

Policy plan 2019

FOUNDATION NIÑOS DEL ARCO IRIS CUSCO - PERU

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1. Introduction Foundation Niños del Arco Iris Cusco-Peru

1.1 Foundation of the Niños del Arco Iris Cusco-Peru foundation

In 2001 Helena van Engelen (1949, the Netherlands) changed her life by putting her life in the service of forgotten children in Peru. From 2001, together with a group of local unemployed construction workers, she built a centre in Urubamba- Cusco where children and families from poor communities can improve the quality of their lives and make progress.

Helena:

"Every child had the right to be loved, to dream, to play, to hope, to be part of a family, to learn, to be."

In that year the Asociación Niños del Arco Iris was founded by Helena for this mission, giving the project an initial official status. In 2003 the Kuychi foundation was established in Eindhoven- the Netherlands as a non-profit organization with the sole purpose of financially supporting Niños del Arco Iris in Peru (hereafter simply NDAI). This has enabled NDAI to develop as a project into what it is today: a kindergarten and primary school for children, and a medical centre with various health programs.

For several years, NDAI has been focusing on fundraising outside the contribution of Kuychi in the Netherlands. More and more Peruvians and international organizations are supporting the project to socially develop the ailing population of Peru and to fight against poverty and ignorance.

1.2 Location and catchment area

In 2001 Helena bought a plot of land of 2.7 hectares in Urubamba-Cusco at 2,980 meters. The town of Urubamba itself has around 20,000 inhabitants and the surrounding communities have a total of around 60,000 people. The total catchment area of NDAI therefore comprises a total of around 80,000 people.

The area of the project includes the kindergarten, primary school, medical centre, sports grounds and day centre where various social activities take place and daily lunch for the children is provided.

The Las Casitas del Arco Iris hotel is also located on site, a commercial hotel accommodation whose profits go to the NDAI programs.

2. Strategic principles

2.1 Legal form

In 2001, Helena founded the not-for-profit "asociación" Niños de Arco Iris, registered under Peruvian law and also registered with the Peruvian International Cooperation Agency (APCI). In 2004 the legal form changed to the Dutch Foundation Niños del Arco Iris Cusco-Peru which is active in Peru. This ensured a better relationship with the Kuychi-based foundation in the Netherlands and a grip on the working methods in Peru. Niños del Arco Foundation Iris Cusco-Peru has its registered office in Eindhoven and is also located in Querocancha S / N in the district and the province of Urubamba in the department of Cusco - Peru. The visiting address of the foundation in the Netherlands is Den Hof 84, Waalre.

The foundation is registered in the Peruvian agency of International Cooperation (APCI) as a foreign institutions based in Peru (ENIEX). The "family house" program is registered in the central register of the Ministry of Women and Social Affairs (this also includes child protection). The educational institutions are supervised by the Peruvian Ministry of Education.

NDAI is registered in the national register of institutions that receive donations, under the resolution of the Peruvian tax authorities (SUNAT) and reports to the Supervisory Council of Foundations under the Peruvian Ministry of Justice. The NDAI foundation also has the Dutch ANBI status (Chamber of Commerce number 17169277 - RSIN 813699435).

The statutory objectives of the Foundation are:

1. Offering free primary education and integrated nutrition to vulnerable children with limited financial resources
2. The organization, promotion, distribution and implementation of medical programs for children and members of the rural population and indigenous communities with limited financial resources
3. The promotion and development of collaborative projects with medical specialists from abroad to provide medical assistance free of charge to the population with limited financial resources
4. Offering free psychosocial assistance to the children with social, psychological and pedagogical problems
5. To achieve these objectives, the Foundation will use a Foundation (branch) in Peru, called ENIEX ("Entidades e Instituciones de cooperacion Técnica Internacional Constituidas and el Extranjero") (Institutions and institutes of International Technical Cooperation established abroad), from which the activities actually become lined
6. The Foundation has no profit purposes and has been designated as one in Peru Private non-profit Foreign Legal Person (Persona Juridica Extranjera de Derecho Privado sin fines de lucro)

2.2 Vision

NDAI wants to be an institution that promotes social progress in the Urubamba region. The foundation trains children and their families to make a difference and exert a positive influence on their environment and to be able to cope with a globalizing world with values and principles such as integrity and justice based on conviction and a universal vision. With this, the foundation wants to contribute to the reduction of poverty and ignorance and to initiate a social and healthy development of Peru.

2.3 Mission

Promote the well being of people below the poverty line, through excellent quality of education and medical care, supported by a complete infrastructure, committed staff and quality processes.

2.4 Goals and core values

- Education of children people and parents with limited financial resources in the Urubamba region so that they succeed in learning to dedicate themselves to society in a dignified and productive way.
Within the project, the core values of Love, Respect, Trust and Family Link are applied to all target activities. These core values form the common thread throughout all activities and manners.
- Provide medical and dental care to people with limited financial resources in the Urubamba region so that they can lead a healthy working life so that parents can work and children do not have to be deployed for work, but can go to school instead

2.5 Strategy

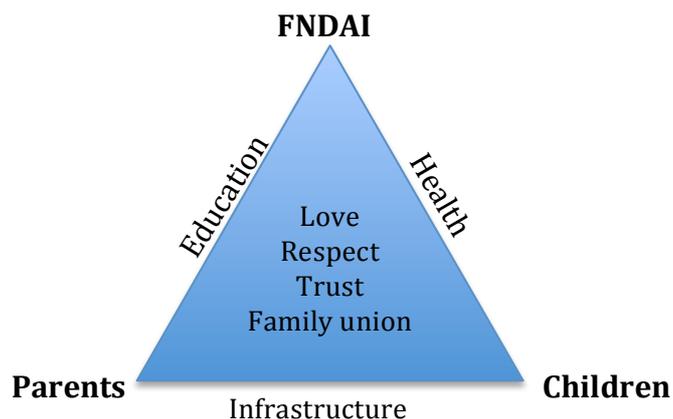
NDAI advocates an integrated approach. This means that activities are being developed on many fronts to cope with local problems. The core problems within the local community are often medical, pedagogical and psychological. In the development of activities, these aspects are integrated into effective total programs. It also not only looks at the individual, but also at the

environment in which that individual lives. In our context, this means that we not only focus on the children but also on the parents and other family members.

Programs that shape our strategy are:

- Primary education
- School for parents
- Nutrition plan
- Healthy Family program (including home visits)
- Medical campaigns
- Psychological support
-

Our approach is summarized in the "golden triangle" below.



We focus strongly on the personal responsibility of the participants in our project and their environment and we greatly facilitate what is needed to achieve improvement. In this way we try to bring about sustainable change and to make people self-reliant and to be an ambassador of positive impact in their environment.

Our plan for 2019 and next years to come is to continue our strategy and mission and to identify other components that are important to include in order to assure the fulfilment of our vision. For example, we want to start a project of scholarships for the kids that finish primary school with us and need support to continue high school.

3. Organization

The following persons of the board members are registered with the Chamber of Commerce in the Netherlands:

- Helena van Engelen
- Carlos Augusto Dammert

NDAI board:

- Helena van Engelen (chairman)
- Carlos Augusto Dammert (secretary)
- Luis Antonio Bouroncle Tello (treasurer)
- Santiago Mesa (added as a member in 2016, but not yet official registered)
- Lucy Zelaya (added as a member in 2017, but not yet official registered)
- Laura Brigneti (added as a member in 2018, but not yet official registered)
- Anita Forsyth (added as a member in 2019, but not yet official registered)

Daily project management:

- Susy Caballero (manager)

Local organization: TABLA P.7

4. Financial support

The project has various financial sources from the Netherlands, other countries and Peru itself. The largest contribution comes from the Kuychi Foundation, the Netherlands. The goal is that in time the support generated in Peru will prevail and the project will become self-sufficient.

The foundation applies the principle that participants in the education and health programs must make a voluntary financial contribution in return for the services received. This contribution is symbolic. The purpose of this contribution is to ensure that the population has to make an effort and consciously make an effort to get out of their situation. This also promotes the self-esteem and responsibility of the participants. So it is emphatically not the goal to generate significant income from these contributions. If beneficiaries are unable to make a financial contribution, then the dialogue is started and the family income is used. In many cases, it is spent on things that do not promote the development of the family and child, such as alcohol, pornography or drugs. In such cases, a trajectory with the family is started to learn to set other priorities. In cases where beneficiaries are actually unable to make a financial contribution, an alternative solution is offered, such as payment in kind (land products) or a helping hand during work on the project (kitchen, cleaning, garden, etc.). The following chapters indicate for each activity the symbolic contribution of the participants in 2018.

5. Social programs and activities

The project has 3 types of programs:

- Education programs
- Medical programs
- Family house program

Each program has its own objectives, approach and activities. All programs and the results for 2018 are described in more detail below.

5.1 Education programs

The aim of the education programs is to offer high-quality education to children and parents in the Urubamba region with limited financial resources, to develop their talents and to impart norms and values so that they can bear responsibility in the future surpassing oneself and leading a dignified life.

5.1.1 Primary school 2018

Analysis

The goal in 2018 was to further improve the quality of education through better alignment with the learning potential of our children. In 2018 our school had 32 children with special educational needs and 5 with physical disability. In 2018, a number of measures were made that were aimed at continuing the improvement process. The most important changes were:

- Keeping the pedagogical leaders: the continuity of the pedagogical line is important, so the director and pedagogical coordinator of the school were kept.
- Teachers: When selecting teachers, attention was paid to the presence of specializations such as therapies for children with learning difficulties, and experience with children living in vulnerable conditions in rural areas. In total, 8 new teachers joined the team.
- Nursery class for 3, 4 and 5 year old: Two extra kindergarten classes were created so now we have a class for 3 years old, another for 4 years old and another for 5 years old. The aim is to eliminate the educational gap of children that go to primary school.

The school got the official license for pre-primary education given by the Ministry of Education.

- Continuity of methods: Positive Discipline method: The school continues with Positive Discipline method and social constructivism as good results have been seen. Positive discipline is based on mutual respect between educator and child, learning from mistakes, thinking in terms of consequences instead of punishments and effective communication between educator and child. In Social Constructivism method the child generates knowledge while learning by giving meaning to the stimuli it receives; the child applies social processes with, among other things, fellow pupils, teachers and family; facilitates the teacher. This method fits well with our students because:
 - Children learn within and from their daily context
 - The method is aimed at cooperating with fellow students and such develop their social skills
 - The natural environment on the project lends itself perfectly to incentives give what the children can learn from in their living environment

School program

Primary education

The primary education program started in 2012 with the approval of the Ministry of Education. Classes 1, 2 and 3 started in 2012. In 2013 class 4 was added, in 2014 class 5 and in 2015 class 6 was added last.

The day schedule for primary school in 2018 is:

08:00 - 13:00: lessons and workshops

13:00 - 14:00 hrs.: lunch and relaxation

14:00 - 16:00: lessons and workshops

The lessons and educational workshops in 2016 included:

- MI MATE (math for everyone)
- EXPERIMENTO (science and research)
- Communication and language
- English and quechua
- Sports, games and dance
- Manual labour, art and expression
- Music
- Computer classes
- Skill competitions such as: neat writing, spelling, arithmetic
- Individual lessons for special learning needs: motor development, writing skills, reading, calculating

Nursery education

The nursery education program started in 2017. The day schedule for primary school in 2017 looked like this:

8:00 am - 12:30 pm: lessons and games

12:30 - 13:30: lunch and relaxation

13:30: end of school day

The lessons in 2018 included:

- Lessons in daily routines at school and at home (visiting the toilet, washing hands, brushing teeth, setting the table, eating with a knife and fork, general discipline and order, etc.)
- Exercises for (fine) motor skills
- Introduction to reading and writing
- Manual labour
- Sports, games and dance
- Quechua

In addition to this regular program, both elementary school pupils and preschool children are given structural attention to the development of norms and values so that the children can grow up to be adults who serve as an example to society.

Examples of activities in this context:

- Clean up your own "workplace" on a daily basis to create order and to preserve
- Periodic group discussions between students and teachers for tolerance and freedom of expression
- Changing representatives of each class set the table for the every day lunch and help with clearing and cleaning. During this routine teach the children to know and apply the nutrition plan
- Theme days in which the values of the project and the local culture be endorsed, such as: the day of the family, the day of "respect", the day of the potato, the day of agriculture, Torrechayoc etc. These special days and themes are integrated as much as possible in the daily teaching programs by formulating integral projects.

Nursery school level	2018		
	Girls	Boys	Total
3 years old	6	9	15
4 years old	4	8	12
5 years old	8	5	13
Total	18	22	40

Primary level	2018		
	Girls	Boys	Total
1st grade	11	8	19
2nd grade	19	12	31
3rd grade	7	12	19
4th grade	5	9	14
5th grade	8	14	22
6th grade	13	15	28
Total	63	70	133

Infrastructure

The school has a complete infrastructure (classes, toilets, sports grounds with canopy, nature zones, etc.) that makes good education possible. In addition, the buildings are built with natural materials from the region; the beautiful architecture is adapted to the natural environment. This supports the students in their motivation. All buildings are perfectly maintained and kept clean. The children themselves contribute to this, take over this habit and also take it home.

Results

In 2018, 22 children with special learning needs had 8 months' learning therapies from 3 specialists.

The academic results are the following:

Level	Math	
	Nursery school	Primary
High	95%	50 %
Average	5%	30 %
Low	0	20 %
Total	100%	100%

Communication		
Level	Nursery school	Primary
High	70 %	40 %
Average	25 %	45 %
Low	5 %	15 %
Total	100%	100%

Parent contribution for the children

In 2018, the parents of the school children made a total symbolic financial contribution of 70,427 soles (approximately € 18.000), which is 6% of the total costs of the primary school.

5.1.2 CETPRO 2018

In 2018, the CETPRO was on hold to evaluate its pertinence so it has not operated this year.

5.2 Medical programs

The team consists of a general practitioner, a dentist and a nurse / laboratory technician. The centre has its own pharmacy and therefore has access to a supply of medicines.

The medical programs aim to:

- Give access to complete medical attention in different areas such as ultrasound, laboratory tests and pharmacological treatments.
- Inform, educate and train the population in the prevention and integral health promotion in aspects linked to it according to levels of need identified by community.

Target:

- Children and students from NDAI and their families
- NDAI-related residents of (communities around) Urubamba who do not have access to quality healthcare

5.2.1 Activities and results

Regular medical care

Regular care takes place during daily office hours on the project itself and consists of:

- General practitioner post (treatment of regular symptoms)
- Dental practice (regular dental care)
- Laboratory (various laboratory tests)

	Number patients
General practice centre	42
Dental Practice	582
Laboratory	504
First aid	581
Total	1709

This year the medical office began at the end of September because it was not possible to find a professional with these requirements.

Medical Campaigns

In 2018, there were campaigns for the following communities:

- Chicón
- Quencalca
- Yanamayo
- Chupani
- Amparaes
- Omapata
- Ccorcor
- Sillacancha

These are the results in summary:

	Number patients
General practice centre	647
Dental Practice	373
Laboratory	117
First aid	256
Total	1393

This year the medical campaigns were done in alliance with Corazones para el Peru NGO.

Nutrition program

Our regular medical examinations of the children at the beginning of 2013 showed that about half suffer from malnutrition and / or anaemia. These disorders have a major influence on the children's ability to concentrate and learn and naturally also have a major influence on their physical development. The cause of the disorders is often that the children hardly get a nutritious breakfast or dinner at home. Based on these insights, action was taken and the nutrition program started. It is a program that requires a lot of time and attention from all those directly involved with the children; medical staff, teachers, parents, kitchen staff have an important task to make this program a success. This program consists of:

- Balanced and tailored daily lunch meals tailored to individual needs on the project and supervision that the children “eat their plates”
- 3 times medical check on the Project

Home visits (via the Familia Saludable program) to provide parents with information about healthy meals at home and monitoring thereof

- Presentations about healthy food during parent school

The results over the years can be summarized as follows (expressed in% of children from our primary school suffering from the condition). It should be noted that there is an influx of new children every year and that only then start the program, which affects the percentages. Over the years we have seen a positive trend in the fight against malnutrition, anaemia and obesity.

	2018
Malnutrition	8%
Anaemia	8%
Obesity	8%

Healthy Family Program

With this program, we strive for a sustainable, healthier lifestyle on the physical, social and psychological level of the families of the children of our primary school. Parents are required to participate in this program. The program consists of home visits and advising and assisting families to generate a healthy quality of life. In 2018, the following criteria were central to creating a healthy family:

- Create toilet / hygienic corner
- Proper brushing of teeth

- Wash your hands properly
- Providing nutritious breakfast
- Implementation of food pyramid
- Preventing parasites
- Preventing information and dealing with domestic violence and alcoholism

Based on these criteria, families were assessed at the beginning of 2018 and classified as "poor", "average" and "good". A new assessment took place at the end of the year and we see a clear improvement. A total of 85 families were included in the program. The results are as follows, expressed in% families that belong to a certain category:

	Results of the program		
	Begin	Middle	End
% Families in poor living conditions	29%	18%	15%
# Families in poor living conditions	28	17	14
# Families who achieved the objectives of the program in 2017 (creating good living conditions)			50

Deworming program

In 2018 a deworming program took place again for the children of the primary school. The result can be displayed as follows:

Results	
Number of children free of parasites	154
Number of deworming treatments (2x per year)	308

This result has made a major contribution to the reduction of malnutrition and anaemia of the children in our school.

Program "zero cavities"

In 2018, the "zero holes" program took place from the dental practice. The goal was to get as many children from primary school, specially in 5th and 6th grade. There was great dependence on parents in this program because they had to be present when treating their children.

Results of the program 2018	
# Children primary school free of cavities	66

In addition to the "zero holes" program, 709 treatments were carried out in 2018 for the children in our primary school.

Patient contribution

In 2018, patients made a symbolic financial contribution of 3,430 soles (Apr. € 900), which represents 2% of the total costs of the medical centre.

5.3 The Family House

In 2018, the following children or young people were supported by the Family House program:

- Juan Carlos Felipe Gonzales: food and lodging.
- Edwin Felipe Gonzales: food and lodging.
- Alex Aisa Mendoza: study costs, food and lodging.

5.4 Other activities

Various activities were organized in 2018 to promote the development of the children and to strengthen our core values.

Activity	Month	Description
Family Day	May	It is an important date for us since it commemorates one of our values that is Family Union. In this event our children and families enjoy a space of artistic demonstrations, games among families and lunch all together
Kindergarten Day	June	We carry out the day of the initial education with an open doors event: we invite all the parents of that level so that they can spend 1 day as students with their children, we carry out significant activities, and we receive the visit other teachers of the community.
Peasant and quechua day	June	Our children demonstrated their skills in their native language, we held a peasant breakfast, and then our children demonstrated what they learned in Quechua through poetry songs and theatres in Quechua.
English day	September	In this event our children demonstrated their skills in this language through musicals, theatres and dances.
Olympiads / Students Day	September	We celebrated the student's day with a morning full of games and gymkhana, our teachers also did a theatre and storytelling, and finally we offered the children a delicious lunch.
Mamita Helena Cup	October	Our main sport event called Mamita Helena Cup was a space of healthy competition and great excitement. 8 schools from the Urubamba area participated.
Foundation anniversary	November	We carried out the XVII anniversary of the foundation, we held this event with a festidanza where all grades and staff of the foundation participated, and we also held a contest of typical dishes by parents.
Coney Park	December	Our children enjoyed a morning of unlimited games and shared a snack, in the most important mall in Cusco.
Closure of the year	December	We shared amid Christmas carols and a staging live birth, we also made recognition to the outstanding children in each classroom, and finally our children received some presents.

6. Financial

See 2018 Annual Accounts on the website