



**aeiotü**  
**Annual**  
**Report**  
**2025**

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# Who we are

With **18 years of experience**, aeioTU is a recognized leader in Latin America and the Caribbean for **high-quality early childhood education, educational innovation, and advocacy.**

Since 2008, we have worked to improve the **quality and accessibility** of early childhood education by operating ECD centers directly, providing professional development, fostering innovation, and collaborating systemically with governments, communities, and strategic partners.

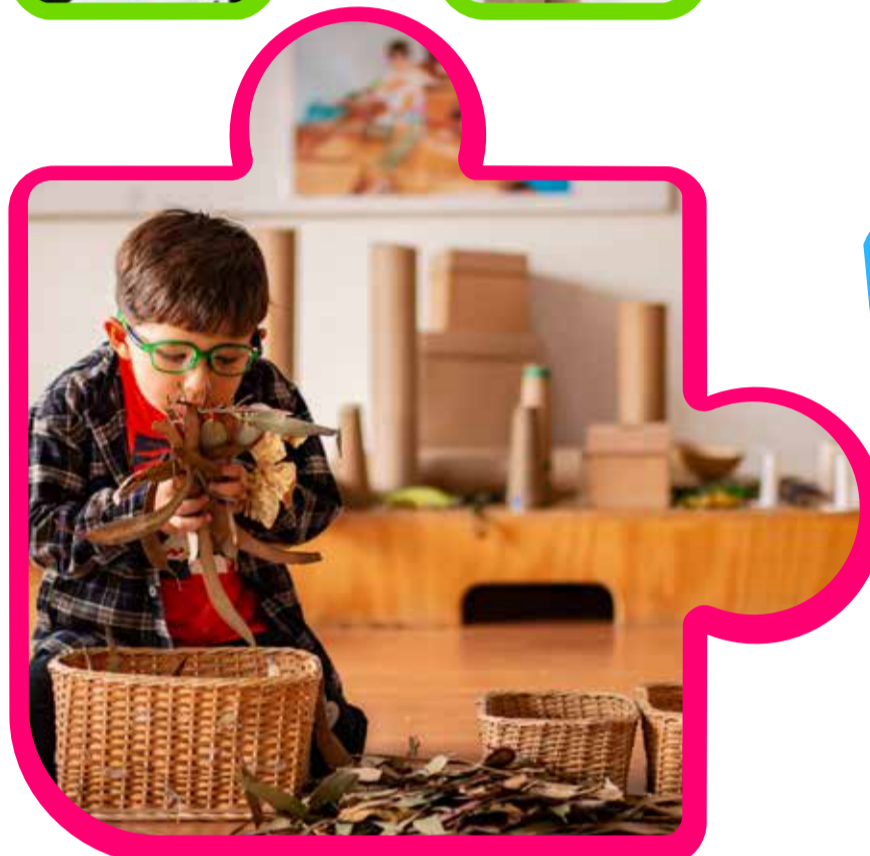
## Our Educational Experience

We use our own methodology inspired by the **Reggio Emilia approach.**

- Art, play, exploration, and research are the core pillars of learning.
- Learning is based on children's interests and questions.
- Purposefully designed learning environments and high-quality educational relationships.
- Interaction as a driver for comprehensive development.

## Our Purpose

**“To transform communities in a systemic, innovative, and sustainable way, developing the potential of children based on a core pillar: quality”**



# How we Work

To ensure quality and scale up our impact, we have two strategic lines.

## 1. aeioTU centers

Run ECD centers + a Learning Lab.

- Public, private, and partnership-based ECD centers.
- High-quality educational environments
- Spaces to test, assess, and refine practices.
- Transferring learnings to other contexts.

## 2. Innovation and Quality

### Cost-effective scaling

- Capacity building:** Foundational learning and space transformation (formal and informal care)
- A harmonious transition to formal education** and educational continuity by working with families and communities.
- Curriculum development based on evidence**
- Public policy advocacy:** active participation in Colombia's national early childhood policy, De Cero a Siempre.

**Our commitment:** to scale with quality through technology

### Our lever for efficiency and measurement

- aeioTU Network:** Large-scale sharing of teaching and parenting practices.
- ConectTU:** Data for informed educational decisions and impact measurement.



## 2. Our impact in numbers

**2,402**  
Children  
Direct impact  
2025

**395,874**  
Children  
Indirect impact  
2025

**53,583**  
families  
in 2025

**10,235**  
Teachers  
in 2025

**13,916**  
Network users  
2025

**750**  
Educational  
spaces 2025

**2,314,304** Children  
historical accumulated **aeioTÜ**

## 3. Our Team



**436**  
people

**31**  
Men

**405**  
Women

**199**  
Women  
teachers

In 2025, our human talent once again became the main enabler of the quality and coherence of our pedagogical approach. More than just a number, the 436 people who make up aeioTU represent a professional community that learns, transforms, and sustains each experience in the field with rigor and sensitivity. The majority participation of women (405 out of the total team) reflects not only a reality of the early childhood education sector, but also an ethical and professional strength that accompanies the children daily in their development processes. They are women and men who, from different roles, embody our purpose with commitment, training, and a vocation for service; among them, 199 teachers who lead pedagogical processes with excellence and a deep conviction in the potential of early childhood.

At aeioTU, we understand that nurturing, developing, and empowering this talent is an institutional priority. Strengthening those who support the development of children is, at its core, strengthening the future of the country.

## For years, the debate on early childhood has revolved around a relatively simple question:



### How can we expand coverage?

Today, we know this question is not enough.

The evidence is clear and consistent: when quality is not ensured from the beginning of life, inequalities not only emerge early but also accumulate over time and resurface later as interrupted educational trajectories, fragile learning, and missed opportunities. This is not an isolated issue limited to one country or region. It is a structural challenge faced by early childhood education systems worldwide.

*“At aeioTU, we have been working for 17 years based on a deep conviction: the most cost-effective way to improve future outcomes begins in early childhood, and it starts with ensuring quality.”*

For us, **2025 was a year** of consolidation. It was a year in which we confirmed that quality is not an abstract ideal, but rather a practice that is cultivated—or lost—in every interaction, environment, and educational and care-related decision. **Throughout this report, you will find figures, projects, and regions.** However, behind every number lies a clear commitment to putting children first and recognizing that caring is educating, too.

**Our work in public, private, and partnership-based ECD centers; capacity-building for educators and caregivers; the transformation of spaces; collaboration with families, communities, and institutions; and the generation of evidence to support informed decision-making all follow the same logic: quality cannot be sustained by addressing just one part of the system.**

That is why, at aeioTU, **we talk about systemic change.** Rather than viewing it as an aspirational concept, we see it as a concrete way of working. **We achieve this by connecting stakeholders across the system, supporting educational transitions, integrating well-being and learning,** and building local capacity. This ensures that quality becomes embedded within the system itself, rather than depending indefinitely on a single project.

In **2025**, we also reaffirmed that quality cannot exist without care. Caring for children, for the adults who support them, for the environments in which they grow and learn, and for the communities that surround them is the foundation upon which meaningful and sustainable educational experiences are built. **Caring means recognizing the dignity of every child and every adult who supports them.**

As we look ahead to 2026, our responsibility is clear. **The challenge is no longer determining what works;** the evidence exists, policies are in place, and the technical capacity has been demonstrated. **The challenge is to scale up effectively, without compromising quality,** without fragmenting care, and without diluting the impact. Deepening what we have built, replicating models that work, and continuing to take the risk of innovating responsibly are all part of our commitment.

In this context, **2026 will also be a pivotal year for advancing our internationalization strategy.** We aim to establish TU as a leading authority and trusted voice **in early childhood education across Latin America and the Caribbean** and contribute with evidence, practice, and experience to the regional dialogue. At the same time, we are proud to see aeioTU Mexico formally established as an organization in that country, strengthening our presence, governance, and international reach. This step represents not only institutional growth but also the consolidation of a model that transcends borders and reaffirms our commitment to the systemic transformation of early childhood education in the region.

This report reflects our accomplishments in 2025. Above all, however, **it reflects an organization that learns, questions itself, and continually adapts to sustain a deep ethical commitment to early childhood.** None of this would be possible without the dedication of the teams who bring our work to life every day, the trust of our families and communities, and the public institutions that work alongside us to build more equitable systems.

**I would like to express my sincere gratitude to our Board of Directors for their strategic guidance, long-term vision, and ongoing support. I would also like to thank the international cooperation organizations and global partners who have believed in aeioTU and invested in quality as a catalyst for change. Systemic transformation cannot be achieved alone. It is built through collaboration grounded in trust, shared responsibility, and a common vision for the future.**

We move forward with the firm conviction that investing in the quality of early childhood education is a decision profoundly human, strategic, and urgent. **We remain committed to doing our work well,** guided by care, evidence, and collective action.

*With gratitude and hope,*  
**Victoria Arciniegas**  
Executive Director aeioTU





In 2025, aeioTU consolidated the **operation and support of private, partnership-based, and public ECD Centers**, ensuring high-quality early childhood education aligned with the **aeioTU Educational Experience** and consistent with the guidelines of strategic partners and public entities.

In addition to providing direct care, the **ECD Centers serve as organizational learning** environments where teaching practices are strengthened, relationships with families are built, and quality standards are set for the system.

## Private ECD centers

### Objective

Establish aeioTU's private **ECD Centers as leading institutions in high-quality** early childhood education, pedagogical innovation, and sustainability, while promoting inclusion and educational diversity.

Private ECD Centers ~~~~~>



Pasadena - Alhambra



Salitre - Modelia

### 2025 Milestones:



Visit of international experts from **Harvard University—Reimagining Early Childhood Education (Project Zero)**—to the Pasadena - Alhambra ECD Center, in recognition of the excellence of the pedagogical model.



**Completion of the ASOMBRO Project:** Creative Lab for Inclusive Educators, which strengthens inclusive pedagogical practices at the Salitre - Modelia ECD Center.



Educators and families participated in the **aeioTU Lab's "Weaving Communities"** program, which promoted relationships, reflection, and shared responsibility.

**Impact Figures –**  
Private ECD Centers 2025

**1,303**  
children served

**87 %**  
average coverage compliance

**95 %**  
of child development indicators met

**31**  
People connected to employment

# Partnership-based ECD Centers



## Objective

Strengthen and expand the operation of ECD centers in partnership with CAFAM, ensuring access to high-quality early childhood education by implementing the aeioTU Educational Experience and the use of FONIÑEZ resources.



Suba



Kennedy



Engativá



Madrid



## 2025 Milestones:



Ongoing team professional development through monthly pedagogical training sessions.



Educators and families participated in the aeioTU Lab "Weaving Communities".



Educational outings coordinated with the NIDOS program.



Strengthened partnership between aeioTU and CAFAM, ensuring full compliance with the partner's requirements.



Collaborating with IDRD to support children's motor development.



Participation in the 14th CAFAM Early Childhood Education Forum.

## Impact Figures – CAFAM Partnership 2025



# Public ECD Centers

Program

Buen Comienzo



**Objective:**

Ensure comprehensive, high-quality care for children aged three months to five years through the implementation of the aeioTU Educational Model in conjunction with the Buen Comienzo program.



2025 Milestones



**Stabilize the operation and align it with the program's quality standards.**



**Pedagogical recognition of the model and growing international visibility, with visits from Harvard University and Nurture First.**



**aeioTU received the Nota de Estilo Distinction from the Medellín City Council for its contribution to early childhood since 2011 through Buen Comienzo.**



**Quality results exceeding 94% and 100% coverage.**

Coverage compliance

Aures, Moravia  
Doce de Octubre

Impact Figures – Buen Comienzo 2025



Partnership with



**Objective:**

Strengthen high-quality public ECD centers in **Cartagena and Valle del Cauca**, thereby helping close access and quality gaps and reinforcing territorial coordination.



2025 Milestones:



**Optimize the Integrated Early Childhood Care Package to enhance operational and cost efficiency.**



**Expand age coverage to include one-year-olds in Palmira.**



**Coordination with private partners and strategic projects, positioning ECD Centers as transformative community hubs.**



**Development of quality monitoring tools aligned with the aeioTU Educational Model and ICBF guidelines.**

Impact Figures – ICBF 2025



In 2025, aeioTU early childhood centers strengthened their role as **platforms for quality, learning, and local coordination**—integrating direct service delivery, pedagogical strengthening, and operational sustainability—while positioning themselves as leading references for the transformation of early childhood education across diverse contexts.

# Innovation and Quality

The **Innovation and Quality** unit is **aeioTU's primary lever for cost-effective scaling**, focused on strengthening capacities, generating evidence, transforming learning environments, and influencing both public and private early childhood systems. Through strategic projects and specialized consulting, we transfer knowledge, support key stakeholders, and promote sustainable solutions grounded in pedagogical quality, data, and continuous learning.



**Funding Partner:** The Three Summers Fund.

**Implementation Partners:**



### Objective

Refine a scalable model to strengthen local and community capacities, promoting educational continuity from early childhood through secondary education, with a systemic approach and a gender perspective.

### 2025 Milestones

- Design and launch of the **TREN model** through co-creation and territorial piloting.
- Coordination with **ICBF and the Cartagena Department of Education** to align the model with institutional priorities on harmonious transitions and educational continuity.
- Pilot implemented at the **Pies Descalzos Educational Institution** and the **aeioTU ECD Center Lomas del Peyé**.
- Development of learning cycles aimed at **understanding**, piloting, measuring, and refining interventions addressing absenteeism and school dropout.
- Launch of the **Early Childhood Community of Practice** in Cartagena, fostering interinstitutional coordination.

### Impact Figures – Pilot 2025

**272**  
children reached  
(indirect impact)

Improvement in pedagogical quality for educational continuity: **+50%**

Beneficiary satisfaction: **97%**

**17** Teachers **3** families **2** educational leaders

## Projects

**PLAY 2.0 | aeioTU**

**Funding Partner:** LEGO Foundation

**Research Partners:**



### Objective

Strengthen Monitoring, Evaluation, and Learning (MEL) capacities to improve the quality and impact of operations through the use of tools such as ENGAGE and IDELA.

### 2025 Milestones

- Processing and analysis of data collected through ENGAGE and IDELA to inform the final version of the instruments.
- Hosted the **Learning Community led by EDC in Medellín**, with participation from researchers and practitioners from Africa and Asia.
- Presentation of results at **high-level international forums**: CIES 2025 and the UKFIET Conference 2025.
- Strengthened **aeioTU's institutional MEL strategy**
- Initiated the update of the **ConecTU** instrument in collaboration with Universidad de los Andes.

Research-based project.  
No direct impact figures reported in 2025.

Aprende y Transforma | **Phase II**

**Funding Partner:**



### Objective

Deploy a sustainable systemic transformation model for early childhood, integrating capacity building, enhancing learning environments, and advocacy.

### 2025 Milestones

- Training and pedagogical support for early childhood and transition educators, as well as informal caregivers.
- Transformation of learning environments into safe, welcoming, and intentionally designed pedagogical spaces.
- Implementation of **Learn and Transform in the Park**, to promote community engagement and shared responsibility.
- Consolidation of local learning communities.
- Preparation of **Phase III (2026)** focused on long-term sustainability.

### Impact Figures

**2,823**  
children reached  
(indirect impact)

**117** Teachers **240** families

Improvement in pedagogical practice: **+48%**

Satisfaction:  
Teachers **94%** Families **90%**

## Training for Informal Caregivers

### Funding Partners:



### Implementation Partner:



### Objective

Strengthen the quality of early childhood care through caregiver training and the strategic use of technological tools.

### 2025 Milestones

- 🔄 **Certification of the first cohort of caregivers** in pedagogy, entrepreneurship, marketing, and finance.
- 🔄 **Use of technological solutions for pedagogical planning**, accompaniment, and child development follow-up.
- 🔄 **Preparation of over 100 child** development follow-up reports.

### Impact Figures

**183**  
children reached  
(indirect impact)

**61**  
Caregivers  
trained



## Transformation of the early childhood care ecosystem

### Funding Partner:



### Implementation Partners:



### Objective:

Transform informal childcare in vulnerable contexts by professionalizing and dignifying caregivers, particularly those from migrant populations.

### 2025 Milestones

- 🔄 **Implementation of a phased** model in Medellín, Cartagena, and Cundinamarca.
- 🔄 **Training in intentional** caregiving, pedagogy, entrepreneurship, marketing, and financial management.
- 🔄 **Providing support to strengthen** the financial sustainability of childcare spaces.
- 🔄 **Integration of digital** tools for planning and tracking child development.



### Impact Figures

**651**  
children reached  
(indirect impact)

**236**  
caregivers currently  
participating in the  
program



## Consulting

### Fundación Apoyar – Co-developing Innovative Models

### Partner:



### Objective

Strengthen early childhood services through the co-creation of a tailored pedagogical model, based on the **aeioTU Educational Experience** and aligned with the Foundation's institutional approaches.

### 2025 Milestones

- 🔄 **Completion of the curriculum** advisory process initiated in 2024.
- 🔄 **Co-creation of a contextualized curriculum** that integrates Escuela Nueva, popular education, and psychosocial approaches.
- 🔄 **Development of an emerging and flexible** pedagogical model

### Impact Figures

**1,602**  
children  
reached

**35**  
teachers and community  
mothers trained

## Liceo Boston – Opening and launch of an Early Childhood Center

Partner:



### Objective

Support the establishment of an ECD center, integrating the aeioTU approach with the school's educational model.

### 2025 Milestones

- Specialized pedagogical support through a flexible advisory model based on an hourly package arrangement.
- Design and setup of educational learning environments.
- Virtual training for the pedagogical team aligned with SDIS guidelines.

### Impact Figures

Capacity to serve  
**15 children**

**2** teachers and leadership team members trained

**30** hours of specialized technical assistance



## Education Secretariat of Zipaquirá – Teachers in Movement

Partner:



### Objective

Strengthen the knowledge and practices of educators serving children aged 0 to 5 through a combined theoretical and practical training approach.

### 2025 Milestones

- hour in-person training process delivered over five months.
- Participation of teachers from public educational institutions in the municipality.

### Impact Figures

**64** teachers trained

**1,280** children reached

**10** public educational institutions participated.

## Fondo Acción - Córdoba

Partner:



### Objective

Strengthen pedagogical and community initiatives through a nature-based solutions (NBS) approach.

### 2025 Milestones

- Completion of a 120-hour certificate program.
- Developed pedagogical, community, and environmental proposals.
- Interinstitutional coordination at the local level.

### Impact Figures

**960** children reached

**48** Graduated teachers

**27** Proposals were developed.



## UNICEF México - Chiapas

Partner:



### Objective

Transform learning environments in ECD centers through the transfer of methodologies, training, and on-site support.

### 2025 Milestones

- Comprehensive intervention in six ECD centers (CAI) in Tapachula, Tuxtla, and Palenque
- Delivered both virtual and in-person training tailored to different participant profiles.
- Participatory transformation of learning environments.
- Approval of an amendment to expand the initiative in 2026.

### Impact Figures

**6 CAI**  
Intervened

**103**  
Trained teachers

**536**  
children reached

Expansion to 6 new centers planned for 2026

*In 2025, the Innovation and Quality unit further strengthened aeioTU's position as a regional reference in knowledge transfer, evidence generation, and capacity building, demonstrating that impact can be scaled without compromising pedagogical quality.*



## Pacto Global ONU – Red México / ONU Women



Pacto Global  
Red México

### Objective

Design and implement a play-based learning space and a lactation room for the 2025 Annual Sustainability Meeting.

### 2025 Milestones

- Implementation of a play-based learning space with dedicated learning corners.
- Setup of a lactation room designed according to wellness, safety, and hygiene standards.

### Impact Figures

**10**  
children served

Breastfeeding women benefited

## Colegio Calasanz - Cúcuta

Partner:



### Objective

Ensure the sustainability of the “Ambientes que Transforman” process in early childhood education.

### 2025 Milestones

- Pedagogical design and setup of the kindergarten classroom.
- Provided on-site coaching and methodological transfer to the teaching team.
- Developed a plan for the continuation of the process in 2026.

### Impact Figures

**5**  
teachers trained

**36**  
children served





## Participation in international events and exchange visits

In 2025, aeioTU participated in and promoted opportunities for gathering, exchange, and learning that helped raise awareness of its work, strengthen strategic partnerships, and align its expertise with global agendas in early childhood education, care, and social innovation.

These spaces were key for sharing learnings, **engaging with potential partners, and positioning the aeioTU model in international networks**, as well as for strengthening its role in discussions on educational quality, funding, and scaling up early childhood solutions.

### Participation in International Events



#### Annual Meeting - Kenia

aeioTU attended the annual Global Schools Forum meeting in Kenya, where it shared experiences with educational organizations from various countries, visited models implemented in the field, and strengthened collaboration with partners and colleagues in the global ecosystem on quality and scaling in early childhood education.

#### Event within the framework of



aeioTU participated in the launch of **Banco Futuro by CAF – Development Bank of Latin America**, an initiative aimed at promoting strategic investments for social development in the region and fostering dialogue on funding for education and care.



#### The World Innovation Summit for Education (WISE)

aeioTU participated in WISE, one of the leading global forums on educational innovation. During the event, the team took part in **Education House** and engaged in discussions with the **Qatar Foundation**, learned about their child development centers, and shared insights on early childhood education models, pedagogical quality, and the design of early childhood learning environments.

#### The National Association for Family Child Care

aeioTU presented its home-based care model and shared insights on professionalizing caregivers and strengthening community-based childcare systems.

#### UK Forum for International Education and Training

At the forum, aeioTU presented the results of the **Play 2.0 project**, which focuses on measuring educational quality through play-based learning.



#### Play 2.0 International Learning Community

aeioTU participated in the **Play 2.0** International Learning Community, a collaborative platform that brings together organizations, researchers, and other actors in the education ecosystem to strengthen the measurement of educational quality and promote learning through play. Two gatherings took place during the year: one in Medellín, Colombia, with organizations and experts from Colombia, South Africa, Bangladesh, Uganda, Sierra Leone, and the United States, as well as researchers from Europe; and another in Denmark with the LEGO Foundation, where countries and organizations continued to exchange technical information.



These initiatives strengthened the dialogue between research and practice and established aeioTU as a leading voice in global discussions on quality, innovation, and evidence in early childhood education.



## International visits and delegations

In 2025, aeioTU hosted international delegations and strategic partners who were interested in learning firsthand about its pedagogical model, care economy approach, and experience implementing programs on the territories.

### Nurture First (Africa)

aeioTU hosted a delegation from **Nurture First**, focused on fostering exchange between Africa and Latin America on community- and home-based care models. The agenda included field visits, meetings with caregivers, and dialogue sessions with public sector actors and technical partners to identify transferable learnings and opportunities for collaboration. As a result, aeioTU and Nurture First developed a joint agenda and joined an international **alliance to strengthen the care economy alongside organizations from the Global South** and partners from the United Kingdom.

### DHL

As part of the donation of **10 computers to the Buen Comienzo-aeioTU ECD centers in Medellín**, aeioTU welcomed senior leaders from DHL Colombia. The leaders learned about the organization's mission and the impact of its work in the territory. The visit created an opportunity to introduce DHL to aeioTU's educational approach and strengthen the relationship with this private-sector partner.

### Dalberg and the Robert Wood Johnson Foundation

aeioTU welcomed an international delegation organized by **Dalberg and the Robert Wood Johnson Foundation**. The delegation was interested in learning how Colombia is developing innovative care system models and how organizations like aeioTU are expanding access to childcare and early childhood education services. The visit included guided tours of the aeioTU centers and sessions to talk about social innovation, public policy, and community-based care models.



### The Greenland Foundation

aeioTU welcomed a visit from the education director of **the Greenland Foundation**, who got a firsthand look at the educational model in Madrid and the initiative carried out in partnership with **CAFAM** and the **Zoraida Foundation**. The visit was part of ongoing discussions about potential joint initiatives in early childhood care and education in **Nueva Colonia, Urabá**.



### Agualogic

Through the **SOMOS Project**, **Agualogic** promoted access to clean water in rural areas and PDET municipalities. This initiative improved well-being and development conditions in communities that faced significant challenges accessing basic services. The initiative benefited over 4,000 children and families by fostering healthier environments for early childhood development.

These spaces for exchange and collaboration allowed aeioTU to strengthen its connections with initiatives and organizations working to improve the quality, accessibility, and innovation of early childhood education and care systems around the world.



An alliance of:



The **SOMOS Strategy**, led by the Colombian Family Welfare Institute (ICBF) and implemented in partnership with **aeiotu** and **Fondo Colombia en Paz**, aims to transform the quality of early childhood education in Colombia through a territorial, participatory approach focused on young children’s comprehensive development.

The strategy benefits over **5,900 children and their families** across 16 municipalities covered by Territorially Focused Development Programs (PDETs) in the departments of **Bolívar, Cauca, Valle del Cauca, and Caquetá**. It also strengthens over **1,300 stakeholders involved in comprehensive care**—including staff, caregivers, community leaders, and educators—through various training and capacity-building initiatives.

**By December 2025, the SOMOS Strategy had made significant progress, reflected in the following milestones:**

**Pedagogical Collectives:** A technical and methodological framework was defined, and key stakeholders were identified in each territory. This enabled the implementation of the **seven planned sessions** across the **16 targeted municipalities**, for a total of **112 sessions (100% of the target)**, with **687 participants**.

**Quality Reference Centers (CRCs):** Progress was made in assessing human resources, infrastructure, and the equipment of pedagogical spaces, as well as evaluating quality conditions in the **48 selected Service Units (UDS)**. Based on this assessment, a work plan was developed for each UDS, incorporating both structural and process quality attributes. The plans included the prioritization of minor infrastructure improvements and equipment needs, as well as short-, medium-, and long-term actions to support the transition of these centers into CRCs.

- 🔄 **397 staff members from the 48 UDS** participated in training and on-site support activities.
- 🔄 Conducted **63 group training sessions** between August and November, and updated **47 of the 48 pedagogical projects**.
- 🔄 Delivered equipment to **22 of the 48 UDS (46%)** between **December 16 and 19**, including wooden furniture, cushions, rugs, curated children’s literature collections, a first-aid kit, a water tank with filter, and pedagogical materials.
- 🔄 Carried out minor facility improvements in 19 UDS across municipalities in **Bolívar and Caquetá**.

**Centers for Experiences and Resources (CER):** 16 spaces were selected for implementation, corresponding to:



**95 Sessions with the participation of 1,123 People**

In December, equipment was delivered to **8 municipal spaces, 6 of which were set up and adapted**, with progress across **Bolívar, Caquetá, and Valle del Cauca**. The packages included context-relevant children’s literature collections, wooden furniture to foster creativity and holistic development, as well as cushions, rugs, and pedagogical and consumable materials.



**Territorial Collectives:** Key stakeholders were identified in each territory, enabling the engagement of actors involved in comprehensive early childhood care. Territorial collectives were consolidated across the 16 municipalities, with **712 participants in 112 sessions (100% of the target)**.



# Laboratorio <sup>2025</sup> aeiotü

Tejiendo comunidades

The **aeioTU Lab 2025**, held on October 23–24 in Bogotá, served as a platform for dialogue and policy engagement, bringing together experts from the public and private sectors to analyze the quality of early childhood education in Colombia through an evidence-based lens.

The event took place within the framework of the **SOMOS Strategy**, an initiative led by the Colombian Family Welfare Institute (ICBF) and implemented in partnership with aeioTU and Fondo Colombia en Paz to strengthen the quality of early childhood education across 16 PDET municipalities through a territorial and systemic approach. During the event, data highlighting gaps in foundational competencies and child development were presented, along with progress on the SOMOS Strategy. To date, the strategy has **benefited more than 5,900 children** and strengthened the capacities of over 1,300 individuals within the early childhood ecosystem. These results reinforce the idea that achieving quality requires transforming learning environments, strengthening capacities, and fostering institutional coordination.

## Impact



**23,200**  
Reach\*

**1,958**  
Connections\*

**122**  
In-person  
attendance  
Oct 23

**275**  
In-person  
attendance  
Oct 24

\*Reach: Number of people who viewed the content

\*Connections: Number of people who connected during the broadcast



### Agenda partners

Oct 23

1

Panel

2

Roundtable  
discussions

### Teachers' Agenda

Oct 24

3

Workshops

1

Dialogue  
session

1

Roundtable  
discussion



## We believe in the power of partnerships for sustainability!

Over our **18 years of experience**, we have recognized **the importance of joining forces to fulfill our promise**. That is why we build, sustain, and expand an ecosystem of partners who trust our work—through which we broaden our impact, strengthen the quality of our actions, and advance toward transforming early childhood systems.

2025 was, without a doubt, a challenging year for organizations. However, **our drive to transform the realities of children, their families, educators, and environments led us to strengthen and expand relationships with public**, private, philanthropic, and multilateral actors—placing early childhood at the center of strategic conversations and positioning aeioTU as an organization with systemic impact in early education and care.

Along this journey, being part of networks and collaborative spaces has also been key to strengthening the sector's collective impact.

**In Colombia, our participation in**



It allows us to combine capabilities, share knowledge, and help position early childhood as a priority on the public and social agenda. At the international level, being part of networks such as:



It connects us with a global network that promotes collaboration to advance early childhood development and strengthen the systems that ensure children's well-being.

We continue building partnerships and deeply value all the people and institutions that were part of this journey throughout the year, because sustaining, improving, and scaling quality models for early childhood is made possible through this collective effort.

**Strengthening these relationships is part of a long-term vision:** to contribute to building stronger, more equitable, and sustainable early childhood care and education systems.



For aeioTU, each partnership represents an opportunity to expand the reach of solutions that have already proven their impact, and to continue advancing toward a shared goal: **ensuring that more girls and boys access quality developmental experiences from the earliest years of life**



# International Projection

In **2025**, aeioTU strengthened its position as a global reference in early childhood education and care by participating in key international platforms, where it **presented evidence of its models**, influenced global agendas, and strengthened strategic partnerships.

**This participation responds to a clear purpose:**

*to help address a global challenge  
—the lack of quality in early childhood education—  
by positioning proven systemic solutions from Latin America and advancing their scale-up.*

## Notable participation

Model showcase

### Care Economy

Presentation at the National Association for Family Child Care, positioning the model within international home-based care networks.

### Play 2.0 (learning through play)

- ☺ Presentation of results at the UK Forum for International Education and Training
- ☺ Participation in a learning community in Denmark with the LEGO Foundation

Within the framework of the **Play 2.0 project**, aeioTU is part of a global effort to strengthen the measurement of educational **quality and learning through play**, **integrating tools such as ConnectTU, PLAY 2.0, and IDELA** to generate evidence, improve practices, and contribute to systemic change processes.

These spaces enable the exchange of learnings across countries, the sharing of implementation experiences, and the alignment of perspectives on measurement tools and continuous improvement.



## Influence on global agendas

aeioTU participated in spaces where global priorities in early childhood education are being defined:

- ☺  **GLOBAL SCHOOLS FORUM - Annual Meeting**
- ☺ Event held **within the framework of the United Nations General Assembly** on scaling up interventions
- ☺ **World Innovation Summit for Education**, including participation in Education House and visits to international education ecosystems



## Strengthening of partnerships and strategic pipeline

These spaces have been key not only for visibility, but also for strengthening relationships with strategic partners and potential funders, including:

**The Three Summers Fund.**

 **Grand Challenges Canada\***  
Grands Défis Canada

This has made it possible to advance conversations on funding, technical collaboration, and the scaling of models in new contexts.



## Colombia as a laboratory for innovation

**aeioTU received international delegations interested in its model.**

 **NurtureFirst**  
Uplifting home-based childcare

**Dalberg**

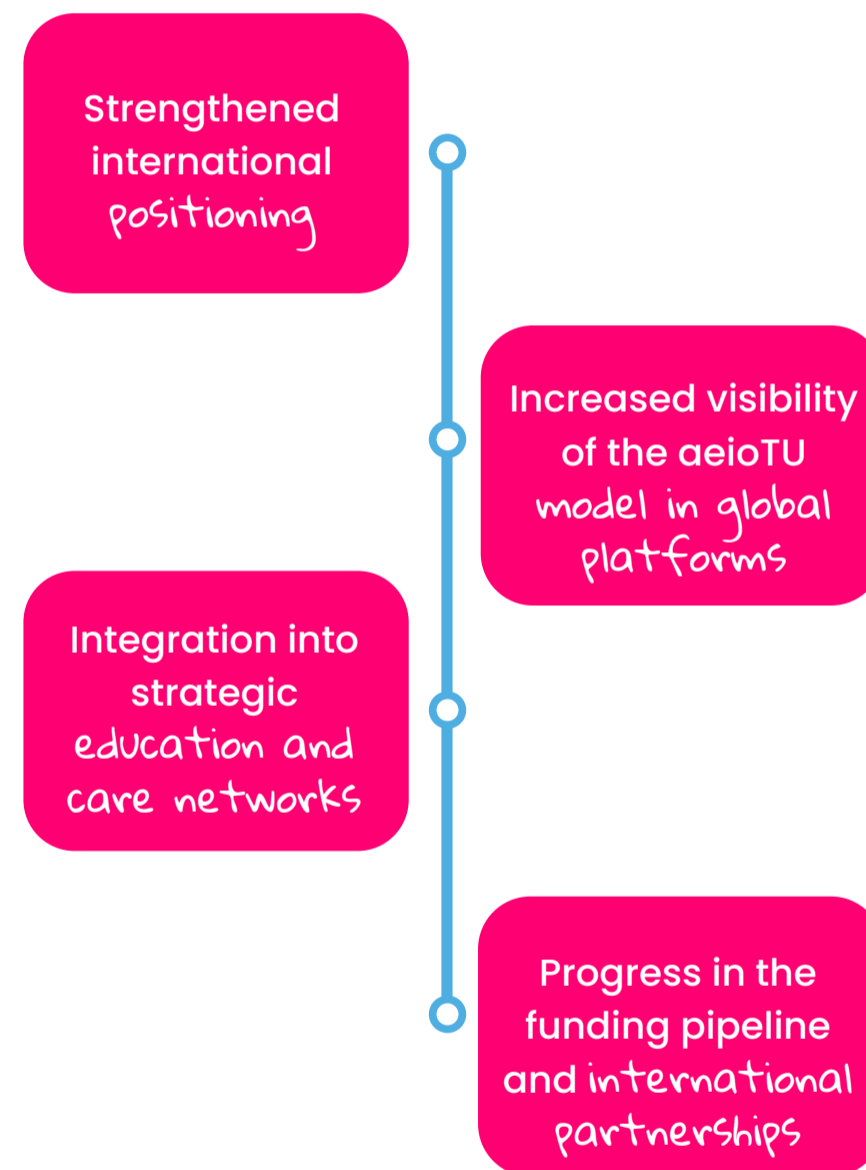
 **Robert Wood Johnson Foundation**

These visits included technical exchanges and field tours, positioning Colombia as a benchmark for innovation in early childhood and care.

As a **result of these exchanges**, aeioTU joined a **global child care alliance**, strengthening its role within the international ecosystem and its capacity to influence early childhood care and development agendas.



## Key Results



aeioTU's participation in these spaces is not solely about institutional visibility. It is part of a strategy to position proven solutions in response to a global challenge: **ensuring quality in early childhood education.**

These platforms make it possible to validate, connect, and scale models that have already demonstrated impact, **advancing the transformation of early childhood systems at scale** across Latin America and other Global South contexts.





## 2025 Key Achievements

The year 2025 marks a significant milestone in aeioTU Mexico's history. It has been a foundational year for institutional development and tangible results. The progress achieved lays the foundation for a strong, scalable operation capable of generating sustainable impact in the lives of young children.

This year holds special meaning for us. After **13 years of working in Mexico**—learning, supporting processes, building relationships, and demonstrating the technical value of our model—we are **taking a historic step by establishing ourselves as an independent organization in the country**. This milestone is the result of over a decade of sustained presence, trusted partnerships across territories, and a strong conviction that Mexico is, and will continue to be, a strategic hub for **transforming early childhood systems in the region**.

### Most significant milestone

**The official opening of the country office in Mexico represents much more than a physical presence:** it symbolizes aeioTU's strategic decision to invest in the country, actively integrate into its early **childhood ecosystem, and contribute—through a technical and collaborative approach—to improving the quality of early childhood education services.**

This step strengthens our capacity for impact and learning within the territory, while also consolidating aeioTU's position in the region as a benchmark for quality and systemic transformation in early childhood across Latin America.

This year also marked the formal legal establishment of aeioTU Mexico as a civil association—a key step in strengthening governance, ensuring transparency, and enabling the autonomous management of strategic partnerships and resources. We also celebrated the creation of our first Board of Directors, comprised of leaders committed to the organization's mission. We extend our sincere gratitude to each of its members for taking on the challenge of accompanying us in this new phase. Their trust, vision, and commitment will strengthen our capacity for strategic decision-making and support the development of strong, long-term institutional governance.

Phase I of the Strengthening Non-Formal Early Childhood Education Project in the state of Nuevo León was successfully implemented and completed, achieving significant results. These included strengthening the capacities of local stakeholders, improving accompaniment practices, and enhancing coordination with state-level institutions. The project demonstrated the technical value and relevance of aeioTU's model across diverse contexts.

Building on this progress, Phase II of the project was launched within the same year. This phase deepened the work in Nuevo León and strategically scaled the model to other states, such as Guanajuato. This expansion confirmed the organization's ability to adapt its approach to different institutional and territorial contexts while maintaining quality and focus. From a commercial and partnerships perspective, 2025 was also a year of learning and consolidation. A differentiated commercial strategy was designed and implemented, aligned with aeioTU Mexico's value proposition and the dynamics of the national early childhood ecosystem.

Thanks to this strategy, it was possible to retain at least 10 strategic partners, including:



Strengthening long-term relationships based on trust, technical quality, and the creation of shared value.

Additionally, effective engagement was achieved with 11 new potential partners among others.



Significantly expanding the organization's positioning and growth opportunities in the country.

# Looking Ahead to 2026

Our vision for 2026 is grounded in building on existing foundations to enable purposeful growth, with quality and sustainability at its core. A key milestone within this framework will be the continued consolidation of aeioTU Mexico as an organization by strengthening its governance, internal processes, operational capacity, and institutional identity in the country. This involves advancing toward a more mature structure capable of delivering complex projects, managing long-term strategic partnerships, and ensuring consistent technical standards across all our work.

A second key priority will be to strengthen a differentiated partnership strategy aligned with aeioTU's value proposition and the needs of the national early childhood ecosystem. In 2026, this strategy will aim not only to expand the number of partners, but also to deepen existing relationships, diversify funding sources, and position aeioTU as a trusted strategic partner for governments, foundations, international organizations, and private sector actors committed to improving educational quality from the early years.

Additionally, 2026 will be a decisive year for establishing a model that balances scale and depth, enabling the replication, adaptation, and expansion of projects that have demonstrated significant impact. Our goal is to evolve from successful experiences to replicable models without losing territorial sensitivity or technical quality, while combining geographic expansion with deeper impact in the contexts where we already operate.

**This growth will be anchored in our four strategic lines of work, which define and distinguish aeioTU Mexico's technical offering:**

- 🌱 Training and capacity development, aimed at strengthening the competencies of educators, technical teams, and decision-makers.
- 🌱 Curriculum development, with pedagogical proposals that are context-relevant, flexible, and aligned with the holistic development of girls and boys.

- 🌱 Digital solutions, as enabling and enhancing tools for training, support, and knowledge management.
- 🌱 Space transformation, understood as an intentional intervention in learning environments to enhance high-quality educational experiences.

These lines do not operate in isolation, but rather as an integrated ecosystem that enables aeioTU to offer comprehensive, adaptable, and high-value solutions for diverse institutional and territorial contexts.

Finally, one of the most important strategic objectives for 2026 is to position aeioTU as a technical reference for improving the quality of early childhood education within the national ecosystem. This involves strengthening our voice, generating practice-based evidence, sharing learnings, and actively contributing to the development of policies, programs, and models that place children at the center.

*We are proud of what we have achieved and remain committed to what lies ahead.*

**Brenda González**  
**Country Manager**  
 aeioTU - México



# PROJECTS

## MEXICO

### Strengthening Non-Formal Early Childhood Education Services in the State of Nuevo León (Phase I)

#### Partners:



#### Objective:

Co-create an early childhood learning system in the state of Nuevo León by strengthening non-formal service modalities and supporting educational transitions.

#### Key Milestones and Actions

- During the first phase of the project, key milestones were achieved, establishing the technical, pedagogical, and operational foundations of the model.
- A comprehensive diagnostic of the services was conducted through semi-structured interviews with supervisors, educators, and other stakeholders, enabling the systematization, analysis, and validation of critical information for decision-making.
- Based on these findings, the Non-Formal Early Childhood Education Service Framework was co-created and aligned with the aeioTU Educational Experience, the principles of the New Mexican School (NEM), lessons learned from Phase I, and the current regulatory framework.
- In parallel, a robust training program was implemented, including eleven in-person sessions across different municipalities, a train-the-trainer model, territorial replication, and targeted actions to strengthen alignment with the preschool level.
- Finally, progress was made in the co-creation of the MEAL framework (Monitoring, Evaluation, Accountability, and Learning) through the development of a guiding document, operational tools, pilot sessions, and validation processes, ensuring the institutional conditions for monitoring, evaluation, and continuous learning of the model.

#### Impact Figures



### Strengthening Non-Formal Early Childhood Education Services in the State of Nuevo León (Phase II)

#### Partners:



#### Objective:

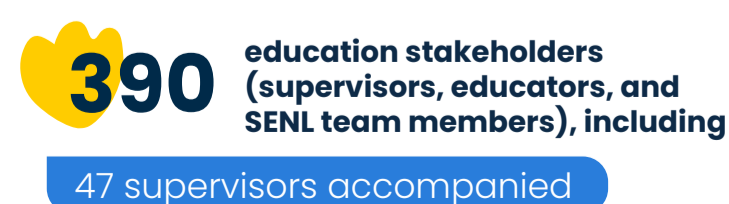
Strengthen the quality, expand the coverage and monitor non-formal early childhood education services in the state of Nuevo León.

#### Key Milestones and Actions

The second phase of the project began in 2025, with most implementation and completion planned for 2026. This phase focuses on consolidating, deepening, and sustaining progress, while strengthening institutional capacity and improving the quality of implementation at the territorial level.

- This phase prioritizes providing technical and pedagogical support to services, strengthening key practices such as pedagogical planning and child development monitoring, and increasing family engagement. These efforts are supported through the co-creation, validation, and adaptation of an assessment tool, complemented by training resources that reinforce learning from in-person sessions.
- Additionally, the strategic use of the MEAL system is promoted as a dynamic mechanism for evidence-based decision-making, continuous improvement, and accountability, aligning tools, processes, and stakeholders.
- As a cross-cutting component, this phase strengthens inter-institutional coordination among the Secretariat of Education of Nuevo León, strategic partners, and education stakeholders, ensuring that the model is not only implemented with quality but also consolidated as a sustainable operational policy that can be adapted and scaled to generate long-term impact on the comprehensive development of young children in the state.

#### Estimated Impact Figures:



## Strengthening the Ecosystem and Quality Early Childhood Education in the State of Chiapas - Phase I

Partner:



Objective:

Implement a comprehensive process for transferring early childhood education methodology that integrates pedagogical training, direct intervention, and on-site support through participatory work with teachers and educational leaders. The aim is to strengthen and transform learning environments by creatively using existing resources and incorporating meaningful new elements, ensuring cultural relevance, safety, and aesthetic quality in educational settings across Chiapas.

### Key Milestones and Actions

- During the first phase of the project, key milestones were achieved that defined its impact and medium-term viability. One of the most significant milestones was the training of 225 educational leaders across the intervention territories. This training was conceived as a strategic approach to strengthening management capacities, pedagogical leadership, and the sustainability of the model.
- Additionally, a classroom-based pedagogical support process was implemented, enabling the observation of real practices, reflection with educational teams, and the integration of training content into the organization of learning environments and interactions with children.
- Another key milestone was the transformation of educational spaces through assessment, spatial planning, and co-creation with local teams, resulting in safe, protective, and intentionally designed learning environments.
- The experience at Casa Hogar was particularly impactful within this framework, demonstrating the approach's potential in high-complexity contexts. It marked a turning point for the project's continuity and expansion. Finally, ongoing coordination with institutions such as DIF and SEP helped consolidate the progress made and prepare for the next phase of expansion.

### Impact Figures

**111**  
education stakeholders

**536**  
children reached

**20 spaces transformed across 7 ECD Centers in**

- ★ Tuxtla Gutiérrez,
- ★ Palenque
- ★ Tapachula.



### Continuation Phase (Amendment)

Based on the results and lessons learned from the first phase of the project, a continuation phase was launched to expand and refine the territorial scope of the intervention. During this initial extension phase, activities were expanded to new locations, maintaining operations in Tapachula and Tuxtla Gutiérrez, discontinuing work in Palenque, and incorporating the territory of San Cristóbal de las Casas.

As part of this process, coordination with the Secretariat of Education enabled the donation of a classroom and the establishment of a dedicated learning space, or aula blanca. Additionally, partnerships were established with local artists in Tapachula to develop a pilot initiative integrating art, culture, and education within the project's pedagogical model, with the support of the Secretariat. The aim is to create meaningful experiences that bring young children closer to the arts. This pilot is designed as a replicable model for future phases.

### Impact Figures

**37**  
education stakeholders

**410**  
children reached

**18 classrooms and 2 shared spaces transformed across 6 ECD centers in**

- ★ San Cristóbal de las Casas
- ★ Tapachula
- ★ Tuxtla Gutiérrez.

## Play-Based Learning Space at the Pacto Global Event

Partners:



Pacto Global  
Red Colombia

Objective:

Provide childcare services and a lactation room at the Business Sustainability Summit in Mexico City on June 25–26.

### Key Milestones and Actions

- aeioTU created a play-based learning space where children had the opportunity to explore different pathways to imagination, creativity, and discovery.
- This space enabled them to engage with a variety of materials and learning contexts designed to foster their comprehensive development through play, exploration, and inquiry.
- The environment was organized into four learning corners, each equipped with materials that invited children to experience different types of play and learning.
- Children were given the freedom to choose where to play and how long to stay, according to their individual interests.
- This autonomy fosters participation, independence, and self-regulation, while small-group interactions within the corners promote collaboration and communication.
- These learning corners offer meaningful and personalized learning experiences.

### Impact Figures

**10**  
families reached

**11**  
children reached

**1**  
space transformed

# aeioTU 2026

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Innovation and Quality Director*

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