

2024

ANNUAL ACTIVITY REPORT OF THE ARCOR FOUNDATION AND THE ARCOR INSTITUTE



**BUILDING
OPPORTUNITIES
FOR CHILDREN**

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INTRODUCTORY WORDS



2-22

As part of Grupo Arcor's commitment to childhood in Latin America—and as a tangible expression of that commitment—we present our **2024 Annual Social Investment Report**, which highlights the actions carried out by the **Arcor Foundation Argentina**, the **Arcor Institute Brazil** and the **Arcor Foundation Chile** during that period.

In this edition, we have adopted the Global Reporting Initiative (GRI) Standards in their reference format for the first time, as a means to publicly report on our management practices and our contribution to the Sustainable Development Goals established by the United Nations (UN).

During the reporting year, we developed and supported 164 educational projects in Argentina, Chile, Brazil, and other Latin American countries, reaching about 683,000 children through our initiatives. These efforts also included various training and development opportunities for 58,899 adults who work with children.

It is also worth mentioning our work in Brazil, where the Arcor Institute commemorated 20 years of sustained efforts on behalf of and for children. To celebrate, we carried out a series of special initiatives that brought us closer to the communities where we operate, aiming to contribute to the holistic development of Brazilian children.

We are convinced of the need to place childhood at the center of the agenda. With this in mind, we continue to embrace new challenges, while strengthening and building partnerships with stakeholders who share our mission of creating educational opportunities for a future that begins today.

I would like to thank all the individuals and organizations with whom the Arcor Foundation, in Argentina and Chile, and the Arcor Institute in Brazil, coordinate their activities. Let's continue building opportunities for children in Latin America together.

ALFREDO GUSTAVO PAGANI

President of Grupo Arcor

HIGHLIGHTS 2024

2-6

BRAZIL ANNIVERSARY



**CRIANDO OPORTUNIDADES
PARA A INFÂNCIA**

**WE CELEBRATED
THE 20TH ANNIVERSARY
OF THE ARCOR
INSTITUTE BRAZIL.**

NEW VISUAL IDENTITY



**WE RENEWED OUR
IMAGE TO CONTINUE
CONTRIBUTING TO
EQUAL OPPORTUNITIES
FOR CHILDREN IN LATIN
AMERICA. WE OPEN OUR
ARMS TO EMBRACE THE
PRESENT AND FUTURE
WITH A SMILE.**

164 INITIATIVES

in Argentina, Brazil, Chile and other Latin American countries.

PEOPLE REACHED

683,515

children

58,899

people trained in childhood issues

522,683

digital participants

7,749,409

people from the general public

SUMMARY OF
OUR ACTIONS
IN 2024



SDGS WE CONTRIBUTE TO



OUR PURPOSE AS A DRIVING FORCE



2-1; 2-6; 2-23; 3-3

At the Arcor Foundation Argentina, the Arcor Institute Brazil, and the Arcor Foundation Chile, we carry out Arcor's Social Investment (Inversión Social de Arcor, ISA) strategy, with more than 30 years of experience expanding our commitment to children in Latin America.



33 YEARS
1991

ARCOR FOUNDATION ARGENTINA



20 YEARS
2004

ARCOR INSTITUTE BRAZIL



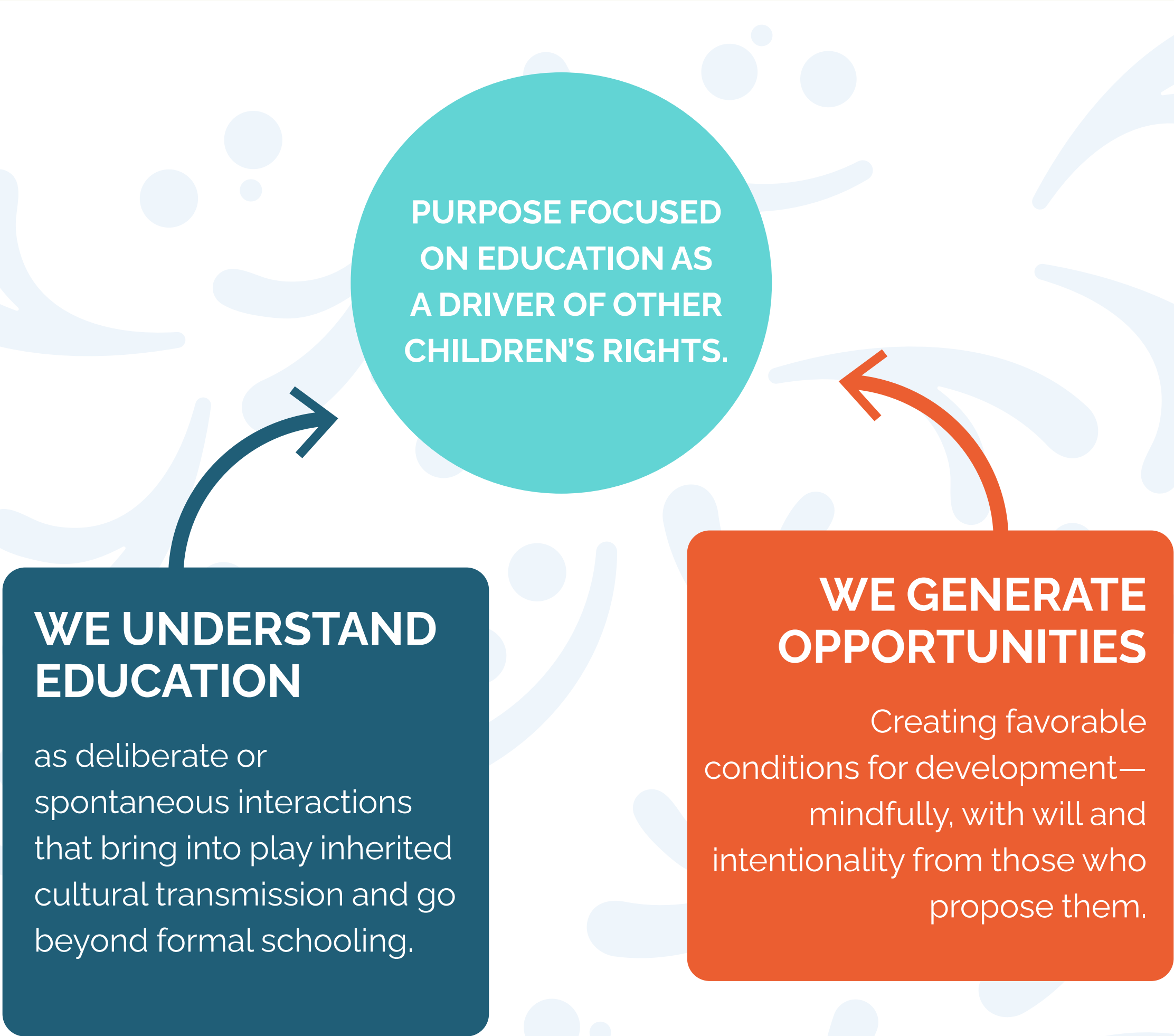
9 YEARS
2015

ARCOR FOUNDATION CHILE

OUR MISSION



Contribute to making
education a tool for
equal opportunities
for children in
Latin America.



CREATING SOCIAL VALUE



3-3

Our strategy translates into active involvement with the cause of childhood and on-the-ground work that keeps us closely connected to the communities we serve.

Focused on children's rights, we concentrate on **three areas of action** in all the countries where we operate:

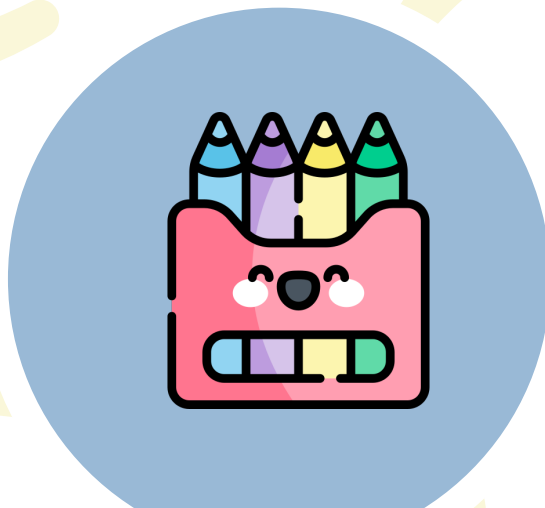
1



CHILDHOOD AND HEALTHY LIVING

We contribute to building healthy lifestyle habits in children by supporting and mentoring educational projects, promoting training, and generating and sharing knowledge on the topic.

2



CHILDHOOD AND COMPREHENSIVE DEVELOPMENT IN THE EARLY YEARS

We collaborate in strengthening early childhood care and education services and environments by training and empowering key adults and by improving access to material resources for institutions that work with young children.

3

CHILDHOOD ON THE PUBLIC AGENDA

We seek to promote debate and reflection on the situation of children in Latin America. We communicate and contribute to raising awareness about the issue on the public agenda.



HOW WE DO IT

Our commitment to children is reflected in the following strategies:



PROJECT SUPPORT

Support to socio-educational projects led by civil society organizations, schools, kindergartens, and comprehensive development centers.

TRAINING AND EDUCATION

Support and implementation of training and capacity building initiatives that strengthen individuals and organizations working with children.

KNOWLEDGE GENERATION

Development of knowledge and content related to childhood, in partnership with study and research centers.

SOCIAL AND PUBLIC MOBILIZATION

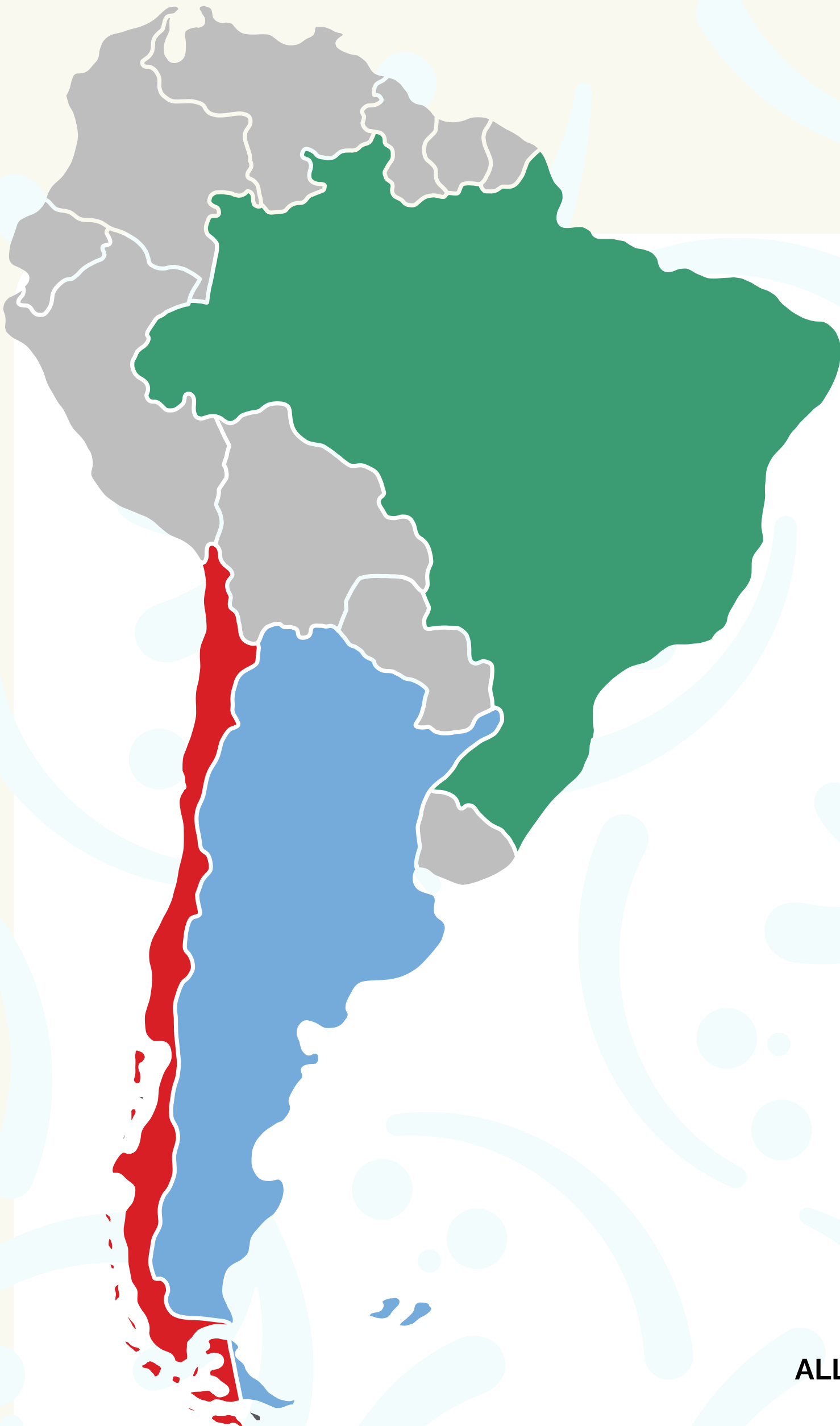
Mobilization of social actors from both the public and private sectors to establish childhood as a shared responsibility, through seminars, forums, active participation in thematic spaces, communication campaigns, alliance building, among other actions.

WHERE WE OPERATE



2-1

We have an institutional presence in Argentina, Chile and Brazil, yet our efforts extend across Latin America through our collaboration with partner organizations in other countries in the region. This allows us to implement a strategy that extends across Latin America.



ARGENTINA
since 1991

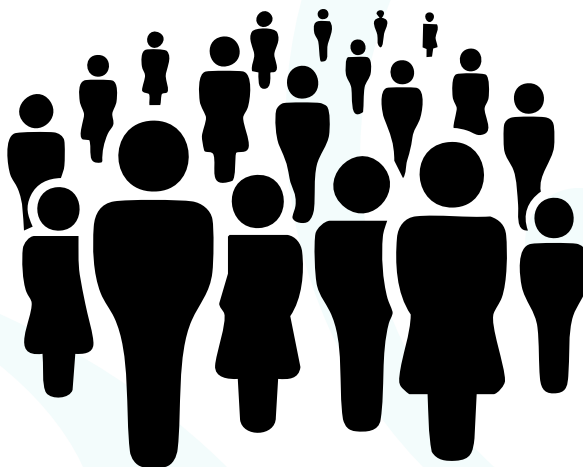


BRAZIL
since 2004



CHILE
since 2015

Our reach



ALL LATIN AMERICA COUNTRIES

VALUES THAT GUIDE US



2-23

We adhere to the values of Grupo Arcor, the driving force of our purpose.

INTEGRITY

DIVERSITY

HUMAN BONDS

ENTREPRENEURIAL SPIRIT

QUALITY

**CLOSENESS TO THE
CONSUMER AND
COMMITMENT TO
THE VALUE CHAIN**

**RESULTS-ORIENTED
APPROACH**

INNOVATION

OUR HISTORY: A PATH OF LEARNING



2-6



2025

10 YEARS

Arcor Foundation Chile.

2024

20 YEARS

Arcor Institute Brazil.

2022

30 YEARS

Arcor Foundation Argentina.

Creation of the
**ARCOR
FOUNDATION
ARGENTINA.**

1991

Through strategic alliances, we expanded our operations to other countries in the region, with the presence of Grupo Arcor.

Creation of the
**ARCOR
INSTITUTE
BRAZIL.**

2004

Creation of the
**ARCOR
FOUNDATION
CHILE.**

2015

2013

The first agreements and programs are established.

We defined our intervention strategy, focused on **children aged 0 to 8**.

We consolidated our institutional presence in Brazil and Chile, expanding our network of partners in pursuit of our mission.

We defined two areas of intervention and one cross-cutting area to take action on childhood education.

We celebrate the commitment to sustained work in favor of educational opportunities for children.

RECOGNITION OF OUR WORK



PRNEWS Non-profit Awards. The Arcor Foundation was the only Latin American organization among the participants of the PRNews Nonprofit Awards that received the **Honorable Mention 2024** in the category **Social Responsibility Campaign for “30 Years Building Opportunities for Children.”**

This prestigious award recognizes communicators and organizations that work hard to make the world a better place through non-profit initiatives.



APSAL Award, in the Education category, for the program "Mi Patio es el Mundo" (My Playground is the World), granted by Asociación de Profesionales de Salud y Alimentos (Association of Food and Health Professionals). This award recognizes educational initiatives, such as the development of projects to improve education, teaching processes, community integration and educational inclusion, educational programs, sustainability in education, food education, and rural education, among others.



We were awarded by the **Foro Ecuménico Social (Ecumenical Social Forum)**, in the **Education category** of the 23rd edition of the **Solidarity Entrepreneur Award**, in recognition for our program “**Mi Patio es el Mundo.**”



The Arcor Institute received a **Recognition for the Casa De Apoio a Criança de Contagem (Support House for Children in Need).**



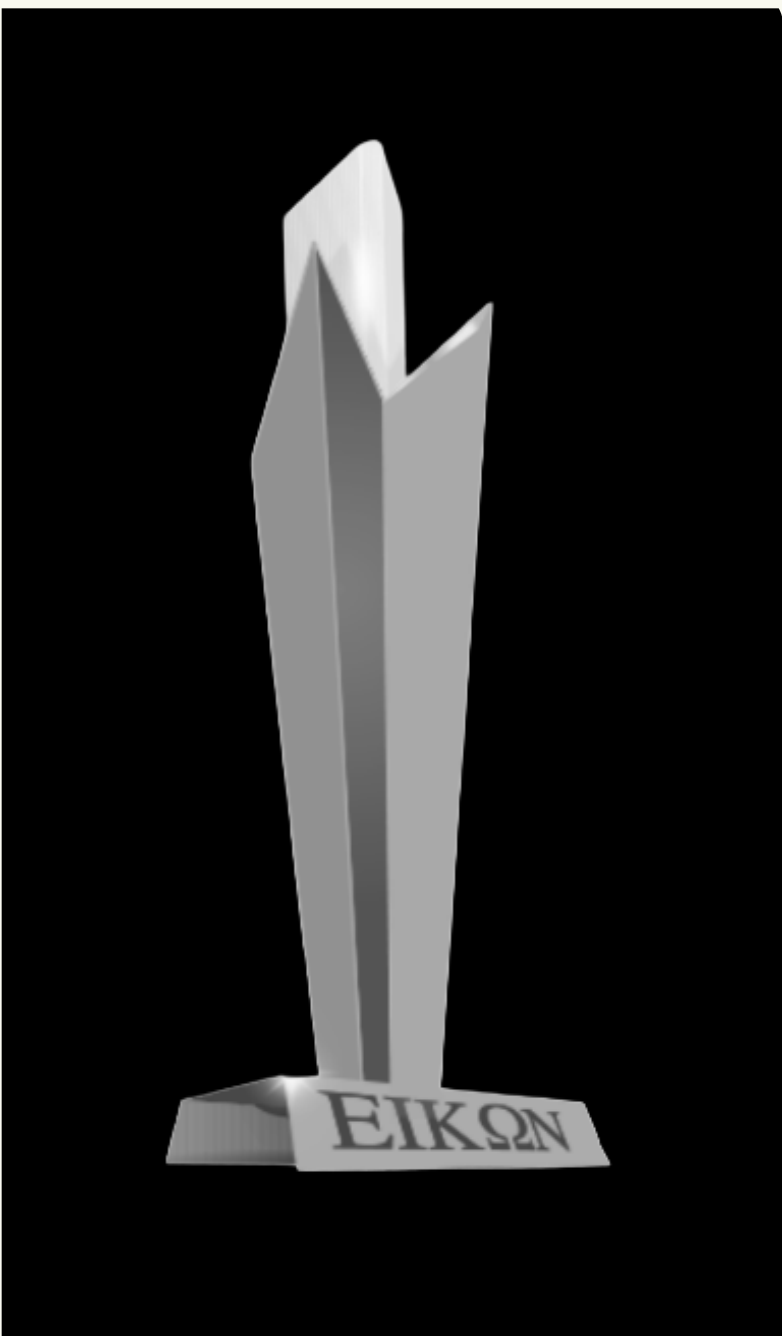
M o ç ã o d e Congratulações e Aplausos (Motion of Congratulations and Applauses) to the Arcor Institute for its 20 years of work, presented by the Municipality of Rio das Pedras.



Premio Empresa Amiga da Primeira Infância (Childhood-Friendly Company Award), granted to the Arcor Institute Brazil by Primeira Infância Campineira (PIC) (Early Childhood of Campinas), a program of the Municipality of Campinas aimed at companies that develop initiatives supporting children in the city of Campinas.



Silver Eikon Award, Argentine edition, in the General Communication Campaign category, for Grupo Arcor and the Arcor Foundation **for the case Arcor Innovation Award, Eighth Edition.**



Platinum Obrar Award, granted by Consejo Publicitario Argentino (Argentine Advertising Council) in the category **Content with Positive Impact**, for the communication campaign **“Universo Arcor” (Arcor Universe).**



Global Child Forum¹ (Sweden). Participation of Laura Pagani, president of the Arcor Foundation, representing Grupo Arcor, at the event attended by nearly 100 companies worldwide.



¹ The Global Child Forum is a Swedish foundation that brings together global leaders from the business sector, civil society, academia, and governments to drive actions that promote social change around children's rights. Its vision is a sustainable world where children's rights are respected and supported by all actors in society. In particular, it focuses on the power of businesses to drive change and encourages them to adopt approaches that better serve their operations and the communities they impact.

SOCIAL INVESTMENT FOR A CHILDHOOD WITH OPPORTUNITIES



3-3; 203-2; 413-1

We invest in childhood with the conviction that it is the path to growth as a society. Our contribution and added value through private social investment lie in creating educational opportunities for children, recognizing education as a fundamental right in the life of every person. This approach is based on the continuous development of specialized knowledge about their situation, the systematization of experiences, the generation of insights, the evaluation of practices, and their subsequent dissemination.

We recognize the State as the main guarantor in promoting and upholding children's rights. However, we also assume the social role of being jointly responsible for its fulfillment. Thus, together with other organizations, we are committed to a collective effort to promote actions targeting adults responsible for children's education and development, providing them with the tools to raise children who are free, independent, and empowered with opportunities.

We do this based on a thorough assessment of the situation, an analysis of the context and a knowledge-managed approach, all of which enables us to:

Stay informed about the situation of children in Latin America, in relation to public policies in favor of children, the degree of progress in their implementation, and trends in social investment.

Contribute to the generation of knowledge on these aspects, through the systematization and transfer of our own experience.

Identify the landscape of stakeholders working in favor of children and collaborate in a coordinated manner with all of them.

This approach connects us with key stakeholders in child-focused investment and encourages us to establish strategic partnerships to enhance collaborative intervention.

We understand that the added value of private social investment lies not only in the quantitative scope of the actions we implement, but also in the opportunity to carry out innovative experiences in partnership with other stakeholders—contributing to reflection, visibility, and the improvement of children's well-being in Latin America.

OUR AUDIENCES AND THEIR EXPECTATIONS



2-29

| STAKEHOLDERS OF INTEREST | COMMUNICATION CHANNELS | WHAT THEY EXPECT FROM US |
|---|--|--|
| People who work on childhood-related issues. | Websites, inbound marketing campaigns, content segmentation, mailings, landing pages, social media platforms where they have a presence, virtual meetings, WhatsApp. | Training. Professional information. Education and Development. |
| Boys and girls participating in the programs | Active participation in the programs. Active listening in-person. | Be educated, play, participate, learn, develop holistically. |
| Civil society organizations, schools, kindergartens, peer organizations, technical representatives, academic entities, government institutions. | Email, meetings (in person/virtual), LinkedIn, participation in thematic spaces. Agreements. Material derived from collaborations in the production of knowledge. | Help them achieve their goals. Expand their participation in child-related causes. Contribute to a common cause. Resources. Generate discussions/ debates that become the basis for public policies. |
| Communities where we operate. | In-person meetings and gatherings, WhatsApp, websites, Google campaigns, social media platforms where they have a presence, mailings. | Perceive the Foundation and the Institute as social actors engaged in childhood development. Knowledge-related contributions and support to specific programs. |

| | | |
|-------------------------------|--|---|
| Staff and Team | Work meetings, in-person and virtual meetings. | Professional development; participation by contributing to the social cause of children. |
| Founding company | In-person and virtual meetings. Reports. Feedback meetings. | Management of its social investment. Mission accomplishment. Results. Representation and expansion of values. Promotion and contribution to its reputation. |
| Networks and partnerships | Meetings, in-person and virtual gatherings. Knowledge exchange. | Increase reach through partnership. |
| Grupo Arcor internal audience | RedCom (corporate internal communications app), Intranet, mailings, digital billboards in corporate buildings and plants, WhatsApp groups. | Participation and sense of belonging. |
| Mass audience | Websites, Google campaigns, social media, mass media. | Information and content about childhood, useful resources for working with children. Learn what the Arcor Foundations and Institute do. |

MATERIAL TOPICS OF MANAGEMENT



3-1; 3-2; 3-3

These are the issues that directly impact our sustainability as well as that of the audiences we engage with (institutions, individuals, and children), whose human rights are inherently included. They derive from the fulfillment of our mission, the overall functioning of our organization, and the services (programs and initiatives) we provide.

The detection and proper approach to material topics directly impact our ability to create long-term value and to prevent potential contingencies in the fulfillment of our mission.

For this report, material topics have been determined internally through interviews with the Staff of the Foundations and the Arcor Institute, as well as the Regional Team.

- **Ethics:** Integrity in the management and administration of resources.
- **Legal and tax compliance.**
- **Use of resources and accountability.**

TRANSPARENT MANAGEMENT

CREATION OF SOCIAL VALUE

CREATION OF ENVIRONMENTAL VALUE

SOCIETY AND CHILDHOOD

- Guidelines for incorporating the perspective of children's rights into the design and implementation of programs.
- Participation of the community and other beneficiaries of programs and initiatives.
- Results: Monitoring, evaluation and feedback.
- Public advocacy and outreach campaigns.
- Strategic partnerships.

RESPONSIBILITY FOR PROGRAMS

- Context assessment and knowledge management.
- Transparency in communications and dissemination of initiatives (public eligibility criteria).
- Good labor practices:
- Staff and Regional Team.

- **Promotion of initiatives with content related to sustainable development and environmental care.**

OUR CONTRIBUTION TO SUSTAINABLE DEVELOPMENT








3-3

The 17 Sustainable Development Goals (SDGs) are part of a global agenda promoted by the United Nations, aimed at achieving a more just, equitable, and sustainable world by 2030.

Achieving these goals requires the participation not only of governments, but also of the private sector.

At the Arcor Foundations and the Arco Institute, we identify the objectives we are contributing to through the implementation of our programs.

| SDGs WE ARE COMMITTED TO | OUR FOCUS ON MANAGEMENT | OUR CONTRIBUTION TO THE GOALS |
|---|--|--|
|  | Ensure healthy lives and promote well-being for all, at all ages. | We promote the comprehensive development of children, with special emphasis on physical and emotional health. |
|  | We believe in inclusive, equitable, and quality education for all children, enabling them to reach their full potential. | We support initiatives that promote play, recreation, physical education, artistic expression, peaceful coexistence, and healthy relationships. |
| | | We provide support for socio-educational projects, teaching materials and content, teacher training, and assistance to educational institutions. |

| | | | |
|---|---|---|---|
|  | <p>Reduce inequality within and between countries.</p> | <p>We seek to reduce the social and territorial inequalities that affect children, especially in the most vulnerable areas.</p> | <p>We prioritize intervention in the most vulnerable communities and work with other local actors—such as governments, businesses, social organizations, and media—especially in Argentina, Chile, Brazil, and other Latin American countries where we are present.</p> |
|  | <p>Take urgent action to combat climate change and its impacts.</p> | <p>We promote sustainable education that fosters awareness in the environmental, social, and cultural areas of life, cultivating attitudes, skills, and knowledge that enable individuals to make informed decisions for building a sustainable future.</p> | <p>We do this through the Mi Patio es el Mundo award, in partnership with OMEP, which recognizes education for sustainable development starting in early childhood and promotes the inclusion of this topic in training courses.</p> |
|  | <p>Revitalize the global partnership for sustainable development.</p> | <p>We recognize the importance of networking and building strategic alliances with other stakeholders who share our vision and mission.</p> | <p>We participate in various local, regional, and international platforms and networks that allow us to expand our reach, share experiences, and strengthen our impact.</p> |

TRANSPARENT MANAGEMENT



We foster and work within a framework of transparent relationships based on professionalism and experience. In addition, we manage project resources efficiently, both for those we support and for those we implement.

1 GOVERNANCE STRUCTURE AND FORM

2-9; 2-13; 2-19

The three institutions are non-profit entities established in accordance with the regulations governing them in the countries where they operate.

Each of them has an ad-honorem **Board of Directors** and a **Staff** responsible for carrying out the programs and initiatives.

In turn, a **Regional Team** based in Argentina assists, supports, and guides the Staff of each Foundation and Institute in the development of their activities.



2 ETHICS AND TRANSPARENCY

2-23; 3-3; 205-2

As private entities serving the public good, we are subject to the regulations of each country and are committed to their strict compliance. We promote transparency, accountability, and disclosure of information—going beyond what is required by law.

In addition to complying with the submission of annual financial and tax reports, as required by the regulatory agencies, we annually publish our **Social Investment Report**, which is available to our audiences through the websites of each institution.

We also adhere to Grupo Arcor regulations and adopt them as our own, particularly those dealing with matters related to our activity, such as:

- **Code of Ethics and Conduct.**
- **Sustainability Policy.**
- **Policy of Commitment to Children’s Rights.**
- **Policy of Commitment to Human Rights.**

Their guidelines govern the way we interact with our stakeholders, both internal and external.

3 USE OF RESOURCES

3-3; 201-1

| OUR INVESTMENT | | ARGENTINA | BRAZIL | CHILE |
|------------------|---|---------------|--------------|---------------|
| Mobilized Amount | | \$477,448,656 | R\$3,278,776 | \$217,762,430 |
| Invested amount | | \$267,219,689 | R\$1,259,113 | \$159,802,846 |
| Initiatives | 164 in total | 77 | 64 | 23 |
| Participants | 683,515 children reached | 629,959 | 42,957 | 10,599 |
| | 58,899 adults trained | 54,720 | 3,850 | 329 |
| | 522,683 digital participants | 349,284* | 173,399 | - |
| | 7,749,409 individuals within the mass audience* | 6,514,604* | 1,234,535 | 270 |

* This includes digital participants and mass audiences in Spanish.

CHILDHOOD AND COMPREHENSIVE DEVELOPMENT IN THE FIRST YEARS



3-3; 203-2; 413-1

We collaborate to strengthen early childhood care and education services and environments through the training of adult advocates and providing support to improve the physical conditions of institutions that work with children.



7th EDITION OF THE AWARD: MI PATIO ES EL MUNDO (MY PLAYGROUND IS THE WORLD)



Every year, we call for and award innovative projects of **education for sustainable development** (educación para el desarrollo sostenible, EDS), developed in institutions dedicated to early childhood care and education (instituciones dedicadas a la atención y educación de la primera infancia, AEPI).

We achieved this through an alliance with the Latin American Vice Presidency of the World Organization for Early Childhood Education (Organización Mundial para la Educación Preescolar, OMEP) and Grupo Arcor in Bolivia, Uruguay, Paraguay and Peru, along with the sponsorship of organizations such as the Asociación Integral para la Niñez (Red AINI) (Comprehensive Association for Children Network), Instituto Nacional del Niño (National Children's Institute), Instituto Interamericano del Niño, la Niña y Adolescentes (IIN) (Inter-American Children's Institute) and the Organization of American States (OAS).

ORGANIZED BY:   

SPONSORED BY:         

7
PARTICIPATING
COUNTRIES

184
PROJECTS
RECEIVED
3% MORE THAN
IN 2023

14
AWARD-
WINNING
PROJECTS
AMONG WINNERS
AND SPECIAL MENTIONS

The EDS involves adopting an approach that integrates ecological, social, economic, and cultural dimensions in a cross-cutting manner, relying on the empowerment of children as right holders. It also requires a shared vision and joint effort between educational institutions, families, communities, and the civil society.

What distinguishes the Award:

| | | |
|---|--|--|
| COORDINATION WITH GRUPO ARCOR AND ITS TEAMS IN DIFFERENT COUNTRIES IN THE REGION. | STRATEGIC ALLIANCES WITH: <ul style="list-style-type: none">- OMEP, IN 6 COUNTRIES.- AINI (Early Childhood Network in Bolivia).- Silva Henríquez Catholic University. | ENDORSEMENTS FROM INTERNATIONAL ORGANIZATIONS: <ul style="list-style-type: none">- OAS- Inter-American Children's Institute. |
| NETWORKING WITH SPECIALISTS IN EDUCATION FOR SUSTAINABLE DEVELOPMENT THROUGHOUT LATIN AMERICA. | DEVELOPMENT OF TRAINING CONTENT ON THE TOPIC FOR TEACHERS THROUGHOUT THE REGION AND SUPPORT IN WRITING AND PRESENTING THEIR EXPERIENCES. | DISSEMINATION OF THE TOPIC IN THE MASS MEDIA. |
| | | SYSTEMATIZATION OF EXPERIENCES IN SPANISH AND PORTUGUESE. |

2024 WINNERS

7th EDITION

ARGENTINA

WINNER:

"Conociendo a los colibríes" (Getting to know the hummingbirds). Kindergarten No. 905. Ezeiza, Buenos Aires.

MENTION:

"Cultivando infancia a cielo abierto. La huerta escolar como ambiente integral de aprendizajes y enseñanzas desde el nivel inicial" (Cultivating childhood in the open air. The school garden as an integral learning and teaching environment from the early years). Kindergarten No. 14. Ushuaia, Tierra del Fuego.

BOLIVIA

WINNER:

"Ananitay Iskay- Ayudemos a crecer los árboles" (Ananitay Iskay- Let's help the trees grow). Asociación Khuskan Jaku. Oruro.

MENTION:

"Yo también cuento" (I count too). Fundación Hogar de niños Alalay. La Paz.

BRAZIL

WINNER:

"Cuidando do munda da gente" (Taking care of our world). Cantinho da Tia Isaura Early Childhood Education Center - São Paulo.

MENTION:

"Minha cidade tem historias e memorias" (My city has stories and memories). Maria do Carmo Municipal School in Abreu Sodré. Itanhaém. São Paulo.



CHILE

WINNER:

"Descubriendo nuestras raíces, exploramos la diversidad cultural junto a niños y niñas y comunidad a través del juego" (Discovering our roots, exploring cultural diversity with children and the community through play). Palomita Blanca Kindergarten and Nursery. Fundación Integra.

MENTION:

"El patrimonio de Lota no se olvida, porque es parte de mi vida" (Lota's heritage will not be forgotten, because it is part of my life). Baldomero Lillo Kindergarten. Junji.

PARAGUAY

WINNER:

"El sendero de los niños, creando un entorno más saludable" (The children's path, creating a healthier environment). Espacio de Desarrollo Infantil (EDI) (Child Development Space) No. 8. Caazapá.

MENTION:

"Cuidemos nuestra casa grande" (Let's take care of our big house). Elementary School No. 15069. Bañado Sur. Asunción.

PERU

WINNER:

"Ecoaventuras en mi jardín" (Ecoadventures in my garden). IEI No. 123 Virgen de Asunción Early Childhood Education Institution. Callao.

MENTION:

"Implementación de cultivos de plantas medicinales" (Implementation of medicinal plant cultivation). IEI "Mesa Redonda" Kindergarten. Lima.

URUGUAY

WINNER:

"Minimundos a través de piezas sueltas" (Mini worlds through loose pieces). Espacio Guidaí. Montevideo.

MENTION:

"Raíces creativas: diálogos entre arte y naturaleza" (Creative roots: dialogues between art and nature). Kindergarten No. 396. Montevideo.

NIÑEZ CERCAANA

(BRINGING EARLY CHILDHOOD CLOSER)



This program aims to support municipalities in their effort to improve early childhood development by training and educating technical teams at nurseries and child development centers.

In 2024, we completed the entire program in Luján for the first time, including the **integrative module**, to recover, strengthen and consolidate both the theoretical content and the institutional practices addressed through the program. A recreational kit representing the work carried out by organizations and teaching teams was developed. It was also shared with the local media and through internal communication channels to ensure dissemination.

10
COMMUNITIES

106
NURSERIES

300
ADULTS

4,500
CHILDREN

MUNICIPALITIES AS KEY ALLIES FOR CHILDREN’S EDUCATION

PROGRAM MODULES:

| M 1: Body and motor practices | M 2: Art, word and play | M 3: Healthy eating and commensality | M 4: Diploma in Executive Management | INTEGRATIVE MODULE |
|----------------------------------|------------------------------|---|---|-----------------------------|
| Arroyito, Pocito and Rawson | Luján, Tigre, Recreo | Colonia Caroya, Jesús María and surrounding areas | Province of San Juan | Luján |
| 20 Child Development Centers | 12 Child Development Centers | 10 Child Development Centers | 72 Child Development Centers | 4 Child Development Centers |
| 116 teachers and assistants | 76 teachers and assistants | 55 teachers and assistants | 100 teachers and administrators | 27 teachers and assistants |
| 1,740 children reached | 1,145 children reached | 825 children reached | 1,500 children reached | 405 children reached |

“The program has served to promote, develop, and strengthen childhood development through educational institutions.”

Natalio Pochak, OMEP trainer.

“We are the first municipality to complete the full Arcor Foundation childhood program. So we are very grateful to the authorities of the Foundation, to the Arcor company, which is very important in Luján (...) A journey we’ve been walking together with Arcor here in Luján—one that I’m sure will continue to bear new fruit.”

Leonardo Boto (Mayor of Luján)

NOVO OLHAR PARA OS ESPAÇOS ESCOLARES

**(A NEW LOOK
AT SCHOOL SPACES)**



This year, at Arcor Institute, we encouraged preschools to rethink their spaces to make them welcoming and safe, and to increase children’s contact with nature, opportunities for play, and new educational experiences.

14

**PARTICIPATING
PROJECTS**

2,651

**CHILDREN
AGED 0 TO 5
BENEFITED**

**CITIES OF
BRAGANÇA
PAULISTA,
CONTAGEM AND
RIO DAS PEDRAS.**

VERDEJANDO ESCOLAS

(GREENING SCHOOLS)



In collaboration with Fundação para o Desenvolvimento da Educação, Assistência e Cultura (FEAC) (Foundation for the Development of Education, Assistance), and Instituto Tecendo Infâncias (Weaving Childhoods Institute), its main objective is to support schools in redefining their physical and cultural environment, promoting free play integrated with nature, thus strengthening children's health and well-being, with the active participation of children in six nurseries in the city of Campinas.

NIÑEZ PROTAGONISTA

(CHILDREN AS PROTAGONISTS)



With this program, we aim to support projects from organizations that promote participation of children aged 4 to 8 in their educational spaces.

We partnered with Fundación Gras to achieve this and, in this edition, we are supported and sponsored by the Office of the Ombudsman for Children (Defensoría de la Niñez), the Pacto Niñez (Childhood Covenant) initiative, and the Network of Universities for Children (Red de Universidades por la infancia, RUPI).



OUR ACHIEVEMENTS DURING THE 2023-24 PERIOD:

IMPLEMENTATION OF 4 PROJECTS:

1. **Education 2020 Foundation - For childhood:** Participation to learn to live together.
2. **Foundation For Trust** Partnership for trust.
3. **Corporation Forja Chile** Forging children's participation through nomadic learning.
4. **Coaniquem** Connect with the community.

CONTINUOUS SUPPORT THROUGH:

- Monthly online meetings.
- On-site visits to the schools where projects were implemented.
- Two-day methodological workshop on child participation.

REACHING MORE THAN
747
CHILDREN OF THE METROPOLITAN REGION.



DEL AULA A LA COMUNIDAD (FROM THE CLASSROOM TO THE COMMUNITY): SECOND CALL



With this program, we contribute to strengthening the recognition of early childhood education, while giving visibility to educational teams and their pedagogical practices in public-interest spaces. How? Through a documentary series published on the Arcor Foundation's YouTube channel, we share innovative experiences developed by early childhood education professionals in Chile.

This program also enables us to foster dialogue among peers and with relevant stakeholders regarding educational activities.



WE SELECTED 4 KINDERGARTENS

FOR THEIR EDUCATIONAL PRACTICES, AND WE REWARDED THEM!
WE PRESENTED EACH EDUCATIONAL TEAM WITH A RECOGNITION
PLAQUE AND CLP 1,000,000.

Antu Liwen Kindergarten:
"Experiencias pedagógicas colectivas" (Collective pedagogical experiences).
Lo Prado (Metropolitan Region).

Cumbre Volcán Osorno Kindergarten:
"Visibilizando las voces de niños y niñas dentro del territorio" (Making the voices of children heard within the territory).
Renca (Metropolitan Region).

Millaray Kindergarten:
"Huerto mágico" (Magic garden).
La Pintana (Metropolitan Region).

Mundo Feliz Kindergarten:
"Aprendiendo a vivir juntos, somos ciudadanos y ciudadanas" (Learning to live together, we are citizens).
Palmilla (O'Higgins Region).

60
CHILDREN

75
CHILDREN

72
CHILDREN

15
CHILDREN

OTHER ACTIONS:

- Local Recognition Day.
- Perception survey assessment with educational communities.



COURSE "DERECHOS DE LA NIÑEZ Y LA ADOLESCENCIA E INSTITUCIONES GARANTES" (RIGHTS OF CHILDREN AND ADOLESCENTS AND GUARANTEE INSTITUTIONS)



This self-paced course was launched on our educational portal in partnership with the Office of the Ombudsman for Children of Chile (Defensoría de la Niñez de Chile) and the support of the UPPI Foundation.

Its purpose is to promote adult awareness of the human rights of children and adolescents, and the institutions that guarantee them in Chile.

**SEE
COURSE
LAUNCH**

HYBRID COURSES



We design and implement tutored courses certified by the Silva Henríquez Catholic University of Chile. At the end of the training sessions, we select and support projects presented by participants.

PARTICIPACIÓN EN LA PRIMERA INFANCIA (PARTICIPATION IN EARLY CHILDHOOD)



With this course, we seek to promote the participation of children in the educational community, recognizing them as rights holders and active citizens in a meaningful way.

136

PEOPLE
TRAINED*

37

INSTITUTIONS

221

CHILDREN

PARTNERSHIP WITH
JUNJI AND
SILVA HENRÍQUEZ
CATHOLIC UNIVERSITY

4 PROJECTS FOR 4 KINDERGARTENS SELECTED:

1. **Las Llosyas Kindergarten (Arica):** "Mi casa en el jardín infantil" (My House in the Kindergarten).
2. **Villa Frontera Kindergarten (Arica):** "Elegir lo que me hace feliz no tiene género" (Choosing what makes me happy has no gender).
3. **Nuevo Amanecer Kindergarten (Graneros):** "Valorarte a través del arte" (Value yourself through art).
4. **Manitos de Colores Kindergarten (Rancagua):** "Nuestro patio interactivo" (Our interactive playground).



* Participants in these courses are included in the educational portal outreach data (see the "Educational Portal" section).

VÍNCULOS EN LOS PRIMEROS AÑOS (BONDING IN THE EARLY YEARS)

With this course, we aim to strengthen the pedagogical tools for bonding used by educators and professionals to guide their work with young children, from a rights-based perspective.

During 2024, we worked with Fundación Integra, Fundación Infancia Primero (Childhood First Foundation), and the Silva Henríquez Catholic University.

9

**PROFESSIONAL
KINDERGARTEN
ADVISORS
NATIONWIDE***

7

**PROJECTS
IN THE MAULE
REGION IN 7
KINDERGARTENS.**

837

**CHILDREN
REACHED**

**ONLINE AND
IN-PERSON
MEETINGS**

**WITH EACH
PROJECT TO
ANALYZE BUDGET
EXECUTION AND
PROGRESS STATUS
(WITH MONITORING
TOOL).**

* Participants in these courses are included in the educational portal outreach data (see the "Educational Portal" section).

EDUCACIÓN SOSTENIBLE EN EDUCACIÓN PARVULARIA (SUSTAINABLE EDUCATION IN EARLY CHILDHOOD EDUCATION)



The purpose of this course is to develop competencies and attitudes among participants in order to strengthen the construction of well-being and sustainable development in early-childhood education, considering cultural, social, and environmental dimensions.

3

**COHORTS IN
2024**

TALCA
(Maule Region)

**LA GRANJA,
MACUL AND
SAN JOAQUÍN**
(Metropolitan
Region).

MAIPÚ
(Metropolitan
Region).

49

**KINDERGARTENS
AND
EDUCATIONAL
INSTITUTIONS**

**IN PARTNERSHIP WITH THE
SILVA HENRÍQUEZ CATHOLIC
UNIVERSITY, THE MUNICIPALITY
OF TALCA, THE GABRIELA
MISTRAL LOCAL EDUCATION
SERVICE, AND CODEDUC MAIPÚ.**

88

**PROFESSIONALS
TRAINED**





CHILDHOOD AND HEALTHY LIVING

3-3; 203-2; 413-1

We contribute to building healthy lifestyle habits in children by supporting educational projects, providing training and generating and sharing knowledge on the topic.



PROGRAMA APRENDIENDO A DISFRUTAR (PAD) (LEARNING TO ENJOY PROGRAM)



With this initiative, which we are carrying out together with Grupo Arcor, the Arcor Foundation Argentina and Chile, and the Arcor Institute Brazil, we seek to contribute to building healthy lifestyle habits among children living in the areas where we operate. We achieve this by:

- Supporting educational projects in social organizations, kindergartens, and schools.
- Developing training and education proposals for teachers and key adults in educational spaces.
- Promoting the positioning and distribution of the topic on the public agenda.

50 PROJECTS SUPPORTED
26 LOCATIONS
9,627 CHILDREN REACHED



34

PROJECTS

21

MUNICIPALITIES

5,536

CHILDREN
REACHED

1,793

ADULTS



26

PROJECTS

4

MUNICIPALITIES

5,403

CHILDREN
REACHED



4

PROJECTS

1

MAIPÚ MUNICIPALITY

1,632

CHILDREN REACHED

To implement this initiative, in 2024 we held virtual meetings that allowed us to monitor the projects and provide support tailored to the context and needs. Finally, we implemented the evaluation process, in coordination with responsible institutional actors, taking into account the developed baseline and the results obtained.

PAD AWARD



This traditional award is a joint initiative between the Arcor Foundation in Argentina and Chile, the Arcor Institute in Brazil, and Grupo Arcor. With this award, we recognize initiatives developed in schools, organizations, and community centers that promote healthy lifestyle habits among children aged 3 to 12 through active living, nutrition, and positive relationships.

In partnership with the Organization of Ibero-American States (Organización de Estados Iberoamericanos, OEI), the award is endorsed by universities such as the Catholic University of Córdoba (Universidad Católica de Córdoba, UCC), the University of Santo Tomás (Universidad de Santo Tomás), and Fundação de Ensino Superior de Bragança Paulista (FESB) (Bragança Paulista Higher Education Foundation).



1ST PRIZE

RIE Program:
“El juego y la Recreación en instituciones educativas para la promoción de vínculos saludables en el marco de la convivencia escolar” (Play and recreation in educational institutions to promote healthy relationships within the framework of school coexistence).

Ballester Institute.
Villa Adelina, Buenos Aires.

2ND PRIZE

“Infancias en movimiento en SOLES: promoción de la vida activa en contextos de enfermedad y tratamiento” (Childhood in motion in SOLES: promoting active living in contexts of illness and treatment).

Soles Civil Association.
Córdoba Capital.



1ST PRIZE

Project “Raíces: Identidade, Sustentabilidade e Saúde” (Raíces: Identidad, sustentabilidad y salud).

Mafalda Teixeira Municipal School. Rio de Janeiro, RJ.

2ND PRIZE

“Viva e Balance” (Live and Balance).

José Maria da Silveira Municipal School. Piratini, RS.



1ST PRIZE

“Olimpiadas de Atletismo Escolar” (School Athletics Olympics)

Emilia Romagna de Traiguén School. La Araucanía Region.

2ND PRIZE

“Escuela rural Isla Tabón: promoviendo la vida activa y fortaleciendo los vínculos saludables en comunidad” (Isla Tabón Rural School: Promoting an active lifestyle and strengthening healthy community ties).

Isla Tabón Rural School in Calbuco. Los Lagos Region.



OTHER ACTIONS



We also promote healthy lifestyle habits in childhood through recreational activities.

COURSE "PROMOTORES DE VIDA ACTIVA PARA LA PRIMERA INFANCIA" (EARLY CHILDHOOD ACTIVE LIVING ADVOCATES)



With the goal of training assistants and early childhood educators as promoters of active living, we foster experiences that ensure play and the promotion of activities for children.

During 2024, this course was held in partnership with the **Municipal Agency of La Florida (Corporación Municipal de La Florida)** and it was **certified by the University of Santo Tomás**.

38
TRAINED
TEACHERS

26
KINDERGARTENS
IN THE
MUNICIPALITY

We need to raise awareness, and that awareness has to begin with children. It is through children that we start building awareness and driving generational change for everyone else.

***María Teresa Benger - Educator
(Fray Camilo Henríquez School)***

CAMINHADA COM HUMOR **(WALK WITH HUMOR)**



We organized the 11th Walk With Humor, together with the Municipal Prefecture of Piracicaba, Grupo Arcor, and other partners. Through this initiative, we encouraged physical activity as part of the 51st edition of the International Humor Exhibition of Piracicaba.



COZINHA NUTRITIVA E ACESSÍVEL **(NUTRITIOUS AND AFFORDABLE COOKING)**



Nutritious food is essential in the early years. This is why we organize workshops on nutritious and affordable cooking, putting what we have learned into practice by preparing recipes.





CHILDHOOD IN THE PUBLIC AGENDA



2-26; 2-28; 3-3; 203-2;

We seek to promote reflection, visibility, and improvement of the situation of children in Latin America.

We actively participate in various spaces that promote children's rights. We share our knowledge and experience, and work together to put children at the top of the Region's public and private agendas.



PARTNERSHIPS WITH A SHARED VISION



We work in partnership with public and private actors, and together we create synergy to enhance the early years of life—because we know that this stage shapes the present and the future.

PARTNERSHIP WITH EQUIDAD PARA LA INFANCIA



During 2024, we continued working with [Equidad para la Infancia](#) (Equity for Children), an educational center that promotes a social justice agenda for children and the safeguarding of their rights, as recognized in the Convention on the Rights of the Child (1989). This collective effort focused on identifying and analyzing Latin American experiences related to public spaces and childhood, where children have participated not only in their use but also in their design and management.

This allowed us to generate new knowledge and content based on the analysis of best practices from local and regional experiences, which can serve as recommendations for designing public spaces with children's well-being in mind.

PARTNERSHIP WITH OMEP ARGENTINA

Once again, we joined the World Organization for Early Childhood Education ([Organización Mundial para la Educación Preescolar, OMEP](#)) Argentina at the 17th International Meeting on Early Childhood Education, “Diálogos y propuestas para una educación infantil transformadora” (Dialogues and Proposals for a Transformative Early Childhood Education) held in Buenos Aires.

The agreement with the OMEP included the participation of representatives from our training programs, as well as support for other conferences, seminars, and workshops that make up its annual agenda, with activities held throughout the country.

EDUCATIONAL PORTAL

We offer a wide range of training opportunities for adults, focused on childhood and children's rights, making them accessible to society at a large.

IN 2024, WE SUCCEEDED IN DOUBLING THE NUMBER OF PEOPLE TRAINED THROUGH OUR COURSES, AS COMPARED TO THE PREVIOUS YEAR.

54
AVAILABLE COURSES IN SPANISH AND PORTUGUESE
17% MORE THAN IN 2023

19,555
STUDENTS FROM LATIN AMERICA
120% MORE THAN IN 2023

374,903
HOURS OF TRAINING
116% MORE THAN IN 2023

SELF-MANAGED COURSES

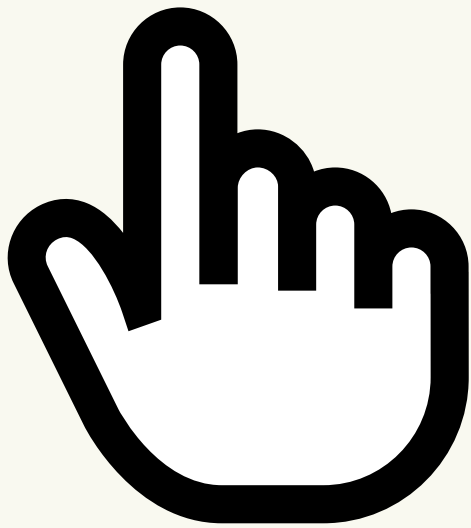


| COURSES IN SPANISH | CORE AREAS | COURSES IN PORTUGUESE |
|--|--------------------|---|
| Child Participation: Concepts and Devices | RIGHTS | Child Participation |
| Childhood and Image Rights | | Rights of Children and Adolescents |
| Rights of Children and Adolescents | | |
| Rights of Children and Adolescents and Guarantee Institutions | | |
| The Classroom: a Space to Experiment with Art | EARLY CHILDHOOD | |
| Common Spaces in Kindergarten: An Opportunity for Art and Play | | |
| Learning in Outdoor Spaces | | |
| Play and Language in the Early Years | | |
| Teaching Second Languages to Toddlers | | |
| Family Literacy | | |
| Coexistence and Healthy Relationships at School | HEALTHY LIFE | Coexistence and Healthy Relationships at School |
| The Role of Teachers in Building Healthy Relationships | | It Is in Childhood That We Learn to Eat Well |
| Eating Healthy is Also Learned | | Cooperative Games |
| Food and Us | | |
| Cooking and Science: A Space to Learn and Savor | | |
| Healthy Educational Spaces: Key Points for Cleaning and Disinfection | | |
| Our Body and Movement | | |
| Bonds: The Pleasure of Being Me | | |

| | | |
|--|----------------------------------|--|
| From Idea to Word: Project Writing | SOCIO- CULTURAL MANAGEMENT | |
| Record of Experiences | | |
| Children and Screens | | |
| Puppets as a Narrative Tool | | |
| Children and Squares | | |
| Games and Children | | |
| Environmental Training Program “Be Part of It” (Sé Parte) | | |

More information at:

www.portaleducativo.fundacionarcor.org
www.portaleducacional.institutoarcor.org.br



TUTORED COURSES WITH LOCAL ANCHORING



Some of our educational initiatives are designed jointly with strategic partners that facilitate regional anchoring or incorporate tutoring in the communities where we operate, when the course requires an academic mentor to support better learning.

This led to several benefits:

- Greater reach and coverage, thanks to the regional outreach.
- Development of new institutional relationships.
- Strengthening coordinated work with the Community Relations committees of the plants.
- The initiatives were well received, with high demand and interest.

EDUCATIONAL PORTAL FOR TUTORED COURSES (IN SPANISH)

| MODALITY | COURSE/DIPLOMA |
|----------------|--|
| Diploma | The Managerial Role in Nurseries |
| Tutored Course | Participation in Early Childhood (blended learning format in Chile) |
| Tutored Course | Active Living Advocates (blended learning format in Chile) |
| Tutored Course | Bonding in the Early Years (blended learning format in Chile) |
| Tutored Course | The Role of Companies in the Rights of Children and Adolescents (Chile, open to Latin America) |
| Tutored Course | Arts, Words and Games |
| Tutored Course | Learning and Using Language in Childhood |
| Tutored Course | Training for Early Childhood Champions (University of the Salvador [Universidad del Salvador, USAL]) |
| Tutored Course | Guidelines for the Participation of Children and Adolescents |
| Tutored Course | Healthy Bonds for Well-Being |
| Tutored Course | Active Living Advocates (with the Catholic University of Córdoba [Universidad Católica de Córdoba, UCC]) |
| Tutored Course | How to Enhance Language in Early Childhood: Best Practices |
| Tutored Course | Socio-cultural Mediators for Children |
| Tutored Course | Sustainable Education in Early Childhood Education |

SYNERGY:
A WAY TO
MULTIPLY RESULTS



We developed various synergies with public and private organizations, universities, and other institutions that support the creation of educational opportunities. In this regard, during 2024, we signed agreements, renewed partnerships, and carried out coordinated initiatives with more than 120 institutions (see annex on page 80).

AGREEMENTS FOR TEACHER TRAINING INSTITUTES

In Argentina, we signed agreements with the Ministries of Education of Entre Ríos, Corrientes, San Juan, and Mendoza to develop a literacy training program aimed at the public at teacher training institutes in each province.

A notable milestone took place in Misiones, where we launched training for preschool and elementary school teachers from the El Soberbio area in "Spanish Literacy as a Second Language."

We also spent a week monitoring the implementation of an assessment for children in kindergarten and in the first grade of elementary school at the Papel Misionero Reserve School. The goal was to conduct an initial assessment of their Spanish language proficiency and to establish a baseline for measuring progress and outcomes related to the training that will be provided to teachers.

This project is being carried out with specialists from Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET) (National Council for Scientific and Technical Research) and in partnership with the OEI.



PARTICIPATION NETWORKS IN LATIN AMERICA



We build bridges, join forces, and create participation networks throughout Latin America. We challenge ourselves to transform the lives of children whose rights must be respected and protected.

That is why we work in partnership with institutions that promote social investment, participating in various networks, with the purpose of achieving greater impact at the regional level.

RedEAmérica



<http://www.redeamerica.org/>

Founded in 2002 with support from the Inter-American Foundation (IAF), it brings together more than 50 organizations from 11 countries. Members share insights, perspectives, and experiences related to private social investment. Additionally, we participate in co-creation processes by forging high-impact alliances and promoting a culture of collaboration and social responsibility among companies, foundations, and organizations across Latin America.

In 2024, we participated in ***Foro Internacional RedEAmérica: un diálogo regional*** (RedEAmérica International Forum: a regional dialogue), a space for Latin American dialogue that addressed best practices in private social investment with a forward-looking perspective. On this occasion, the conversations revolved around ethics, sustainability, and a forward-looking perspective.

Grupo de Fundaciones y Empresas (GDFE)

www.gdfe.org.ar



Comprising 80 foundations and companies, we have established ourselves as the most transformative private social investment organization in Argentina. In 2024, we were able to strengthen the GDFE thanks to a programmatic agenda and the incorporation of 12 new partners in favor of collective actions for the common good.

Notable Actions:

Education Advocacy Roundtable: Together with 30 foundations and companies, we organized to implement a public policy on literacy and secondary education across different regions. This initiative enables private social investment to contribute to improving the most urgent educational standards. We work on two strategic areas:

Literacy: to ensure that, by 2030, all children in Argentina complete the first grade of elementary school with the ability to read and write. Strategy developed in San Juan, Argentina.

Secondary education: the goal is for all young people to want to attend secondary school and to graduate equipped with the knowledge and skills needed to build and pursue their life projects. Strategy developed in Río Negro, Argentina.

Public-Private Lab: specific projects in 12 cities and, also, the approval of two “public good incentive” ordinances.

Finance for the Public Good: a new agenda to promote financial market collaboration and innovation in impact funding within the framework of the public interest.

Strategic Dialogue Series: a new edition of these meetings held at Instituto Argentino de Empresas (IAE) (the Argentine Institute of Business) to share the challenges we face and make our approaches as Private Social Investors more strategic.

21st Annual Conference “La mirada en el territorio” (A Look at the Territory): organized with the support of partners, and the participation of 300 representatives from the private sector, civil society, academia, and government.

Unidos por la Primera Infancia (UPPI) (United for Early Childhood)

<http://www.uppi.cl/>



A business-led network that seeks to establish, from the private sector, the importance of childhood for the comprehensive development of society. Among UPPI's management and work milestones is the presidency of the Network by the Arcor Foundation Chile.

Educación Inicial 2030 (Early Childhood Education 2030)



This initiative was launched in 2022 to make a long-term impact on the quality and equity of early childhood education in Chile. It has about 40 member institutions—companies, foundations, and universities, including the Arcor Foundation Chile since 2023.

Pacto Niñez (Childhood Covenant)



A collaborative initiative from the civil society that seeks to coordinate political advocacy actions to promote the well-being of children and adolescents. Established in 2022, today it has more than 100 member organizations, including the Arcor Foundation Chile, which has been a member since 2023.

Rede Nacional da Primeira Infância (National Early Childhood Network)

www.primeirainfancia.org.br



Brazilian network of civil society organizations, government representatives, the private sector, and multilateral entities that work to promote children's rights.

Its mission is to advance the integration of policies aimed at children between the ages of 0 and 6. To this end, it promotes validation, monitoring, and evaluation actions, along with the dissemination of information on early childhood. More than 200 organizations from different regions of Brazil participate, including the Arcor Institute.

Grupo de Institutos, Fundações e Empresas (GIFE) (Group of Institutes, Foundations and Companies)

<https://gife.org.br/>



Network created in 1995 in Brazil, with more than 170 social investors, including the Arcor Institute. It seeks to generate knowledge about social investment.

The Arcor Institute is also part of the Rede de Investidores Sociais (RIS) (Social Investors Network) of the interior of São Paulo, serving as one of its coordinating members.

COMMUNICATION AND POSITIONING STRATEGY



2-29

Part of our goal of equalizing opportunities for children is also achieved by disseminating our actions, those of the Arcor Foundations in Argentina and Chile, and those of the Arcor Institute, in all the areas in which we participate.

Therefore, we work to strengthen the positioning of our organizations as leading entities in social investment in children across these countries, with a projection towards the rest of Latin America.

Our regional strategy is shared with all internal and external channels and is continuously nurtured, thanks to the endless feedback process between doing, learning, and communicating. **In this way, we succeed in redefining childhood as a collective responsibility.**

We collaborate with the company in the development of content and materials related to childhood. We also participate in specific initiatives, such as [Universo Arcor](#) (Arcor Universe), among other coordinated actions.

576,000

WEBSITE USERS
IN SPANISH AND PORTUGUESE

+97,236

DOWNLOADED CONTENT IN
SPANISH AND PORTUGUESE

37% GROWTH

+7,000,000

RECIPIENTS
OF OUR DIGITAL COMMUNICATION

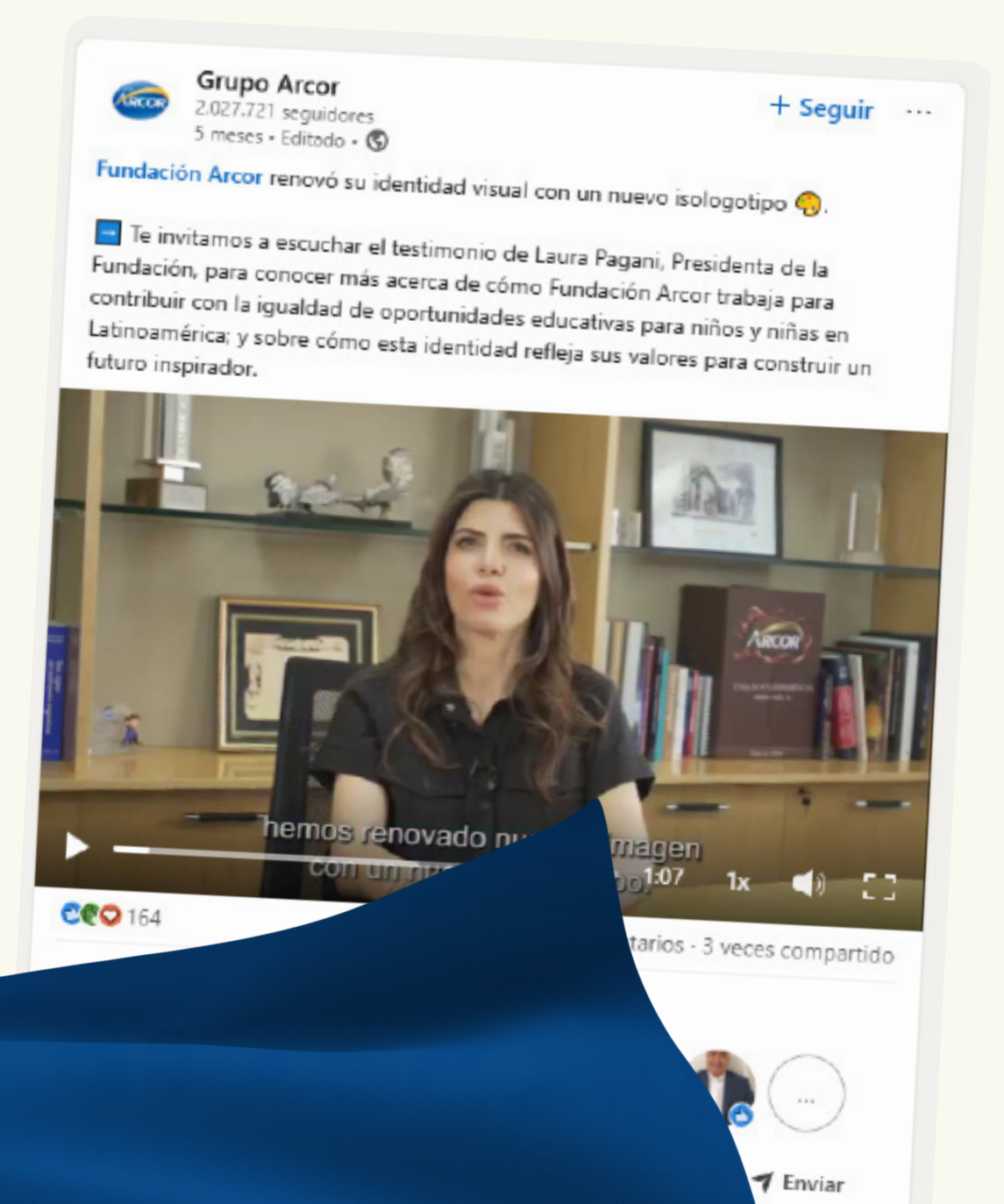
522,683

INTERACTIONS



NEW VISUAL IDENTITY

- **WE RENEWED OUR IMAGE TO CONTINUE CONTRIBUTING TO EQUAL OPPORTUNITIES FOR CHILDREN IN LATIN AMERICA. WE OPEN OUR ARMS TO EMBRACE THE FUTURE WITH A SMILE.**
- **WE CHANGED THE LOGO:** EASILY IDENTIFIABLE AND RELATED TO CHILDHOOD, WITH COLORS THAT SYMBOLIZE CLARITY, CONFIDENCE, WARMTH, AND VITALITY.
- **LAUNCH CAMPAIGN IN SPANISH, PORTUGUESE AND ENGLISH.**
 - **INTERNAL:** AT THE GLOBAL LEVEL OF THE COMPANY.
 - **EXTERNAL:** POST ON SOCIAL MEDIA (ARCOR ARGENTINA, BRAZIL, AND CHILE, AS WELL AS THE ARCOR FOUNDATIONS AND THE ARCOR INSTITUTE).
 - PRESS MANAGEMENT, INCLUDING THE DISTRIBUTION OF A PRESS KIT.



20 YEARS OF THE ARCOR INSTITUTE BRAZIL

3-3; 203-2; 413-1





CRIANDO OPORTUNIDADES PARA A INFÂNCIA

MAIN INITIATIVES



To commemorate the 20th anniversary of the Arcor Institute Brazil, founded on May 25, 2004, as part of Grupo Arcor's social investment strategy, various activities were held to celebrate and highlight the progress made with communities and other partners. **It has been 20 years of committed work with children and education in Brazil.**

SEE A
SUMMARY
OF ACTIVITIES

Commemorative event and launch conference

Mayors, public officials, school representatives, and social organizations joined the management staff of the Arcor Institute at the 20th anniversary celebration event in Brazil.

The event took place on May 23, with 240 participants, including children, and featured several key moments:

- Launch conference ***“A Cultura da Infância – an arcabouço of knowledge and concepts for the understanding of upbringing and childhood”*** (The Culture of Childhood—a framework of knowledge and concepts for understanding education and childhood).
- Launch of the book ***Cultura da Infância*** (The Culture of Childhood).
- Cocktail reception for the community we collaborate with through the Arcor Institute.



Cultura da Infância Book (The Culture of Childhood)

In the framework of the Anniversary, the Institute published the book *Culture of Childhood*, which takes a comprehensive look at childhood and the influence of culture during this stage of life. It highlights the importance of viewing children not merely as future adults, but as individuals with full rights and voices, who grow and develop within specific cultural and social contexts.

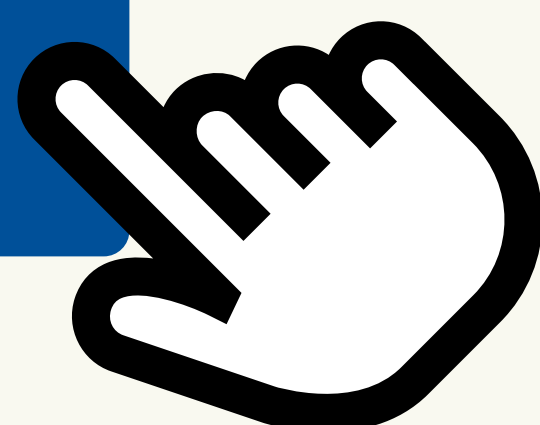


The book shares research on key topics such as education, play, art, and the role of family and school in shaping childhood experiences through caregivers and adult role models. At the Arcor Institute, we emphasize the need to create environments that respect the diversity and individuality of every child, recognizing them as protagonists of their own stories.

We incorporate expert insights on how childhood culture is built—primarily by listening to children's voices and encouraging their democratic participation in every situation they experience. This is a practice that the Arcor Institute always prioritizes, along with promoting policies that value their experiences and contribute to their full growth.

The book is available to the general public in digital format:

DOWNLOAD BOOK



Opening of Parque linear do Carajás: Espaço de Convivência das Borboletas (Carajás Linear Park: Living Space for Butterflies)

This linear park, located in Contagem, in the State of Minas Gerais, is a space for the coexistence and interaction between the community and nature, the *Living Space for Butterflies*. Its creation was the result of a partnership between the Arcor Institute, the city of Contagem, and the Walter Fausto do Amaral Municipal School. It was designed by children, who had a real say in the project.

This initiative² arose from a project proposed by Heloísa Julia, an early childhood education teacher, who encouraged her students to imagine a public square. As a result, they were able to participate in the entire construction process by visiting the site daily, speaking with the workers, and sharing their ideas. It was a true team effort that will remain etched in the memories of those who took part!



² This collective project is part of a broader initiative by the Arcor Foundation Argentina, which aims to promote recreational and educational spaces for children. In 2022, on its 30th anniversary, the Foundation provided 10 squares for children in that country.

The project was funded by the Municipality and the Arcor Institute, which contributed with wooden toys, picnic tables, and games, in order to create a space for fun and learning in contact with nature.

The park opened on May 25, coinciding with the start of the International Week of Play and around the anniversary of the Arcor Institute Brazil. The event was attended by the Mayor of Contagem, Marília Campos; the Deputy Mayor, Ricardo Faria; the President of the Arcor Institute Brazil, Mario Pagani; the President of the Arcor Foundation Argentina, Laura Pagani; the Manager of the Arcor Institute Brazil, Milena Porrelli Drigo Azal; among other authorities.

Walks in Rio das Pedras

We organized a walk in Rio das Pedras in order to encourage physical activity in adults and children.

The event began with stretching exercises, followed by a 1.4-km walk around the area. Upon returning, participants were offered fruit and water. In addition, children participated in age-appropriate games:

Children aged 0 to 3 could enjoy a special space that was prepared with the Kombi Brincante. They listened to stories and had fun with personalized toys and games designed to support social and cognitive development.

+600
PARTICIPANTS



The remaining participants were divided into three groups by age, and physical education teachers led games and dances with them, filling the Bica soccer field with activities.

The event was supported by the Rio das Pedras City Hall, Benassi Social, and the Bem Fit Academy.



Children's Rights Award

In collaboration with the Piracicaba Humor Exhibition, we presented this award for works that highlight children's rights. In 2024, the winner was Professor Rodrigo da Silveira, from the city of Guaramirim, state of Santa Catarina.



Jogos em Ação: Pintando Juntos na Brincadeiras (Play in Action: Painting Together for Children)

This initiative was developed to actively engage Grupo Arcor employees in Brazil by encouraging them to organize play activities in organizations they personally suggested, through the distribution of an art kit.

7

ORGANIZATIONS
RECEIVED THEIR
KIT

to paint recreational
spaces and improve
child development.

+2,500

CHILDREN
REACHED

7

CITIES

(Rio das Pedras,
Bragança Paulista,
Campinas, Limeira,
Maracanaú, São
Leopoldo, Belo
Horizonte) from 4
Brazilian states.



ABOUT THIS REPORT



The 2024 Social Investment Report of the Arcor Foundation Argentina and Chile and the Arcor Institute Brazil is available on each organization's website:

www.fundacionarcor.org

www.institutoarcor.org.br

www.fundacionarcor.cl

The report can be viewed, downloaded, and shared on social media.

These websites also offer more information about the various programs and projects we are carrying out.

For the first time, we used the **Global Reporting Initiative (GRI) Standards 2021** as a reference for the preparation of the report. It includes an initial materiality matrix that highlights the key impact areas related to the governance style of the foundations, as well as the social and environmental impact of the projects.

The report includes our commitment to the SDGs as a way of demonstrating the contribution made by the Arcor Foundations and Institute to achieve the goals set out in the United Nations 2030 Agenda.

CONTACT



2-3

If you would like to talk with the Arcor Foundation and Institute, please contact us to:

funarcor@arcor.com | funarcorchile@arcor.com |

institutoarcorbrasil@arcor.com

GRI TABLE OF CONTENTS



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| Declaration of Use | The Arcor Foundation Argentina and Chile and the Arcor Institute Brazil have presented the information stated in this GRI table of contents for the period between January 1 and December 31, 2024, using the GRI Standards as a reference. |
| GRI 1 USED: GRI 1: FOUNDATION 2021 | |
| Applicable GRI Sector Standards | Not available. |
| GRI STANDARD 2: GENERAL DISCLOSURES 2021 | |
| GENERAL DISCLOSURES | |
| 2-1 Organizational details | Pages 9-10; 13 |
| 2-2 Entities included in the organization's sustainability reporting | The report includes the activities of the Arcor Foundation Argentina, the Arcor Foundation Chile, and the Arcor Institute Brazil. |
| 2-3 Reporting period, frequency and contact | Page 70. The Social Investment Report is prepared annually, covering the management period between January 1 and December 31, 2024. |
| 2-4 Restatements of information | The information will be reported in accordance with the GRI protocols and their latest updates. |
| 2-5 External assurance | The teams of the Arcor Foundation Argentina and Chile, as well as the Arcor Institute Brazil, participated in the preparation of this report, providing data by area of influence. The coordination was led by the Latam Head Office, Social Mobilization, and Communications of the Arcor Foundations and Institute, and the report was approved by institutional authorities. The data is supported by the information collection systems of the Arcor Foundations and Institute. The Report has no external assurance. |

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| 2-6 Activities, value chain and other business relationships | <p>Pages 7-10; 15-18</p> <p>Our value chain is comprised of professional service providers—including technical assistance, website and educational portal management, social media, and graphic and audiovisual content production—as well as suppliers of products and materials used in the activities we carry out with certain projects.</p> |
| 2-7 Staff and Regional Team | <p>Arcor Foundation Argentina https://fundacionarcor.org/quienes-somos/ Arcor Foundation Chile https://www.fundacionarcor.cl/quienes-somos/ Arcor Institute Brazil https://www.institutoarcor.org.br/quienes-somos/</p> |
| 2-8 Workers who are not employees | <p>We do not have third-party employees who carry out activities within our organizations.</p> |
| 2-9 Governance structure and composition | <p>Page 27</p> <p>Board of Directors of the Arcor Foundation Argentina https://fundacionarcor.org/quienes-somos/ Laura Inés Pagani: President Gustavo Adolfo Urfer: Vice President Karina Ana Mercedes Pagani: Secretary Tomás MacGillivray: Deputy Secretary Marcela Carolina Gai: Treasurer Daniela María Babini: Deputy Treasurer Claudio Marcelo Giomi: Regular Member</p> <p>Board of Directors of the Arcor Foundation Chile https://www.fundacionarcor.cl/quienes-somos/ Diego Chaparro Urquieta: President Luis Felipe Correa: Secretary Ricardo Ramos: Treasurer</p> <p>Board of Directors of the Arcor Institute Brazil https://www.institutoarcor.org.br/quienes-somos/ Mario Enrique Pagani: Executive Director Hugo Alberto Gustavo Reggiani: Director Israel Cyrino Marques Lebre: Board Member Maxwell Zavanella Rosa: Board Member Juan Santiago Peralta: Board Member Guido Adalberto Sabbadin: President of the Tax Council Ricardo Santiago Vicentini: Tax Advisor</p> |

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| 2-10 Nomination and selection of the highest governance body | The President and members of the Board of Directors of the Arcor Foundation (Argentina and Chile) and the Arcor Institute Brazil are appointed by Grupo Arcor as the founding entity, in accordance with the legislation governing these institutions in each country. |
| 2-11 Chair of the highest governance body | The chairs of the Boards of Directors of the three entities do not have executive functions. |
| 2-12 Role of the highest governance body in overseeing the management of impacts | The Boards of Directors ensure compliance with the founding purpose outlined in their Bylaws. They approve annual plans, allocate resources, and evaluate results in alignment with the mission for which they were established. They also approve the public dissemination of the activities in the Arcor Foundation's Annual Social Investment Report. |
| 2-13 Delegation of responsibility for managing impacts | Page 27 Both the annual execution of planning, programs, and initiatives, and the monitoring and evaluation of results and impacts, are delegated to the Staff and the Regional Team. |
| 2-14 Role of the highest governance body in sustainability reporting | The Arcor Foundation's Annual Social Investment Report is led by the Arcor Regional Coordinator for Social Mobilization and Social Investment Dissemination and approved by the Board of Directors. |
| 2-15 Conflicts of interest | The Arcor Foundation Argentina and Chile and the Arcor Institute Brazil adhere to the Code of Conduct of the founding entity in all matters related to expected behavior. This includes good governance practices, integrity and transparency of nonprofit organizations, as well as the standards of conduct expected in interactions with their audiences. In case of doubts regarding conflicts of interest or incompatibilities with the organization's objectives, Grupo Arcor provides an ethical consultation mechanism, facilitated through a reference authority and available for any situation that raises reasonable doubts about behaviors outlined in its Code of Conduct. |

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| 2-16 Communication of critical concerns | At the Board of Directors meetings (held between two and four times a year), discussions focus on the approval of annual planning and its implementation, the progress of programs and initiatives, the allocation of resources, and the evaluation of both interim and annual results. These matters are then submitted to the Staff and Regional Team for consideration. |
| 2-17 Collective knowledge of the highest governance body | The members of the Boards of Directors have the experience and expertise required to carry out their roles. Their work is backed by more than 30 years of experience from Grupo Arcor and the Arcor Foundation in social investment and in implementing projects with territorial scope, focused on children from a rights-based perspective. Furthermore, their participation in public and private spheres, as well as strategic alliances with organizations dedicated to the promotion of children's rights, help ensure ongoing updates on topics related to their statutory objectives. |
| 2-18 Evaluation of the performance of the highest governance body | There is no formal evaluation mechanism in place for the highest governing body. The Annual Social Investment Report of the Arcor Foundation and Institute serves as an accountability tool that presents the objectives achieved in line with the annual planning. |
| 2-19 Remuneration policies | Page 27 The founding Bylaws of each of the organizations included in this report establish that the roles of the members of the Board of Directors (or their equivalent body in each country) will always be performed ad honorem. |
| 2-20 Process to determine remuneration | Not applicable. |
| 2-21 Annual total compensation ratio | Not applicable. |
| 2-22 Statement on sustainable development strategy | Pages 5-6 |
| 2-23 Policy commitments | Pages 9-10; 14; 28 The Arcor Foundation and Institute adhere to the regulatory instruments of the founding company that are relevant for the development of their activity. |

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| 2-24 Embedding policy commitments | <p>Adherence to and incorporation of commitments to children's rights are reflected in the design and content of programs, initiatives, awards, and the development of materials for training and public communication.</p> <p>The training programs for teachers and staff of partner municipalities include content that promotes the Arcor Foundation's commitment to childhood from a rights-based perspective.</p> <p>The program monitoring and evaluation system is designed to include the beneficiaries of the actions. Therefore, it is also a space for listening, outreach, and education on children's rights, which are defended and promoted.</p> |
| 2-25 Processes to remediate negative impacts | In order to address potential negative impacts resulting from their activities, the Arcor Foundation (Argentina and Chile) and the Arcor Institute Brazil have formal channels in place for receiving complaints, including each organization's institutional email and the Grupo Arcor's Complaints Channel. |
| 2-26 Mechanisms for seeking advice and raising concerns | Pages 49-59 |
| 2-27 Compliance with laws and regulations | There were no breaches during the reporting period. Each entity submits the documentation required by the regulatory bodies of its respective country in a timely manner. |
| 2-28 Membership associations | Pages 49-59 |
| 2-29 Approach to stakeholder engagement | Pages 21-22; 60-61 |
| 2-30 Collective bargaining agreements | The staff in each country adheres to the agreements that apply to Grupo Arcor personnel. |
| GRI 200: ECONOMIC | |
| ECONOMIC PERFORMANCE | |
| GRI 3: MATERIAL TOPICS 2021 | |
| 3-1 Process to determine material topics | Pages 23 and 24 |
| 3-2 List of material topics | Pages 23 and 24 |
| 3-3 Management of material topics | Page 28 |

| GRI 201: ECONOMIC PERFORMANCE 2016 | |
|--|---|
| 201-1 Direct economic value generated and distributed | Page 28 |
| 201-2 Financial implications and other risks and opportunities due to climate change | During the reporting period, this topic is not relevant to the development of our organization's activities. This topic is indeed considered within the training programs for sustainable development. |
| 201-3 Defined benefit plan obligations and other retirement plans | The same social and pension benefits offered by Grupo Arcor are available, as all members of the Staff and Regional Team are employed by the company. |
| 201-4 Financial assistance received from government | No subsidies or donations have been received. |
| GRI 3: MATERIAL TOPICS 2021 | |
| 3-3 Management of material topics | Pages 19-20; 29-30; 42; 49; 62 |
| GRI 203: INDIRECT ECONOMIC IMPACTS 2016 | |
| 203-2 Significant indirect economic impacts | Pages 19-20; 29-49; 62-69 |
| PROCUREMENT PRACTICES | |
| GRI 3: MATERIAL TOPICS 2021 | |
| 3-3 Management of material topics | Both the Arcor Foundation (Argentina and Chile) and the Arcor Institute Brazil primarily hire suppliers from their local communities to develop their programs in the region in a more accessible and efficient manner. We also make inclusive purchases related to food services or merchandising whenever possible. |
| GRI 204: PROCUREMENT PRACTICES 2016 | |
| 204-1 Proportion of spending on local suppliers | A high percentage of supplier spending is allocated to professional fee payment orders, for example, about 50% in Argentina. |

| ANTI-CORRUPTION | |
|--|--|
| GRI 3: MATERIAL TOPICS 2021 | |
| 3-3 Management of material topics | Page 28 |
| GRI 205: ANTI-CORRUPTION 2016 | |
| 205-1 Operations assessed for risks related to corruption | The financial statements of the three institutions are audited annually. |
| 205-2 Communication and training about anti-corruption policies and procedures | Page 28 The Arcor Foundations and Institute follow the same communication and training procedures on the topic as those established by Grupo Arcor. |
| 205-3 Confirmed incidents of corruption and actions taken | None reported. |
| TAX | |
| GRI 3: MATERIAL TOPICS 2021 | |
| 3-3 Management of material topics | Page 28 |
| GRI 207: TAX 2019 | |
| 207-1 Approach to tax | As non-profit organizations, we operate within the framework of each country's tax regulations. |
| 207-2 Tax governance, control, and risk management | The Boards of Directors oversee and approve tax management reports, along with risk control and management reports. |
| 207-3 Stakeholder engagement and management of concerns related to tax | Tax legislation is complied with, and its performance is reported to the regulatory bodies on an annual basis. |
| 207-4 Country-by-country reporting | Tax performance reports are submitted annually to the regulatory authorities of each country. |

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| GRI 300: ENVIRONMENTAL | |
| CONTRIBUTION TO SUSTAINABLE DEVELOPMENT | |
| GRI 3: MATERIAL TOPICS 2021 | |
| 3-3 Management of material topics | Pages 23-26 |
| GRI 400: SOCIAL | |
| GOOD LABOR PRACTICES | |
| GRI 3.3 MATERIAL TOPICS GRI 401: EMPLOYMENT 2016 GRI 402: LABOR/MANAGEMENT RELATIONS 2016 GRI 403: OCCUPATIONAL HEALTH AND SAFETY 2018 GRI 404: TRAINING AND EDUCATION 2016 GRI 405: DIVERSITY AND EQUAL OPPORTUNITY 2016 GRI 406: NON-DISCRIMINATION 2016 GRI 407: FREEDOM OF ASSOCIATION AND COLLECTIVE BARGAINING 2016 | |
| Employment Labor/Management Relations Occupational Health and Safety Training and Education Diversity and Equal Opportunity Non-Discrimination Freedom of Association and Collective Bargaining | Members of the Staff of each entity and the Regional Team are among the permanent employees of Grupo Arcor. Their remuneration, social security, occupational health, training and other social benefits are those described in the GRUPO ARCOR 2024 Sustainability Report: https://sustentabilidad.arcor.com/assets/img/pdf/reporte-sustentabilidad-2024.pdf |
| CREATING SOCIAL VALUE AND ACCOUNTABILITY FOR PROGRAMS | |
| GRI 3: MATERIAL TOPICS 2021 | |
| 3-3 Management of material topics | Pages 9-12; 19-20; 29-30; 42; 49; 62-69 |
| INTERVENTION AREAS 413-1 | |
| Childhood and healthy living | Pages 19-20; 42-48; 62-69 |
| Childhood and comprehensive development in the early years | Pages 19-20; 29-41; 62-69 |
| Childhood on the public agenda | Pages 19-20; 49-59; 62-69 |

CREDITS AND ACKNOWLEDGMENTS



General coordination:

Social Impact Management – Arcor Foundation

LatAm Head Office for Social Mobilization and Dissemination - Arcor
Social Investment - Arcor Foundation

Participation:

We appreciate the contribution and participation of the members of the technical teams of the Arcor Foundation in Argentina and Chile and the Arcor Institute in Brazil.

Report preparation:

www.arsustentable.com

Design:

[Di Pascuale Studio](http://DiPascualeStudio)
www.dipascuale.com

SUPPORTED INITIATIVES 2024:

| ARGENTINA | |
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| Organizations and Regions | Projects and Objectives |
| OMEPEP (Nationwide) | OMEPEP por la Primera Infancia 2024 (OMEPEP for Early Childhood 2024). * Generate, maintain, and increase the connection and commitment with the educational community at the national and international levels. * Train teachers in charge of management functions in their role as nursery directors. * Establish the perspective of Education for Sustainable Development as a key element of work in Early Childhood. * Promote a regional initiative to establish a Decade for Early Childhood. * Promote dissemination campaigns and advocacy for early childhood activities. |
| Fundación Construyendo Lazos (Lules, Tucumán) | Active Seed. Hábitos para Una Vida Saludable (Habits for a Healthy Life). * Promote healthy eating by consuming organic fruits and vegetables. * Strengthen sports and recreational spaces. * Raise awareness about the importance of a healthy lifestyle that enables us to strengthen protective factors. * Promote citizen participation. * Strengthen the space by promoting new sports and not just conventional ones (soccer and volleyball). * Encourage the creation of mixed-sex groups to strengthen girls' participation. * Provide families with information and practical resources for building vegetable gardens and sorting food. |
| Fundación la Morera (Capital, Córdoba) | CaminoSaludables con La Morera (Healthy Paths with La Morera). * Promote healthy eating from a holistic context-sensitive perspective, considering the cultural, social, and economic aspects of food access, recognizing eating as a cultural and human activity, and valuing the community knowledge that exists around food and culinary practices. |

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| <p>Asociación Civil Runakay Kudaw</p> <p>(Autonomous City of Buenos Aires [Caba], Buenos Aires)</p> | <p>Programa Niñez en la Agenda del Espacio Público (Childhood in the Public Space Agenda Program). * Expand the survey of work experiences in public spaces and childhood, and the dissemination and outreach formats. * Promote a community of practice by strengthening meeting and training opportunities on the topic of public spaces and childhood. * Develop the content of an online course on public spaces and childhood within the Arcor Foundation's online training portal.</p> |
| <p>Asociación Civil Retamo</p> <p>(Pocito, San Juan)</p> | <p>Desde Retamo lo Saludable se Construye (From Retamo, Health is Built). Strengthen the "India Mariana" folk dance group by incorporating three thematic areas: active living from a comprehensive perspective, relationships, and healthy eating.</p> |
| <p>Asociación Civil Las Omas</p> <p>(Chacra de La Merced, Córdoba)</p> | <p>Tejiendo Caminos Saludables (Weaving Healthy Paths). Promote, together with children and their families, spaces that encourage healthy eating habits and physical activity in public areas.</p> |
| <p>Casa del Niño "Paula Albarracín"</p> <p>(San Pedro, Buenos Aires)</p> | <p>Patio Saludable y Divertido en la Casa (Healthy and Fun Patio in the House). Promote different skills, abilities, and connections with the environment through the creation of a play and activity corner and an organic garden.</p> |
| <p>Fundación de Organización Comunitaria (FOC)</p> <p>(Lomas de Zamora, Buenos Aires)</p> | <p>Construyendo Vínculos Saludables (Building Healthy Bonds). Promote the incorporation of healthy lifestyle habits within the educational community by systematizing pedagogical proposals aimed at promoting the physical, psychological, and social well-being of children and their families.</p> |
| <p>Asociación Civil Retamo</p> <p>(Pocito, San Juan)</p> | <p>Desde Retamo lo Saludable se Construye (From Retamo, Health is Built). Strengthen the "India Mariana" folk dance group by incorporating three thematic areas: active living from a comprehensive perspective, relationships, and healthy eating.</p> |
| <p>Biblioteca Popular Madre Teresa de Calcuta</p> <p>(Capital, Córdoba)</p> | <p>Propuestas Saludables en Barrio Liceo (Healthy Proposals in the Liceo Neighborhood). Promote healthy lifestyle habits in children aged 5 to 12 through the creation and operation of the Mother Teresa of Calcutta Murga.</p> |
| <p>Asociación Civil El Arca</p> <p>(Moreno, Buenos Aires)</p> | <p>Convivencia Participativa en el Deporte (Participatory Coexistence in Sports). Promote the development of a sports initiative that addresses the topics of healthy relationships, respectful interactions, and healthy eating with a focus on gender and participation.</p> |
| <p>Fundación Marista</p> <p>(Luján, Buenos Aires)</p> | <p>Moviéndonos Hacia lo Saludable (Moving Towards Healthiness). Promote the development of free play and contact with nature to build healthy relationships among the children of the Nazaret Community Education Center (Centro Educativo Comunitario Nazaret).</p> |

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| Asociación Civil Suma de Voluntades (Paraná, Entre Ríos) | Mosconi Saludable, Infancias Disfrutando (Healthy Mosconi, Childhood Enjoying) Promote healthy habits and relationships among children and families in the San Martín neighborhood by enhancing a recreational space. |
| Asociación Simple Generando Puentes (Villanueva, Mendoza) | Una Comunidad que Juega y Baila (A Community That Plays and Dances). * Promote the development of recreational games and murga dancing as opportunities for healthy bonding for children experiencing social distress. * Promote the values of friendship, care, self-care, respect, and harmony in socially vulnerable children through recreational and playful games in community school support spaces. * Generate murga dancing spaces to promote the values of trust, emotional well-being, and cultural identity for socially vulnerable children. |
| Fundación Marista (Moreno, Buenos Aires) | Moviéndonos Hacia lo Saludable (Moving Towards Healthiness). Promote the development of free play and contact with nature to build healthy relationships among the children of the Nazaret Community Education Center (Centro Educativo Comunitario Nazaret). |
| Fundación Brújula Barrial and Biblioteca Popular Mae (Capital, Córdoba) | Niños y Niñas Disfrutando de ser Saludables (Children Enjoying Being Healthy). Promote interest in and enjoyment of healthy lifestyle habits among children, adolescents, and their families through strategies that encourage engagement with a diverse diet, movement-based activities, and the exploration of various expressive languages. |
| Asociación Civil Familia Benefactora (San Pedro, Buenos Aires) | Todos Unidos por un Camino Saludable (All United for a Healthy Path). Promote a home-based initiative that supports children and their families in creating and developing healthy habits through new knowledge about care, games, and educational experiences focused on nutrition and physical exercise, all aimed at enhancing their well-being and quality of life. |
| Parroquia Nuestra Señora Del Rosario (Villa Totoral, Córdoba) | Juntos por una Vida Saludable (Together for a Healthy Life). Promote healthy lifestyle habits among young people who attend the Parish's youth group, encouraging them to engage in outdoor activities and healthy cooking. |
| Asociación Cooperativa Amiga de los Niños of School 175 (San Luis, San Luis) | Hábitos en la Escuela por una Vida Saludable (Habits at School for a Healthy Life). Promote the adoption of new healthy lifestyle habits in students by implementing initiatives that encourage physical activity and movement, enhance mealtime experiences, and strengthen spaces for peer interaction and shared learning. |
| Asociación Tantanakuy (Humahuaca, Jujuy) | Humahuaca Saludable (Healthy Humahuaca). Encourage the participation of children and young people in the preservation and promotion of the region's ancient cultural traditions through various culinary and artistic workshops that strengthen their cultural identity and create opportunities for integration, social interaction, exchange, and learning. |

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| <p>Fundación Desafiarte en la Inclusión</p> <p>(Nationwide)</p> | <p>Proyectos Artísticos Inclusivos 2024 (Inclusive Artistic Projects 2024). * Carry out the in-person edition of the 2024 Desafiarte Festival 22 YEARS OF DESAFIARTE from Córdoba to the Country. * Deepen and give visibility to the achievements of each of the initiatives of the Foundation. * Provide continuity, expansion, and dissemination of the Desafiarte Theater Cast experience in its 17 years of existence. * Participate in Desafiarte artistic training events based on theoretical and experiential contributions and reflections on artistic education, cultural rights, and cultural accessibility, strengthening the concept of cultural diversity. * Generate and sustain academic, cultural, and educational partnerships with municipal, provincial, and national leaders.</p> |
| <p>Victoria del Pueblo</p> <p>(Mar Del Plata, Buenos Aires)</p> | <p>Lo Saludable del Envión Puerto (The Healthy Side of the Envión Puerto Program). Promote healthy, intergenerational, and interpersonal relationships by strengthening the Envión Puerto soccer school through a comprehensive initiative designed from an interdisciplinary perspective.</p> |
| <p>Asociación Civil Las Omas</p> <p>(Chacra de La Merced, Córdoba)</p> | <p>Strengthening of the Las Omas textile unit. Increase the productive capacity and ensure the sustainability of the textile workshop, which employs more than 10 women in situations of socioeconomic vulnerability.</p> |
| <p>Fundación Unsam Innovación y Tecnología</p> <p>(Nationwide)</p> | <p>Las Infancias en América Latina, Entre Diversidad (Children in Latin America, Amidst Diversity). * Strengthen interdisciplinary dialogue and debate around childhood. * Contribute to the production of relevant and substantive knowledge on an interdisciplinary thematic area related to children.</p> |
| <p>Asociación Civil Centro Educativo Popular Abuela Eduarda</p> <p>(Quilmes, Buenos Aires)</p> | <p>A ser Saludable se Aprende Disfrutando (Being Healthy is Learned Through Enjoyment). * Promote autonomy and responsibility through progressive decision-making by each child, adolescent, and young adult. * Contribute to the development of healthy living habits through a series of activities that promote healthy eating, active living, and healthy relationships framed by values. * Learn about healthy habits that lead to a healthy and harmonious life. * Explore and record ways to build healthy relationships: recognize and accept others as playmates by prioritizing inclusion beyond experiences of gender, skills, or nationality.</p> |
| <p>Fundación Capitaes Solidarios</p> <p>(Salta, Salta)</p> | <p>Contagiando la Vida Saludable en el Barrio (Spreading Healthy Living in the Neighborhood). Create intergenerational bonding opportunities in the context of cooking, enabling the development of new healthy eating habits and social and community ties that contribute to the community's well-being.</p> |

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| <p>Ateneo de la Promoción Social y Comunitaria Vamos a Andar</p> <p>(Caba, Buenos Aires)</p> | <p>Un Cuento para Querernos (A Story to Love Ourselves). Promote the incorporation of healthy habits, active living, nutrition, and social relationships through recreational activities and workshops.</p> |
| <p>Fundación Comunidad Contemporánea</p> <p>(Quilmes, Buenos Aires)</p> | <p>Barriada Saludable (Healthy Neighborhood). Promote a healthy lifestyle by strengthening community ties through regular physical activity, a balanced diet, and the promotion of artistic expression.</p> |
| <p>Banco de Alimentos Córdoba</p> <p>(Capital, Córdoba)</p> | <p>Institutional Strengthening of the Bank of Córdoba.</p> <ul style="list-style-type: none"> * Reduce waste by sorting fruits and vegetables. * Provide professional culinary training and career pathways to social organizations supported by the FOUNDATION. * Prevent the environmental impact caused by food waste. * Provide training to beneficiary organizations on how to prepare a variety of foods. <p>Specific objectives:</p> <ul style="list-style-type: none"> * Provide training on healthy eating to the representatives of beneficiary social organizations. * Provide careers paths, such as cooking, pastry making, and baking. |
| <p>Cámara de Librerías, Papelerías y Afines del Centro</p> <p>(Capital, Córdoba)</p> | <p>14th Córdoba Children's Book Fair 2024.</p> <ul style="list-style-type: none"> * Bring books closer to the community and foster the love of reading among diverse groups of children. * Facilitate encounters between children's literature authors, their young readers and families. * Offer high-quality cultural and literary activities for children from both the city and the interior of the province. * Organize activities for children and their families. |
| <p>Fundación Red Comunidades Rurales</p> <p>(Vicente López, Buenos Aires)</p> | <p>Plan de Fortalecimiento Educativo y Comunitario (Educational and Community Strengthening Plan). Generate instances of metacognition based on new pedagogical methodologies. Increase motivation for teaching and learning processes of both teachers and students. Improve academic performance in different subjects (Reading Comprehension, Mathematics, Physics, Computer Science, etc.). Improve teamwork and the creation or integration of learning networks and communities.</p> |

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| <p>Asociación Club Social y Deportivo</p> <p>(San José, Entre Ríos)</p> | <p>Pintando Sueños, Creando Sonrisas (Painting Dreams, Creating Smiles). * Empower and revalue the place of children and adolescents in the community and contribute to the creation of recreational and playful spaces, as well as educational and cultural ones.</p> <p>* Foster, through play, a space that encourages the development of strategies to address everyday life problems and contributes to strengthening family and community relationships. * Work together with the Primary Health Care Centers (Centros de Atención Primaria de la Salud, CAPS) on healthy habits (nutrition, hygiene). * Coordinate actions with the Los Teros Reserve to address environmental care with children.</p> <p>* Promote, together with the San Martín Club, activities for children and adolescents, and to support families and all those responsible for the care of children in practicing responsible and violence-free parenting, while addressing the problems faced by each group.</p> |
| <p>Incide</p> <p>(Nationwide)</p> | <p>Technical Assistance for the Programa Aprendiendo a Disfrutar (Learning to Enjoy). * Support organizations in the process of designing work projects. * Assist with administrative procedures for signing agreements.</p> <p>* Advise organizations on the process of receiving disbursements and initial equipment purchases.</p> |
| <p>Fundación Prosperita</p> <p>(Misiones)</p> | <p>Palabra que Rueda 2024 (Word that Rolls 2024).</p> <p>* Critically examine the reading practices of local teachers. * Encourage reflection on books and reading mediation, with a focus on Early Childhood. * Build bridges for the adoption of new books and their integration into teaching practices.</p> |
| <p>Asociación Civil y Biblioteca 27 de Septiembre</p> <p>(Pocito, San Juan)</p> | <p>Nueva Generación el Bosque (New Generation el Bosque). * Promote children's engagement with native dances and sports in the neighborhood. * Boost children's cognitive development through cultural and athletic activities. * Highlight the importance of a healthy eating style and its connection to learning. * Explore how emotions, in all their dimensions, impact our daily lives.</p> |
| <p>Biblioteca Popular José Manuel Estrada</p> <p>(Rawson, San Juan)</p> | <p>Aprendiendo para Crecer Sanos (Learning to Grow Healthy). * Influence perceptions about the importance of a balanced and nutritious diet for the healthy growth of children, involving parents in the project. * Encourage and promote the use of public spaces by creating supportive environments and activities for children.</p> <p>* Conduct workshops that develop culinary skills, focusing on nutrients and healthy habits. * Engage families in the process, as well as peers, friends, and the community at large.</p> |

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| <p>Fundación Bolsa de Comercio</p> <p>(Jachal, San Juan)</p> | <p>Expresión Artística como Forma de Vida Saludable (Artistic Expression as a Healthy Way of Life). * Create spaces for connection through recreational and artistic activities (music and dance), achieving development in the growth and active participation of children in the community. * Teach the importance of physical activity through dance. * Develop and promote, through physical activity, a space for encounter and communication with oneself and with others. * Convey the importance of healthy eating and lifestyle habits for physical activity. * Improve interpersonal relationships through the development of values such as respect, teamwork, active listening, effective communication, empathy, and solidarity. * Develop skills that lead to the discovery of personal talents and a vocation, contributing to a fulfilling life.</p> |
| <p>Barrio Norte Neighborhood Union - San Juan</p> <p>(Pocito, San Juan)</p> | <p>Espacios para Crecer (Spaces for Growth). * Build a space for the development of children and adolescents, promoting the incorporation of healthy habits, that involve the social environment and create a space where they can engage in physical activity to increase their sensory, perceptive, representative, communicative, and expressive capacity through active interaction of the body with its environment. * Educate the target population and their families about healthy eating and its importance in child development, and promote self-care actions that consider physical, psychological, and social aspects. * Stimulate social and cognitive development with pedagogical, recreational, and support actions appropriate for each developmental age. * Promote teamwork through cooperative activities among peer groups and raise awareness about the importance of healthy relationships to prevent bullying or peer violence.</p> |
| <p>N.º 388 Sargento Eduardo Romero School</p> <p>(Villa Mercedes, San Luis)</p> | <p>Come, Ríe, Ama (Eat, Laugh, Love). * Promote, among students, the development of knowledge related to healthy eating, focusing on its benefits in terms of variety and quality. * Promote spaces, activities, and learning opportunities that strengthen the context of commensality. * Encourage recreational experiences related to healthy eating. * Create opportunities to strengthen relationships within the educational community.</p> |
| <p>No. 20 Juan W. Gez Educational Center</p> <p>(Villa Mercedes, San Luis)</p> | <p>Movimiento + Alimentación = Salud (Movement + Nutrition = Health). * Promote healthy lifestyle habits (healthy eating, personal hygiene, environmental protection, and an active lifestyle from an early age). * Introduce children to sports, improving their motor skills. * Encourage children to enjoy physical activity.</p> |

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| <p>371 Juan B. Alberdi School</p> <p>(Villa Mercedes, San Luis)</p> | <p>Comedor Saludable: Nutriendo Cuerpos y Amistades (Healthy Dining Room: Nourishing Bodies and Friendships). * Design a balanced weekly menu that includes varied and nutritious options. * Create a pleasant and welcoming lunch environment by implementing decorations and arranging tables in a way that encourages social interaction. * Promote coexistence among students by organizing community lunches and group activities. * Develop a "co-living tables" program where students sit in rotating groups during lunch, fostering interaction between peers and helping form new friendships. * Establish a "group lunch" system where students are assigned to rotating tables.</p> |
| <p>Asociación Civil Retamo</p> <p>(Carpintería, Saint John)</p> | <p>Espacios para Crecer en la Rinconada (Spaces to Grow in La Rinconada). Promote healthy habits among children and adolescents in the town of Carpintería through the creation of a supportive and stimulating space by a group of women.</p> |
| <p>Asociación Civil Bives San Luis</p> <p>(Villa Mercedes, San Luis)</p> | <p>Prevenir para un Mejor Porvenir (Prevention for a Better Future). Promote healthy habits based on the concept of holistic health, focusing on active living, nutritious eating, and healthy relationships in two neighborhoods of the city of Villa Mercedes, with the participation of the following groups: Guardianes del Ambiente (Guardians of the Environment) and Banda de los Pitufos (the Pintufos Band).</p> |
| <p>Cooperativa Kuscalla</p> <p>(Albardon, San Juan)</p> | <p>Cultivando Bienestar (Cultivating Well-being). * Promote physical and body movement as a daily lifestyle. * Contribute to optimal health and well-being by encouraging healthy habits through play. * Increase children's participation in sports. * Provide education on nutrition and healthy eating. * Explore the growth process of vegetables by sprouting them so that children and their families can have their own vegetable garden. * Create a space for communication to share what they have learned. * Promote socialization between children and adult family members. * Foster empathy and emotional support.</p> |
| <p>Asociación Civil y Biblioteca 27 de Septiembre</p> <p>(Pocito, San Juan)</p> | <p>Support to Harvest Childcare Centers in Pocito, San Juan General: * Provide the children of harvest workers with a suitable place during the harvest season, allowing them to develop their childhood while ensuring their psychological and physical well-being, and preventing risks associated to child labor. SPECIFIC: * Provide high-quality educational and recreational opportunities in the Harvest Childcare Centers by supplying age-appropriate materials that foster the development of different competencies in children. * Advance improvements in the implementation of the Harvest Childcare Policy in the departments of Rawson and Pocito.</p> |

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| <p>Parroquia Jesucristo Salvador del Mundo</p> <p>(Capital, Córdoba)</p> | <p>Fortalecimiento Dispositivos Preventivos (Strengthening Preventive Measures). * Promote moments of debate that facilitate tools for preventing social problems. * Empower and strengthen the capacities and skills of children and adolescents in pursuit of progressive autonomy. * Promote and encourage values and good practices to achieve a harmonious social coexistence. * Recognize bonding as a fundamental pillar in supporting children and adolescents, fostering the construction of a bond that gives them a sense of belonging. * Promote networking with institutions and agencies of the State and/or civil society. * Build, facilitate, and encourage healthy habits and bonds among peers, family, and trusted adults in the child's context to promote individual and community growth.</p> |
| <p>Organización en Favor de la Economía Circular (OFEC)</p> <p>(Latin America)</p> | <p>Coordinación Pedagógica y Didactización de Contenidos Virtuales en Español y Portugués (Pedagogical Coordination and Teaching of Virtual Content in Spanish and Portuguese): Pedagogical coordination and teaching of virtual content: management and coordination of educational portals in Spanish and Portuguese. Coordination of the tutors for each course and teaching of content produced for each training course developed by specialists. Coordination with academic entities that certify the training programs.</p> |
| <p>Niñez Cercana (Bringing Early Childhood Closer) Own Initiative Program</p> <p>(Arroyito, Córdoba) (Pocito/Rawson, San Juan)</p> | <p>Niñez Cercana, Cuerpo en Movimiento en las Comunidades (Niñez Cercana - Body in Movement in Communities): A training opportunity is proposed to promote physical and motor skills among the attending children. Intended for work teams from child development centers and nurseries.</p> |
| <p>Agrupación Abriendo Rondas</p> <p>(Luján - Recreo Buenos Aires/ Catamarca)</p> | <p>Niñez Cercana, Arte y Juego en las Comunidades (Niñez Cercana - Art and Play in Communities): Training program focused on artistic languages and their connection to play, based on a series of collective dynamics and activities that articulate resources and tools from music, art, theater, and literature.</p> |
| <p>Niñez Cercana (Bringing Early Childhood Closer) Own Initiative Program</p> <p>(Colonia Caroya / Jesus María / Sinsacate / Totoral Córdoba)</p> | <p>Niñez Cercana, Alimentación Saludable en las Comunidades (Niñez Cercana - Healthy Eating in Communities): Promote healthy eating habits among teachers and staff at early childhood nurseries and revalue mealtimes as a space for teaching and learning in nurseries.</p> |
| <p>OMEPA Argentina</p> <p>(Luján, Buenos Aires)</p> | <p>Niñez Cercana, Módulo Integrador (Niñez Cercana - Integrative Module): Strengthen, recover, and integrate the main contents of each of the modules that comprise the Program Niñez Cercana.</p> |
| <p>General Directorate of Schools - Province of Mendoza</p> <p>(Mendoza, Mendoza)</p> | <p>Juego y Lenguaje en las Comunidades (Play and Language in Communities): Training session organized jointly with the General Directorate of Schools (Dirección General de Escuelas, DGE) and the Arcor Foundation. Participants were trained on the importance of play in developing literacy strategies in Early Childhood.</p> |

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| Own initiative (Latin America) | Raising Awareness and Visibility on Childhood and Healthy Living: Development and distribution of content through digital media to raise awareness and visibility among various audiences on the topic. |
| Own initiative (Latin America) | Promoting Good Practices in Early Childhood Development: Development and distribution of audiovisual and graphic content that seeks to promote and disseminate good practices among organizations and kindergartens around child comprehensive development from the early years of life. |
| Own initiative (Nationwide) | Creciendo en la Era Digital: Guía para Familias Conectadas (Growing Up in the Digital Age: Guide for Connected Families). Production of a guide that provides adult role models and families with tools and guidance to support children in the digital world. |
| OMEP (Nationwide) | Diálogos para una Educación Infantil Transformadora (Dialogues to Transform Early Childhood Education): It was the 17th annual meeting of OMEP Argentina, which was supported and attended by leaders of the Arcor Foundation. We supported the participation of representatives from institutions we work with throughout the country. |
| OMEP World (Latin America) | A Decade for Early Childhood Care and Education: Achieving the declaration of a Decade for Early Childhood Care and Education through cooperation would be highly significant for children. In this context, we supported the global president of OMEP in her efforts to achieve this goal. |
| UBA-CONICET (Argentina, Brazil, Chile) | External evaluation of territorial projects under the Programa Aprendiendo a Disfrutar (PAD): the purpose is to measure the results and impacts of the projects supported by the PAD in Argentina, Brazil, and Chile through the use of questionnaires. A baseline and medium and long-term measurements are carried out. |
| UCC (Argentina, Brazil, Chile) | Systematization of PAD Award experiences at the regional level: by systematizing the award-winning experiences in 2021, 2022, and 2023, the aim is to identify the strengths and challenges of the initiative in order to enhance it. |
| Theatre groups Tres tigres Teatro and Abriendo Rondas, SENAF Córdoba | Serenatas Embichadas (Buggy Serenades) to celebrate Children's Day: The wedding of the toad and the weasel sets the stage for this theatrical play, which was part of the Children's Day celebrations held by the National Secretariat for Children, Adolescents, and Families (Secretaría Nacional de Niñez, Adolescencia y Familia, SENAF) of Córdoba in its location. |
| El Escondite Theater Workshop. Secretariat of Science and Technology of the Province of Córdoba (Miramar, Córdoba) | Monsters at the Science Fair: Science fairs showcase the core work of the Secretariat of Science and Technology of the province of Córdoba. Within this framework, and using puppets as an educational resource, a "Monster Workshop" was held, where children explored character creation, dramaturgy, and the staging of short plays developed collectively. |

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| Abriendo Rondas - Secretariat of Education, Municipality of Córdoba (Capital, Córdoba) | Abriendo Rondas for Musical and Artistic Exploration: An in-person day of musical and artistic exploration, held to accompany the launch of virtual training programs for early childhood education teachers, from the Municipality of Córdoba. |
| Own initiative: CONICET-OEI (Mendoza, Corrientes, San Juan and Entre Ríos) | Course "Aprender y Usar el Lenguaje en la Infancia" (Learning and Using Language in Childhood): It is a specialized training program on children's linguistic and cognitive development for preschool teachers and educators at teacher training institutes. It is carried out through agreements with provincial governments, their technical teams, and the OEI. |
| Parlamentos Infantiles Program - Ministry of Education, Province of Córdoba (Capital, Córdoba) | Children's Participation and Protagonism at School: Workshop for teachers as part of the Parlamentos Infantiles Program in a group of elementary schools in the Province of Córdoba. |
| Fundación Red de Gestión Cultural (Capital, Córdoba) | El Infinito (The Infinite): An exhibition that combines science, art, literature, and philosophy, developed by Pablo Bernasconi and presented in the city by Usina Cultural. Our contribution focuses on facilitating access to the exhibition for children living in communities with violated rights. |
| Own initiative (Nationwide) | Content production for the guide on breastfeeding and family: The project consisted of updating the breastfeeding and family guide that Arcor distributes to employees who have children. Current perspectives and content have been incorporated into this publication, which is part of the company's commitment to support motherhood and breastfeeding. |
| Own initiative (Tucumán and Córdoba) | Tutored course: Mediadores Socioculturales para la Infancia (Sociocultural Mediators for Children). Promote a critical approach to the paradigms that relate culture and childhood by analyzing specific sociocultural practices from a legal perspective. |
| Own initiative (Luján and Chacabuco, Buenos Aires) | Tutored course: Promotores de Vida Activa y Saludable en la Niñez (Early Childhood Active Living Advocates). Train agents to be capable of designing proposals and promoting processes linked to Active Living and healthy habits in children. |
| Own initiative (CABA, Buenos Aires) | Tutored course: Formación de Referentes para la Primera Infancia (Training Leaders for Early Childhood). Provide a specific and interdisciplinary space for training, professional development and updates related to Early Childhood and its educational and social processes. Review and understand the fundamentals of the main areas of child development, including the importance of play and cognitive development in early childhood. |

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| Own initiative (Arroyito, Córdoba; Salto, Buenos Aires) | Tutored course: Vínculos Saludables para el Bienestar (Healthy Bonds for Well-Being). Its objective is for students to: * Learn about the theoretical framework that supports Emotional Education. * Understand the impact of emotions on learning. * Learn about some of the contributions of Neuroscience to education. * Reflect on classroom practices. |
| CIIPME-CONICET (El Soberbio, Missions) | Literacy in Intercultural Bilingual Education in Misiones: The project “Alfabetización Intercultural Bilingüe en Misiones” (Intercultural Bilingual Literacy in Misiones) is being carried out in conjunction with the Ministry of Education of Misiones and the OEI, with specialists from the Interdisciplinary Research Center for Mathematical and Experimental Psychology (Centro Interdisciplinario de Investigaciones en Psicología. Matemática y Experimental, CIIPME) and the CONICET. Its purpose was to present, in a one-day event, the training proposal for literacy in Spanish as a second language, aimed at preschool teachers and teachers of the first cycle of elementary school in the El Soberbio region, which will continue in 2025. A diagnostic assessment of the linguistic development and literacy of children at School No. 836 and two of its satellite classrooms was also carried out. |
| Own initiative (CABA, Buenos Aires) | Design and Editing of the Por Escrito Magazine: the project was carried out in order to update the format of issue No. 15 of the Por Escrito Magazine. The magazine will launch a digital version that will incorporate motion, in addition to the traditional formats used to present each article, along with reference or supplementary texts, links, videos, and images. And all of it will be incorporated in an accessible way. |
| Centro de Estudios en Nutrición y Desarrollo Infantil (CEREN) (Center for Studies in Nutrition and Child Development) and Comisión de Investigaciones Científicas (CIC) (Scientific Research Commission of the Province of Buenos Aires) (Province of Buenos Aires, Buenos Aires) | Content production for the course “Seguimiento del Desarrollo en los Espacios Educativos de la Primera Infancia” (Monitoring Development in Early Childhood Educational Spaces). CEREN, as a center of the Scientific Research Commission of the Province of Buenos Aires, prepares content for the development of a virtual course on the Arcor Foundation's educational portal. It seeks to contribute to the development of human resources at the primary care level, for the promotion and care of the comprehensive development of children. |
| Instituto Ballester (General San Martín, Buenos Aires) | RIE program: The RIE program is the first-place winner of the PAD Award. It establishes a systematic space called a “coexistence round,” with a fixed schedule in each class group's weekly calendar. It is based on the design and implementation of recreational activities that transform and enrich the social and cultural environment in school. |

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| Fundación Soles (Capital, Córdoba) | Children on the move. This is the second place in the PAD Award. It is an experience that focuses on promoting the comprehensive well-being of children with cancer, recognizing their strength, creativity, and potential. In this program, we invite adult family members to take part by accompanying children in these experiences. Since its creation in 2022, its goal has been to offer children tools and experiences that support their physical, emotional, and social development. |
| Own initiative (Nationwide) | Support for writing projects to be submitted to the PAD. Monitoring and preselection of such projects. |
| Own initiative (Nationwide) | Design and development of the monitoring strategy; training, field visits, implementation of the evaluation system for PAD-approved projects in 2023, and training workshops and launch of the 2024 operations of the PAD. |

| BRAZIL | |
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| Organizations and Regions | Projects and Objectives |
| Educational portal and training for educators (Nationwide) | Continuing education courses are offered for educators and those interested in childhood matters, both online and in person. |
| GIFE (Nationwide) | GIFE is the association of social investors in Brazil. It promotes a network of relationships, with spaces for coordination, dialogue, and exchange of experiences. |
| RedEAmérica (Nationwide) | RedEAmérica aims to strengthen and expand corporate action to promote sustainable communities in Latin America. It generates dialogue and learning environments, and facilitates spaces for the creation of partnerships. |
| Jugar en acción (Nationwide) | Play in action: Painting together for children. An initiative developed as an incentive to play. Seven spaces received playful murals to support child development, based on recommendations from Grupo Arcor employees. |
| Parque Linear do Carajás - Espaço de Convivência das Borboletas (Contagem, MG) | The Carajás Linear Park in Contagem has gained a space for the community to connect with nature: the Living Space for Butterflies. Built in collaboration with the city of Contagem and the Walter Fausto do Amaral Municipal School, this environment was designed by and for children. |

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| <p>Book: Cultura da Infância</p> <p>(Nationwide)</p> | <p>Publication of the book Cultura da Infância (Culture of Childhood) - The mosaic of analyses, positions, and proposals offered by the publication is a direct reflection of the complexity that defines the culture of childhood. In this publication, several researchers from diverse backgrounds and viewpoints present their perspectives on childhood culture in Latin America, with an emphasis on the unique reality of childhood in the Brazilian context.</p> |
| <p>20th Anniversary Commemorative Event</p> <p>(Campinas, São Paulo)</p> | <p>The event celebrating the 20th anniversary of the Arcor Institute Brazil was attended by mayors, public officials, school representatives, social organizations, and the Arcor Institute's Board of Directors.</p> |
| <p>International Humor Exhibition</p> <p>(Piracicaba, São Paulo)</p> | <p>Children's Rights Award: In collaboration with the Humor Exhibition of Piracicaba, the award is open to works in any category that explore the topic of children's rights. The winner was Professor Rodrigo da Silveira, from the city of Guaramirim, state of Santa Catarina.</p> |
| <p>Por Escrito Magazine</p> <p>(Latin America)</p> | <p>The 15th edition of the Magazine is on "Sustainable Development: Educating from Early Childhood." The publication brings together an important combination: on the one hand, academic research papers written by experts with extensive knowledge of the countries of the region, and, on the other, significant experiences that inspire the development of actions in the preschool field.</p> |
| <p>Professora Marice Toledo Leme Suarez Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Movimentar, Brincar e Aprender" (Move, Play, Learn) is based on providing children with more space to play and greater contact with nature.</p> |
| <p>Professor Adalmir Elias Duaik Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>Mãos em movimento: sensações e descobertas (Hands in Motion: Sensations and Discoveries) is based on providing opportunities for interaction with intentionally designed spaces, stimulating the different senses in order to support the full cognitive, physical, emotional, and social development of children.</p> |
| <p>Monsenhor José Lélío Mendes Ferreira Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Aprender Brincando" (Learning to Play), which will receive financial support, is based on expanding play opportunities in the school's shared spaces and in the nursery's reference room.</p> |
| <p>Maria Thereza Cacossi Salem Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Um espaço para aguçar os sentidos" (A Space to Sharpen the Senses), is based on creating a unique, challenging, and motivating space for the learning and development process of every child. It is designed to be unique for each learner, offering a variety of exploratory situations that help children become familiar with a broad and diverse environment.</p> |

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| <p>Professora Maria Lúcia Carvalho de Camargo Serralvo Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>Professora Maria Lúcia Carvalho de Camargo Serralvo Municipal School . The project "A importância do espaço curioso no universo infantil" (The Importance of the Curious Space in the Children's Universe), which will receive financial support, is based on building and reorganizing the outdoor areas of our school, making them more welcoming, motivating, and challenging, in order to stimulate student development and learning in a playful and enjoyable way.</p> |
| <p>José Antonio da Fonseca Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Quer Brincar?" (Do You Want to Play...?) provides new experiences in a space of direct contact with nature, welcoming, safe, and rich in exploration and learning opportunities, ensuring greater autonomy for our children.</p> |
| <p>Vovó Naly Early Childhood Education Center</p> <p>(Contagem, Minas Gerais)</p> | <p>The project "Areia Encantada" (Enchanted Arena) is based on promoting children's comprehensive development by offering a fun and interactive space that stimulates creativity, socialization, and learning through play.</p> |
| <p>Municipal Early Childhood Education Unit Décio Camargos de Aguiar</p> <p>(Contagem, Minas Gerais)</p> | <p>The project "Eu amo a área verde" (I Love the Green Area) is based on revitalizing green areas to encourage play with and in nature, promote the well-being of children and adults, foster meaningful contact with the natural environment, and strengthen relationships with natural elements, enabling the development of new knowledge.</p> |
| <p>Pastor Antonio Rubia Municipal School of Early Childhood Education</p> <p>(Rio das Pedras, São Paulo)</p> | <p>The project "Aqui é o meu lugar" (Here is my place) is based on adapting spaces so that children feel a sense of belonging, with age-appropriate furniture made of natural materials, objects and toys that encourage free play and exploration, and with opportunities for creativity and belonging, active experiences, and contact with nature in different planned spaces.</p> |
| <p>Octavia Pardi Schiavon Nursery</p> <p>(Rio das Pedras, São Paulo)</p> | <p>The project "Primeira Infância: Um mundo de descobertas" (Early Childhood: A World of Discovery) is based on creating a safe and welcoming space that encourages children's independence and comprehensive development.</p> |
| <p>Padre Geraldo Moreira César Municipal Nursery and Preschool</p> <p>(Rio das Pedras, São Paulo)</p> | <p>The project "Espaços brincantes e vivências significativas" (Playful Spaces and Meaningful Experiences) is based on providing welcoming, safe, and comfortable school environments that foster independent activity in infants and toddlers.</p> |
| <p>Ivanilde Bertoli Bettiol Municipal School of Early Childhood Education</p> <p>(Rio das Pedras, São Paulo)</p> | <p>The project "Espaços do SIM na Primeiríssima Infância" (SIM Spaces in Early Childhood) is based on providing a powerful, healthy, welcoming, and safe learning environment for children.</p> |
| <p>Irene M. Zandoná Social Promotion Center</p> <p>(Rio das Pedras, São Paulo)</p> | <p>The project "Quintais da infância: Organizando os espaços para o brincar" (Playgrounds: Organizing Spaces for Play) is based on providing new areas in schools so that children increasingly feel part of the educational environment, which contributes to their well-being and guarantees their learning rights.</p> |

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| <p>Professor Nelson Rosamilha Municipal School of Early Childhood Education</p> <p>(Rio das Pedras, São Paulo)</p> | <p>The project "Criando desafios e novos estímulos para o bebês" (Creating Challenges and New Stimuli for Babies) aims to enhance the learning and holistic development of infants and young children by providing welcoming and comfortable school environments, engaging pedagogical resources, and meaningful experiences tailored to the students' real-life context.</p> |
| <p>Own Initiative</p> <p>(Rio das Pedras, São Paulo)</p> | <p>The initiative "Verdejando escolas" (Greening Schools) aims to implement green and educational areas in six early childhood education schools of the city of Campinas, with children participation and educator training.</p> |
| <p>Mi Patio es el Mundo Award</p> <p>(Nationwide)</p> | <p>"Mi Patio es el Mundo" (My Playground is the World) Award aims to recognize best practices in Education for Sustainable Development (EDS) carried out by institutions dedicated to the care and education of young children. The Award is implemented in seven countries.</p> |
| <p>Cantinho da Tia Isaura Early Childhood Education Center</p> <p>(São Paulo, São Paulo)</p> | <p>Winning project: "Cuidando do Mundo da Gente" (Caring for People's World). The project seeks to contribute to an education that raises awareness through initiatives that help children understand the importance of caring for and preserving our environment. It encourages learning how to properly dispose of waste, with family involvement to preserve and maintain our space, the environment, and the health of our planet.</p> |
| <p>Maria do Carmo de Andreu Sodré Municipal School</p> <p>(Itanhaém, São Paulo)</p> | <p>The project "Minha Cidade tem História e Memórias" (My City Has History and Memories) aims to foster an appreciation for the beauty, love, affection, and respect for the city of Itanhaém, and to recognize its significance in the foundational history of the country. This program nurtures in preschool students a sense of awareness about the importance of valuing and respecting the municipality's history, preserving its memory, cultural heritage, and the environment.</p> |
| <p>Augusto Vasconcellos Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Eu Aprendo Brincando" (I Learn by Playing) promotes learning through play at school by providing moments of relaxation and social interaction for children in a safe and nurturing environment.</p> |
| <p>Professora Nilza Faria Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Valore" (Value) aims at expanding and enhancing movement opportunities and access to quality information about healthy habits and active living for our students by purchasing materials and building spaces for physical education classes, recess, regular lessons, and extracurricular activities.</p> |
| <p>Space for Interaction and Learning (ECOIA)</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The purpose of "Vida saudável: plantar hábitos para colher saúde" (Healthy Living: Sowing Habits to Harvest Wellness) is to develop differentiated activities aimed at promoting healthy lifestyle habits among the individuals served and their families.</p> |

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| <p>Professora Arline Menin Andrade Municipal School of Early Childhood Education</p> <p>(Bragança, São Paulo)</p> | <p>Educational Cooking. We suggest, as a general objective, to bring the school community, specifically, parents/guardians of students, closer to the school routine through the development of good healthy eating habits, to understand the origin of food and its nutritional value.</p> |
| <p>Dr. João Alves dos Santos Municipal Elementary School and Early Childhood Education/Youth and Adult Education</p> <p>(Campinas, São Paulo)</p> | <p>"Recrear, comer e brincar com alegria" (Have fun, Eat and Play with Joy). Promote activities aimed at building healthy relationships, encouraging balanced nutrition, and organizing attractive spaces to foster active movement.</p> |
| <p>Evangelical Assistance Association (AEA) CONVIVER</p> <p>(Campinas, São Paulo)</p> | <p>"Recreando entre Vivências e Sabores" (Recreating through Experiences and Flavors). Promote healthy eating and sport habits through fun cooking initiatives, recreational, athletic, and social activities as gateways to innovative experiences, and strengthening community bonds overall.</p> |
| <p>Semear Institute</p> <p>(Campinas, São Paulo)</p> | <p>"Verde Vivo: Cultivando o Futuro" (Living Green: Cultivating the Future). Provide a practical and interdisciplinary approach to learning, with the goal of raising awareness and educating children aged 6 to 10 about plant growing processes, the importance of agriculture, and the benefits of healthy eating.</p> |
| <p>Grupo Primavera</p> <p>(Campinas, São Paulo)</p> | <p>"Projeto Sementes" (Seeds Project). Redefine habits for a healthier life by encouraging the consumption of nutritious foods, physical activity, and the building of emotional bonds so that children and their families achieve quality of life and well-being.</p> |
| <p>Vovô Nestor/Jerônimo Mendonça Children's Home</p> <p>(Campinas, São Paulo)</p> | <p>The project "Convivendo e plantando Esperança" (Living Together and Planting Hope) promotes social integration and the development of community potential through sports activities, balanced nutrition, and the strengthening of healthy bonds.</p> |
| <p>Casa de Apoio a Criança Carente de Contagem</p> <p>(Contagem, Minas Gerais)</p> | <p>"Comer bem, faz bem!" (Eating well is good for you!). Contribute to the development of healthier eating habits among students and their families, as well as to improving their health.</p> |
| <p>Deputado Jorge Ferraz Municipal School</p> <p>(Contagem, Minas Gerais)</p> | <p>"Movimenta Jorge: aprender-fazer com prazer" (Jorge Movement: learning to act with pleasure). Develop educational actions to raise awareness among fifth-grade students about the importance of healthy eating habits through fruits, vegetables, and legumes, as well as developing disciplined habits regarding proper nutrition by establishing meal schedules and following dietary guidelines.</p> |
| <p>Professora Immaculada Civolani Municipal School</p> <p>(Rio das Pedras, São Paulo)</p> | <p>"Eu me alimento, eu me movimento" (I Eat, I Move). Provide students with greater knowledge about food and healthy habits and ways to be more active through games and sports.</p> |

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| <p>Professor Augusto Elias Salles Municipal School</p> <p>(Rio das Pedras, São Paulo)</p> | <p>"Vida ativa e alimentação saudável: da escola para a vida" (Active Living and Healthy Eating: From School to Life). Develop diverse activities for children to help raise awareness across the entire school community about the importance of adopting healthy, active lifestyle habits through nutritious eating and physical activity.</p> |
| <p>Barão de Serra Negra Municipal School</p> <p>(Rio das Pedras, São Paulo)</p> | <p>"Jardim Encantado" (Enchanted Garden). The project aims to create spaces within the school to encourage movement and activities aimed at promoting nutritious eating.</p> |
| <p>Cel Ladislau Leme Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Sabores do Brincar" (Flavors of Play) is based on providing and expanding creative spaces for play and developing activities that promote quality interaction among students.</p> |
| <p>Monsenhor Pedro Paulo Farhat Rural Municipal School</p> <p>(Bragança Paulista, São Paulo)</p> | <p>The project "Diversão e Movimento" (Fun and Movement) is based on awakening interest in healthy habits and lifestyles through physical activities and nutritional information, classifying foods and their origins, and raising awareness about the importance of context in achieving quality of life.</p> |
| <p>Dr. Jorge Tibiriçá Municipal School</p> <p>(Campinas, São Paulo)</p> | <p>The project "Brincar faz crescer bem" (Playing Makes You Grow Well) is based on providing students with a suitable physical space where they can move around independently.</p> |
| <p>Núcleo de Ação Social (NAS)</p> <p>(Campinas, São Paulo)</p> | <p>The project "Prisma: movimento, saúde e afeto" (Prisma: Movement, Health, and Affection) is based on offering a differentiated set of opportunities for neuropsychomotor and socio-emotional development of 45 children aged 6 to 9, leading to the adoption of healthy lifestyle habits through pleasant and meaningful experiences.</p> |
| <p>Instituto Semar</p> <p>(Campinas, São Paulo)</p> | <p>The "Brincar é Vida" (Playing is Living) project aims to provide a practical approach to movement and exercise for the physical development of children aged 6 to 10, making them aware of the importance of an active lifestyle and the benefits of a healthy diet.</p> |
| <p>Proyecto Gente Nova (Progen)</p> <p>(Campinas, São Paulo)</p> | <p>The project "Brota na horta: Sustentabilidade e pertencimento!" (Sprouting in the garden: Sustainability and belonging!) is based on effectively responding to issues related to physical movement, recreational and socio-educational activities, socio-environmental awareness, and education for healthy eating, thereby strengthening social, family, and community bonds.</p> |
| <p>Domingos Diniz Moreira Municipal School</p> <p>(Contagem, Minas Gerais)</p> | <p>The project "O Crescer da Vida Saudável" (Growing a Healthy Living) is based on developing a healthy lifestyle by improving regular physical education activities that benefit students' physical and social well-being and foster a balanced diet.</p> |
| <p>Giovanini Chiodi Municipal School</p> <p>(Contagem, Minas Gerais)</p> | <p>The project "O que posso fazer para 'ganhar' mais anos de vida?" (What can I do to "gain" more years of life?) is based on improving the quality of life of everyone, students and families, through physical activity and healthy eating.</p> |

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| Nossa Sra. Aparecida Municipal School (Contagem, Minas Gerais) | The project "MovimEMNSA – Escola em Movimento" (MovimEMNSA – School in Motion) is based on providing opportunities that promote an active lifestyle and changes in family habits. |
| Josefina de Souza Lima Municipal School (Contagem, Minas Gerais) | The project "Semeando Saúde, Colhendo Vida" (Sowing Health, Harvesting Life) is based on enhancing and transforming existing spaces in order to inspire children to engage in outdoor activities and eat healthy. |
| Contagem Children's Support House - Ipê Amarelo (Contagem, Minas Gerais) | The project "+ Qualidade de vida" (+ Quality of Life) project is based on raising awareness among children, young people, and their families about the importance of incorporating healthy food and physical activity into their daily routines. |
| Professora Ignez Brioschi Rubim Municipal School (Rio das Pedras, Minas Gerais) | The project "Saúde, Vida e Atitude" (Health, Life, and Attitude) will provide students and the school community with significant experiences and interactions to develop a better quality of life. |
| Salãozinho de Humor (Piracicaba, São Paulo) | Held in partnership with the Piracicaba International Humor Exhibition, it rewards the children selected in the contest with toys that encourage active living. |
| Caminhada com Humor (Walk with Humor) (Piracicaba, São Paulo) | This event, in partnership with the Piracicaba City Hall, aims to encourage the community to lead a more active lifestyle. |
| Caminhada na Bica (Paseo en Bica) (Rio das Pedras, São Paulo) | Event held in alliance with the Rio das Pedras City Hall, that encourages the practice of physical activities for adults and children. |
| Own Initiative PAD Award (Nationwide) | The "Aprendiendo a disfrutar" (PAD) Award is a joint initiative by Grupo Arcor, its Foundations in Argentina and Chile, and the Arcor Institute Brazil, to recognize and highlight initiatives that promote healthy lifestyle habits in childhood. It is part of the healthy eating and lifestyle strategy, which is included in the company's Sustainability Policy. The winning schools in 2024 were: 1st Prize: "Projeto Raízes: Identidade, Sustentabilidade e Saúde" (Roots Project: Identity, Sustainability and Health), by the Mafalda Teixeira Municipal School, in the city of Rio de Janeiro; 2nd Prize: "Viva e Balance" (Live and balance), by the José Maria da Silveira Municipal School, in the city of Piratinai. |
| Mafalda Teixeira Municipal School (Rio de Janeiro, RJ) | First prize in the PAD for "Projeto Raízes: Identidade, Sustentabilidade e Saúde" (Roots Project: Identity, Sustainability and Health), which aims to develop concrete actions linked to sustainable practices within and from the school, using knowledge and experiences developed together with the neighbors of Quilombo Doña Bilina and the students' families. |

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| José Maria da Silveira Municipal School (Piratini, RS) | Second prize in the PAD, for "Viva e Balance" (Live and Balance), with the goal of promoting healthy eating habits among students, in order to improve health and well-being. |
| Terra Prometida Municipal School (Aparecida de Goiânia, GO) | Honorable Mention for the Promotion of Healthy Living Habits in Childhood, through the project "Meliponicultura na Escola" (Meliponiculture in School). |
| Local technical consulting – Own Initiative (Nationwide) | To ensure that the supported projects are more effective and achieve better results, the local technician is currently working closely with the organizations, conducting on-site visits and remote services. |
| Food Bank (Nationwide) | Donation of company products to food banks, city councils, and social organizations. |
| Own Initiative (Nationwide) | To bring the topic of childhood and active life to a larger audience, the Arcor Institute Brazil relies on media outlets and partners to disseminate the content produced and the actions carried out. This year, there was also significant publicity for the Institute's activities, due to its 20 years of operation in Brazil. |
| Own Initiative Project monitoring actions (Nationwide) | Holding training sessions for educators, developing communication strategies, and creating videos, with the aim of encouraging and sharing active lifestyles and healthy eating practices to be replicated. |

| CHILE | |
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| Organizations and Regions | Projects and Objectives |
| Villa Frontera Kindergarten (Arica) | "Elegir lo que me hace feliz no tiene género" (Choosing what makes me happy has no gender). Co-build a community life free from gender bias, which will directly benefit children, allowing them to feel valued and respected in their identity, while fostering an atmosphere of trust and safety for their full and comprehensive development. |
| New Dawn Kindergarten (Graneros) | "Valorarte a través del arte" (Value Yourself through Art). Generate shared educational spaces for the community that encourage the participation of children in decision-making. |
| Manitos de Colores Kindergarten (Rancagua) | "Nuestro patio interactivo" (Our Interactive Playground). Promote and encourage the participation of children, their families, and the educational community in the implementation, execution and development of the outdoor corners project, offering various opportunities to develop and foster their creative skills. |

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| Las Llosyas Kindergarten (Arica) | "Mi casa en el jardín infantil" (My House in the Kindergarten). Promote the participation of boys and girls through play in the home corner. |
| Barco de Colores Kindergarten (La Florida) | Promoting Child Psychomotor Development through the Pikler Pedagogy: An Approach based on Play and Free Movement. Promote and enhance the psychomotor development of boys and girls through play, using the Pikler pedagogy and specialized furniture that encourages free movement, exploration and learning in a safe and respectful environment. |
| Antu Mahuida Kindergarten (Maipú) | "Aukantün, reñma el newen del jardín infantil" (Games, family, the strength of Kindergarten). Promote physical activity and ancestral play within the educational community. |
| Andalué Special Education School (Maipú) | "Juegos en movimiento, recreos motrices" (Games in Motion, Motor Skill Recess). Promote the comprehensive development of motor and socio-emotional skills in students with special educational needs through recreational activities, thus promoting an active lifestyle for their physical well-being and healthy relationships for social development. |
| León Humberto Valenzuela School (Maipú) | "Acción y transformación, un cambio para el León" (Action and Transformation, a Change for the Lion). Improve the healthy lifestyle habits of school students through recreational, educational and sports activities. |
| Los Bosquinos School (Maipú) | "Vive y recrea" (Live and Recreate). Create and promote democratic and safe recreational spaces, free from violence, that foster peaceful coexistence and a healthy lifestyle for all students in the first grade at Los Bosquinos School. |
| Tomás Vargas and Arcaya School (Maipú) | "Hacia una educación de vida saludable" (Towards a Healthy Lifestyle Education). Promote healthy lifestyle habits with updated and engaging strategies for our children and young people, integrated across various curriculum subjects. This includes implementing healthy breaks to foster the development of knowledge, skills, attitude, and values necessary for active participation in a healthy culture. |
| Course: "Participación en la primera infancia" (Early Childhood Participation) (Arica, Rancagua, Santiago) | Promote the participation of children in the educational community, recognizing them as right holders and citizens in an effective way. |
| Supporting Early Childhood Participation Projects Maipú (Metropolitan Region) and Tomé (Biobío Region) | Support the implementation of the selected projects during 2023 to enhance their effectiveness. |

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| <p>Course: "Vínculos en los primeros años" (Bonding in the Early Years)</p> <p>Nationwide</p> | <p>Strengthen pedagogical tools for bonding used by educators and professionals to guide their work with young children, from a rights-based perspective.</p> |
| <p>Support Bonding in the Early Years Projects</p> <p>Maule Region</p> | <p>Support the implementation of the selected projects during 2023 in order to enhance their effectiveness.</p> |
| <p>Course: "Educación para el desarrollo sostenible en la primera infancia" (Education for Sustainable Development in Early Childhood)</p> <p>Talca (Maule Region), La Granja, Macul, San Joaquín and Maipú (Metropolitan Region)</p> | <p>Develop skills, competencies and attitudes among participants in order to strengthen the construction of well-being and sustainable development in early childhood education, considering cultural, social and environmental dimensions.</p> |
| <p>Support to the program Niñez Protagonista (Children as Protagonists)</p> <p>Santiago</p> | <p>Promote intervention projects that enhance effective child participation through strategies that establish processes—spaces and practices—for the participation of children aged 4 to 8 years in their educational settings.</p> |
| <p>Mi patio es el mundo (My Playground is the World) Award</p> <p>Nationwide</p> | <p>Recognize good practices in education for sustainable development carried out by institutions dedicated to early childhood care and education. This year, the award in Chile went to the Palomita Blanca Kindergarten and Nursery of Fundación Integra in the municipality of Caldera.</p> |
| <p>Course: "Promotores de Vida activa para la primera infancia" (Early Childhood Active Living Advocates)</p> <p>La Florida</p> | <p>Train assistants and early childhood educators as promoters of an active life, fostering experiences that ensure active play and the promotion of physical activity in boys and girls.</p> |
| <p>PAD Award</p> <p>Nationwide</p> | <p>Recognize and raise awareness about experiences that promote healthy lifestyle habits in childhood. This year, the award went to the Emilia Romagna School in the municipality of Traiguén.</p> |
| <p>Support to projects in the Programa Aprendiendo a Disfrutar (Learning to Enjoy)</p> <p>Cerrillos, Lo Espejo (Metropolitan Region)</p> | <p>Support the implementation of the selected projects in 2023 to enhance their effectiveness.</p> |
| <p>Del aula a la comunidad (From the Classroom to the Community) program</p> <p>Metropolitan Region and O'Higgins Region</p> | <p>Contribute to the social appreciation of Early Childhood Education by recognizing educational teams and their practices in the field of personal and social development. Selection of two outstanding practices and organization of a seminar on children's rights and early childhood education.</p> |

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| Educación Inicial 2030 Network Nationwide | Strengthen the early childhood education ecosystem in Chile by generating public impact and carrying out coordinated actions with various institutions from civil society, the public sector, and academia. |
| Seminar: "Niñez y ciudadanía: niños y niñas protagonistas hoy" (Childhood and Citizenship: Children as Protagonists Today). Metropolitan Region | Offer a space for dialogue and reflection on various national and international experiences regarding childhood citizenship and participation. |

PARTNERSHIPS 2024

STATE/GOVERNMENTS

NATIONAL

- 1. Educ.Ar Sociedad Del Estado
- 2. Junta Nacional de Jardines Infantiles (Junji) (National Board of Kindergartens)
- 3. Fundación Integra
- 4. Office for the Defense of Childhood

PROVINCIAL

- 5. Comisión de Investigaciones Científicas (CIC) (Scientific Research Commission) of the Province of Buenos Aires
- 6. General Directorate of Culture and Education of the Province of Buenos Aires
- 7. General Directorate for Child and Adolescent Development in the Autonomous City of Buenos Aires (Ciudad Autónoma de Buenos Aires, CABA)
- 8. Ministry of Education, Science and Technology of the Province of Catamarca
- 9. Commission for the Prevention and Eradication of Child Labor (Comisión de Prevención y Erradicación del Trabajo Infantil, COPRETI) of the Province of Córdoba
- 10. Office for the Defense of the Rights of Children and Adolescents of the Province of Córdoba
- 11. Ministry of Education of the Province of Córdoba
- 12. Ministry of Human Development of the Province of Córdoba
- 13. Ministry of Education of the Province of Corrientes
- 14. General Council of Education of Entre Ríos
- 15. Ministry of Education of the Province of Mendoza
- 16. Ministry of Education, Science and Technology of Misiones
- 17. Ministry of Labor and Employment of the Province of Misiones
- 18. Directorate of Childhood, Adolescence and Family of the Province of San Juan
- 19. Ministry of Education of the Province of San Juan
- 20. Ministry of Social Development of the Province of Tucumán

MUNICIPAL

- 21. Municipality of Luján – Province of Buenos Aires
- 22. Municipality of Chacabuco – Province of Buenos Aires

23. Municipality of Salto – Province of Buenos Aires
24. Municipality of Tigre – Province of Buenos Aires
25. Municipality of Córdoba – Province of Córdoba
26. Municipality of Villa Allende – Province of Córdoba
27. Municipality of Arroyito – Province of Córdoba
28. Municipality of Colonia Caroya – Province of Córdoba
29. Municipality of Jesús María – Province of Córdoba
30. Municipality of Sinsacate – Province of Córdoba
31. Municipality of Villa del Totoral – Province of Córdoba
32. Municipality of Recreo – Province of Catamarca
33. Municipality of San José – Province of Entre Ríos
34. Municipality of Pocito – Province of San Juan
35. Municipality of Rawson – Province of San Juan
36. Municipality of Reconquista - Province of Santa Fe
37. Education Agency of Maipú
38. Agency for Childhood of Santiago
39. City Agency of la Florida
40. Municipality of Cerrillos
41. Municipality of Lo Espejo
42. Municipality of Talca
43. Gabriela Mistral Local Education Service
44. Santa Corina Local Education Service
45. Santa Rosa Local Education Service
46. Municipal Council of Bragança Paulista
47. Municipal Council of Campinas
48. Municipal Council of Contagem
49. Municipal Council of Extrema
50. Municipal Council of Rio das Pedras
51. Health Office of Ipojuca
52. Municipal Education Office of Bragança Paulista
53. Municipal Education Office of Capivari
54. Municipal Education Office of Mombuca
55. Municipal Education Office of Rafard
56. Municipal Education Office of Rio das Pedras
57. Municipal Sports Office of Rio das Pedras
58. Municipal Communications Office of Rio das Pedras
59. Social Solidarity Fund of Bragança Paulista
60. Municipal Social Development Office of Rio das Pedras
61. Municipal Environment Office of Contagem
62. Municipal Social Development Office of Contagem – Food Bank

ACADEMY AND EDUCATIONAL SECTOR

UNIVERSITIES, RESEARCH INSTITUTES

63. Cooperative Association of N.º 371 Juan B. Alberdi School
64. Cooperative Association of Educational Center No. 20 Juan W. Gez
65. Cooperative Association Amiga de los Niños of 175 School
66. Educational Center No. 20 J. W. Gez
67. Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET)
68. Cooperative Association of N.º 388 Sargento Eduardo Romero School
69. N.º 371 Juan B. Alberdi School

70. N.º 388 Sargento Eduardo Romero School
71. Catholic University of Córdoba
72. University of El Salvador (USAL)
73. National University of Córdoba
74. National University of Mar del Plata
75. National University of the Northeast
76. National University of Quilmes
77. National University Tres de Febrero
78. Catholic University Silva Henríquez
79. Santo Tomas University
80. Alberto Hurtado University

SCHOOLS AND KINDERGARTENS

81. Professora Marice Toledo Leme Municipal School
82. Professor Adalmir Elias Duaik Municipal School
83. Monsenhor José Lélio Mendes Ferreira Municipal School
84. Maria Thereza Cacossi Salema Municipal School
85. Professora Maria Lúcia Carvalho de Camargo Serralvo Municipal School
86. José Antonio da Fonseca Municipal School
87. Vovó Naly Early Childhood Education Center
88. Municipal Early Childhood Education Unit Décio Camargos de Aguiar
89. Creche Octavia Pardi Schiavon
90. Ivanilde Bertoli Bettiol Municipal School of Early Childhood Education
91. Núcleo de Promoção Social Irene M. Zandoná
92. Professor Nelson Rosamilha Municipal School of Early Childhood Education
93. Cantinho da Tia Isaura Early Childhood Education Center
94. Maria do Carmo de Andreu Sodré Municipal School
95. Augusto Vasconcellos Municipal School
96. Professora Nilza Faria Municipal School
97. Professora Arline Menin Andrade Rural Municipal School
98. EMEFEI/EJA Dr. João Alves dos Santos
99. Deputado Jorge Ferraz Municipal School
100. Professora Immaculada Civolani Municipal School
101. Professor Augusto Elias Salles Municipal School
102. Barão de Serra Negra Municipal School
103. Cel Ladislau Leme Municipal School
104. Monsenhor Pedro Paulo Farhat Rural Municipal School
105. Dr. Jorge Tibiriçá Municipal School
106. Domingos Diniz Moreira Municipal School
107. Giovanini Chiodi Municipal School
108. Nossa Sra. Aparecida Municipal School
109. Josefina de Souza Lima Municipal School
110. Mafalda Teixeira Municipal School
111. José Maria da Silveira Municipal School
112. Terra Prometida Municipal School
113. Tia Joice Early Childhood Education School
114. Jardim Marisa Public School
115. Irmã Maria de Jesus Silva Child Center
116. Brinco de Princesa Municipal School of Early Childhood Education
117. Santa Inês Municipal School
118. Walter Fausto do Amaral Municipal School

BUSINESSES AND CIVIL SOCIETIES

COMPANIES AND BUSINESS FOUNDATIONS

- 119. Asociación Cooperativa Amiga de los Niños
- 120. Asociación Bives San Luis
- 121. Asociación Civil Suma de Voluntades
- 122. Asociación Civil Centro Educativo Popular Abuela Eduarda
- 123. Asociación Civil el Arca
- 124. Asociación Civil Familia Benefactora
- 125. Asociación Civil las Omas
- 126. Asociación Civil Retamo
- 127. Asociación Civil Runakay Kudaw
- 128. Asociación Civil y Biblioteca 27 de Septiembre
- 129. Asociación Club Social y Deportivo San Martín del Pueblo el Colorado
- 130. Asociación Simple Generando Puentes
- 131. Asociación Tantanakuy
- 132. Ateneo de la Promoción Social y Comunitaria Vamos a Andar
- 133. Biblioteca Popular Madre Teresa de Calcuta
- 134. Biblioteca Popular José Manuel Estrada
- 135. Casa del Niño "Paula Albarracín"
- 136. Cooperativa de Trabajo Kuskalla Ltda.
- 137. Fundación Construyendo Lazos
- 138. Fundación Prosperitá
- 139. Fundación Red Comunidades Rurales
- 140. Fundación Banco de Alimentos Cba.
- 141. Fundación Bolsa de Comercio
- 142. Fundación Brújula Barrial y Biblioteca Popular MAE
- 143. Fundación Capitales Solidarios
- 144. Fundación Comunidad Contemporánea
- 145. Fundación de Organización Comunitaria (FOC)
- 146. Fundación Desafiarte en la Inclusión
- 147. Fundación Iberoamericana de Estudios Superiores (UAI)
- 148. Fundación Incide
- 149. Fundación la Morera
- 150. Fundación las Camelias
- 151. Fundación Marista
- 152. Fundación Omar Dengo
- 153. Fundación Pérez Companc
- 154. Fundación Prosperitá
- 155. Fundación Red de Gestión Cultural
- 156. Fundación Tecnología con Propósito
- 157. Fundación Unsam Innovación y Tecnología
- 158. OMEP (Organización Mundial Para la Educación Preescolar)
- 159. Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)
- 160. Parroquia Jesucristo Salvador del Mundo
- 161. Parroquia Nuestra Señora del Rosario
- 162. Redeamérica
- 163. Sociedad de Conocimiento Sapem
- 164. Unión Vecinal Barrio Norte
- 165. Victoria del Pueblo
- 166. Fundación las Camelias
- 167. Fundação FEAC

- 168. GIFE – Grupo de Institutos, Fundações e Empresas
- 169. Instituto Tecendo Infâncias
- 170. Rede Nacional Primeira Infância
- 171. Fundação Educar

NGOS AND CIVIL SOCIETY FOUNDATIONS

- 172. Red de Empresas Unidas por la Infancia (Uppi)
- 173. Educación Inicial 2030
- 174. Pacto Niñez
- 175. Fundación Gras
- 176. Fundación Educación 2020
- 177. Fundación para la Confianza
- 178. Forja Chile
- 179. Coaniquem
- 180. Corporación Cristo Joven
- 181. Associação Evangélica Assistencial - AEA CONVIVER
- 182. Associação Franciscana Coração De Maria
- 183. Asociación Turma do Macarrão
- 184. Casa da Criança Vovô Nestor/Jerônimo Mendonça
- 185. Casa de Apoio à Criança Carente de Contagem
- 186. Casa de Apoio à Criança Carente de Contagem - IpêAmarelo
- 187. Procurement Centers – Campinas – CEASA
- 188. Childhood Care and Education Center
- 189. Roman Catholic Diocese of Piracicaba
- 190. ECOA – Space for Coexistence and Learning
- 191. Fundação Municipal de Parques e Áreas Verdes de Contagem
- 192. Grupo Primavera
- 193. Igreja Batista Ágape
- 194. Igreja de Cristo in Acaracuzinho
- 195. Instituto Semear
- 196. ISA – Instituto de Solidariedade para Programas de Alimentação
- 197. Lar Dorcas
- 198. Shalom Ministry
- 199. NAS – Núcleo de Ação Social
- 200. Núcleo Universalista de Acolhimento e Renovação do Ser
- 201. OMEP – BR – World Organization for Early Childhood Education – Brazil
- 202. Associação Comunitária, Cultural, Educacional e Política Casa do Hip Hop
- 203. Parish of São Gonçalo
- 204. Progen - Projeto Gente Nova
- 205. Reciclamp – Network of Recycling Cooperatives
- 206. Rotary Club of Rio das Pedras
- 207. Sociedade de São Vicente de Paulo

OTHER ORGANIZATIONS

- 208. OEI
- 209. AMJA – Asociación de Mujeres Juezas de Argentina
- 210. Centro de Educación Física Luján
- 211. Inspección Distrital de Educación Salto
- 212. Inst. Ntra Sra. de la Merced - Arroyito
- 213. Movimiento Educativo Siempre
- 214. RedEAmérica

