

# Policy Plan 2021 and Annual Report 2020

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*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 center 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 fulfillment 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 center, 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 institutions based in Peru (ENIEX). 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

Promote a comprehensive quality training system for the inhabitants of the Sacred Valley.

## 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.

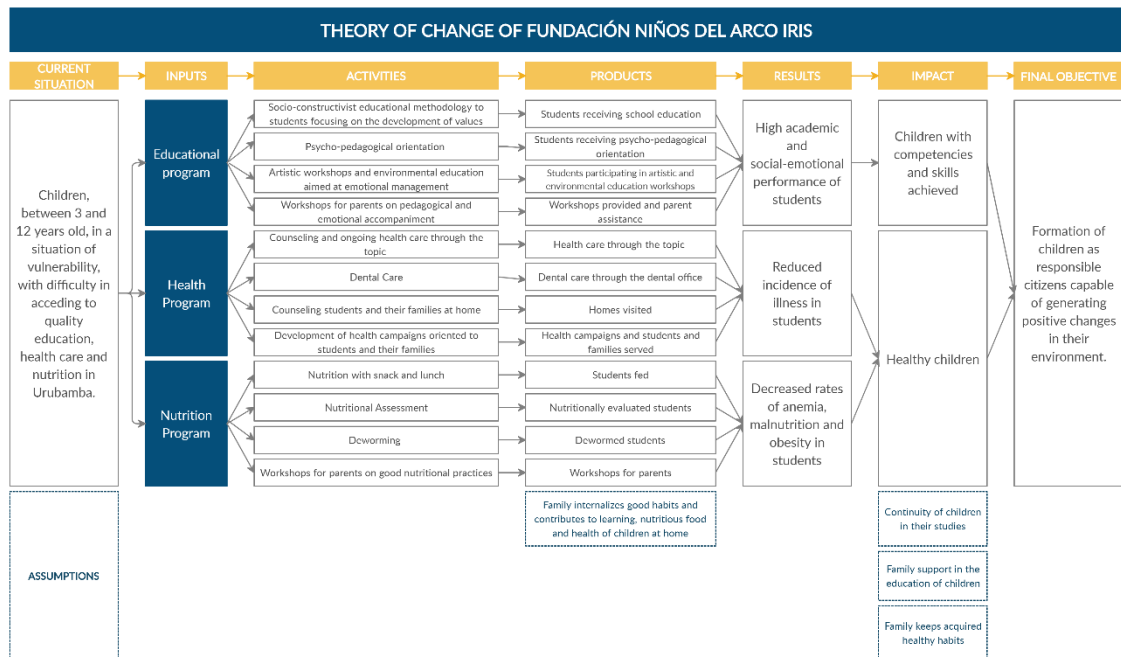
Our institutional values of Love, Respect and Trust reflect our essence as an institution and are applied to all that we do.

## 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

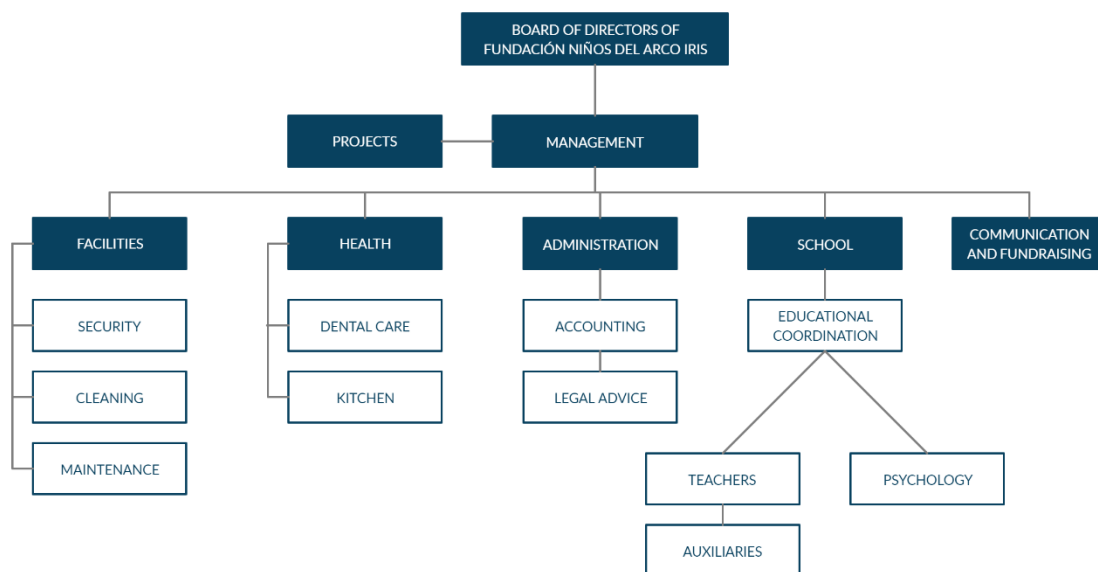
NDAI board members:

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

Daily project management:

- Susy Caballero (manager)

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



In 2020, we had 25 workers, 77% of whom were women and 23% men. The majority of them work at the school area. At the same time, 55% of the team members are local, i.e. from Cusco. While 45% come from different regions of the country like Lima, Arequipa and Piura.

## 4. Financial support

The project has various financial sources from the Netherlands, other countries and Peru itself. The largest contribution of 59%, comes from the Kuychi Foundation, the Netherlands. The rest 41% comes from other international and Peruvian donors. During 2020, the fundraising was very challenging due to Covid19 context.

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.).

Since the pandemic left many families without work, the contribution was significantly reduced but this was not an impediment for the children to continue studying at our school. In these moments of crisis, we understand that our humanitarian work is more relevant and that is why we gave all the conditions of support to the families so that they can move forward.

## 5. Social programs and activities

Three programs were executed this year:

1. Education program
2. Medical program
3. Nutritional program

Each program has its own objectives, approach and activities. All programs and the results for 2020 are described in more detail below.

It is important to mention that Peru was one of the countries hardest hit by the pandemic and that generated many social restrictions which made us carry all our programs practically remotely. In a rural context, with low internet connectivity and poor our health system it was a great challenge for all the team.

### 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 focused on children living in condition of vulnerability between 3 and 13 years of age, who are in kindergarden and primary education.

The primary education program started in 2012 with the approval of the Ministry of Education and the kindergarden program started in 2017.

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

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.

On 2020, we provided education to 189 students (59 kindergarden and 130 elementary school children). 44% of the students were girls and 56% boys. All come from vulnerable families.

Kindergarden	2020		
	Girls	Boys	Total
3 years old	11	9	20
4 years old	7	9	16
5 years old	13	10	23
<b>Total</b>	<b>31</b>	<b>28</b>	<b>59</b>

Primary	2020
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	Girls	Boys	Total
1st grade	11	16	27
2nd grade	9	13	22
3rd grade	7	12	19
4th grade	14	12	26
5th grade	10	17	27
6th grade	2	7	09
<b>Total</b>	<b>53</b>	<b>77</b>	<b>130</b>

Due to Covid19, the school was just able to attend in a personal way the first 2 weeks of March. Since March 16th until the end of the year the schools were close. The classes were adapted to a virtual teaching environment and were given through Whatsapp, Facebook, phone calls and video calls. 95% of students had access to the internet in a limited way (recharged 1.5 dollars per week) and technological means, mainly cell phones. The remaining 5% was worked with concrete material. In addition, we provided school supplies to work at home, as well as learning guides and books from our library. We reached 95% of digital literacy of children and parents.

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 counseling 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. During 2020, 45% of the children received psychological support, as they presented problems with their emotional well-being, as well as learning difficulties during virtual classes and coexistence issues at home.

Also, we coordinated the STEAM network in Cusco, within the framework of the STEAM territories initiative led by Fundación Siemens Stiftung in Latin America and Instituto Apoyo in Peru. With this, we promote an educational approach that integrates the areas of Science, Technology, Engineering, Arts and Mathematics; so that students have skills that allow them to solve problems in their context. Due to the situation, we focus on its application and validation in our school, highlighting the inquiry approach in remote learning projects. This joint work allows exchange with the Latin American STEAM network, in particular with the organizations that participate in the Sustainable Development Table led by the Pontificia Universidad Católica de Chile based in Villarica.

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. Due to Covid19, we organized 4 virtual parenting schools with an average participation rate of 60%. We showed good practices of prevention against Covid-19, emotion management and accompaniment of children at home.

### **Projects**

As part of our methodology, we developed projects according to the students interest in each classroom. The projects of 2020 were:



Grade	Project
1st grade	What actions should we take to prevent the Coronavirus?
2nd grade	How can we protect ourselves and others to take care of ourselves from the Coronavirus?
3rd grade	Our Lliklla of Emergencies before the Coronavirus
4th grade	How can I help Urubamba families to protect themselves from Covid-19?
5th grade	How can I help Urubamba families to protect themselves from Covid-19?
6th grade	

In addition, we had two important institutional projects that were adapted because of Covid restrictions:

- Library: We gave books to our students for their homes.
- Land of children: Every student build a land of children at their home.
- Radio program: 16 radio programs that were broadcasted by a local radio. Each weekly program lasted 1 hour. The topics developed were education, health, nutrition and mental health. The students of our school were in charge of its content development and locution as part of their education projects.

### 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.

On 2020, the focus was on giving good maintenance to all the buildings, clean different areas, improve the gardens, implement a water irrigation system and to finish the fence around the foundation. It is important to consider that it was not posible to work during few months because of the pandemic restrictions that the government implemented.

### Results

On 2020, just 13 skills were evaluated compared to 26 competences from the National Curricula. This was stipulated by the Ministry of Education of Peru (MINEDU) to be able to concentrate in the most important competences in the challenging context of remote education. The evaluation criteria should be understood as following:

- AD: Above expected
- A : Achieved
- B: In process
- C: In start

#### 1. Kindergarten

Grade	Math	Communication	Personal	Science	Psychomotricity
<b>AD</b>	0%	5%	0%	0%	0%
<b>A</b>	96%	93%	98%	98%	96%
<b>B</b>	2%	0%	0%	0%	2%
<b>C</b>	0%	0%	0%	0%	0%
<b>TOTAL</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>

Grade	Quechua	Music
AD	3 %	0 %
A	95 %	98 %
B	0 %	0 %
C	0 %	0 %
<b>TOTAL</b>	<b>98 %</b>	<b>98 %</b>

- 98% of kindergarden children were evaluated because 1 kid (representing 2%) did not reply to the teachers.
- In Math, 98% of students achieved the expected skills.
- In Communication, 5% of students had results over above expected and 93% the expected skills. This was enabled due to orality exercised in the calls, videos and Zoom calls.

## 2. Primary

Level	Math					Communication				
	AD	A	B	C	TOTAL	AD	A	B	C	TOTAL
1°	0%	100%	0%	0%	<b>100%</b>	0%	100%	0%	0%	<b>100%</b>
2°	0%	95%	5%	0%	<b>100%</b>	23%	73%	5%	0%	<b>100%</b>
3°	0%	74%	16%	0%	<b>90%</b>	0%	79%	11%	0%	<b>90%</b>
4°	0%	88%	12%	0%	<b>100%</b>	0%	88%	12%	0%	<b>100%</b>
5°	0%	74%	15%	0%	<b>89%</b>	0%	74%	15%	0%	<b>89%</b>
6°	0%	56%	33%	0%	<b>89%</b>	11%	56%	22%	0%	<b>89%</b>
<b>Total</b>	<b>0%</b>	<b>81%</b>	<b>14%</b>	<b>0%</b>	<b>95%</b>	<b>6%</b>	<b>78%</b>	<b>11%</b>	<b>0%</b>	<b>95%</b>

Level	Social Personal					Science and technology				
	AD	A	B	C	TOTAL	AD	A	B	C	TOTAL
1°	0	100%	0%	0%	<b>100%</b>	0%	100%	0%	0%	<b>100%</b>
2°	0	95%	5%	0%	<b>100%</b>	0%	86%	14%	0%	<b>100%</b>
3°	0	84%	5%	0%	<b>90%</b>	0%	84%	5%	0%	<b>90%</b>
4°	12%	85%	4%	0%	<b>100%</b>	0%	92%	8%	0%	<b>100%</b>
5°	0	74%	15%	0%	<b>89%</b>	0%	81%	7%	0%	<b>89%</b>
6°	11%	67%	11%	0%	<b>89%</b>	0%	67%	22%	0%	<b>89%</b>
<b>Total</b>	<b>3%</b>	<b>84%</b>	<b>7%</b>	<b>0%</b>	<b>95%</b>	<b>0%</b>	<b>85%</b>	<b>9%</b>	<b>0%</b>	<b>95%</b>

Level	Art					Sports				
	AD	A	B	C	TOTAL	AD	A	B	C	TOTAL
1°	0%	100%	0%	0%	<b>100%</b>	0%	96%	4%	0%	<b>100%</b>
2°	0%	100%	0%	0%	<b>100%</b>	0%	91%	9%	0%	<b>100%</b>
3°	0%	84%	5%	0%	<b>90%</b>	0%	84%	5%	0%	<b>90%</b>
4°	0%	100%	0%	0%	<b>100%</b>	0%	96%	4%	0%	<b>100%</b>
5°	0%	89%	0%	0%	<b>89%</b>	0%	85%	4%	0%	<b>89%</b>
6°	0%	78%	11%	0%	<b>89%</b>	0%	67%	22%	0%	<b>89%</b>
<b>Total</b>	<b>0%</b>	<b>92%</b>	<b>3%</b>	<b>0%</b>	<b>95%</b>	<b>0%</b>	<b>87%</b>	<b>8%</b>	<b>0%</b>	<b>95%</b>

Level	English					Quechua				
	AD	A	B	C	TOTAL	AD	A	B	C	TOTAL
1°	0%	93%	7%	0%	<b>100%</b>	0%	100%	0%	0%	<b>100%</b>
2°	0%	95%	5%	0%	<b>100%</b>	0%	95%	5%	0%	<b>100%</b>
3°	0%	84%	5%	0%	<b>90%</b>	0%	84%	5%	0%	<b>90%</b>
4°	0%	92%	8%	0%	<b>100%</b>	0%	100%	0%	0%	<b>100%</b>
5°	0%	85%	4%	0%	<b>89%</b>	0%	85%	4%	0%	<b>89%</b>
6°	0%	67%	22%	0%	<b>89%</b>	0%	67%	22%	0%	<b>89%</b>
<b>Total</b>	<b>0%</b>	<b>86%</b>	<b>9%</b>	<b>0%</b>	<b>95%</b>	<b>0%</b>	<b>89%</b>	<b>6%</b>	<b>0%</b>	<b>95%</b>

- 95% of primary children were evaluated because 6 students (representing 5%) did not reply anymore to the teachers.
- In Math, 81% of the students achieved the expected results.
- In Communications, 6% achieved results above expected and 78% achieved what was expected.
- The methodology, project based learning, was a key to obtain those results. The Ministry of Education promoted it as an official methodology and it was very successful in our school because we have been applying it years before.

### **Parents contribution for the children**

In 2020, the parents of the school children made a total symbolic financial contribution of 32,081 soles (45% from the amount collected on 2019).

## **5.2 Medical programs**

We had significant limitations to give the medical service because of Covid19 quarantine. We provided medical orientation through telephone inquiries and gave material on specific dates with all the security equipment and protocols.

### Healthcare

- We distributed 260 grooming kits in order to implement a personal care corner at home. This included a comb, mirror, shampoo, gel and antibacterial soap.
- In addition, we gave out 1,476 home cleaning kits, consisting of bleach, bar soap, detergent and facial protectors.
- Sixty five (65%) of the families apply the good practices and habits they learned at home.
- From September to December 2020 we had a weekly radio program on an Urubamba station made entirely by our students as part of the educational project. In this space we addressed topics such as: mental health, Covid-19 care, nutrition, among others. 16 radio programs that were broadcasted by a local radio. Each weekly program lasted 1 hour.

- We organized 4 virtual parenting schools with an average participation rate of 60%. We showed good practices of prevention against Covid-19, emotion management and accompaniment of children at home.
- We identified 4 families in a critical emotional situation and provided them with personalized and continuous psychological care.

Zero Caries:

- All our children received physical and virtual material such as posters and videos about oral care practices from our dental department.
- We delivered 558 dental hygiene kits (4 toothbrushes, 1 XL toothpaste and 1 mouthwash).
- 55% of students brush their teeth and had a correct brushing routine after every meal.
- 29 dental evaluations and 21 dental attention due to cavities in December (4 students from 6th grade, 12 from 5th grade and 5 critic cases).

### 5.3 Nutrition program

Malnutrition and anemia 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.

We could not open our dining room to provide daily meal to our children because of the Covid19. That is why we gave food supplies to the families. From April to December 2020, we delivered 1,596 baskets of basic necessities, consisting of groceries, fruits, vegetables and hygiene products that sustained the nutrition of 5-member families.

Delivery	Date	Number of baskets
1	01/04/20	100
2	16/04/20	106
3	04/05/20	132
4	14/05/20	132
5	01/06/20	131
6	10/06/20	129
7	07/07/2020	128
8	24/07/2020	123
9	21/08/20	121
10	23/09/2020	127
11	21/10/2020	127
12	25/11/2020	118
13	17/12/2020	122
<b>Total</b>		<b>1,596</b>

- Through the delivery of these baskets, we have been able to cover the food needs of 130 families (equivalent to more than 800 people) for 9 months.
- The families received 14 nutritional recipes to make good use of the supplies and to get a balanced diet.
- Sixty one (61%) of students consume a lunch containing protein, carbohydrates and vegetables.
- In July, 41% students presented parasites and received treatment.
- Due to the restrictions, we were just able to do evaluations in July and December with the following results:

<b>Evaluation</b>	<b>% of children (July)</b>	<b>% of children (December)</b>
Anemia	21 children – 14%	35 children – 23%
Malnutrition	Not evaluated	22 children – 14%
Risk of obesity	Not evaluated	5 children – 3%
Healthy	73 children – 47%	97 children – 63%

\* 155 children were evaluated December and 4 had anemia and malnutrition at the same time.

### ***Patient contribution***

In 2020, patients made a symbolic financial contribution of 0 soles from the medical center.

## **6. Financial**

See 2020 Annual Accounts on the website