

# Annual Report 2021



**Save the Rhino**

has been around for... The name means... and is often shortened to... ere used to be 30 different... of rhino, but now there are... five species left and all of them are endangered. In the peace park, Great Limpopo Transfrontier Park, there are now no rhinos left in the areas that fall within Gonarezhou National Park in Zimbabwe and Limpopo National Park in Mozambique. An average of two rhinos are killed every day by poachers for the sake of their horns.

A rhino call weighs 60 kilos when it is born, and the white rhino, the second largest land mammal, can grow to a height of 1.8 m and weigh 2,500 kilos.

Rhinos have a reputation for being dangerous and grumpy. This is mostly because their eyesight isn't very good, so they cannot see any further than about 15 metres, making them vulnerable and liable to be threatened.

**An important role**  
As mega-herbivores, rhinos play a crucial role in ecosystems. They are considered an 'umbrella species', which means that other species, from plants and birds to insects and mammals, depend on them.

**A threatened species**  
At the beginning of the 20th century there were more than 500,000 rhinos. Today, only 23,500 rhinos survive in the wild. An average of two rhinos are poached for their horns every day. There

**Taking action**  
Several organizations are fighting to save the rhino. Peace Parks Foundation is:  
• Training anti-poaching units to be better at detecting, tracking and arresting poachers.

CHILDREN'S PRIZE MAGAZINE #68/69 2020

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**THE GLOBE**

WE ARE CHANGE MAKERS

NO

THE WORLD'S CHILDREN'S PRIZE FOR THE RIGHTS OF THE CHILD

# Content

- 4 Management Report
- 28 The World's Children's Prize Program in figures
- 32 Income Statement
- 33 Balance Sheet
- 34 Notes



The students at the CEG Massi school, Zogbodomè in Benin end their participation in the World's Children's Prize Program with manifesting the changes they want to see in the respect of the rights of the child, not the least of girls' rights.

## VISION

A world in which 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.



# 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. The foundation works to ensure all children around the world are given knowledge and practical skills in how to exercise their rights, to help them realise the principles of the UN Convention on the Rights of the Child in their own lives and in their local communities. The foundation empowers children so that their voices are heard, 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 unstable countries exposed to violent conflict. Among the more than 45 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. The World's Children's Prize Foundation's partner organizations choose the WCP Program as the best education program for achieving effective, long-term results within the framework of their local projects. Three of the children who completed the Child Rights Ambassador course in 2021 and were empowered to be changemakers share their thoughts:

*“Girls and boys should have the same opportunities, I understand just how important that is. For example, parents shouldn't send boys to school and leave the girls at home, like some parents do where I live. No, it destroys the futures of thousands of children. A girl who has an education is very important for an entire nation... I'm going to*

*start changing my behaviour from this very moment on. At home, for example. I have to start helping my little sisters and older sisters. Fetching water, cooking if needed; it's not just for girls. For me, this program is a great way of helping lots of children who have been living in ignorance of their rights. I'm going to ask other boys to follow my example. I'm going to do whatever it takes to educate other children at my school and in my community, it will be my daily task.”*

KISEMBO, BOY, 15, CHILD RIGHTS AMBASSADOR, BUNIA, DEMOCRATIC REPUBLIC OF CONGO

*“Equality between the sexes, democracy and sustainable development can only become a reality if us children help make it happen. We are changemakers in our villages and communities. It's my duty and that of others who have completed the Child Rights Ambassador course to teach others and do what it takes to bring about the changes we want.”*

THELMA, 16, CHILD RIGHTS AMBASSADOR, NYANGA, ZIMBABWE

*“As a child I didn't know that I have the right to have my voice heard by adults, particularly my parents and our leaders. I always felt there was resistance to me sharing my views and opinions, even when it was about things that affected me directly. The Child Rights Ambassador course has helped me realise that I have the right to express my opinions and also to speak on behalf of other children. I'm going to set up a Child Rights Club at my school and work hard to speak up for myself and for other children, to make sure our rights are respected and supported.”*

DESIRE, 17, CHILD RIGHTS AMBASSADOR, DHITOYI, ZIMBABWE

### Impact of Covid-19 pandemic on WCPF's activities in 2021

School closures as a result of the pandemic continued in 2021 in almost every country in which the WCP Program is carried out. In order to give all these schools and the children who received the educational material the opportunity to participate and implement the program effectively, the program was extended throughout 2021 and up until 1 May 2022.



Esther in Nigeria takes off her facemask, produced of a small flag with the WCP symbol.

**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*. For the years 2020–2022, the eight Child Rights Heroes who were voted for by millions of children between 2011 and 2019 to receive the *World’s Children’s Prize for the Rights of the Child* have instead become candidates for the *WCP Decade Child Rights Hero*. 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 educational material *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 identify with. It also creates a sense of global togetherness, a we, in contrary to an “us and them” perspective.

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 works and about the Global Goals for Sustainable Development, including climate change. They examine and discuss respect for the rights of the child and how children are treated where 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 complete the Child Rights Ambassador course and become change-makers 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 Global Goals.

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.

The boys at the Hurungwe School in Zimbabwe have during the World's Children's Prize Program learnt to respect and support girls' equal rights. Here they proudly display their sign in support of the girls.



They vote for their Child Rights Heroes and for the rights of the child. All candidates are recognised 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 children. 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 a *World's Children's Honorary Award*. For the 2020–2022 WCP Program, the *WCP Decade Child Rights Hero* is being awarded instead.

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

The Global Goals for Sustainable Development Goals were integrated into the WCP Program in 2021 via two special projects, implemented with support from the Swedish Postcode Lottery: *Round the Globe Run for a Better World* (RGR, in partnership with the Swedish Olympic Committee) and *Peace & Changemaker Generation* (P&CG, in partnership with Peace Parks Foundation). A previous special project, *No Litter Generation* (NLG, in partnership with the Keep Sweden Tidy Foundation), is still part of the WCP Program and focuses mainly on littering, climate change and other environmental issues.

The WCP Program maintains a continual focus on equal rights for girls. In 2021, with the support of HM Queen Silvia's Care About the Children Foundation, work began on implementing *Toi Moi Mêmes Droits* (You Me Equal Rights), a project that highlights girls' equal rights in Benin, Burkina Faso and Senegal. The project *Children as Changemakers for Girls' Equal Rights* and *Climate Action in Zimbabwe*, funded by ForumCiv, also focused on equal rights for girls.

## Supported by Global Friend Schools

74,786 schools (2020: 73,578) with 36,140,014 students (2020: 35,566,003) in 120 countries have signed up as Global Friend schools, supporting the World's Children's

Prize since 2000. 1,845 of these schools (2020: 1,838) are Swedish.

The World's Children's Prize is supported by 849 Adult Friend Organizations, departments of education and other bodies (2020: 837). Some of them implement the WCP Program in collaboration with tens of thousands of teachers every year. Over half a million teachers have implemented the annual WCP Program since its inception in 2000. Like the focal points and partners in around 35 countries, they themselves have completed courses on the rights of the child, democracy and the Global Goals, as well as in relevant teaching methods.

## The WCP Program and the Global Vote

The educational material *The Globe and Teachers' Guide* was produced in seven languages (in four-colour in Swedish, English, French, Spanish and Portuguese, 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 civil society 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. In the ongoing Global Vote, which will end on 1 May 2022, at least 1,257,246 children had participated by the end of 2021.

(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, half a million teachers, on the basis that every teacher uses the program for an average of 2–3 years.)



Election queue in Togo. The students have received their ballot papers so that they in the Global Vote can vote for their favorite Child Rights Hero.

This means that since the World’s Children’s Prize was established in 2000 a total of at least 45,132,037 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.

So far in Sweden at least 17,680 children have taken part in the ongoing WCP Program, which ends on 1 May 2022, including in the Global Vote. This means that since the World’s Children’s Prize was established, at least 692,624 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.

### Child Rights Heroes

In the ongoing 2020–2022 WCP Program, the eight Child Rights Heroes who were voted by children between 2011 and 2019 for the World’s Children’s Prize for the Rights of the Child, are candidates for the WCP Decade Child Rights

Hero in the Global Vote. The eight Child Rights Heroes are:

*Murhabazi Namegabe, DR Congo*, who helps rescue and rehabilitate children who have been forced to become soldiers and sexually exploited.

*Anna Mollel, Tanzania*, who fights for the right of Maasai children who are differently abled and other vulnerable children to receive an education and health care. Anna died in 2021, but remains a candidate.

*James Kofi Annan, Ghana*, who rescues and rehabilitates children trafficked to work as slaves in the fishing industry.

*Malala Yousafzai, Pakistan & the UK*, for her fight for girls’ right to education and a life of freedom.

*Phymean Noun, Cambodia*, who fights for children who live on rubbish tips and other vulnerable children and their right to an education.

*Manuel Rodrigues, Guinea-Bissau*, for his fight for blind children and other differently-abled children. Manuel died in 2020, but remains a candidate.



The ballot paper is put in the CEG Zinvié school’s ballot box in Benin.



Counting of the votes from the Global Vote at Teresa Academy in Nepal.



The voting booth at the CEG Zinvié school in Benin guarantee the election secrecy when the student selects his Child Rights Hero.





In Parakou, Benin, the students danced to drums and trumpets during the Round the Globe Run, holding their signs asking for respect of the rights of the child, girls' equal rights and actions against climate change.

*Rachel Lloyd, United States*, for her campaigning work to combat the commercial sexual exploitation of children.

*Ashok Dyalchand, India*, who fights against child marriage and for girls' rights.

Since the World's Children's Prize was launched in 2000, there have been 54 prize laureates and 15 decade laureates, 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 2022 Global Vote has been extended as a result of the pandemic. The 2021 World's Children's Prize award ceremony was cancelled and is instead taking place on 23 May 2022 at Gripsholm Castle in Mariefred, in the presence of HM Queen Silvia.

The Child Rights Hero chosen by the children to be their WCP Decade Child Rights Hero will receive SEK 150,000, and the other Child Rights Heroes SEK 50,000 each 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 via 67 projects in 35 countries.

## Special projects

### Round the Globe Run for a Better World

In the special project Round the Globe Run for a Better World (RGR), which was funded by the Swedish Postcode Lottery, over 1.6 million children in 20 countries completed an education program on the UN's Global Goals for Sustainable Development. They formulated and highlighted, including by together covering several circuits of the globe, the changes they want to see for a better village, town, country and world, in which their rights are respected, and in support of the Global Goals. Most of the

participants were vulnerable children living in destitute conditions in fragile states. In Sweden, RGR was carried out in partnership with the Swedish Olympic Committee. 24 Swedish Olympians, who had been informed about the Global Goals and the Round the Globe Run, visited 127 schools where they ran half-day sessions on the Olympic values, the Global Goals and RGR. Since the conclusion of this special project, RGR lives on as an integral part of the World's Children's Prize Program, helping educate and empower children as changemakers. Some 1.6 million children (1,620,545 children) have together run, walked, danced or skied almost 4.9 million kilometres (4,864,066 km) or 121.4 circuits of the globe for a better village, country and world, to highlight the changes they want to see in terms of respect for their rights and achieving the Global Goals. 37,368 teachers in 5,455 schools have worked alongside WCPF's partner organizations to enable children to take part. Children who completed the Child Rights Ambassador course during the Round the Globe Run for a Better World have given the following responses in a survey:

- I now know more about the UN Global Goals for Sustainable Development (93.5 percent)
- I now know more about equal rights for girls (97.7 percent)
- I learned about how the work of the Child Rights Heroes contributes towards fulfilling the Global Goals (96.5 percent)
- I now know more about how children around the world are getting involved to help achieve the Global Goals (95.3 percent)
- I now know more about what I can do to help achieve the Global Goals (94.2 percent)

*“I’m here to celebrate the Round the Globe Run for a Better World and to say what I think. Children’s rights are being violated in our schools and communities. Corporal punishment is still happening and teachers’ attitudes towards us are not good. Our leaders and elders are carrying on with the practice of child marriage. If I continue with the Global Goals, the standard of our education must be raised. Children do not have free health care and death rates are high. We are not noticing any development in our country. When it comes to the environment, our country has become a centre for deforestation. The felling that goes on all over the country is happening without tree-planting. If we don’t take urgent action, we’re heading towards global warming, landslides and flooding.”*

ISATU, 15, BIRCH MEMORIAL SCHOOL, MAKENI, SIERRA LEONE

*“My dad is a farmer and we are poor. When I get home from school, I help my mum. For the Round the Globe Run for a Better World, we walked through our village. It was the first time that lots of children came together for a better Pakistan and a better world.”*

SAMIA, 10 ÅR, OKARA, PAKISTAN

*“For me, the Round the Globe Run shows society that us children demand to be able to live in a peaceful world where there is no violence, and where children are not taken advantage of. We demand an end to the sexual exploitation of girls, and we are showing that young people want to achieve something when we participate. As Child Rights Ambassadors we taught our school friends about children’s and girls’ rights, and about gender equality. It’s one of the UN’s Global Goals for Sustainable Development, and it’s particularly important for us because there is no gender equality between girls and boys here. After all, the Round the Globe Run is about teaching society about the UN goals. And it’s vital! All the goals are being breached today and if we don’t do something, our world will not survive. Each person needs to do everything they can to make sure the goals are achieved. As children we really need to take the goals seriously, because it’s our future.”*

ALINE, 13, MACIA SCHOOL, MOZAMBIQUE

## Peace & Changemaker Generation

The Peace & Changemaker Generation (P&CG) special project is being carried out from 2019 until 2022 in partnership with Peace Parks Foundation Sweden, and is funded with support from the Swedish Postcode Lottery. It is primarily a project for around 100,000 children living in or nearby the Gonarezhou National Park in Zimbabwe and Limpopo National Park in Mozambique. Roughly 1,500 children are completing P&CG ambassador courses, along with 700 teachers from around 350 schools, to enable them to implement the entire WCP Program and P&CG project with a further 100,000 children, focusing on equal rights for girls, wildlife and wildlife crime. Around 350 parent representatives and 100 local leaders are also doing the



In the Peace & Changemaker Generation 1500 children, living in or near the national parks Gonarezhou in Zimbabwe and Limpopo in Mozambique, were trained as ambassadors for girl’s equal rights and the protection of endangered animals.

course. All the participants learn about, and discuss children’s rights, equal rights for girls, democracy, the Global Goals, littering, climate change, wildlife and the consequences of wildlife crime. The P&CG project will conclude in spring 2022.

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 learning booklet. Twenty-four of the pages are also included in *The Globe*, which means that as a bonus a further 400,000 children in both Zimbabwe and Mozambique who are participating in the WCP Program get to learn about the situation for children and wildlife in a remote part of their country. And in addition, more than two million children in all the WCP countries also encounter these children and the rights and wildlife issues affecting them. The P&CG website means that we are also able to reach children who are not involved in the WCP Program.

Peace & Changemaker Generation is implemented by WCPF’s partner organizations in Zimbabwe (Shamwari Yemwanasikana, SYS), and Mozambique (Southern Africa Network against Trafficking and Abuse of Children, SAN-TAC), in close cooperation with the countries’ ministries of education. The Peace Parks Foundation is responsible for the wildlife element of the education program. In Zimbabwe, the African Wildlife Conservation Fund carried out the wildlife education program in 2021.

## Toi Moi Mêmes Droits (You Me Equal Rights)

2021 saw the launch of the project *Toi Moi Mêmes Droits* (TMMD – You Me Equal Rights) in the three West African countries Benin, Senegal and Burkina Faso. TMMD is being implemented in collaboration with WCPF’s partner organizations Afrique Seconde Famille (Burkina Faso), Juriste Echos Consult (Benin) and Une Enfance Scolarisée Pour la Promotion et la Défense des Droits de l’Enfant (Senegal), along with the education ministries of all three countries. The project was made possible via substantial support from HM Queen Silvia’s Care About the Children Foundation. Several donors, including the Swedish Post-

code Lottery and the Bergqvist Family Fundraising Foundation, have contributed to WCPF's matched funding.

During Toi Moi Mêmes Droits, roughly 1,500 students will complete two-day courses to become Child Rights Ambassadors (four students per school, including two girls). At the same time, around 750 teachers (two per school, at least one of them female) and 350 local leaders will complete the course. The Child Rights Ambassadors and their teachers will then implement WCP Program with TMMD at their schools for approximately 150,000 students, all of whom will become changemakers for children's rights, with a focus on equal rights for girls, in their families and with their neighbours and others in the village. In 2021, 839 students at 202 schools were trained as Child Rights Ambassadors, 379 teachers, 154 local leaders and 32 journalists.



The boys at the CEG Akassati school in Benin have in Toi Moi Mêmes Droits (You Me Equal Rights) learnt that girls have the same rights as boys. On their and the girls sign you can read that girls should be at school and not be victims of child marriage.



## Children as changemakers for girls' equal rights and climate action in Zimbabwe

In 2020 and 2021, WCPF's partner organization in Zimbabwe, Shamwari Yemwanasikana (SYS), teamed up with the ministry of education and local school authorities to implement a ForumCiv-funded project called Children as changemakers for girls' equal rights and climate action, in an area where girls' rights are often violated and that is also affected by drought and flooding. The project involved 400 children trained to be Child Rights Ambassadors who are now advocating the values they have learned, educating other children on their rights and who have been involved in educating teachers, school leaders, local leaders and parents. The project also involved 28,660 children in schools and 200 teachers and school leaders. In addition, 200 parents of children from the 100 participating schools, along with 70 local leaders (traditional and religious leaders, government officials and representatives from local authorities) have been educated and improved their awareness of children's rights, equal rights for girls, democracy and sustainable development. Evaluations carried out at the end of the project have revealed how the participating children have felt empowered. The Child Rights Ambassadors now feel they have the courage to say that the rights of all children must be respected (88.5 percent), and that girls' rights should be respected (89.4 percent). Furthermore, the children report that they now feel empowered to express their thoughts and opinions (91.4 percent), talk more to their parents or other adults about children's rights (82.9 percent), feel encouraged to be a changemaker for children's rights in their communities (86.7 percent) and feel encouraged to be a changemaker to protect the environment where they live (81.9 percent).

Quotes from project participants:

*“As a Child Rights Ambassador I will encourage other children to exercise their rights, so we can all have a better future.”*

CECILIA, 13, MAPAKO HIGH SCHOOL, NYANGA

*“At my school lots of girls quit because of child marriage and pregnancy. I will recommend that girls get a quality education and support their equal rights. No child should have to quit school and every child should be protected from having sex when they are too young.”*

MARIA MBIRIRI, TEACHER, MUKONDWA SECONDARY SCHOOL, HWEDZA

*“I’m going to inform people in my community that the rights of the child are enshrined in Zimbabwe’s constitution and so must be respected. And I will urge the traditional leaders to have meetings about children’s rights in their local communities.”*

HELLEN CHIDAVAZENZI, SCHOOL HEALTH COORDINATOR, NYANGA

*“I’m going to hold meetings with the village chiefs about children’s rights, so they can make the people of their villages aware and make sure both girls’ and boys’ rights are promoted and respected. What we need is to work together to treat our children in a more respectful way.”*

TAZIVIREPI CHAWAGONAHAMA, LEADER ON THE DISTRICT BOARD, NYANGA

## 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 multilingual website, [worldchildrensprize.org](http://worldchildrensprize.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, but the main focus is on Facebook and YouTube.

It is estimated that over 90 percent of participating schools around the world lack effective internet access and only work with the printed material. The foundation’s multilingual 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 to the website 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 2021, [worldchildrensprize.org](http://worldchildrensprize.org) attracted a total of 133,000 unique visitors. The proportion of visitors from Sweden is 21.3 percent. The material we produce in-house also reached a wide audience via WCPF’s YouTube channel, with 194 hours watch time and 79,091 views. Our Facebook page, with 135,046 followers, is also an important channel. The proportion of YouTube viewers in Sweden accounts for 11.1 percent of the views. Of our Facebook followers, 16.6 percent live in Sweden.

One important objective in our communication work is to strengthen the child’s perspective in media reporting in Sweden regarding human rights, democracy and the Global Goals. During the year, the WCP newsroom at MyNewsdesk had a total of 2,642 views, and according to media archive Retriever, media efforts led to some 70 publications in print, radio, TV and digital media. For example, in a television series, Utbildningsradion (UR) devoted an entire episode to the WCP Program. The Covid pandemic prevented the publications that normally take place in connection with activities in late spring, and the launch of a new program cycle. Instead, media work was focused on school students’ work with children’s rights and the Global Goals. Three press releases were distributed nationally and locally. WCPF also continued online and via social media and in print to distribute information aimed at children about the Covid-19 pandemic and children’s rights in some 20 different languages, as well as in easy-read Swedish.

At a global level, journalists take part in our partner organizations’ courses for prospective Child Rights Ambassadors, teachers and school leaders, as well as formal and informal (traditional and religious) leaders. They report on children’s rights and interview children, primarily on local radio, but also in printed media and on TV channels. In Zimbabwe, the film *The Story of the World’s Children’s Prize Program* was aired on the national TV channel ZBC. The local media in the three project countries where *Toi Moi Mêmes Droits* is being implemented broadcast information to the general public about the TMMD courses and their focus on girls’ rights. In Senegal, 32 journalists, most of them working at various local radio stations, participated in the TMMD program and reported on it on their radio stations. In Burkina Faso, the two national daily newspapers *Sidwaya* and *Le Quotidien*, the national TV channel Canal 3 and a local radio station reported on TMMD. In Benin, the national daily newspaper *La Presse du Jour* and radio station *Mono FM*, which also has listeners in neighbouring Togo, reported on TMMD and about girls’ rights. The web-based TV channels *Royal TV* and *CNTV* have run extended features on TMMD, as have several bloggers.

## Patrons and Child Jury

HM 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 and Desmond Tutu, as well as Malala Yousafzai, Xanana Gusmão, Graça Machel, Sweden’s former prime minister Stefan Löfven, and several former ministers of the Swedish government.

In 2021, the World’s Children’s Prize international Child Jury was made up of 14 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

Use of WCP-platforms	2021	2020	2019	2018
<b>Website</b>				
Unique visitors	133,000	136,000	130,400	116,000
Number of visits	172,000	182,000	165,000	146,000
Bounce rate	7.4	3.4	60.32	68.99
<b>YouTube</b>				
Hours watched	1,941.1	3,537.6,	2,507.2,	1,830
Views	79,091	141,416	82,880	64,356
Av. View dur.	1.28	1.3	1.48	1.42
<b>Facebook</b>				
Followers	135,046	137,782	140,715	141,118
Highest audience, posts	10,593	14,200	378,452,	176,720
Highest no. reactions to posts	530	6,523	5,108	174,626

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. No new members joined the Child Jury in 2021.

## RESULTS IN SWEDEN

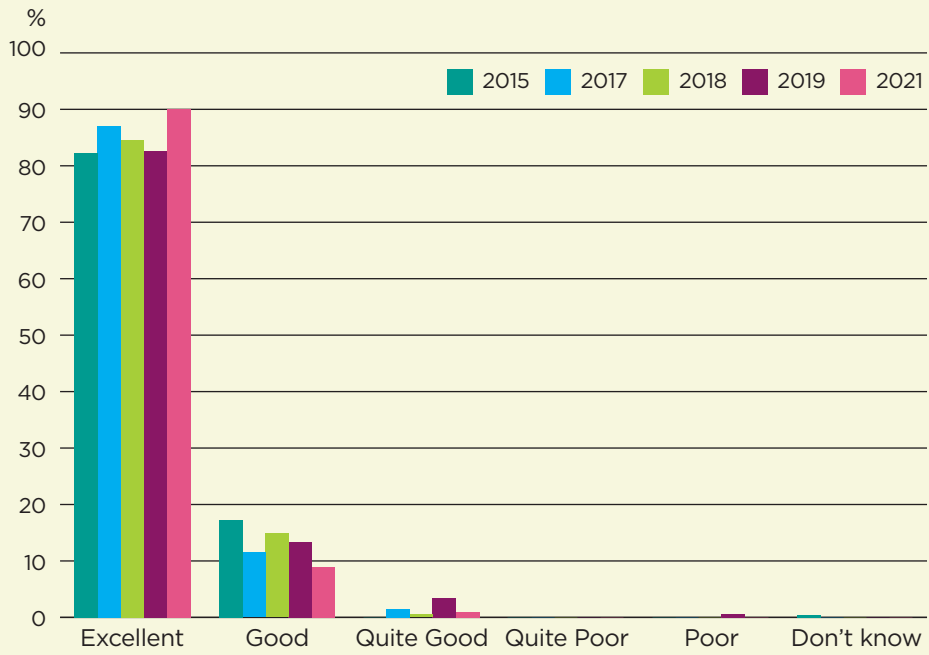
In Sweden, every World's Children's Prize Program is evaluated as part of an extensive, high-quality survey sent to participating schools. There was no evaluation in 2020 due to the pandemic. In the responses for 2021, 99 percent of the teachers (2019: 96 percent) state that they think the WCP Program is either 'Excellent' (90.1 percent) or 'Good'. 95.1 percent of the teachers (2019: 93.6 percent) say their students rate the WCP Program as 'Excellent' (62.4 percent) or 'Good'. In a student survey, 89 percent say that the WCP Program is either 'Excellent' (50.4%) or 'Good'.

The extremely positive response to the WCP Program and The Globe has remained at a consistently high level since the program began in 2000. The only thing missing is a Junior Globe for students who struggle with reading, and younger students from the age of 9.

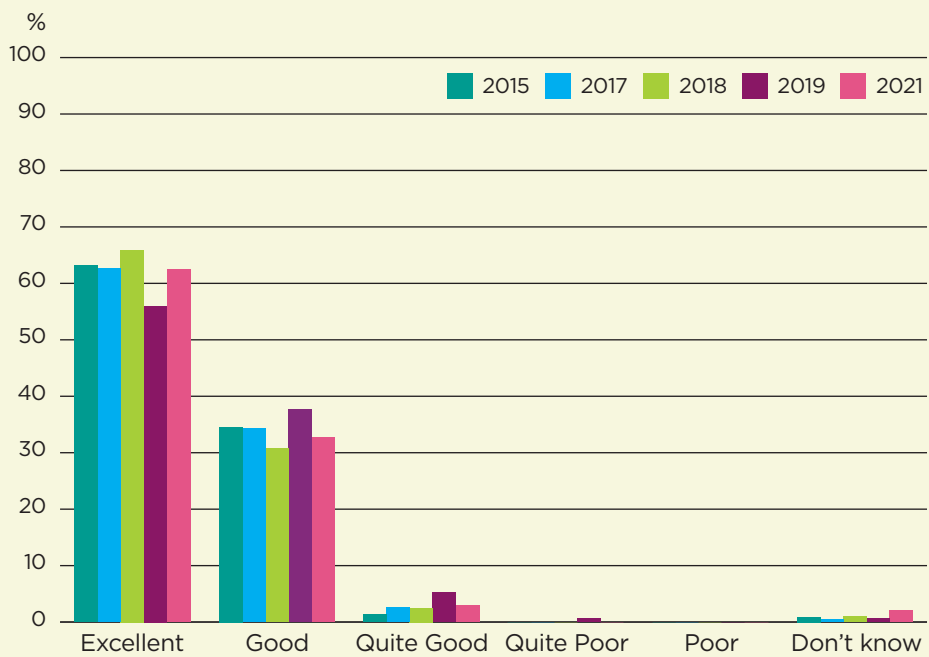


Samrawit and Beata, the Gate School in Arvika, worked with the WCP Program for many weeks.

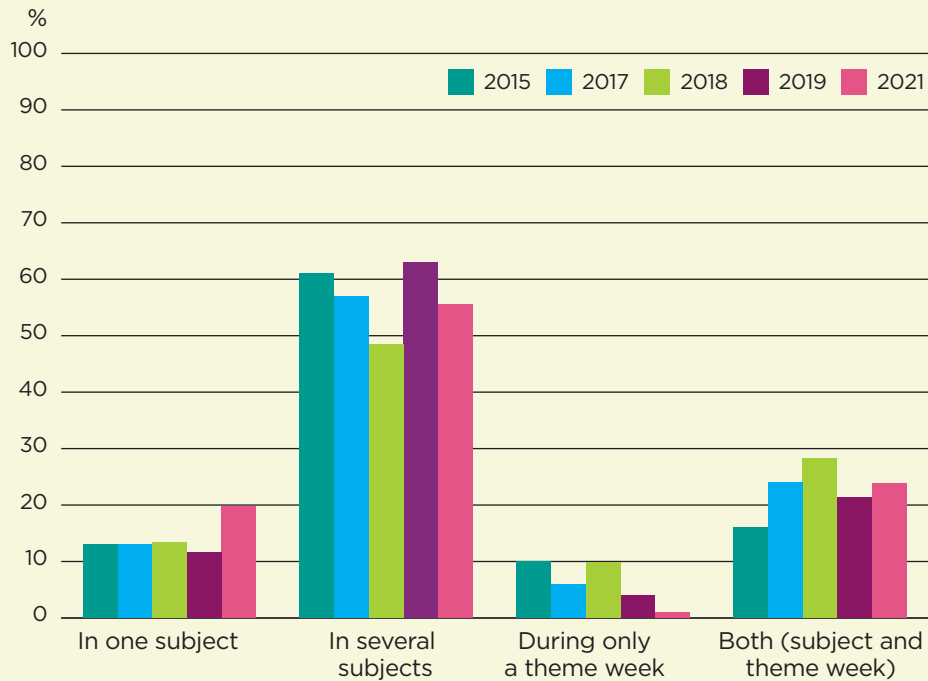
### What the teachers think of the WCP Program



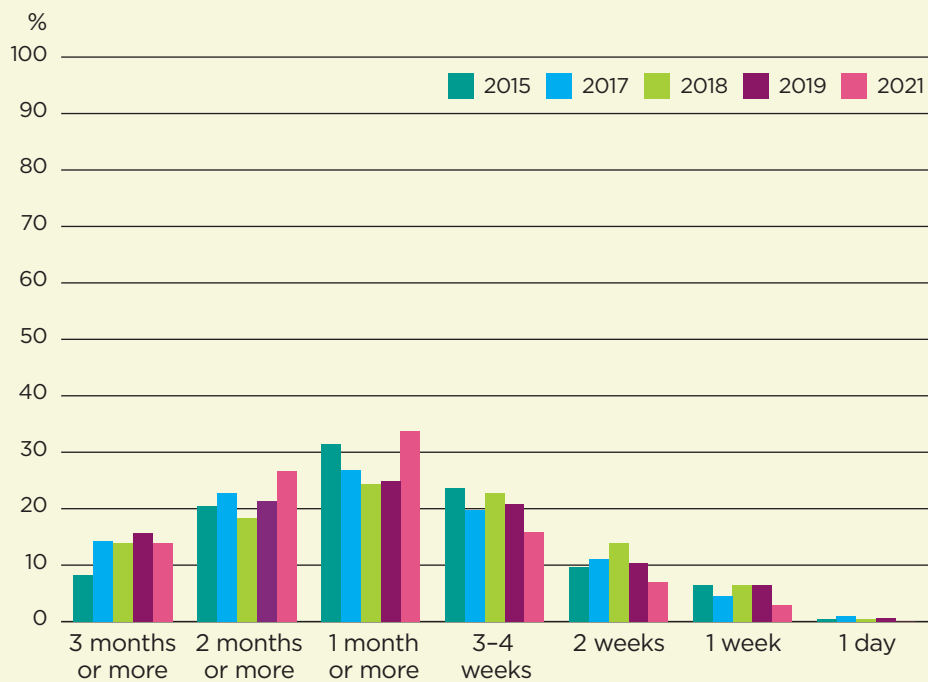
### What the students think of the WCP Program



### How we work with the WCP Program

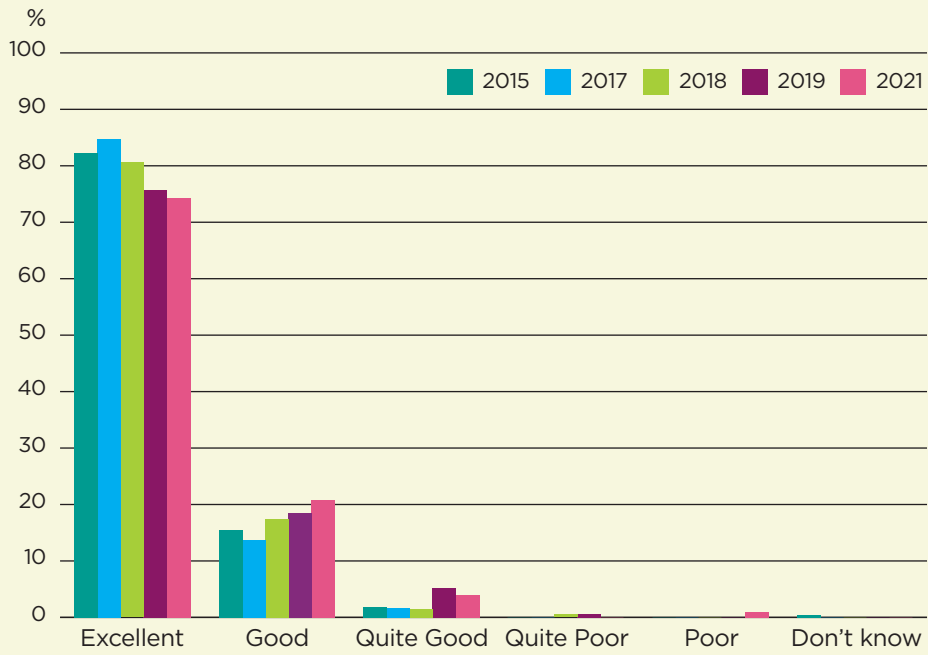


### How long we work with the WCP Program

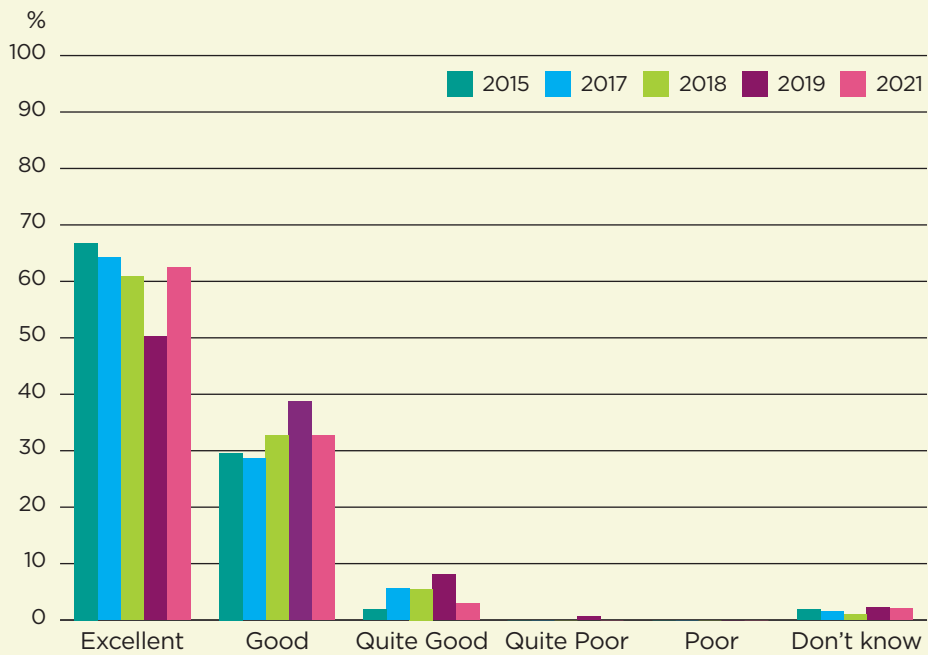


A considerable majority of participating Swedish schools, 80.2 percent, work with the WCP Program across several subjects, and 23.8 percent of these schools work both in several subjects and during themed weeks. 74.3 percent of the teachers (2019: 61.9 percent) state that they worked with the program for one month or more. The average period is around 1.5 months.

### What teachers think of The Globe



### What students think of The Globe



95.1 percent of the teachers (2019: 94.2 percent) feel that the WCP Program’s teaching aid The Globe is either ‘Excellent’ (74.3 percent) or ‘Good’. 92.1 percent of the teachers (2019: 89 percent) say their students rate The Globe as ‘Excellent’ (56.4 percent) or ‘Good’. In the student survey, 85 percent say that they rate The Globe as ‘Excellent’ (47 percent) or ‘Good’.



## Impact on students in Sweden

Survey responses for 2021 also reveal that the WCP 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, 99 percent of the teachers (2019: 97.7 percent) believe that via the WCP Program, their students have gained increased knowledge of children's rights, which is consistent with the fact that 97 percent of the students themselves say they have learned about children's rights by taking part in the WCP Program. The students also state that by participating

in the WCP Program:

- 98.5 percent have learned more about what life is like for children in other countries
- 97.5 percent have learned about adults who campaign to improve the lives of children
- 92.4 percent have learned about Child Rights Ambassadors who fight for the rights of other children
- 79.2 percent have learned about the Global Goals
- 75 percent have learned about climate change in The Globe
- 81 percent say that WCP has made them want to do something for other children who have tough lives
- 82.2 percent say that WCP has got them thinking about the changes they want to see for a better world

Change and impact of the program	2021	2019	2018	2017
Students' knowledge of the rights of the child increases	99%	97.7%	98%	97.5%
Students feel greater commitment to the rights of the child	89.1%	88.4%	91.6%	89.9%
Students understand that children can demand respect for their rights	72.3%	76.3%	77.7%	79.8%
Students' empathy and desire to support other children increases	89.1%	81.5%	86.1%	89.9%
Students learn more about democracy and about the democratic process	86.1%	85.6%	88.1%	83.8%
Students are inspired by the prize laureates and their work	71.3%	83.2%	78.2%	77.8%
Students feel a greater sense of solidarity with their peers around the world	63.4%	63.6%	71.3%	62.6%
Students have learned more about the rest of the world and global issues	95.1%	89.6%	93.6%	95.5%
Students' tolerance and understanding of other children's situations increases	82.2%	82.7%	87.6%	87.4%
Students become more tolerant of different backgrounds and more open to diversity	71.3%	73.4%	70.3%	77.2%
Students have a greater desire to change injustices in the world	78.2%	68.8%	76.2%	79.8%
Students have a greater knowledge of sustainable development with regard to people and the environment	61.4%	63.6%	54.9%	-
Students have acquired greater knowledge of sustainability and environmental issues in Sweden	45.5%	49.7%	39.6%	-
Students have acquired greater knowledge of sustainability and environmental issues in other countries	52.5%	54.9%	41.6%	-
Students' knowledge of the UN's Global Goals for Sustainable Development increases	69.3%	63.6%	35.6%	-

Change and impact of the program	2021	2019	2018	2017
Strengthens the individual child's humanitarian growth, so they can stand up for humanity, the equal value of all people, the rights of the child and democracy	87.1%	85.6%	88.6%	90.2%
Combats hatred, mistrust and intolerance in our society	82.2%	78%	84.2%	84%
Creates a more compassionate culture and empathy towards other people	91.1%	82.7%	87.1%	87.6%
Encourages interest in, and understanding for refugees/new Swedes, thus improving integration and a sense of belonging in our country in the long term	74.3%	70.5%	73.8%	77.8%
Equips young people with civil courage and a desire to work for a compassionate and just society for all	78.2%	69.9%	80.2%	77.8%
Equips those children who have actively participated in the WCP Program to stand up to anti-democratic sentiments	71.3%	68.8%	66.3%	69.6%
Creates global commitment and responsibility for shared issues of a critical nature, such as war, conflict, the environment and climate	83.2%	78.6%	79.2%	85.6%

Teachers also report that engagement in rights, the equal value of all people, democracy and fundamental values – what WCPF refers to as children's 'humanitarian growth' – affects attitudes and creates cultural changes at school. 87.1 percent (2019: 85.6 percent) of the teachers state that the WCP Program strengthens the individual child's humanitarian growth, so they can stand up for humanity, the equal value of all people, the rights of the child and democracy.

### Impact on teachers in Sweden

66.3 percent of teachers state that they have gained a deeper and more nuanced understanding of the world around them through the program; 73.3 percent say that their knowledge of global development issues has increased, and 86.1 percent that through the program they have been given tools for working actively with topics in the curriculum relating to democracy, human rights, sustainable development and values.

### Quotes from teachers in Sweden

*"It's so engaging and interesting! My students are eager to hear more about the candidates and their amazing work. The Global Goals were made more real as we dramatised situations, and as homework the students had to question their parents about the goals. The educational material is excellent!"*

ROSE-MARIE GRAHN, SANDA SCHOOL, KLINTEHAMN

*"Commitment, empathy, the will to contribute to a better future for the world's children. No other subject area creates as much interest and desire to learn more in order to bring about change. And on top of that the program enables you to cover pretty much all the school subjects."*

LARS HAGSTRÖM, EKTORP SCHOOL, NACKA

*"The WCP Program provides an education in global issues and knowledge of children's rights, a compassionate mindset with respect for our fellow human beings and our world. As a teacher it helps me raise the quality of lessons, and the Teachers' Guide is excellent."*

KARIN FAGERLUND, OBSERVATORIELUNDEN SCHOOL, STOCKHOLM

*"Eureka moments. They feel they're learning lots of new things. Some great reflection work and discussion in student groups. WCP shows the students that they need to protect what they have, appreciate the safe society in which we live, education and the opportunities offered by an established and well-functioning society. Huge interest among the students ahead of the vote, and the realisation that it is difficult to value the contributions of the aid organizations. They are all important. Children are important, but vulnerable."*

ANNA MARKMAN, VITALIS SCHOOL, TROSA

*"The students love working with this and look forward to the lessons. They show great enthusiasm and gain practical experience to improve key skills, such as discussing, summarising, analysing, writing, reading, working together, forming an opinion, etc. It encourages the students' interest in important child rights issues, environmental issues and democracy issues. All students can take part, and it's easy to involve students with special educational needs. The program provides lots of activities that cover numerous curricular content targets, mainly in the social sciences."*

STINA SOLUM, LILLA VALSÄTRA SCHOOL, UPPSALA

*“The program empowers children who are experiencing violations of their rights either at home or in other situations. This gives them the courage to contact teachers, welfare officers, nurses or child and adolescent health services and tell them about their experiences. The program increases understanding of what life is like for other children. It also gives hope and courage by showing that determination and cooperation can change even serious wrongdoing. The program raises lots of questions, which form the basis of important discussions. It encourages the desire to get involved in helping others.”*

MONA FREDRIKSSON, ÅBY SCHOOL, LÄCKEBY

*“It gives an understanding of what life is like for other people in the countries the students encounter through The Globe. As we read about and get to know other children and follow them in their communities, it creates a realistic basis for our discussions and reflections compared with our own experiences. Children’s rights are highlighted and given the attention they deserve. Democracy takes on a whole new meaning. The students begin to understand what it means and the importance of defending it. Everyone realises the importance of voting! And the program gives them the chance to do it for real! Every vote counts! The students vote together with children from all around the world. When they grasp that realisation it’s so quiet you can hear a pin drop. It’s a moment of sudden understanding!”*

MARIA TROIVE, NORRBACKA SCHOOL, VISBY

## 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. The surveys that form the basis of the results presented here have been carried out with children, teachers, parents and local leaders in five countries: the Democratic Republic of Congo, Ghana, Togo, Nigeria and Pakistan. Very detailed surveys with questions relating to the special projects have been conducted in a further five countries: Benin, Burkina Faso, Senegal, Mozambique and Zimbabwe.

### Impact on children globally

The children’s responses clearly reflect that the WCP Program’s focus on girls’ equal rights is producing results, for participating boys too. But children are also saying their knowledge has increased in all areas relating to children’s rights, democracy and sustainable development.

For example, the survey among children in Togo revealed that before taking part in the WCP Program, 89.5 percent of the children had no knowledge at all of children’s rights (57.9 percent), or only had a very limited knowledge.

Having taken part in the WCP Program	2021	2019	2018
I have learned that children have rights	100%	97.9%	92%
I have learned that the rights of the child must be respected	100%	97.9%	95.7%
I now know more about my own rights	97.3%	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	98.2%	95.9%	82.6%
I know that girls and boys share the same rights	98.2%	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	98.2%	88%	82.8%
I have learned what democracy is and how a democratic election works	99.1%	92.8%	87.2%
I have learned that I have the right to express my thoughts and ideas	100%	93.3%	88.3%
I know that I have the right to be protected from violence and sexual exploitation	100%	94.6%	86.1%
I know more about the impact of our lifestyle and what we consume on the climate	99.1%	86.9%	
I know more about the UN’s Global Goals for Sustainable Development	93.6%	87.5%	77.4%

### Quotes from children around the world

*“I feel like this education program came a little late. I was a bit ignorant of many things. I’ve learned so much thanks to the program, and I’m still learning. I talk regularly to those around me about children’s rights. In the future I think I’ll be able to start my own organization to defend the rights of the child.”*

BOY, 15, DEMOCRATIC REPUBLIC OF CONGO

*“I’ve noticed changes. I want to constantly learn more about children’s rights. I believe I already have an extraordinary passion for children’s rights.”*

BOY, 14, DEMOCRATIC REPUBLIC OF CONGO

*“I’m a boy. And I think it’s interesting to focus mainly on defending the rights of young girls. It’s true that boys’ rights aren’t fully respected either, but there’s a lot still to do for girls.”*

BOY, 14, DEMOCRATIC REPUBLIC OF CONGO

*“I’ve noticed changes in my life. I’m always talking to other children at school about children’s rights. It’s helps me learn more about my rights too. And my friends often ask me questions if they’re finding it difficult to understand children’s rights.”*

GIRL, 14, DEMOCRATIC REPUBLIC OF CONGO

*“I feel different now. I have a different view of children. I think that when I’m an adult one day, I will be one of the main child rights activists in my community.”*

GIRL, 12, DEMOCRATIC REPUBLIC OF CONGO

*“I’m really happy because now I know more about my rights. It’s a big opportunity for me to be involved in the program, and I’m really pleased to have learned so much.*

*My message to the government is that they must carry out programs like this in more schools, because this program really helps us children, and particularly girls, to learn a lot about our rights.”*

ADAMA, 15, MAKENI, SIERRA LEONE

### Impact on WCP Child Rights Ambassadors

Children who have been trained as Child Rights Ambassadors have learned a great deal and been empowered by their participation in the WCP Program. 98.2 percent of the Child Rights Ambassadors have gained the courage to say that the rights of all children must be respected, 92.3 percent talk more to their parents and other adults now about children’s rights and 98.2 percent feel they are able to lead meetings in their Child Rights Club. Furthermore, 96.4 percent feel that they have been empowered to teach other children about their rights.

### Quotes from WCP Child Rights Ambassadors

*“As a Child Rights Ambassador and brother to my sisters, I want to campaign for more girls to be given better education opportunities, take up leadership roles and be given the same opportunities as us boys at home, in school and in society as a whole.”*

LEONARD, BOY, 15, CHILD RIGHTS AMBASSADOR, NYATI, ZIMBABWE

*“Some of our parents respect children’s rights. I come from a family that does, but there’s one thing missing. My brothers don’t help me with the household chores. I grind the maize, fetch water and gather wood in the forest. They just take the animals out and go to school. In my village, lots of girls have babies and are married off at a young age. The parents are paid for the girls, ‘lobola’, in the form of oxen and money. Some pay ten oxen and money. I have*

Having taken part in the WCP Program as a Child Rights Ambassador, I feel more empowered to	2021	2019	2018
Encourage other children to get involved in support of children’s rights	94.6%	96.9%	96.5%
Talk to adults about issues relating to children’s rights	98.2%	93.9%	93.9%
Teach other children about their rights	96.4%	98.8%	95.7%
Lead meetings and other activities in the WCP Child Rights Club	98.2%	92%	92.2%
Teach adults about children’s rights, particularly girls’ rights	91.1%	95.1%	91.2%
Make my voice heard in the media for children’s rights	94.6%	93.3%	93%

How has the WCP Program affected you?	2021	2019	2018
I feel more empowered to say that all children’s rights must be respected	98.2%	99.4%	98%
I now talk more to my parents and other adults about children’s rights	92.3%	89.5%	92%
I feel more hopeful about the future now	89.1%	99.4%	93%

two friends who are already pregnant. They were in sixth grade with me and now they are 15 years old. As a Child Rights Ambassador I will talk to them and empower them, so they come back to school. I'm going to teach my school friends about their rights too. I'm really grateful that the World's Children's Prize gave me the opportunity to learn about children's rights and girls' rights. It's the first time we've had an education program like this in our district."

SONIA, GIRL, 14, CHILD RIGHTS AMBASSADOR, MABALANE, MOZAMBIQUE

"Before I completed my Child Rights Ambassador training I didn't treat girls and boys as equals. But since the course I've realised that girls are just as capable as boys and have the same rights as boys. So it's now my duty to teach other boys about You Me Equal Rights, which aims to make sure equal rights between the sexes are respected at school, in the local community and at home."

FORTUNE, BOY, 16, CHILD RIGHTS AMBASSADOR, BOMBA, ZIMBABWE

"I promise to stand up and campaign against injustices against girls in my village, where many girls have suffered injustices and had their rights violated. And they are valued less. I will respect girls and treat them as equals, because all children have equal rights."

TAPIWA, BOY, 15, CHILD RIGHTS AMBASSADOR, KUBATANA, ZIMBABWE

"The child rights training has made me a Child Rights Ambassador with a purpose. It gave me more knowledge of my rights as a girl living in a society where boys are treated better than me. I can now fully stand up for my rights and for girls' rights, so that we are all treated equally and are given equal opportunities."

NETSAI, GIRL, 16, CHILD RIGHTS AMBASSADOR, HWEDZA, ZIMBABWE

### Impact on teachers around the world

The program attracts a strong positive response from participating teachers in our partner countries, where 100 percent of teachers rate the program as either 'Excellent' (78.3 percent) or 'Good'. 100 percent of the teachers also rate the program's teaching aid, The Globe, as either 'Excellent' (84.8 percent) or 'Good'. Teachers also testify that the WCP Program has had an impact on their students. The children have gained more knowledge of their rights (95.5 percent), about democracy and how a democratic election works (95.5 percent), about climate change (95.5 percent) and feel more confident about expressing their thoughts and ideas (95.5 percent).

The WCP Program has also had an impact on teachers. 100 percent now have a better knowledge of children's rights, 97.7 percent of girls' and boys' equal rights and 100 percent have been inspired to campaign to ensure the rights of the child are respected in their local communities.

Active implementation of the program	2021	2019	2018
Empowers the students to stand up for their rights, in the future as well	97.7%	93.5%	86.2%
Helps students to be better prepared for participating in a democratic society	97.7%	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	100%	95.2%	85.7%
Encourages students to intervene more if they witness violence or violations against children	97.7%	92.7%	88.1%
Encourages students to actively participate as adults in the democratic process, vote in elections, etc.	100%	93.9%	90.3%
Helps students to be better prepared to work for change and development as active changemakers.	100%	92.8%	89.7%

Having been involved in the WCP Program	2021	2019	2018
I have gained a better knowledge of children's rights	100%	98%	100%
I have learned that girls and boys have equal rights	97.7%	99%	88%
I know more about the UN's Global Goals for Sustainable Development	97.7%	93%	90%
I have been inspired to campaign to ensure the rights of the child are respected in my local community	100%	95%	93%
I have been inspired to campaign to make sure my school does not use corporal punishment	97.7%	98%	90%

### Quotes from teachers around the world

*“In our district, it’s common for parents to use their daughters as currency to pay off debts. Some girls are even promised to men as soon as they are born, because the parents owe money or the man is rich and they believe he will support them and their daughter will have a good life. The people who live here are not aware of children’s rights, or that girls and boys have equal rights. This program is important in helping us improve life chances for girls and increasing respect for their rights in the family and in the local community.”*

JOAQUINA PALMIRA, TEACHER, MAXIXE, MOZAMBIQUE

*“One of my student’s parents came to school one day. He wanted to know why his child had suddenly shown an interest in children’s rights. He was constantly reading *The Globe*. And at home he was always telling his parents and brothers about his various rights. I explained the WCP Program to him and showed him that this was the program that was getting children excited.”*

MALE TEACHER, DEMOCRATIC REPUBLIC OF CONGO

*“The WCP Program is so unique, the only program of its kind, so if I get the opportunity I’ll introduce it into the school’s curriculum and make it a compulsory subject, because both adults and teachers need to have a knowledge of children’s rights.”*

MALE TEACHER, NIGERIA

*“I’m a history teacher in a rural area where corporal punishment is a regular topic of discussion among teachers. Some follow the law against corporal punishment, while others don’t and hit their pupils. This course has given me a good foundation for reporting to my head teacher and teaching colleagues. I’ll be able to lay the facts of the matter before them. It is my hope that *The Globe* and the *Teachers’ Guide* will help them understand that corporal punishment goes against children’s rights in today’s world.”*

GLENDAMAKOKAMA, TEACHER, EERSTERUS PHATUDI, SOUTH AFRICA

*“We are obliged as duty-bearers, parents and teachers to make sure children’s rights, particularly girls’ rights which have long been neglected, are respected and promoted at home, at school and in local communities.”*

CHAMINAMA SAMSON, MAN, DISTRICT SCHOOL INSPECTOR’S OFFICE, ZIMBABWE

*“I’m really grateful for this course...In our society, when a boy is born he is ‘mulumuzana’, which means that right from the start he is the head of the family. At meetings in our local community we need to educate our children and parents together, and the women should be involved too. We have to teach them that both girls and boys are children. It’s hard for our men and young sons to accept that they have to help out at home. My 17-year-old son doesn’t even*

*know how to make tea! My daughter does all the household chores. Their father won’t let the boys do ‘girls’ work’.”*

CELIA JAIME CHIURE, TEACHER, CHIBUTO, MOZAMBIQUE

*“At my school, many girls quit because they are married off at a young age. I will work alongside other teachers to promote girls’ right to a quality education, and for their right to equal treatment. No child should quit school and every child must be protected.”*

HUNGWE TENDAI, FEMALE TEACHER, ZINEV, ZIMBABWE

*“A parent at my school forced their son to quit school to be paid to tend the oxen, which the parent thought was better than studying. After this course I will make every effort to get parents to understand the importance of education.”*

FLÁVIA MISÉRIA JONAS VALOI, TEACHER, MAGUDE, MOZAMBIQUE

### Impact on informal leaders

Informal leaders (mainly traditional and religious) are significant in helping their local community evolve and have greater respect for the rights of the child, and in particular equal rights for girls. The informal leaders who received training from WCPF’s partner organizations and who come into contact with the WCP Program gain greater knowledge of, and are more committed to children’s rights. They want to encourage children to stand up for their rights (100 percent); they feel inspired to defend children’s rights, particularly girls’ rights, in their local community (100 percent); they want to protect girls from child marriage (95 percent); they want to campaign to put a stop to cultural practices that are harmful to children such as child marriage and FGM (100 percent) and they feel encouraged to report violations of children’s rights that they see or hear about (100 percent).

### Quotes from informal leaders

*“As the people responsible for our communities, it is our duty to ensure children are protected from all forms of injustice. As headman, I want to continue working with our village and organizations to raise awareness of the need to eradicate violations of children’s rights and bring perpetrators to justice, and also to combat climate change.”*

PENJAS SMART, HEADMAN, CHITOPPE VILLAGE, ZIMBABWE

*“The course and discussions have enlightened me about how as a leader I can play an important role in ensuring our children’s rights are enshrined in our daily lives and in our decisions as leaders.”*

CHIGUVI ALBERT, HEADMAN, MAHANYELE VILLAGE, ZIMBABWE

*“I have realised that our Shangaan culture sometimes violates children’s rights, because they have to undergo initiation rites against their will. I now know that children have the right to express their thoughts and opinions.”*

KUDZANAI KUNZWANA, RELIGIOUS LEADER, WARD 29, ZIMBABWE

Having been involved in the WCP Program	2021	2019	2018
I have gained a better knowledge of children's rights	100%	100%	98.3%
I have learned that girls and boys have equal rights	95.2%	95.7%	98.3%
I have gained knowledge about the problems affecting children where I live	100%	92.4%	95%
I have learned more about democracy and about the democratic process	100%	91.4%	95%
I know that girls have the same right to go to school as boys	90.2%	94.6%	100%
I know that girls must be protected from sexual assault at home, at school and in the local community	100%	97.8%	96.7%
I know that it is wrong to hit children as a punishment	95.1%	92.4%	86.7%
I have a better knowledge of how children themselves can stand up for their rights as active changemakers	100%	92.4%	93.2%
I know more about the UN's Global Goals for Sustainable Development	95.2%	89.1%	96.7%
I know more about the impact of our lifestyle and what we consume on the climate	94.1%	91.5%	

### Impact on formal leaders:

Formal leaders have also gained more knowledge and become more strongly committed to children's rights through the WCP Program. For example, they want to encourage children to stand up for their rights (100 per cent), they have been inspired to defend children's rights (94 percent) and they state that they will work to prevent girls having to quit school due to child marriage and pregnancy (96.8 percent). They want to put a stop to corporal punishment in schools (97 percent) and sexual assaults and harassment of girls in schools (94 percent).

### Quotes from formal leaders

*"I'm planning to bring together traditional and formal leaders to ask them to talk about children's rights in our villages, so the information will spread at grass roots level."*

*"This will lead to children's rights being valued, as well as the realisation that violations of them must decrease."*

INTENTION SHOKO, FEMALE DISTRICT LEADER, WARD 8, ZIMBABWE

*"I like what I have learned, and I now want to enlighten the inhabitants of our community about these issues. Children must go to school. Girls should not be forced to marry before the age of 18. Parents must respect the law against child marriage. In my community, many girls quit school and are married off before the age of 18, but it's going to be different now. Lots of girls will get an education and I'm going to speak to all the villagers about this."*

FILMAO ERNESTO BALOII, DISTRICT LEADER, MWANDZO, MOZAMBIQUE

Having been involved in the WCP Program I have a better knowledge of	2021	2019	2018
The rights of the child	97%	98%	89%
The UN Convention on the Rights of the Child	84%	87%	93%
The UN's Global Goals for Sustainable Development	100%	89%	84%
The equal rights of girls and boys	100%	92%	95%
The problems affecting children in my community/district	97%	93%	93%
How to protect girls from sexual assault at home, at school and in the community	100%	84%	93%
How children themselves can stand up for their rights as active changemakers	97%	90%	90%
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	97%	82%	89%
Climate change	97%	89.6%	

## Global focal points

Surveys with WCPF’s focal points have been conducted in Burundi, the Democratic Republic of Congo, the Philippines, Ghana, Nepal, Nigeria, Pakistan and Togo. All partner organizations state that via the WCP Program they have increased their knowledge of children’s rights, improved their methodological capacity to pursue work in support of children’s rights and have strengthened their networks and cooperation with other organizations.

### Quotes from focal points:

*“We work in schools because we think it’s the best forum for sharing information. And if a child gets a good education, they will be able to educate their friends and families at home. The same applies to teachers, who are part of the team. They are the ones who will help their students in schools to carry out our various activities. During these courses we teach children that they are active changemakers and that through them we want everyone to understand that girls and boys share the same rights, that girls must be valued. That injustices against girls must stop. That’s our goal.”*

SALOMÉ AGBODJAN, FOCAL POINT AND CHAIR, ONG JEC, BENIN

*“The WCP Program has really produced positive result in our communities. Leaders, parents, teachers and traditional leaders now respect the basic rights of children, and they also advise others under their programs and participate fully in all their activities.”*

FOCAL POINT, MAN, NIGERIA

*“Pakistan is a country with a huge population and low literacy levels. Human rights are severely neglected and violations of them are very common here. The WCP Program spreads awareness of rights here, particularly girls’ rights and democracy. The WCP Program is vital in our country.”*

FOCAL POINT, MAN, PAKISTAN

## Impact of Toi Moi Mêmes Droits on children

Having completed the two-day course to be Child Rights Ambassadors for equal rights for girls, 839 students (409 girls and 430 boys) from 202 schools in Benin (248 students), Burkina Faso (267 students) and Senegal (324

students) gave their responses in an extensive survey.

The responses reveal that:

- 95.5 percent now know more about girls’ rights
- 97.5 percent support girls’ rights more than before the course
- 99.5 percent will teach other students what they have learned about children’s and girls’ rights
- 99.2 percent will teach their families what they have learned about children’s and girls’ rights
- 99.5 percent will teach their neighbours what they have learned about children’s and girls’ rights
- 98.7 percent now feel more confident about discussing girls’ rights with others
- 98.8 percent now have the courage to report cases of violations of girls’ rights

Boys’ participation as active changemakers who stand up for girls’ rights is important, and the YMER course has clearly improved their knowledge and support for girls.

*“Stop sex discrimination! Boys and girls have the same rights. And if there is discrimination against girls it’s a crime, big or small, that is punishable by law.”*

BOY, 14, CHILD RIGHTS AMBASSADOR, BENIN

*“During the course I gained the courage to report violations against girls.”*

GIRL, 16, CHILD RIGHTS AMBASSADOR, BENIN

*“I now know that girls share the same rights as boys, and we must do everything we can to achieve gender equality for a fairer society.”*

BOY, 16, CHILD RIGHTS AMBASSADOR, BENIN

*“The most interesting part was the description of girls’ rights and I will never forget that girls also have rights.”*

BOY, 11, CHILD RIGHTS AMBASSADOR, BURKINA FASO

*“The most important thing was that we learned about children’s rights and obligations. We also talked about girls’ rights and I learned that I should help my sister with the household chores.”*

BOY, 14, CHILD RIGHTS AMBASSADOR, BURKINA FASO

Through the WCP Program, partner organizations have	2021	2019	2018
Strengthened their knowledge of children’s rights and democracy	100%	100%	100%
Improved their methodological capacity to pursue work in support of children’s rights	100%	100%	100%
Strengthened networks and cooperation with other groups and organizations (civil society, authorities, etc.)	100%	100%	100%
Raised their profile both locally and nationally	100%	88%	80%



*“I now know that teachers have no right to ask us to sleep with them to get good grades.”*

GIRL, 17, CHILD RIGHTS AMBASSADOR, SENEGAL

*“Many people work to protect children’s rights, and now I too will work to defend the rights of girls and children.”*

GIRL, 18, CHILD RIGHTS AMBASSADOR, SENEGAL

## Impact of Toi Moi Mêmes Droits on teachers and school leaders

On completion of the two-day course, 379 teachers and school leaders (176 women and 203 men) from 202 schools in Benin (124 teachers), Burkina Faso (135 teachers) and Senegal (120 teachers) said in their survey responses that:

- 96.8 percent now know more about girls’ rights
- 98.7 percent support girls’ rights more than before the course
- 99.2 percent will teach other students what they have learned about children’s and girls’ rights
- 99.5 percent will share what they have learned with their colleagues
- 100 percent will teach their families what they have learned about children’s and girls’ rights
- 100 percent will share what they have learned with others in their community
- 99.7 percent now feel more confident about discussing girls’ rights with others
- 99.7 percent are now motivated to report cases of violations of girls’ rights

### Here are some free-text responses from some of the teachers who completed the course:

*“I learned how to help children, particularly girls, to be aware of their rights and to defend themselves if their rights are violated.”*

FEMALE TEACHER, BENIN

*“I learned about the need to listen to children’s opinions and take them into consideration. I also learned that, based on the everyday situations we experience in life, we can campaign for respect for children’s and girls’ rights.”*

MALE TEACHER, BENIN

*“The most interesting thing is that I gained a new vision of how to teach and respect children’s, and particularly girls’ rights. More importantly, girls will now be able to free themselves.”*

FEMALE TEACHER, BURKINA FASO

*“I learned that children have the right to an opinion, which I didn’t know. From now on I promise to take their opinions into account.”*

MALE TEACHER, BURKINA FASO

## Impact of Toi Moi Mêmes Droits on local leaders

Informal (traditional, religious) and formal (elected, government authority) leaders in Benin and Burkina Faso who completed the two-day course said in their survey responses that:

- 97.5 percent now know more about girls’ rights
- 100 percent support girls’ rights more than before the course
- 97.5 percent will share what they have learned with other leaders
- 100 percent will teach their families what they have learned about children’s and girls’ rights
- 97.5 percent will share what they have learned with others in their community
- 100 percent now feel more inspired about discussing girls’ rights with others
- 100 percent are now motivated to report cases of violations of girls’ rights

Local leaders – particularly informal leaders – play a vital role in local advocacy for children’s/girls’ rights. So it is highly gratifying that the leaders who have completed the YMER course are so unequivocally positive about taking responsibility and sharing the knowledge and insights they have gained, and supporting children’s, and particularly girls’ equal rights. Here are some free-text responses from some of the leaders who completed the course:

*“I was fascinated to know that children can be at the heart of the fight for their rights. It’s interesting, because the children are the ones who know the most.”*

FEMALE LEADER, BENIN

*“The most important lessons are that girls and boys are equal, that there must be an end to forced marriage and that all children have the right to an education.”*

FEMALE LEADER, BENIN

*“This course has given me a better understanding; I know that Benin is a signatory to a convention that protects children’s rights, and this means I can now prepare myself firstly to support the locally elected leaders in my community and to develop, while also informing local leaders and setting up clubs so the children in the Godomey/Togoudo area in particular, and in Abomey-Calavi in general can also be aware of their rights and know how to defend them.”*

MALE LEADER, BENIN

## Expected future development

The good results achieved by the organization, both in terms of quantity and quality, 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.

In 2022 and 2023, WCPF plans to focus on developing the program further, in Sweden with Framtidsväljaren (Future Voters), and globally via a model project for the rights of vulnerable girls primarily in Zimbabwe and Mozambique. The holistic model project can be presented to potential funders and scaled up.

In Sweden, provided there is funding, WCPF wants to enable versions of the WCP Program to be adapted for younger students aged 9–10, students who struggle with reading and children who are differently abled.

## 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, unreliable postal services, 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 2021, all these difficulties were encountered to some extent, but the most significant external factor for 2021 was of course the Covid-19 pandemic.

## Significant events during the financial year

Income declined from SEK 13,155,769 in 2020, to SEK 11,875,601 in 2021. Donations from the general public dropped from SEK 1,019,453 in 2020, to SEK 885,017 in 2021.

90 percent related to direct project costs (2020: 90 percent) and 10 percent related to administrative and fundraising expenses (2020: 10 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 2021, WCPF received SEK 5 million in basic support and subsequently SEK 0.5 million in Covid-19 basic support, and since 2009 has received a total of SEK 79.5 million. According to the Postcode Lottery, it has awarded more than SEK 13 billion to the voluntary sector since its launch in 2005. The Swedish Postcode Lottery is managed by Novamedia Sverige on behalf of the voluntary association Svenska Postkodföreningen, of which the World's Children's Prize Foundation is a member. The organization's vision is to contribute towards strong civil societies.

In 2020, WCPF was granted a preliminary amount of SEK 2.340 million by HM Queen Silvia's Foundation Care About the Children for the project *Toi Moi Mêmes Droits*

(You Me Equal Rights), for the years 2020–2022. A new application is submitted for each year, and WCPF was granted SEK 900,000 for 2021.

In December, WCPF was granted SEK 700,000 from the Swedish Institute for the project *Training of Trainers of Child Rights Ambassadors Platform*, which is taking place 2022–2023.

## Significant events after the end of the financial year

On 17 March, as a beneficiary of the Swedish Postcode Lottery, the World's Children's Prize Foundation received SEK 5 million in basic support for 2022.

For the years 2020–2022, WCPF was granted a total of SEK 2.55 million (SEK 850,000 per year) from ForumCiv in InfoKom grants for the WCP Program in Swedish schools. As a result of the impact of the Covid-19 pandemic on the WCP Program, SEK 143,000 was transferred to 2022 and the grant therefore totals SEK 993,000 for 2022.

In 2020, WCPF was granted a preliminary amount of SEK 2.340 million by HM Queen Silvia's Foundation Care About the Children for the project *Toi Moi Mêmes Droits* (You Me Equal Rights), for the years 2020–2022. A new application is submitted for each year, and WCPF has been granted SEK 800,000 for 2022.

The Covid pandemic will continue to impact both income and activities in 2022.

## Multi-year review

### Financial result and position

This year's surplus of SEK 1,984,805 will be carried forward. Most of the surplus is the result of activities being postponed until 2022 and 2023 due to the Covid-19 pandemic.

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

In 2021, the holistic WCP Program also included the special projects *Round the Globe Run for a Better World* (start 2018) and *Peace & Changemaker Generation* (start 2019), both of which highlight and illustrate children's rights and the UN's Global Goals for Sustainable Development.

## Management and office staff

The Board, which consists of Arne Karlsson (Chair), Trond Waage (Deputy Chair), Johanna Hallin, Joanna Lundqvist, Rita Riadh-Issa, Ola Andersson and Magnus Bergmar, has held five minuted meetings.

During the year, the office staff consisted of five full-time positions. In Covid-free years the foundation also temporarily employed media teams that visited the Child Rights Heroes/prize candidates and participating children, as well as the hosts during WCP week. In 2021, we

Financial result and position	2021	2020	2019	2018	2017
Program income	11,875,601	13,155,769	15,280,967	14,358,302	12,529,319
Net income for the year	1,984,311	2,369,767	589,506	198,871	121,651
Balance sheet total	7,918,761	8,249,544	10,018,362	9,833,194	14,311,824
Average number of employees	5	5	6	6	6

also had consultants during the production stage who carried out assignments in education, text, photography, film, design and translation. No new employees were appointed in 2021, and no employees left.

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 FTE. 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 is estimated that it exceeds our annual income.

WCPF is a member of Giva Sverige and complies with all the requirements included in Giva Sverige's Quality Code. The application of the Quality Code is examined every other year by an external auditor. This was last carried out in 2020. WCPF also produces an annual Impact Report for its work, in accordance with Giva Sverige'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, and a Swish number with the same figures: 9001868.

## 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 (specifically children's) rights, democracy, the equal value of all people, poverty, the environment and sustainable development. The 2030 Agenda for Sustainable Development and Global Goals for Sustainable Development 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 concentrates on the Global Goals for Sustainable Development in both its basic program and in the projects Peace & Changemaker Generation and You Me Equal Rights, as well as in the previous special projects Round the Globe Run for a Better World and No Litter Generation, which live on within the remit of the WCP Program. The millions of participating children, teachers, local traditional and religious leaders, local formal leaders as well as partner organizations all receive training in the Global Goals. In all its program activities, WCPF also maintains a continual, firm focus on equality, including equal rights for girls.

At office level, 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 professional development training.

The total financial result from operations for the two most recent financial years and the foundation's financial position at 31/12/2021 and 31/12/2020 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.

**45  
MILLION**

CHILDREN  
INVOLVED IN THE  
WCP PROGRAM  
SINCE 2000

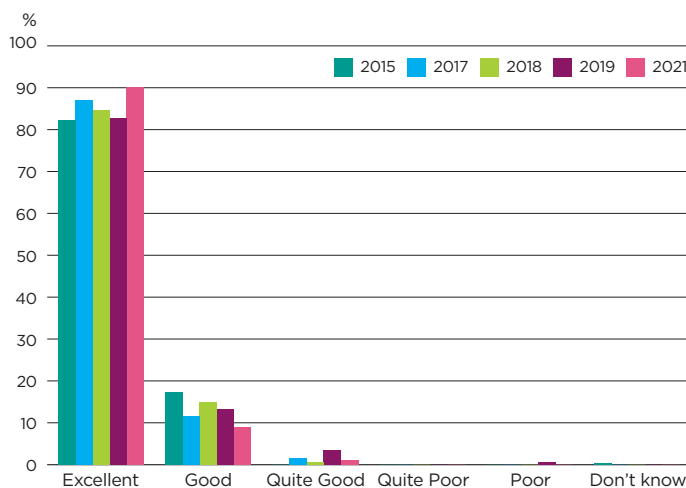
**1USD**  
PER CHILD  
AND YEAR



**74 786  
SCHOOLS  
IN 120  
COUNTRIES**

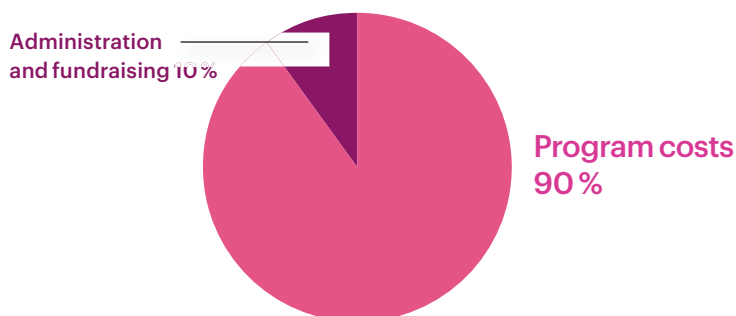
SUPPORT THE  
WCP PROGRAM

## Teacher survey in Sweden on the WCP Program



99% of schools think the WCP Program is Excellent (90,1%) or Good. The children in participating Swedish schools use the program for an average of 1,5 months and across several subjects.

## Expenditure 2021



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

**100 %**

HAVE LEARNED THAT THE RIGHTS OF THE CHILD EXIST

**99,1 %**

HAVE LEARNED ABOUT DEMOCRACY AND A DEMOCRATIC VOTE

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

**96,4 %**

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

**91,1 %**

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

\*Zimbabwe, DR Congo, Mozambique, Burkina Faso, Nigeria, Pakistan, Ghana, Togo, Senegal and Benin.

## Peace & Changemaker Generation

In the Peace & Changemaker Generation 1500 children, living in or near the national parks Gonarezhou in Zimbabwe and Limpopo in Mozambique, were trained as ambassadors for girl's equal rights and the protection of endangered animals. They raise awareness and their commitment for change to 100 000 other children in the area. P&CG, implemented in partnership with Peace Parks Foundation, is financed by the Swedish Postcode Lottery. WCPF's partner organizations, SANTAC in Mozambique and Shamwari Yemwanasikana in Zimbabwe, coordinate the implementation, with strong support from both countries' Ministry of Education and Departments of education.



I am a Peace & Changemaker Generation Ambassador

Peace & Changemaker Generation  
is a partnership between



Funded by




The project is implemented in cooperation with



[www.worldschildrensfund.org](http://www.worldschildrensfund.org) - [www.peaceparks.org](http://www.peaceparks.org)

## Toi Moi Mêmes Droits


In the Toi Moi Mêmes Droits project (You Me Equal Rights) children, teachers, local leaders and journalists are trained to disseminate that girls have equal rights as boys and that these should be respected. TMMD is implemented, with support from HM Queen Silvia's Care About the Children Foundation, by WCPF's partner organizations in Benin, Burkina Faso and Senegal, with support from the countries' Ministries of Education.




# TOI MOI MÊMES DROITS

**Ambassadeur/Ambassadrice des Droits de l'Enfant**  
du Prix des Enfants du Monde et Toi Moi Mêmes Droits


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Magnus Bergmar, Directeur Général Fondation Prix des Enfants du Monde









Le programme est réalisé avec le soutien  
de la Fondation de Sa Majesté la Reine Silvia de Suède



HM DROTTHING SILVIAS STIFTELSE  
CARE ABOUT THE CHILDREN

Le Programme du Prix des Enfants avec Toi Moi Mêmes Droits se déroule en collaboration avec

 Ministère de l'Éducation Nationale, de l'Alphabétisation et de la Promotion des Langues Nationales, Burkina Faso	 Burkina Faso	 Ministère de l'Éducation Nationale, Sénégal	 Une Enfance Scolarisée, Sénégal	 Ministère Des Enseignements Secondaire, Technique et de la Formation Professionnelle, Bénin	 Juriste Echos Consult, Bénin
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Benevolat.org/jeunesdroits.com

# Financial report



# Income statement

	Note	2021	2020
<b>Operating income</b>			
Donations	2	6 295 017	6 929 453
Grants	2	5 576 764	6 194 657
Net sales		1 260	10 890
Other operating income	3	2 560	20 769
<b>Total operating income</b>		<b>11 875 601</b>	<b>13 155 769</b>
<b>Operating expenses</b>			
Operating expenses	4, 5		
Program activity expenses		-8 904 476	-9 693 082
Fundraising expenses		-458 953	-541 480
Administrative expenses		-527 367	-540 078
<b>Total operating expenses</b>		<b>-9 890 796</b>	<b>-10 774 640</b>
<b>Operating result</b>		<b>1 984 805</b>	<b>2 381 129</b>
<b>Income from financial items</b>			
Interest income and similar items		1 037	627
Interest expenses and similar items		-1 531	-11 989
<b>Total earnings from financial items</b>		<b>-494</b>	<b>-11 362</b>
<b>Result after financial items</b>		<b>1 984 311</b>	<b>2 369 767</b>
<b>Result before tax</b>		<b>1 984 311</b>	<b>2 369 767</b>
<b>Result for the year</b>		<b>1 984 311</b>	<b>2 369 767</b>



# Balance sheet

	Note	2021-12-31	2020-12-31
<b>ASSETS</b>			
<b>Fixed assets</b>			
<i>Tangible fixed assets</i>			
Equipment, tools and installations	6	12 200	29 064
<i>Total tangible fixed assets</i>		12 200	29 064
<b>Total fixed assets</b>		<b>12 200</b>	<b>29 064</b>
<b>Current assets</b>			
<i>Current receivables</i>			
Accounts receivable		1 120	1 440
Other receivables		390 733	498 589
Prepaid expenses and accrued income	7	119 763	180 878
<i>Total current receivables</i>		511 616	680 907
<b>Cash and bank balances</b>			
Cash and bank balances		7 394 945	7 539 573
<i>Total cash and bank balances</i>		7 394 945	7 539 573
<b>Total current assets</b>		<b>7 906 561</b>	<b>8 220 480</b>
<b>TOTAL ASSETS</b>		<b>7 918 761</b>	<b>8 249 544</b>
<b>EQUITY AND LIABILITIES</b>			
<b>Equity</b>			
Foundation capital		50 000	50 000
Reserved funds		50 000	50 000
Designated funds		0	259 836
Equity carried forward		5 511 700	3 527 389
<b>Total equity</b>		<b>5 611 700</b>	<b>3 887 225</b>
<b>Current liabilities</b>			
Accounts payable		103 613	90 184
Liabilities, received unutilised grants	8	1 159 251	3 553 213
Other liabilities		161 871	176 019
Accrued expenses and deferred income	9	882 326	542 903
<b>Total current liabilities</b>		<b>2 307 061</b>	<b>4 362 319</b>
<b>TOTAL EQUITY AND LIABILITIES</b>		<b>7 918 761</b>	<b>8 249 544</b>

STATEMENT OF CHANGES IN EQUITY	Foundation capital	Reserve funds	Designated funds	Equity carried forward
Opening balance 01/01/2021	50 000	50 000	259 836	3 527 389
Transfer of designated funds			-259 836	
Result for the year				1 984 311
<b>Closing balance 31/12/2021</b>	<b>50 000</b>	<b>50 000</b>	<b>0</b>	<b>5 511 700</b>

# Noter

## NOTE 1 ACCOUNTING POLICIES

### General accounting policies

Amounts in SEK unless otherwise indicated.

The World's Children's Prize Foundation's annual accounts have been prepared in accordance with the Swedish Annual Accounts Act (1995:1554) the general advice and guidelines of the Swedish Accounting Standards Board BFNAR 2012:1 (K3) and Giva Sverige's (the Swedish Fundraising Association) Guidelines for annual reports. The accounting policies are the same as for the previous financial year.

### STATEMENT OF INCOME AND EXPENSE

#### Operating 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 meet certain conditions and the foundation has an obligation to repay the counterparty if the conditions are not met, it is a received grant. 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 once the conditions for receiving the grant have been met. Grants received are recognised as liabilities until such time as the conditions for receiving the grants 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.

#### Operating expenses

Operating 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 charging or entirely in the annual report via distribution keys.

#### Program activity expenses

Program activity expenses are the costs for implementation of the foundation's purpose according to the statutes of the World's Children's Prize Foundation. Program activity expenses also 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 suchlike 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 below.

#### 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 assets. 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 FUNDRAISING

	2021	2020
<b>Donations recognised in the income statement</b>		
General public	885 017	1 019 453
Swedish Postcode Lottery	5 000 000	5 500 000
<i>Company</i>		
Twitch	10 000	10 000
<i>External foundations and funds</i>		
Crown Princess Margareta's Memorial Fund	300 000	300 000
Sparbank Foundation Rekarne	100 000	100 000
<b>Total donations</b>	<b>6 295 017</b>	<b>6 929 453</b>
<b>Grants recognised as income</b>		
<b>Funds raised (grants from bodies governed by civil law)</b>		
Swedish Postcode Lottery	2 672 681	4 755 657
Queen Silvia's Foundation		
Care About the Children	1 187 400	372 000
<b>Total grants</b>	<b>3 860 081</b>	<b>5 127 657</b>
<b>Public grants</b>		
ForumCiv	1 716 683	1 067 000
<b>Total public grants</b>	<b>1 716 683</b>	<b>1 067 000</b>
<b>Total funds raised</b>	<b>11 871 781</b>	<b>12 057 110</b>

## NOTE 3 OTHER OPERATING INCOME

	2021	2020
Income program activities	1 980	4 767
Other income	580	16 002
<b>Total</b>	<b>2 560</b>	<b>20 769</b>

## NOTE 4 LEASES

	2021	2020
<i>Due date for future lease payments</i>		
Within one year	208 173	218 032
More than one year but within five years	5 989	38 696
<i>Expensed lease payments</i>		
Lease payments expensed during the financial year	216 920	213 551

### Significant leases concluded

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 purchase.

## NOTE 5 EMPLOYEES AND PERSONNEL COSTS

	2021	2020
<i>Salaries and other remuneration</i>		
CEO	928 224	915 165
Other employees	1 741 460	1 743 911
<i>Total salaries and other remuneration</i>	2 669 684	2 659 076
<i>Social security expenses and pension costs</i>		
Social security expenses	1 174 911	902 892
(of which pension costs)	541 494	366 995
<i>Total salaries, other remuneration, social security expenses and pensions</i>	3 844 595	3 561 968
<i>Average number of employees</i>		
Men	1	1
Women	4	4
Average number of employees	5	5
<i>Gender balance on Board of Trustees</i>		
Men	5	5
Women	2	2

Of the pension costs, SEK 200,400 excl. payroll tax (previous year SEK 200,400) refers to the foundation's CEO. The foundation has no other pension commitments or severance pay to senior members of staff or to trustees. The difference between 2020 and 2021 is due to reimbursements from SPP and Skandikon in 2020 for pensions paid for former employees.

The average number of employees does not include employees whose remuneration is below a half price base amount of SEK 24,300 (previous year SEK 24,150), in compliance with BFNAR 2006:11.

## NOTE 6 EQUIPMENT, TOOLS AND INSTALLATIONS

	2021-12-31	2020-12-31
Opening costs	389 100	352 498
<i>Changes in costs</i>		
Purchases	0	36 602
Closing costs	389 100	389 100
Opening depreciation	-360 036	-324 465
<i>Changes in depreciation</i>		
Depreciation for the year	-16 864	-35 571
Closing depreciation	-376 900	-360 036
<b>Carrying amount</b>	<b>12 200</b>	<b>29 064</b>

## NOTE 7 PREPAID EXPENSES AND ACCRUED INCOME

	2021-12-31	2020-12-31
Prepaid rental costs	49 553	48 545
Prepaid insurance premiums	35 287	17 496
Other prepaid expenses	32 943	73 169
Accrued income	1 980	41 668
<b>Total prepaid expenses and accrued income</b>	<b>119 763</b>	<b>180 878</b>

## NOTE 8 LIABILITIES, RECEIVED UNUTILISED GRANTS

	2021-12-31	2020-12-31
Grant received from Swedish Postcode Lottery	306 532	2 979 213
Grant received from CATCH	40 600	328 000
Grant received from ForumCiv/InfoKom o DRC	182 317	200 000
Grant received from the Swedish Institute	629 802	46 000
	<b>1 159 251</b>	<b>3 553 213</b>

## NOTE 9 ACCRUED EXPENSES AND PREPAID INCOME

	2021-12-31	2020-12-31
Holiday pay liability incl. social security contributions	304 592	247 820
Accrued pension incl. accrued special employer's contribution	56 873	56 873
Accrued audit expenses	160 000	160 000
Other items	360 861	78 210
<b>Total accrued expenses and prepaid income</b>	<b>882 326</b>	<b>542 903</b>

## NOTE 10 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 in basic support on 17 March 2022 for 2022.

For the years 2020–2022, WCPF was granted a total of SEK 2.55 million (SEK 850,000 per year) from ForumCiv in InfoKom grants for the WCP Program in Swedish schools. As a result of the impact of the Covid-19 pandemic on the WCP Program, SEK 142,989 was transferred to 2022, which means the grant therefore totals SEK 992,989 for 2022.

In 2020, WCPF was granted a preliminary amount of SEK 2.340 million by HM Queen Silvia's Foundation Care About the Children for the project Toi Moi Mêmes Droits (You Me Equal Rights), for the years 2020–2022. A new application is submitted every year, and WCPF has been granted SEK 800,000 for 2022.

The Covid-19 pandemic will continue to impact both income and activities in 2022. WCP week and the award ceremony are due to take place in May 2022.

This Annual report was prepared on the date that appears by our signatures



Arne Karlsson  
Chair  
27/04/2022



Trond Waage  
Deputy Chair  
14/04/2022



Joanna Lundquist  
Trustee  
2022-04-27



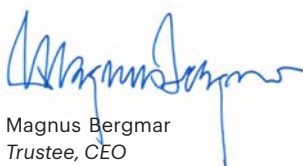
Rita Riadh-Issa  
Trustee  
22/04/2022



Ola Andersson  
Trustee  
27/04/2022



Johanna Hallin  
Trustee  
27/04/2022



Magnus Bergmar  
Trustee, CEO  
26/04/2022

## Report on the annual accounts

### Opinions

We have audited the annual accounts of Stiftelsen World's Children's Prize Foundation for the year 2021.

In our 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 Stiftelsen World's Children's Prize Foundation as of 31 December 2021 and of its financial performance for the year then ended in accordance with the Annual Accounts Act. The statutory administration report is consistent with the other parts of the annual accounts.

### Basis for Opinions

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our 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 is also responsible for such internal control as it determines 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 is 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 the use of the going concern basis of accounting. The going concern basis of accounting is however not applied if the Board of Directors intends to cease operations, or have no realistic alternative but to do so.

### Auditor's responsibility

Our objectives are to obtain reasonable assurance about whether the annual accounts as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our 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.

As a part of an audit according to ISA, we exercise professional judgment and maintain professional skepticism throughout the audit. In addition, we also:

- identify and assess the risk of material misstatement in the annual accounts, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- obtain an understanding of the Foundation's internal control relevant to our audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control.
- evaluate the appropriateness of the accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Directors.
- conclude on the appropriateness of the Board of Directors' use of the going concern basis of accounting in preparing the annual accounts. We also draw a conclusion, based on the audit evidence obtained, as to whether any material uncertainty exists related to events or conditions that may cast significant doubt on the Foundation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the annual accounts or, if such disclosures are inadequate, to modify our opinion about the annual accounts. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Foundation to cease to continue as a going concern.
- evaluate the overall presentation, structure and content of the annual accounts, including the disclosures, and whether the annual accounts represent the underlying transactions and events in a manner that achieves fair presentation.

We must inform the Board of Directors of, amongst other matters, the planned scope and timing of the audit. We must also inform of significant audit findings during our audit, including any significant deficiencies in internal control that we identified.

## Report on other legal and regulatory requirements

### Opinion

In addition to my audit of the annual accounts, we have also audited the administration of the Board of Directors of Stiftelsen World's Children's Prize Foundation for 2021.

In our opinion the members of the Board of Directors have not acted in contravention of the Foundation Act, the Foundation's Charter or the Annual Accounts Act.

### Basis for opinion

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of the Board of Directors

The Board of Directors is responsible for the administration according to the Foundations Act and the Foundation's charter.

### Auditor's responsibility

Our objective concerning the audit of the administration, and thereby our 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 are reasons for dismissal; or

- has, in any way, acted in contravention of the Foundation Act, the Foundation's charter 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, we exercise professional judgment and maintain professional scepticism throughout the audit. The examination of the administration is based primarily on the audit of the accounts. Additional audit procedures performed are based on our professional judgment with starting point in risk and materiality. This means that we 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. We examine and test decisions undertaken, support for decisions, actions taken and other circumstances that are relevant to our opinion.

Our Audit Report was submitted on 29/04/2022



Angelica Stööp  
Angelica Stööp  
*Authorised Public Accountant*



**World's Children's Prize Foundation**

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