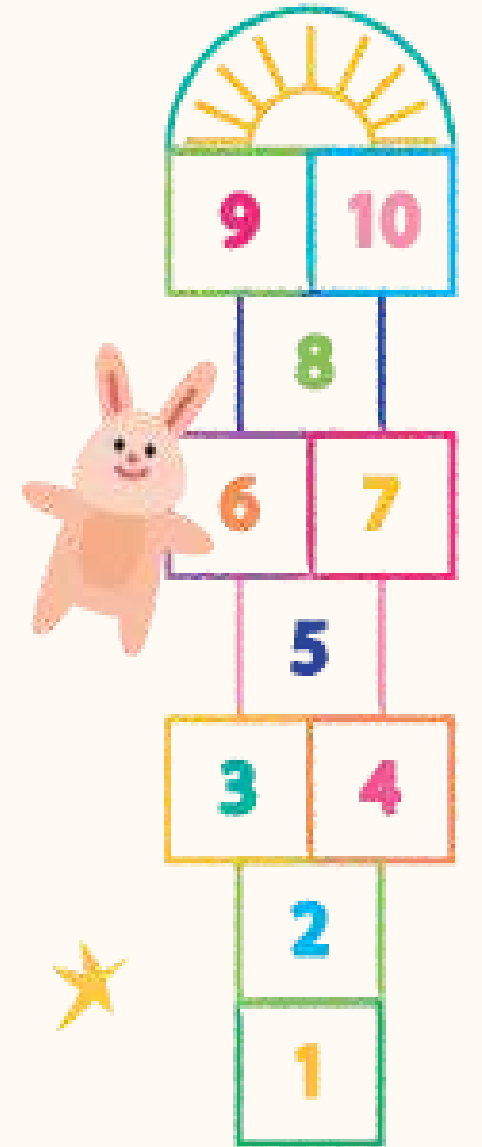




Annual Report 2022



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Executive Director's Words

It is with great joy that we send you our 2022 Annual Report. As we all know, these last years through the pandemic have been particularly challenging.

Thanks to the effort and commitment of the Pilares team, we continue forward, creating deep ties with the community that allowed us to return to face-to-face with the same enthusiasm and participation as always. In mid-2021, we began working on the foundation's strategic planning for the 2022-2024 period to deepen our work with early childhood in neighborhoods in an increasingly sustainable manner.

This report reflects the fruits of the first year of the period. Here you can see the results of the accompaniment of children and families in the neighborhoods where we work, Villa 21.24 in Barracas and Villa 1.11.14 in Bajo Flores.

For this year we want to continue growing, responding to the social needs that the families we accompany are going through, and having the necessary flexibility to listen and better understand the participants. To do it in an increasingly sustainable way, we hope to continue counting on all of you.

Thank you!

Graciana Gaona
Directora Ejecutiva



About Us

Fundación Pilares has been working since 2008 in villas in Buenos Aires City, accompanying children and families in vulnerable situations, promoting their fundamental rights, favoring their well-being and family strengthening. We work in 5 social programs and complementary projects, with more than 500 boys and girls directly. Our programmatic axes are health and well-being, integral development, education, and early stimulation.

In Pilares, we seek that our programs collaborate in the construction of the necessary "pillars" for the integral development of people from the first years of life up to 8 years old. These "pillars" will help them ensure fundamental human rights, improve well-being and empower their families.

Thus, our approach aims to accompany these families to generate tools that allow their social inclusion and the development of new opportunities.





Pilares numbers

15

Years of work

+ 500

Families

5

Programs

2

locatios

Sustainable Development Goals

We work for the fulfillment of the following Sustainable Development Goals (SDGs).

2 Decent Work & Economic Growth



3 Good health and Well-being



4 Quality Education





Visión

We envision an inclusive and equitable society that prioritizes childcare and promotes the development of free citizens and with all their rights in compliance.

Misión

"Promote the rights of children in a context of psychosocial vulnerability, favoring child welfare and family strengthening"



Our Values

Perseverance

We believe that we should review periodically our practices in order to creatively think about other possible ways to fulfill our mission.

Commitment

We act with awareness of the importance of fulfilling our mission.

Respect for diversity

We believe in mutual learning generated by differences and in respectful coexistence. We act with awareness of the importance of fulfilling our mission.

Equity

We defend that people should have the same opportunities and access to their rights.

Participation

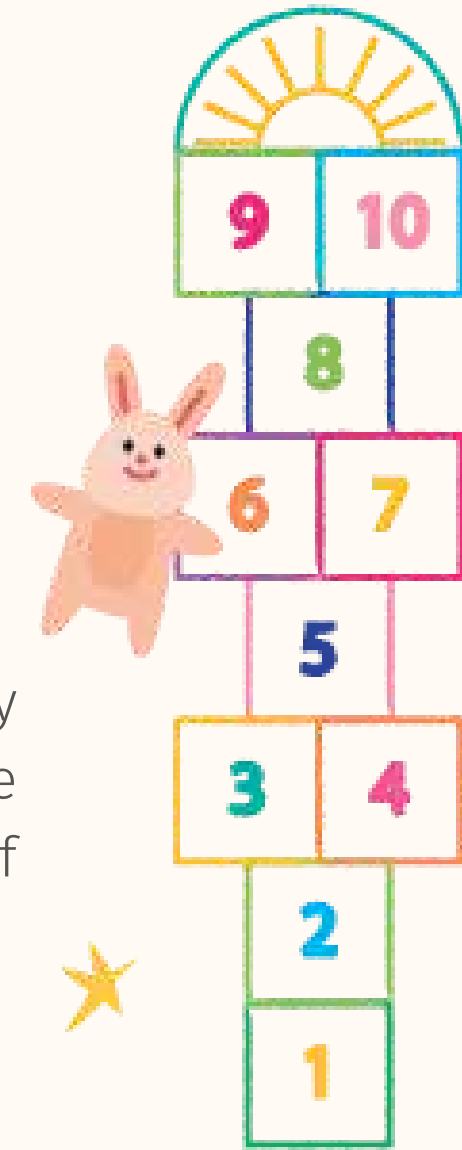
We promote the principles of participation as necessary means for social transformation.

Transparency

We base our work on honesty, mutual responsibility, and maximum access to information.

Empathy

For a genuine accompaniment, it is essential to put ourselves in the place of others and consider the situations from their point of view.



Argentina's childhood situation: Some figures

51.8%

The poverty line reached that number of children and adolescents in Argentina*1.

40%

Of children in early childhood are malnourished.*3

12.6%

Of the boys and girls between 0 and 4 years old did not have at least one medical consultation in the last 12 months.*2

11.9%

It was the schooling deficit at the primary level.*2

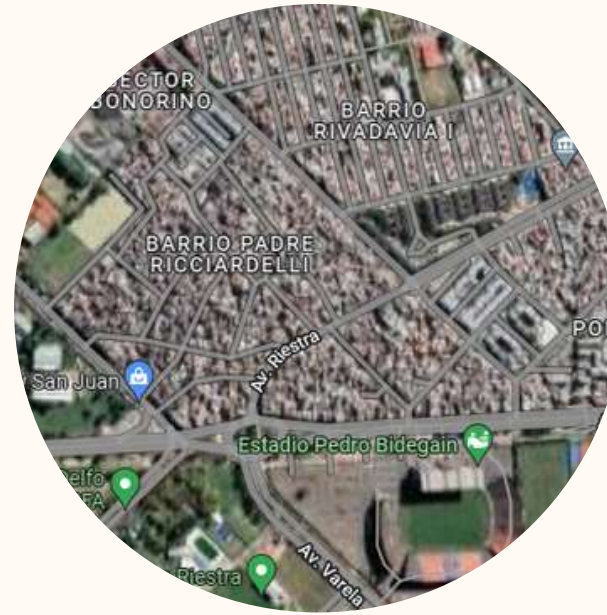
*1: https://www.indec.gob.ar/uploads/informesdeprensa/eph_pobreza_03_22F5E124A94B.pdf

*2 <https://www.unicef.org/argentina/comunicados-prensa/mas-de-un-millon-de-ninas-ninos-y-adolescentes-se-privan-de-una-comida-diaria>

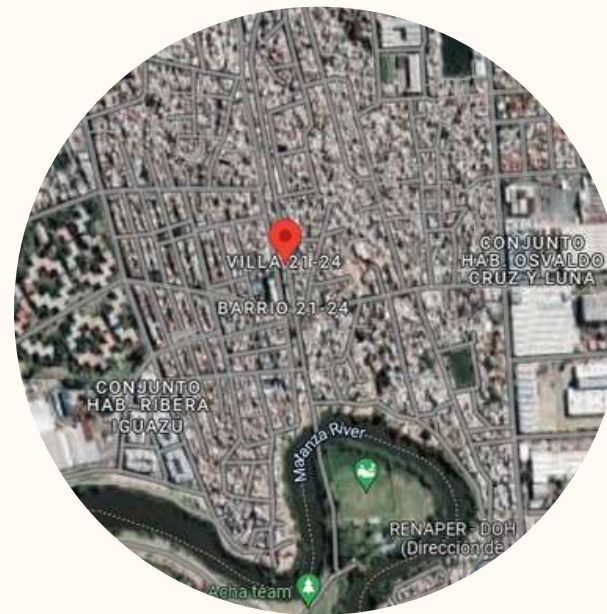
*3 <https://www.conin.org.ar/el-60-de-los-ninos-relevados-por-conin-estan-malnutridos-tienen-desnutricion-sobrepeso-u-obesidad/>

Where we work

We work in the largest and most vulnerable neighborhoods in Buenos Aires City.



1-11-14, located in Bajo Flores.



21-24, located in Barracas.



Our team: we are 75 people working in an articulated way.

Teachers

Play educators

Social psychologists

Cooks

Cleaning managers

Nutritionists

Lactation consultant

Teaching assistant

Tutors

Psychomotorists

Coordinators

Workshop facilitators

Social workers

Communicators

Administrators

Volunteer managers



How we work in early childhood

A Comprehensive Look: We look at people in all their layers to understand the various problems that they can go through.

An Interdisciplinary team: We are a diverse team of professionals such as health, education, psychology, social work, and communication.

Articulation: We interact our task with other public and/or social institutions, to create alliances and synergies that contribute integrally to the well-being of children and their families.

Territory: We work from within the neighborhoods where the families that participate in our programs live.



Our Programmatic Axes

To carry out our task, we are guided by four programmatic axes that are representative of the pillars of child welfare and development. They structure the work of our 5 social programs.

1

Health & Wellness

2

Integral development

3

Comprehensive education and literacy

4

Early stimulation and play



1. Health in early childhood | Program "Timely Care of Early Childhood as a community" (COPIF)

At COPIF, located in the San Blas de la Villa 21-24 neighborhood of Barracas, we promote comprehensive health by caring for children and their mothers from pregnancy to 5 years of age.

We provide care and support during pregnancy and the first year of life; we promote healthy eating and implement comprehensive intervention strategies for nutritional problems; we promote child well-being by strengthening parenting practices and the bond with adults and adults who are care providers; and we encourage bonding modalities of care and community networks of mutual support with women who go through maternity in a situation of gender violence.

COPIF Center for Timely Care for Early Childhood as a community



Participantes COPIF

86 boys and girls from 0 to 5 years old and women mothers in a situation of psychosocial and economic vulnerability, who reside in Villa 21-24 of CABA and come from different migrant trajectories.

Principales actividades abiertas a la comunidad en el año 2022:

- **Play days in public spaces:** As part of the dissemination activities, we held 2 play days open to residents displaying playful scenarios.
- **Articulation with training spaces:** COPIF is a space for community practices for different training spaces. In the second semester of 2022 we received Childcare students from the "Panza y Crianza" training space, who offered workshops to mothers.
- **Training on obstetric violence:** In coordination with the "Interdisciplinary Association of Perinatal Mental Health" the COPIF team conducted training to be able to think about how to detect and accompany women who experience this type of violence.
- **Workshops:** We offered open workshops on "Food and parenting", "Complementary feeding", "How we can raise children with healthy bonds", "boundaries in Early Childhood", "Parenting as a couple", "Empathetic communication" "Communication and language ", and "Sexual health in women".



2. Comprehensive development in early childhood | Early Childhood Centers (CPI) “Pilarcitos” and “Floreciendo”

Our “Pilarcitos” CPI, located in the Nueva Pompeya neighborhood, and our “Floreciendo” CPI, located in the Flores neighborhood, operate under a management modality associated with the Ministry of Human Development and Habitat of the GCBA.

Early Childhood Centers have a critical role in this stage of children.

- Thanks to their day-to-day work with children and their families, it makes it possible to achieve a real impact on their development.
- They stimulate the incorporation of tools that will facilitate the insertion of boys and girls in kindergarten and primary school.

In E.C.C. we promote the integral development and care of boys and girls in rooms from 1 to 3 years old, from Monday to Friday from 8 a.m. to 4 p.m. We guarantee your nutrition in at least three of the daily meals; we carry out ludic, pedagogical, and development promotion proposals that facilitate future insertion in kindergarten and primary school; we promote exploration, learning, and the generation of daily habits; and we assist with issues of housing, documentation, health controls, and situations of family and gender violence if they occur.

The E.C.C. (CPI in Spanish) team is formed by:

- Coordinator: leads the Center for its proper functioning.
 - Initial Level Teachers: carry out the attention of boys and girls.
 - Classroom assistants: they work jointly with the teachers.
 - Technical team: psychomotorist, educational psychologist, and a social worker.
 - Cleaning and kitchen team: prepares the three daily meals and keeps the facilities in good condition.
- formed by



Early Childhood Centers "Pilarcitos" and "Floreciendo"



Participantes ECC

225 boys and girls from 0 to 3 years old from families in a situation of psychosocial and economic vulnerability participate, residing in Villa 21-24 of Barracas and in the Nueva Pompeya neighborhood, in the first case, and in Villa 1 -11-14 of Bajo Flores, in the second case.

Main complementary activities in 2022:

- **Observation of psychomotor development:** as a baseline to build various group and individual interventions.
- **Parenting Circle:** where games and co-construction of knowledge about parenting are shared with care providers.
- **Fathers-meeting about parenting:** -requested by the parents themselves- at our ECC "Pilarcitos".
- **Reading mediators:** reading to 1, 2, and 3 years old children at specific moments of the day and with literature according to each age.
- **Special project activities:** on specific topics and following the previous programming -on specific dates such as Diversity Day- which included shows with and for families.

3. Education: Comprehensive Literacy from the first years and throughout life | “Haciendo Lupa” Program



At Haciendo Lupa, focused mainly on Villa 21-24 in Barracas, Villa 1-11-14 in Flores, and surrounding neighborhoods, we promote the development of cognitive, symbolic, and interpersonal resources in boys and girls from the first childhood to adolescence.

We encourage proposals that through play and games stimulate cognitive and language development. We offer artistic and corporal expression activities that favor cooperation and forms of communication. We promote communication skills to read, understand, write, and express oneself, revaluing the emotional bonds.

Hogar Niño Jesús y Santa Lucía's Club

In Hogar Niño Jesús of the Nuestra Señora de Caacupe Parish, in the Villa 21-24 of Barracas, we work with groups of children in primary school. There we promote the approach to various objects of knowledge, and their appropriation through playful, artistic, or school support proposals, which also allow us to address the dimension of ties between peers.

At the beginning of the year, we evaluated through a diagnosis with different activities, at what stage of the literacy process are the boys and girls and what need for accompaniment appears at a global level. With this information, we choose the pioneers to work in the workshops and we plan every semester. In the middle of the year, we evaluate and plan again, and at the end of the year, we carry out a final evaluation to demonstrate progress.

At **Santa Lucía's Club**, in Barracas, we work with the association GCBA Ministry of Education. There we work with boys and girls at the primary level and also with adolescents at the secondary level. In addition to supporting them in their school tasks, we offer them complementary literary and playful activities.

Haciendo Lupa en CPIs

The project "Playing Between Words", its main objective is the development of language and early literacy, through children's literature, integrating game situations, expression, and playful spaces.

This project is based on the fact that the early literacy process begins in the first years of life, when boys and girls participate in their homes and various community spaces, interacting with literate adults who mediate this knowledge and skills related to literacy. We rely on children's literature as a resource that enhances comprehensive development, which uses words in such a way that they produce a playful and educational effect.

Among its specific objectives, there are:

- .Recognize and integrate sounds, images, words, and actions, through the exploration of playful spaces.
- .Use oral language to express and communicate, through speaking and singing.
- .Experiment with the body shapes and movements that makeup written words.
- .Experience and recognize, from musical and corporal expression, one's own body and that of others.

Programa "Haciendo Lupa"



"Haciendo Lupa" Participants

We received 80 children and teenagers in 2022, who reside in Villa 21-24, in the Barracas neighborhood, and Villa 1-11-14 in Bajo Flores.

Main complementary activities in 2022:

Hogar Niño Jesús:

- We celebrated Children's Day, focusing on the children's right to play, with the participation of volunteers from Prisma Medios de Pago and the Itaú Foundation.
- We work to **protect the environment** in the celebration of Spring Day.
- In the **Month of Cultural Diversity**, we painted an allusive mural under the leadership of the Artecuro artists and together with volunteers from Fundación Itaú on one of the walls of the common spaces of the parish.

Santa Lucía's Club:

- We have the participation of Fundación Itaú Storytellers in activities of storytelling and in promoting reading mediation together with children, adolescents, and their families.

4. The game as a foundation of early childhood development | Early Education Centers (CET in spanish)



At the Early Education Centers, we promote parenting and healthy bonds between mothers and fathers and sons and daughters through play.

The program works in association with the GCBA Ministry of Education, on Saturdays from 10 a.m. to 1 p.m. in our ECC "Pilarcitos" and ECC "Floreciendo".

We promote a suitable and stimulating environment that invites the adult-children duplex to discover and learn through play, favoring interaction and affective bonding while accompanying the processes of the families by offering them tools so that they can play an active and leading role in the upbringing of their sons and daughters.

The pedagogical work in these Centers is divided into two fundamental moments:

- Game module: families share with their children a play space according to the ages and based on a proposal previously planned by the team.
- Workshop space: In this exclusive space for adults, each topic is dealt with by the experts, but the aim is to build collective knowledge based on the experiences of each family.



In the “Communication and Language” axis, for example, the approach is designed to take into account the needs of the families that attend the program.

Given that the various forms of language are present both in the spoken word and in the modes of nurturing, support, and expression of emotions. We address the different types of language, giving the needed importance to adult word that presents children with the world in a safe environment. For this, we set up creative spaces where we hold meetings made up of creations of stories, stories, puppets, poetry, and songs, as well as moldings and paintings.

Through literary and art language, we seek to approach the world of childhood, the world of games and metaphor. We have a stage for literary exploration in the room, where we set up little corners with tents for meetings between the dyads, with eva rubber floors and fabrics on which we place stories and puppets. We also put up reading rugs with whisperers, riddles hanging from the ceiling, and stories and stuffed animals to tell different stories.

Early Education Centers "Pilarcitos" and "Floreciendo"



CET Participants

Twenty-five families with psychosocial and economic vulnerability participated, residents of Villa 21-24 of Barracas and nearby neighborhoods, and residents of Villa 1-11-14.

Main complementary activities in 2022:

The axes worked throughout the year were: Bonding, Sensoriality, Communication and Language, Body, Autonomy, and Upbringing.

We had special days with families:

- Sex Education (ESI) Conference at EEC.
- Third ESI Conference from Education «Prevention and Eradication of Gender Violence».
- Toilet training workshop carried out jointly with the program representatives of GCBA Ministry of Education.

In turn, the CETs made the following outings:

- July: Together with the rest of the CET venues, they went out to see a play for Early Childhood.
- December: Together with the rest of the CET venues, we had a year-end closing outing with water, movement, and plastic activities.

5. Social Economy Program

We accompany and strengthen the skills related to the employment of women, especially mothers of children in early childhood, focusing on educational completion, job search, entrepreneurship, and learning of a trade linked to sustainable sewing.

Women in a situation of socio-economic vulnerability who reside in Villa 1-11-14 participate in the incorporation of tools linked to sewing and textile production. Participants of Villa 21-24, who come from different migrant trajectories, participate in workshops related to the promotion and development of individual productive businesses.





Sewing Family and Work

It takes place in our ECC "Floreciendo" on Thursday and Wednesday from 4 to 7 pm. Its objective is to **promote the development of labor competencies, labor rights, and labor inclusion** of women raising children in psychosocial vulnerability situations through sustainable sewing and personal accompaniment.

This instrument accompanies processes of personal development and technical and professional training.

Creating Routes

It takes place in our space in Villa 21-24 on Friday from 9 am to 4 pm. Its objective is to **promote the strengthening of socio-emotional skills** for the personal development of career paths linked to work under a dependency relationship and/or entrepreneurship.

In this device, which works with the population of the 1.11.14 village of Bajo Flores, we work hard to generate community ties and support networks.



Social Economy Program



"Social Economy" Participants

Twenty-one women in psychosocial and economic vulnerability situations participated, residents of 21-24 and Villa 1-11-14 and surrounding neighborhoods.

Main complementary activities in 2022:

Labor issues Awareness: We hold workshops on the meaning of work; gender and work; maternity, order and economic crisis; and work modalities. The women learned in depth about labor laws and dignified and fair work.

Participation in the Newsan IN Sale program: 2 participating women - who completed training in marketing skills - are currently selling repaired second-hand appliances among their residents of Villa 21.24.

Business Training: We carry out workshops focused on entrepreneurship; presentation of the business model; goal setting; communication and image; commercialization; and networking.

Sewing training: We manage workshops related to the interpretation and assembly of the garment, molding, making cloth diapers with reusable material, making jeans with reusable denim for babies, and designing and assembling a reusable denim changing bag.

Alliances with universities: We signed an agreement with Palermo University - with Fashion Design Career - where the women received training in molding from one of their teachers. And we also allied with the Clothing Design Technician of the University of Belgrano, where they visited the university and shared with the students about best sewing practices.



Complementary project: TRAMA

TRAMA is the complementary project that we launched in 2022, with the purpose of accompanying the skills in parenting and emotional development of the childcare leaders of neighborhood organizations in Villa 21-24.

Its specific objective is to promote the strengthening of care ties and emotionally safe environments to favor the integral development of children. Through it, we aim to accompany and strengthen those who work with early childhood and their families, adding the possibility of building a bridge between institutions through which neighborhood families circulate, generating a quality network for them.

The theme chosen for the meetings with the participating organizations was to raise awareness about the role of adults and the creation of respectful bonds in early childhood, locate the fundamental value of play at this stage of psychomotor development, and focus on the importance of observing children.

This complementary project was developed thanks to the support of Femsá Foundation.



Corporate Alliances

We articulate and carry out alliances with companies working on the same axes and/or SD Goals.

At Pilares we believe that commitment to the community must be teamwork, involving various social actors. Through the Institutional Development area, we articulate various initiatives with companies and institutions, developing social projects to respond to the needs of the neighborhoods.

We develop Corporate Social Responsibility (CSR) projects tailored to our allies because each organization can have a unique impact on the promotion of children's rights.

To know more us please contact us though institucional@pilares.org.ar





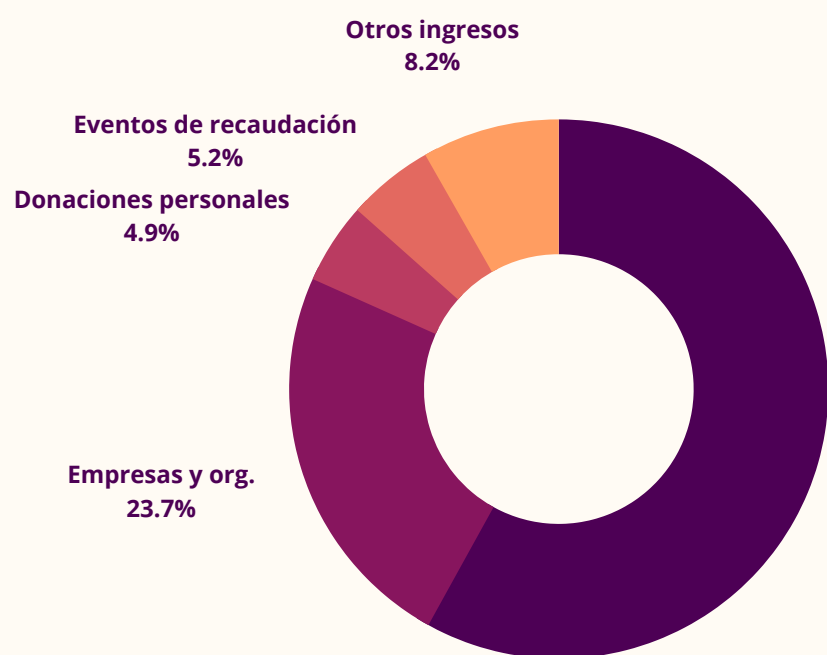
International Volunteering

Students from the US and other countries, who come to Buenos Aires to participate in the programs of different organizations such as IES Abroad, and the World Learning Foundation, volunteered at several programs of Pilares bringing a fresh and new perspective to our work.

Testimony of Abby Schroeder

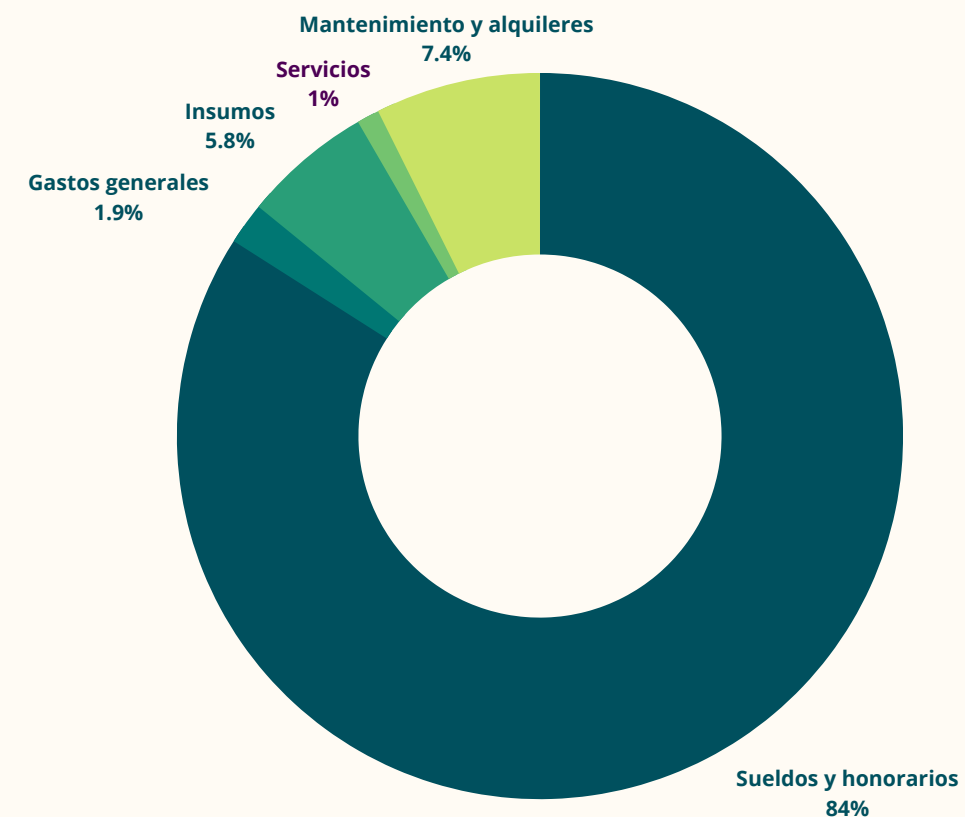
"My name is Abby Schroeder and as a student from the United States, I had the opportunity to study social movements and human rights in Buenos Aires, Argentina. I connected with Pilares through my program who offered me the opportunity to do an internship at Pilarcitos, one of the ECC in Nueva Pompeya. Together with the most incredible team of teachers and professionals, I had the opportunity to immerse myself in the activities of the center and grow in my learning of social services in Buenos Aires. From helping in the classrooms to learning about the population we served, I was welcomed as if I was part of the team I am honored by the opportunity Pilares offered me as I know that time has shaped my professional competence I am so grateful to the amazing team who work so hard diligently defending the rights of children and infants. It simply shows the love and intention that this organization has to generate a more equitable society for the most marginalized."

Economic Report

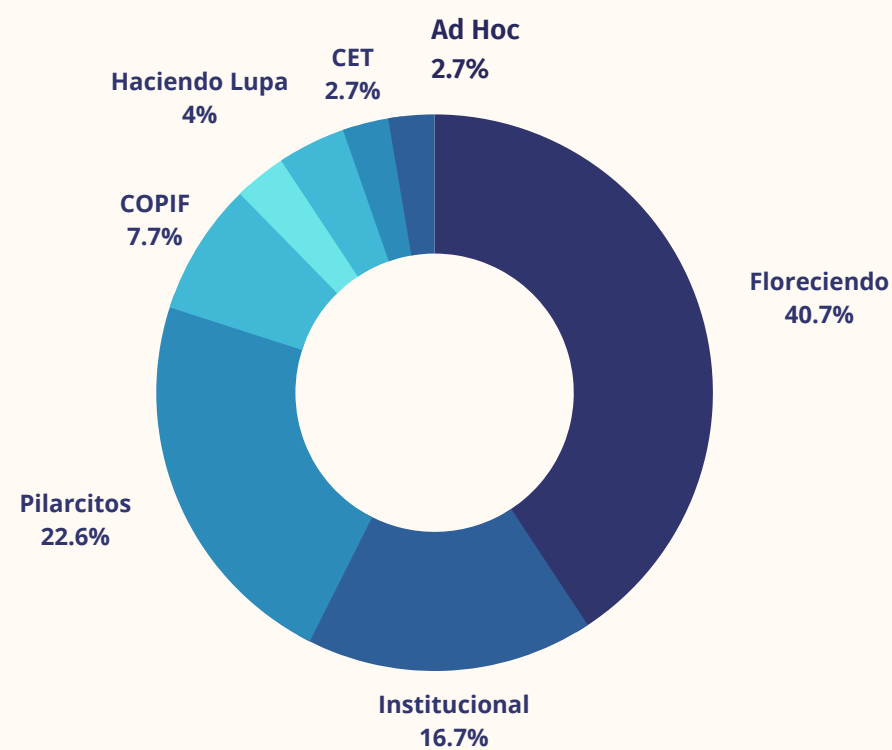


Ingresos

Organismos públicos	\$ 34.861.629
Empresas y organizaciones	\$ 14.212.622
Donaciones personales	\$ 2.926.173
Eventos de recaudación	\$ 3.116.400
Otros ingresos	\$ 4.952.843
TOTAL	\$ 60.069.667



¿A qué destinamos nuestros ingresos?



CPI "Floreciendo"	\$ 21.264.776
Institucional	\$ 8.710.399
CPI "Pilarcitos"	\$ 11.781.765
Centro COPIF	\$ 4.024.630
Haciendo Lupa	\$ 2.065.943
CET	\$ 1.392.557
Economía Social y Solidaria	\$ 1.583.421
Ad Hoc	\$ 1.394.862
TOTAL	\$ 52.218.353

¿Cómo aplicamos nuestros recursos?

Sueldos y honorarios	\$ 49.575.474
Gastos generales	\$ 1.099.852
Insumos	\$ 3.395.848
Servicios	\$ 583.119
Mantenimiento y alquileres	\$ 4.340.372
TOTAL	\$ 58.994.665

*Los valores de Noviembre y Diciembre son proyectados

In-kind donations received during the year 2022

Companies, institutions, schools and individuals have donated the following items to us.

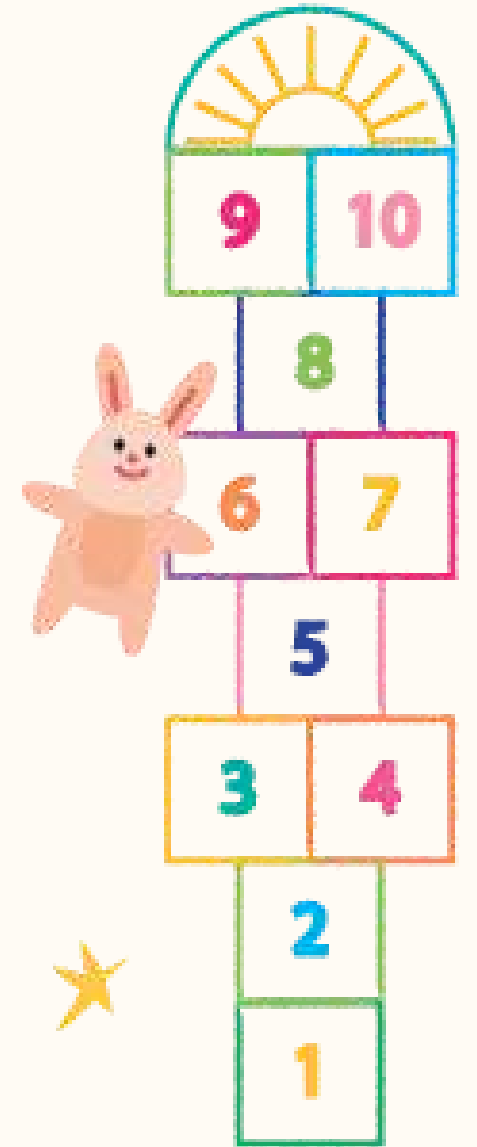
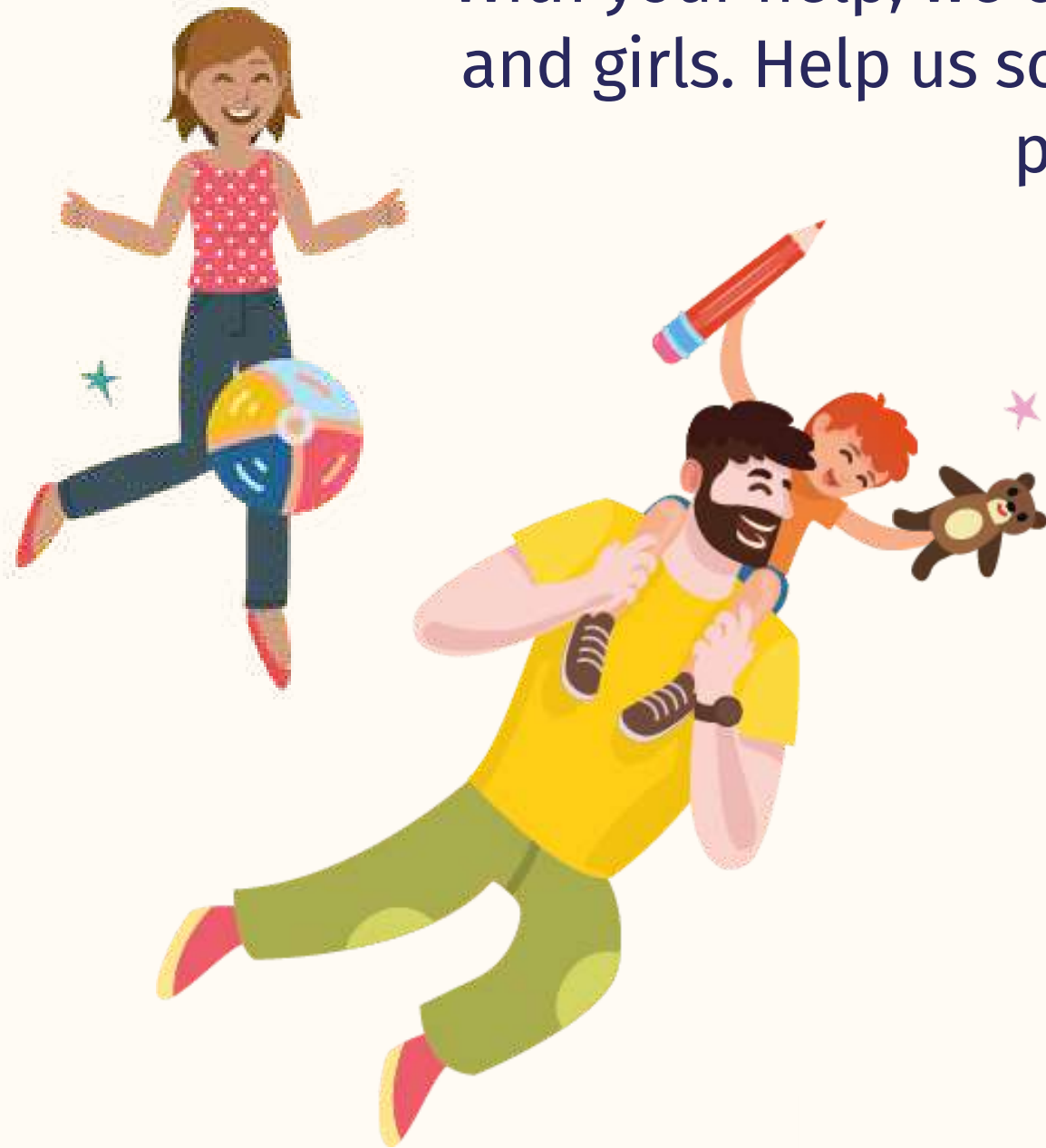
- Toys
- Diapers.
- Stationary materials
- Books.
- Notebooks.
- Furniture





Join us in building healthy childhoods!

With your help, we can sustain the work we do each year with more than 500 boys and girls. Help us so that everyone has the same rights. Learn about the different possible ways to accompany our homework!



Allies





iThanks!



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