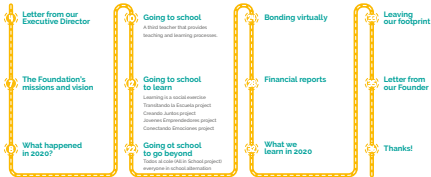


# Management Report



# What will you find in the 2020 management report?



In 2020 we reach to



children and young people

**We continue working together to transform education in Colombia and build a better present and future for children and youth.**

**Patricia Sierra, Executive Director**

In such a challenging year, creativity and adaptability were fundamental to guaranteeing quality public education for children and youth. THANKS! to all who continue working to improve education for children and youth in Colombia, innovating regarding the circumstances, and making homeschooling processes possible.

By the time this report is published, everything we did in 2020 may not seem enough for such a big challenge, but it will make a difference in these difficult times alongside other contributions.

It is time to return to the classroom and resume learning processes there, which a protective space for our children and a room for citizenship and affection.

We are committed to lead educational experiences that solve, listen and adapt to current needs and seek children who are still out of school. Moreover, we will reach more children and youth who want to study to build their history. Now we are more people working for the same purpose: promoting and protecting children's rights in the country.

We begin a new year full of gratitude to our team, our allies, our schools' teachers, and their directors. Without them, it would not have been possible to achieve our goals amid the challenge that life put us in during 2020.

We wish you all 2021 full of hope where we will expand our work to other territories.



**WE STAYED CONNECTED TO CONTINUE  
STRENGTHENING CHILDREN AND YOUTH'S  
EDUCATION IN COLOMBIA.**

## **IN 2020, WE FACED CONNECTIVITY AS A NEW CHALLENGE.**

During 2020, we adapted to context, by developing actions to continue with school learning processes of children and youth, through:



**Creating school guides  
and supporting teachers  
during virtual  
learning processes**



**Strengthening ties with  
teachers through  
training and  
co-creation spaces**



**Developing effective  
educational practices**



**Seeking for  
out-of-school population**

**Ensuring next generations to see education as a vehicle of change to dream, build and fulfill their life project through:**



1. Innovative educational infrastructure for public education



2. Effective educational practices to improve learning processes in public education

## What happened in 2020?



### Barranquilla

**1.170** Students

**95%** In virtual learning processes

**95%** In learning processes with printed guidelines

**53** Teachers involved in Foundation' projects

**78** Graduated students



### Cartagena

**935** Students

**90%** In virtual learning processes

**100%** In learning processes with printed guidelines

**43** Teachers involved in Foundation' projects

**38** Graduated students



### Quibdó

**1.375** Students

**50%** In virtual learning processes

**70%** In learning processes with printed guidelines

**18** Teachers involved in Foundation' projects

**128** Graduated students



## Together, while walking together, we become greater

With our Todos al Cole project we arrived to new target areas to ensure school access and reduce school's drop-outs in children and youth

**Guajira**

Goal: 6.000

**Medellin**

Goal: 5.000

**Bogotá**

Goal: 4.000

**Caquetá**

Goal: 4.744







**2,493**  
Students



**2%**  
School  
dropout rate



**+287**  
Hours of  
teaching support



**958**  
Children and youth  
benefited from  
all projects

GOING TO SCHOOL

SUPER HEROINA

At the Barefoot Foundation, we firmly believe in the importance of educational institutions as a safe space for learning processes, personal growth, and skill development of children and youth.

Juan Andrés Lemus, Financial and Administrative Director



Undoubtedly, the COVID-19 pandemic forced us to make drastic changes in our routine, and children and adolescents were immersed in these transformations. Thus, they stopped going to school, sharing with their classmates, playing during breaks, seeing their teachers, countless interactions that made the school the ideal place to learn.



From the Barefoot Foundation, we firmly believe in the importance of educational institutions as a safe space for the educational process, personal growth, and skills development of children and youth. That is why in 2020, we continue working on different educational infrastructure projects to build more study opportunities and places for cognitive and socioemotional development.



Our project located in the El Bosque neighborhood in Bamanquilla is still under construction. We expect to complete it in 2021 to start operations in 2022 and benefit 960 students in the region. Likewise, in Cartagena, the Villas de Aranjuez project completed its design and studies stage and will begin the construction phase. We also managed resources from our partners for two more projects: one in Villas de San Pablo, Bamanquilla, and another in Ciudad Bicentenario, Cartagena. Each will benefit 960 students, and we have the support of the Ministry of Housing and the Santo Domingo Foundation for their development. In other departments such as La Guajira and Chocó, we plan the intervention in two educational spaces and manage the financing of a new educational institution, respectively.



In all these spaces, we seek to provide them with more leisure, recreation, reading, learning, and areas appropriated by teachers and end up being a third teacher.



GOING TO SCHOOL  
TO LEARN





Learning is a social exercise, it is about someone to guide and inspire us through valuable experiences. Sometimes, we might need a compass, but sometimes we are the compass for someone else.

**Carolina Quiroga, Project Director**

According to pedagogue José Pacheco, co-creation replaces "for" with "with." While the word "for" entails a transfer, there is a search for understanding in the "with" there. Thus, aligned with this position, at the Barefoot Foundation, we work to promote exchange, adaptation, and generation of new ideas with the educational communities to which we are linked and re-signify the school.

This is why we work hand-in-hand with many teachers and directors who believe it is necessary to revitalize and give a new meaning to the school and the interactions that shape it. Therefore, we create learning scenarios and co-creation sessions with harmonic transitions, dialogic readings, project-based learning, entrepreneurship, and socioemotional skills development. With this, we can reflect on the transformation of pedagogical practices that mobilizes students' interest, motivation, and willingness to understand their environment and transform it.

We hope that children and youth find it valuable to go to school to learn autonomously and understand that there are compasses beyond the teacher and the school.



As part of *Primerio lo Primero\** (First things first, in English), we seek to guarantee continuity, coherence, and high quality in the transition from initial education to formal education during the first cycle of primary school (from first to third grade).

736  
students

28 teachers  
from Barranquilla  
and Cartagena

### Barranquilla and Cartagena

Training plans for teachers

Scenarios and spaces to co-create alongside teachers

Co-created devices with teachers through categorical mapping and school gatherings strategies.

Teachers became main characters able to fulfill a dream they had had for a long time that all children and families would have fun reading a story.

**Jeckeline Sánchez, Continuous Manager Barranquilla**

During 2020, virtuality was how we kept learning and designing innovative proposals for students and the educational community. Thus, we built **co-creation** sessions through Design Thinking to encourage dialogue and participation of teachers and thus unite knowledge, creativity, experiences to create an innovative product for their students.

As a result, teachers from transition to third grade participated in the prototyping of didactic reading material for their students. Alongside their families, they could integrate and create spaces for dialogic interactions through the story. The sessions were described as innovative and participatory spaces, highlighting aspects such as teamwork, active listening, and respect for colleagues' opinions; a different learning scenario where brainstorming allowed them to maximize their creativity.

Delivered material had a positive impact on families: students carried out all the activities, the story, the theater, the puppets, and the roulette captured their attention, achieving interaction, and of course, the objectives set during the co-creation sessions.

Learning scenarios made it possible to redefine the classroom training. Teachers became the main characters able to fulfill a dream they had had for a long time: that all the children and families would have fun reading a story.





25 teachers  
from Barranquilla  
and Cartagena

## Barranquilla and Cartagena

Teacher Training Plans

Development of scenario sheets and templates for modules

Project meetings' presentations

Implementing didactic strategies  
favouring the development of  
21st century competences in  
elementary school students.



To face the situation in the best way, we looked for platforms that offered us possibilities to meet and adjust the first work guides, designed to work without the internet.

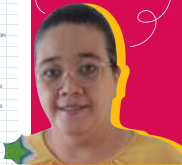
**Zuley Marjorie Soto, Natural Sciences teacher**

The COVID-19 pandemic took us by surprise, challenging us but left us with many lessons learned. We faced a lack of connectivity, communication problems, different family situations, contagions, unemployment, and even the physical absence of parents. However, to face this situation, we looked for platforms that allowed us to meet and adjust our work guides, designed to work without the internet. We made an effort to teach via telephone and maintain strong communication with both students and their parents to achieve home-schooling.

Though a challenging situation, it allowed us to understand that we must look beyond and focus on people. Therefore, we must prioritize knowledge that connects them with their environment and their experiences; understand that everyone has different abilities, learning rhythms, and needs in their environment.

Therefore in the Barefoot Foundation, we reinforce the importance of collaborative work alongside the family, strengthening socio-emotional activities, and the program's contents in the students' educational process. Likewise, the physical space is an essential part to meet, recognize and share with others.

We must remember that human beings are social by nature, and all make the school of us: teachers, students, parents, caregivers, and the community in general.





Encouraging students to develop intra- and interpersonal skills, alongside social abilities to make proper decisions favouring their life course.

148  
students

119 teachers

**Barranquilla, Cartagena and Quibdó**

Creating virtual modules for students and teachers  
of our schools



**To understand the importance of having skills to cope in everyday situations assertively and forge a life purpose through the guidance of teachers.**

**Ruby Abadía Moreno, Teacher at IE Antonio Ricaurte, María Barchmans Headquarters**

For me, the impact of virtuality was significant because, as well as for parents, it opened a tech- door, giving me the possibility to communicate and develop new activities with my students. In this sense, the Conectando Emociones project had to adapt to continue building social-emotional skills through virtuality. Thus, we adapted to virtually seven sessions, having the participation of 40 students along with their families to strengthen HSE competencies.

The development of these sessions ensured that students from third to fifth grade and those in tenth and eleventh grades took advantage of these spaces to understand the importance of having skills to cope in everyday situations assertively and forge a life purpose through the guidance of teachers. It has been a nourishing experience learning how to use technology for this project. It is an indescribable moment when I see the result in all students, by visiting their smiles through their eyes.



Getting students to design relevant solutions to problems in their immediate environment. This project is inspired by the Jóvenes Emprendedores (Young Entrepreneurs, in english) program of Fundación La Caixa, in Spain.

74  
students

4 teachers  
from Barranquilla  
and Cartagena

**Barranquilla and Cartagena**

Developing Kits for Jóvenes Emprendedores project



***At Jóvenes Emprendedores we have increased our spirit of creativity, passion, and autonomy with our projects.***

***Luisa Ortega, student at the Lomas del Peñón EI in Cartagena***

Virtuality has not been easy because we have had to adapt to new tools; however, it has also been one more learning experience in our time at school. Likewise, the Jóvenes Emprendedores project has been a gratifying experience. For me, it has given me entrepreneurial, leadership, and decision-making skills to shape great projects in my future. It has also given me the self-confidence and strength to overcome all the obstacles that have presented themselves and the challenges and goals that I have set for myself.



# GOING TO SCHOOL TO GO BEYOND

TODOS  
AL COLE

We will impact 54,000 primary school children and their families' lives in Colombia, increasing school access and reducing school drop-outs.

Out of the school children enrolled	TOTAL
1st grade	146
2nd grade	151
3rd grade	110
4th grade	118
5th grade	114

669 NEW STUDENTS  
AT SCHOOL

**We firmly believe in educational alternation as the best solution to improve teaching processes affected in 2020, both in learning and in the role of schools as protective spaces.**

**Carlos Echavarré, Todos al Cole Manager**

One of the biggest challenges in 2020 was to adapt the educational service in both public and private schools, maintaining isolation restrictions to contain the COVID-19 pandemic. Although it was not an easy task, educational institutions created technological alternatives and traditional classroom guides to sustain learning.

From Todos al Cole, the Barefoot Foundation, maintained constant communication with the education secretariats to understand the out-of-school scenario and monitor students' school activities through school guides implemented. As a result, we found that unschooling increased, especially among elementary school students. The school guides, although practical, do not make up for the students' school attendance.

We firmly believe in educational alternation as the best solution to improve teaching processes affected in 2020, both in learning and in the role of schools as protective spaces. In this sense, Todos al Cole has two fundamental challenges: 1) to accompany the education secretariats in return to the classroom processes, through seeking unschooled population, articulating with schools to facilitate access to the educational offer, and providing relevant and quality information to the communities. The second is to accompany students in the strengthening of language, mathematics, and psychosocial skills and train teachers in tools that will enable them to strengthen their pedagogical practice.

We continue working together alongside the education secretariats, teachers, and community to guarantee children and youth's education rights. Although the pandemic has revealed shortcomings in the system, it cannot condition the return of children and young people to the educational process.



The COVID-19 pandemic left us with great lessons to learn. At the IED Fundación Pies Descalzos in Cartagena, we understood and reinforced that the teachers' roles are irreplaceable.

**Lilian Gaviria, Director of the Pies Descalzos school in Lomas del Puyé, Cartagena**

During this adaptation process, the concept of "Equitable School" emerged in our school, referring to that living, thriving, and committed space that guarantees the educational service through differentiated attention. We always kept in mind that schools are composed of human beings with feelings and emotions. And when we unite, support, and encourage each other, we are more robust and able to innovate for what we do, to provide greater welfare and benefit to students.

This is how we adapt the pedagogical work to all students' needs, characteristics, and conditions. We make a more flexible curriculum by using clear and didactic learning guides.

However, as teachers, we know there is a crucial connection with the students during the learning process. It is that precise moment when, while we transmit knowledge, students learn everything with curiosity and encouragement.

This moment is possible only at school, a space of cognitive and socioemotional development for children and youth. Neither guides nor connectivity can replace the teacher's role in a student's life. We are now seeing how important it is to return to the classroom to take advantage of all the opportunities it offers for the present and future as a protective space.





# Bonding virtually



## Pies on Casa platform

Connecting 37 volunteers with Colombian households to solve academic questions



## Homes Connected, Students Connected donation campaign

Joining forces to keep more students connected to education



## Rank #4 Most Admired NGO

Being presented as one of the most admired NGOs in Colombia by 2020 Opinion Panel of Cifras y Conceptos

## +20 Facebook Live

Connecting with experts, partners, students and teachers to discuss and learn about the challenges of education



## Increased family involvement

Committing mothers, fathers and caregivers to children's home-schooling processes



We walk together to turn the present



As part of it, we influence the educative sector by analyzing and producing information, generating training and debate spaces to manage and monitor public policies in education.



Through this initiative created by Colombia cuida Colombia (Colombia takes care of Colombia, in English), we join with other educational stakeholders to guarantee education's right and mutual commitment to children and youth by guiding them towards making homes the primary learning environment.

of education into a better future



Food aid alongside Fundación Santo Domingo, ColSvd, and Argos.

1,285 beneficiary families

First Things First Alliance and LEGO Foundation

6,934 kits delivered

Connectivity support with Fundación Telefonía

595 beneficiaries

# Financial reports

Fundación Pies Descalzos  
Financial Position Statement as of December 31, 2020 - 2019  
(Thousands of Colombian pesos)

ASSETS	Note	DIC 2020	DIC 2019
<b>CURRENT ASSETS</b>			
Cash and cash counterparts	4	14,097,931	11,888,117
Trade and other receivables	5	72,278	13,852
Advances on taxes and contributions or credit balances	6	30,780	23,755
<b>Total Current Assets</b>		<b>14,200,989</b>	<b>11,925,724</b>
<b>NON-CURRENT</b>			
Net Property and Equipment	7	13,297	8,073
Intangible assets	8	0	886
<b>Total Non-Current Assets</b>		<b>13,297</b>	<b>8,959</b>
<b>Total Assets</b>		<b>14,214,286</b>	<b>11,934,683</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Financial Obligations CP	9	4,899	10,848
Current tax liabilities	10	2,860	2,029
Trade and other accounts payable	11	35,057	25,140
Employee benefits	12	80,744	70,260
<b>Total Current Liabilities</b>		<b>123,560</b>	<b>108,277</b>
<b>NON-CURRENT</b>			
Other Liabilities	13	14,086,053	11,899,013
<b>Total Non-Current Liabilities</b>		<b>14,086,053</b>	<b>11,899,013</b>
<b>Total Liabilities</b>		<b>14,210,613</b>	<b>11,997,290</b>
<b>SHAREHOLDERS' EQUITY</b>			
Social Fund	14	2,000	2,000
Surplus for the year		4,169	1,793
Surplus on conversion to NIF		-2,398	-2,398
<b>Total Equity</b>		<b>3,773</b>	<b>1,393</b>
<b>TOTAL LIABILITIES AND SHAREHOLDERS' EQUITY</b>		<b>14,214,286</b>	<b>11,934,683</b>

Fundación Pies Descalzos  
Comprehensive Income Statement as of December 31, 2020  
(Thousands of Colombian pesos)

	Note	DIC 2020	DIC 2019
<b>Ordinary Activities Income</b>			
Ordinary Activities Income (Donations)	15	897,793	969,444
Other Income	16	7,380	575
<b>Total Income from Ordinary Activities</b>		<b>905,173</b>	<b>970,019</b>
<b>Administrative Expenses</b>	17		
Administrative Expenses		159,000	309,198
Employee benefits Expense Administration		732,198	850,373
Depreciation and amortization expense		4,373	7895
Other Expenses		746	980
<b>Total Expenses</b>		<b>896,417</b>	<b>964,397</b>
<b>Operating profit</b>		<b>8,756</b>	<b>5,622</b>
<b>FINANCIAL COST</b>			
Financial Income	18	4,958	4,073
Financial Expenses	18	8,783	9,882
<b>Total Financial Cost</b>		<b>(4,825)</b>	<b>(5,809)</b>
<b>Profit Before Taxes</b>		<b>6,931</b>	<b>3,773</b>
Income Tax Provision		2,740	1,980
<b>Profit After Taxes</b>		<b>4,191</b>	<b>1,793</b>

**Fundación Pies Descalzos**  
**Estado de Cambio en el Patrimonio a 31 de diciembre 2020 - 2019**  
(Miles de pesos colombianos)

HERITAGE	DEC 2020	DEC 2019
Balance at the beginning of the period	1.397	2.000
Social capital	2.000	2.000
IFRS Conversion Surplus		(2.398)
Surpluses for the Fiscal Year	4.589	1.793
Transfer of Excesses to Reinvest the previous year	(1.793)	
<b>Total assets of the Foundation</b>	<b>3.773</b>	<b>4.397</b>

**Fundación Pies Descalzos**  
**Estado de Flujo de Efectivo Indirecto**  
Flujos de fondos provenientes de las actividades de operación

	2020	2019
<b>SURPLUS FOR THE YEAR</b>	<b>4.589</b>	<b>1.793</b>
Items that did not affect Cash		
Amortization / Depreciation	4.373	7.955
Depreciated assets 200%	(2)	(1.898)
Provisions		
<b>Total items that do not affect cash</b>	<b>4.381</b>	<b>6.057</b>
<b>Subtotal cash generated in operations</b>	<b>8.970</b>	<b>7.850</b>
<b>CHANGES IN WORKING CAPITAL</b>	<b>1.219.715</b>	<b>1.030.771</b>
Increase (Decrease) Financial assets	-	-
Increase (Decrease) Trade accounts receivable and other accounts receivable	(58.428)	(4.544)
Increase (Decrease) Advance of taxes and contributions or balances in favor	(7.005)	(898)
Increase (Decrease) Inventories	-	-
Increase (Decrease) Current tax liabilities	875	1.376
Increase (Decrease) Trade accounts payable and other accounts payable	(222.087)	90.084
Increase (Decrease) Employee benefits	26.884	12.128
Increase (Decrease) Other liabilities	1.393.940	1.050.205
<b>TOTAL CASH PROVIDED FOR OPERATING ACTIVITIES (A)</b>	<b>2.228.255</b>	<b>2.648.687</b>
<b>CASH FLOW FROM INVESTMENT ACTIVITIES</b>		
Property, plant and equipment	(8.899)	(20.214)
<b>TOTAL CASH USED IN INVESTMENT (B)</b>	<b>(8.899)</b>	<b>(20.214)</b>
<b>CASH FLOW FROM FINANCING ACTIVITIES (C)</b>		
Increase and decrease of equity instrument		
Increase (and decrease of financial liability instrument	(5.949)	7
Transfer of Surpluses for Reinvestment	(2.793)	(2.444)
<b>TOTAL CASH PROVIDED FOR FINANCING ACTIVITIES (D)</b>	<b>(7.742)</b>	<b>(2.437)</b>
<b>EFFECTS OF CHANGES IN EXCHANGE RATES</b>	<b>2.211.864</b>	<b>2.228.133</b>
<b>INCREASE / DECREASE IN CASH OR EQUIVALENT (A - B + C + D)</b>	<b>2.211.864</b>	<b>2.228.133</b>
Cash or equivalent at the beginning of the exercise	21.888.117	5.857.985
Cash or equivalent at the end of the period	24.099.980	21.888.117

## Tax Review

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Da quando il presidente ha messo in discussione la sua presidenza, il suo governo ha cercato di ottenere la sua presidenza. Il suo governo ha cercato di ottenere la sua presidenza. Il suo governo ha cercato di ottenere la sua presidenza.

For a complete and detailed discussion of the issues raised in this paper, see the book by the author, *Complexity, Information, and the Limits of Reason* (Cambridge, MA: MIT Press, 2002). The book contains an extensive bibliography of references and a detailed discussion of the issues raised.

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These authors also found that the use of a written report by the physician was associated with a higher rate of adherence to the recommended treatment. The authors concluded that the use of a written report by the physician was associated with a higher rate of adherence to the recommended treatment.

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En 1998, la loi relative aux associations de loi 101 a été modifiée afin de permettre aux associations de personnes handicapées de bénéficier de la Loi sur l'accès à l'information. Cette loi permet aux associations de personnes handicapées de demander l'accès à l'information relative à la prestation de services, à la planification et à la mise en œuvre de programmes et de services. Cette loi permet également aux associations de personnes handicapées de demander l'accès à l'information relative à la prestation de services, à la planification et à la mise en œuvre de programmes et de services.

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It is important to consider the impact of the information provided on the decision-making process. In the case of the 1995 election, the information provided was limited to the results of the 1994 election and the 1995 election. This information was not sufficient to make a decision on the 1995 election. The information provided was also limited to the results of the 1994 election and the 1995 election. This information was not sufficient to make a decision on the 1995 election.

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# What we learn in 2020

"Virtual education is more interactive, as it includes the whole family during learning processes. However, school is still the ideal space for children and youth to learn."

"Education is important because it nourishes and influences people's progress and advancement."

"With education, I can create my history and fulfill all my dreams."

"It is necessary to combat existing connectivity problems, but more necessary to return to the classroom."

"This year taught me the importance of teacher's role as well as classrooms and school to improve quality education"



# OUR FOOTPRINT



**+ 400**  
Volunteer hours  
donated



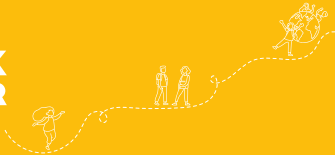
**+ 267**  
Donors



**+ 500**  
Partners

Facebook **172 k**  
Instagram **153 k**  
Twitter **145 k**  
LinkedIn **9,630**

# WE WALK TOGETHER





### Together, we will reach more corners of the country

**Shelene**

'We are constantly changing and evolving in a world that challenges us to stay ahead and become better every day. To achieve this, we must continue to build together and join efforts to improve education in Colombia, and provide opportunities for the country's children and youth to create their history. They are our present and future; so as citizens, we have the responsibility to provide them with the necessary tools to fulfill their dreams.

'We have come a long way together, and I am convinced that we will achieve more significant and better results if we continue in this way. Thank you for all the effort and commitment promoting education in the country, access, and above all, permanence. The National and Regional Government, the educational institutions, the teachers, the families, the community, we are all part of children and youth's environment and part of their stories. And therefore, we must be an example of them and for them.

Let us remain committed to education in the country, which is the best tool to achieve a better future for all.



knowledge; it is about being people who inspire children and youth to build their present and their dreams. Today, more than ever, **we thank all teachers** who, within their role as mentors, established new dynamics for home-schooling processes and went beyond to continue guaranteeing quality education.

**Thank you infinitely for your work, which forges the future of the next generations!**



Thanks to **Editorial Planeta** for donating 500 books for all three schools with outstanding titles for children and youth to improve their reading habits.



3. It is beautiful for the Barefoot Foundation to receive support from every one of **our founder's fan clubs**. With you, we have developed high-impact actions for students and their communities, which have left a mark in their hearts. We want to thank you for your commitment to our projects and your ongoing initiatives. We look forward to continuing working with you, and remember: **We walk together!**





THANKS

A single, continuous, wavy yellow line that starts on the left, dips down, and then rises towards the right, positioned below the word 'THANKS'.

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