



# Latin American Foundation for the Future

## Annual Report

### 2021-2022





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Cover Photo: Azul Wasi / Cusco 2022



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# A Message from the Chair

Dear friends of LAFF,

We are really pleased and excited to present our Annual Report 2021-2022. As we all did, the LAFF family has faced some unprecedented challenges in the last few years, but with dedication and hard work our staff and volunteers kept on pursuing our mission and goals. And finally, in the last few months, we have been back in the field together with our partners and especially with the amazing young people we support thanks to each and every one of you.

Putting that school uniform back on after so much time was, without a doubt, one of the happiest moments of the year for our students...and for us too! During the pandemic, LAFF managed to provide the tools that were necessary to continue pursuing their education remotely: tablets, laptops and Internet connection allowed our beneficiaries not to fall behind and keep on studying. But none of that compares to going back to class, together with school-mates and teachers. We are incredibly happy this moment has finally come!

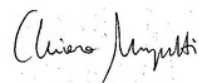
However, the challenges are not over. The local economic and political crisis, the resulting inflation and the international conjuncture have seriously affected the stability of our partners. As LAFF, we have and will continue to support them towards sustainability so that they can continue providing shelter, care and opportunities for the young people they work with.

This year, our LAFF family has grown with new volunteers and supporters, but there were also goodbyes. Our 2 year Programme Manager, Macarena Martínez, who endured the whole Covid crisis navigating the most difficult times and never giving up, has moved onto a new professional challenge. But she has not left us! Macarena has joined the Board of Trustees and will continue contributing with her experience and skills to the fulfilment of our mission.

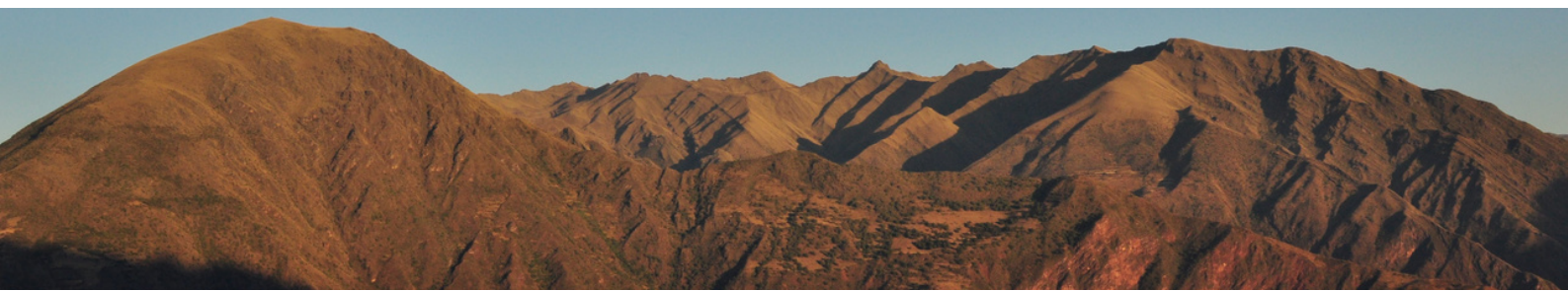
The closing of one cycle can only mean the beginning of a new one: we are exceedingly happy to have welcomed Alma Guijón in our team! Alma has taken up the role of Programme Manager at the beginning of 2022 and her commitment and hard work so far have been impressive. She has been assigned the difficult task of progressively re-starting all of the Programmes that LAFF had to keep on hold during the pandemic, among which our personal development workshops and the recruitment of on-site volunteers. Good luck Alma!

I hope you will enjoy reading about our work and achievements over the last 12 months and getting to know a bit better the amazing children and young people that, thanks to your support, are given a chance to reshape their future.

Gracias a todos!



Chiara Minigutti  
Chair of the Board of Trustees



# Introduction to LAFF

## Vision

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

## 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.

Throughout the world many children and young people are victims of the harsh realities of poverty and deprivation. Peru is no exception to this. Family violence, homelessness and teenage pregnancy, amongst other factors, are some of the consequences of inadequate resources.

LAFF believes that education is the key to breaking the cycle of poverty and helping build brighter futures for young people. We envision a Latin America where children and young people have equal access to education and life opportunities, regardless of income, geographical location and gender, which can all prevent them from accessing education and reaching their full potential.

LAFF is a UK-registered charity which supports vulnerable children in the Cusco region of Peru, by providing them with access to quality education and personal development support.

We strive to do so by collaborating with local organisations, assisting them with financing education-related expenses, delivering high quality personal development programmes and promoting capacity building within their organisations. We currently support four organisations (our Partners) and hope to extend our reach to more in the future. Pages 7 and 8 provide further details about each of our Partners.



# Our Values



## **Quality over quantity:**

We take a focused approach, based on high standards, choosing to work closely with a limited number of partners, children and young people



## **Sustainability and independence:**

We work towards the long-term sustainability and financial independence of our local partners



## **Partnership and participation:**

We build long-term partnerships with local organisations, based on mutual trust and respect, valuing their expertise and adapting our support accordingly



## **Cost-conscious and efficient:**

We are committed to doing more with less, making every penny count



## **Transparency and accountability:**

We are transparent about our achievements as well as the challenges we face, upholding our responsibility to be accountable for all aspects of our work



## **Caring and inspiring:**

We foster the personal development of our team, together promoting equality, respect and dignity of all. Leading by example, we inspire others to take action

# Our Partners

## Azul Wasi



Azul Wasi provides a home and family for boys aged 12-18 who have lost their parents, come from unstable or unsafe family backgrounds, or have been living on the streets. Azul Wasi offers a safe place for the boys to receive the emotional and academic support they need to cope with their experiences and complete their education.

## Sacred Valley Project ("SVP")

The Sacred Valley Project facilitates access to education for indigenous girls from the highlands of Peru, where there are no schools, by providing dorms for them to stay in which are in the proximity of a school they can attend. The girls also receive personalised academic support through SVP's tutoring programme as well as personal development support.



## 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. Through their education, they can return to their communities to aid their sustainable development.

## Casa Mantay

Casa Mantay is a safe haven for teenage mothers who have suffered sexual and psychological abuse. It provides a nurturing space for the girls to be mothers while completing their education and receiving the tools to achieve autonomy. The girls also learn vocational skills through Mantay's leather, silver and floral art workshops.



# Our Programmes



## Quality Education

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

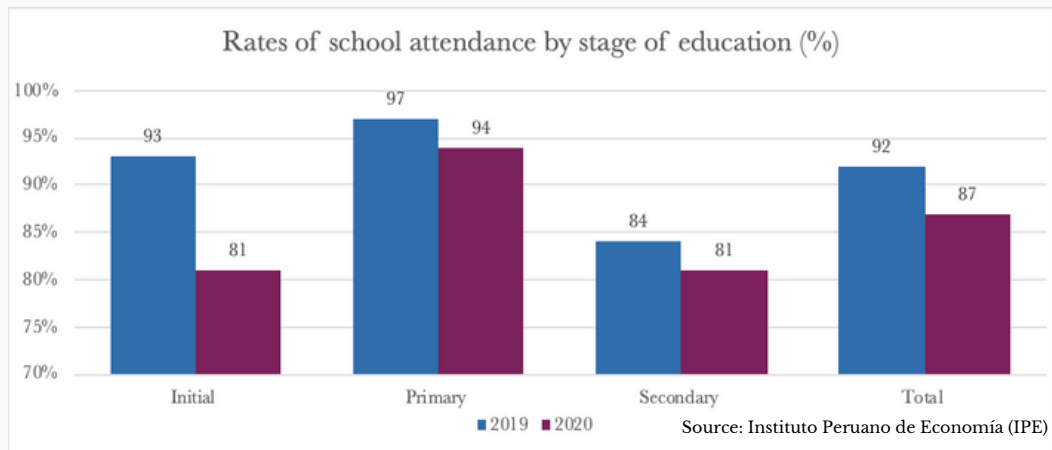


## Capacity Building

Improve our local partners' individual and collective capacities to further their sustainability and effectiveness

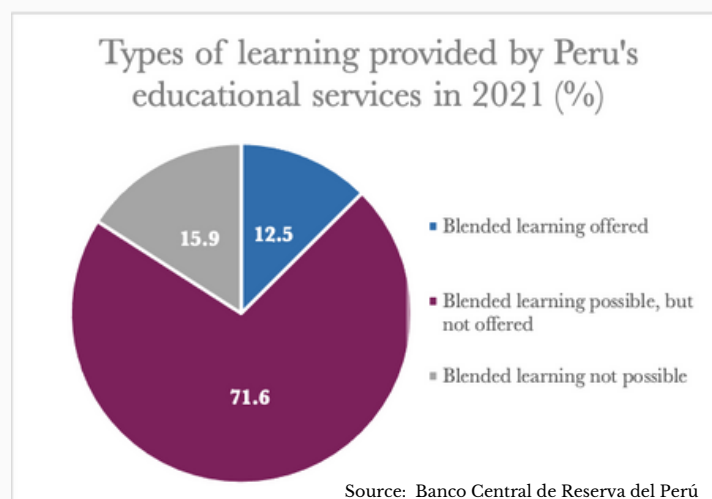
# Year 2 of Remote Learning- In Peru

When the school year began in April 2021, Peru was still suffering severely from the COVID-19 pandemic, with thousands of cases still being reported on a daily basis and an education system that had not responded well to the challenges of online learning. According to the INEI, Peru's National Institute of Statistics and Informatics, **more than 400,000 students did not attend classes in 2020.**



The percentage of students attending school dropped down from 92% to 87% in 2020, at the peak of the COVID-19 crisis. Almost 2 years later, attendance levels haven't fully recovered yet. The percentage of children in education by the end of the 2021 school year was still only 90%.

According to research published by the Central Reserve Bank of Peru, Peruvian schools had been partially or fully closed for 66 weeks in total as a result of the pandemic. This is **double** the global average of 33 weeks. The same research found that only 12.5% of Peruvian education services which could facilitate blended education (face-to-face learning as well as remote learning) were actually doing so.



# Year 2 of Remote Learning- Our Partners

Although this year was now the second year of schools being closed and education being delivered remotely, it was still extremely challenging for our Partners and beneficiaries. It was evident that a lack of technology was quite severely restricting our beneficiaries' access to education. The ratios on Page 13 illustrate the number of students laptops and computers were being shared between. Mosqoy, in particular, had a severe shortage of equipment and students were reliant on borrowing family members' laptops for those who had them. In addition to the shortages, all of our Partners were experiencing functional and performance issues with some of the equipment they did have.

## Ernesto's experience

*I still remember that we shared laptops, over time they started to break down so we had to share 1 laptop among 4 or 5 of us. We would have 30 mins or 1 hour to get our work done.*



Our Partners also shared that some of the teachers were still delivering remote education by sending learning materials to students via Whatsapp and other channels, and providing worksheets for them to complete offline, whereas other teachers were now requesting that every single student join their online classes. This further emphasised how critical it was to have sufficient technological equipment available for our beneficiaries.

Students at Azul Wasi shared one of the things they disliked the most about remote learning, and that was not being able to share things and interact with their peers. However, after two years of online schooling they had become accustomed to the remote learning environment, and it was apparent that their confidence and social skills had suffered.



I don't have class with my friends, some of them have moved away or are in other classes...I don't really know anyone so that means that I have to make new friends.

During the pandemic students were able to adapt to a new style of learning, and now they were once again going to have to readapt back to in-person classes.

# LAFF's Response to Partners' needs

LAFF has continued to support our Partners through this prolonged period of uncertainty and change. As a priority, we have regular contact and meetings with all of our Partners to ensure we fully understand their changing needs as the pandemic continues to cause disruption to education. We work with them to make informed decisions about how we can support them and improve their situation.

## Increased funding in key educational areas

As schools remained closed, our Partners' did not require the planned financial support for items such as school uniforms, fees and transportation. Instead, LAFF diverted this funding to areas where it was more in need.

### Tutoring

LAFF financially contributed towards the funding of additional tutoring hours so that the beneficiaries could still benefit from interaction and in-person learning. Research shows that outcomes of in-person learning are substantially better than those of remote learning.

### Internet

LAFF increased its financial support towards internet costs for both Mantay and SVP now that education was heavily dependent on remote learning. In 2020-2021 £674 was provided towards internet cost and increased to £1,713 in 2021-2022.



## IT Equipment

Access to IT equipment remained crucial as schools remained closed and education was delivered remotely. As mentioned above, our Partners were experiencing severe shortages of IT equipment which was preventing our beneficiaries from accessing remote education and interrupting their development. To address these shortages, LAFF used various resources and initiatives to source and fund additional equipment.

5 laptops and  
4 tablets for  
Mosqoy

1 laptop and 2  
tablets for  
Azul Wasi

2 tablets for  
Mantay

10 laptops and  
10 computers  
in transit

By the end of 2022 the ratio of technological equipment to students will have increased in the following ways:

Partner	April 2021	April 2022
Azul Wasi	1:3 beneficiaries	1:2 beneficiaries
SVP (Ollantaytambo)	1:5 beneficiaries	1:3 beneficiaries
SVP (Calca)	1:3 beneficiaries	2:5 beneficiaries
Mantay	1:5 beneficiaries	2:3 beneficiaries
Mosqoy	1:17 beneficiaries*	13:17 beneficiaries

\*Mosqoy students had been borrowing laptops from family members

## IT Utilisation



Simply providing beneficiaries with additional IT equipment was not sufficient to effectively facilitate online learning. Our monitoring and evaluation procedures, along with Partners' feedback, identified that IT equipment was not being used to its full potential due to a lack of IT skills and knowledge of software. To maximise the benefit of the IT equipment, we arranged a **workshop with Wawa**, a Peruvian laptop manufacturer, to teach the students at Azul Wasi some **basic computer skills**.

# LAFF team in Cusco

As well as working extremely hard to support our beneficiaries and Partners through these challenging times, we are also working hard to get LAFF itself back to 'normal' operations. After almost two years of working remotely, our Programme Manager returned to working from an office space from January 2022 and we began recruiting for onsite volunteers in Cusco again.

We celebrated a momentous occasion in March 2022 when we welcomed Mario to the LAFF team - our first in-person volunteer since the pandemic! LAFF recognizes the value of having in-person volunteers as they play a key role in helping us carry out our projects. The lifting of COVID restrictions allowed us to recommence partner visits and reconnect with our beneficiaries in-person.

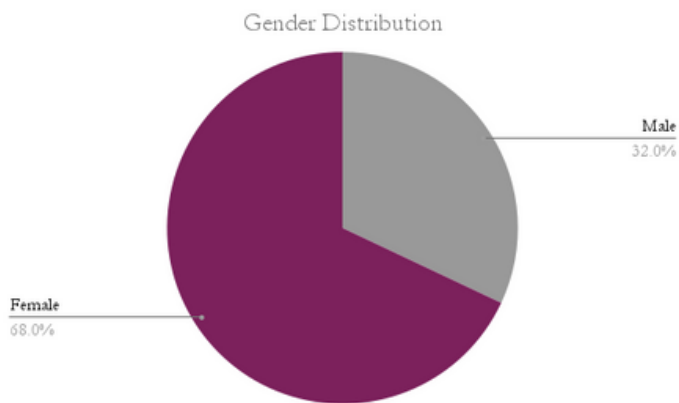


Our partners started re-opening to visitors from early 2021 onwards and we recommenced partner visits in July 2021.

The office, volunteers and partner visits were all subject to strict COVID protocols that had been agreed upon and put in place by the Board to protect everyone involved.

# LAFF in Numbers

## Our reach: 76 beneficiaries

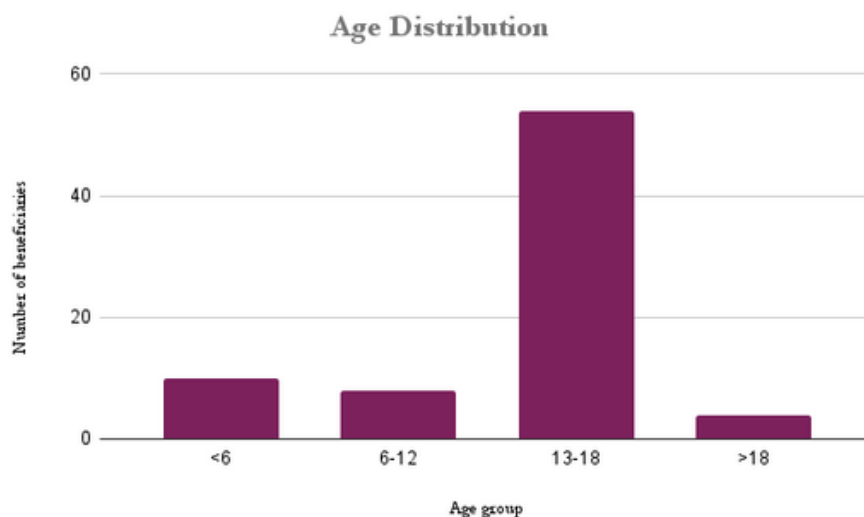
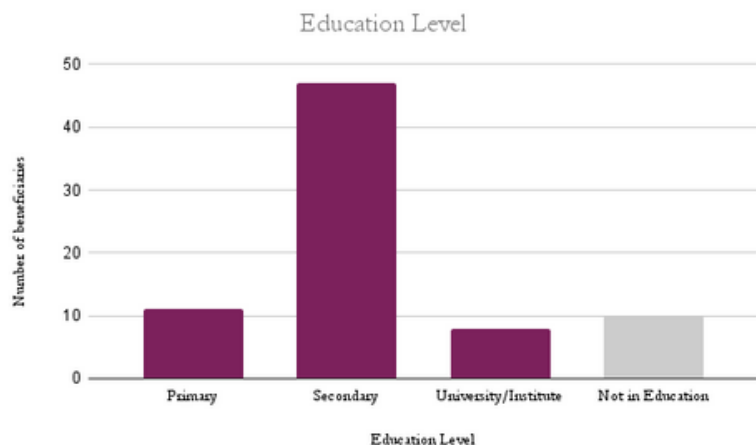


68%

of these are women

61%

of these are in  
secondary education



71%

of these are aged  
between 13-18

4

Personal  
development  
workshops

3

Capacity  
building  
Projects

25

young people  
benefited from a  
**Sexual Education  
Workshop**

14

students from  
Sacred Valley  
Project benefited  
from a **Resilience  
Workshop**

8

Mosqoy students  
benefited from a  
**Safeguarding  
Workshop**

12

boys from Azul  
Wasi participated  
in a **Financial  
Education  
Workshop**

Developed and  
implemented  
**Safeguarding Policies**  
for **Mosqoy** to promote  
a safe culture

**Tutoring Programme**  
provided support in the  
recruitment process to  
find tutors

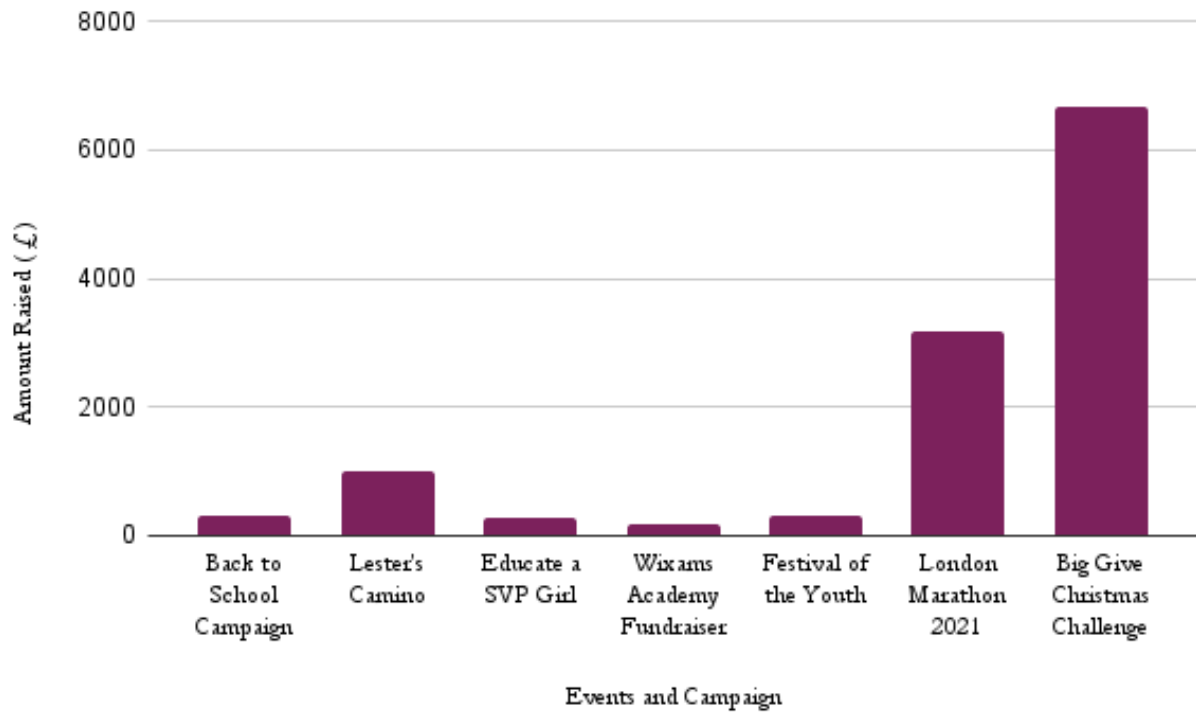
Installation of a  
**dropped ceiling to  
reduce heating costs** at  
the boy's dorm in **Azul  
Wasi**

1271

hours of academic support  
at SVP and Mosqoy

# 7

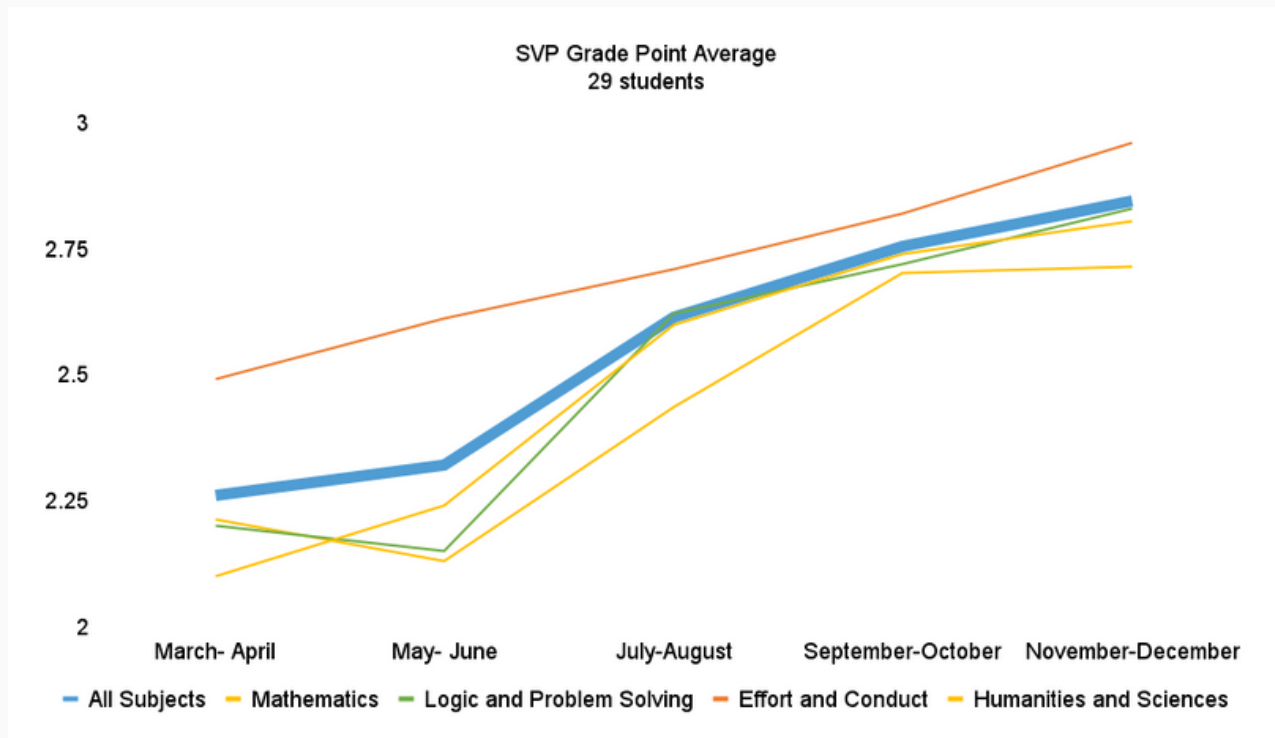
## Events and Campaigns raising a total of £11,925



# LAFF in Action

## SVP Educational Monitoring- a Case Study

Monitoring and evaluation is conducted on LAFF's tutoring support programmes to measure their effectiveness in supporting the students, and to provide information as to how the programme can be continuously improved and achieve better results.



The graph above shows the average grades from 29 students throughout 2021. It is noteworthy that there is an **improvement in grades from May to December**. There was an improvement in Mathematics, Logic and Problem Solving, and Humanities and Science.



Overall, students **received better grades at the end of year** despite the challenges faced with online and remote learning. Despite the difficulties the year brought on we can see the positive results and impact that fostering positive learning can have. These academic achievements **would not have been possible without the funding from our donors**.

# Workshops

## Workshop programme design methodology

Every workshop programme is designed under a user-centric approach to specify the content and structure of the training to be delivered.

### Phases

1

#### User-centered investigation

We find out the knowledge and preconceptions the target audience of our workshop has and what type of content they would find useful and appealing

2

#### Participative Logic framework

We set the goals, outcomes, indicators and activities of the workshop cycle together with the project leaders at the partner organisation involved

3

#### Session scheduling

Workshop sessions are scheduled with partner organisation

4

#### Syllabus and chronogram

We develop a syllabus with the content and structure of the workshop cycle

5

#### Programme delivery and data collection

Data is collected while the workshop cycle is delivered so that we can afterwards tell if the goals were met

6

#### Reporting

We register the workshops' milestones and results in a final report

Workshops are essential for the educational and personal development needs of young people as they allow them to interact with, and learn from others, as well as improving their confidence and social skills. Due to the obvious health risks associated with in-person meetings, workshops with our beneficiaries had to be postponed indefinitely during the pandemic. With strict COVID protocols in place, we began to reintroduce workshops towards the end of 2021. The inherent nature of workshops is interactive, therefore, it can be difficult to achieve their objectives in a virtual setting. However, we did facilitate one virtual workshop as it was considered that it could be delivered effectively online.

## Safeguarding workshop with Mosqoy- September 2021



**Students attended: 8**

**Objective: To increase awareness of abuse and how safeguards can reduce it**

**Outcome: Students rated the workshop 4.8/5**

The workshop taught the students about types of abuse, where and when they tend to occur, how to prevent situations that threaten the safeguarding of themselves and their environment, as well as the importance of reporting abuse. It is paramount that these vulnerable young people are familiar with the concept of abuse so they can identify it, know what action to take to help prevent it, and how to deal with it appropriately should they experience it.

## Sexual Education virtual workshop for Mantay and SVP- November 2021

**Students attended: 25 females**

**Objective: To educate young girls about sex, and to promote sexual autonomy and openness**

**Outcome: 72% of participants felt relationships should make them "feel comfortable and at ease" after participating in the workshop, compared to only 11% prior to the workshop.**



The workshop was led by Juntas, a company who promote comprehensive sexual education in Peru and in Latin America. Topics covered included identity, relationships, violence, sexuality, the body as well as comprehensive sexual education. The workshop introduced the girls to a card game called, "Preguntonas" which seeks to educate young people about such topics, encourage them to talk openly about them and remove stigma. Sets of the games were sent to Mantay and SVP to contribute to be used as ongoing resources.

# Anita's Story

Anita's story is one of the many examples of the impact your donations have and how far this money stretches to make **new opportunities** available to students who otherwise wouldn't have **access to these pathways**.

Anita was a student at SVP between 2017 to 2021. She graduated from SVP and has gone on to begin her degree in environmental engineering at Mosqoy in January 2022.

We recently conducted an interview with her and asked her about her time at SVP which she describes as the place where she learned a lot about how diverse Peru is. She saw firsthand how many different communities exist within Peru. She also explained that it was a learning experience living away from home.

In the future, Anita would like to work with families and in communities helping make land that would otherwise be infertile, fruitful. She understands the vital importance of this land to local communities, being a descendant of a long line of farmers. Finally she commented on her experience at SVP:

I feel very happy, and proud at the same time, but more than anything I feel happy because I feel I have many opportunities that help me to **achieve my goals**. I know that I will achieve these goals come what may, and this is thanks to the Sacred Valley Project where I met amazing people that always helped me. They were always on hand to help with my emotional and economic stability.



# Third SVP dorm

We are excited to share that our partner, Sacred Valley Project, opened a third dormitory in Paucartambo, Peru. Paucartambo is a region that has a profound need for accessible education. Of the surrounding 136 communities, most do not have a high school. This new dorm is located in the centre of Paucartambo and will give girls in the region the opportunity to complete their secondary education. An opportunity that they would otherwise not have had.

Currently there are 13 young girls living in the Paucartambo dormitory. LAFF is supporting it by providing funding towards school uniforms, tutoring and internet costs.



# Thank you to our Team and Supporters



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

**Trustees:** Chiara Minigutti (Chair and People), Marcela Munoz (Governance), Thomas Pickford (Fundraising), Carole Stewart (Finance), Melissa Wong Oviedo (Programmes), Dawid Nawrot (Data Management & Systems), Macarena Martinez (Partnerships) *appointed January 2022*, Ariana Valentini (Community) *resigned April 2022*

**Programme Manager:** Macarena Martinez / Alma Guijon

**2021-2022 Volunteers:** Arianna Valdivia, Emma Giddis, Flavia Russo, Francisca Labarca, Girolama Notarangelo, Isabella Lercari, Javier Elvira, Julia Chacur, Julia Magaud, Lia Bergara, Leo Harris, Luz Cohaila, Martina Innocenti, Mario Gomez, Maybe Ponce de Leon Gonzales, Millie Davies, Paola Pacho Perez, Samuel Perez, Tanya Murphy

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

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

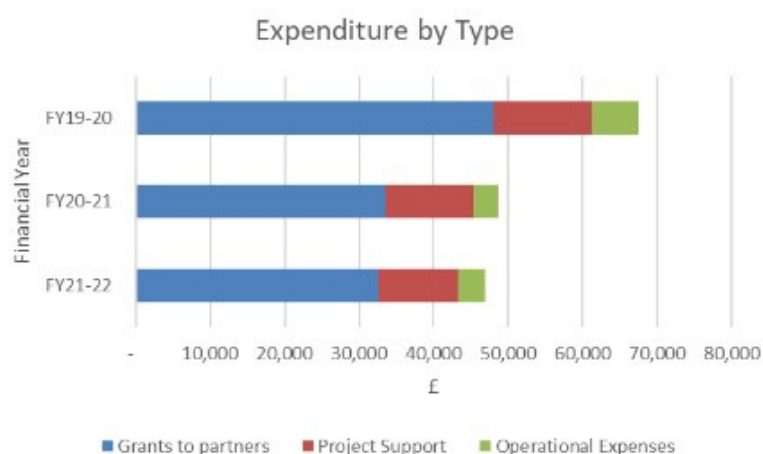
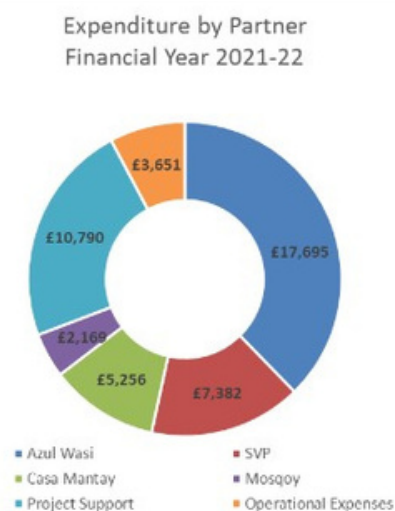
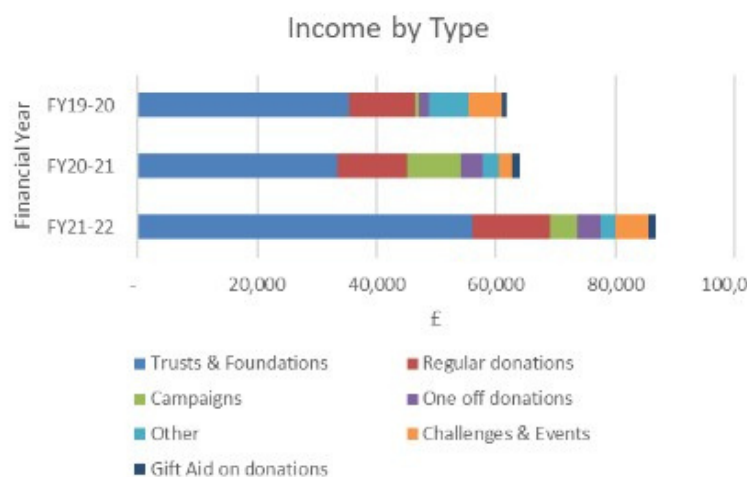
**Trust & Foundations Donors:** Barbara Ward Children's Foundation, The Bryan Guinness Charitable Trust, Brian Murtagh Charitable Trust, The Cauda Trust, The Christabella Trust, The Coles-Medlock Foundation, Education and General Charitable Trust, Education Services 2010, Ernst Maas Educational Trust, The Forrester Family Trust, Hoines Charitable Trust, John and Susan Bowers Fund, Marsh Christian Trust, The Mary Brown Memory Trust, RKT Charitable Trust, The Souter Charitable Trust, St. Peter's Aid for the Needy, St Mary's Charity, The Tula Trust, The Van Neste Foundation, William Howarth Charitable Trust

**University Society Partners:** King's College London Latin American Society, University of Sheffield Hispanic Society, University of St. Andrews Latin American and Reggaeton Society

**Other supporters and collaborators:** The Barrett family, Holly Piper, Wixams Academy, Elenor Duce, San Silvestre School, WAWA Peru, EXpanding Horizons.

LAFF could not deliver its life changing programmes in Peru without our **amazing supporters**. We are grateful to each and every individual who has given to LAFF's campaigns, our dedicated major donors, the university society partners who have raised funds for us, our incredible LAFF Amigos, and to the trusts and foundations who have chosen to dedicate their funds to support LAFF's work. We also thank our supporters and collaborators who have made delivery of our programmes possible. We are honoured by your continued support. **Thank you for helping us to build brighter futures for the most disadvantaged in Peru.**

# Financials



## Reserves Policy

The Board of Trustees (the “Board”) has established a reserves policy to help manage the financial sustainability of both LAFF and our partners, over the longer term. The COVID-19 pandemic, climate change, political instability, and various other social and economic factors have caused unprecedented uncertainty and risk both globally and in Peru. Consequently, the Board has reassessed its reserves policy and raised target reserves from 6 months to 8 months of expenditure.

This small increase in target reserves will ensure that LAFF is in a more resilient and sustainable position to continue to support our beneficiaries should they, or us, be adversely impacted by unexpected events or difficulties which is increasingly important in volatile economic times. A further consequence of the abovementioned factors is a significant concern throughout the not-for-profit sector regarding fundraising capabilities, therefore, having a more conservative level of reserves will improve LAFF’s ability to withstand potential variability in fundraising income.

The financial report for the current year on page 25 shows that closing reserves on 31 March 2022 were substantially higher than the target reserves of 8 months’ expenditure. This is due to various factors including:

- Foreign exchange gains and favourable movements in the GBP:PEN exchange rate
- Timing of donations being received
- Expenditure was lower than expected for FY21-22 as schools and educational institutes remained closed longer than expected as Peru was slowly recovering from the COVID-19 pandemic.

LAFF plans to utilize such excess reserves in the FY22-23 financial year which has the potential to significantly expand our reach and impact. As at 31 March 2022, some of this funding had already been committed to FY22-23 projects.

Reserves as of 31 March 2022 are:

TOTAL FUNDS	£91,225
LESS RESTRICTED FUNDS	£6,550
<b>TOTAL RESERVES</b>	<b>£84,675</b>

# Accounts & Examiners 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-21	To	Period end date Mar-22
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### 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	10,482	10,845	-	21,327	24,624
Volunteer Fundraising, Challenges & Events	4,505	875	-	5,380	2,123
Trusts, Foundations & Corporate Support	45,975	10,130	-	56,105	33,390
Gift Aid	1,230	-	-	1,230	1,212
Memorial fundraising	325	100	-	425	565
Contributions towards operating costs	2,267	-	-	2,267	1,961
Interest on High Interest Account	2	-	-	2	8
<b>Sub total</b>	<b>64,786</b>	<b>21,950</b>	<b>-</b>	<b>86,736</b>	<b>63,883</b>
<b>A2 Asset and investment sales, etc.</b>	-	-	-	-	-
<b>Total receipts</b>	<b>64,786</b>	<b>21,950</b>	<b>-</b>	<b>86,736</b>	<b>63,883</b>
<b>A3 Payments</b>					
Fundraising costs	1,179	-	-	1,179	1,733
Management, administration and fees	2,810	-	-	2,810	1,461
Grants	14,432	18,070	-	32,502	33,541
Project Support	10,790	-	-	10,790	11,804
Other	-	-	-	-	-
Currency Exchange	(338)	-	-	338	130
<b>Sub total</b>	<b>28,873</b>	<b>18,070</b>	<b>-</b>	<b>46,943</b>	<b>48,669</b>
<b>A4 Asset and investment purchases, etc.</b>	-	-	-	-	-
<b>Total payments</b>	<b>28,873</b>	<b>18,070</b>	<b>-</b>	<b>46,943</b>	<b>48,669</b>
<b>Net of receipts/(payments)</b>	<b>35,913</b>	<b>3,880</b>	<b>-</b>	<b>39,793</b>	<b>15,214</b>
<b>A5 Transfers between funds</b>	-	-	-	-	-
<b>A6 Cash funds last year end</b>	<b>48,762</b>	<b>2,670</b>	<b>-</b>	<b>51,432</b>	<b>36,218</b>
<b>Adjustment to prior year balance</b>					
<b>Cash funds this year end</b>	<b>84,675</b>	<b>6,550</b>	<b>-</b>	<b>91,225</b>	<b>51,432</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	45,144	-	-
Current accounts	29,647	6,550	-
Foreign Currency account	9,768	-	-
Petty Cash	116	-	-
<b>Total cash funds</b>	<b>84,675</b>	<b>6,550</b>	<b>-</b>
<b>B2 Other monetary assets</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)
	-	-	-
Signed on behalf of all the Trustees	Signature	Print Name	Date of approval



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 2022

Charity no  
(if any)

1125872

Set out on pages

25

Responsibilities and  
basis of report

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended **31 / 03 / 2022**.

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:

30/10/2022

Name:

Josephine Allen

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

FCA ICAEW

Address:

471 Promenade Marie Paradis

Chamonix-Mont-Blanc

74400 FRANCE

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Oct 2018

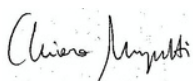
# Legality

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.



Chiara Minigutti,  
Chair of the Board of Trustees

# References

2021. Reporte de Inflación - Diciembre 2021. Banco Central de Reserva de Perú. Available at: <<https://www.bcrp.gob.pe/docs/Publicaciones/Reporte-Inflacion/2021/diciembre/ri-diciembre-2021-recuadro-3.pdf>>.

Datosabiertos.gob.pe. 2020. Encuesta Nacional de Hogares (ENAHOG) 2020 - [Instituto Nacional de Estadística e Informática - INEI] | Plataforma Nacional de Datos Abiertos. [online] Available at: <<https://www.datosabiertos.gob.pe/dataset/encuesta-nacional-de-hogares-enahog-2020-instituto-nacional-de-estadistica-e-informatica-inei>>.

Instituto Peruano de Economía. 2021. Efectos del COVID-19 en la educación | Instituto Peruano de Economía. [online] Available at: <<https://www.ipe.org.pe/portal/efectos-del-covid-19-en-la-educacion/>>.