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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.
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.

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 established, 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 Mejia 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 Mejia Montoya and Valeriu Nicolae each received a World’s Children’s Honorary Medal.
**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 children and 3,205 adult leaders.

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.
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, worldschildrensprize.org, makes the WCP Program’s content accessible to the target groups and for the general public. The World’s Children’s Prize Foundation also has a presence on Facebook, YouTube, Flickr, Instagram and Twitter, with the main focus being on 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, worldschildrensprize.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:

<table>
<thead>
<tr>
<th>Change and impact of the program:</th>
<th>2018</th>
<th>2017</th>
</tr>
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<tbody>
<tr>
<td>Students’ knowledge of the rights of the child increases</td>
<td>98 %</td>
<td>97.5 %</td>
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<tr>
<td>Students feel greater commitment to the rights of the child</td>
<td>91.6 %</td>
<td>89.9 %</td>
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<tr>
<td>Students understand that children can demand respect for their rights</td>
<td>77.7 %</td>
<td>79.8 %</td>
</tr>
<tr>
<td>Students’ empathy and desire to support other children increases</td>
<td>86.1 %</td>
<td>89.9 %</td>
</tr>
<tr>
<td>Students learn more about democracy and about the democratic process</td>
<td>88.1 %</td>
<td>83.8 %</td>
</tr>
<tr>
<td>Students are inspired by the prize laureates and their work</td>
<td>78.2 %</td>
<td>77.8 %</td>
</tr>
<tr>
<td>Students feel a greater sense of solidarity with their peers around the world</td>
<td>71.3 %</td>
<td>62.6 %</td>
</tr>
<tr>
<td>Students have learned more about the rest of the world and global issues</td>
<td>93.6 %</td>
<td>95.5 %</td>
</tr>
<tr>
<td>Students’ tolerance and understanding of other children’s situations increases</td>
<td>87.6 %</td>
<td>87.4 %</td>
</tr>
<tr>
<td>Students become more tolerant of different backgrounds and more open to diversity</td>
<td>70.3 %</td>
<td>77.2 %</td>
</tr>
<tr>
<td>Students have a greater desire to change injustices in the world</td>
<td>76.2 %</td>
<td>79.8 %</td>
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<tr>
<td>Students have a greater knowledge of sustainable development with regard to people and the environment</td>
<td>54.9 %</td>
<td>-</td>
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<tr>
<td>Students have acquired greater knowledge of sustainability and environmental issues in Sweden</td>
<td>39.6 %</td>
<td>-</td>
</tr>
<tr>
<td>Students have acquired greater knowledge of sustainability and environmental issues in other countries</td>
<td>41.6 %</td>
<td>-</td>
</tr>
<tr>
<td>Students’ knowledge of the UN Sustainable Development Goals/2030 Agenda increases</td>
<td>35.6 %</td>
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I believe that in the future the WCP Program will help:

<table>
<thead>
<tr>
<th>Change and impact of the program:</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>88.61%</td>
<td>90.21%</td>
</tr>
<tr>
<td>Combat hatred, mistrust and intolerance in our society</td>
<td>84.16%</td>
<td>84.02%</td>
</tr>
<tr>
<td>Create a more compassionate culture and empathy towards other people</td>
<td>67.13%</td>
<td>87.63%</td>
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<tr>
<td>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</td>
<td>73.76%</td>
<td>77.84%</td>
</tr>
<tr>
<td>Equip young people with civil courage and a desire to work for a compassionate and just society for all</td>
<td>80.20%</td>
<td>77.84%</td>
</tr>
<tr>
<td>Ensure those children who have actively participated in the WCP Program are better equipped to stand up to anti-democratic feeling</td>
<td>66.34%</td>
<td>69.59%</td>
</tr>
<tr>
<td>Create global commitment and responsibility for common vital issues such as war, conflict, the environment and climate</td>
<td>79.21%</td>
<td>85.57%</td>
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“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
“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.

- 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).

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)

“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 MANYUKWVI, 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

“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 are 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

“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 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

“We are 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.”

REBBECA MAKANDE, DISTRICT ADMINISTRATOR, HARARE, ZIMBABWE

“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.”

CARITAS KANYANGE, TEACHER, BURAZA SCHOOL, BURUNDI

“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.”

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

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.
The quality of the WCP Program, its material and implementation, applications, surveys and reports have consistently 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 Häggeström, 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 Givarguiden 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.
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.

“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.
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**

- Program costs 94.4%
- Administration and fundraising 5.6%

**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
- 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.
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.
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

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

<table>
<thead>
<tr>
<th></th>
<th>Note</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tangible assets</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Equipment, tools, fixtures and fittings</td>
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<td>51,403</td>
<td>9,967</td>
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<tr>
<td><strong>Total non-current assets</strong></td>
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<td>51,403</td>
<td>9,967</td>
</tr>
<tr>
<td>Current assets</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current receivables</strong></td>
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<td></td>
</tr>
<tr>
<td>Accounts receivable</td>
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<td>9,810</td>
<td>1,530</td>
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<tr>
<td>Other receivables</td>
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<td>325,408</td>
<td>454,777</td>
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<tr>
<td>Prepaid expenses and accrued income</td>
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<td>317,998</td>
<td>115,063</td>
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<tr>
<td>Total current receivables</td>
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<td>653,216</td>
<td>571,370</td>
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<tr>
<td><strong>Cash and bank balances</strong></td>
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<td>9,128,575</td>
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<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td></td>
<td>9,781,791</td>
<td>14,301,857</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td></td>
<td>9,833,194</td>
<td>14,311,824</td>
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</table>

**EQUITY AND LIABILITIES**

<table>
<thead>
<tr>
<th></th>
<th>Note</th>
<th>31 Dec 2018</th>
<th>31 Dec 2017</th>
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</thead>
<tbody>
<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Foundation capital</td>
<td></td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Reserved funds</td>
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<td>50,000</td>
<td>50,000</td>
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<tr>
<td>Purpose-based reserves</td>
<td></td>
<td>259,836</td>
<td>259,836</td>
</tr>
<tr>
<td><strong>Retained capital</strong></td>
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<td>568,116</td>
<td>369,246</td>
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<tr>
<td><strong>Total equity</strong></td>
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<td>927,952</td>
<td>729,082</td>
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<tr>
<td><strong>Current liabilities</strong></td>
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<tr>
<td>Accounts payable</td>
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<td>1,632,356</td>
<td>85,063</td>
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<tr>
<td>Liability, contributions received but not utilised</td>
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<td>12,508,419</td>
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<tr>
<td>Other liabilities</td>
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<td>113,326</td>
<td>127,402</td>
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<tr>
<td>Accrued expenses and deferred income</td>
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<td>719,491</td>
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<tr>
<td>Total current liabilities</td>
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<td>13,582,742</td>
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<tr>
<td><strong>TOTAL EQUITY AND LIABILITIES</strong></td>
<td></td>
<td>9,833,194</td>
<td>14,311,824</td>
</tr>
</tbody>
</table>

**Changes in equity**

<table>
<thead>
<tr>
<th></th>
<th>Foundation capital</th>
<th>Purpose-based reserves</th>
<th>Retained capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>At beginning of the year</td>
<td>50,000</td>
<td>245,836</td>
<td>369,246</td>
</tr>
<tr>
<td>Purpose-based reserves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net profit for the year</td>
<td></td>
<td></td>
<td>198,871</td>
</tr>
<tr>
<td><strong>At year-end</strong></td>
<td>50,000</td>
<td>259,836</td>
<td>568,117</td>
</tr>
</tbody>
</table>

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 fulfill 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.

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.
### NOTE 2

**COLLECTED FUNDS**

**Gifts recognised in profit or loss**

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>General public</td>
<td>599,857</td>
<td>932,768</td>
</tr>
<tr>
<td>Swedish Postcode Lottery</td>
<td>11,393,500</td>
<td>7,500,800</td>
</tr>
<tr>
<td><strong>Businesses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitch</td>
<td>10,000</td>
<td>5,000</td>
</tr>
<tr>
<td><strong>External foundations and funds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drottning Silvias Stiftelse Care About the Children</td>
<td>125,000</td>
<td>640,000</td>
</tr>
<tr>
<td>Helge Ax:son Johnssons Stiftelse</td>
<td>15,000</td>
<td>–</td>
</tr>
<tr>
<td>Kronprinsessan Margaretas Minnesfond</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Sparbanksstiftelsen Rekarne</td>
<td>60,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Charities Aid Foundation (Julia &amp; Hans Rausing Trust)</td>
<td>–</td>
<td>1,058,270</td>
</tr>
<tr>
<td>Survé Family Foundation</td>
<td>100,000</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total gifts</strong></td>
<td>12,603,357</td>
<td>10,496,838</td>
</tr>
</tbody>
</table>

**Contributions recognised as income**

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forum Syd</td>
<td>1,674,850</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Employment support</td>
<td>58,890</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total contributions</strong></td>
<td>1,733,740</td>
<td>2,000,000</td>
</tr>
<tr>
<td><strong>Total collected funds</strong></td>
<td>14,337,097</td>
<td>12,496,838</td>
</tr>
</tbody>
</table>

### NOTE 3

**OTHER REVENUE**

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income, programme operations</td>
<td>4,195</td>
<td>5,401</td>
</tr>
<tr>
<td><strong>Total other income</strong></td>
<td>4,195</td>
<td>5,401</td>
</tr>
</tbody>
</table>
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  1,152,774  462,753  412,948

Total salaries, other remuneration and social security expenses  3,794,092  3,531,393

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

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.
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 −

NOTE 8
EQUIPMENT, TOOLS, FIXTURES AND FITTINGS

Accumulated cost
– At beginning of year  282,386  282,386
– New acquisitions  70,112  –
282,386  282,386

Accumulated depreciation
– 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

**ACCRAVED EXPENSES AND DEFERRED INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday salary liability, incl. soc. sec. contributions</td>
<td>215,092</td>
<td>212,290</td>
</tr>
<tr>
<td>Accrued special employer’s contribution, pension premiums paid</td>
<td>86,185</td>
<td>190,428</td>
</tr>
<tr>
<td>Accrued pension, incl. special employer’s contribution</td>
<td>56,873</td>
<td>56,873</td>
</tr>
<tr>
<td>Accrued audit costs</td>
<td>140,000</td>
<td>107,484</td>
</tr>
<tr>
<td>Other items</td>
<td>221,341</td>
<td>294,783</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>719,491</strong></td>
<td><strong>861,858</strong></td>
</tr>
</tbody>
</table>

### 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 reasonableness 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