



WE
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CHANGE
MAKERS

World's Children's Prize Foundation

Annual Report 2019

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At Hurungwe Primary School in Zimbabwe fifty children were trained as World's Children's Prize Child Rights Ambassadors. The children use to meet under a tree at school every week. Together they learn more about the rights of the child, with special focus on girl's equal rights, and the global goals and discuss how to reach as many children as possible.

VISION

A world where the rights of the child are universally respected and where every child in each new generation grows up as a changemaker who stands up for humanity, the equal value of all people, the rights of the child and human rights, democracy and sustainable development.



World's Children's Prize Foundation
802426-0807
Financial year
1 January–31 December 2019

"Kimberley and I in many ways have the World's Children's Prize Program and The Globe to thank for our empowerment. We are changemakers who are not for sale - now or ever! Dear Minister Eriksson, if you want to see change, count on us! There are many more of us children in Zimbabwe who want to be part of the WCP Program!"

Hassan



PHOTO: CHRISTINE OLSSON/WCPF

Management Report

GENERAL INFORMATION ABOUT ACTIVITIES

The World's Children's Prize Foundation is a charitable foundation, the purpose of which is to help make sure young people all over the world receive an education to enable them to grow as global citizens, based on fundamental principles on the rights of the child and founded on a democratic perspective. This includes empowering children so that their voices are heard, and giving them a foundation and platform to advocate for children's rights and through active involvement contribute to social, economic and environmental sustainable development at a local, national and global level.

The World's Children's Prize Program

The World's Children's Prize (WCP) is a global, holistic, experience-based education program. It educates and empowers children to help them act as changemakers during childhood and as adults, in their own lives, in their local communities and in their countries. They defend the equal value of all people, human rights – including the rights of the child and equal rights for girls – democracy and sustainable development. The majority of the children who participate in the WCP Program come from deprived backgrounds and are vulnerable, often living in fragile states exposed to violent conflict. Among the 44 million children who have taken part in the annual program since the start in 2000, several million have themselves suffered serious violations of their rights. The majority of these children discover for the first time through the World's Children's Prize Program that they have rights and can make their voices heard. Two of the children who have been educated and empowered by the WCP program to be changemakers share their experiences:

“When I did my WCP Child Rights Ambassador training, I learned that girls have the same rights as boys and that forcing a girl to get married, do all the household chores, and stopping her from going to school and not listening to her opinions are all violations of her rights. Many parents value their sons more, and even when us boys are little we can tell our big sisters what to do. It's so wrong! I decided to be a Child Rights Ambassador who fights for girls' rights because girls' rights are always violated, while boys' rights are always protected. I always tell other boys that they cannot violate girls' rights.

“As Child Rights Ambassadors we must also share our opinions with the traditional leaders and inform them about children's rights and the environment ... We know that with their help we can achieve so much more as changemakers for girls' equal rights and the environment.”

HASSAN, 13, WCP CHILD RIGHTS AMBASSADOR,
MUREHWA, ZIMBABWE

“Every week we meet under a tree at school. We learn more about our rights and the Sustainable Development Goals together, and talk about how to reach as many children as possible. Our role as Child Rights Ambassadors involves educating other children so that they learn more about their rights and the environment. We usually tell them to teach their parents and neighbours about our rights as well. I often meet girls who have been forced to get married or who have experienced other violations of their rights. I teach them about their rights and try to empower them.”

KIMBERLEY, 13, WCP CHILD RIGHTS AMBASSADOR,
MUREHWA, ZIMBABWE

The WCP Program, which is carried out by children, for children, with the support of teachers, includes:

Every year the WCP's international Child Jury, made up of children who are experts in the rights of the child through their own experiences, select three Child Rights Heroes as candidates for the *World's Children's Prize for the Rights of the Child*. The candidates are people who inspire and engage millions of young people around the world. The WCP Program is based on children's experiences via the accounts in the global teaching aid *The Globe*, as well as online. In *The Globe*, the children meet the Child Rights Heroes and children from all over the world through their life stories. Encountering children whose lives have been changed by people's rights-based struggle evokes empathy and commitment, and gives the reader contact with people they can relate to. It also creates a sense of global solidarity.

Children who participate in the WCP Program experience what life is like for other children, but they also learn facts about their own rights, about how democracy



Kimberley and Hassan, 13 years old, speaking during the World's Children's Prize Ceremony at the Gripsholm Castle in Mariefred, Sweden, and together with H.R.H Princess Sofia, who assisted the children with the awardings.

works and about the Sustainable Development Goals (SDGs) and climate change. They examine and discuss respect for the rights of the child and how children are treated in the countries in which they live. Teachers support their students' participation in the program with the help of an educational guide featuring interactive classroom exercises. The WCP Program can be integrated into the curriculum in many/all subjects. All around the world, children are trained to be WCP Child Rights Ambassadors and become changemakers in their families, schools and local communities. Many of them set up WCP Child Rights Clubs at their schools. Teachers and local leaders are also given training and encouraged to get involved in support of children's rights, always with a particular emphasis on equal rights for girls and the SDGs.

The children's rights section of the WCP Program ends with the children's *Global Vote*. At each school, the students organize election days that encompass all aspects of a democratic election, including an election register, voting booths, ballot boxes, vote counters and election observers. They vote for their Child Rights Heroes and for the rights of the child. All candidates are honoured as Child Rights Heroes for their outstanding contributions in support of the rights of the child, and they receive prize money to use in their work for chil-

dren. The candidate with the most votes receives the children's prestigious *World's Children's Prize for the Rights of the Child*, while the other two candidates receive the *World's Children's Honorary Award*.

The three Child Rights Heroes, the children's unique award and the Global Vote are the three key components of the phenomenon that annually generates the enthusiastic participation of students and teachers in the WCP Program.

The Sustainable Development Goals were integrated into the WCP Program in 2019 via three special projects, implemented with support from the Swedish Postcode Lottery: *No Litter Generation (NLG)*, *Round the Globe Run for a Better World (RGR)* and *Peace & Change-maker Generation (P&CG)*. NLG focused mainly on littering and climate change/action; RGR was concerned with equality and equal rights for girls, reduced inequalities, peaceful and inclusive societies and tackling climate change, and P&CG was mainly about children's rights, equal rights for girls, wildlife and wildlife crime.

Supported by Global Friend Schools

73,255 schools (2018: 71,937) with 35,461,541 students (2018: 34,654,990) in 119 countries (2018: 117) have signed up as Global Friend schools, supporting the World's Children's Prize since 2000. 1,830 of these schools (2018: 1,803) are Swedish.

The World's Children's Prize is supported by 820 Adult Friend Organizations, departments of education and other bodies (2018: 803). Some of them implement

(All Global Friend Schools that sign up are registered in the WCPF database by country, including contact details and number of students. The number of teachers involved globally is calculated on the basis of one teacher per 35 participating students, around half a million teachers, on the basis that every teacher uses the program for an average of 2–3 years. The figure for Sweden is based on teachers' survey responses, indicating that an average of 7.1 teachers per school participated in the WCP Program in 2019.)



The voting queue during the Global Vote at the Hurungwe School in Zimbabwe is long.



Everyone is checked off the election register and given a ballot paper before it is time for the secret ballot in the voting booth.



"It was not until grade 5 that I learnt that girls and boys have the same rights. I read The Globe and this is how I learnt it. We WCP Child Rights Ambassadors read The Globe together and the stories teach us a lot."
Kimberley

the WCP Program in collaboration with tens of thousands of teachers every year. In 2019, more than 1,500 teachers in Sweden implemented the program. Since its inception in 2000, roughly half a million teachers have implemented the annual WCP Program. Like the focal points and partners in around 35 countries, they themselves have received training in the rights of the child, democracy and the SDGs, as well as in relevant teaching methods.

The WCP Program and the Global Vote

The Globe and Teachers' Guide was produced in eight languages (in four-colour in Swedish, English, French, Spanish, Portuguese and Hindi, and in a black and white version – which was used alongside the English version – in Urdu and Karen). The children use The Globe (printed or online), child rights fact sheets for their own country, and their own and their friends' experiences of child rights violations. They identify with the children featured in The Globe, and are inspired by the work of the Child Rights Heroes and their organizations in support of children, the children they fight for and by the WCP Child Rights Ambassadors and other participating children. They then prepare their school's Global Vote, including all the elements that make up a democratic election.

The largest number of children participating in the Global Vote in any one year has been 7.1 million. At least 1,860,565 children took part in the 2019 Global Vote. This means that since the World's Children's Prize was established in 2000 a total of at least 43,874,791 children have taken part in the annual WCP Program. In addition, there are children who participated in the WCP Program but were not involved in the Global Vote, or whose votes were not reported in time.

In Sweden, at least 27,339 children participated in the 2019 WCP Program, including the Global Vote. This means that since the World's Children's Prize was established, at least 674,947 children in Sweden have taken part in the annual program. In addition, there are children who participated in the WCP Program but were not involved in the Global Vote, or whose votes were not reported in time.

"The Global Vote is us children's own vote for the rights of the child. At the same time, we learn about how democracy works. We know our rights and responsibilities when we then come to vote in other elections."
Hassan



Once the vote for the Child Rights Hero and children's rights have been put in the ballot box, one of the nails is coloured with a marker pen to prevent cheating.

Child Rights Heroes 2019

The three Child Rights Heroes selected by the Child Jury as final candidates for the 2019 WCP Program were *Ashok Dyalchand*, India, who has been fighting for over 40 years against child marriage and for girls' rights, *Spès Nihangaza*, Burundi, who has been fighting for orphaned and other vulnerable children affected by poverty, the AIDS epidemic and a brutal civil war for 25 years, and *Guylande Mésadiéu*, Haiti, who for the past 20 years has been fighting for children forced into slavery and for children in prison and on the streets.

The voting children elected Ashok Dyalchand to be the recipient of the 2019 *World's Children's Prize for the Rights of the Child*. Spès Nihangaza and Guylande Mésadiéu received the *World's Children's Honorary Award*. Since the World's Children's Prize was launched in 2000, there have been 54 prize laureates and 15 Decade Child Rights Heroes, all of whom have inspired children all over the world. 49.5 percent of the prize laureates are women, 36 percent men and 14.5 percent organizations.

The 2019 World's Children's Prize award ceremony took place on 9 May at Gripsholm Castle in Mariefred, Sweden.

HRH Princess Sofia helped the members of the Child Jury to present the awards.

The Child Rights Hero who is awarded the World's Children's Prize for the Rights of the Child receives SEK 350,000 and the two Honorary Award recipients are given SEK 175,000 for their work for children. The prize money has helped give tens of thousands of the world's most disadvantaged children a better life, so far through 67 projects in 35 countries. In 2019, Molly Melching, founder of the organization Tostan in Senegal and recipient of a 2017 World's Children's Honorary Award, reported back on how the SEK 175,000 she received in prize money is being used for a project that started in 2017 and runs until 2020:



PHOTO: CHRISTINE OLSSON/WCPFF

Close to 2 million children voted Ashok Dyalchand to receive the World's Children's Prize for the Rights of the Child 2019. Here with Princess Sofia and Divya, one of the girls his organisation has educated and empowered, at the Gripsholm Castle in Mariefred, Sweden.

"We are implementing our Community Empowerment Program - a holistic, human rights-based education program - in the village Keur Simbara thanks to support from the World's Children's Prize. Keur Simbara is one of our flagship communities and one of the first villages in which we implemented a previous version of our program. The prize money from WCP made it possible for us to bring the latest version of the program to the next generation of leaders ...

A Community Management Committee (CMC) composed of 17 members, 15 of whom are women and youth, was established. It is responsible for managing Tostan classes and coordinating development activities in the community ... The classes are held three times a week, one class for adults and one for youth... The CMC members and class participants are involved in awareness-raising activities on Human Rights and are sharing their new knowledge with neighboring communities ...

The prize money is also used for a Community Development Fund (11,940 SEK) following a training on how to manage revolving micro-savings projects. The fund has

"Welcome! Today we're going to talk about child marriage and girls' rights," says Salia, and welcomes all members of the girls' club. If she wouldn't have been educated and empowered by the Indian Child Rights Hero Ashok and his organisation she would herself have been married off when she was 13 years old.



PHOTO: JOHAN BJERKE/WCPFF



PHOTO: MAGNUS BERGMAR/WCPF

now financed loans for income-generating activities for 22 community members who were able to repay their loans, allowing others to benefit from the revolving funds. The CMC also initiated a chicken coop. With profit from the initial chicken-raising cycles, they were able to install a system for providing water to the chickens ... For each 45-day cycle, three new women are in charge of running the coop. In June 2019, the CMC realized revenue of 6,630 SEK from the sale of 194 chickens. This money pays for chicken feed, vaccinations, water bills, veterinarian costs and the purchase of new baby chicks ...

The community members of Keur Simbara would like to express their deep gratitude for the support that the World's Children's Prize is providing to their community. The CMC member Duusu Konate says: Tostan's empowerment program has brought new knowledge and skills and increased well-being ... Our children are all followed closely, are vaccinated and have birth certificates ... We thank God and the World's Children's Prize that we have received this wonderful gift to our community."

By supporting Tostan's human rights program, the WCP prize money is contributing towards developing a village and for a better today and tomorrow for children, including by putting an end to female genital mutilation/cutting.

Special projects

No Litter Generation

2019 saw the second *No Litter Generation* initiative funded by the Swedish Postcode Lottery, a special project in partnership with the organization Keep Sweden Tidy (Håll Sverige Rent). The project culminated on 16 May with *No Litter Day*. The overall aim of this two-year project was for a total of one million children to participate. In the end, 2,066,123 children and 29,957 teachers at 5,312 schools in 24 countries participated and learned

"We gather here to speak of the need for a No Litter Generation. Let us begin to be the changemakers who throw their litter in the bin and learn about the climate change, that will increase both drought and floods here in Zimbabwe."

Hassan

more about littering, climate change and the Sustainable Development Goals. On No Litter Day, the children collected a total of 477,162 tonnes of litter.

No Litter Generation has now come to an end as a special project, but will live on as an integral part of the annual WCP Program, with a heightened focus on climate change. In this way, millions of children every year will learn about littering, climate change and the SDGs. Schools in many countries will also carry out an annual litter picking day.

Round the Globe Run for a Better World

The special project *Round the Globe Run for a Better World* (RGR), which is carried out in partnership with



PHOTO: MAGNUS BERGMAR/WCPF

the Swedish Olympic Committee, is funded by the Swedish Postcode Lottery. RGR educates children, teachers, focal points and local leaders about the Sustainable Development Goals (SDGs). The children study the SDGs and which goals the Child Rights Heroes are contributing towards. They then draw up the changes they would like to see with regard to children's rights and the SDGs. This special project took place over two periods in 2019 and 2020. The objective is for a total of one million children to take part in the initiative, and to together cover at least a hundred circuits of the globe for a better world. The first *Round the Globe Run for a Better World* took place on 1 April 2019. The children started by manifesting their support for the SDGs and presenting the changes they want to see, and then they walked or ran three kilometres together. In the first year, 1,133,870 children and 13,456 teachers in 3,236 schools in 20 countries participated. In total, the children walked or ran just over 3.3 million kilometres together – 84.9 circuits around the globe – for a better local community, country and a better world. In Sweden, participating schools were visited by some 20 Swedish Olympians who talked about the Olympic values, their own Olympic preparations and achievements, and the SDGs and the Round the Globe Run.

When the Round the Globe Run is carried out in 2020 for the second and last time as a special project, it will be integrated into the WCP Program and contribute annually towards millions of children learning about the SDGs and making their voices heard for change.

Peace & Changemaker Generation

The *Peace & Changemaker Generation* (P&CG) special project is being carried out over two periods from 2019 until 2021 in partnership with Peace Parks Foundation Sweden, and is being funded with support from the Swedish Postcode Lottery. It is primarily a project for around 100,000 children living in or in the vicinity of the parts of the Great Limpopo Transfrontier Conserva-



“Good morning to you all! We welcome you to the Round the Globe Run for a Better World, where we join children from around the world, and will be talking about the Sustainable Development Goals.”
Hassan

tion Area that are in Zimbabwe (Gonarezhou National Park) and Mozambique (Limpopo National Park). Roughly 1,500 children are being trained as P&CG ambassadors, along with 700 teachers from around 350 schools, to enable them to implement the entire WCP Program and a P&CG special focus on equal rights for girls, wildlife and wildlife crime, with the other 100,000 children. Around 350 parent representatives and 100 local leaders are also being trained. All the participants learn about, and discuss children's rights, equal rights for girls, democracy, the SDGs, littering, climate change, wildlife and the consequences of wildlife crime. Training of children, teachers, parent representatives and local leaders was initiated in November and December 2019.



“We got help from the police who stopped the cars during our march.”
Hassan



All the participants in P&CG have access to WCP’s educational material *The Globe*, and receive their own copies of a 28-page P&CG teaching booklet. Twenty-four of the pages are also included in *The Globe*, which means that as a bonus a further 300,000 children in both Zimbabwe and Mozambique who are participating in the WCP Program get to learn about the situation for children and wildlife in that part of their country. And in addition, more than two million children in all the WCP

The Peace & Changemaker Generation special project is for around 100,000 children living in or in the vicinity of Gonarezhou National Park in Zimbabwe and Limpopo National Park in Mozambique, but it also teaches other children about the situation for the rights of the child, wildlife and wildlife criminality in the area.

countries also encounter these children and the issues affecting them. The P&CG website means that we are also able to reach children who are not involved in the WCP Program.

Media visibility

WCPF works strategically to get its message out to as many people as possible via traditional print media and digital channels. The foundation’s multi-lingual website, worldschildrensprize.org, makes the WCP Program’s content accessible to the target groups and for the general public. The World’s Children’s Prize Foundation also has a presence on Facebook, YouTube, Flickr, Instagram and Twitter, with the main focus being on Facebook and YouTube.

Over 90 percent of participating schools around the world lack internet access and only work with the printed material. The website is similarly designed so that those who do not have access to the printed material can access everything they need in order to participate in the WCP Program. Most visits are from schools where many users share one or more IP addresses. This can mean that tens, sometimes hundreds of visitors from one school are included under a single unique visitor. In 2019, according to the statistics service Google Analytics, worldschildrensprize.org attracted a total of 130,400 unique visitors (2018: 116,000), around 30 percent of whom were in Sweden, and WCP’s Facebook page had 140,715 followers (2018: 143,404). The live broadcast of the WCP ceremony attracted the most visitor sessions. WCP’s YouTube channel also saw an increase in the number of minutes viewed to 150,348 minutes (2018: 109,800 minutes). The number of visitor sessions also rose, to 82,880 (2018: 64,356).



PHOTO: JOHAN BERKE/WCPF



This interview with Kimberley and Hassan, where they talked about girls' equal rights and the climate change, was shown eight times on ZBC News, the Zimbabwean TV news.

In 2019, WCPFF distributed five press releases in some 30 different versions in Swedish, adapted to the various municipalities and media areas where the WCP Program is implemented. The press releases related to the results of the Global Vote, the presentation of the eight Child Rights Hero candidates for the WCP Decade Child Rights Hero 2020, visits by Olympians ahead of the Round the Globe Run for a Better World, and the event itself, as well as No Litter Day. Four of these press releases were also distributed in some 35 global, locally adapted versions in four languages. The global press releases were adapted to where the members of the Child Jury, Child Rights Heroes and participating children come from. They were then translated into additional languages locally, where our focal points helped distribute the press release.

Activities leading up to and during WCP week in April attracted the most coverage in the media, as well as the Round the Globe Run for a Better World on 1 April, both in Sweden and in international media. This includes the live broadcast of the WCP ceremony.

Children's local press conferences (World's Children's Press Conferences) and other activities around the world led to hundreds of features on TV, radio, online and in print, as well as substantial coverage via social media.

For example, the WCP Child Rights Ambassadors were interviewed on TV in Zimbabwe and Pakistan, while several radio stations in countries such as the Democratic Republic of Congo broadcast interviews from the children's press conferences. A feature on Zimbabwean TV in which two WCP Child Rights Ambassadors were interviewed about equal rights for girls and climate change in connection with the Round the Globe Run for a Better World in Murehwa was shown eight times on Zimbabwe's national TV news, ZBC News.

Patrons, Child Jury and Youth Advisory Board

Her Majesty Queen Silvia of Sweden is the World's Children's Prize Foundation's first *Honorary Adult Friend* and patron. Other patrons include the late Nelson Mandela, Malala Yousafzai, Xanana Gusmão, Graça Machel, Desmond Tutu and Sweden's Prime Minister Stefan Löfven.

The World's Children's Prize international Child Jury is made up of 12–15 children from different countries. Every year, the Child Jury selects three Child Rights Heroes from among the individuals and organizations nominated that year. The children of the Jury are experts on the rights of the child through their own life experiences, having been child soldiers, debt slaves, victims of trafficking, refugees, homeless, because they are differently abled and as child rights champions. They represent all children around the world with similar experiences. Millions of children all over the world learn about different aspects of the rights of the child through reading about the lives of the children of the Jury. New members joined the Jury in 2019:

Omar Hamad, Palestine, who represents children growing up under occupation and who want a dialogue for peace.

Jhon Malis Franco Gomes, Brazil, who represents children who belong to indigenous groups and fights for their rights and for children who have been the victims of violence and who have been affected by environmental degradation.



The students at Odenslund School in Östersund, Sweden, 1 April formed a long chain on skis for a better world and were joined by Olympic gold medalist in skiing Anders Södergren. They then skied 3 kilometres. Before the day was over 1,1 million children had skied, walked or run 3,3 million kilometres, 84,9 circuits of the globe, for the SDGs and a better world.

Hakiza Kahungu, D.R. Congo, who represents children forced to become soldiers and children living in armed conflict situations.

The WCP Youth Advisory Board Sweden advises on the World's Children's Prize in Sweden and works to highlight the rights of the child in Sweden and around the world.

RESULTS IN SWEDEN

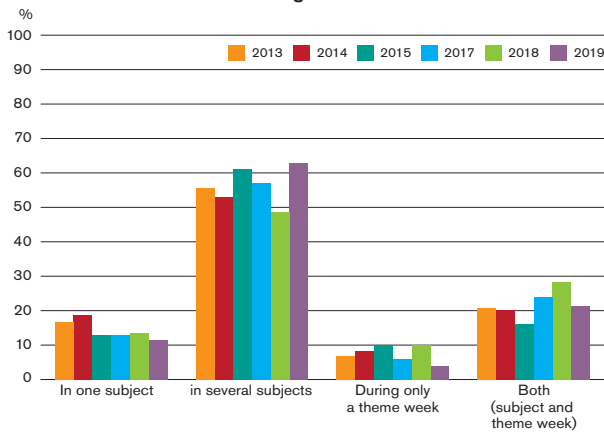
The implementation of the program and its results are evaluated regularly via an extensive, high-quality survey of participating schools, and it is consistently rated extremely highly. The independent evaluation *World's*

Children's Prize – Evaluation of operations in Sweden 2017–2019 produced similar results.

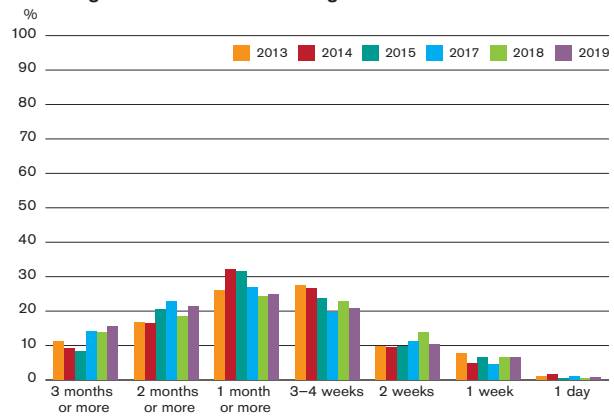
In the most recent survey evaluation in Sweden, 96 percent of the teachers rated the WCP Program as either 'Excellent' (82.7 percent) or 'Good'. 93.6 percent of teachers say their students rate the WCP Program as 'Excellent' (56.1 percent) or 'Good'.

A considerable majority of participating Swedish schools, 84.4 percent, work with the WCP Program across several subjects, and 21.4 percent of these schools work both in several subjects and during themed weeks. 61.9 percent of teachers stated that they worked with the program for one month or more. The average period is just over 1.4 months.

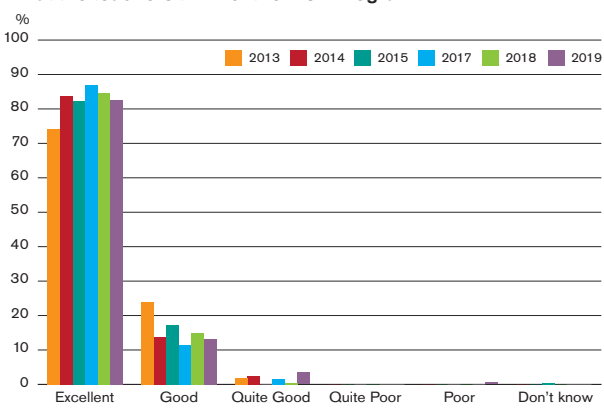
How we work with the WCP Program



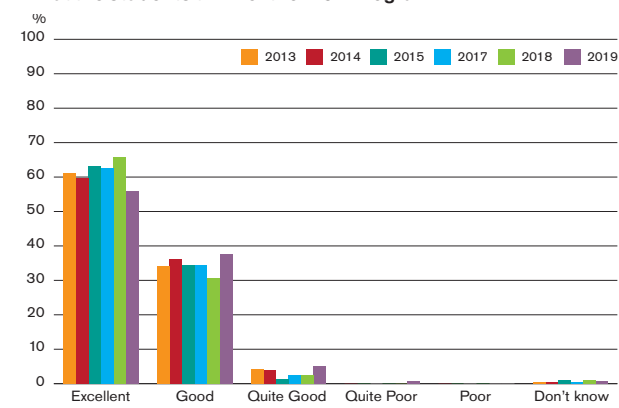
How long we work on the WCP Program



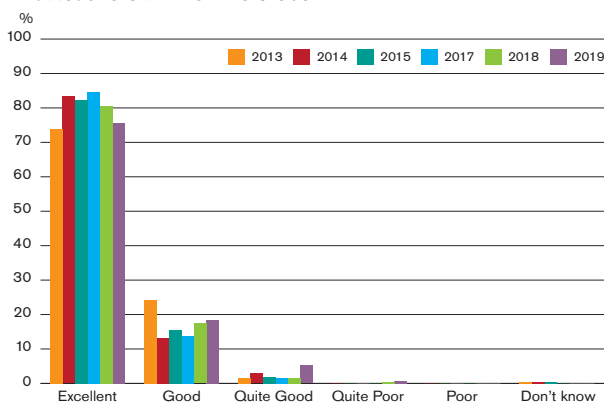
What the teachers think of the WCP Program



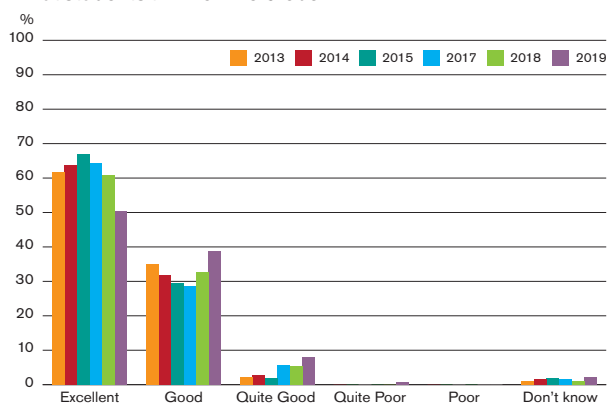
What the students think of the WCP Program



What teachers think of The Globe



What students think of The Globe



94.2 percent of teachers feel that the WCP Program's teaching aid The Globe is either 'Excellent' (75.7 percent) or 'Good'. 89 percent of teachers say their students rate The Globe as 'Excellent' (50.3 percent) or 'Good'. The extremely positive response to The Globe has remained at a consistently high level since the WCP Program began in 2000. The only thing missing is a version for students who struggle with reading, and younger students from the age of 9.

Impact on students in Sweden

Survey responses for 2019 also reveal that the program has had a significant impact on the children and teachers who participated. The students do not just learn more about rights and important global issues, they also experience a profound response and feel deeply committed to the issues highlighted by the program. For example, 97.7 percent of teachers believe their students have learned more about children's rights through the WCP Program.

Teachers report that engagement in rights, the equal value of all people, democracy and fundamental values affects attitudes and creates cultural changes at school. 85.6 percent of teachers state that the WCP Program strengthens the individual child's humanitarian growth, enabling them to stand up for humanity, the equal value of all people, children's rights and democracy, and 82.7 percent state that the program will help promote a more compassionate culture and encourage children to show empathy towards other people in the longer term as well.

Impact on teachers in Sweden

72 percent of teachers state that they have gained a deeper and more nuanced understanding of the world around them through the program; 70 percent say that their knowledge of global development issues has increased, and 88 percent that through the program they have been given tools for working actively with topics in the curriculum relating to democracy, human

Change and impact of the program:	2019	2018	2017	2015
Students' knowledge of the rights of the child increases	97.7 %	98 %	97.5 %	96.4 %
Students feel greater commitment to the rights of the child	88.4 %	91.6 %	89.9 %	89.1 %
Students understand that children can demand respect for their rights	76.3 %	77.7 %	79.8 %	72.3 %
Students' empathy and desire to support other children increases	81.5 %	86.1 %	89.9 %	90.9 %
Students learn more about democracy and about the democratic process	85.6 %	88.1 %	83.8 %	85.9 %
Students are inspired by the prize laureates and their work	83.2 %	78.2 %	77.8 %	79.1 %
Students feel a greater sense of solidarity with their peers around the world	63.6 %	71.3 %	62.6 %	67.3 %
Students have learned more about the rest of the world and global issues	89.6 %	93.6 %	95.5 %	92.7 %
Students' tolerance and understanding of other children's situations increases	82.7 %	87.6 %	87.4 %	84.6 %
Students become more tolerant of different backgrounds and more open to diversity	73.4 %	70.3 %	77.2 %	68.6 %
Students have a greater desire to change injustices in the world	68.8 %	76.2 %	79.8 %	75.5 %
Students have a greater knowledge of sustainable development with regard to people and the environment	63.6 %	54.9 %	–	–
Students have acquired greater knowledge of sustainability and environmental issues in Sweden	49.7 %	39.6 %	–	–
Students have acquired greater knowledge of sustainability and environmental issues in other countries	54.9 %	41.6 %	–	–
Students' knowledge of the UN Sustainable Development Goals increases	63.6 %	35.6 %	–	–

Change and impact of the program:	2019	2018	2017
Strengthen the individual child's humanitarian growth, so he or she can stand up for humanity, the equal value of all people, the rights of the child and democracy	85.6 %	88.61 %	90.21 %
Combat hatred, mistrust and intolerance in our society	78 %	84.16%	84.02 %
Create a more compassionate culture and empathy towards other people	82.7 %	87.13%	87.63 %
Encourage interest in, and understanding for refugees/new Swedes, and so improve integration and a sense of belonging in our country in the long term	70.5 %	73.76%	77.84 %
Equip young people with civil courage and a desire to work for a compassionate and just society for all	69.9 %	80.20 %	77.84 %
Equip those children who have actively participated in the WCP Program to stand up to anti-democratic sentiments	68.8 %	66.34 %	69.59 %
Create global commitment and responsibility for shared issues of a critical nature, such as war, conflict, the environment and climate	78.6 %	79.21 %	85.57 %

rights, sustainable development and values. The figures are affected by the fact that teachers who have been working with the program, often for many years, have been impacted by the content of the program over a longer period of time, and therefore are less inclined to respond that they are affected by the program to the same extent now.

Quotes from teachers in Sweden:

“WCP is a fantastic program and set of material for us and all our students to work with. It teaches students about the UN Convention on the Rights of the Child and about a democratic election, which they also get to organize themselves. When they read The Globe and gain an insight into what life is like for children in other parts of the world it helps them realise just how good their own lives are, while creating empathy for people in other parts of the world. WCP takes a holistic approach to so many important factors that we need to teach according to our curriculum. We are provided with a detailed teachers’ guide with links to the subjects we teach, clear and ready to use. It’s priceless. I’ve been working with WCP for ten years now and I’m always equally impressed at how it grabs the students’ attention. It doesn’t matter what grade I’m teaching. It’s absolutely brilliant.”

HELENA BLOM, BOLLSTANÄS SCHOOL, UPPLANDS VÄSBY

“It engages the students, making them feel that they are important – that their voices are being heard and that their opinions count. The synergy effects mean that other school subjects feel important as well – particularly since WCP and The Globe can be used as teaching aids in all subjects.”

LARS HAGSTRÖM, EKTORP SCHOOL, NACKA

“A wonderful way of expanding our view of the world working from the student’s perspective. Working with WCP enables us to tick off a number of syllabus requirements in several subjects. It engages the students. It’s educational; many children find out for the first time what life is like for other children.”

SOFIA HARTZELL, BRYNGELSTORP SCHOOL, NYKÖPING

“Makes the curriculum targets more real. Promotes empathy, and the children start to realise that there are things they can do to participate in what is happening in the world. They learn about different society systems; dictatorships and democracies.”

GUNILLA WALSH, STAVSBORG SCHOOL, ÄLTA

“Raises awareness of global issues, while boosting a sense of community at the school among staff and students.”

JOHANNA SVENSSON, HEAD TEACHER, HÖRNEFORS CENTRAL SCHOOL, HÖRNEFORS

“We achieve many of the school’s knowledge requirements and targets by working with the program. The students learn about the equal value and rights of all people, and feel empathy for others. The world comes into the classroom. It becomes real. The Sustainable Development Goals become clear.”

MARGARETA RAHM JANSSON, ED SCHOOL, ÖSTHAMMAR

“Children and young people are interested in and moved by issues relating to human rights, right and wrong, and how we can help one another. This project is about the lives of real people, so it motivates and inspires the students.”

SANDRA TRÖJBOM, STIGSLUND SCHOOL, GÄVLE

“In addition to improving knowledge and getting the students involved, working with the WCP Program also offers an opportunity to work towards knowledge requirements in several subjects. For example, social sciences, geography and religion. The program also provides many opportunities for some great work on fundamental values.”

TINA NORMARK, KILADALENS NORRA SCHOOL, SVALSTA, NYKÖPING

“There are fantastic opportunities to integrate the topics with subjects such as Swedish, social sciences and English. The students learn so much about the world around them and ways in which they can get involved and contribute towards a better world. They love having the chance to work on real issues ‘alongside’ and ‘in the same way’ as children across the world. It also shines a light on their own lives and sparks interesting discussions about what’s really important for their futures.”

ANNICA EWETZ, ÄLSTEN SCHOOL, BROMMA

“I work with the program and The Globe, and it touches on many aspects of the curriculum. The Globe is always current, unlike teaching material.”

KATARINA LINDINGER, ERSDUNGEN SCHOOL, UMEÅ

“Most feel that it’s important and ‘for real’. They are fully on board. I’ve had students who, years later, have said and written that it was the most important thing they did during their last years at compulsory school.”

ANNA-LENA HELLANDER, MARIEFRED SCHOOL, MARIEFRED

“The work helps the students understand the different circumstances and conditions in which people live. It generates real interest in friends around the world. It also promotes understanding for the people who come to Sweden as refugees/migrants for various reasons.”

MONA FREDRIKSSON, ÅBY SCHOOL, LÄCKEBY

GLOBAL RESULTS

Evaluations show excellent results globally with the program's target groups, children and teachers, but also with our focal points, parents and local leaders. Our results reporting is based on our partner organizations' reporting, surveys, interviews and testimonies with the target groups. Surveys have been carried out with children, teachers, parents, local leaders and WCPF's focal points in 10 countries: Zimbabwe, Democratic Republic of Congo, Mozambique, Burundi, Burma/Myanmar, Ghana, Togo, the Philippines, Pakistan and Senegal.

Impact on children globally

Globally, participating children say that they have gained greater knowledge of children's rights, about equal rights for girls and boys, democracy and global sustainable development.

For example, the survey among children in Pakistan revealed that before taking part in the WCP Program, 87.5 percent of the children had no knowledge at all about children's rights (54.2 percent), or only had a very limited knowledge (33.3 percent).

Having taken part in the WCP Program:	2019	2018
I have learned that children have rights	97.9 %	92 %
I have learned that the rights of the child must be respected	97.9 %	95.7 %
I now know more about my own rights	95.8 %	88.4 %
I have learned that all children share the same rights, regardless of where they come from, their religion, ethnicity or whether they are rich or poor	95.9 %	82.6 %
I know that girls and boys share the same rights	91.7 %	87.2 %
I have learned that all girls have the right to go to school, even if they are poor, married or have children	88 %	82.8 %
I have learned what democracy is and how a democratic election works	92.8 %	87.2 %
I have learned that I have the right to express my thoughts and ideas	93.3 %	88.3 %
I know that I have the right to protection from violence and sexual exploitation	94.6 %	86.1 %
I have learned about how litter can harm animals, people and the environment	92.5 %	83.4 %
I know more about the UN Sustainable Development Goals	87.5 %	77.4 %

Quotes from children around the world

"My sister and I were forced to sell things to get money for food. We didn't go to school, instead we went straight to the field as soon as we woke up, to get something to sell. But one day, when our parents were not at home, two children from a school in our area came to our house. They had The Globe magazine for us. They taught us about children's rights and how important it is to go to school, and that education is the key to success. When our parents came home, we showed them The Globe, which taught them that children have the right to an education. The next day, my sister and I were sent to school to enrol."

OSEI YEBOAH, 15, BUDUBURAM D/A BASIC, KASOA, GHANA

"I now know that girls can also have opinions on everything. I've helped my dad to understand that women have the right to speak."

GIRL, 11, TOGO (VIA SURVEY RESPONSE)

"I've experienced a change in my life. I now know that both girls and boys have equal value."

GIRL, 18, ZIMBABWE (VIA SURVEY RESPONSE)

"I've learned that society must respect girls' rights too."

BOY, 16, ZIMBABWE (VIA SURVEY RESPONSE)

"Children in my village are now educating their parents about the rights and responsibilities of both children and parents."

GIRL, 15, GHANA (VIA SURVEY RESPONSE)

"I discuss the rights of the child with my parents and relatives, because they often aren't aware of children's rights and that children are entitled to express their ideas and opinions about things that affect them. My parents are very happy that I participate in the WCP Program."

PRATIMA, SIXTH GRADE, TERESA ACADEMY, NEPAL

"Taking part in the Round the Globe Run (for a Better World) has shown me that children can be part of the solution, because we definitely aren't the problem! Walking together showed the world that children have a voice that can be heard."

TINASHE, 16, CHIHOTA, ZIMBABWE

"I used to believe that children's rights were something that was given by the parents or others, but today I learned that rights are God-given, that I have rights and that my government and teachers are my rights-bearers."

BLESSING, 17, CHIKANGA SECONDARY SCHOOL, MUTARE, ZIMBABWE

Impact on WCP Child Rights Ambassadors

99.4 percent of the children who were trained as WCP Child Rights Ambassadors say they feel more confident about demanding that all children’s rights be respected. 89.5 percent now speak more with their parents and other adults about children’s rights. 99.4 percent of them now feel more hopeful about the future and testify that they have been empowered through their role as a Child Rights Ambassador.

Quotes from WCP Child Rights Ambassadors

“I was a shy girl, but thanks to WCP I’ve got over my shyness and I now make my voice heard loud and clear. It’s the same for two of my friends.”

GIRL, 13, CHILD RIGHTS AMBASSADOR, TOGO (VIA SURVEY RESPONSE)

“There are parents in our village who urge their daughters to get married before they reach the age of 18. I’ve already educated several families in my community through being inspired by The Globe. I have the WCP Program to thank for the change of attitude and behaviour in my village.”

NSHOBOLE, GIRL, 13, CHILD RIGHTS AMBASSADOR, BVES CENTER, BUKAVU, DRC

“The Globe has just revealed a lot about the financial and sexual exploitation of girls in our community. The authorities in my country see these violations of girls’ rights and they do nothing about it, which is something I will continue to condemn and fight against together with the other Child Rights Ambassadors.”

RACHEL, 12, CHILD RIGHTS AMBASSADOR, BVES CENTER, BUKAVU, DRC

“I educate other children about their rights. I usually focus on educating girls about their rights. The WCP Program has helped me understand how important children’s rights are for children’s development ... As a Child Rights Ambassador, I’ve been empowered and I’m determined to spread knowledge and make my voice heard to stop violations of children’s rights.”

GOREY, BOY, 17, CHILD RIGHTS AMBASSADOR, TERESA ACADEMY, NEPAL

“The WCP Program has a huge impact on our community. The program gives many people an insight into the rights of all children, as well as women’s rights. I hope the program will continue for a long time, so that everyone is inspired to help.”

GIRL, 15, CHILD RIGHTS AMBASSADOR, THE PHILIPPINES (VIA SURVEY RESPONSE)

The WCP Program has brought about change. Before, I didn’t know that I had rights and that they must be respected, but now I know. And I now have the courage to tell other children that they have rights.”

BOY, 13, CHILD RIGHTS AMBASSADOR, BURUNDI (VIA SURVEY RESPONSE)

“The World Children’s Prize Program is built on the vision of ensuring that each new generation is given the knowledge and experience they need to grow up to be tolerant, empathetic human beings. The WCP Program engages students and gives us knowledge about our rights and democracy. When we had the WCP Global Vote at our school, it taught me how the strong and courageous candidates live their lives, and how they fight for all young people’s right to freedom and a meaningful life.”

MAECAELLA, 17, NEGROS ORIENTAL HIGH SCHOOL, THE PHILIPPINES

Having taken part in the WCP Program as a Child Rights Ambassador, I feel more empowered to:	2019	2018
Encourage other children to get involved in support of children’s rights	96.9 %	96.5 %
Talk to adults about issues relating to children’s rights	93.9 %	93.9 %
Teach other children about their rights	98.8 %	95.7 %
Lead meetings and other activities in the WCP Child Rights Club	92 %	92.2 %
Teach adults about children’s rights, particularly girls’ rights	95.1 %	91.2 %
Make my voice heard in the media for children’s rights	93.3 %	93 %

How has the WCP Program affected you:	2019	2018
I feel more empowered to say that all children’s rights must be respected	99.4 %	98 %
I now talk more to my parents and other adults about children’s rights	89.5 %	92 %
I feel more hopeful about the future now	99.4 %	93 %



“We know that with the help of the traditional leaders we can achieve more as changemakers for girls’ equal rights. I tell them: Let us stop child marriage, because if you marry off a child, that is a crime!”
Hassan

PHOTO: MAGNUS BERGMAR/WCFE

Global teachers

The WCP Program attracts a strong positive response from participating teachers in WCPF’s partner countries, where 100 percent of teachers rate the program as either ‘Excellent’ (77.8 percent) or ‘Good’. 99.4 percent of teachers feel that the program’s teaching aid *The Globe* is either ‘Excellent’ (68.9 percent) or ‘Good’.

Teachers testify that the WCP Program has had an impact on their students. The children have gained more knowledge of their rights (91 percent), about democracy and how a democratic election works (81 percent) and are bolder about expressing their thoughts and ideas (86 percent).

The WCP Program also impacts teachers. 98 percent state that they now have a better knowledge of children’s rights; 93 percent now know more about the UN Convention on the Rights of the Child; 93 percent know more about the UN Sustainable Development Goals and 99 percent have gained more knowledge about equal rights for girls and boys. 95 percent of teachers have become inspired to work in support of children’s rights in their local communities, and 98 percent to work to keep their school free from corporal punishment.

Quotes from teachers

“I’ve been teaching for 14 years, but the knowledge we’ve gained about children’s rights exceeds all the knowledge I’ve had during that period. Thank you for such a fantastic program, because I’m convinced my teaching methods will never be the same again after this.”

MR JAKACHIRA, TEACHER, ZIMBABWE

*“I’ve been lucky to get the chance to be involved in the WCP education initiative for all advocates of children’s rights. After decades of experience as a teacher, this program about children’s rights has given me an insight into different rights and how adults like me need to support the children around us. *The Globe* is an extremely important knowledge resource about violations against children, democracy and the environment...I’m really pleased that new information about the Sustainable Development Goals and the environment is also included in *The Globe*.”*

MR BENSON KAMARA, TEACHER, M’BUREH COMMUNITY SCHOOL, SIERRA LEONE

Teachers state that implementing the WCP Program:	2019	2018
Empowers the students to stand up for their rights, in the future as well	93.5 %	86.2 %
Helps students to be better prepared for participating in a democratic society	91.1 %	87.9 %
Ensures students have greater respect for the equal value of all people, regardless of where they come from, religious beliefs, ethnicity or whether they are rich or poor	95.2 %	85.7 %
Encourages students to intervene more if they witness violence or violations against children	92.7 %	88.1 %
Encourages students to actively participate as adults in the democratic process, vote in elections, etc.	93.9 %	90.3 %
Helps students to be better prepared to work for change and development as active changemakers.	92.8 %	89.7 %
Helps encourage students to contribute to a clean and healthy environment free from litter	93.9 %	92.9 %

“We welcome this program, because our children are often marginalised when it comes to such activities. We’re delighted that our children now have the opportunity to get involved.”

MRS MAKANYANGA, SCHOOL LEADER, NYAMHUKA PRIMARY, NYANGA, MANICALAND, ZIMBABWE

“This program is so excellent, because it incorporates all the child rights components in the syllabus, which makes it easy for us teachers to keep the issue of children’s rights relevant in our day-to-day teaching.”

MRS BANGANA, TEACHER, DANGARE PRIMARY, MUTARE, ZIMBABWE

Global parents:

The WCP Program has also helped parents gain more knowledge of children’s rights, equal rights for girls, that it’s wrong to hit children, and about sustainable development. 99.2 percent of parents feel that the WCP teaching aid The Globe is either ‘Excellent’ (77.5 percent) or ‘Good’.

After being involved in the WCP Program, parents have become more engaged in the issue of children’s rights. Parents say that they now want to encourage their

children to stand up for their rights (100 percent); encourage boys to take more responsibility for household chores (86 percent); protect girls from child marriage (90 percent); they feel inspired to tell other parents and adults in society not to hit children (88 percent), and they feel encouraged to report violations of children’s rights if they see this happening in their community (97 percent).

Global informal leaders

Informal leaders (traditional and religious) have gained knowledge and been affected by their involvement in the WCP Program.

Informal leaders have become more committed to children’s rights. They want to encourage children to stand up for their rights (100 percent); they feel inspired to protect children’s rights, particularly girls’ rights, in their local community (94 percent); they want to protect girls from child marriage (96 percent); they want to work to put a stop to cultural practices that are harmful to children (child marriage, FGM, etc.) (96 percent) and they feel encouraged to report violations of children’s rights that they see or hear about (93 percent).

Through the WCP Program, parents have:	2019	2018
Gained a better knowledge of children's rights	98 %	93 %
Learned that children have special rights enshrined in the UN Convention on the Rights of the Child	98 %	95 %
Gained better knowledge about girls' and boys' equal rights	93 %	92 %
Gained better knowledge about the problems affecting children where they live	91 %	92 %
Learned that girls have the same right to go to school as boys	92 %	98 %
Learned that girls have the same right to have time for homework, rest and play as boys	94 %	98 %
Learned that it is wrong to hit children as a punishment	88 %	80 %
Learned about the UN Sustainable Development Goals	87 %	89 %
Found out more about how litter can harm animals, people and the environment	93 %	90 %

Having been involved in the WCP Program as an informal leader:	2019	2018
I have gained a better knowledge of children's rights	100 %	98.3 %
I have learned that girls and boys have equal rights	95.7 %	98.3 %
I have gained better knowledge about the problems affecting children where I live	92.4 %	95 %
I have learned more about democracy and about the democratic process	91.4 %	95 %
I know that girls have the same right to go to school as boys	94.6 %	100 %
I know that girls must be protected from sexual abuse at home, at school and in the local community	97.8 %	96.7 %
I know that it is wrong to hit children as a punishment	92.4 %	86.7 %
I have a better knowledge of how children themselves can stand up for their rights as active changemakers	92.4 %	93.2 %
I know more about the UN Sustainable Development Goals	89.1 %	96.7 %
I know more about how litter can harm animals, people and the environment	96.7 %	98.3 %

Quotes from informal leaders

“I am a chief in my village and it’s my job to protect our people and make sure they feel safe. The WCP program about children’s rights, responsibility, democracy and the environment was new to me. The Globe is also new to me. The first time I was able to go through it, and all its educational and important information, I wished that every village could read it. I’ve learned a huge amount about how we as village leaders are responsible for protecting children of all ages and from all backgrounds.”

PA ALIMANY SESAY, SECTION CHIEF, MABANTA VILLAGE, SIERRA LEONE

“This is the first time in my life that I’ve taken part in an educational initiative about children’s rights. I will read about them and use them in my daily life. The World’s Children’s Prize is an education program that will lead to genuine changes in behaviour when it comes to children’s rights. Before this program, when I heard talk of rights I was against them, because I told myself that it will encourage children to be superior to adults. But after our meeting I was convinced and I now understand why children’s rights are necessary.”

EL HADJ SORE SAIDOU, RELIGIOUS LEADER, BURKINA FASO

“I have been deeply affected by this meeting. It’s an opportunity for me, because I’ve done things that have not respected children’s rights. I need to put a stop to the harmful traditional religious ideas that damage children’s lives. This activity is good for us; it teaches us about solidarity and children’s rights, and informs us about children in other countries. The future belongs to children. For a better future, we must all work to respect children’s rights.”

MAIGA TAIBOU, RELIGIOUS LEADER, BURKINA FASO

“I don’t know how to express my joy at having participated in this program, which has enlightened me about children’s education, particularly about gender equality. I promise to share the things I’ve learned with prac-

tising Muslims. Protecting the environment and promoting children’s rights is about ensuring a better world and a sacred environment. If we neglect these rights, it’s like we don’t care about our children. If we don’t change our behaviour, the world will be a rubbish tip with consequences such as illness in families, contaminated water. It’s time to join with WCP to support its mission.”

CONGO SOULEYMANE, RELIGIOUS LEADER, BURKINA FASO

“A light from Sweden is spreading across the world to improve the lives of the world’s children, and to promote solidarity. We will set up an Imam Club for the World’s Children’s Prize to reach out to the entire Muslim community. I pray that you will organize another program.”

IMAM KOUANDA MOHAMADI, RELIGIOUS LEADER, BURKINA FASO

“I feel like I’ve been liberated from ignorance, because I violated children’s rights. I don’t listen to my children and I don’t let them get involved in making decisions. I banned them from playing with the neighbour’s children. They live like prisoners, particularly the girls. I, and others, usually get the girls to do all the household chores, but realistically it will be necessary to change these attitudes and this behaviour by getting boys involved in the housework.”

IMAM ZONGO MOCTAR, RELIGIOUS LEADER, BURKINA FASO

Global formal leaders

Formal leaders have also gained knowledge through their involvement in the WCP Program. Formal leaders have become more strongly committed to children’s rights through the program. For example, they want to encourage children to stand up for their rights (98 percent) and have themselves been inspired to protect children’s rights (98 percent). Formal leaders state that they will work to prevent girls quitting school (due to child marriage, pregnancy, etc.) (89 percent); to put a stop to corporal punishment in schools (88 percent) and to put a stop to sexual assault and harassment of girls in schools (98 percent).

Having been involved in the WCP Program as a formal leader I have:

	2019	2018
A better knowledge of children’s rights	98 %	89 %
A better knowledge of the UN Convention on the Rights of the Child	87 %	93 %
A better knowledge of the UN Sustainable Development Goals	89 %	84 %
A better knowledge of the equal rights of girls and boys	92 %	95 %
A better knowledge of the problems affecting children in my community/district	93 %	93 %
Knowledge of how girls can be protected from sexual abuse at home, at school and in the community	84 %	93 %
Knowledge of how children themselves can stand up for their rights as active changemakers	90 %	90 %
Knowledge of how I can strengthen cooperation with other groups and organizations (authorities, teachers, parents, etc.) to stop violations of children’s rights in my district/country	82 %	89 %
A better knowledge of how litter can harm animals, people and the environment	94 %	91 %

Through the WCP Program, partner organizations have:

	2019	2018
Strengthened their knowledge of children's rights and democracy	100 %	100 %
Improved their methodological capacity to pursue work in support of children's rights	100 %	100 %
Strengthened networks and cooperation with other groups and organizations (civil society, authorities, etc.)	100 %	100 %
Raised their profile both locally and nationally	88 %	80 %

Global focal points

All partner organizations and focal points state that the WCP Program has strengthened their knowledge of children's rights and boosted their capacity to actively promote children's rights.

FUTURE DEVELOPMENT

The good results achieved by the organization persist and will continue to improve. The level of interest from children, schools and organizations demonstrates that there is potential for growing the WCP Program globally, if the funding were available.

A partnership was launched with Rotary International in 2016, firstly with Mariefred Rotary Club, and subsequently followed by District 2370, Gotland, Södermanland and southern Stockholm. In 2018, the partnership was extended to include Rotary District 9350, Western and Northern Cape in South Africa, Namibia and Angola, which donated funds in 2019 to cover import and distribution costs in South Africa. Discussions took place in 2019 with Rotary in Zimbabwe, and in June, representatives from all ten Rotary districts in Sweden provided information from a dedicated WCP stand at Rotary International's convention in Germany. In the latter part of 2019, a meeting was held between WCPF's CEO and Rotary International's former general secre-

tary and current UN representative. There is considerable potential in a "partnership between generations for a better world", but Rotary's organizational structure is such that it makes for a lengthy process, and it is uncertain whether the goal of a global partnership will be achieved.

Collaboration with other organizations will continue to be developed, primarily globally but also in Sweden. Examples of the latter include the partnership with Sweden's Olympic Committee, which is continuing in 2020, and cooperation with Peace Parks Foundation Sweden as part of the special project *Peace & Changemaker Generation*, which is entirely funded by the Swedish Postcode Lottery over two annual cycles for the WCP Program, 2019–2020 and 2020–2021.

You Me Equal Rights is WCPF's work for girls' equal rights, and the name has also been registered in French: *Toi Moi Mêmes Droits*. There will be a heightened focus on girls' rights over the next few years.

In Sweden, WCPF wants to enable versions of the WCP Program to be adapted for younger students from the age of 9, students who struggle with reading and children who are differently abled.

The members of the World's Children's Prize International Child Jury are experts on the rights of the child through their own life experiences, including experiences as bonded slave, soldier and threats of being killed at birth or being married off as a young girl.



PHOTO: JANN LIPKA/WCPF

KEY EXTERNAL FACTORS AFFECTING OPERATIONS

In many of the countries in which the WCP Program is carried out on a large scale, delayed delivery of material, lengthy import processes, teacher strikes, the political situation and armed conflicts in the country constitute risks that may have a negative impact on the quality and scope of program implementation. In 2019, all of these difficulties arose to some extent, including via delayed sea cargo to Ghana, Zimbabwe, DR Congo, Uganda and Burundi. The political situation in Cameroon, Burundi and Burma, and violence in DR Congo are also complicating factors. Unreliable postal services to countries such as Guinea, Burundi and Haiti delay implementation of the program. Despite these challenges, the WCP Program was implemented in all these countries in 2019 as planned.

SIGNIFICANT EVENTS DURING THE FINANCIAL YEAR

Income rose from SEK 14,358,302 in 2018, to SEK 15,280,967 in 2019. Donations from the general public increased by 69 percent, from SEK 599,857 in 2018 to SEK 1,012,468 in 2019.

92.6 percent related to direct project costs (2018: 94.4 percent) and 7.4 percent related to administrative and fundraising expenses (2018: 5.6 percent).

The World's Children's Prize Foundation has been a beneficiary of the Swedish Postcode Lottery since 2013, and prior to that, from 2009 until 2012, the foundation received funding from the Swedish Postcode Foundation. In 2019, WCPF received SEK 5 million and since 2009 the foundation has received a total of SEK 69 million. According to the Postcode Lottery, it has awarded more than SEK 11 billion to the voluntary sector since its launch in 2005. The Swedish Postcode Lottery is managed by Novamedia Sverige on behalf of the Swedish Postcode Association, of which the World's Children's Prize Foundation is a member. The organization's vision

is to contribute towards strong civil societies.

An application to Forum Syd regarding the project *Children as changemakers for girls' equal rights and climate action in Zimbabwe* resulted in a grant of SEK 996,000 for 2020–2021.

SIGNIFICANT EVENTS AFTER THE END OF THE FINANCIAL YEAR

As a beneficiary of the Swedish Postcode Lottery, the World's Children's Prize Foundation received SEK 5 million on 18 February 2020 for 2020.

For the years 2020–2022, WCPF was granted a total of SEK 2.55 million (SEK 850,000 per year) from Forum Syd for the WCP Program in Swedish schools.

In addition, WCPF has been granted SEK 2.34 million from Queen Silvia's Care About the Children Foundation for the *Toi Moi Mêmes Droits* (You Me Equal Rights), for the years 2020–2022. The project focuses on girls' equal rights in three West African countries: Benin, Burkina Faso and Senegal.

The Covid-19 pandemic will not have a significant impact on income for 2020, but it will result in major changes to activities, such as the postponement of WCP week and the ceremony by one year, to April 2021, and an extension of the program period for the 2020 WCP Program.

MULTI-YEAR REVIEW

The quality of the WCP Program, its material and implementation, applications, surveys and reports remains high.

In 2019, the holistic WCP Program also included the special projects *No Litter Generation* (start 2017), *Round the Globe Run for a Better World* (start 2018) and *Peace & Changemaker Generation* (start 2019), all of which highlight and illustrate the Sustainable Development Goals.

Financial result and position

	2019	2018	2017	2016	2015
Program income	15,280,967	14,358 302	12,529,319	9,749,148	11,337,737
Net income for the year	589,506	198,871	121,651	107,379	-160,336
Balance sheet total	10,018,362	9,833,194	14,311 824	1,352,975	1,269,317
Average number of employees	6	6	6	6	6

MANAGEMENT AND OFFICE STAFF

The Board of Trustees, made up of Arne Karlsson (Chairman), Trond Waage (Vice Chairman), Rebecca Göthe (until 16 June), Henrik Haggström, Johanna Hallin, Joanna Lundqvist (as of 16 June), Ola Andersson and Magnus Bergmar has held six minuted meetings.

In 2019, the office staff consisted of six full-time positions. The media teams that visited the Child Rights Heroes/prize candidates and participating children as temporary employees and hosts

during WCP week are included, but those who carry out assignments as consultants are additional. One employee left the organization in 2019.

The World's Children's Prize Program is implemented each year by tens of thousands of teachers on a voluntary basis, and by fifty or so separate focal points that belong to partner organizations. The contributions of these focal points are entirely or partly voluntary. Office staff also regularly work on a voluntary basis, corresponding in total to almost one full-time equivalent. Voluntary contributions and heavily subsidised work are carried out by suppliers of text, photos, films, animations, translations, printing, etc. The value of such contributions and teacher support has not been recognised in the income statement, but together it exceeds our annual income.

WCPF is a member of Giva Sweden and complies with all the requirements included in Giva Sweden's Quality Code. The application of the Quality Code is examined every other year by an external auditor. This was last carried out in 2018. WCPF also produces an annual Impact Report for its work, in accordance with Giva Sweden's Quality Code.

The World's Children's Prize Foundation has two 90 bank accounts (90 accounts are for registered charities in Sweden), which are examined annually by the Swedish Fundraising Control. Plusgiro 900186-8 and bankgiro 900-1868.

SUSTAINABILITY DISCLOSURES

WCPF's Sustainability Policy sets out the foundation's core values regarding sustainability, and provides comprehensive details of how WCPF works to achieve sustainability targets. WCPF is firmly committed to contributing to sustainable development and working continually to ensure the foundation's activities are carried out in a way that takes account of economic, environmental and social aspects. Work with sustainable development is integrated across WCPF's activities via the program that each year raises issues such as human (and specifically children's) rights, democracy, the equal value of all people, poverty, the environment and sustainable development. The 2030 Agenda for Sustainable Development and SDGs play a key role in WCPF's sustainability work. WCPF sees the individual child's growth in knowledge, respect and engagement in these issues as the most effective way of achieving long-term sustainable development.

In our program, sustainability is focused on the children as active changemakers for long-term, sustainable community development.

WCPF focuses on the Sustainable Development Goals both in its basic program and the special projects No Litter Generation, Round the Globe Run for a Better World and Peace & Changemaker Generation. The millions of participating children, teachers, local traditional and religious leaders, as well as partner organizations all receive training in the SDGs. In all its program activities, WCPF also maintains a continual and strong focus on equality, including equal rights for girls.

At office level, for example, we use organic and fair trade coffee and recycled paper for hygiene items, award ceremony invitations and programs, and envelopes. WCPF's newsletter is produced in digital format. Rubbish is sorted for recycling. WCPF keeps flights to an absolute minimum, and in Sweden the preferred mode of transport is train and other public transport. Staff are regularly offered training to develop their skills.

FINANCIAL RESULT AND POSITION

This year's surplus of SEK 589,506 will be carried forward.

The total financial result from operations for the two most recent financial years and the foundation's financial position at 31/12/2019 and 31/12/2018 respectively are stated in the following income statement and balance sheet with notes.

Figures are given in SEK, unless otherwise stated.

The World's Children's Prize Program in figures

The World's Children's Prize Program educates and empowers children (10–18 years old) as humane changemakers. They stand up for the equal value of all, human rights (including the rights of the child), democracy and sustainable development.

**44
MILLION**

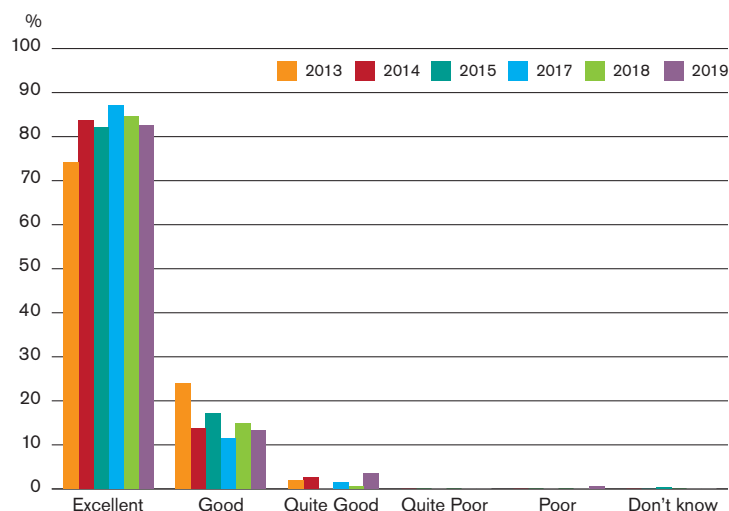
CHILDREN
INVOLVED IN THE
WCP PROGRAM
SINCE 2000

1 USD
PER BARN
OCH ÅR



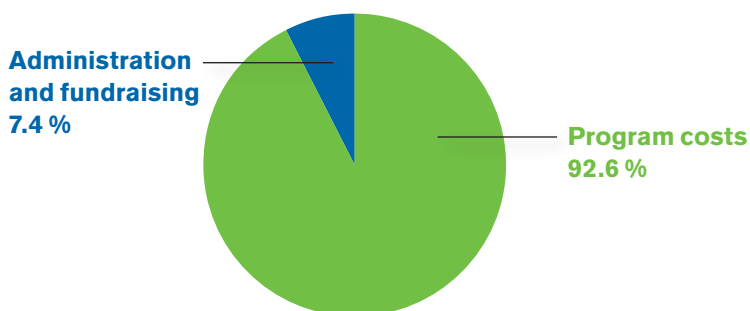
73 255
SCHOOLS
IN 119
COUNTRIES
SUPPORT THE
WCP PROGRAM

Teacher survey in Sweden on the WCP Program 2019



99.5 percent of schools think the WCP program is 'Excellent' (84.7 %) or 'Good' (2015). The children in participating Swedish schools use the program for an average of 1.3 months and across several subjects.

2019 expenditure



Survey of children in 10 countries* after participating in the WCP Program

97.9 %

HAVE LEARNED THAT THE RIGHTS OF THE CHILD EXIST

92.8 %

HAVE LEARNED ABOUT DEMOCRACY AND A DEMOCRATIC VOTE

Survey of children in 10 countries* who have been trained as WCP Child Rights Ambassadors

98.8 %

ARE EMPOWERED TO ENGAGE OTHER CHILDREN FOR THE RIGHTS OF THE CHILD

95.1 %

ARE EMPOWERED TO TEACH ADULTS ABOUT THE RIGHTS OF THE CHILD, WITH FOCUS ON GIRLS' RIGHTS

* Zimbabwe, DR Congo, Mozambique, Burkina Faso, Burma/Myanmar, Ghana, Togo, The Philippines, Pakistan and Senegal.

Three girls in the Gonarezhou National Park in Zimbabwe who have been trained as Peace & Changemaker Generation Ambassadors to their schools.





No Litter Generation is a special project in partnership with the organization Keep Sweden Tidy (Håll Sverige Rent) funded by the Swedish Postcode Lottery. 2,066,123 children and 29,957 teachers at 5,312 schools in 24 countries participated and learned more about littering, climate change and the Sustainable Development Goals.

The Round the Globe Run for a Better World is carried out in partnership with the Swedish Olympic Committee. This special project, funded by the Swedish Postcode Lottery, educates children, teachers, focal points and local leaders about the Sustainable Development Goals (SDGs). The first Round the Globe Run for a Better World took place on 1 April 2019. The children started by manifesting their support for the SDGs and presenting the changes they want to see, and then they walked or ran three kilometres together. In total, the children together walked or ran 84.9 circuits around the globe – for a better local community, country and a better world.



Income statement

Amounts in SEK	Note	2019	2018
Program income			
Donations	2	6,392,468	6,209,857
Grants	2,4	8,875,854	8,127,240
Net sales		7,396	17,010
Other income	3	5,249	4,195
Total program income		15,280,967	14,358,302
Program expenses	5		
Program activities		-13,590,879	-13,372,583
Fundraising expenses		-442,689	-315,566
Administrative expenses		-650,050	-471,097
Total program expenses		-14,683,618	-14,159,246
Program income less expenses		597,349	199,056
Income from financial items			
Interest income and comparable items	6	-	47
Interest expenses and comparable items	7	-7,843	-232
Total income from financial items		-7,843	-185
Net income for the year		589,506	198,871
Change in designated funds:			
Income for the year according to income statement		589,506	198,871
Utilisation of designated funds from previous year		-	-
Designation of funds		-	-
Remaining amount for change for the year in income carried forward		589,506	198,871

Balance sheet

Amounts in SEK	Note	2019	2018	
ASSETS				
Fixed assets				
<i>Tangible fixed assets</i>				
Equipment, tools and installations	8	28,033	51,403	
Total fixed assets		28,033	51,403	
Current assets				
<i>Current receivables</i>				
Accounts receivable		27,541	9,810	
Other receivables		615,855	325,408	
Prepaid expenses and accrued income	9	259,630	317,998	
Total current receivables		903,026	653,216	
Cash and bank balances		9,087,303	9,128,575	
Total current assets		9,990,329	9,781,791	
TOTAL ASSETS		10,018,362	9,833,194	
EQUITY AND LIABILITIES				
Equity				
Foundation equity		50,000	50,000	
Reserved funds		50,000	50,000	
Designated funds		259,836	259,836	
Equity carried forward		1,157,622	568,116	
Total equity		1,517,458	927,952	
<i>Current liabilities</i>				
Accounts payable		51,671	1,632,356	
Prepaid project contribution	10	7,734,870	6,440,069	
Other liabilities		225,704	113,326	
Accrued expenses and deferred income	11	488,659	719,491	
Total current liabilities		8,500,904	8,905,241	
TOTAL EQUITY AND LIABILITIES		10,018,362	9,833,194	
Change in equity				
	Foundation-capital	Reserve funds	Designated funds	Equity carried forward
At start of year	50,000	50,000	259,836	568,117
Designated funds ¹⁾			–	–
Net income for the year				589,506
At year-end	50,000	50,000	259,836	1,157,623

¹⁾ Designated funds refers to funds raised for WCP House that shall be used to create an experience centre in a building owned by the Swedish National Property Board (Statens Fastighetsverk) via a program that reflects WCP's activities.

Notes

NOTE 1

NOTE 1 ACCOUNTING POLICIES

Amounts in SEK unless otherwise indicated

General accounting policies

The World's Children's Prize Foundation's accounting and valuation policies have been prepared in accordance with the Swedish Annual Accounts Act, the general advice and guidelines of the Swedish Accounting Standards Board BFNAR 2012:1 Annual Reports (K3) and Giva Sverige's Guidelines for annual reports.

The accounting policies are the same as for the previous financial year.

INCOME STATEMENT

Program income

Revenue is recognised at the fair value of the amount received or to be received.

Donations and grants

A transaction in which the foundation receives an asset or service that has a value without providing the equivalent value in exchange is a donation or a grant received. If the asset or service is received because the foundation has met, or will in future meet certain conditions, and if the foundation is obliged to repay the amount to the counterparty should it fail to meet the conditions, then it is classed as a grant received. If it is not a grant, it is classed as a donation.

As a rule, donations are recognised as income when they are received.

Invoiced donations are recognised as income at the time of invoicing once the invoice payment is deemed to be secure.

Grants are recognised as income when the conditions for receiving the grant have been met. Grants received are recognised as liabilities until the conditions for receiving the grant have been met.

Grants that have been received to cover specific costs (e.g. for administration) are recognised in the same financial year as the cost that the grant is intended to cover.

Net sales

Income from the sale of products is normally recognised at the time of sale. Subscriptions are recognised as income on a straight-line basis over the term of the subscription.

Other income

Other income is income that is not primarily for the foundation.

Fundraising income and grants

Income from fundraising includes donations and grants received from the general public, companies, organizations, associations, private and charitable funds and foundations.

However, grants from a body governed by public law are not recognised as fundraising income. Project funding from grants designated for purposes prescribed by the donor is recognised as income so that the income is charged against the expenses that the grant is intended to cover.

Program expenses

Program expenses are divided up into the following functions: program, fundraising and administrative expenses.

The foundation incurs certain joint costs that are common to the above-mentioned functions, and these costs shall be allocated to the respective function. This can be done either via internal billing or entirely in the annual report via distribution keys.

Program activities

Program activity expenses are the costs for implementation of the mandate according to the statutes of the World's Children's Prize Foundation. Program activity expenses include joint costs.

Fundraising expenses

Fundraising expenses refer to the costs incurred to generate donations from individuals, foundations and corporations in the form of fundraising materials, printing costs, advertising and personnel costs for those involved in such fundraising activities. Fundraising expenses include joint costs.

Administrative expenses

Administrative expenses are the costs necessary to administer the World's Children's Prize Foundation, such as costs for Board meetings and a portion of personnel costs, rent and administrative systems. Administrative expenses include joint costs.

Leases

All leases are recognised as operating leases, i.e. the lease payment (including additional leasing fee) is recognised on a straight-line basis over the term of the lease.

Leases essentially comprise rented equipment and premises.

The rental contract for the office runs for a period of one year with an option for the foundation to extend. The size of future lease payments is recognised at the nominal amount. Equipment is leased for five years with an option to purchase.

Employee benefits

Regular employee benefits in the form of salaries, social security contributions and similar are expensed as employees perform the services.

As all pension obligations are classified as defined contribution, a cost is recognised in the year in which the pension is earned.

BALANCE SHEET

Valuation principles, etc.

Assets, provisions and liabilities are measured at cost unless stated otherwise.

Tangible fixed assets

Tangible fixed assets are recognised at cost less accumulated depreciation and impairment.

Depreciation principles for fixed assets

Depreciation according to plan (three years for computers and five years for other equipment) is based on original cost and depreciation is reported over the estimated useful life of the asset. Impairment applies in the event of a permanent decline in value.

Receivables

Receivables are recognised in the amount in which they are estimated to be received on the basis of individual assessment.

NOTE 2**FUNDS RAISED****Donations recognised in the income statement**

General public	1,012,468	599,857
Swedish Postcode Lottery	5,000,000	5,000,000

Company

Twitch	10,000	10,000
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External foundations and funds

Queen Silvia's Care About the Children Foundation	–	125,000
Helge Ax:son Johnsson's Foundation	–	15,000
Crown Princess Margareta's Memorial Fund	300,000	300,000
Sparbank Foundation Rekarne	70,000	60,000
Survé Family Foundation	–	100,000

Total donations	6,392,468	6,209,857
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Grants recognised as income

Funds raised		
Swedish Postcode Lottery	7,570,358	6,393,500

Total funds raised	7,570,358	6,393,500
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Public grants

Forum Syd	1,225,150	1,674,850
Recruitment subsidy	80,346	58,890

Total public grants	1,305,496	1,733,740
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Total funds raised	13,962,826	12,603,357
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NOTE 3**OTHER INCOME**

Income program activities	5,249	4,195
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Total other income	5,249	4,195
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NOTE 4**EMPLOYEES AND PERSONNEL COSTS****Average number of employees**

Men	2,0	2,0
Women	4,0	4,0
Total	6,0	6,0

Average number of employees does not include employees whose remuneration is below a half price base amount SEK 23,700 (previous year: SEK 23,250), in compliance with BFNAR 2006:11.

Gender distribution among Board members and senior members of staff

Men	5	4
Women	2	3

Salaries, other remuneration and social security expenses

Salaries and other remuneration		
CEO	907,733	781,331
Other employees	1,723,689	1,738,442
Total	2,631,422	2,519,773
Social security expenses		
(of which pension costs, incl. payroll tax)	1,093,176	1,274,319
	457,869	462,753
Total salaries, other remuneration and social security expenses	3,664,716	3,794,092
Fee, program manager (incl. soc. security contrib. and pension costs)	–	126,349
Total salaries, other remuneration and fees	3,664,716	3,920,441

Of the pension costs, SEK 200,400 excl. payroll tax (previous year SEK 194,109) refers to the organization's CEO. The foundation has no other pension commitments or severance pay to senior members of staff or to Board members.

Labour market contributions

Labour market contributions	80,346	58,890
Total	80,346	58,890

NOT 5**LEASES***Future minimum lease payments regarding non-cancellable operating leases:*

Within one year	209,816	188,092
Between one and five years	26,345	193,500
Leasing fees 2019 (2018)	201,311	188,412

All leases are recognised as operating leases.

Operating leases essentially comprise rented equipment and premises.

The rental contract for the office runs for a period of one year with an option for the foundation to extend.

The size of future lease payments is recognised at the nominal amount. Equipment is leased for five years with an option to buy.

NOTE 6**INTEREST INCOME AND COMPARABLE ITEMS**

Interest income, other	–	47
Total	–	47

NOTE 7**INTEREST EXPENSES AND COMPARABLE ITEMS**

Interest expenses, other	–1,043	–232
Foreign exchange losses on current receivables	–6,800	–
Total	–7,843	– 232

NOTE 8**EQUIPMENT, TOOLS AND INSTALLATIONS**

<i>Accumulated purchase values</i>		
Opening balance	352,498	282,386
Purchases during the year	–	70,112
	352,498	352,498
<i>Accumulated depreciation</i>		
Opening balance	–301,095	–272,419
Depreciation for the year	–23,370	–28,676
Total acc. depreciation	–324,465	–301,095
Carrying amount at year-end	28,033	51,403

NOTE 9**PREPAID EXPENSES AND ACCRUED**

Prepaid rental costs	46,679	46,679
Prepaid insurance premiums	34,491	33,841
Other prepaid expenses	–	12,450
Accrued income	178,460	225,028
	259,630	317,998

NOTE 10**PREPAID PROJECT CONTRIBUTION**

Forwarded from previous year concerning Nepal	–	9,219
Grant received from Swedish Postcode Lottery	7,734,870	6,105,700
Grant received from Forum Syd	–	325,150
Prepaid project contribution	7,734,870	6,440,069

NOTE 11**ACCRUED EXPENSES AND PREPAID INCOME**

Holiday pay incl. social security contributions	231,354	215,092
Accrued special employer's contribution, paid pension premiums	–	86,185
Accrued pension incl. accrued special employer's contribution	56,873	56,873
Accrued audit expenses	140,000	140,000
Other items	60,432	221,341
Total	488,659	719,491

NOTE 12**SIGNIFICANT EVENTS AFTER THE END OF THE FINANCIAL YEAR**

The Covid-19 pandemic will not have a significant impact on income for 2020, but it will result in major changes to activities, such as the postponement of WCP week and the ceremony by one year, to April 2021, and an extension of the program period for the 2020 WCP Program.

Auditor's report

Report on the annual accounts

Opinions

I have audited the annual accounts for Stiftelsen World's Children's Prize Foundation for 2019.

In my opinion, the annual accounts have been prepared in accordance with the Annual Accounts Act and present fairly, in all material respects, the financial position of the Foundation as of 31 December 2019 and its financial performance for the year then ended in accordance with the Annual Accounts Act.

Basis for Opinions

I have conducted the audit in accordance with International Standards on Auditing (ISA) and generally accepted auditing standards in Sweden. My responsibility under those standards is further described in the Auditor's Responsibilities section. I am independent of the Foundation in accordance with professional ethics for accountants in Sweden and have otherwise fulfilled my ethical responsibilities in accordance with these requirements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinions.

Responsibilities of the Board of Directors

The Board of Directors is responsible for the preparation of the annual accounts and that they give a fair presentation in accordance with the Annual Accounts Act. The Board of Directors are also responsible for such internal control as they determine is necessary to enable the preparation of annual accounts that are free from material misstatement, whether due to fraud or error.

In preparing the annual accounts, the Board of Directors are responsible for the assessment of the Foundation's ability to continue as a going concern. They disclose, as applicable, matters related to going concern and application of the going concern basis of accounting. The going concern basis of accounting is, however, not applied if the Board of Directors intends to liquidate the Foundation, to cease operations, or has no realistic alternative but to do so.

Auditor's responsibility

My objective is to obtain reasonable assurance about whether the annual accounts and consolidated accounts as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinions. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs and generally accepted auditing standards in Sweden will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these annual accounts and consolidated accounts.

As a part of my audit according to ISA, I undertake professional judgments and have a professionally skeptical approach during the entire audit. In addition, I execute the following activities:

- I identify and assess the risk of material misstatement in the annual accounts and consolidated accounts, whether due to fraud or error, design and execute audit measures based, amongst other things, on these risks and obtain audit evidence which is sufficient and appropriate to comprise the basis of my opinion. The risk for failing to identify material misstatements arising due to fraud is greater as regards a material misstatement due to error, as fraud can include engagement in collusion, forgery, intentional omission, incorrect information or disregard of internal control
- I obtain an understanding of that portion of the Foundation's internal control having significance to my audit to design audit measures which are appropriate with regard to the circumstances but I do not express an opinion on the effectiveness of the internal control.
- I evaluate the appropriateness of the accounting policies applied and the reasonability of the Board of Director's estimations in the accounts and associated disclosures.
- I test the appropriateness of the Board and Director's application of the assumption of going concern in preparing the annual accounts. I test, based on the audit evidence obtained, whether there are significant factors of uncertainty referring to such events or circumstances that can lead to significant doubt as to the Foundation's capacity to continue its operations. If I come to the conclusion that there are significant factors of uncertainty, I am required to provide a statement in the Auditor's Report, noting that the disclosures in the annual accounts involve factors of uncertainty, provided that such information is insufficient, modifying my opinion regarding the annual accounts. My conclusions are based on the auditor's evidence obtained up until the date of the Auditor's Report. However, future events or circumstances can imply that the Foundation can no longer continue its operations.
- I evaluate the overall presentation, structure and content of the annual accounts, including the disclosures, and if the annual and consolidated accounts reflect the underlying transactions and events in a manner providing a true and fair view.

I am required to inform the Board of Directors of, amongst other things, the planned scope of the audit and its focus, and the time schedule for the audit. I am also required to inform on any significant observations made during the audit, including identified significant deficiencies in the internal control.

Report on other legal and regulatory requirements

Opinions

In addition to my audit of the annual accounts, I have also audited the administration of the Board of Directors of Stiftelsen World's Children Prize Foundation for 2019.

According to my opinion, the Members of the Board of Directors have not acted in conflict with the Swedish Foundation Act, the Deed of Foundation or the Annual Accounts Act.

Basis for Opinions

I have conducted the audit in accordance with generally accepted auditing standards in Sweden. My responsibility under those standards are further described in the Auditor's Responsibilities section. I am independent of the Foundation in accordance with professional ethics for accountants in Sweden and have otherwise fulfilled my ethical responsibilities in accordance with these requirements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinions.

Responsibilities of the Board of Directors

The Board of Directors is responsible for the administration according to the Swedish Foundation Act and Deed of Foundation.

Auditor's responsibility

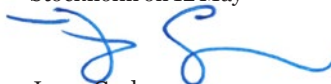
My objective concerning the audit of the administration, and thereby my opinion is to obtain audit evidence to assess with a reasonable degree of assurance whether any member of the Board of Directors in any material respect:

- has undertaken any action or been guilty of any omission which can give rise to liability to the Foundation, or if there reason for removal of any member of the Board of Directors,
- in any other way has acted in contravention of the Swedish Foundation Act, the Deed of Foundation or the Annual Accounts Act.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with generally accepted auditing standards in Sweden will always detect actions or omissions that can give rise to liability to the Foundation.

As part of an audit in accordance with generally accepted auditing standards in Sweden I exercise professional judgement and maintain professional skepticism throughout the audit. The examination of the administration is based primarily on the audit of the accounts. Additional audit procedures performed are based on my professional judgement with the starting point in risk and materiality. This means that I focus the examination on such actions, areas and relationships that are material for the operations and where deviations and violations would have particular importance for the Foundation's situation. I examine and test decisions undertaken, support for decisions, actions taken and other circumstances that are relevant to my opinion.

Stockholm on 12 May



Jonas Grahn
Authorised Public Accountant

This Annual Report was submitted on 29 April 2020



Arne Karlsson
Chair



Trond Waage
Deputy Chair



Joanna Lundquist
Board Member



Henrik Häggström
Board Member



Ola Andersson
Board Member



Johanna Hallin
Board Member



Magnus Bergmar
Board Member, CEO

My Audit Report was presented on 2020



Jonas Grahn
Auktoriserad revisor



World's Children's Prize Foundation

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