

Policy plan 2020 & Annual report 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 has loved the right to be, 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 comprehensive education, nutrition and health program for the community.

In that way, we contribute to the fulfilment of the following sustainable development objectives:

- Zero Hunger
- Health and Wellness
- Quality education

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 school, medical centre, sports grounds and dining room where various social activities take place and daily lunch for the children is provided.

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 institution 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 school is 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). NDAI reports on an annual basis to APCI and 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

To educate responsible citizens capable of contributing to the world with values and principles of integrity, justice, love, respect and trust; while promoting positive changes in their families, community, environment and their own future.

2.3 Mission

To promote the well-being of families in vulnerable conditions by providing quality education and health care that are supported by a comprehensive infrastructure and highly qualified professionals.

2.4 Goals and core values

- Give education to children 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.
- Provide medical and dental care to people with limited financial resources in the Urubamba region so they can have a better quality of life.
- Give food and nutritional care to children with limited financial resources in order to reduce the anemia and malnutrition.

Our institutional values of Love, Respect and Trust reflects our essence as institution and are applied to all what we do.

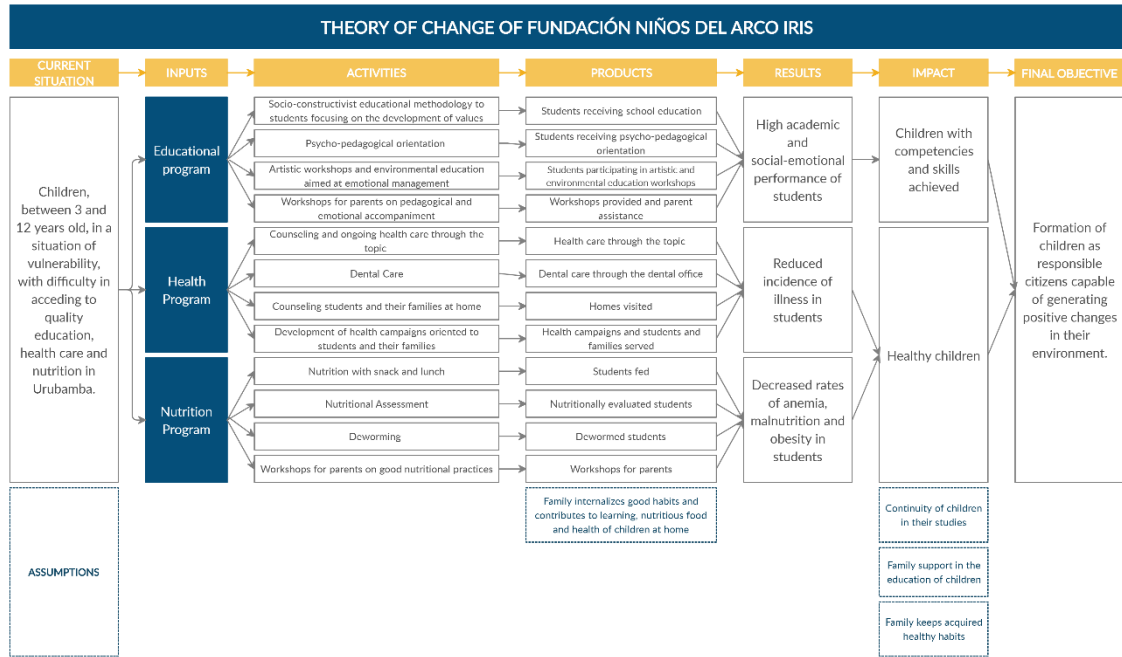
2.5 Strategy

NDAI advocates an integrated approach. This means that activities are being developed on many fronts to cope with local problems. Our daily actions respond to work on three main areas: education, health and nutrition.

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. 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.

This is embodied in a theory of change, a synthesized structure, in which the activities, products, immediate results and long-term impact of our programs are visualized. These have the final purpose of training children as responsible citizens capable of generating positive changes in their environment.



3. Organization

The organization is represented by the board members and the executive team. The manager reports monthly to the board of directors and lead the executive team.

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

- Helena van Engelen
- Carlos Augusto Dammert
- Luis Antonio Bouroncle Tello

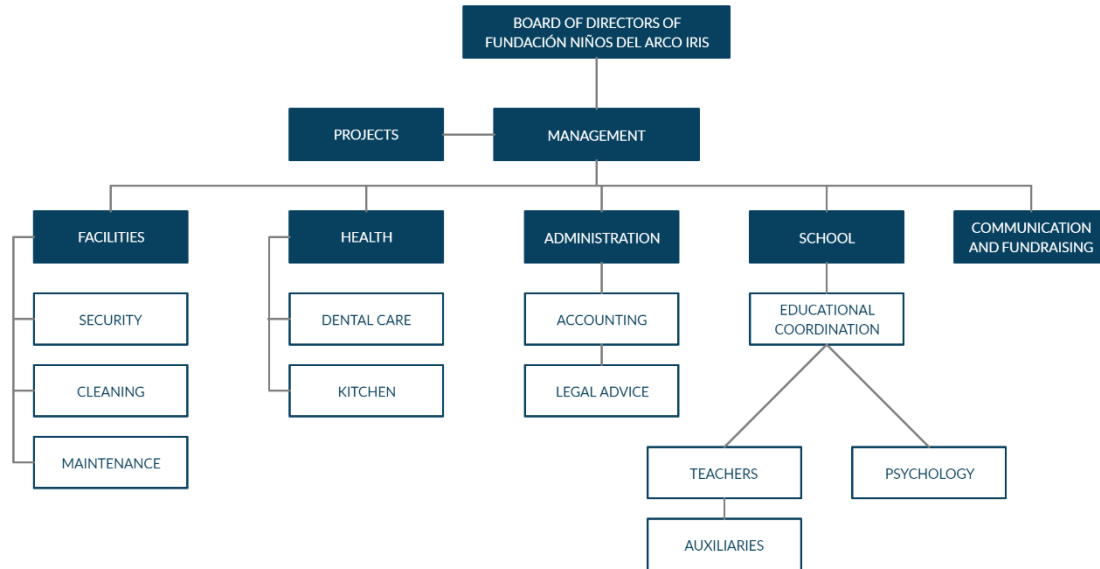
NDAI board members:

- Helena van Engelen (chairman)
- Carlos Augusto Dammert (secretary)
- Luis Antonio Bouroncle Tello (treasurer)
- 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)
- Rafael Dammert (added a member in 2019, not yet official registered)

Daily project management:

- Susy Caballero (manager)

Fundación Niños del Arco Iris is made up of 5 areas: Administration, School, Communication and Collection, Health and Facilities. The following organization chart shows our structure:



In 2019, we had 36 workers, 72% of whom were women and 28% men. The majority of them work at the school area. At the same time, 44% of the team members are local, i.e. from Cusco. While 56% come from different regions of the country like Lima, Arequipa, Chiclayo, and Piura.

4. Financial support

The project has various financial sources from the Netherlands, other countries and Peru itself. The largest contribution, 52%, comes from the Kuychi Foundation, the Netherlands. Furthermore, 20% comes from other international donors and 28% from Peruvian donors. 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 2019.

5. Social programs and activities

The Foundation has 4 types of programs:

1. Education program
2. Medical program
3. Nutritional program
4. Family house program

Each program has its own objectives, approach and activities. All programs and the results for 2019 are described in more detail below.

5.1 Education program

The aim of the education program is to offer high-quality education to children 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.

The educational program is the central pillar of our foundation. For which, we count on with a school that annually welcomes about 185 children in condition of vulnerability between 3 and 13 years of age, who are in kindergarten and primary education.

Our school is based on a socio-constructivist educational concept, where the student is considered the protagonist and builder of his learning, and the surrounding socio-cultural context plays an important role for their development. Therefore, the school uses the Project Based Learning methodology adapted to the context, through which our children develop skills in all curricular areas through inquiry, resolution of problems, teamwork and a specific purpose.

We consider our educational proposal integral because the projects developed by our students are in constant interaction with graphic and visual art, music, sports, the environment, the use of technology and languages (Spanish, English and Quechua); which enriches their cultural identity. All these aspects have contributed to form them with critical thinking, communication skills, artistic and digital abilities; open to diversity and with a vision to culminate their academic formation based on the values of love, respect and confidence that guide our institution.

At the same time, we have an area of psychology that works permanently to provide psycho-pedagogical and social-emotional support to our students. Likewise, critical cases are identified in order to provide personalized counselling to those who need it, whether due to learning problems or cases of violence, abandonment, among others. If there were no work in this area, it would be more difficult for our students to achieve their expected academic goals and have a dignified childhood.

Finally, we develop monthly meetings called "Parents' School" in which we count on the participation of our students' families and discuss, together with the team of teachers and the area of psychology, relevant topics so that they can offer from home the pedagogical and emotional support that their children need.

5.1.1 Kindergarten and Primary school 2019

We had 185 students in 2019. 50% of the students were girls and 50% boys. All come from vulnerable families. 8 children had special educational needs and 1 with physical disability.

Kindergarten	2019		
	Girls	Boys	Total
3 years old	7	7	14
4 years old	12	6	18
5 years old	11	11	22
Total	30	24	54

Primary	2019		
	Girls	Boys	Total
1st grade	12	8	20
2nd grade	13	14	27
3rd grade	17	13	30
4th grade	7	14	21
5th grade	4	8	12
6th grade	10	11	21
Total	63	68	131

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 content developed is the one proposed in the National Curricula which we complement with some methodologies and workshops.

The day schedule for primary school was:

08:00 - 13:00: lessons and workshops

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

14:00 - 16:00: lessons and workshops

Methodologies used:

- Learning by projects
- MI MATE (math for everyone)
- EXPERIMENTO (science and research)
- Digital classroom (TICs)
- Tierra de Niños

Workshops:

- English
- Quechua
- Sports
- Dance
- Music and choir
- Computer classes

Kindergarten education

The kindergarten education program started in 2017.

The day schedule for kindergarten school was:

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

12:30 - 13:30: lunch and relaxation

13:30: end of school day

The lessons included:

- Exercises for motor skills
- Introduction to reading and writing
- Manual labour
- Sports, games and dance
- Quechua

In addition to this regular program, both kindergarten and primary school 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:

- 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.)
- Clean up your own "workplace" on a daily basis to create order and to preserve
- Changing representatives of each class set the table for the everyday lunch and help with clearing and cleaning.
- 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.

Projects

As part of our methodology, we developed projects according to the student's interest in each classroom. The projects of last year were:

Grade	Project
3 years	The flower worms
4 years	The flowers and its visitors
5 years	The crying trees
1st grade	What do we know about the animals?
2nd grade	Science and Chavin culture
3rd grade	Land of children
4th grade	Happy puppies
5th grade	Songs to save our native languages
6th grade	Through the eyes of Chambi

Besides it, we had two important institutional projects:

- Library: to promote reading comprehension we co-designed the school library with the students and built it. We have more than 2000 books in Spanish, English and Quechua. It has strongly motivated students and even parents to read.
- Land of children: to promote an even closer relationship with nature this Project empower children to actively protect the environment.

Infrastructure

The school has a complete infrastructure (classes, toilets, sports grounds with canopy, nature zones, etc.) that make 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.

This year we built:

- Fence around the foundation
- Entrance wall
- 2 new classrooms
- Toilets
- Library

Events

We organized 9 activities in 2019 to promote the talents of the children and to strengthen our core values.

Activity	Month	Target	Comments
Family Day	May	School children and families	In this event our children and families enjoy a space of artistic demonstrations, games among families and lunch all together
Kindergarten Day	June	Kindergarten children and families	We carry out the day of the initial education with an open doors event with the participation of parents.
Inti Raymi	June	School children and families	It is the annual celebration to the Sun, a very important Andean tradition.
Teachers day	July	School children and families	The children organized a small performance in the central courtyard. Direction and psychology developed a greeting video of family members of teachers who are in other cities. Management organized a lunch and a present for each of the participants.
Languages day	September	School children and families	In the month of September, our children did a performance that involved singing, dancing and other forms of artistic expression in English and Quechua. This year's theme was the magical world of Urubamba presenting shows like the Lion King in Quechua the Little Mermaid in English.
Copa Mamita Helena 2019	October	School children and families, 8 public schools and community in general	<p>Three new soccer matches in the event:</p> <ul style="list-style-type: none"> · Girls from our school · Mothers and teachers from the school · Dads of the school vs "Los Yawars", local well recognised team. <p>We had the support of different local institutions, as Urubamba municipality, and different persons for the presents to the winners.</p>
Urubamba parade	November	Staff and a delegation of children	We did a march representing the Foundation in front of all the Urubamba community and authorities. This is important to reinforce our position in the community.

Foundation Anniversary	December	School children and families, and 8 public schools	<p>The 18th anniversary of the foundation was celebrated days in advance with different contests and by dances by the children and staff.</p> <p>Contests:</p> <ol style="list-style-type: none"> 1) Drawing and painting contest "Valuing the important and characteristic places of the Children of the Rainbow Foundation" 2) Chess tournament "Chess in school" 3) Spelling contest "I write well" 4) Matachola Contest 5) "Kuychi Cup" mixed football contest 6) Games circuit for initial "We celebrate our anniversary playing". 7) Initial - 3-year classroom "Carnival of Cajamarca" 8) Initial - 4-year classroom "Tobas" 9) Initial - 5-year classroom "Caporales" <p>Dances:</p> <ol style="list-style-type: none"> 1) 1st grade - "Waca Waca" 2) 2nd grade - "Cucasaru" 3) 3rd grade - "Contradanza de Huamachuco" 4) 4th grade - "Chucchu de Cabanaconde" 5) 5th grade - "Salay" 6) 6th grade - "Putina Carnival" <p>Dance by the workers. Food contest against the anaemia by parents</p>
Closure of the year	December	School children and families	<p>All our community participated in this last activity of the year. We recognized the children with greater progress in academics and development of values. Also, the families that improved their living conditions significantly received a recognition.</p>

Results

The academic results are the following:

The qualification system stipulated by the Ministry of Education of Peru (MINEDU) is qualitative, therefore the schools use the letters: AD, A, B, C, for the evaluation of students in the different competences, these letters have the following quantitative value:

- AD: 16-20
- A: 14-15
- B: 8-13
- C: 0-7

Kindergarten

Grade	Math			Communication			Social skills		
	A	B	C	A	B	C	A	B	C
3 years	100%	0%	0%	100%	0%	0%	100	0%	0%
4 years	100%	0%	0%	100%	0%	0%	100	0%	0%
5 years	100%	0%	0%	100%	0%	0%	100	0%	0%

Primary school

Grade	Math			Communication		
	A	B	C	A	B	C
1st grade	100%	0%	0%	100%	0%	0%
2nd grade	93%	7%	0%	78%	7%	15%
3rd grade	90%	10%	0%	87%	13%	0%
4th grade	100%	0%	0%	95%	0%	5%
5th grade	83%	17%	0%	67%	33%	0%
6th grade	90%	10%	0%	62%	38%	0%

Parents contribution for the children

In 2019, the parents of the school children made a total symbolic financial contribution of 71,079 soles which is 6% of the total costs of the primary school.

5.1.2 CETPRO

After an evaluation, it was decided to stop the Project because it didn't achieve the expected goals.

5.2 Medical programs

In the area of healthcare, we developed 4 initiatives to benefit our children, their families and the community of Urubamba.

We have a school topic in which we attend to emergencies and prevent illnesses. In 2019, we provided 950 services to students.

We also run the "Zero Cavities" program through which we seek to ensure that schoolchildren enjoy proper oral health. In 2019, 94% of our children had cavities, a percentage that we managed to reduce it to 34% after more than 300 dental treatments. In addition, we develop campaigns of prevention in which the area of dentistry is in charge of teaching the correct brushing of teeth, care of gums and use of dental equipment.

In the same way we developed the program "Healthy Families", in which we advise all families in their own homes to ensure that children are in safe spaces in all respects. We visit during the breakfast and dinner hours and we provide advice to the family on hygiene issues, nutrition and family welfare. We also deliver hygiene kits to promote personal care routines.

Finally, we carry out various free health campaigns in the specialties that are most needed. In 2019, eight campaigns were organized, benefiting 965 people in the local community.

5.2.1 School topic

These are the regular care that takes place during daily office hours on the project itself (same as school time). The attentions given were mainly healings, bumps, sore throat, stomach ache, skin rashes, etc. In total, there were 950 attentions in 2019.

5.2.2 Zero Cavities

- In average, each kid had between 10 and 15 cavities.
- In kindergarten, 80% of the teeth of each kid has cavities.
- We did 319 dental attentions during 2019.
- After these attentions, the following children finished the year without cavities:

Level	Free of cavities
6th grade	20
5th grade	8
4th grade	16
3rd grade	9
Total	53

5.2.3 Healthy Family Program

With this program, we strive for a sustainable, healthier lifestyle on the physical, social and psychological level of the families of our students. 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. The following criteria was considered:

- 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

This year we improved the instrument used to evaluate the living conditions of the family considering the theoretical framework of “Multidimensional poverty” and its variables. The visits were unexpected at breakfast and dinner time.

The qualifications of the home conditions are defined as following:

- Good: homes with basic services (water, drain, bathroom), limited spaces for parents and children, toilet corner, study corner, food nutritious at home, infrequent illness due to lack of hygiene, etc.
- Regular: homes with some items between the good and bad qualification.
- Bad Rating: homes with an environment is not suitable for a home, since it does not even have the basic services.

Category	Number of homes
Good	17
Regular	80
Bad	07
Not visited	02
Total	106

5.2.4 Medical Campaigns

In the 2019, we did 8 health campaigns in alliance with doctors or institutions focused on different health topics. We gave attention to 965 persons.

Campaign	Target	Month
1. Paediatrics, gynaecology, dermatology and general medicine	Children and their families	April
2. Urology and nephrology	Children	May
3. General medicine and some specialities (physiotherapy, optometry, paediatrics)	Children and parents of the foundation and the community	July
4. Ophthalmology	Children and parents of the foundation and the community	August
5. Dental campaign	Ccor Ccor community	September
6. Dental attention	Children of 4th and 3rd grade	October
7. Dental campaign	Parents of the school	October
8. General Medicine	Crioterapia, descarte glucosa y presión arterial (EEUU)	November

5.3 Nutrition program

Malnutrition and anaemia are common illnesses in our students due to limitations in their diet at home. We are aware of the importance of this aspect for their well-being and correct development. Our effort integrates the families to obtain a greater reach.

Therefore, we perform 3 nutritional evaluations during the year to measure the status of our students. Based on this diagnosis we provide daily snacks and meals according to the needs presented. As a result, in 2019 we managed to reduce anaemia from 40% of students to 7%, chronic malnutrition from 34% to 12% and obesity from 4% to 2%.

It is worth mentioning that due to the rural context where children live, many of them have parasites in their bodies. For this reason, we also carry out an annual deworming. In 2019, 60% of the total number of students tested positive in this evaluation and all of them received treatment.

Finally, working with families is vital to generate behavioural changes regarding food consumption at home. Therefore, we developed talks and practical workshops on nutrition in which parents learned to prepare delicious recipes with local, nutritious and low-cost products. As a final result, a gastronomic fair was organized where families presented different rich and balanced meals.

Here we can see the results of the evaluations:

Diagnose	Results					
	1st evaluation (% and number)		2nd evaluation (% and number)		3rd evaluation (% and number)	
Anaemia	40%	65	33%	55	7%	12
Malnutrition	34%	23	20%	34	12%	20
Obesity	4%	06	4%	6	2%	3
Normal	22%	74	44%	74	79%	134

Patient contribution

In 2019, patients made a symbolic financial contribution of 640 soles which represents 1% of the total costs of the medical centre.

5.3 The Family House

In 2019, the following young people were supported by the Family House program:

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

6. Financial

See 2019 Annual Accounts on the website