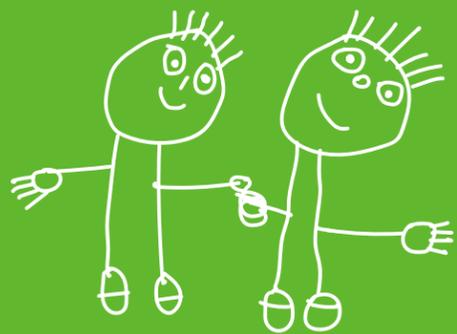






# Reuniting with The Children



# Reuniting with The Children

By Marcela Carvajal



While operating virtually we dreamed of seeing each other again, and once we knew that we would be together once again, we experienced many emotions and we asked.

## ourselves: How will this reunion go?

When the day of reuniting with one another came, children began to recognize themselves as they arrived, but some parents were still afraid of allowing their children to return to the aeioTU centre, that's why the children in the classroom began to share photos and messages with those who still had not returned. Specifically, **Santiago** began to miss his friend **Emiliano** and asked himself: why isn't he coming to the centre? This motivated him to send pictures of what they were doing in the classroom, and he eventually managed to get Emiliano to return.

Role-playing was a great strategy that helped to enhance the creativity and resourcefulness of children, through this type of play we were able to



observe how the home and the centre worked in an articulate way, especially regarding their daily activities; children began to create scenarios that could be found both at home and in the aeioTU centre and to involve other children in their situations.

**The children have developed a greater interest in the well-being of others**, and the children frequently work together when they are playing. Care for others has characterized children since their reunion at the centre; they demonstrate an interest in the well-being of others, helping each other to complete projects, and creating collective learning.



The return has allowed children to improve their abilities as a result of the interaction with their classmates, looking for strategies that encourage their comprehensive development. Families have been further empowered in the development of children, working with teachers to provide children with tools.

**Elian** is a child with autism whose mother expressed that she felt: "Very happy because since children returned to the aeioTU centre, I have consistently grown closer with the psychologist and the teacher, Elian now stays seated longer, has a routine which has allowed him to involve himself more in daily activities, and I have also been able to implement these activities at home, which has awakened his love for playing with different textures."



2.

# A Letter from our Director

2021 was a year filled with lessons and opportunities; after almost a year and a half of confinement because of COVID-19, the return to being in-person was an experience both challenging and exciting. Amid the uncertainty, **we focused on strengthening our team's confidence and planning for a safe return** in which, thanks to our teachers and educational leaders, we helped the families to understand the importance of in-person attention for our children.

**At the same time, we developed the "Mochilla de Experiencias"** (Backpack of Experiences) campaign, an initiative whose goal is to raise funds for the improvement of our kindergartens through the restoration of the physical spaces and the provision of pedagogical materials for those spaces. With the support of our partners and the trust of our families and communities, little by little we were able to restart operations in our public centers, our private centers, and in the different territories where we operate through the business line of **Consultancies and Projects**.



Furthermore thanks to all the lessons that the pandemic brought with it and with what we learned about our Digital Platform “Aprendiendo”, we decided to evolve and create a space that was friendlier, easier to use, and where people could interact and share their knowledge; that’s **why on March 15th, 2021 we launched the “Red aeioTU”**, a social learning community which aims to engage different actors of the early childhood ecosystem and promote comprehensive, high-quality education through more than 1.400 free contents and an e-learning module with professional development courses about Early Childhood for educators and families.

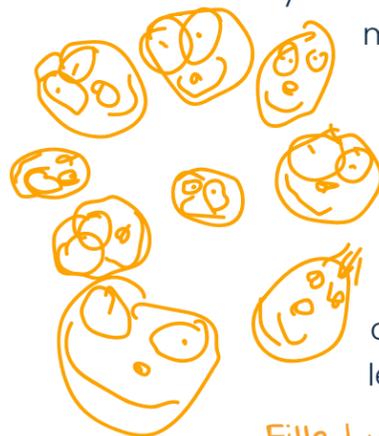
Additionally, aligned with our systemic focus and with the aim of working alongside the **agenda of the Sustainable Development Goals (SDG)**, we continued strengthening partnerships which allow us to work from a new perspective on issues such as the eradication of poverty and hunger, the reduction of inequalities, gender equality, and of course, quality education; to this end, we started a project with migrant populations with the International Organization for Migration (IOM) in which, through the **aeioTU Educational Experience**, we served the children and empathize with the families and the community by sharing knowledge and accompanying them in the process of settling into a new place through cultural adoption and a sense of belonging, as well as working together on the development of leadership capabilities and providing early childhood education. Likewise, with the support of the **LEGO Foundation**, thanks to **“Primero lo Primero” (First Things First)**, in partnership with the **Fundacion Pies Descalzos (Barefoot Foundation)** and the **Universidad de Los Andes (University of Los Andes)** we started the project **Rio, Juego, y Aprendo (I laugh, I play, and I learn)** in the rural areas of the Caquetá department, which aims to promote play as a learning strategy to foster comprehensive development, educational leadership, and promote favorable conditions for children’s quality education in this region.



We also participated in many events which allowed us to strengthen our relationship with the **National and Local Governments** and organizations from the public and private sectors at a national and international level, such as **the 4QP Emergence Dialogue, the LEGO Idea Conference, the webinar FEMSA Sesame Workshop**, among others. These spaces allowed us to exchange knowledge and build relationships to transform communities by strengthening partnerships and public policies..



Moreover, at aeioTU, we have established ourselves as an organization that uses market forces to generate a positive impact, that’s why in 2021, our commercial department performed a market study that will allow us to understand, with greater clarity, our brand recognition and identify the opportunities we have to be more competitive; based on this, we designed a **new marketing and communications** strategy which has allowed us to strengthen our position and support the outcomes of our different business lines. We also created the **Consultancies and Projects department**, to expand our opportunities to work with others, sharing and scaling up the **aeioTU Educational Model**, as well as encouraging the transformation of early childhood ecosystems. The goal is to be able to reach many more children by sharing our experience and knowledge, strengthened by the lessons from our direct operation, and recognizing that collective work has more impact and sustainability.



To strengthen our organizational focus, this year we had the consultancy from an international organization **TruePoint**, with which we fine-tuned the aeioTU’s business model and developed organizational capacities to be able to scale up our model with quality, financial sustainability, and increase our impact. Thus, becoming catalysts and leaders of the systemic change of the Early Childhood Ecosystem at a national and international level.

*Filled with enthusiasm and infinitely grateful to you all,* our partners in the beautiful work of investing in the improvement of the quality of early childhood education, we close this year with the certainty that with our new strategic plan and through holistic and systemic actions, we will be able to guarantee sustainable transformations and empower new generations to create value in their communities.

**María Adelaida López**  
Executive Director aeioTU





3.

# aeiotü

in 2021: Expansion



## At the beginning of 2021,

amid a very complex context, **aeioTU** began the process of building a new business model to look for comprehensive and systemic solutions to the challenges of early childhood education. That is why very early in the year we decided to work with the migrant population along with the **International Organization for Migration (IOM)**, to support the care and skill building of the Venezuelan migrant population, an initiative that allowed us to begin to set the path to become a relevant actor in providing humanitarian aid and stabilization to this population, among other agendas for development, like rural life and gave us the opportunity to partner with organizations like **the Hilton Foundation and the International Rescue Committee (IRC)**.



Additionally, in response to the need of enhancing the **infrastructure of our ECD Centers**, we launched the campaign **"Mochila de Experiencias"** (Backpack of Experiences) an initiative to raise funds through which we were able to meet new partners like the **SURA Foundation, ENEL, La Pequeña Galería**, and include them in the portfolio of organizations that support early childhood's development through the aeioTU pedagogical model.



We also strengthened our entrance into **Mexico** through the implementation of two key projects for aeioTU, one of them with **UNICEF Mexico**, and which we decide to complement with a more permanent presence through commercial representation in the country.

**In** 2021 we were able to strengthen the relationship with The **LEGO Foundation** and work with new organizations like the **Pacto por la Primera Infancia** alliance which groups more than 150 organizations and aims to mobilize different actors around early childhood in Mexico. In this alliance, we aim to become formal members and contribute to their working agenda.

**Finally**, the year closed with the opportunity for aeioTU to have a partnership with a new global organization that seeks through impact investment, to strengthen and support organizations that are transforming education around the world in the long term. This allowed us to make a ten-year projection of the organization, with a sustainable growth strategy and a geographic expansion into **Latin America** and the Hispanic communities in the **United States**. AeioTU entered the selection process with a group of organizations that will receive funds from private capital to implement and accelerate the growth of their strategies and the scalability of their organizations. If we are selected, we will be the only organization in Latin America to be a part of this initiative.



Good Winds for early childhood in the region!



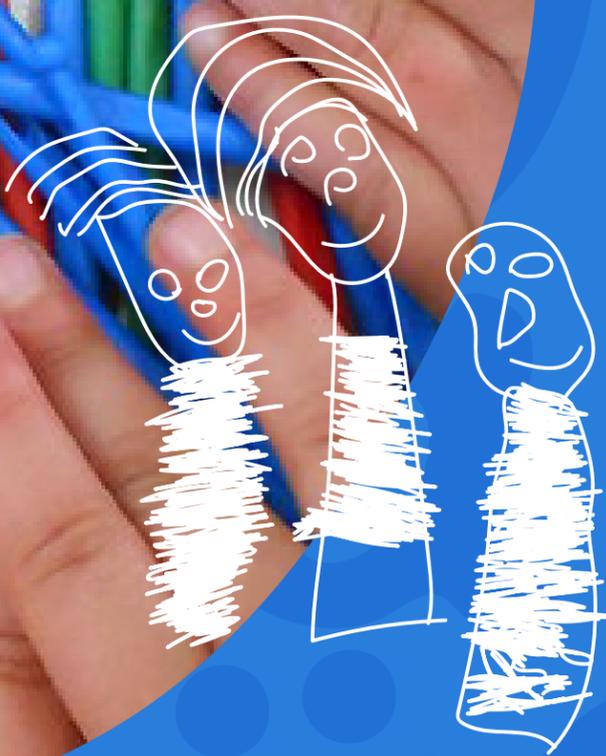
# aeiotu

in 2021: Expansion

4.

# Testimonial: True Point Center

In 2021, we had the fortune of receiving a consultancy from the international organization TruePoint, with whom we worked in various sessions with the different departments of the organization. In those sessions, we were able to solidify the comprehensive business model of aeioTU, developing organizational capacities that ensure that we will be able to scale up our model with quality, continue our financial sustainability, and increase our impact, transforming us into catalysts and leaders of systemic change in the early childhood ecosystem at a national and international level.



# TRUEPOINT Testimonial

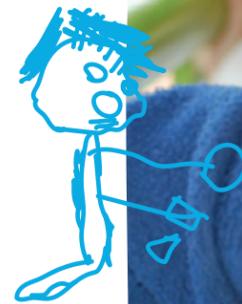


"TruePoint consulting represented for me an opportunity to learn different tools from experts that allow not only to carry out a deep and comprehensive analysis of a business unit but also to make decisions based on market figures and trends. Thus, strengthening my understanding of the business environment and its processes.

Additionally, I also had the opportunity to listen to the ideas and reflections of my colleagues, which was very enriching for me, as it inspired me, helped me think outside the box, gave me the opportunity to exchange knowledge with them and at the same time identify opportunities to synergize with them to achieve the objectives that we have in the department.

I thank the entire executive committee for having invited me to participate in the Truepoint consulting sessions as it not only contributed to my professional development, but also allowed me to understand aeioTU's strategy, its goals for the coming years, and the audacity with which we are dreaming the future of the education of the world's early childhood children."

Maria Paula Angarita  
Coordinator of Consultancies and Projects



"For me, it was an opportunity to develop critical and strategic thinking skills because in every meeting they gave us tools that led me to question our processes; tools like the "Real, Win, Worth It" framework and design thinking have helped me to empathize, deepen, and define what we want to achieve in our team and organization."

Nathaly Mejía  
Coordinator of  
Innovation and Quality



aeiotü



# Our Impact aeioTU

5.

## OUR IMPACT 2021

Direct Operation Project

Projects

Consultancy

Red aeioTU

### 1. Impacted children

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Impact of our operation	855	1.598	2.680	6.324	7.101	10.801	13.058	13.471	12.251	12.164	10.990	8.859	6.432
Impact of sharing our experience and knowledge with others				832			64.423	65.446	4.484	32.726	40.723	181.017	96.825
									8.333	8.333	17.211	14.702	6.702
													45.476
<b>Total impact</b>	<b>855</b>	<b>1.598</b>	<b>2.680</b>	<b>7.156</b>	<b>7.101</b>	<b>10.801</b>	<b>77.481</b>	<b>78.917</b>	<b>25.068</b>	<b>53.223</b>	<b>68.924</b>	<b>204.578</b>	<b>155.435</b>

### 2. Impacted educational centers

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Impact of our operation	4	7	11	16	18	24	28	29	30	30	31	24	21
Impact of sharing our experience and knowledge with others				2			317	650	247	1.279	1.498	1.722	1.886
									542	546	705	230	24
<b>Total impact</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>18</b>	<b>18</b>	<b>24</b>	<b>345</b>	<b>679</b>	<b>819</b>	<b>1.855</b>	<b>2.234</b>	<b>1.976</b>	<b>1.931</b>

### 3. Impacted Educators

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Impact of our operation	135	221	316	553	595	795	1.100	1.220	1.002	802	1.119	719	623
Impact of sharing our experience and knowledge with others				100			3.221	3.283	401	2.503	3.056	3.916	8.746
									879	879	1.429	854	487
<b>Total impact</b>	<b>135</b>	<b>221</b>	<b>316</b>	<b>653</b>	<b>595</b>	<b>795</b>	<b>4.321</b>	<b>4.503</b>	<b>2.282</b>	<b>4.184</b>	<b>5.604</b>	<b>5.489</b>	<b>9.856</b>

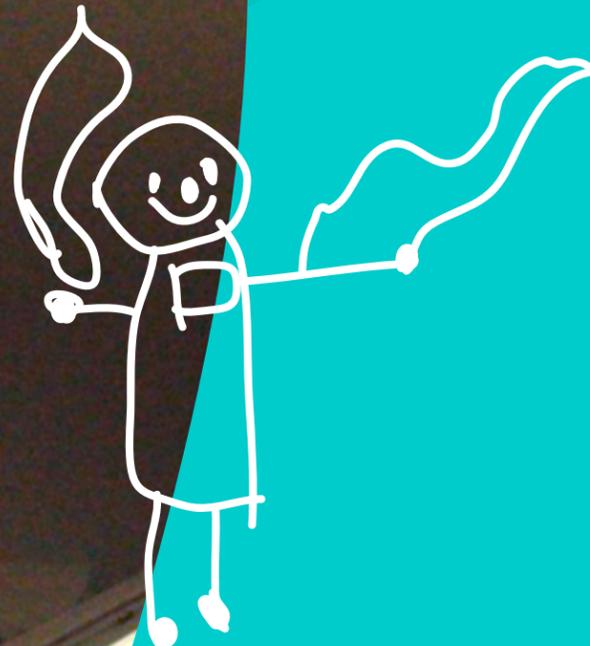
### 4. Impacted parents or caregivers

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Impact of our operation	1.546	2.890	4.848	11.439	12.975	19.491	23.639	24.509	23.274	22.020	20.137	16.123	12.156
Impact of sharing our experience and knowledge with others				1.505			115.961	120.792	8.520	28.472	16.309	155.359	71181
									15.833	7.250	38.344	13.032	5778
<b>Total impact</b>	<b>1.546</b>	<b>2.890</b>	<b>4.848</b>	<b>12.944</b>	<b>12.975</b>	<b>19.491</b>	<b>139.600</b>	<b>145.301</b>	<b>47.626</b>	<b>57.741</b>	<b>74.790</b>	<b>184.515</b>	<b>89.115</b>

#### Cumulative impact aeioTU 2021

Children	457.549
Families	377.797
Parents and caregivers	814.300
Educators	31.965
Educational spaces and gardens	3.773

b.



**ECD centers:**  
The goal of returning to  
being in-person

# The goal of returning to being in-person

## General Overview:

2021 invited us to have a **three-modality of care perspective**, in-person, virtual, and hybrid for all our operational and pedagogical processes to guarantee basic standards of care for the children, families, and educators.

In 2021, by new contractual obligations with the **Colombian Family Welfare Institute (Instituto de Bienestar Familiar (ICBF))**, we transferred the operation of some of our centers like Pescaito y La Playa to other organizations, which we accompanied to guarantee a harmonious and high-quality transition.



Infrastructure



During the pandemic, most of our ECD centers' infrastructure deteriorated. Therefore, we have advanced in the maintenance of all our centers, throughout their spaces, environments, and areas.



Health and Nutrition

Constant changes in the health of the children, families, and educators, epidemiological peaks and confinement, implementation of biosecurity protocols because of the pandemic, etc. This allowed us to align our actions to ensure everybody's well-being.



Socioemotional

Mood changes, anxiety, and fear of our team, children, and families about the return to in-person work; Nevertheless, we guaranteed comprehensive support based on empathy, trust, and self-care.



21 Centers



6.432 children

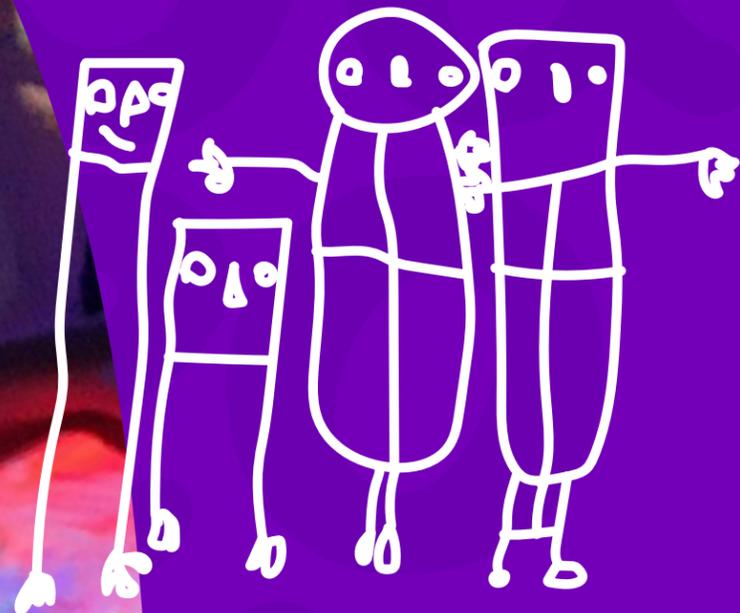
Impact



## Pedagogical Processes

There were challenges regarding children's follow-up due to their non-attendance but also because of the different modalities of care and the data that could be collected by the teachers. Moreover, there was an alert about the need for emotional support for children that underlined the importance of providing more tranquil transitions to them.





7.

**Impact**

**Cp**

**Consultorías  
y Proyectos**

To expand our knowledge, share it with others, scale our aeioTU Educative Model, and promote the transformation of the Early Childhood ecosystems, in 2021 we created **the Consultancies and Projects department**. This department aims to scale the impact on hundreds of children in the country and the region, based on the experience, knowledge, quality, and innovation gathered throughout these years thanks to the direct operation and also by recognizing that collective work has more impact and sustainability.

Through the **12 projects and 5 consultancies** developed in 2021 we managed to impact:

**103.527 Children**

**9.233 Educators**

**76.959 Families**

**13 Territories**

# Milestones



We created the department of Consultancies and Projects.



We reviewed and updated the portfolio of services to reflect the two business lines (Consultancies and Projects) and ensure alignment with the SDGs.



We transitioned from the role of Project Leader to Project Coordinator to ensure a comprehensive view and management of the processes in the territories where we develop the projects.



We ventured into the development of projects to care for the population in a situation of migration – IOM and Hilton.



We piloted the mobile pedagogical settings to serve migrant children in the project with IOM.



We formalized and strengthened the culture of knowledge management within the department by creating tools to consolidate the lessons learned in consultancies and projects.



We strengthened the positioning of aeioTU in Mexico through the development of two projects in the country with allies such as UNICEF, IDB, and DIF.



Río, juego  
y aprendo



Laugh, play and learn

In 2021, aeioTU, with **Primero lo Primero**, in partnership with the **Pies Descalzos Foundation** and the Faculty of **Education of the University of Los Andes**, in coordination with the **Presidential Council for Children and Adolescents**, the **Ministry of Education**, the **Colombian Family Welfare Institute** and the support of the **LEGO Foundation** started the **Laugh, Play and Learn** Project in Caquetá. The program aims to strengthen the educational ecosystem (teachers, educational leaders, and decision-makers) through joint work, to achieve quality education, promote opportunities for children's learning and development, and transform the territories from early childhood as stated in the Sustainable Development Goal 4.

This project will be executed in 10 municipalities of Caquetá: Florencia, San Vicente del Caguán, Puerto Rico, El Doncello, El Paujil, La Montañita, Morelia, Curillo, San José del Fragua y Cartagena del Chairá. With the learnings generated by the pilot, we expect to replicate the project in other regions of the country. To promote a favorable ecosystem to improve the quality of education for girls and boys from gestation to 8 years old, the project Laugh, Play and Learn is implemented through **4 components:**

-  Capacity **building**
-  Training of **decision-makers**
-  **Advocacy and Scalability** Strategy
-  Monitoring and **Evaluation**



## Achievements

1. Creation of the **capacity building model** with the involvement of key actors of Caquetá.



**23 girls and boys**



**247 parents and caregivers**



**250 teachers**



**45 teaching directors**



**35 trained people**

**ICBF** officials, **Education Secretaries** of Caquetá and Florencia, **Foundations in the territory**, and the **National Government**, among others.

2.

Training of decision makers – **SUMA**.

**294 participants**  **120 girls and boys**



**174 teachers, teaching directors, and coordinators**



**play settings with different worlds**



**91 teachers in the afternoon workshops:**

I. Play, II. The "language" of materials, III. The girl and boy, as builders of their learning.



3.

Project **Launch**



9.

# Digital Red@eiotü

After a year of learning in a context of confinement and adaptation to the changes generated by the pandemic, aeioTU took on the task of modernizing and adapting its digital platform *Aprendiendo* so that a greater number of educators and families could make use of it, offering them an improved user experience, more free contents, and a broader portfolio of **E-learning** services to continue strengthening their educational and parenting practices.



# Red @aeioTU

This is how on **March 15, 2022**, **Red aeioTU**, an improved version of the first digital platform, was released with 1,200 free contents. Red aeioTU is a social learning community that seeks to connect the different actors of the early childhood ecosystem; and through their exchanges, value is created for their activities, jobs, and personal lives.

## With this network, aeioTU seeks to:



**Centralize** in a single platform all the content, interactions, and services necessary to promote quality comprehensive early childhood education.



**Facilitate** access to information for children's teachers and families, so that they can have virtual support in education, parenting, and care, improving their daily practices.



**Provide the tools** to other educational organizations so that their teachers can do their job better and be better qualified and connect with other organizations in the early childhood field to share concerns, and experiences of good practices and develop mutually beneficial partnerships.



Red aeioTU has:



An E-learning module



21 courses



More than 1,200 registered students



More than 12,500 registered members, a number that continues to increase week by week.



The E-learning offers a certificate on *the aeioTU Educational Experience*, a course created by aeioTU to bring early childhood teachers, families, and university students closer to the basic concepts and tools of our pedagogical model, to provide them with ideas and strategies that allow them to support the processes of care and education for early childhood with quality while improving their educational and parenting practices. This course, in which more than **500 educators were certified in 2021, has 5 modules with 15 sub-courses that can be completed in 120 hours.**

The E-Learning module offers **3 free courses:**



Play as an early learning booster



Inclusion from early childhood: children with disabilities (Made in partnership with the **Saldarriaga Concha Foundation**)



Digital Literacy

And **18 courses on various topics** of interest to educators, including the environments, art, play, child development alerts, and transitions, among others.

The ultimate goal of Red aeioTU is to become the largest and most comprehensive source of information on early childhood; where parents, educators, and educational organizations in the world can share their experiences, knowledge, and practice, to promote the development of the full potential of every child.



10.

# Advocacy and Impact

In 2021, through the Advocacy and Impact business line, different strategies were developed to link key actors and mobilize sectors to benefit the early childhood culture and the promotion of quality comprehensive services that contribute to the development of children's full potential.



## The main strategies were:



### Backpack of experiences Fostering the right to be free!

The return to the aeioTU centers of the boys and girls from the most vulnerable communities showed us the great challenges that exist regarding the quality of early childhood care.

This is the reason why we created a campaign that sought to mitigate the effects of the COVID-19 pandemic on the return of the boys and girls to the aeioTU centers through the enhancement of spaces, the accompaniment of teachers focused on social-emotional strategies, and offering spaces to families and children to learn how to manage their emotions.

With this campaign we managed to:

- ☺ Raise **\$167.833.665**
- ☺ Link companies like **Alpina, Sura Foundation, Enel, La Pequeña Galería, and Sumo Group**, among others, through financial and in-kind donations.
- ☺ Support the development of **807 boys and girls in early childhood** through the enhancement of the infrastructure of aeioTU's public centers and the psychosocial support for teachers, families, and children, so they could have decent spaces for their development and where they could feel comfortable and free to express their emotions during this return to in-person care service.



☺ Furthermore, with **Alpina**, we did volunteer work in the San Agustín aeioTU center in Sopó, during which the center's facilities were painted, and the garden project was rebuilt so that children could continue with their learning process.

By 2022, we hope to continue doing tactical actions and strategic partnerships that will allow us to raise more funds and thus be able to have a greater number of centers, teachers, children, families, and communities impacted.



### @ Webinars and virtual workshops:

**The Digital and Projects teams** held different virtual meetings in which key issues such as the quality of virtual care services, the return to in-person services, and the innovation and digital transformation for early childhood were addressed.

We shared with others the learnings and challenges caused by the pandemic and the hybrid model of care that brought challenges for educators, families, and caregivers in regard to how they could interact and build relationships with children.

Finally, with **national and international partners**, we had meetings to advocate for the importance of investment in early childhood and talk about the challenges caused by the pandemic concerning the **Sustainable Development Goals 2030** specifically the one regarding education. Through these meetings, we aimed to raise awareness among companies and different organizations in the private sector from their business lines and market solutions about the importance of investing in early childhood.



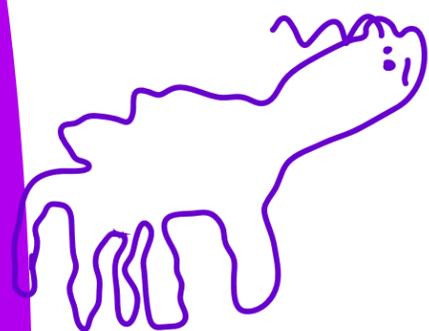


11.



# aeiotü Lab

It is a professional development program that brings together early childhood educators, with the objective of supporting educators in understanding how to implement strategies that contribute to children's learning within the classroom.



aeioTU Lab  
**RELATOS**  
 garabatos <sup>2021</sup>

Between October 11 and 15 2021, the **7<sup>th</sup> edition of the aeioTU Lab was held:**

*Stories and Scribbles: Meeting Again through the Thought of Children*, to accompany educators to reflect on a safe, purposeful, and rich-in-experiences return to in-person care services.

In this edition, the aeioTU Lab had an exhibition in the **Virgilio Barco library of Bogotá** as well as virtual conferences with national and international partners, workshops with experts, and the aeioTU to the park event in different locations across the country.

During this week, we had the participation of educators from Colombia and other countries like **Mexico, Perú, and Argentina**, and we had a total reach of **91,754 people**, with 705 people attending our workshops and 1,174 people attending our conferences.



**Relevant moments:**

Panel: *The impact of the Pandemic on Children*, featured Milagros Nores (co-director of research, National Institute for Early Education Research NIEER), Eduardo Escallón (Dean of the Faculty of Education, University of Los Andes), Hiro Yoshikawa (Co-director, Global Ties for Children) who presented and discussed the effects of the pandemic on children's development and learning.

Panel: *The Return of Children to the Educational Institutions in Colombia*, featured dJaime Vizcaino (Director of Early Childhood, Ministry of Education), Laura Feliza Vélez (Deputy Director of Technical Management for Early Childhood Care at ICBF), and Gloria Tangarife (Preschool Director at George Washington School of Cartagena) who talked about the challenges and progresses achieved in the return of children to public and private kindergartens and schools in Colombia.



Reggio Emilia Conference: *Open Spaces, an Opportunity for Children's Learning and Development*, Lled by Elena Corte (Pedagogist of Reggio Emilia's schools) and Bárbara Quinti (atelierista of Reggio Emilia's municipal schools). This conference underpinned how open and outdoor spaces represent significant learning opportunities for children.





To close the event, we had a panel of experts with the purpose to learn about the progress toward achieving the Sustainable Development Goals (SDGs): 1. No poverty, 4. Quality Education y 17. Partnerships for the goals, through which we can move forward in the objective of offering quality care to children. This panel was attended by:



**CONSTANZA ALARCON**

Deputy minister of Early Childhood, Basic and Middle Education in Colombia



**SONIA CASTILLO**

Moderator for the Early Childhood thematic axis at IIEP UNESCO



**ANDREA ROLLA**

Consultant for the World Bank on early education, Co-Organizer of the ProLEER network



**JAIME URREGO**

National Head of Human Development and Labor Market UNDP Colombia



**LILIANA PULIDO VILLAMIL**

Deputy Director General, Colombian Family Welfare Institute

“ I believe that the **aeioTU 2021 Lab** is a fundamental space that promotes and shares with teachers, parents, and companions, different ways and strategies to foster children’s learning processes, and in this sense, it is an invaluable contribution at this moment of return to schools and school adaptation that we are all facing globally. As for the **“Stories and Scribbles – Meeting Again through the Thought of Children”** installation, it was precisely that, discovering and meeting ourselves again around the thought and logic of children...I found it relevant and magical how the exhibition verbalized, visualized, and felt the children’s thinking through their writings, stories, shapes, and drawings. The arrangement of the space invited people to create, play, and have fun. Emi and I loved it!!”

Nasly - Emilia's mother,  
aeioTU Pasadena



# 2021 Milestones

12.



was launched

**Partnership**  
with **Pacto por la Primera Infancia**, which brings together more than 150 organizations that seek to mobilize different actors for early childhood in Mexico.

**TRUEPOINT**  
Consultancy

The campaign  
"Mochila de Experiencias"  
was launched to raise funds to support the aeioTU's public centers.



We started

to work with the **migrant population** along with the International Organization for Migration (IOM).



The aeioTU centers reopened their doors to offer in-person service to children.



**Creation**  
of the **Consultancies and Projects department.**

**Red@aeioTU**  
was launched



a e i o t ü