

LATIN AMERICAN FOUNDATION FOR THE FUTURE

2020-2021

# ANNUAL REPORT





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# A LETTER FROM THE CHAIR

Dear Friends,

Firstly, I hope that this letter finds you and your loved ones in good health.

It has been a different and challenging year for all of us. We have all had to adapt to a new way of life in one way or another. LAFF has certainly seen a lot of change this past year. The arrival of the COVID-19 virus in Peru brought new challenges to the partners we support: access to education became more difficult with online schooling and the financial sustainability of our partner organisations was threatened. This meant our priorities had to shift in order to adapt to our partners' new needs. Critical situations like these are tough to face, but they are also opportunities for innovation, growth, and bringing teams together. This is precisely what LAFF has done, thanks to your support.

In the following pages, we will share with you how LAFF responded to the COVID-19 pandemic and how we adapted our approach to provide relevant and effective support to our partners during such uncertain and challenging times. I am proud to share that, **with your help**, we have successfully delivered our Quality Education and Capacity Building programmes and positively impacted the lives of **111 vulnerable children and young adults in Cusco**.

Although in-person workshops could not be held, this opened up capacity and time to focus on other crucial areas of our work and put new ideas into practice. Throughout this report you will learn how **we strengthened our tutoring programmes and boosted our online presence with our global community**.

Apart from changing the way we delivered support, our team interactions and internal structure changed as well. As our usual on-site team of volunteers moved to **remote working conditions**, we found new ways of supporting the children and young people in the Cusco area, mainly through online tools.

Beyond the day-to-day work, we also had a significant shift in LAFF's leadership and management structure. After 12 years of dedication and hard work, LAFF's founder, **Sarah Oakes**, has stepped back from her position as Director of LAFF and transitioned into the role of Founder and Honorary Trustee on LAFF's Board. We cannot express how grateful and appreciative we are for Sarah's continuous commitment and the invaluable hands-on work she has done to enable better life opportunities for hundreds of children in Peru.

True to our horizontal work structure, we decided not to find a replacement for the Director position, but to delegate the Director's responsibilities between the different members of the Board of Trustees, each specialising in their own area of expertise. This new governance structure has allowed the Board to become more involved and engaged, while also bringing invaluable knowledge and skills to drive further LAFF's strategic objectives in both the short and long term.



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On behalf of the Board of Trustees, I want to thank our Programme Manager, Macarena Martinez, and each and every one of the volunteers, collaborators, partner organisations, campaign supporters, and donors that made it possible for LAFF to achieve such a valuable impact on the lives of the children and youth in Peru, particularly during these times of uncertainty.

We hope you enjoy reading this year's report, which is a reflection of **your support**. There is still much to be done, but we continue on as a strong community with a clear mission to provide quality education and personal development opportunities to children and young people in vulnerable conditions in Peru.

Onwards and together,



MARCELA MUÑOZ,  
LAFF TRUSTEE AND CHAIR OF THE BOARD



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# INTRODUCTION TO LAFF



## OUR VISION

We envision a Latin America where all children and young people have full support in accessing quality education and equal life opportunities.



## OUR MISSION

We work with local partners to improve our long-term ability to provide quality education and personal development to children and young people in vulnerable conditions in Peru.

## HOW WE DO IT

We believe in achieving change through collaboration, **partnering with local organisations** to reach out to most vulnerable young people and help them build a brighter future for themselves.

### Azul Wasi

Azul Wasi provides a home and family for boys age 12-18 who have been living on the streets due to unstable and unsafe family backgrounds. The boys are given access to primary and secondary education as well as material and emotional support to aid their personal development.

### Mosqoy

Mosqoy aims to empower Quechan communities by preserving their culture and creating space for them in modern Peru. LAFF mainly supports its *Youth Programme* which offers full scholarships to high potential students from rural areas to follow a professional path.

### Sacred Valley Project (SVP)

The Sacred Valley Project helps increase access to education for indigenous girls from the highlands of Peru by providing dorms that give food, shelter, and community. The girls receive personalised academic support through SVP's tutoring programme.

### Mantay

Mantay's main project is *Casa Mantay*, a shelter that provides a safe space for adolescent mothers age 12-18 to enjoy motherhood until they achieve autonomy. Mantay also has a number of social enterprises, the main one being Taller Mantay: a leather workshop that produces high quality bags and accessories.



# OUR PROGRAMMES

PROGRAMME	COMPONENT 1	COMPONENT 2
<b>QUALITY EDUCATION</b> Prepare children and young people to reach their full potential by meeting their basic needs, ensuring access to quality learning opportunities, and developing their personal wellbeing.	ACCESS TO FORMAL EDUCATION	PERSONAL DEVELOPMENT
<b>CAPACITY BUILDING</b> Improve our local partners' individual and collective capacities to further their sustainability and effectiveness.	ORGANISATIONAL CAPACITY BUILDING	FINANCIAL SUSTAINABILITY

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# EDUCATION IN PERU IN COVID-19 TIMES

## WHAT HAPPENS WHEN SCHOOLS CLOSE FOR MORE THAN A YEAR

On March 15 2020, just when the new school year was commencing in Peru, a mandatory national lockdown was declared. Everything from restaurants to the country's borders closed, including schools and universities. As the health crisis worsened, the Government had to introduce new ways to address the impact of the pandemic on the education sector. Among the first of these was "Aprendo en Casa", a platform that made educational material available on the internet and national media (TV Peru and National Radio). This provided an adequate alternative for the many Peruvian students who were unable to access education and join classes via Zoom or similar applications. Its accessibility is reflected by the 96% of students who used the 'Aprendo en Casa' programme in 2020. However, feedback from our own beneficiaries suggests this programme is not as effective as in-person teaching. For many, it has been extremely difficult to follow the programme without the pedagogical accompaniment of a teacher.

It is important to recognise the marked distinction in the virtual learning experience between urban and rural areas due to inequality in internet accessibility. In Metropolitan Lima, 66% of households have internet access, while this percentage is only 6% or lower in most rural areas. Moreover, rural areas have been the most adversely affected by the pandemic, which has further deepened the existing inequalities between rural and urban areas. According to a UNICEF report, "the most affected population will be the one that belongs to rural areas. Poverty in these areas is projected to increase from 40.1% to 53.8% between 2019 and 2020, compared to a projected increase from 14.3% to 23.3% in urban areas".

The economic stress on the population had direct effects on students' learning experiences. It is estimated that by May 2020, 110,000 students migrated from private to public education as many private schools failed to provide education remotely and students had to instead use the Government "Aprendo en Casa" platform. Many teaching jobs were lost in the private sector and the student-to-teacher ratio in Government-provided education increased. Statistics show quality standards in state-provided schools in Peru were already much lower than at private schools, and this ratio increase has widened the standards gap further. However, not all students had the opportunity to continue studying. The global estimates calculated by the International Labour Organization (ILO) and the United Nations International Children's Emergency Fund (UNICEF) suggest that due to the COVID-19 crisis "many more children [are] at risk of being pushed into child labour". Unfortunately, this is exactly what LAFF has witnessed on the ground in Peru.

The interruption to young people's education, and the decrease in the quality of it, will have direct implications on the progress and prosperity of future generations. As mentioned above, those worst affected by the closure of schools are those who are already in a disadvantaged position. It is evident the pandemic is exacerbating poverty and deepening inequalities, and because of this, our efforts in guaranteeing access to quality education for young people in Peru are now more important than ever.

**"THE INTERRUPTION TO EDUCATION AND THE DECREASE IN THE QUALITY OF IT WILL HAVE DIRECT IMPLICATIONS ON THE PROGRESS AND PROSPERITY OF FUTURE GENERATIONS"**

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# EFFECTS OF THE PANDEMIC ON OUR PARTNERS

LAFF's partners all strive to provide access to quality education and better life opportunities for their beneficiaries. However, they adopt different approaches in terms of living arrangements according to the specific needs of their beneficiary group. Azul Wasi and Casa Mantay provide a permanent home to children and young people who are either at-risk in their current home or no longer have a home, whereas, SVP and Mosqoy provide dormitories for beneficiaries to live in during school term time only.

These two different types of living arrangements meant **our partners' responses to the pandemic were substantially different**: the permanent homes, Azul Wasi and Casa Mantay, could not have opted to close due to beneficiaries' dependency on them for a safe living space, but the dormitories, SVP and Mosqoy, that were closed during the summer vacations, were impeded from re-opening due to the lockdown.

Azul Wasi and Casa Mantay not only had to cope with the demands of **creating and implementing new health and sanitation procedures** within the homes in order to minimise the risk of beneficiaries contracting or spreading COVID-19, but they also had to evaluate and address the impact of increased operational costs as a result of price increases caused by the pandemic's impact on supply chains.

Risk-based protocols were also introduced with regards to staffing within the homes; the movement of tutors and house staff was restricted by requiring them to stay at the homes for an extended time period. We would like to acknowledge the huge sacrifice they had to make in order to ensure the students were learning adequately.

Both homes have suffered **COVID-19 outbreaks**, but isolation protocols were diligently followed and the virus was contained without any staff or beneficiaries becoming seriously sick from the virus.





### **AZUL WASI**

Azul Wasi had 22 beneficiaries and 4 staff members in March 2020, at the start of the pandemic. Prior to then, tutors were employed to supplement the teaching given by the local school. However, during the pandemic, the tutors became even more valuable and the main source of teaching at Azul Wasi since a lack of technological resources prevented beneficiaries from accessing remote education and, ultimately, the quality of the education itself was decreased.

In response to the increased demands on tutoring staff, LAFF secured a grant to hire a new tutor, Miss Genesis, who joined Azul Wasi in August 2020.



### **MOSQOY**

Mosqoy suspended its Youth Program and Field School immediately when the lockdown was announced in March 2020. The Youth Program dorms have still not reopened and the arrival on-site of the new cohort has been postponed until universities resume in-person teaching.

As a result of the heightened financial instability in the communities they work with, Mosqoy provided food parcels for families involved in their Textile program.



### **SACRED VALLEY PROJECT (SVP)**

SVP was forced to close its dorms when pandemic restrictions were introduced just as the new school year was commencing in March 2020. SVP reopened on June 30 with new safety protocols in place, such as suspending home visits during term time to reduce exposure risk.

The dorm timetable was adjusted to facilitate more tutoring hours to support the online classes provided by schools and more extracurricular activities were included.

### **MANTAY**

There were 14 mothers and 13 babies living at Casa Mantay prior to the pandemic. The home also supported 17 external beneficiaries: all children whose mothers lived at Casa Mantay but have since left. The project provides them with a nursery and tutoring programme. In March 2020, when Peru went into lockdown, this support to external beneficiaries was suspended.

The home's main social enterprise, Taller Mantay, supports the home financially and it provides an opportunity for the mothers to gain work experience. All activity at Taller Mantay was forced to stop as a result of COVID-19 restrictions, creating a serious threat to the home's financial stability. This situation led to the launch of a fundraising campaign called 'SOS Mantay' which LAFF supported. The campaign raised a total £5,524, which allowed Casa Mantay to remain open and continue to support the young mothers. Taller Mantay has since adapted to new market demands and now produces a line of face masks and tote bags.

When the lockdown restrictions were lifted in June 2020, Casa Mantay recommenced its programmes supporting external beneficiaries. Also, two additional teachers were hired to provide academic support to students during remote learning.



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# ESTEFANI'S LOCKDOWN STORY

**The Sacred Valley Project suspended activity when the lockdown was first announced in March 2020. The girls had to stay in their communities and continue studying there. LAFF reached out to discover how they were coping and the girls shared how they were worried about their families' health, falling behind on their studies, and how they missed their friends at the dorms.**

## **This is Estefani's testimony**

My name is Estefani and I'm from the Mendosayoc community. During the COVID-19 pandemic I have felt very worried about the virus entering my community and destroying families.

What I really miss about the home is being together with all the *señoritas* and my housemates, spending our days full of smiles and happiness. I also miss going to school and having fun. I don't have too many difficulties with my work as I have my brothers at my side and they can help explain things to me if I struggle.

I really want the pandemic to end because girls from the countryside are getting

behind in our studies because we can't receive school work through social media as there is no landline for phone coverage. I think this is unfair because children who happen to live in cities can continue their studies through social networks.

**GIRLS FROM THE COUNTRYSIDE WERE FALLING BEHIND IN THEIR STUDIES BECAUSE THEY COULDN'T RECEIVE SCHOOL WORK.**



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# LAFF'S RESPONSE

LAFF's immediate response to the first lockdown, which started on March 16, 2020, was to launch an **emergency appeal** to raise funds for all sorts of contingencies that may lie ahead as a result of the pandemic. We expected our partners would need extra financial support from us to cover things like increases in food prices, cleaning and sanitation products, medical supplies, and, potentially, medical treatment. For the first two weeks, we communicated with partner organisations every other day to monitor their situation. We were particularly interested to hear about the protocols that were being implemented, the health conditions of staff and beneficiaries, and their need for supplies. We raised £2,245 thanks to the outstanding response of our supporters.

By the end of April, as the lockdown continued to be extended and the number of cases continued to rise, we decided to undertake a **new assessment of our partners' needs** so we could plan out support and manage our resources. We collected information through telephone interviews and found that the most challenging issue for our partners was adapting to the new **remote education** conditions. Most of our partners were ill-equipped for this situation, having just one smartphone per tutor and few other devices with Internet access. In addition to the need for more equipment, students needed additional support from tutors to keep up with their learning process.

**AS AN ORGANISATION WITH A MISSION TO PROVIDE ACCESS TO QUALITY EDUCATION, LAFF WAS DETERMINED TO STEP IN TO ENSURE THAT THE STUDENTS WOULD NOT FALL BEHIND IN THEIR EDUCATIONAL DEVELOPMENT.**

LAFF's education programmes have always recognised the value of providing tutors to our partners to support their beneficiaries' learning. In light of the new challenges of remote learning during a pandemic, we understood that we needed to **strengthen the tutoring programmes** to respond to the beneficiaries' needs as well as guaranteeing the availability of the necessary technology and materials to carry on with remote education.

Although LAFF's team became remote, working online from many different countries and adapting to emerging needs, we continued working towards our mission of providing access to education and strengthening our partners' capacity to support their beneficiaries. LAFF's work has never been as relevant as it has been during such a challenging year.



# TIMELINE

## FOR FINANCIAL YEAR 2020-2021

### 2020

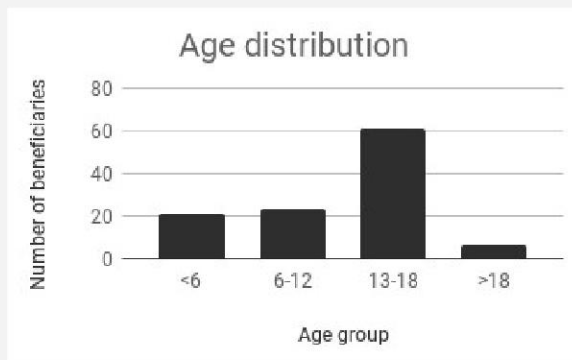
- **March 15** - Lockdown is announced in Peru.
- **March 16** - First day of national lockdown in Peru. Casa Mantay and Azul Wasi close to visitors and social enterprises are paused. SVP and Mosqoy dorms do not re-open for the new school year as planned. LAFF volunteers and PM transition to remote working.
- **April 6** - Peruvian new school year starts, three weeks late and in a remote manner ("Aprendo en Casa")
- **April 13**- Start of online extracurricular activities at Mantay
- **May 4 - June 4** - New Partner Needs Assessment done
- **June 1** - Taller Mantay and Arte Floral, Mantay's social enterprises, resume operations
- **June 13** - End of online extracurricular activities at Mantay
- **June 30** - SVP re-opens its dormitories
- **July 1** - Two new tutors hired at Casa Mantay
- **July 22** - LAFF launches Smartphone donation campaign
- **August 6**- New tutor is hired at Azul Wasi
- **August 21** - COVID-19 outbreak at Casa Mantay - 14 positive cases
- **December 18** - Peruvian school year ends

### 2021

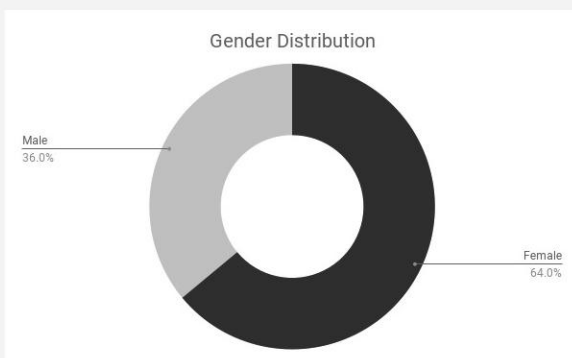
- **March 15** - Peruvian new school year starts
- **March 31** - LAFF's reporting year ends. Schools in Peru are still closed and remote learning continues

# LAFF IN NUMBERS

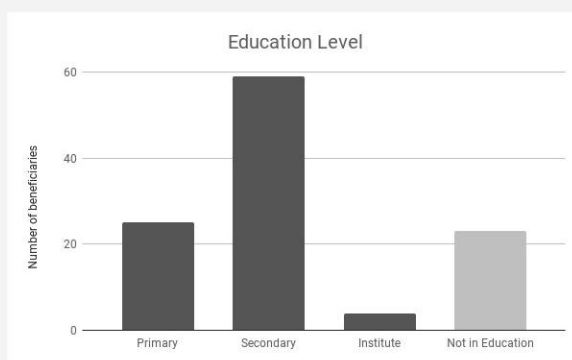
**111** TOTAL NUMBER  
OF BENEFICIARIES



**55% of our beneficiaries are teenagers between 13 and 18 years old**



**We support a higher percentage of female beneficiaries in order to fight gender barriers in education**



**67% of our beneficiaries are in secondary education. This is the school level with highest dropout rates in Peru**

\*Some of our beneficiaries are not enrolled in educational institutions mainly because they are too young. They are still considered beneficiaries as they receive direct support from the partner organisations to which we deliver the Capacity Building Programme.

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# LAFF IN NUMBERS

84

## **SCHOOL-AGED STUDENTS EQUIPPED FOR LEARNING**

WE PROVIDED BENEFICIARIES AT PARTNER ORGNISATIONS WITH MATERIALS AND EQUIPMENT NEEDED FOR THEIR STUDIES

10

## **TUTORS**

WE PROVIDED FUNDS FOR 2 FULL-TIME TUTORS AND 8 PART-TIME TUTORS

1637

## **HOURS OF ACADEMIC SUPPORT AT SVP**

WE FUNDED AND MONITORED THE WORK OF 7 TUTORS AT THE TWO DORMS OF THE SACRED VALLEY PROJECT

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# LAFF IN NUMBERS

## INTERNET

LAFF provided with internet access at **3** venues: Azul Wasi and the two SVP dorms.

## SMARTPHONES

In collaboration with My Small Help Peru, **28** smartphones and tablets were collected to support the remote education experience of beneficiaries within both organisations. **8** of these went directly to LAFF's beneficiaries and the other 20 went to students with disabilities living in the Sacred Valley of Cusco. All of these devices were used to access education while schools remained closed.

## TECHNOLOGICAL EQUIPMENT

Thanks to the contributions of specific individuals and organisations, the following items were donated to partner organisations:



**2 printers** and **1 photocopier**  
machine for Casa  
Mantay



**1 smartphone, 2 tablets** and a **1 laptop**  
for Azul Wasi



**1 laptop** for Ana Rita,  
beneficiary of a  
scholarship offered  
by LAFF in 2018

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# LAFF IN ACTION



LAFF acted quickly to mitigate the worst impacts of COVID-19 on our partners, in terms of both safety and education. In response to the closure of schools and the commencement of remote learning, LAFF launched multiple initiatives to address the educational needs of our beneficiaries. To address limitations in the extra-academic activities, LAFF helped to coordinate online educational experiences for them. We delivered **online courses on English and Mindfulness** for the young mothers at Casa Mantay to attend to the beneficiaries' academic and psychological needs.

In addition, as WhatsApp became the main channel of communication between teachers and students, we identified the pressing need for more smartphone devices. To this end, a local **smartphone collection campaign** was launched, in which LAFF was able to collect 8 smartphones. These were managed by staff members that received learning material and homework from school teachers.

While delivering our quality education programme is LAFF's priority, we recognised the need for our support to go further for our partners in 2020, in light of the pandemic conditions outlined above.

For example, some of the funds raised during the emergency appeal campaign in March 2020, were kept as a **contingency reserve to pay for COVID-19 related treatment or supplies**. This reserve was partially utilised in March 2021 when there was a COVID-19 outbreak at Azul Wasi that presented an immediate danger to the health of their beneficiaries and staff. LAFF acted quickly to source and fund a COVID-19 response pack which included equipment and supplies such as oximeters, face masks, and medicines to minimise the spread of the virus and treat symptoms. Thanks to the financial support from LAFF's donors, the pack ensured the outbreak was contained, and no serious cases were reported. The affected beneficiaries have since recovered and there have been no further outbreaks.



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# TUTORING SUPPORT

During the early days of the pandemic, and following discussions with our partners, LAFF identified that strengthening our tutoring programmes would be the most valuable way we could respond to the emergency and ensure that the young people did not fall behind in their education. With classrooms closed, learning was limited to TV, radio and WhatsApp. There are obvious limitations to learning from home and we recognised the need to provide not only more tutors, but to ensure that all the tutors we provided were equipped with the tools to identify the needs of their students and fill the gap left by schools remaining closed. We also recognised the importance of ensuring that we could monitor the impacts of the lockdown on the educational development and wellbeing of our beneficiaries.

Therefore, our Monitoring and Evaluation team developed a set of evaluations for this purpose. The first version of these tools had two components: **a socio-emotional assessment and an evaluation of the student's academic performance**. For the former, the tutor rates the student's self-esteem and motivation according to their perception. There is also a section to make observations about anything known about the students' personal lives that could be affecting their attitude or performance. In the latter, the tutor makes a monthly evaluation of each student with respect to the learning outcomes corresponding to their age.

## Academic performance assessment

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- What learning outcomes haven't been met?
- Are there any subjects or learning areas in which the student needs extra support?

## Socio-emotional assessment

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- Is there anything affecting the students learning capacity?
- What soft skills does the student need developing?

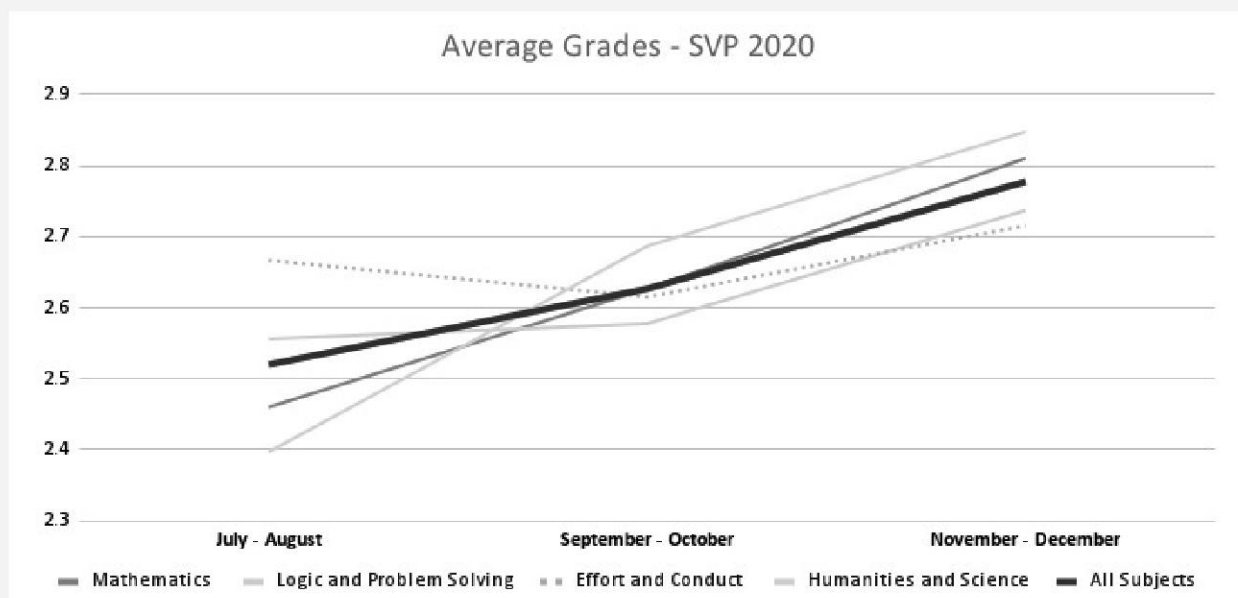
Aside from this pilot programme, LAFF also gave Monitoring and Evaluation support to the tutoring programme at SVP. This partner organisation had been applying its own internal evaluations for some years now. These evaluations were done by the group of tutors and used the same criteria the schools were meant to be using per subject area. Since 2020, LAFF has been analysing the results of these evaluations in order to identify trends that could demonstrate the impact of the tutor's support in the group of students. LAFF will be sharing this good practice with its other partners and encourage them to develop similar tools. A summary of our report can be found below.

# EXECUTIVE REPORT

## SVP EDUCATIONAL TRAJECTORIES 2020

### INTERNAL EVALUATION ANALYSIS

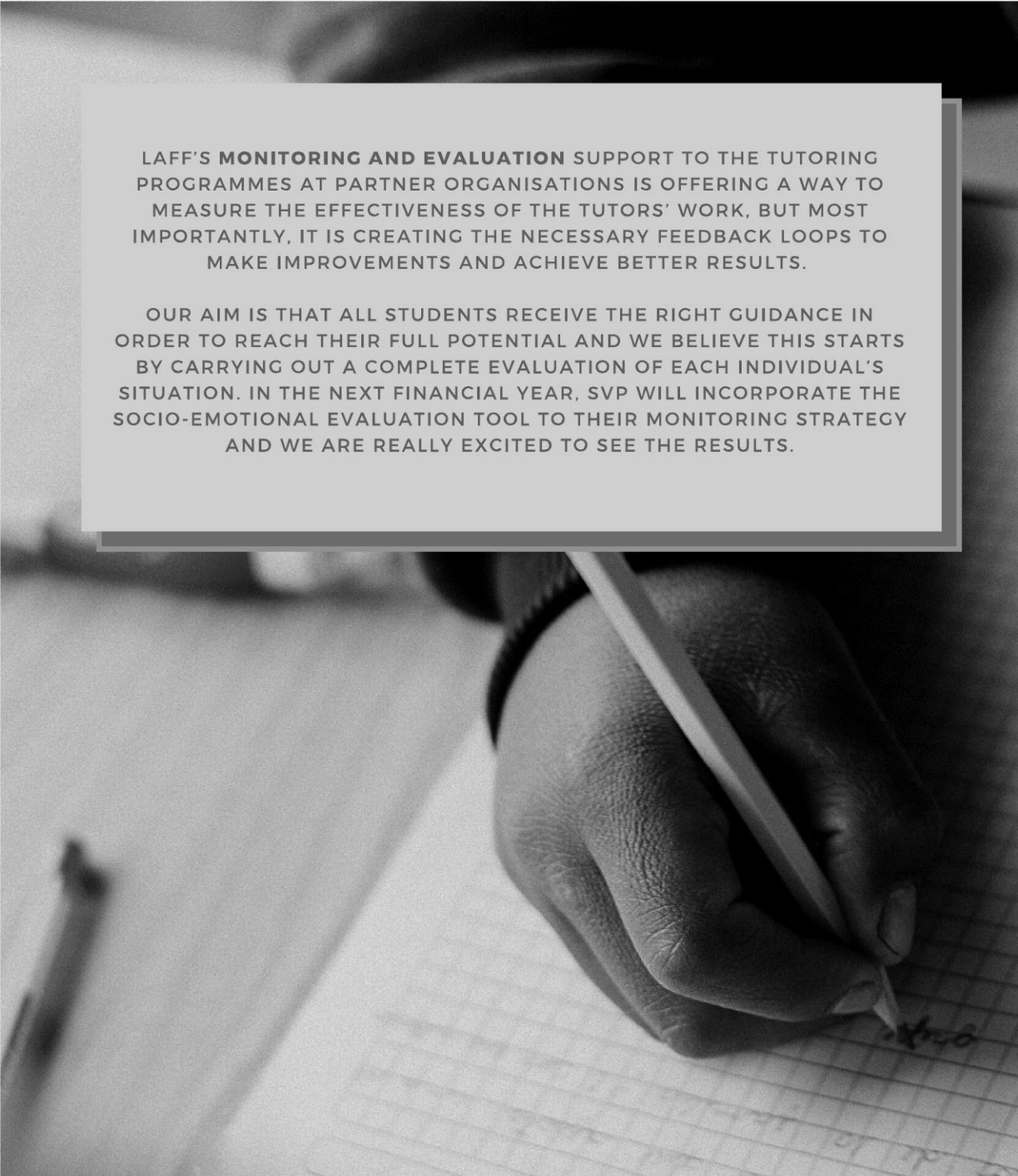
In total, the tutoring programme at SVP benefited a total of 29 female students in 2020. Due to restrictions associated with the COVID-19 pandemic, the dormitories did not open until June 30, so the tutoring programme only covered the period from July to December.



The chart above illustrates the average grades of the 29 SVP students for the year 2020, based on the tutor's assessments for the bimesters July-August, September-October, and November-December. There was an **overall improvement in the grade point average** for all subjects: Mathematics, Logic and Problem Solving, and Humanities and Science. In the assessment of students' effort and conduct, there was a drop in September-October, recovering in the last two-month period.

Overall, students received better grades at the end of 2020 than they did at the beginning of July-August 2020. The COVID-19 pandemic caused many challenges for beneficiaries and staff at partner organizations. Even in these trying times, the positive results are a step forward in fostering positive educational trajectories. **This would not have been possible without the LAFF-funded tutors and the donors who have made that funding possible.**

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LAFF'S **MONITORING AND EVALUATION** SUPPORT TO THE TUTORING PROGRAMMES AT PARTNER ORGANISATIONS IS OFFERING A WAY TO MEASURE THE EFFECTIVENESS OF THE TUTORS' WORK, BUT MOST IMPORTANTLY, IT IS CREATING THE NECESSARY FEEDBACK LOOPS TO MAKE IMPROVEMENTS AND ACHIEVE BETTER RESULTS.

OUR AIM IS THAT ALL STUDENTS RECEIVE THE RIGHT GUIDANCE IN ORDER TO REACH THEIR FULL POTENTIAL AND WE BELIEVE THIS STARTS BY CARRYING OUT A COMPLETE EVALUATION OF EACH INDIVIDUAL'S SITUATION. IN THE NEXT FINANCIAL YEAR, SVP WILL INCORPORATE THE SOCIO-EMOTIONAL EVALUATION TOOL TO THEIR MONITORING STRATEGY AND WE ARE REALLY EXCITED TO SEE THE RESULTS.

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# VOLUNTEERING AT LAFF



**LAFF is a volunteer-led organisation that values volunteers as key human resources who donate their time and skills for the achievement of its strategic goals.**

Since its beginning, LAFF has received volunteers from around the world to implement on-site work in Cusco. This year things have been different due to the COVID-19 pandemic and the team has had to adapt to remote work conditions.

The Programme Manager has been the only team member in Cusco since the few international volunteers that were in Peru at the time of the first lockdown were repatriated.

Once the restrictions were lifted and LAFF's COVID-19 protocols were approved by the Board, the Programme Manager was able to recommence partner visits to monitor the programmes, deliver material donations and provide organisational support and advice.

We had a total of 23 volunteers that did an outstanding job during these circumstances. Big thanks to them!



# TEAM AND SUPPORTERS

**Trustees:** Chiara Minigutti (People), Marcela Muñoz (Governance), Dawid Nawrot (Data Management & Systems), Thomas Pickford (Fundraising), Carole Stewart (Finance), Arianna Valentini (Local Networking), Melissa Wong Oviedo (Strategy & Programmes)

**Honorary Trustees:** Hannah Barrett and Sarah Oakes

**Programme Manager:** Macarena Martínez

**2020-21 Volunteers:** Clarice Benney, Lia Bergara, Thomas Chambers, Luz Cohaila, Diana Crivtonencu, Javier Elvira Mathez, Guglielmo Genovese, Rachel Green, Clare Grist, Leo Harris, Katherine Hellier, Johans Jacobo, Gustavo Jimenez, Ellie Kearns, Ivy Koberlein, Katherine Macuri, Luca Marro, Sebastian Paz, Paola Perez Pachó, Miguel Saldaña, Patricia Sanders, Arianna Valdivia, Shivani Sandu

**Trusts & Foundations Donors:** The Allan & Nesta Ferguson Charitable Trust, Barbara Ward Children's Fund, The Bryan Guinness Trust, The Calpe Trust, The Cauda Trust, Coles Medlock Foundation, Education Services Trust 2010, Greenbank Trust, John and Susan Bowers Fund, Kirsten Scott Memorial Trust, Marsh Christian Trust, Mary Brown Memorial Trust, N Smith Charitable Trust, RKT Harris Charitable Trust, Souter Charitable Trust, St Peter's Aid for the Needy, The Thomas Mills Tercentenary Trust, The Tula Trust, The Ward Family Trust, William Howarth Charitable Settlement

**Major Donors:** King Edward VI School, Manos Del Sur, Solihull School, St Andrews Church

**University Society Partners:** Cambridge Language Collective, KCL LATAM Society, University of Liverpool LATAM Society, University of St Andrews Hispanic Society, Southern Methodist University

**LAFF Amigos:** Josephine Allen, Alistair Baxter, Laura Barker, Ian Burnham, Yvonne Cornejo, Frank Goasguen, Peter Hagenbuch, Camilla Sutherland, Diego Corimanya, Sarah Warry

**LAFF Big Givers:** Diana Crivtonencu, Clare Grist, King's College London LATAM Society, Ivy Koberlein, Macarena Martínez, Marcela Muñoz, Thomas Pickford, Patricia Sanders, University of Liverpool LATAM Society, University of St Andrews Hispanic Society

**London Marathon Runners:** Holly Piper

**Other supporters and collaborators:** Barrett family, Colegio San Silvestre, My Small Help Peru, Ragazza, Raquel Rotterman

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# A LETTER TO SARAH

**SARAH OAKES, LAFF'S DIRECTOR 2008 - 2020**

Sarah had been working in Latin America since 2003. But I met her almost exactly 12 years ago, shortly after she'd set LAFF up in 2008. For Sarah, the whole point of LAFF was to help local partners flourish without having to rely on organisations, like LAFF, forever.

Sarah had talked her friends, including Hannah Barrett, into an English Channel swim fundraiser. They were training for that when I met her. Shortly after the swim, Sarah and I moved to Indonesia. Hannah passed away within a few weeks. That was very hard for Sarah. She and Hannah had spent many years living together in Peru and the UK. Even while managing development projects in Indonesia, with very little sleep (we lived next to a very loud mosque in a manky house with no glass in the windows), Sarah carried on giving everything she had to make LAFF what it is. Hannah was a big reason for her doing that.

Even though leading LAFF was a full-time job in itself by that point, Sarah still managed to train to become a teacher back in the UK. We moved to the jungle in Indonesian Borneo, then Jakarta. She still carried on leading an awesome team of people at LAFF. No one lived in the same time zone, but it worked. Then Sarah brought our beautiful Eva into the world. Things were REALLY hard. We were living on the other side of the world with no family, but Sarah still carried on putting a lot of work into LAFF, building websites, managing fundraising campaigns and everything else. We moved to Palau (near the Philippines). Internet was not really a thing there. That made managing LAFF super tricky, but Sarah would still travel to

the rare parts of the island with internet access, or even just phone signal if the internet was down to make contact with LAFF projects. She did that every day, on top of her full-time job. She always had Eva strapped to her waist and Hannah in her heart.

We moved back to the UK. Our beautiful Rufus was born. LAFF kept bringing in amazingly talented people. I could never understand why these people would pick LAFF, a little volunteer-led charity, instead of working at the UN or something. But they did. The problem with having someone like Sarah at the helm, with so many other amazing people, is that growth was inevitable. More projects, more partners. More and more volunteers stepped up to work for free, raising money for kids who deserved more than what they had. Those volunteers are just as passionate as Sarah. It's because they share her energy and dedication that Sarah can now step down.

LAFF continues to help local partners flourish. Many of those partners are starting to not need LAFF anymore. Which is great. Sarah will always be part of LAFF though. So will Hannah. And everyone else who's ever been part of it. And thanks to Sarah, hundreds of kids are in a better place now than where they would have been without her.

So, on behalf of those kids and all of us at LAFF,

Thank you, Sarah!

***Written by Pete Howson, Sarah's partner and ex-trustee***



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# EVENTS AND CAMPAIGNS

## Christmas Big Give 2020

In 2020, LAFF took part in the Big Give Christmas Challenge for the first time, which ran for one week from 1-8 December 2020. This is a match funding campaign where donations to participating charities are doubled. Solihull School pledged £1,000 to us as match funding, and we were championed by the Coles-Medlock Foundation which increased our match funding by a further £1,000. Our aim, therefore, was to raise £2,000 ourselves which would bring total donations to £4,000 including the matched funds.

A key feature of this campaign was the involvement of our 'Big Givers', many of whom were either current or past volunteers and Trustees of LAFF. Each organised their own virtual fundraising event (raffles, pub quizzes, etc) and notably helped LAFF to massively exceed our fundraising goal of £2,000. Between the LAFF 'Big Givers' and our online supporters, we managed to raise £4,323 ourselves which resulted in a grand total of £6,323, including the match funding.

## TeaforTen

In 2020, we chose to remember the legacy of **Hannah Barrett**, LAFF's first volunteer and honorary trustee, by organising a dedicated virtual event: a tea party! Invitations were sent out to Hannah's friends and family and everyone was encouraged to bake something special for the event. In support of LAFF's programmes, guests paid for an event ticket and also participated in a raffle, with all the proceeds raised going to support LAFF. We were proud to have exceeded our target and raised £1,376 in total from this event.

Hannah had been involved in LAFF since it was founded and was our very first voluntary Trustee. Her legacy will always be remembered at LAFF.

We would like to thank the continuing support of the Barrett family and Hannah's friends.



**WE WOULD LIKE TO SAY A HUGE THANK YOU TO EVERYONE WHO HELPED US TO FAR EXCEED OUR TARGET AND RAISE AN AMAZING AMOUNT FOR OUR BENEFICIARIES DURING SUCH A VITAL TIME**



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"I GOT ENGAGED BY THE TITLE, 'BILINGUAL EDUCATION IN PERU', AS I AM VERY INTERESTED IN INDIGENOUS LANGUAGES AND THEIR CULTURE. I REALLY LIKED THE STRUCTURE THAT PABEL (GUEST SPEAKER) USED IN ORDER TO INTRODUCE THE TOPIC; HE GAVE US DATA WHICH ALLOWED THE AUDIENCE TO HAVE AN INSIGHT ON PERU'S CONTEXT REGARDING INDIGENOUS LANGUAGES. I LEARNED THAT BILINGUAL EDUCATION IS MORE THAN JUST IMPOSING AN EDUCATION SYSTEM; IT SHOULD BE SEEN AS A WAY OF REPRESENTING AND RESPECTING INDIVIDUALS THAT HAVE A DIFFERENT MOTHER TONGUE THAN THE ONE IMPOSED BY THE SCHOOLS."



**la f** WEBINAR

## Bilingual Education in Peru

**Indigenous languages, social inclusion and barriers**

Guest speaker **Pabel Vivanco Cardenas** shares his academic and personal insight into Peru's bilingual education programme

Considering **Quechua** schools in the Andean region, we will discuss the intersection between **community** and **individual identity, representation, and access.**

**March 3, 18:00 (GMT)**

### Webinar Testimony

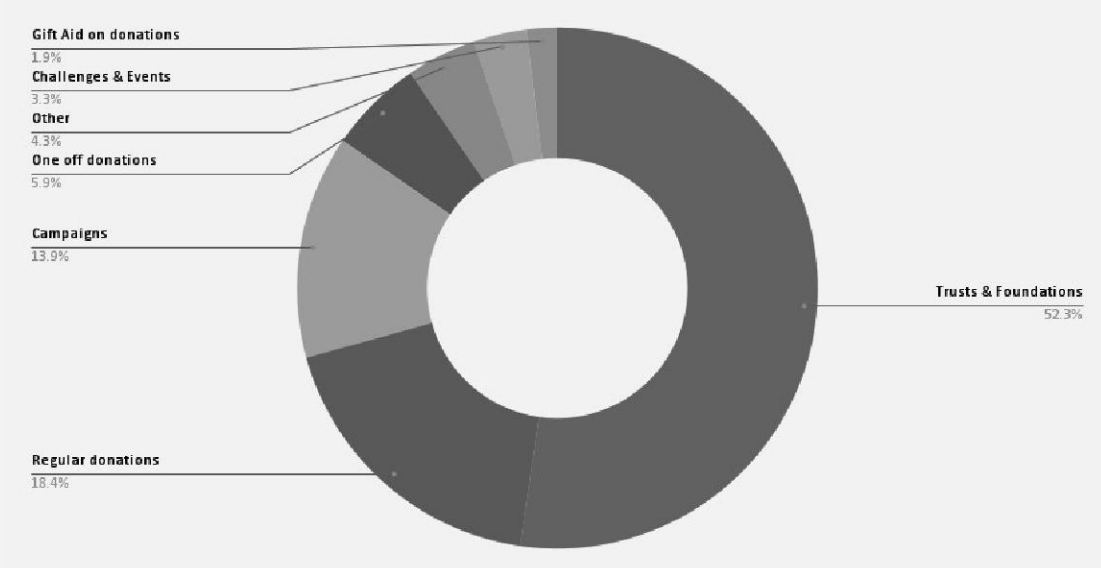
On March 3, 2021, LAFF held its first webinar on the topic of indigenous languages and bilingual education in Peru. We were thrilled to host Pabel Vivanco Cardenas as our guest speaker, a researcher with a personal connection to the theme due to growing up with a Quechua speaking family. The webinar allowed LAFF to raise awareness around a theme that affects many of our beneficiaries, who come from Quechua speaking communities in the Andean region. We contacted a webinar attendee, Arianna (a Peruvian student at King's College London), for her feedback on the event.

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# FINANCIALS

## FUNDING SOURCES

£63,883.02



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## TOTAL EXPENDITURE

£48,669

## PARTNER PROGRAMME EXPENSES

£33,541



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# RESERVES POLICY

The Board of Trustees has established a reserves policy as part of its longer-term financial sustainability. Reserves are used to manage the variability and unpredictability of cash flows resulting from timing differences between donations being received and grants payments being made, fluctuations in foreign exchange rates, and various other factors. They are also held as a contingency provision for any expenditure that may be required as a result of unforeseen or emergency situations, such as the COVID-19 pandemic.

Reserves are calculated as the charity's unrestricted funds that are freely available after taking account of restricted funds that have been donated for specific purposes.

**Reserves as of 31 March 2021 are:**

<b>TOTAL FUNDS</b>	<b>£51,432</b>
<b>LESS RESTRICTED FUNDS</b>	<b>£2,670</b>
<b>TOTAL RESERVES</b>	<b>£48,762</b>

The Board aims to maintain a minimum level of reserves equal to approximately six months' expenditure. The actual reserves as at 31 March 2021 are higher than this, partially due to the timing of donations being received, and partially due to foreign exchange gains as a result of favourable movements in the GBP:PEN exchange rate. Our income expectations for 2021-22 continue to be unpredictable in the face of uncertainties regarding the COVID-19 pandemic and the economic situation in Peru. LAFF will continue to follow the policy of retaining six months' expenditure in reserves, but will consider utilising excess reserves from 2020-21 should the need arise.

# ACCOUNTS & EXAMINER'S REPORT



Charity Name Latin American Foundation for the Future (Laff)		No (if any) 1125872		CC16a
Receipts and payments accounts				
For the period from	Period start date Apr-20	To	Period end date Mar-21	

## Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
<b>A1 Receipts</b>					
Donations - one off and regular	14,314	10,310	-	24,624	16,264
Volunteer Fundraising, Challenges & Events	2,123	-	-	2,123	2,685
Trusts, Foundations & Corporate Support	14,350	19,040	-	33,390	35,504
Gift Aid	1,212	-	-	1,212	803
Memorial fundraising	465	100	-	565	4,760
Contributions towards operating costs	1,961	-	-	1,961	1,755
Interest on High Interest Account	8	-	-	8	30
<b>Sub total</b>	<b>34,433</b>	<b>29,450</b>	<b>-</b>	<b>63,883</b>	<b>61,801</b>
<b>A2 Asset and investment sales, etc.</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total receipts</b>	<b>34,433</b>	<b>29,450</b>	<b>-</b>	<b>63,883</b>	<b>61,801</b>
<b>A3 Payments</b>					
Fundraising costs	1,733	-	-	1,733	2,763
Management, administration and fees	1,461	-	-	1,461	2,809
Grants	6,239	27,302	-	33,541	47,896
Project Support	11,076	728	-	11,804	13,466
Other	-	-	-	-	-
Currency Exchange	130	-	-	130	607
<b>Sub total</b>	<b>20,639</b>	<b>28,030</b>	<b>-</b>	<b>48,669</b>	<b>67,491</b>
<b>A4 Asset and investment purchases, etc.</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total payments</b>	<b>20,639</b>	<b>28,030</b>	<b>-</b>	<b>48,669</b>	<b>67,491</b>
<b>Net of receipts/payments</b>	<b>13,794</b>	<b>1,420</b>	<b>-</b>	<b>15,214</b>	<b>5,690</b>
<b>A5 Transfers between funds</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>A6 Cash funds last year end</b>	<b>34,968</b>	<b>1,250</b>	<b>-</b>	<b>36,218</b>	<b>41,908</b>
<b>Adjustment to prior year balance</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Cash funds this year end</b>	<b>48,762</b>	<b>2,670</b>	<b>-</b>	<b>51,432</b>	<b>36,218</b>

## Section B Statement of assets and liabilities at the end of the period

	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
<b>B1 Cash funds</b>			
High interest account	15,142	-	-
Current accounts	29,113	2,670	-
Foreign Currency account	4,303	-	-
Petty Cash	203	-	-
<b>Total cash funds</b>	<b>48,762</b>	<b>2,670</b>	<b>-</b>
<b>B2 Other monetary assets</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>B3 Investment assets</b>			
	Fund to which asset belongs	Cost (optional)	Current value (optional)
		-	-
<b>B4 Assets retained for the charity's own use</b>			
	Fund to which asset belongs	Cost (optional)	Current value (optional)
		-	-
<b>B5 Liabilities</b>			
	Fund to which liability relates	Amount due (optional)	When due (optional)
		-	-
<b>Signed on behalf of all the Trustees</b>			
	Signature 	Print Name MARCELA MUÑOZ	Date of approval 01/09/2021



CHARITY COMMISSION  
FOR ENGLAND AND WALES

## Independent examiner's report on the accounts

### Section A

### Independent Examiner's Report

Report to the trustees/  
members of

Latin American Foundation for the Future (LAFF)

On accounts for the year  
ended

March 2021

Charity no  
(if any)

1125872

Set out on pages

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I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended **31 / 03 / 2021**.

Responsibilities and  
basis of report

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent  
examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed:

Date: 26/09/2021

Name:

Josephine Allen

Relevant professional  
qualification(s) or body  
(if any):

FCA ICAEW

Address:

471 Promenade Marie Paradis

Chamonix-Mont-Blanc

74400 FRANCE

IER

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Oct 2018

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# LEGALITY

LAFF is registered as a Charitable Trust. Our Trust Deed defines the charity's Objectives as being:

1. To relieve the suffering and distress of people in Latin America who have been afflicted by violence or abuse.
2. The preservation and protection of good health among Latin American children.
3. The advancement of education, the promotion of good health, the relief of poverty among women and children in Latin America, in particular by supporting and assisting the charitable work of children's welfare homes and women's refuges.
4. The relief of financial hardship, either generally or individually, of people living in Latin America by making grants of money for providing or paying for items, services or facilities.'

## **Trustee Obligations**

The trustees have complied with their duty in section 4 of The Charities Act 2006 to have due regard to our public benefit guidance when exercising any powers or duties to which the guidance is relevant. Charity Trustees have given consideration to the major risks to which the charity is exposed and satisfied themselves that systems or procedures are established in order to manage those risks. The Trustees declare that they have approved the Trustee's Report that follows. Signed on behalf of the charity's Trustees.



**MARCELA MUÑOZ,  
LAFF TRUSTEE AND CHAIR OF THE BOARD**

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# CITED SOURCES

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**ARE YOU INTERESTED IN HELPING TO IMPROVE THE LIVES OF CHILDREN AND YOUNG PEOPLE IN CUZCO THROUGH QUALITY EDUCATION?**

**WE WANT TO HEAR FROM YOU!**

**LAFF'S WORK IS ONLY POSSIBLE THROUGH THE GENEROSITY OF OUR VOLUNTEERS, DONORS, AND PARTNERS.**

+51 990022002

[WWW.LAFFCHARITY.ORG.UK](http://WWW.LAFFCHARITY.ORG.UK)

[INFO@LAFFCHARITY.ORG.UK](mailto:INFO@LAFFCHARITY.ORG.UK)

CHARITY NUMBER 1125872

LAFF, 22 HIGHFIELD LANE, DEWSBURY, UNITED KINGDOM, WF13 4BQ