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Annual Report 2024

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Victoria Arciniegas
Executive Director

It is with immense pride and excitement that I address you as the new Executive Director of the aeioTU to introduce our Management Report 2024,

a document that not only celebrates the achievements of this past year, but also honors the legacy of those who have built this path full of inspiration, commitment and transformation.

This year marks a special milestone in our history: **16 years of positive impact in Early Childhood!** I would like to take this moment to give a special thanks to **María Adelaida López Carrasquilla**, our former executive director, whose vision, leadership and passion have been the driving force behind our work. who led aeioTU to consolidate its position as a benchmark in early childhood education. Under her leadership, we achieved significant advances such as the consolidation of a sustainable organization, the positioning as a reference in Early Childhood and the strengthening of strategic alliances that have been key in our evolution.

“Mary, thank you for your tireless commitment and for guiding us with love and determination during this journey. Your legacy is a beacon that illuminates our present and inspires us. to continue to grow”

I would also like to express my deep gratitude to our Board of Directors, whose support, commitment and vision have been fundamental in every step of our trajectory. Their leadership and support have allowed aeioTU to continue growing solidly and always keeping the focus on transforming communities through quality early childhood education. Thank you for your trust and for being an essential part of this journey.

Receiving the executive leadership of such an impactful organization is, without a doubt, it's a profound honor, but it is also a challenge that I assume with humility and with the determination to continue the work we have been doing. I know that expectations are high and that the road ahead is full of challenges, but I also know that this is the ideal time to grow and expand our vision, to continue impacting more lives and to continue the work that has allowed us to get this far. 2024 has been year of reflection and strategic planning, as we have recognized that now is the time to expand our impact and project ourselves into new horizons. We have reaffirmed our commitment to transforming the lives of children, their families and their communities.

This year, we worked intensively to consolidate our operations in Mexico, expanding our presence and strengthening our collaboration with local authorities, communities, and strategic allies. With greater strength and focus, in 2025 we plan to scale our impact internationally, bringing our integrated quality solutions to new regions and contexts.

Our goal is to co-create solutions adapted to local realities, while maintaining our essence: an integral approach that puts children at the center, involves their families and communities and builds social fabric.

The achievements of this year would not be possible without the effort and dedication of all the people who, in some way, are part of aeioTU. To our teachers, caregivers and community mothers, thank you for your passion and commitment to the education and care of children. To our families, thank you for your trust and for always standing by us. To our strategic allies, your support continues to be vital to amplifying our impact. And, of course, to our internal team, who, with creativity and professionalism, continue to drive innovation and excellence.

We look to the future with optimism and conviction. We know that the challenges we will face in the process of internationalization and expansion of our impact are significant, but we also know that we are prepared to meet them. **Our vision of a world where every girl and boy has access to a quality education**, regardless of their background, continues to be the guiding principle of our actions.

On behalf of the entire aeioTU family, I invite you to continue dreaming, building and transforming together. This is the time to grow, to be bolder, and to take our mission beyond our borders, because we know that every step we take brings us closer to a world that is more just, inclusive and full of opportunities for Early Childhood.

With all my love,
Victoria Arciniegas
Executive Director aeioTU

Almost 17 years ago, I joined aeioTU deeply inspired and full of enthusiasm and a deep conviction:

Transforming early childhood education is, without a doubt, a way to transform the world. Today, as I write these parting words, I look back and cannot help but feel immense gratitude and deep pride in what we have built together.



María Adelaida López

aeioTU was not just a job; it was my purpose, my school, my home. Here I discovered that true transformation begins **with listening, connecting** and believing in what is possible when we join forces. I learned that every small step counts, that every child has infinite potential, that every family can be **the engine of lasting change**, and that each of us, from our differences, contributes something invaluable to this great cause.

My journey at aeioTU began in the pedagogical foundations, where I sensed how our ideas came to life in the eyes of the children. Inspired by the vision of our founders to bring innovative and high quality education to all, we developed our own educational model based on the Reggio Emilia educational philosophy, with art and play as the central pillar. This work, which contributed to building social fabric and generating opportunities, strengthened my commitment to early childhood education. In the process, I grew as a leader and as a person, learning to make difficult decisions, trust my team and move forward with hope. Today I leave stronger, more aware and full of love for what we can achieve together.

Thinking back over the , I feel that my aeioTU story resonates with The Timayui Mango Story.

In 2009, when building the educational center in Santa Marta, the need arose to create shade for the children. The community proposed planting mango trees, which not only provided shade and fruit, but also became symbols of union, care and transformation. They inspired community projects and shared learning, demonstrating that a simple action can transform lives and strengthen communities from their roots. Like that story, my time at aeioTU feels like a seed that grew in the heat shared dreams, nurtured by the care of a committed and transformative community.

When I arrived, we were a field to be planted, a space of immense possibilities that was begging to be filled with purpose. Together we designed and built a model that not only educates, but transforms lives. Every decision we made, every small change we implemented, was like watering the soil, patiently waiting for the roots to take hold and the branches to begin to spread. Today, I look at this tree and see it lush, strong and full of fruit. aeioTU is not just a place or a pedagogical model; it is a living system, network of people who believe that change is possible and work to build a world that sees children as pea-

ceful, free, happy, full of rights and agents of change in their communities.



I leave with the certainty that this tree will continue to grow, because I leave behind a powerful team, full of passion, conviction and creativity, which has the strength to continue sowing seeds of change, not only in the lives of the , but also in the entire community around them.

Thanks to our founders, Samuel Azout and Nathalia Mesa, who mobilized me to believe in Early Childhood as a vehicle for social transformation. Thanks to aeioTU's board of directors, who support our work.

commitment to bringing innovative and high quality education to all . **Thanks to the entire aeioTU team, the engine that makes possible this great work of building social fabric and generating new opportunities for the future.**

opportunities through Early Childhood Education. Thanks to the families who trust in our work and motivate us to be resilient. Thanks to Reggio Emilia for inspiring us to develop our own educational model that redefines educational paradigms. And thanks to all our allies who have believed in our work and have bet with us for a more empathic, safe and happy world.

With love, infinite gratitude and the certainty that the best is yet to come,

María Adelaida López

Building Alliances for Social Impact and Transformation



During 2024, aeioTU will continue to consolidate and expand our strategic alliances with the public sector, the private sector and international organizations, **strengthening our impact on early childhood in Colombia**. Through collaboration with different allies, we have made significant progress that brings us closer to our vision of transforming the early childhood care and education ecosystems in a sustainable manner and with a systemic approach.

One of the most relevant milestones of the year was :

The beginning of the strategic alliance between **Fundación Cargill, Fundación Pies Descalzos, Innovations for Poverty Action (IPA) and aeioTU**, a partnership aimed at preventing gender inequality and school dropout in Colombia, with a specific focus on the city of Cartagena. Recognizing the complexity of this problem, this alliance seeks to refine a comprehensive intervention model that not only covers early childhood, but also extends to formal education. This model seeks to **improve the quality of education, promote gender equity and strengthen the development of local capacities**.

On the other hand, in alliance with the **ICBF and the Colombia in Peace Fund**, we signed an agreement to strengthen the quality of early education within the framework of comprehensive care. This agreement seeks to promote and implement a strategy that mobilizes **pedagogical collectives, quality reference centers and spaces for experience and pedagogical resources** in territories prioritized by the **ICBF within the Development Programs with a Territorial Approach (PDET, for its acronym in Spanish)**, covering **four departments and 16 municipalities**. This project is part of peace building and contributes to the implementation of the **Peace Agreement signed in 2016 in Colombia**, contributing to the strengthening of education as a fundamental pillar for development and reconciliation in these territories.

This agreement not only reinforces our commitment to educational development in our country, but also lays the groundwork for future initiatives that will continue to transform early childhood education.

Likewise, as part of our strategy to expand and strengthen alliances, in 2024 we consolidated our partnership with Grand Challenges Canada, with the purpose of transforming the Early Childhood ecosystem through an evidence-based intervention model. Thanks to this alliance, **we were able to impact 21,000 , 900 educators, families and community leaders**, and we achieved greater reach with our aeioTU Network in terms of number of members and the development of new quality digital content on early childhood education and care.

Through the communities of practice in **Cartagena, Caquetá and Madrid**, we promoted collaborative work among key actors in the early childhood ecosystem. In Cartagena, efforts were articulated with local government, academia and civil society, promoting initiatives such as Infancia Viva. In Caquetá, alliances were strengthened to guarantee the sustainability of the intervention, and in Madrid, a first pilot project was designed focused on the transformation of educational spaces and the development of teachers' skills.

“ **By 2025, aeioTU will continue to optimize this evidence-based intervention model to take it to other territories, maximizing its reach and effectiveness. Communities of Practice will continue to be a strategic pillar for stakeholder mobilization and public policy advocacy, ensuring that Early Childhood is a priority in local and territorial agendas**”

In Mexico, we have been able to consolidate alliances with organizations, institutions and networks that are working and investing in quality early childhood education solutions in the country. Such was the joint work with the State Secretariats of **Education in Chiapas, Chihuahua, State of Mexico, Michoacan, Nuevo Leon, Puebla, Sonora, Tuc- basco and Yucatan, which achieved more than 5,000 accreditations of teachers and educational leaders**. The organization was also positioned in advocacy spaces such as **the Pact for Early Childhood**, in which aeioTU participates as Focal Point of the National Commission. **Finally, thanks to the recognition of the aeioTU Educational Model by the Ministry of Education in Nuevo Leon, FEMSA Foundation, DEACERO Foundation, FRISA Foundation, United Way Mexico, INDEX Foundation and Lego Foundation, aeioTU** continues to have an impact on children in that country.

These partnerships are a testament to our commitment to children and quality education. We remain steadfast in our mission to transform lives, expand our impact and consolidate aeioTU as a reference in early childhood education internationally.

As we strengthen our operations, we seek to ensure equitable and sustainable access for girls and boys in Colombia and beyond, building a future where education is the engine of change and equity.

Projection to 2025

Our vision will continue to focus on expanding our network of strategic allies, strengthening innovative intervention models that allow us to broaden our impact on early childhood. We will seek to generate synergies with new organizations in the private sector, **government entities and international NGOs**, consolidating our role as leaders in educational and social transformation. We will deepen our relationship with the territories where the **Professional Development Centers (PDCs)** operate in Cundinamarca, Bolívar, Antioquia and Valle del Cauca, strengthening the articulation with local actors to generate contextualized and sustainable solutions. We will also align our initiatives with the **Sustainable Development Goals (SDGs): Education**.



Also contributing to:

- Gender equality
- Building sustainable communities
- Economic growth
- Ensuring that our actions promote a comprehensive and sustainable impact

Likewise, we will promote the creation of communities of practice that allow for greater self-management of early childhood initiatives at the local level. Through these alliances, **we seek to generate more evidence, accelerate our impact with long-term guarantees** and sustainable results. Our objective is to continue promoting the mobilization of key actors in each context, **ensuring the sustainability and scalability of our actions, beyond the direct intervention of aeioTU**. In addition, we will incorporate a public policy advocacy axis, with the purpose of contributing to the design and strengthening of regulations that promote equitable access to quality early childhood education.

Looking ahead, **our focus will be on strengthening access and care for children** through the private operation, enabling greater outreach in Colombia and exploring the international expansion of our direct operation.

With this vision, we reaffirm our commitment to transform lives and consolidate aeioTU as a reference in early childhood education in the region.

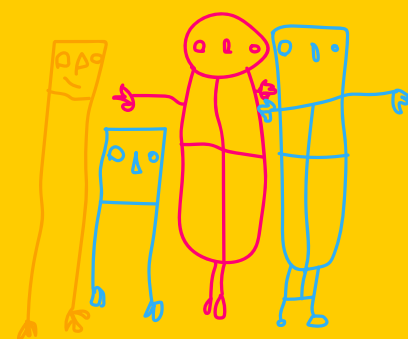
☺ Impact Figures

In 2024 we make an impact:



684.609

Children



17.971

Families



4.487

Educators



78.664

Members of Red aeioTU



77

Educational Centers

During 2024, 8 aeioTU ECD Centers were the scene of countless learning, creativity and love for education, allowing , families, teachers and to dream and build a better future together.

We are deeply grateful to each member of our community for their dedication and support in this journey, which continues to make a significant difference in the lives of our girls and boys



Achievements and transformations in 2024

During this year, we were able to attend a total of **6,317 children in our 8 kin-dergartens**, consolidating our commitment to quality early childhood education.

Each of our kindergartens was a space for exploration and development, where children had the opportunity to learn through play, art and research, in an environment designed to promote their interests and abilities.

Annual impact per ECD Center:



ECD Center	Children
aeioTU Pasadena	564
aeioTU Liceo Boston:	263
aeioTU Salitre:	767
aeioTU Madrid	1.280
aeioTU Engativá:	1.070
aeioTU Kennedy	1.356
aeioTU Suba:	830
aeioTU Fundación Club La Pradera:	187

In addition, we strengthened our relationships with families, who are essential partners in the Educational Experience. This resulted in events and activities that promoted the care, active participation and commitment of families to the education of their , through spaces for dialogue and reflection in family training workshops, family meetings, closings, graduation ceremonies and end-of-year celebrations. These meetings allowed us to strengthen the social fabric and generate joint actions that benefit the entire community, reinforcing the relationship between families and the aeioTU team.

The aeioTU Educational Experience continued to be the driving force behind our pedagogical practices. This year we implemented initiatives that fostered critical thinking, creativity and collaboration among children, families and teachers.

Highlights:

Opening of the "Exploradores Iniciales" on-site courses for children from 6 to 10 months old at the **Pasadena and Salitre** centers. These spaces promote the development of sensory and motor skills, exploration and discovery of the world around them, in a safe and welcoming environment, so that children can develop at their own pace.

Participation of teachers, coordinators and families in the podcast "aeioTU Talk" in order to share their knowledge and experience on various topics to enhance early childhood development and learning:

Season 2:

- Episode 2: The Role of Teachers in Early Childhood
- Episode 3: How do girls and boys learn at aeioTU?
- Episode 4: Families How did we choose the kindergarten for our children?
- Episode 6: Storytelling as a tool to accompany children.
- Episode 7: Quality Interactions.



- Ongoing training for aeioTU center teams monthly pedagogical workshops
- Pedagogical outings for children, articulated with the **NIDOS program**, within the framework of the **international Biennial of Arts for Children**.

Recognitions and alliances

We are proud of the partnerships we have built this year with entities that share our vision of transforming early childhood. These collaborations have been key to expanding our impact and continually improving our educational offerings.

Thanks to the commitment and support materialized in **Decree 1786 of 2021**, which benefits early childhood care programs and services implemented by the Cajas de Compensación Familiar (Family Compensation Funds), through resources of the Fondo Para la Atención Integral de la Niñez y Jornada Escolar (Fund for the Integral Attention of Children and the School Day)

- Cafam aeioTU Madrid ECD Center : March 20, 2024
- Cafam aeioTU Engativá ECD Center: March 26, 2024
- Cafam aeioTU Kennedy ECD Center : April 29, 2024

Also, a **tripartite alliance** was consolidated between **CAFAM, Fundación Zoraida and aeioTU**, to impact **150 children** in the municipality of Madrid, Cundinamarca, through the opening of a ECD Center.

on **March 4, 2024, the aeioTU LB ECD center was opened**, thanks to a strategic alliance with the **Country School Liceo Boston**. The ECD Center is located in the school's facilities and has the capacity to care for **60 children**.

Finally, an alliance was consolidated with **ASOMBRO – Creative Laboratory for Inclusive Teachers**, with the objective of strengthening the inclusive educational quality of the **aeioTU Salitre ECD Center**. Through this collaboration, we provided training and support to teachers in knowledge, tools and competencies to offer a relevant and quality inclusive education to children in early childhood.

A projection into the future

2024 was a year full of learning and achievements that reaffirm our commitment to the children of Colombia. We continue to move forward with determination towards a future where every child has access to a quality education that will transform their lives and those of their communities.

We look to **2025** with enthusiasm, projecting new goals that include the expansion of our coverage with the opening of two **private ECD Center** and one in alliance with **Caja de Compensación Familiar CAFAM**, the strengthening of our **aeioTU Educational Experience** and the consolidation of strategic alliances.

In addition, the **conectTU** platform, which allows for an agile, secure and unified management of the database of children in ECD Center will be updated with a new module. This will allow families to digitally access their children's information, optimizing operational processes such as the **uploading of documents for enrollment**.

We thank all the people who are part of **aeioTU** for their contribution to this journey

As a team, we will continue to build a future filled with of opportunities and hope for our children.



Consultancies

During 2024, the **Consultancy and Projects** Division **consolidated strategic alliances** and developed key interventions to strengthen the pedagogical quality and attention to Early Childhood in various territories of **Colombia and Panama** from the Consultancy line. These alliances have been fundamental for the promotion quality education that transforms child care spaces and contributes to the comprehensive development of girls and boys.



► One of the most relevant consultancies of the year took place in Panama and was aimed at the public early childhood services of the Ministry of Early Childhood. **Development (MIDES)**, in alliance with the **Inter-American Development Bank (IDB)**, in **Development Bank (IDB)**. This consultancy was aimed at developing a training and mentoring curriculum for **MIDES teachers and technical staff**, aimed at improving pedagogical quality in the Comprehensive **Early Childhood Care Centers (CAIPI)**, and was developed through an initial diagnosis and the development of a training and mentoring program, the latter not only focused on strengthening pedagogical quality but also on enhancing the role as of the MIDES technical team of teachers who were part of this process. The intervention was aligned with the **National Curriculum for children from 0 to 3 years** of age and with the pedagogical principles of the aeioTU Educational Experience, guaranteeing comprehensive and high quality care. This collaborative work highlights the importance of continuous training and support for educators as fundamental strategies for transforming early childhood education and strengthening early childhood care ecosystems.

For the consultancies in Colombia, one of the main focuses was capacity building for teachers in different educational contexts.

Thanks to the articulation with the Facatativá Secretary of Education and CAFAM, 60 ECD centers and transition teachers were trained, impacting approximately 1.500.

This training process focused on the articulated use of pedagogy and art in experiences with children and on strengthening aspects related to inclusive education and integral development in early childhood, providing key tools for educational inclusion at these levels. During this training process, teachers reflected on their pedagogical practices and also transformed different paradigms regarding their role in the development process of children in this municipality.

In Medellin, in partnership with Cosmo Schools, a **hybrid training** strategy was implemented **for 38 mentors** and mediators in early childhood care spaces. The training program focused on understanding and implementing research projects as a powerful learning strategy for the development of children, and was developed through practical laboratories and discussions in coordination with aeioTU's **Professional Development Centers (PDC)** in Medellin, located in Aures and Moravia. These centers, recognized for their implementation of research projects in the classroom, contributed their experience and best practices to this process, strengthening the pedagogical quality and providing innovative tools to the participants.

Likewise, at the beginning of the year, in alliance **with Fundación Grupo Social in Cartagena**, a strategy was generated to strengthen the skills of UCG trainers as part of the following initiatives The community mothers empowered their abilities to develop or replicate training and accompaniment processes for others, generating powerful conversations around their transformative and inspirational role for other community mothers in the sector.



In addition, with the **Muzo Foundation**, we developed a consultancy focused on continuing the improvement process in the practice that had been implemented since 2023. For this new intervention, we focused on the implementation of laboratories and group accompaniment in situ, complementing the training carried out the previous year. These group spaces in each of their modalities (**HCB, DIMF, CDI**) focused on the transformation of pedagogical practices through innovative learning strategies, recognition of the environment as a third teacher and reflection on the impact of their role in the development of children. As a result, there was an increase of 48% in the teachers' knowledge, achieving a transformation in the recognition that totally directed or pre-designed activities can limit the capacity of children to be the protagonists of their own learning, thus encouraging their active participation in the construction of knowledge.

Throughout the year, our consulting work has allowed us to generate innovative training spaces, impacting educators, children and communities, consolidating learning networks that strengthen the Early Childhood ecosystem in the territories where we work. The alliances established have been key for the generation of solutions that transcend in time, consolidating high quality educational models and promoting the right to a dignified and transformative education for Early Childhood.

Projects

During 2024, the consulting and project management continued to develop and implement interventions in different cities in Colombia, Mexico and Panama, with the objective of contributing to the transformation of communities through the improvement early childhood education.

From the vision of systemic transformation and quality that we have defined and that has governed our actions, we have been able to generate alliances that share a common purpose of deep trans- formation, development and sustainability.



►In Colombia, with the support of our partner **Grand Challenges Canada**, we developed the first pilot project of systemic transformation in **Cartagena**, which made it possible to generate interventions with key actors at different levels of the early ecosystem, and **allowed the consolidation of the Communities of Practice of Cartagena and Caquetá**, which continue to be active, enabling their members to develop initiatives at different levels of the early childhood ecosystem. The aim of the project is to help the city to align its vision of the city's educational priorities and, together, contribute to influencing. This commitment to systemic transformation in Cartagena continues, in alliance with **Fundación Santo Domingo, in the territories of Bicentenario and Barú**, where Learning Communities have been formed in each territory, allowing for an expanded dialogue on the importance of the **first five years of life for children**, the role of adults and educators, priorities in early childhood education scenarios, and improvements in pedagogical practices.



In addition, **we began the deployment of a sustainable systemic transformation model to strengthen the ecosystem of comprehensive care for early childhood in Madrid, Cundinamarca, in partnership with the Zoraida Foundation**, through innovative, high-quality care solutions and advocacy strategies in the municipality.

Among the results achieved, we highlight the expansion of educational coverage through the itinerant attention model with the implementation of two physical spaces equipped with pedagogical resources, providing attention to 65 children in spaces located in two Community Action Boards in urban and rural areas, for children from 2 to 5 years of age. Community mobilization events called **"Play is for "** were also held, which impacted 321 children and 243 families, promoting integration and learning through play. In addition, the first Community of Practice was created in the territory, with the main focus on promoting the joint construction of strategies among key actors in the territory. All these actions have the vision of expanding to the Sabana de Occidente region and thus contributing to systemic change in the area.

We also continued to develop interventions to guarantee access to educational and care services for migrant children, improving informal care as a means of livelihood. Through the **"Andar, Crecer y Jugar"** project with the support of the **Hilton Foundation**, implemented in **Soacha, Cartagena, Santa Marta and Barranquilla**, we achieved progress in improving knowledge and pedagogical practices through the development of skills for migrant and returned educational leaders, based on **the aeioTU Educational Model**. On the other hand, in conjunction with the **Fundación Eugenio Mendoza**, we accompanied the development of sustainable enterprises of the Líderes Educativas focused on child care services, which continue to benefit children and their families.

During implementation, care was provided to children from 3 to 5 years of age through itinerant care spaces, enabling access to safe environments and favoring their development and learning meaningful and intentional pedagogical experiences and play kits.

In addition, training was provided to families to promote the strengthening of quality relationships and interactions between children and adults, and events such as **"aeioTU to the park"** promoted community integration and highlighted the role of the Educational Leaders, while raising awareness among community leaders about the importance of Early Childhood.

In Mexico, we have been able to contribute to the strengthening of care programs for out-of-school early education services in the state of Nuevo Leon, through a project that was conceived jointly with **the Nuevo Leon Ministry of Education and FEMSA Foundation**, an initiative that responds to the priorities established by the local government regarding the importance of Early Childhood and the need to improve the quality of education provided to girls and boys, in addition to impacting public policy and being a reference for other states. During the last semester of the year, allies who believe in this great commitment to Early Childhood, such as **Fundación DEACERO, Fundación FRISA, and Tecnológico de Monterrey**, joined this project.

We also developed the diagnosis of **118 toy libraries and playgrounds in 30 municipalities of Jalisco and Michoacán with the support of Fondo Unido**, in order to know the status and evaluate the priorities for strengthening services, the information collected allows an approach to the current state of these spaces and seeks to inform stakeholders for decision making.

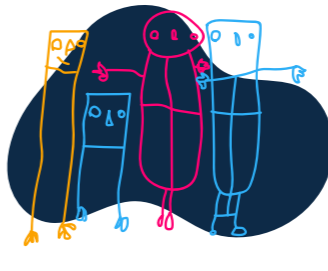
“Our commitment to Mexico is growing every day, and so is our commitment to contribute to the improvement and development of early childhood education working together with partners who share the same objective. ”

Our portfolio has solutions that contribute to current challenges; we adapt and build together with the communities we support.

During this year we made an impact:



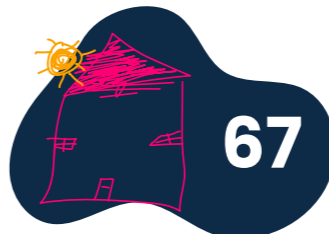
4.420
Educators



15.613
Families



113.775
Girls and boys



67
Educational organizations

Professional Development Centers

The **year 2024** brought to aeioTU the possibility of continuing to accompany **1,830 children and 1,813 families** through direct attention in **7 Professional Development Centers**, located in the cities of **Medellín, Cartagena, y Pradera, Valle del Cauca**.



This was possible thanks to the alliance with the ICBF in Cartagena and Pradera Valle, and with the Buen Comienzo program of the city of Medellín, with who share the mission of providing high care for children in the territories. Likewise, **the Serena del Mar Foundation and the Mayagüez Foundation** were strategic allies in order to continue to close the gaps in the communities of **Manzanillo del Mar in Cartagena and Pradera, Valle del Cauca**, respectively. Thanks to your support, we continue to join efforts to guarantee the best comprehensive care.

During 2024, the Professional Development Centers strengthened their strategy with a systemic vision of Early Childhood, opening articulation strategies with different aeioTU projects and consultancies in each of the territories, where the Professional Development Centers become pedagogical scenarios for reflection, observation, analysis, listening and learning of communities, educators and Early Childhood actors in order to build together empowered communities in order to ensure the best education for girls and boys.

The **Lomas del Peyé Professional Development Center in the city of Cartagena** is increasingly positioning itself as a benchmark of quality in the area, and through the systemic transformation project with Grand Challenges Canada, opened its doors so that, through visits, internships, tertias and training spaces, educators can acquire knowledge, develop skills and improve their pedagogical practice. Educators linked to the learning community of Cartagena participated in these spaces, and, seeking to broaden their impact, educators from areas such as Florencia and San Vicente del Caguán, Caquetá, participated through live transmissions, which allowed them to learn about the center and its practices, and in which in-depth conversations were held on how to provide better quality care in different contexts. **The Lomas del Peyé PDC** also strengthened its vision and practices, becoming a reference for informal caregivers in Barranquilla, Santa Marta, Soacha and Cartagena, who had been carrying out a training program for entrepreneurship in quality child care in the **Andar, Crecer y Jugar** project in alliance with the **Hilton Foundation and the Eugenio Mendoza Foundation**.

The **Professional Development Center located in Ciudad Bicentenario**, has been consolidating itself as a reference center for the territory and has impacted processes in the insular zone, specifically in Baru, for the interventions carried out in conjunction with the **Santo Domingo Foundation**. With its pedagogical practice, research projects and the Centro Bicentenario strategy, it has been of materials, it has promoted community play spaces, which consolidate and strengthen the practices of families and caregivers, enabling a better understanding of the more comprehensive education that transcends the walls of the Center. The CDP Bicentenario, had the privilege of

receiving members of the AFE, to present their initiatives, as well as the **Materials Center**, which is open to the community. and the community in general, seeking to promote the reuse and reuse of the The project is aimed at providing educational, learning and development material for the children of the territory

In the city of Medellín we also obtained important achievements, the **Buen Comienzo – aeioTU Aures center**, received for the third consecutive year the award for one of the best educational practices in the city, through the research project "My dad works with bricks and mortar", which not only widely developed the potential of children, but also involved families and the community from an everyday issue that is part of the city: **"My dad works with bricks and cement"**, which, not only widely developed the potential of girls and boys, but also, involved families and the community from an everyday topic that is part of the culture and reality of the context, and that, became the best learning opportunity, reflecting an important articulation with the high quality pedagogical principles promoted by Buen Comienzo. Also in articulation with the projects and consultations, the **Good Start centers Aures and Moravia aeioTU** opened their doors to make possible the consultancy with Cosmo School, where 38 mentors and mediators strengthened their capacities in the research projects as learning strategies through visits to the centers, trainings and conversations among peers that were key in the process.

Finally, it is worth highlighting the commitment of the Professional Development Centers to the achievement of several processes that show the effort for high quality, through some impact figures:

92.8%

Average developmental and learning outcomes for girls and boys.

90%

Average results of healthy operating headlights.

95%

Average results of family satisfaction surveys.

89%

Average results of organizational climate surveys.



2024 was a year of important achievements and consolidation for the aeioTU Network.



► In March, the **aeioTU Network** unveiled a new image, improving the categorization of its content and facilitating navigation, in order to provide users with a more user-friendly and efficient experience. The job offers section, launched at the end of 2023, achieved outstanding results in 2024, receiving 10,670 resumes and 8,808 applications for published vacancies, demonstrating the impact and scope of this new functionality.

During the first semester of the year, we launched the diploma course **"General knowledge for comprehensive early care"**, a 100-hour program designed to provide teachers, **caregivers and students** with essential concepts and tools for the care and attention of children under 5 years of age. This diploma course seeks to strengthen care and upbringing practices, emphasize the importance of proper feeding and nutritional education from infancy, and incorporate tools for the prevention of violence and diseases prevalent in this stage of life, all from a differential approach.

Thanks to the support of the LEGO Foundation, 67 aeioTU employees participated in training under the DPro methodology, which certifies best practices and tools in the management of programs and projects in the social sector, thus improving our ability to generate impact.

In alliance with Fondo Acción, we completed the training of **92 educators** in Boyacá with the diploma program **"Nature conservation from the everyday life of "**, which integrated projects related to environmental care, including alliances with **entities such as the ICBF, Corpo Boyacá, Corpo Chivor and the Iguaque National Reserve**, which allowed us to extend the impact of these projects beyond the training itself. We also initiated the diploma program **"Nature-based solutions: Early Childhood and co-creation of possible territories"**, a training program for 48 educators in Cordoba, under an approach that promotes the sustainable use of natural resources and seeks to solve the social and environmental challenges of the communities.

In the first half of the year, the Instituto Tecnológico de Monterrey conducted an evaluation of the **aeioTU Network** to measure its impact. The results of this process, in which more than **2,800 people** participated, confirmed the positive impact of our platform, highlighting its flexibility, pedagogical quality and transformation in the participants' approach to early childhood learning.

In the second half of the year, we established an **alliance with the VélezReyes+ Foundation** to develop a technological solution aimed at caregivers of children in the home environment. This tool, powered by artificial intelligence, will enable them to strengthen their care practices, manage their business and generate pedagogical plans adapted to the children's interests.

“Thanks to a partnership with the Secretariat of Education of Bogota, we were able to get 850 educators from the first grade of primary school in Bogota. Children will be certified in different courses of the aeioTU Network, during a three-day training day”



In July, we participated as speakers at the Pediatrics Congress of the Children's Hospital of Mexico, presenting the talk **"Developmental Pediatrics: Fostering Parenting"**, where we invited Mexican pediatricians promote learning through play and positive interactions between adults and children.

During the second semester of the year, **we trained 37 educators** from **Cosmo Schools in Medellín** through the diploma program **"Learning from research projects in Early Childhood"**, a program The objective of this

training program is to help educators understand how to help children develop research projects based on their interests as a fundamental strategy to enhance the learning process.

As part of an **alliance with Fundación Alpura and Fundación Index in Mexico**, we trained **314 educators** from the Chihuahua Institute for Comprehensive Child Development, through the diploma course **"Approaching the aeioTU Educational Experience"**. This hybrid virtual training focused on strategies of play, exploration, art and documentation as learning tools.

During the last quarter of the year, our partner **ChangeX provided scholarships to 50 educators from the Uriel Foundation and the Center of Studies for the Blind in Mexico**, who completed a diploma course on our educational model, with positive results that were translated into the spaces of their educational centers and their daily practices with children.

Over the course of the year, we certified **5,503 educators** in the virtual workshop **"Favorable environments for learning through play"**. This 20-hour training workshop is part of the Pedagogy and Play Collection, developed jointly with **Fundación Robotix and Educación para Compartir**, thanks to the support of **the LEGO Foundation, and was approved by the Ministries of Public Education of 7 Mexican states: Chihuahua, Estado de México, Nuevo León, Michoacán, Puebla, Tabasco and Yucatán**. During the closing event, held in Mexico City in December, the results of the evaluation were presented to 10 participating organizations, and we had presence of 18 media outlets that published the results in 26 articles/interviews in different media.

Within the framework of the virtual workshop **"Favorable Environments for learning through play"**, two demonstration training spaces were delivered to the Ministries of Education of the states of **Nuevo León and Puebla**. These training spaces will continue to be used by the educators of these entities to strengthen the knowledge of their **teachers and educational leaders during the next two years**.

Within the framework of the **"Rio, Juego y Aprendo"** project, developed together with the **Ministry of National Education, the ICBF, the Pies Descalzos Foundation and the Universidad de los Andes**, our team developed a diploma course on quality interactions, pedagogical environment and learning through the **"Rio, Juego y Aprendo"** project.game. This training program will be available in 2025 for free on the Red aeioTU platform, as well as on the Colombia Aprende and Avispa platforms of the MEN and ICBF, respectively.

Additionally, in collaboration with **Global School Leaders**, we developed a digital version of the course **"Effective Leadership: Cultivating a Culture of High Expectations,"** which will also be available on the aeioTU Network in early 2025, benefiting educational leaders throughout the region.

We are happy for the achievements we have made during 2024 and the impact our work is having on the thousands of educators who continually join the Network and benefit from our training programs. **Looking ahead, we hope that 2025 will be a year in which we will be able to develop new ways of accompanying teachers, caregivers and families**, so that together, we can continue to transform our work.





During 2024 we closed the implementation of this project in the department of Caquetá.

It began in 2021 in 10 municipalities of the department with the purpose of contributing to the **improvement of the quality of education for girls and boys gestation to 8 years old**, by means of learning through play. This was product of a joint initiative between **aeioTU, the Pies Descalzos Foundation and the Faculty of Education of the Universidad de los Andes, with the support of the LEGO Foundation.**



To close the project, a redesign was made of the qualification and approach to, and a training strategy for leaders, based on the lessons learned during the revious 3 years. Likewise, 3 work fronts were determined, oriented to:

- 1. Adjust the contents of the qualification plan to strengthen the pedagogical practice of educators based on the results of the evaluation conducted by the Faculty of Education of the Universidad de Los Andes.
- 2. Carry out a field implementation of the adjusted version and evaluate its results, in order to test improvements incorporated.
- 3. Develop an advocacy effort to connect the local leadership teams with the proposed systemic impact and their commitment to sustainability.

During the year, actions were carried out on the following work fronts:

Leaders Committed to Quality

A strategy was designed for the implementation of the adjusted version of the Teachers' Qualification Program, to involve educational leaders from the very beginning with a training and support proposal focused on their needs, in order to provide them with tools to promote the improvement of the quality of early childhood education, actively involving the educational community and impacting pedagogical practices, interactions, learning and the development of children.

To this end, the strategy had 5 action fronts for each institution involved:

- 1. Accompaniment plan for educational leaders.
- 2. 2 scholarships per institution for the Early Childhood Leadership Program.
- 3. Implementation of the qualification plan for early childhood (up to third grade).
- 4. 2 grants for Play as the Center of Pedagogical Practice
- 5. Strategy for strengthening pedagogical environments.

For the implementation of this initiative, a call was launched in January for each educational leader to present a proposal for joint work with Río, Juego y Aprendo (RJA). Thirty-one applications were received, from which nine educational institutions and one Child Development Center (CDI) were selected.

The training and accompaniment proposal for educational leaders was able to articulate the contents of the SUMA program, with leadership tools for work teams (Empowering People in the Workplace) of the Positive Discipline Association, and the development of 2 of the 6 high impact actions of the Global School Leaders program: 1. Culture of High Expectations and 2. In the implementation of the teachers' qualification plan, there were 31 participants during the 5 training cycles, from March to October 2024. The evaluation identified positive trends in the changes generated in pedagogical practice. The participation of the leaders made it possible to achieve a level of involvement of more than 83% among educators. In turn, the strategy of strengthening environments allowed an intervention in the pedagogical spaces of 5 educational institutions, where needs were

identified based on the observation of teaching practice, a training process on the pedagogical environment was carried out, and, with the support of the educational community, the adaptation and provisioning was carried out, which allowed transforming the educational environments into more dynamic, participatory and child-centered spaces.



Leadership for Early Childhood Program – SUMA 2024

The fourth cohort of SUMA, the Early Childhood Leadership Program of the Faculty of Education of the Universidad de Los Andes, funded by Río, Juego y Aprendo, was held between April and June 2024. This course was aimed at public policy makers, with a focus on early childhood education and educational policies, with power and decision-making capacity in the public and private sectors, at the national and territorial levels.

A total of 40 people participated, 29 from the department of Caquetá and 11 from other regions such as Cartagena, Bogotá and Funza; most of them were teachers' directors of educational institutions (48%), followed by people working in governmental entities (33%) and foundations (19%). The participants, organized in 9 work teams, designed solutions that respond to diverse problems that can influence the integral development of early , aimed at promoting reflection and training of teachers and families in order to provide them with the tools to carry out quality interactions that promote the development of the brain architecture of , as well as to improve the quality of early education.

This course in its four cohorts has been fundamental to install capacities in leaders and to influence the development and implementation of public policies and promote evidence-based solutions in the communities of practice in Caquetá and Cartagena.



Play as the Center of Pedagogical Practice

For the second consecutive year, scholarships were financed for the participation of 37 teachers from Caquetá in the course offered by the Faculty of Education of the Universidad de Los Andes, which strengthens the pedagogical practice of teachers by providing them with an understanding of the central concepts of child development sciences and the role of play in the development of children.

The course was held in the city of Florencia in August 2024 and invited teachers from rural and urban areas of Caquetá, in order to promote the sustainability and scalability of the model, offering them key conceptual tools to encourage the adoption of pedagogical practices based on play within the institutions and, in this way, enhance the integral development of children.



Re-Crea Center

The ReCrea Center was an initiative carried out in 2024, led by the Secretary of Education of Florencia and the San Francisco de Asis Educational Institution, with the support of Río, Juego y Aprendo. The purpose was to create an innovative space focused on the transformation of materials in the environment, promoting pedagogical experiences based on research, learning and play.

On August 27, the ReCrea Center officially opened its doors to teachers, educational agents, families, children and local leaders. In this space, the community can learn about and participate in workshops, integrating the creative use of materials with research, learning and play. In this way, pedagogical experiences and practices are mobilized based on the variety of resources available, reinforcing the link between play, education and environmental awareness. During 2024, this center involved 119 educators in charge of 18,000 children between 3 and 6 years of age in the municipality of Florencia, and 10 multisectoral actors were involved in the process.

The inspiration taken from the Centro aeioTU Ciudad Bicentenario in Cartagena demonstrates that, with local alliances and community ownership, it is possible to promote significant transformations in pedagogical and environmental dynamics, benefiting children and the educational community of Caquetá.



Territorial and national impact

In view of the transition in the local government, strategic actions were taken since 2023 to generate links with the new administration of the department of Caquetá and the municipality of Florencia. The objective was to accompany the formulation of the territorial development plan so that play and early education would be made visible with concrete actions and resources, as well as to generate spaces for the participation of children.

In 2024, the project directly aligned its advocacy strategies with the participatory spaces, integrating the new officials who took office after the change of local governments at the beginning of the year. Two meetings were held in which children and adolescents analyzed

They presented proposals aimed at transforming Florencia and the department of Caquetá into territories committed to the full promotion of their rights and well-being. These proposals were submitted to the departmental and municipal cabinet for incorporation into the development plan. In addition, the local authorities reaffirmed their commitment to children by signing a manifesto supporting the recommendations made by the children.

On the other hand, for the third consecutive year, RJA was part of the NiñezYa steering committee, leading the issues associated with early childhood education and participating in the game table. Within the framework of this alliance, this project led the elaboration of the chapter on early education in the virtual course for decision makers of the Escuela Superior de Administración Pública (ESAP), the elaboration of the balance of the 2 years of Gustavo Petro's government, the report on the 35 years of the Convention on the Rights of the Child, among other actions that allowed strengthening the advocacy channels at the territorial and national level



Quality conversations

Río, Juego y Aprendo, together with NiñezYa organized the third quality conversation, which took place on July 29, 2024 with the participation of Cristian Fabbi, president of the Reggio Children Foundation, as keynote speaker and presented the report of Colombia (regional) on "progress and challenges of public policy in Early Childhood", as well as the preliminary findings on Early Childhood in the territorial development plans made by the elected officials for the period 2024 - 2027.

Partnership with aeioTU Network for sustainability and scalability of RJA

A hybrid version of the qualification plan for teachers was developed, which provides the training component through videos and digital content. This tool can be found in the aeioTU Network. Also, a diploma course was developed for the Ministry of Education and the ICBF on "Quality interactions, pedagogical environment and learning through play", which will be available on the Colombia Aprende (MEN) and Avispa (ICBF) platforms and the aeioTU Network, to support the qualification processes of human talent working with Early Childhood in the country.

Closing of Río, I Play and Learn

The project officially closed with an event in Florencia on November 6, 2024 with the participation of teachers and educational leaders from Caquetá, the Departmental and Municipal Secretary of Education, delegates from the Ministry of Education and members of the Río, Juego y Aprendo steering committee, as well as the project's human talent. This space was an opportunity to recognize the achievements, installed capacity and challenges of the Early Childhood ecosystem in Caquetá.

Río, Juego y Aprendo leaves a legacy of transformations in the early childhood ecosystem in Caquetá, as well as a series of documents, resources and tools to promote the transformation of pedagogical practices and the integral development of early childhood with learning through play



The tenth edition of the aeioTU Laboratory was held from October 15 to 17:



Dialogues that transform quality interactions

In this edition, the Lab focused on **strategies to promote a more inclusive, affective and stimulating learning environment**, highlighting the fundamental role of quality interactions in the integral development of Early Childhood.

The event had **a total reach of 2.300 people and brought together 1.831 attendees connected virtually**. The program included three workshops, a discussion forum and two talks, with the participation of speakers and attendees from **Colombia, Mexico and other countries in the region**.

Impact

	Scope	Interactions	Connected
	24.020	12.524	1.780
	14.230	1.931	995
	3.845	169	21
	16		

***Reach:** Number of people who viewed the content.

***Interactions:** Total number of actions users perform in relation to the content (likes, comments, shares).

***Connected:** Number of people who participated in the live sessions.



3 Workshops 1 Tertulia 2 Discussions

2.300 Registrations 1.831 Assistance



🦋 Milestones 2024 🦋

Opening of the
ECD Center
aeioTU – LB



Alliance with
ICBF and FCP



Opening of the 3
news ECD
Centers with



Project start **Cargill** +
Fundación Pies Descalzos.



1 of them in a tripartite
alliance also with



Alliance with the Foundation
velezreyes+

Red@aeioTU

**Launching of the
diploma course**

"General knowledge for
comprehensive early
childhood care".