


ANNUAL REPORT 2018

Stiftelsen World's Children's Prize Foundation



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The Global Vote in Chihota
in Zimbabwe.

VISION

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



Kim Fusire, 13, of the WCP International Child Jury, was the Master of Ceremony at the WCP Ceremony at Gripsholm Castle in Mariefred, Sweden.



Management Report

GENERAL INFORMATION ABOUT ACTIVITIES

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

The World's Children's Prize Program

The World's Children's Prize (WCP) is a global, holistic, experience-based education program. It educates and empowers children to help them act as changemakers during childhood and as adults, in their own lives, in their local communities and in their countries. They defend the equal value of all people, human rights – including the rights of the child – democracy and sustainable development. The majority of the children who participate in the WCP Program are poor and vulnerable, often living in fragile states exposed to violent conflict. Among the 42 million children who have taken part in the annual program since the start in 2000, many million have themselves suffered serious violations of their rights. For many, the World's Children's Prize Program reveals for the first time that they have rights and can make their voices heard. Some of the children who were educated and empowered by the WCP Program in 2018 to be changemakers are these children in Zimbabwe:

“The WCP education programs help us to create a country where girls are free and can stand up for their rights. Parents also need to be aware of these rights, so they don't treat us badly through ignorance. Now that I'm an ambassador, I feel I have a new purpose in my life.”

NGONI CHIKOTO 12, WCP CHILD RIGHTS AMBASSADOR,
CHINZANGA PRIMARY SCHOOL, MUTOKO

“As a child I have the right to say what I think; to speak out when my rights are violated and to advise and protect my friends where I live. The Child Rights Ambassador training has given me the self-confidence to be determined about standing up for my rights.”

RUNYARARO ZEMBA, 15, WCP CHILD RIGHTS AMBASSADOR,
RIVERTON SECONDARY SCHOOL

“Boys and girls have equal rights, rights that help them live meaningful lives. As a trained Child Rights Ambassador I can now be a changemaker, who has been inspired by other children I've met in The Globe and who changes the lives of lots of children all over the world. My life will never be the same again. I'm now ready to fight for and demand respect for children's rights, because the life of every child is important!”

PATIENCE ZVOMA, 18, WCP CHILD RIGHTS AMBASSADOR,
TRANSPARENCY COLLEGE

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

Every year the WCP's international Child Jury, made up of children who are experts in the rights of the child through their own experiences, select three Child Rights Heroes as candidates for the *World's Children's Prize for the Rights of the Child*. The candidates are people who inspire and engage millions of young people around the world. The WCP Program is based on children's experiences via the stories in the global educational instruction 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. Reading about children whose lives have been changed by people's rights-based struggle evokes empathy, commitment and identification. It also creates a sense of global solidarity.

Children who participate in the WCP Program experience other children's reality, but they also learn facts about their own rights, about how democracy works and about the Sustainable Development Goals (SDGs). They examine and discuss respect for the rights of the child and how children are treated in the countries in which they live. Teachers support their students' participation in the program with the help of an educational guide featuring interactive classroom exercises. The WCP Program can be integrated into the curriculum in many different subjects. Children are trained as WCP Child Rights Ambassadors and form 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, with a particular emphasis on equal rights for girls and the SDGs.

The children's rights section of the WCP Program ends with the children's Global Vote. At each school, the students organise election days that encompass all aspects of a democratic election, including an election register, voting booths, ballot boxes, vote counters and election observers. They vote for their Child Rights

Heroes and for the rights of the child. All candidates are honoured as Child Rights Heroes for their outstanding contributions in support of the rights of the child, and they receive prize money to use in their work for 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*.

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

Two special projects, carried out with support from the Swedish Postcode Lottery, *No Litter Generation (NLG)* and the *Round the Globe Run for a Better World* bring the Sustainable Development Goals into the WCP Program. NLG focuses mainly on littering and climate change/action, while the Round the Globe Run is concerned with gender equality and equal rights for girls, reduced inequalities, peaceful and inclusive societies and tackling climate change.

Supported by Global Friend Schools

71,937 schools with 34,654,990 students in 117 countries have signed up as Global Friend Schools, supporting the World's Children's Prize since 2000. There has been an increase of 1,480 schools and 630,258 students in 2018. Of the schools, 1,803 are Swedish, which represents an increase of 19.

The World's Children's Prize is supported by 803 Adult Friend Organizations, departments of education and other bodies, which is an increase of 25 in 2018. Some of them implement the WCP Program in collaboration with tens of thousands

of teachers every year. In 2018, almost 2,000 teachers in Sweden implemented the program. Around 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 received training in the rights of the child, democracy and the SDGs, as well as in relevant teaching methods.

(All Global Friend Schools that sign up are registered in the WCPF database by country, including contact details and number of students. The number of teachers involved globally is calculated on the basis of one teacher per 35 participating students, around half a million teachers, on the basis that every teacher uses the program for an average of 2–3 years. The figure for Sweden is based on teachers' survey responses, indicating that an average of 7.4 teachers per school participated in the WCP Program in 2018.)

The WCP Program and the Global Vote

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



PHOTO: JOHAN BJERKE/WCPF



Glory, 13, and Talkmore, 16, from the Chiota village in Zimbabwe are trained WCP Child Rights Ambassadors fighting for girls' equal rights.

– Many poor girls here don't go to school, but instead are forced to marry, says Glory. In her Child Rights Club there are several girls who have been abused and forced to marry. Glory teaches and empowers them on their rights.



The largest number of children participating in the Global Vote in any one year has been 7.1 million. At least 1,436,573 children took part in the 2018 Global Vote. This means that since the World's Children's Prize was established in 2000 a total of at least 42,014,226 children have taken part in the annual WCP Program. In addition, there are children who participated in the WCP Program but were not involved in the Global Vote, or whose votes were not reported in time.

In Sweden, at least 32,215 children participated in the 2018 WCP Program, including the Global Vote. This means that since the World's Children's Prize was estab-

lished, at least 647,608 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 2018

The three Child Rights Heroes chosen by the Child Jury as final candidates for the 2018 WCP Program were Gabriel Meija Montoya, Colombia, who has been fighting for Colombia's street children, child soldiers and children in prison for more than 30 years, Rachel Lloyd, USA, who has spent 20 years tackling the child sex trade in the US, and Valeriu Nicolae, Romania, for his fight for the poorest and most vulnerable Roma children.

The voting children elected Rachel Lloyd to be the recipient of the 2018 *World's Children's Prize for the Rights of the Child*. Gabriel Meija Montoya and Valeriu Nicolae each received a *World's Children's Honorary*

At weekends, Talkmore gives out flyers that he has made made in school about gender equality and girls' rights.

– After the WCP Child Rights Ambassador training I convinced my parents to let me help out with the housework at home. help with the cooking, cleaning and lots of other things. Now my grandma and mum get to have a rest, and my sisters have time to do their homework and spend time with their friends, just like I do.



When the children in the village of Upende were waiting for their copies of *The Globe* to arrive so they could get involved in the WCP Program again an armed rebel group attacked their village. Many parents were killed and the children escaped from school and ran to the forest. Here the WCP Child Rights Ambassadors read from *The Globe* to the other children.

PHOTO: TUZZA ALONDA/WCPF

Award. Since the World's Children's Prize was launched in 2000, there have been 49 prize laureates and 15 Decade Child Rights Heroes, all of whom have inspired children all over the world. The prize money has helped to give thousands of the world's most disadvantaged children a better life, so far through 64 projects in 36 countries. A total of 52 percent of the prize laureates have been women, 35 percent men and 13 percent organisations.

The 2018 World's Children's Prize Ceremony took place on 19 April at Gripsholm Castle in Mariefred, Sweden. HRM Queen Silvia helped the members of the Child Jury to present the awards.

Special projects and other projects

No Litter Generation

2018 saw the first No Litter Generation initiative funded by the Swedish Postcode Lottery, a special project in partnership with the Keep Sweden Tidy Foundation. The project culminated on 16 May with *No Litter Day*. A total of 731,239 children and 13,054 teachers at 1,957 schools in 21 countries participated and learned more about littering and the Sustainable Development Goals. On No Litter Day, the children collected a total of 263,742 kg of litter.

Round the Globe Run for a Better World

Teaching material for the special project *Round the Globe Run for a Better World* was produced in 2018. The project was funded by the Swedish Postcode Lottery and is a collaboration with the Swedish Olympic Committee.

The Round the Globe Run educates children, teachers, focal points and local leaders about the SDGs, concentrating on Goal 5 for gender equality, Goal 10 for reduced inequalities and Goal 16 for peace, justice and strong institutions, but also covers Goal 1 no poverty and Goal 13 on climate action. The *Round the Globe Run for a Better World* is on 1 April 2019 and 2020, when children demonstrate their support for the SDGs and end the day by walking or running 3 kilometres, together roughly 100 circuits of the globe, for a better country and a better world. In Sweden, participating schools are visited by Swedish Olympians who talk about the Olympic values, their own Olympic moment, the SDGs and the Round the Globe Run.

Mozambique for girls' rights

Between 2012 and 2014, WCPF carried out the special project *Rights and Democracy for a Million Girls* in seven countries, in partnership with ECPAT and funded by the Swedish Postcode Lottery. The project included many girls who had, or who were at risk of having their rights violated. The special project was followed up from 2015 to 2018 with a more in-depth project, *Mozambique for Girls' Rights*, to mobilise the whole of society, including boys and adults. The follow-up project was funded with support from HM Queen Silvia's Care About the Children Foundation. The project, which ended with a child-led seminar in Maputo on 17 November 2018, involved 758 Child Rights Ambassadors, 321,997 other

The students at the Hurungwe School in Zimbabwe participated in the No Litter Generation together with 731 239 children and 13 054 teachers in close to 2 000 schools. Here all litter collected during No Litter Day is weighed.





There were reports from the World's Children's Press Conference in several newspapers in Pakistan, as well as on the radio and TV. Normally it is unusual for children to be given the chance to talk about children's rights in the media in Pakistan.

"Welcome to the World's Children's Press Conference, which is held at the same time by children in many countries," explains WCP Child Rights Ambassador Kouanda to the radio journalists in Burkina Faso.

students, 442 school leaders and 12,400 teachers at 902 schools, 296 traditional and 147 religious leaders, and 42 journalists.

Media visibility

WCPF works strategically to get its message out to as many people as possible via traditional print media and digital channels. The foundation's multi-lingual website, 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, with the main focus being on updating Facebook and YouTube.

Over 90 percent of participating schools around the world lack internet access and only work with the printed material. The website is similarly designed so that those who do not have access to the printed material can access everything they need in order to participate in the WCP Program. Most visits are from schools where many users share one or more IP addresses. This can mean that tens, sometimes hundreds of visitors from one school are included under a single unique visitor. In 2018, according to the statistics service Google Analytics, worldchildrensprize.org attracted a total of 116,000 unique visitors, and WCP's Facebook page had 143,404 followers. In 2018, total visitor sessions increased to 52,600 minutes, a rise of 281 percent compared with 2017. The live broadcast of the WCP ceremony attracted the most visitor sessions. WCP's YouTube channel also

saw a significant increase in the number of minutes viewed, to 109,800 minutes (from 46,427 minutes in 2017). The number of visitor sessions also rose, from 33,251 in 2017 to 64,356 in 2018.

In 2018, WCPF distributed four press releases in some 30 different versions in Swedish, adapted to the various municipalities and media areas where the WCP Program is implemented. The press releases related to the outcome of the Global Vote, the presentation of the three new Child Rights Heroes for WCP 2018, the launch of the special project Child Rights & No Litter Generation and the special project Round the Globe Run for a Better World. Three of these press releases were also distributed in some 50 global, locally adapted versions in four languages. The global press releases were adapted to where the members of the Child Jury, Child Rights Heroes and participating children come from. They were then translated into additional languages locally, where our focal points helped distribute the press release.

Activities leading up to and during the WCP Week in April attracted the most coverage in the media, as well as No Litter Day on 16 May, both in Sweden and in international media. The launch of the *Round the Globe Run for a Better World* also received coverage in local media.

Children's local press conferences (World's Children's Press Conferences) and other activities around the world led to hundreds of features on TV, radio, online and in print, as well as substantial coverage via social media. For example, the WCP Child Rights Ambassadors were interviewed on TV in Zimbabwe and Pakistan, while sev-

eral radio stations in countries such as the Democratic Republic of Congo broadcast interviews from the children's press conference in April.

Patrons, Child Jury and Youth Advisory Board

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

The World's Children's Prize International Child Jury is made up of 10–15 children from different countries. Every year, the Child Jury selects three Child Rights Heroes from among the individuals and organizations nominated that year. The children of the Jury are experts on the rights of the child through their own lives. Their experiences include having been child soldiers, debt slaves, victims of trafficking, refugees and child rights champions. They represent all children with similar experiences. Millions of children all over the world learn about different aspects of the rights of the child through reading about the lives of the children of the Jury. New members joined the Jury in 2018:

Dario-Valentin Micu, Romania, who represents children growing up in children's homes and children who have been victims of discrimination because they are poor and/or because they belong to a minority group.

Shai Lev, Israel, who represents children growing up in conflict zones and seeking dialogue for peace.

The WCP Youth Advisory Board Sweden, which had five members in 2018, advises on the World's Children's Prize in Sweden and works to highlight the rights of the child in Sweden and around the world.

Results: Sweden

The implementation of the program and its results are evaluated regularly via an extensive, high-quality survey of participating schools, and it is consistently rated extremely highly. In the most recent program evaluation in Sweden, 99.5 percent of the teachers rated the WCP Program as either "Excellent" (84.7 percent) or "Good", which is an increase from 98.5 percent. 96.5 percent of teachers say their students rate the WCP Program as "Excellent" (65.8 percent, an increase from 62.6 percent) or "Good".

98 percent of teachers feel that the WCP Program's teaching aid *The Globe* is either "Excellent" (78.2 percent) or "Good". 93.6 percent of teachers say their students rate *The Globe* as "Excellent" or "Good", an increase from 92.9 percent. The extremely positive response to *The Globe* has remained at a consistently high level since the WCP Program began in 2000.

A clear majority of participating Swedish schools, 76.7 percent, work with the WCP Program across several

subjects, of which 28.2 percent work both in several subjects and during themed weeks. 56.4 percent of teachers stated that they worked with the program for one month or more. The schools spent on average a minimum of 1.3 months working with the program.

Survey responses for 2018 also reveal that the program has had a significant impact on the children 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. 98 percent of teachers feel, for example, that the WCP Program has given their students an improved knowledge of children's rights; 86.1 percent that students have gained greater empathy and a desire to support other children; 76.2 percent that students have a stronger desire to fight injustice in the world; 87.6 percent that students have gained more tolerance and understanding for the situation of other children, and 93.6 percent that students have acquired more knowledge of the world in which they live and global issues.

The Sustainable Development Goals were integrated into the WCP Program for the first time via *No Litter Generation 2018*, but to a lesser extent. They play a much bigger role in *The Globe* and in the WCP Program for 2019.

Teachers report that engagement in rights, the equal value of all people, democracy and fundamental values affects attitudes and creates cultural changes at school. 84.1 percent of teachers report that they regard the program as a counterforce to hatred, distrust and intolerance in society; 80.2 percent that it equips young people with civil courage and the desire to take action for a compassionate and just society, and 87 percent report that the WCP Program will help establish a more compassionate culture and create greater empathy towards other people among children in the longer term as well.

Impact on teachers in Sweden

The 2018 WCP Program has also had a positive impact on teachers' own learning. 78 percent say that they have a deeper and more subtle perception of the world around them as a result of the program; 72 percent that their knowledge of global development issues has increased, and 87 percent that the WCP Program has provided them with a tool for working actively with areas of the curriculum concerning democracy, human rights, sustainable development and fundamental values. The figures are affected by the fact that teachers who have been working with the program, often for many years, have been impacted by the content of the program over a longer period of time, and therefore are less inclined to respond that they are affected by the program to the same extent now.

Change and impact of the program:	2018	2017	2015
Students' knowledge of the rights of the child increases	98 %	97.5 %	96.4 %
Students feel greater commitment to the rights of the child	91.6 %	89.9 %	89.1 %
Students understand that children can demand respect for their rights	77.7 %	79.8 %	72.3 %
Students' empathy and desire to support other children increases	86.1 %	89.9 %	90.9 %
Students learn more about democracy and about the democratic process	88.1 %	83.8 %	85.9 %
Students are inspired by the prize laureates and their work	78.2 %	77.8 %	79.1 %
Students feel a greater sense of solidarity with their peers around the world	71.3 %	62.6 %	67.3 %
Students have learned more about the rest of the world and global issues	93.6 %	95.5 %	92.7 %
Students' tolerance and understanding of other children's situations increases	87.6 %	87.4 %	84.6 %
Students become more tolerant of different backgrounds and more open to diversity	70.3 %	77.2 %	68.6 %
Students have a greater desire to change injustices in the world	76.2 %	79.8 %	75.5 %
Students have a greater knowledge of sustainable development with regard to people and the environment	54.9 %	-	-
Students have acquired greater knowledge of sustainability and environmental issues in Sweden	39.6 %	-	-
Students have acquired greater knowledge of sustainability and environmental issues in other countries	41.6 %	-	-
Students' knowledge of the UN Sustainable Development Goals/2030 Agenda increases	35.6 %	-	-

I believe that in the future the WCP Program will help:

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

“The WCP Program is a fantastic opportunity for students to learn more about our shared world. Developing their sense of compassion, understanding of different life experiences and encouraging faith in the future.”

NINA JERNVALD, PERSHAGEN SCHOOL, SÖDERTÄLJE

“Making WCP a central element of all subjects works really well. Students' commitment creates enthusiasm for learning and developing their capacity for empathy. As a teacher it's inspiring, and makes the job worthwhile, fun and important, despite the level of pay.”

LARS HAGSTRÖM, EKTORP SCHOOL, NACKA

“The WCP Program touches on all subjects, mobilises the students and encourages and fuels their inner motivation. We introduce the concept of democracy, children's rights and the UN Convention on the Rights of the Child in a natural way.”

MARIA SCHELIN, RÖRSTORP SCHOOL. VÄRNAMO

“Democracy in practice Human rights Understanding of other cultures. Reduced racism/xenophobia Greater empathy/respect for other people in the world Greater interest in the global community. Feeling of increased participation, understanding that everyone can make a difference on a small level, and that it affects things at a bigger, global level.

ÅSA EKLUND, SOLKLINT SCHOOL, SLITE

Girls from a school in Stockholm meet their idol, Child Rights Hero Gabriel Mejia Montoya from Colombia.



PHOTO: KIM NAYLOR/WCPF

“It’s an excellent teaching aid for broadening students’ horizons and gaining a global, yet still relevant, perspective on human rights, different circumstances in life, the UN Convention on the Rights of the Child, democracy versus dictatorships, geography, different kinds of texts, and so on. Students feel part of something, and that their voices count in a global vote. It’s their award!”

ADAM ALDHAGEN, ERLA SCHOOL EAST, NORRKÖPING

“I’ve been taking part in WCP with my classes for many years, and I’ve seen how some students have developed a strong commitment to international issues that they have taken with them beyond school.”

ELISABET ARNELL, TALLBODA SCHOOL, LINKÖPING

“The education program is really well designed, as it can be easily integrated into most subjects, you just need a bit of creativity and imagination. The students’ commitment is moving and it’s wonderful to get to be a teacher when children’s hunger for knowledge and capacity for empathy is so clearly demonstrated. They are introduced to democracy and children’s rights in a whole new way than by just reading about it in theory.”

ANNICA EWETZ, ÄLSTEN SCHOOL, BROMMA

“An amazing project that engages students and teachers in a fantastic way. An initiative for and about children that teaches our students so much. They gain an understanding that children in Sweden and around the

world have different experiences, and that we can make a difference, because that’s what our Child Rights Heroes are doing. As teachers, by working with the project, we can see each year that we are covering many of the knowledge requirements contained in our guidelines and curriculum. A unique and extremely rewarding job that we are incredibly happy to be a part of.”

TITTI JANSSON, GATE SCHOOL, ARVIKA

Global results

Evaluations show excellent results globally with the program’s target groups, children and teachers, but also with our focal points, parents and local leaders. Our results reporting is based on our partner organizations’ reporting, surveys, interviews and testimonies with the target groups.

Surveys have been carried out with children, teachers, parents, local leaders and WCPF’s focal points in 10 countries: Zimbabwe, Democratic Republic of Congo, Mozambique, Burkina Faso, Burma/Myanmar, Ghana, Togo, the Philippines, Pakistan and Senegal.

Children:

Participating children testify to the following changes globally.

Having taken part in the WCP Program:

- I have learned that children have rights (92 percent)
- I have learned that the rights of the child must be respected (95.7 percent)
- I know more about my own rights (88.4 percent)
- I have learned that all children share the same rights,

regardless of where they come from, their religion or whether they are rich or poor (82.6 percent)

- I know that girls and boys share the same rights (87.2 percent)
- I have learned that all girls have the right to go to school, even if they are poor, married or have children (82,8 percent)
- I have learned what democracy is and how a democratic election works (87.2 percent)
- I have learned that I have the right to express my thoughts and ideas (88.3 percent)
- I know that I have the right to be protected from violence and sexual exploitation (86.1 percent)
- I have learned that litter can harm animals, people and the environment (83.4 percent)

For example, the survey among children in DR Congo revealed that before taking part in the WCP Program, 48 percent of the children had no knowledge at all about children's rights, and that 31 percent only had a very limited knowledge.

Child Rights Ambassadors:

98 percent of the children who were trained as WCP Child Rights Ambassadors say they feel more confident about demanding that all children's rights be respected. 92 percent of them now speak more with their parents and other adults about children's rights. 93 percent of the children now feel more hopeful about the future and testify that they have been empowered through their role as a Child Rights Ambassador. All the response rates below are between 91 and 96 percent.

Having taken part in the WCP Program as a Child Rights Ambassador, I feel more empowered to:

- Encourage other children to get involved in support of children's rights (96.5 percent)
- Talk to adults about issues relating to children's rights (93.9 percent)
- Teach other children about their rights (95.7 percent)
- Lead meetings and other activities in the WCP Child Rights Club (92.2 percent)
- Teach adults about children's rights, particularly girls' rights (91.2 percent)
- Make my voice heard in the media for children's rights (93 percent)

Teachers:

The WCP Program attracts a strong positive response from participating teachers in WCPF's partner countries, where 93 percent of teachers rate the program as either "Excellent" (66 percent) or "Good". 97 percent of teachers feel that the program's teaching aid The Globe is either "Excellent" (67 percent) or "Good" (30 percent).

Teachers testify that the WCP Program has had an

impact on their students. The children have gained more knowledge of their rights (78 percent), about democracy and how a democratic election works (77 percent) and are bolder about expressing their thoughts and ideas (80 percent).

Teachers who responded to the survey believe, for example, that active implementation of the program:

- Empowers the students to stand up for their rights, in the future as well (86.2 percent)
- Helps students to be better prepared for participating in a democratic society (87.9 percent)
- 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 (85.7 percent)
- Encourages students to intervene more if they witness violence or violations against children (88.1 percent)
- Encourages students to actively participate as adults in the democratic process, vote in elections, etc. (90.3 percent)
- Helps students to be better prepared to work for change and development as active changemakers. (89.7 percent)
- Helps encourage students to contribute to a clean and healthy environment free from litter (92.9 percent)

The WCP Program also impacts teachers. 100 percent state that they now have a better knowledge of children's rights; 96 percent now know more about the UN Convention on the Rights of the Child; 90 percent know more about the UN Sustainable Development Goals and 88 percent have gained more knowledge about equal rights for girls and boys. 93 percent of teachers have become inspired to work in support of children's rights in their local communities, and 90 percent to work to keep their school free from corporal punishment.

Parents:

93 percent of parents feel that the WCP teaching aid The Globe is either "Excellent" (70 percent) or "Good".

Through the WCP Program, parents have:

- Gained a better knowledge of children's rights (93 percent)
- Learned that children have special rights enshrined in the UN Convention on the Rights of the Child (95 percent)
- Learned that girls and boys have equal rights (92 percent)
- Gained knowledge about the problems affecting children where they live (92 percent)
- Learned that girls have the same right to go to school as boys (98 percent)
- Learned that girls have the same right to have time for homework, rest and play as boys (98 percent)
- Learned that it is wrong to hit children as a punishment (80 percent)

After being involved in the WCP Program, parents have become more engaged in the issue of children's rights. Parents say that they now want to encourage their children to stand up for their rights (98 percent); encourage boys to take more responsibility for household chores (95 percent); protect girls from child marriage (98 percent); they feel inspired to tell other parents and adults in society not to hit children (82 percent), and they feel encouraged to report violations of children's rights if they see this happening in their community (97 percent).

Informal leaders:

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

Having been involved in the WCP Program:

- I have gained a better knowledge of children's rights (98.3 percent)
- I have learned that girls and boys have equal rights (98.3 percent)
- I have gained knowledge about the problems affecting children where I live (95 percent)
- I have learned more about democracy and about the democratic process (95 percent)
- I know that girls have the same right to go to school as boys (100 percent)
- I know that girls must be protected from sexual assault at home, at school and in the local community (96.7 percent)
- I know that it is wrong to hit children as a punishment (86.7 percent)
- I have a better knowledge of how children themselves can stand up for their rights as active changemakers (93.2 percent)

Informal leaders have become more committed to children's rights. They want to encourage children to stand up for their rights (98 percent); they feel inspired to protect children's rights, particularly girls' rights, in their local community (100 percent); they want to protect girls from child marriage (100 percent); they want to work to put a stop to cultural practices that are harmful to children (child marriage, FGM, etc.) (96 percent) and they feel encouraged to report violations of children's rights that they see or hear about (96 percent).

Formal leaders:

Formal leaders have also gained knowledge and been affected by their involvement in the WCP Program. Having been involved in the WCP Program I now have:

- A better knowledge of children's rights (89 percent)
- A better knowledge of the UN Convention on the Rights of the Child (93 percent)
- A better knowledge of the UN Sustainable Development Goals (84 percent)

- A better knowledge about girls and boys having equal rights (95 percent)
- A better knowledge of the problems affecting children in my community/district (93 percent)
- Knowledge of how girls can be protected from sexual assault at home, at school and in the community (93 percent)
- Knowledge of how children themselves can stand up for their rights as active changemakers (90 percent)
- Knowledge of how I can strengthen cooperation with other groups and organizations (authorities, teachers, parents, etc.) to stop violations of children's rights in my district/country (89 percent).

Formal leaders have 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 (94 percent) and have themselves been inspired to protect children's rights (94 percent). Formal leaders state that they will work to prevent girls quitting school (due to child marriage, pregnancy, etc.) (98 percent); to put a stop to corporal punishment in schools (89 percent) and to put a stop to sexual assault and harassment of girls in schools (95 percent).

Focal Points:

All partner organizations say that the WCP Program has:

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

Quotes by global children

"I think that these stories help us to talk about injustices. People keep quiet about such things and it's not right. The Globe gives us permission to talk about violence in our homes and at school. Now we can say: 'It's against the law to hit a child'."

KARLIEN SMIT, 16, YZERFONTEIN HIGH SCHOOL, SOUTH AFRICA

"The WCP Program helps children like me to listen to the voices of other children, who need help. Being part of WCP is the best for us children, because it helps us to know our rights and also teaches us to do good things for others. I hope that one day I too can help children who are victims of abuse."

CHAREZ SAMONTE SAGAYNO, 12, ALABEL CENTRAL INTEGRATED SPED CENTER, THE PHILIPPINES

“The cases that are reported in The Globe illustrate painful situations for children like us. Some of our friends need to see good people, like the ones we see in The Globe. We didn’t know how to speak out about our rights not being respected. With the experience of other children we found in the magazine (The Globe), we are determined to make our voices heard at home and at school about breaches of our rights.”

EVELYNE NTAKARUTIMANA, 17, NEW SCHOOL GENERERING, GITEGA, BURUNDI

“The World’s Children’s Prize Program is important for me and my fellow ambassadors at my school. It has given us the opportunity not only to learn more about our rights as children, but also to be able to educate our peers about their rights, such as the right to an education.”

TAKUDZWA LUNGU, 16, WCP CHILD RIGHTS AMBASSADOR, CHATINDO SECONDARY SCHOOL, NYANGA, ZIMBABWE

“The WCP child rights education program is important and I will not let myself be subjected to abuse again. Because I now know my rights and I will also share them with other students.”

TADIWANASHE MANYUKWI, 11, WCP CHILD RIGHTS AMBASSADOR, CHINZANGA PRIMARY SCHOOL, MUTOKO, ZIMBABWE

“I wasn’t aware that children had rights, but the education program has taught me this and I am now a proud Child Rights Ambassador. I can’t wait to educate my school friends.”

DENZEL MAKIWA, 17, CHILD RIGHTS AMBASSADOR, KARIBA, ZIMBABWE



Quotes by global teachers

“Since the day I came into contact with The Globe magazine, my lifestyle and attitude to violations of children’s rights has changed. I’ve signed up to the global fight to strengthen and protect the rights of Nigerian children.”

GABRIEL AJALA EBENMOSI, TEACHER, NIGERIA

“We’re really happy with the education program, which has taught us a great deal about children’s rights. We were living in complete ignorance on this issue. Now that we’ve been through the education program we will make sure all decisions affecting children are in their best interests, so they can exercise their rights in full and grow up with hope for the future.”

KAMBALE, TEACHER, KILO MOTO 1, DR CONGO

“One of the problems in our country is linked to a misunderstanding of the concept of democracy. People kill or persecute others in the name of democracy. We are convinced that the children who start learning these concepts at a young age will be good role models for society in their adult lives.”

CARITAS KANYANGE, TEACHER, BURAZA SCHOOL, BURUNDI

“The WCP Program is important, because it gives children the opportunity to fight for their rights and the rights of others, as they have a thorough knowledge of what their rights are. They also gain self-confidence, and when they share their knowledge of rights and obligations, they pass this confidence on to their peers.”

WAYSON C, TEACHER, CHINZANGA PRIMARY SCHOOL, MUTOKO, ZIMBABWE



Quotes by leaders

“We are delighted to have the WCP Program in our district, because it equips and empowers children, who then drive change.”

REBBECA MAKANDE, DISTRICT ADMINISTRATOR, HARARE, ZIMBABWE

“We are grateful that the WCP Program has meant people now know marrying off girls as children is a breach of their rights. The WCP Program has also informed religious leaders of the need to protect and safeguard girls’ rights.”

GODFREY MAERESA, DISTRICT ADMINISTRATOR, WATERFALLS, ZIMBABWE

“The government officials in Hwedza are grateful that the World’s Children’s Prize Program has taken on the role of educating children here about their rights. It has meant that many children here are now well-informed about their rights. We plan to continue to support this program in our area.”

R MAPFUMO, MINISTRY OF LOCAL GOVERNMENT, HWEDZA, ZIMBABWE

“The WCP Program has got me to understand the importance of allowing children to take the lead on issues affecting them, because they are the ones experiencing the problems so they are also the ones who can help find solutions to help them.”

MAYERESE, DISTRICT ADMINISTRATOR, EYRE COURT, ZIMBABWE

“The courses are important for children, because they help them become aware of their right to speak out against what they know is wrong. They also gain the self-confidence and courage to say no and to share the knowledge they have acquired with their friends.”

PASTOR MATAMBO, APOSTOLIC SECT MUTOKO, ZIMBABWE

HRM Queen Silvia of Sweden (left) and members of the WCP International Child Jury applaud when Kim from Zimbabwe – a WCP Child Rights Ambassador and member of the Child Jury – tells that more than 42 million children now have participated in the annual World's Children's Prize Program since year 2000.



FUTURE DEVELOPMENT

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

A partnership was launched with Rotary International in 2016, firstly with Mariefred Rotary Club, and subsequently followed by District 2370, Gotland, Södermanland and southern Stockholm. In 2018, the partnership was extended to include Rotary District 9350, Western and Northern Cape in South Africa, Namibia and Angola, which donated funds to cover import and distribution costs in South Africa. At the beginning of 2019, discussions took place with Rotary in Zimbabwe, and at the Rotary International Convention in Germany in June, the Rotary WCP group will give a presentation about the WCP Program.

During two-year cycles for the WCP Program, 2019–2020 and 2020–2021, the special project *Peace & Changemaker Generation*, which is entirely funded by the Swedish Postcode Lottery, will be implemented in collaboration with the Peace Park Foundation. All 100,000 children in the Great Limpopo region – half of them in Zimbabwe and half in Mozambique – will be educated in children's rights, with a focus on equal rights for girls, and about the importance of respecting the environment and the rights of wild animals.

KEY EXTERNAL FACTORS AFFECTING OPERATIONS

In the countries in which the WCP Program is carried out on a large scale, delayed delivery of material, 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 2018, all of these difficulties arose to some extent, including via delayed sea cargo to Ghana, DR Congo,

Uganda and Burundi. The political situation in Cameroon, Burundi and Burma, and violence in DR Congo are also negative factors.

SIGNIFICANT EVENTS DURING THE FINANCIAL YEAR

Income rose from SEK 12,529,319 in 2017, to SEK 14,358,302 in 2018.

An application to Forum Syd for funding for the small development project *Empowering Children as Rights Advocates and Peacebuilders in DRC* in DR Congo (SEK 500,000) was successful. This is WCPF's first global grant from Forum Syd.

94.4 percent related to direct program costs (2017: 95 percent) and 5.6 percent related to administration and fundraising costs (2017: 5 percent).

The World's Children's Prize Foundation has been a beneficiary of the Swedish Postcode Lottery since 2013, and received SEK 5 million in 2018. According to the Postcode Lottery, it has awarded SEK 10.3 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 Lottery's vision is to contribute towards strengthening civil society.

SIGNIFICANT EVENTS AFTER THE END OF THE FINANCIAL YEAR

As a beneficiary of the Swedish Postcode Lottery, the World's Children's Prize Foundation received SEK 5 million on 13 March 2019 for 2019. At the same time, WCPF also received SEK 8.980 million for the special project *Peace & Changemaker Generation* in collaboration with the Peace Park Foundation.

MULTI-YEAR REVIEW

Financial result and position

	2018	2017	2016	2015	2014
Program income	14,358,302	12,529,319	9,749,148	11,337,737	14,245,446
Net income for the year	198,871	121,651	107,379	-160,336	173,761
Balance sheet total	9,833,194	14,311,824	1,352,975	1,269,317	2,012,734
Average number of employees	6	6	6	6	6

The quality of the WCP Program, its material and implementation, applications, surveys and reports have persistently improved. The holistic WCP Program now also covers the special projects *No Litter Generation* and *Round the Globe Run for a Better World*, both of which highlight and illustrate the Sustainable Development Goals.

MANAGEMENT AND OFFICE STAFF

The Board of Trustees, made up of Arne Karlsson (Chairman), Trond Waage (Vice Chairman), Rebecca Göthe, Henrik Häggström, Johanna Hallin, Joanna Lundquist (until 18 June), Ola Andersson (as of 18 June) and Magnus Bergmar has held six minuted meetings.

In 2018, the office staff consisted of six full-time positions. The media teams that visited the Child Rights Heroes/prize candidates and participating children as temporary employees and the hosts

during the WCP Week are included, but those who carry out assignments as consultants are additional.

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

WCPF is a member of the Swedish Fundraising Council, FRII, and follows the FRII Code of Quality. The application of the FRII Code is examined every other year by an external auditor. This was done in 2018. WCPF also produces an annual Impact Report for its work, in accordance with the FRII Code of Quality.

The World's Children's Prize Foundation has four 90 bank accounts (90 accounts are for registered charities in Sweden), which are examined annually by the Swedish Fundraising Control. PlusGiro accounts: 900186-8 and 900310-4 Bankgiro accounts: 900-1868 and 900-3104. WCPF is one of the organizations approved by Givar-guiden 2018 (Charity Rating's guide to meaningful giving).

SUSTAINABILITY DISCLOSURES

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

At office level, for example, we use organic and fair trade coffee and recycled paper for hygiene items, award ceremony invitations and programs, and envelopes. WCPF's newsletter is produced in digital format. Rubbish is sorted for recycling. WCPF keeps flights to an absolute minimum, and in Sweden the preferred mode of transport is train and other public transport. Staff are regularly offered training to develop their skills. One employee left the organization in 2018.

FINANCIAL RESULT AND POSITION

This year's surplus of SEK 198,871 will be carried forward.

The total financial result from operations for the two most recent financial years and the Foundation's financial position at 31/12/2018 and 31/12/2017 respectively are stated in the following income statement and balance sheet with notes.

Figures are given in SEK, unless otherwise stated.



The children's Global Vote at a school in Pakistan where most students come from families who make a living from collecting paper and other rubbish. Every day after school the children have to help with this work. The children learn about their rights and the global goals for sustainable development from the WCP Program.





"Climate change is affecting my life, like when my house gets flooded," says Seni, 10, in Burkina Faso. She took part in the No Litter Generation. Here the children weigh the litter collected during No Litter Day.

Boys from the Högalid School in Stockholm proudly display their poster about Child Rights Hero Valeriu Nicolae from Rumania.

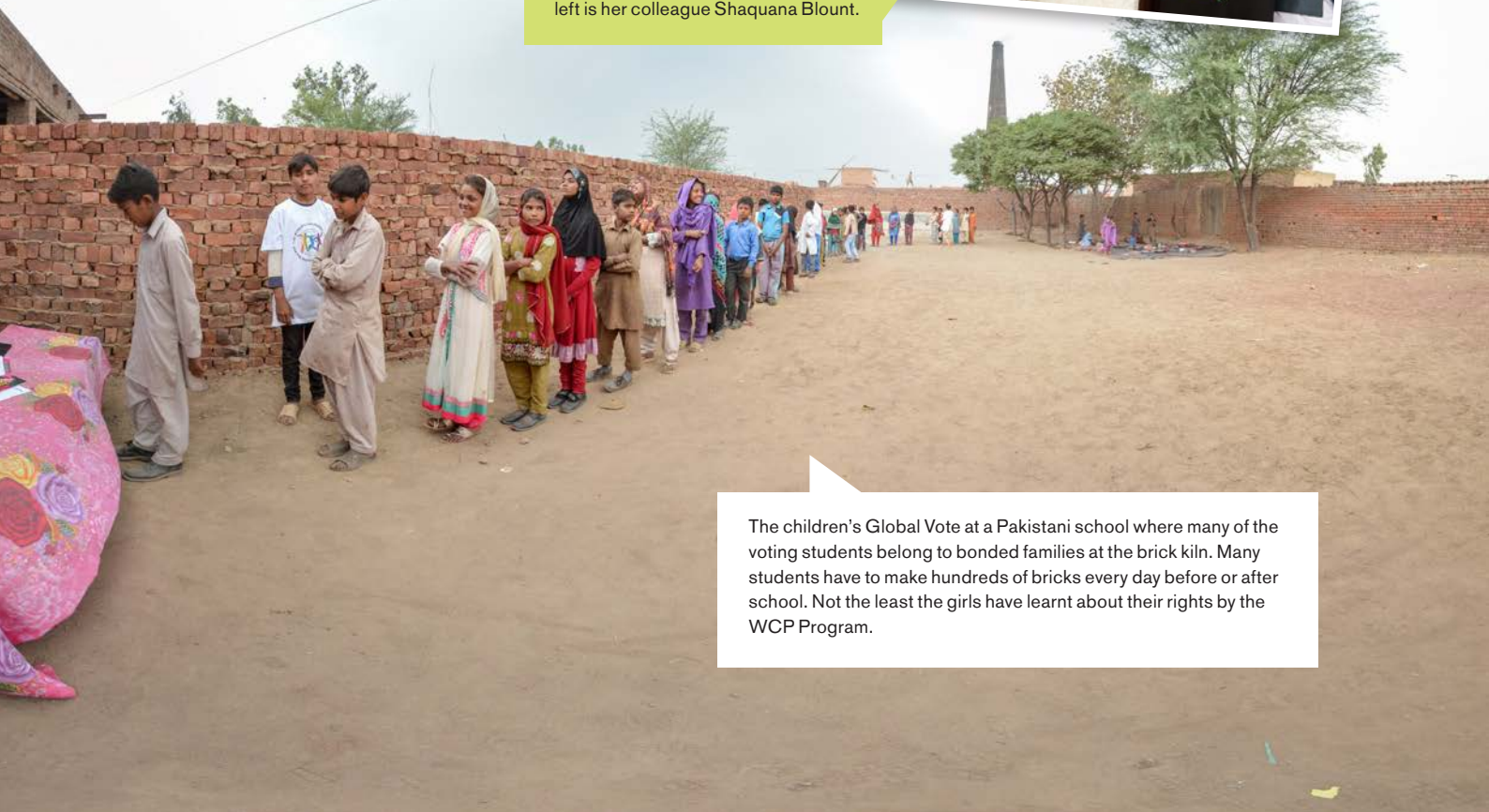


During the final song at the WCP Ceremony the children of the jury were joined on stage by young South African musicians, musicians from Lilla Akademien and Queen Silvia.

Rachel Lloyd received the millions of voting children's *World's Children's Prize for the Rights of the Child 2018* from Queen Silvia of Sweden. On the left is her colleague Shaquana Blount.



PHOTO: SOFIA MARCETIC/WCPFS



The children's Global Vote at a Pakistani school where many of the voting students belong to bonded families at the brick kiln. Many students have to make hundreds of bricks every day before or after school. Not the least the girls have learnt about their rights by the WCP Program.

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.

42 MILLION

CHILDREN
INVOLVED IN THE
WCP PROGRAM
SINCE 2000

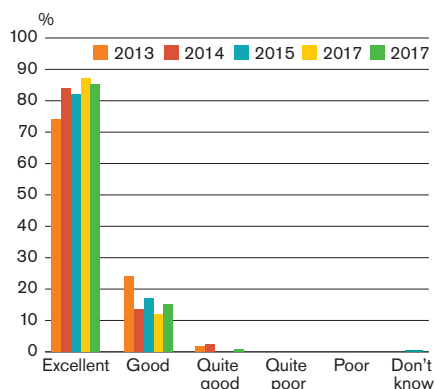
1 USD PER CHILD AND YEAR



71 937 SCHOOLS IN 117 COUNTRIES

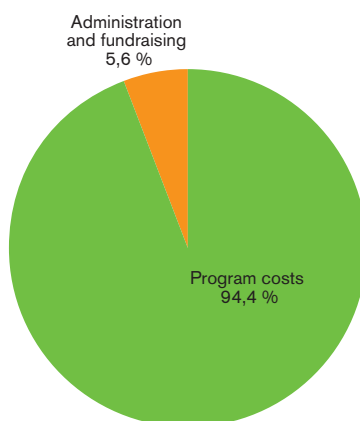
SUPPORT THE
WCP PROGRAM

Teacher survey in Sweden on the WCP Program 2018



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

2018 expenditure



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

92 %

HAVE LEARNED THAT THE
RIGHTS OF THE CHILD EXIST

87,2 %

HAVE LEARNED ABOUT DEMOCRACY
AND A DEMOCRATIC VOTE

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

95,5 %

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

91,2 %

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

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

ROUND THE GLOBE RUN FOR A BETTER WORLD



JORDEN RUNT LOPPET FÖR EN BÄTTRE VÄRLD • COURSE ATOUR DU GLOBE POUR UN MONDE MEILLEUR
CORRIDA EM VOLTA DO GLOBO POR UM MUNDO MELHOR • CARRERA ALREDEDOR DEL GLOBO POR UN MUNDO MEJOR

WITH SUPPORT FROM



WITH SUPPORT FROM



worldschildrensprize.org

[@worldschildrensprize](https://www.facebook.com/worldschildrensprize)

[@worldschildrensprize](https://www.instagram.com/worldschildrensprize)

[worldschildrensprize](https://www.youtube.com/worldschildrensprize)

[@wcpfoundation](https://www.twitter.com/wcpfoundation)

The World's Children's Prize Foundation runs the *Round the Globe Run for a Better World* in cooperation with the Swedish Olympic Committee. This special project, funded by the Swedish Postcode Lottery, educates and empowers children on the global goals for sustainable development. On 1 April children in ten countries formulate their thoughts on what is needed to reach the global goals, before walking or running 3 km. Together the children reach round the globe around one hundred times with their messages for a better world.



جیل بلا مہملات

JIL QASHIN LA'AN AH

स्वच्छ पीढ़ी



کچرے سے پاک نسل

SKRÅPFRIG GENERATION

NO LITTER GENERATION



**NO
LITTER**
generation

نسل بدون زباله

GÉNÉRATION SANS DÉCHETS

GENERACIÓN SIN RESIDUOS



نسل بدون کثافات

GERAÇÃO SEM SUJEIRA

फोहोर नफाले दिन



In No Litter Generation the World's Children's Prize Foundation cooperates with Keep Sweden Tidy. In this project, funded by the Swedish Postcode Lottery, children in ten countries are educated and empowered on the global goals for sustainable development, with focus on littering and climate change.

Income statement

Amounts in SEK	Note	2018	2017
Operating income			
Gifts	2	12,603,357	10,496,838
Contributions	2.4	1,733,740	2,000,000
Net sales		17,010	27,080
Other income	3	4,195	5,401
Total operating income		14,358,302	12,529,319
Operating costs	5		
Charitable activities		-13,372,583	-11,776,358
Fundraising costs		-315,566	-270,035
Administrative costs		-471,097	-374,285
Total operating costs		-14,159,246	-12,393,678
Results of operations		199,056	135,641
Profit/loss from financial items			
Interest income and similar profit/loss items	6	47	10
Interest expenses and similar items	7	-232	-
Total profit/loss from financial items		-185	10
Profit before tax		198,871	135,651
Net profit for the year		198,871	135,651
Change in purpose-based reserves:			
Net profit for the year in profit or loss		198,871	135,651
Utilisation of purpose-based reserves from previous years		-	-
Determination of purpose for reserves		-	-14,000
Remaining amount for changes during the year retained earnings		198,871	121,651

Balance sheet

Amounts in SEK	Note	2018	2017		
ASSETS					
Non-current assets					
<i>Tangible assets</i>					
Equipment, tools, fixtures and fittings	8	51,403	9,967		
Total non-current assets		51,403	9,967		
Current assets					
<i>Current receivables</i>					
Accounts receivable		9,810	1,530		
Other receivables		325,408	454,777		
Prepaid expenses and accrued income	9	317,998	115,063		
Total current receivables		653,216	571,370		
Cash and bank balances		9,128,575	13,730,487		
TOTAL CURRENT ASSETS		9,781,791	14,301,857		
TOTAL ASSETS		9,833,194	14,311,824		
EQUITY AND LIABILITIES					
	Note	31 Dec 2018	31 Dec 2017		
Equity					
Foundation capital		50,000	50,000		
Reserved funds		50,000	50,000		
Purpose-based reserves		259,836	259,836		
<i>Retained capital</i>		<i>568,116</i>	<i>369,246</i>		
Total equity		927,952	729,082		
Current liabilities					
Accounts payable		1,632,356	85,063		
Liability, contributions received but not utilised	10	6,440,069	12,508,419		
Other liabilities		113,326	127,402		
Accrued expenses and deferred income	11	719,491	861,858		
Total current liabilities		8,905,241	13,582,742		
TOTAL EQUITY AND LIABILITIES		9,833,194	14,311,824		
Changes in equity					
		Foundation Reserved capital	funds	Purpose- based reserves	Retained capital
At beginning of the year		50,000	50,000	245,836	369,246
Purpose-based reserves ¹⁾				–	–
Net profit for the year					198,871
At year-end		50,000	50,000	259,836	568,117

¹⁾ Purpose-based reserves refer to WCP House funds collected that will be used to create an experience centre in a building owned by the National Property Board through programme contents that reflect the WCP's operations.

Noteer

NOTE 1

ACCOUNTING POLICIES

Amounts in SEK unless otherwise stated

General accounting policies

The World's Children's Prize Foundation annual report and valuation policies have been prepared in accordance with the Annual Accounts Act and the Swedish Accounting Standards Board's general guidelines BFNAR 2012:1 Annual Reports (K3), Give Sweden's governing guidelines for annual reports and Svensk Insamlingkontroll's instructions for 90-accounts.

The accounting policies are unchanged compared with the previous year.

Income statement

Operating income

Income is measured at the fair value of the amount that has been received or will be received.

Gifts and contributions

A transaction in which the foundation receives an asset or service that has a value, without giving back an equivalent value in exchange, is a gift or a contribution received. If the asset or service is received because the foundation has fulfilled or will fulfil certain conditions and the foundation has an obligation to repay the counterparty if the conditions are not fulfilled, it is a contribution received. If it is not a contribution, it is a gift.

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

An invoiced gift is taken up as income upon invoicing, when the invoice payment is deemed certain.

Contributions are recognised as income when the conditions for receiving the contribution have been fulfilled. Contributions received are recognised as liabilities until the conditions for receiving the contribution are fulfilled.

Contributions received to cover certain costs (e.g. for administration) are recognised in the same financial year as the cost the contribution is intended to cover.

Net sales

Income from sale of goods is normally recognised on the sale date. Subscription payments are recognised as income on a straight-line basis over the subscription period.

Other income

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

Collected funds and contributions

Collected funds include gifts received and contributions from the public, businesses, organisations, private and non-profit funds, and foundations.

Contributions from a body governed by public law, on the other hand, are not recognised as collected funds. Project funds from contributions that are intended for the donor's prescribed purpose are recognised as income in such a way that the income is set against the costs the contribution is intended to cover.

Operating costs

Operating costs are divided into the following functions: purpose, collection and administration costs.

The foundation has costs — general overheads that are shared

by the functions named — and these are to be allocated to the respective functions. This can be done either through internal debiting, or in the annual report alone through overhead distribution indexes.

Project costs

Project costs refer to the costs the World's Children's Prize Foundation incurs in order to perform its commission under its statutes. Project costs also include general overheads.

Collection costs

Collection costs refer to the costs that arise for generating gifts from private persons, foundations and businesses in the form of collection materials, printing costs, advertisements and staff costs for the people working with these collection activities. Collection costs also include general overheads.

Administration costs

Administration costs are the costs needed to administer the World's Children's Prize Foundation, such as costs for Board meetings and portions of personnel costs, rent and administrative systems. Administration costs also include general overhead.

Leases – lessor

All leases are recognised as operating leases (i.e. the lease payments, including initial raised rent, are recognised on a straight-line basis over the lease term).

Leases essentially consist of rented equipment and premises. The contract for renting the premises for the central office runs for one year, with an opportunity for the foundation to extend it. The amount of the future lease payments is recognised at the nominal amount. Equipment is leased for five years with the option of buying them outright.

Employee benefits

Ongoing employee benefits in the form of salaries, social security contributions and similar are expensed in pace with the employees performing their jobs.

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

Balance sheet

Valuation policies, etc.

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

Tangible assets

Tangible assets are recognised at cost less accumulated depreciation and impairments.

Depreciation method for non-current assets

Depreciation according to plan (three years for computers, five years for other assets) is based on original cost, and depreciation occurs over the estimated useful life of the asset. Impairment occurs in connection with a permanent decline in value.

Receivables

Receivables are recognised at the amounts expected to be received, following individual assessment.

	2018	2017
NOTE 2		
COLLECTED FUNDS		
Gifts recognised in profit or loss		
General public	599,857	932,768
Swedish Postcode Lottery	11,393,500	7,500,800
<i>Businesses</i>		
Twitch	10,000	5,000
<i>External foundations and funds</i>		
Drottning Silvias Stiftelse Care About the Children	125,000	640,000
Helge Ax:son Johnssons Stiftelse	15,000	–
Kronprinsessan Margaretas Minnesfond	300,000	300,000
Sparbanksstiftelsen Rekarne	60,000	60,000
Charities Aid Foundation (Julia & Hans Rausing Trust)	–	1,058,270
Survé Family Foundation	100,000	–
Total gifts	12,603,357	10,496,838
Contributions recognised as income		
Public contributions		
Forum Syd	1,674,850	2,000,000
Employment support	58,890	–
Total contributions	1,733,740	2,000,000
Total collected funds	14,337,097	12,496,838
NOTE 3		
OTHER REVENUE		
Income, programme operations	4,195	5,401
Total other income	4,195	5,401

	2018	2017
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NOTE 4
EMPLOYEES AND PERSONNEL COSTS

Average number of employees

Men	2.0	2.0
Women	4.0	4.0
Total	6.0	6.0

The average number of employees does not include employees who drew remuneration less than one half the price base amount, SEK 23,250 (22,750). This was done in accordance with BFNAR 2006:11.

Gender distribution among Board members and senior executives

Men	4	4
Women	3	3

Salaries, other remuneration and social security expenses

Salaries and other benefits		
CEO	781,331	775,230
Other employees	1,738,442	1,603,389
Total	2,519,773	2,378,619
Social security expenses (of which, pension costs)	1,274,319 462,753	1,152,774 412,948

Total salaries, other remuneration and social security expenses	3,794,092	3,531,393
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Programme manager fees (incl. soc. sec. contributions and pension costs)	126,349	369,793
Total salaries, other remuneration and fees	3,920,441	3,901,186

The foundation has no other commitments regarding pensions or severance pay to persons in executive positions or to Board members. Pension costs for the CEO total SEK 194,109 (130,630).

Labour market contributions

Contributions and public contributions		
Labour market contributions	58,890	–
Total	58,890	–

NOTE 5
OPERATING LEASES – LESSEE

Future minimum lease fees regarding non-cancellable operating leases

Within one year	188,092	188,088
Between 1–5 years	193,500	194,568

Lease expenses, 2018 (2017)	188,412	169,916
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All leases are recognised as operating leases.

Operating leases essentially consist of rented equipment and premises.

The contract for renting the premises for the central office runs for one year, with an opportunity for the foundation to extend it. The amount of the future lease payments is recognised at the nominal amount. Equipment is leased for five years with the option of buying them outright.

2018

2017

NOTE 6**INTEREST INCOME AND SIMILAR PROFIT/LOSS ITEMS**

Interest income, other	47	10
Total	47	10

NOTE 7**INTEREST EXPENSES AND SIMILAR PROFIT/LOSS ITEMS**

Interest expenses, other	-232	-
Total	-232	-

2018

2017

NOTE 8**EQUIPMENT, TOOLS, FIXTURES AND FITTINGS**

<i>Accumulated cost</i>		
- At beginning of year	282,386	282,386
- New acquisitions	70,112	-
	282 386	282 386
<i>Accumulated depreciation</i>		
- At beginning of year	-272,419	-261,331
- Depreciation for the year	-28,676	-11,088
- Total accumulated depreciation	-301,095	-272,419
Carrying amount at year-end	51,403	9,967

NOTE 9**PREPAID EXPENSES AND ACCRUED INCOME**

Prepaid rental expenses	46,679	42,155
Prepaid insurance premiums	33,841	30,174
Other prepaid expenses	12,450	42,734
Accrued income	225,028	-
	317,998	115,063

NOTE 10**CONTRIBUTIONS RECEIVED BUT NOT UTILISED**

Carried forward from preceding year, regarding Nepal	9,219	9,219
Contributions received from Swedish Postcode Lottery	6,105,700	12,499,200
Contributions received from Forum Syd	325,150	-
Prepaid project contributions	6,440,069	12,508,419

NOTE 11**ACCRUED EXPENSES AND DEFERRED INCOME**

Holiday salary liability, incl. soc. sec. contributions	215,092	212,290
Accrued special employer's contribution, pension premiums paid	86,185	190,428
Accrued pension, incl. special employer's contribution	56,873	56,873
Accrued audit costs	140,000	107,484
Other items	221,341	294,783
Total	719,491	861,858

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

No significant events have been noted after the end of the financial year.

Auditor's report

To the Board of Directors of Stiftelsen World's Children's Prize Foundation, corporate identity number 802426-0807

Report on the annual accounts

Opinions

I have audited the annual accounts for Stiftelsen World's Children's Prize Foundation for 2018.

In my opinion, the annual accounts have been prepared in accordance with the Annual Accounts Act and present fairly, in all material respects, the financial position of the Foundation as of 31 December 2018 and its financial performance for the year then ended in accordance with the Annual Accounts Act.

Basis for Opinions

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

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

Responsibilities of the Board of Directors

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

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

Auditor's responsibility

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

the basis of these annual accounts and consolidated accounts.

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

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

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

Report on other legal and regulatory requirements

Opinions

In addition to my audit of the annual accounts, I have also audited the administration of the Board of Directors of Stiftelsen World's Children Prize Foundation for 2018.

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

Basis for Opinions

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

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

Responsibilities of the Board of Directors

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

Auditor's responsibility

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

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

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

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

Stockholm, 24 May 2019



Jonas Grahn
Authorized Public Accountant



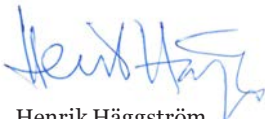
Arne Karlsson
Chairman of the Board



Trond Waage
Deputy Chairman of the Board



Ola Andersson
Board member



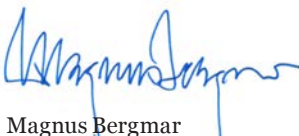
Henrik Häggström
Board member



Rebecca Göthe
Board member



Johanna Hallin
Board member



Magnus Bergmar
Board member, CEO

My auditor's report was submitted on 24 May 2019.



Jonas Grahn
Authorized Public Accountant



World's Children's Prize Foundation

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