education they deserve. We want this toolkit to live in every classroom in every rural school in Mexico to activate the teachers, the educational institutions and decision makers to seek other ways to help migrant agricultural children to access a better future.



## Acknowledgements

**Mom**, for being my support in the most difficult times and for always being an example of what it means to be strong and giving me unconditional love.

**Family**, for always being there for me and answering my calls at anytime, thank you for bringing me joy and guidance.

**Farmer's Best' Community**, for opening your doors and for trusting in me and in this project.

**Mari**, for being so patient with me and guiding me through this process, and always pushing me to think 'outside the box'.

**Miya**, thank you for guiding me in this journey and always being open to listen and being there as a support and wheeling stern through this difficult times.

**DSI 2020 cohort**, for your energy and passion and for always be open to listen, and to to help.

**Steph**, for giving me a hand, when I couldn't see the way forward.





***"Because origin must never mean destiny"***

**- Juan Alfonso Mejía**  
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