

# Policy plan 2022 and Annual report 2021

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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 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.

THEORY OF CHANGE 2022 NIÑOS DEL ARCO IRIS								
Current status	Inputs	Axis	Activities	Outputs	Short-term results (1-2 years)	Mid-term results (2-5 years)	Long-term results (5 - 10 years)	Final objective
<b>Problem statements:</b> Low access to quality education due to economic and health problems in Cusco.  <b>Users:</b> vulnerable children between 3 and 13 years old in Urubamba, Cusco.  <b>End users:</b> families of Niños del Arco Iris.	<ul style="list-style-type: none"><li>- Infrastructure</li><li>- Teachers specialized in each grade</li><li>- Educational materials and methodologies</li><li>- Alliances with specialized organizations</li><li>- In-kind and monetary donations</li></ul>	<b>Education</b>	Socio-constructivist methodology with a project-oriented approach.	# of students completing the school year	- Ratio of absenteeism in the school year. Level of progress and competencies achieved in students at the beginning and end of the school year.	Students understand the different topics taught and begin to change their behavior.	Students with good academic and social-emotional performance	Responsible citizens capable of contributing to and promoting positive changes in their families, the community, the environment and their own future.
				# of educational projects				
			Psycho-pedagogical orientation	# students who received psycho-pedagogical counseling				
		<b>Nutrition</b>	Nutritional evaluations	Nutritional diagnosis	Anemia and malnutrition rates among students	Students show a lower incidence of nutritional problems	Children acquire healthy behaviors regarding nutritional habits, prevention of infectious and contagious diseases, oral health and share their good habits with their families.	
			Provide food (food baskets/lunches) according to nutritional assessment.	# of baskets/lunches delivered				
			Parasitological evaluation	# deworming treatments				
		<b>Health</b>	Preventive health campaigns	# health campaigns carried out	% of Niños del Arco Iris children's families participating in the health campaigns	Students raise awareness about proper physical and oral health		
			Dental care	# of dental care in the dental office				
		<b>Family and community environment</b>	Sex education campaign for students with the highest incidence in the last grades of primary school.	# of sex education campaigns	Knowledge of sex education before and after the campaigns	Students understand the importance of sexual education	Families and the educational community begin to change their coexistence, sexual health and sanitary habits, and help their children and replicate it in the community.	
			Home support on education, good health and nutrition practices	# of workshops executed	Knowledge of families about education, and good health and nutrition practices before and after the accompaniment.	Parents understand the importance of their role in their children's education and health.		
			Workshops and awareness campaigns for the educational community of Niños del Arco Iris on relevant topics.	% attendance of parents at workshops	Knowledge of the educational community of Niños del Arco Iris about relevant issues before and after workshops and campaigns.	The educational community of Niños del Arco Iris becomes aware of relevant issues in their community.		
	# of awareness campaigns aimed at the educational community of Niños del Arco Iris							
<b>ASSUMPTIONS</b>	The families and educational community of Niños del Arco Iris attend the proposed activities.							
	Children who start kindergarten continue their education through primary school.							
	Family support for children's education							

### 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

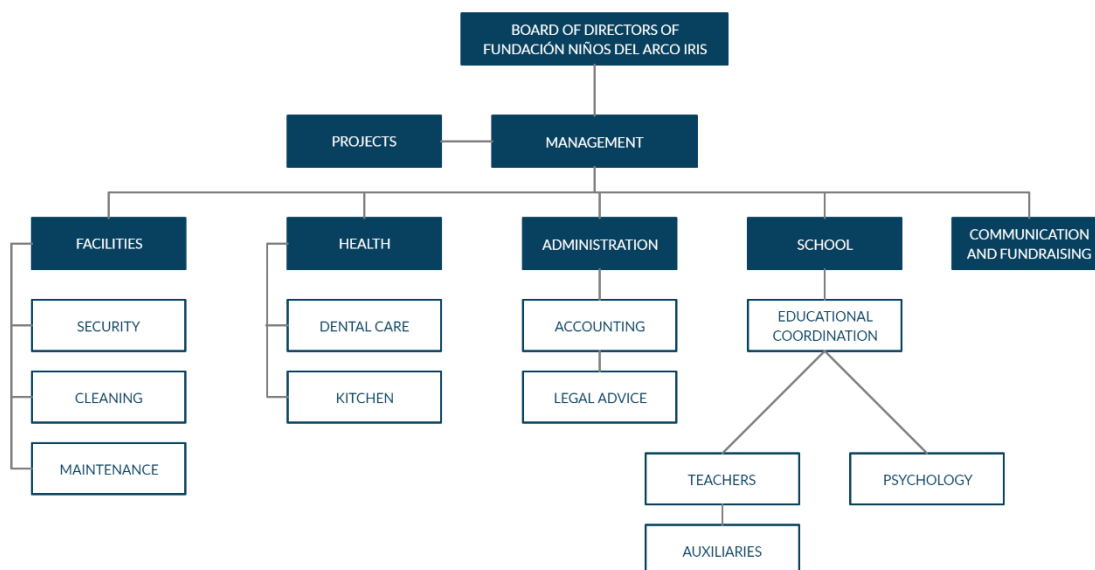
NDAI board members:

- 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)
- Fiorella de Ferrari (added a member in 2021, 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 2021, we had 23 workers, 78% of whom were women and 22% men. The majority of them work at the school area. At the same time, 39% of the team members are local, i.e. from Cusco city or Urubamba. While 61% 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 54%, comes from the Kuychi Foundation, the Netherlands. The rest 46% comes from other international and Peruvian donors. During 2021, the fundraising was very challenging due to consequences of Covid19 worldwide.

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 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

Four programs were executed this year:

1. Education program
2. Medical program
3. Nutritional program
4. Community resilience

Each program has its own objectives, approach and activities. All programs and the results for 2021 are described in more detail below.

It is important to mention that Peru was one of the countries hardest hit by the pandemic. 32% of the population presented a situation of poverty (9% more than the previous year) and 8% extreme poverty (5% more compared to 2020). Cusco was one of the most affected regions, with 79,654 cases of Covid-19 and 2,991 deaths. Also, there were many social restrictions which made us carry all our programs practically remotely. In a rural context, with low internet connectivity and poor health system it was a great challenge. So for the second year we couldn't open the school. Just the last months of the years we were able to work with small groups of kids. The human aspect was also very affected .

### 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 2021, we provided education to 235 students (73 initial and 162 primary school children) which come from 187 families. 49% of the students were girls and 51% boys. All come from vulnerable families. Here is the detail:

Age	Students		Total
	Girls	Boys	
3 años	17	6	23
4 años	13	13	26
5 años	12	10	22
Total	41	29	71

Age	Students		Total
	Girls	Boys	
1° grade	15	13	28
2° grade	13	19	32
3° grade	12	15	27
4° grade	7	14	21
5° grade	15	13	28
6° grade	11	17	28
<b>Total</b>	<b>74</b>	<b>92</b>	<b>164</b>

235 students (73 pre-school and 162 primary) received personalized classes through phone calls, WhatsApp and Zoom video calls, and virtual groups on Facebook. In addition, a campaign was carried out where we were able to collect electronic devices for 18 children.

We gave 3 digital literacy workshops to families to promote active participation in their children's learning, as well as 8 schools for parents, with the participation of 80% of families, where we dealt with relevant issues such as sexual violence. To deal with this situation, we carried out our awareness campaign "I know how to take care of my body".

Being the 2nd year of distance education due to the pandemic, children's learning gaps grew. Therefore, teachers had to find strategies to address this diversity of learning in partnership with their families. In addition, the emotional support provided to them to face the challenges that were presented to them was key.

### Projects

14 educational projects were carried out by our students. Among them we managed to publish the book "Hampina Wasi", an herbal guide to ancestral medicine, made by 3rd grade students. You can download it <https://drive.google.com/file/d/1I2vmtnyJlz079RNyN9U6tKPgtuikWAgU/view>

First semester:

Level	Topic
3 years	The cow
4 years	The cookbook
5 years	Our surnames
1° grade	Cookbook to fight anemia
2° grade	Promotion of tourism in Covid times through a youtube channel (trailer: <a href="https://www.youtube.com/watch?v=ro5A4DQPW_M">https://www.youtube.com/watch?v=ro5A4DQPW_M</a> )
3° grade	Album of medicinal plants
4° grade	Natural jams
5° and 6° grade	Small business ventures

Second semester:

Level	Topic
3 years	Paths
4 years	Potato, avocado, beetroot, tomato and carrot
5 years	How does lightning and thunder sound?
1° grade	Don't shut up
2° grade	Boys and girls acting against climate change
3° grade	Natural medicines
4° grade	Homemade jam with local products
5° and 6° grade	Small business ventures



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.

### 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.

### Results

On 2021, 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

2. Level	Math			Total
	A	B	C	
3 years	96%	4%	0%	100%
4 years	100%	0%	0%	100%
5 years	91%	9%	0%	100%

Level	Communication			Total
	A	B	C	
3 years	100%	0%	0%	100%
4 years	100%	8%	0%	100%
5 years	91%	9%	0%	100%

Level	Social personal			Total
	A	B	C	
3 years	100%	0%	0%	100%
4 years	100%	0%	0%	100%
5 years	91%	9%	0%	100%

Level	Science			Total
	A	B	C	
3 years	100%	0%	0%	100%
4 years	100%	0%	0%	100%
5 years	91%	9%	0%	100%

In Kindergarten, almost all the students managed to communicate assertively and recognize shapes and numbers according to their age.

### 3. Primary

Level	Math				TOTAL
	AD	A	B	No activity	
1st grade	0%	96%	4%	0%	100%
2nd grade	0%	91%	6%	3%	100%
3rd grade	19%	70%	11%	0%	100%
4th grade	20%	75%	5%	0%	100%
5th grade	0%	86%	10%	4%	100%
6th grade	0%	89%	11%	0%	100%
<b>Total</b>	<b>7%</b>	<b>85%</b>	<b>8%</b>	<b>1%</b>	<b>100%</b>

Level	Communication				TOTAL
	AD	A	B	No activity	
1st grade	0%	93%	7%	0%	100%
2nd grade	0%	91%	6%	3%	100%
3rd grade	44%	52%	4%	0%	100%
4th grade	15%	65%	20%	0%	100%
5th grade	0%	93%	3%	4%	100%
6th grade	0%	93%	7%	0%	100%
<b>Total</b>	<b>10%</b>	<b>81%</b>	<b>8%</b>	<b>1%</b>	<b>100%</b>

Grade	Science				TOTAL
	AD	A	B	No activity	
1st grade	0%	96%	4%	0%	100%
2nd grade	9%	75%	13%	3%	100%
3rd grade	0%	85%	15%	0%	100%
4th grade	5%	85%	10%	0%	100%
5th grade	0%	92%	4%	4%	100%
6th grade	0%	93%	7%	0%	100%
<b>Total</b>	<b>2%</b>	<b>88%</b>	<b>9%</b>	<b>1%</b>	<b>100%</b>

Level	Social Personal				TOTAL
	AD	A	B	No activity	
1st grade	0%	96%	4%	0%	100%
2nd grade	0%	97%	0%	3%	100%
3rd grade	0%	93%	7%	0%	100%
4th grade	25%	65%	10%	0%	100%
5th grade	0%	96%	0%	4%	100%
6th grade	0%	93%	7%	0%	100%

- In elementary school, we had good results overall.
- 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 2021, the parents of the school children made a total symbolic financial contribution of 61,970 soles (93% from the amount collected on 2020).

## 5.2 Medical program

### Healthcare

We were not able to visit the homes of our students due to Covid restrictions so we gave information and material about family care in the activities that we had in the foundation such as when we gave the food baskets. We also collected information through the teachers. At the end of the year:

- We distributed 774 toilet kits and home cleaning kits to families.

- We broadcasted 27 radio programs led by our children and they were broadcast on one of the most listened to radio stations in Urubamba, reaching approximately 800 people. In this space, topics such as: mental health, care before Covid-19 and nutrition, among others, were addressed.
- 2 parents died from the Coronavirus.
- Likewise, we provide 116 psychological therapies to children and families. Thanks to this close approach we were able to identify cases of sexual violence and provide support.
- We also provide personalized attention to 2 students with special abilities.

#### Zero Caries:

It was a challenge to attend our children with the new Covid protocols. In order to do it, the dentist that came from Cusco slept in the foundation 3 days per week to reduce the risk of getting Covid in the public transportation. She was tested for Covid frequently. Also, we needed more time between each attention to disinfect the space. At the end of the year:

- We delivered 692 children's dental hygiene kits.
- 52% of the students attended ended the year free of cavities, thanks to the dental treatment carried out.
- 55% of the students brush their teeth and follow a correct brushing routine after each meal.

### 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 in nutrition integrates the families to obtain a greater reach.

We could not open our dining room to provide daily meals to our children because of the Covid19. That is why we gave food supplies to the families. We delivered 774 baskets of basic necessities, consisting of groceries, fruits, vegetables and hygiene products that went to 187 families.

Delivery	Date	Number of baskets
1	23/02/21	80
2	06/05/2021 y 07/05/2021	182
3	30/07/2021, 01/07/2021 y 02/07/2021	171
4	22/10/21	169
5	17/12/21	172
<b>Total</b>		<b>774</b>

- During 2021, families received 836 nutritional recipes to make good use of the basket and promote a balanced diet.
- Regarding the evaluation of parasites, 17% of students tested positive and received treatment, 24% less compared to 2021.
- 14% of students presented anemia and 13% malnutrition, which represents 9% and 1% less than the previous year, respectively.
- 32% of children ended up with healthy nutritional status.
- With these activities we have achieved that 61% of our students consume a lunch that contains proteins, carbohydrates and vegetables. In this way, we seek to establish healthy habits to overcome anemia and malnutrition, the most common diseases of children in Urubamba.

### 5.4 Community resilience

The work with the community was carried out to respond to the growing needs generated by the pandemic. Unemployment and stress affected many families. The initiatives were carried out thanks to the joint work with specialist allies and we managed to impact more than 3,100 people.

1. Workshops directed to public schools
  - 10 workshops were given to public schools.
  - 16 schools and 89 teachers from Cusco participated in our Community Library, Inter-School Training and Radio programs.
2. Workshops aimed at the community
  - We carried out 41 workshops in favor of the Urubamba community on education, psychological support and skills development.
  - 10 women were part of the Mamitas Tejedoras enterprise and the first sale of products at a corporate level was made.
  - 20 local businesses in Urubamba received personalized advice on business management.
3. New allies to carry out actions in favor of the community

We worked together with organizations from Cusco and Lima for the different projects. As a result we were able to deliver more than our initial goals with a low cost. The allies we had were:

- Ugel Acomayo
- Lima Como Vamos
- Conservamos por la Naturaleza
- Universidad del Pacífico
- Astrochicuchas
- Green Design Link
- Secundaria Cotohuincho
- Escuela de Pintacha
- Empresa Cope Inca
- Ugel Maynas
- Colegio secundario GOU

## 5.5 Articulation with allies

We work as leaders of the Cusco territory within the framework of the promoter territories of the STEAM methodology (Science, Technology, Engineering, Arts and Mathematics) led by the Siemens Foundation.

We obtained the “Shoulder to Shoulder” Recognition from INDECI (National Institute of Civil Defense) for our work during the pandemic.

We were semifinalists in the Peru Recognition for the SDGs of Sustainable Peru.

We participate as speakers in different spaces, including the Ibero-American Congress against Child Sexual Abuse organized by CESDAL (Corporation for Higher Studies in Latin America).

We have 70 organizations that trusted our work and the 73 people who were part of our monthly donor program. Together we have managed to transform the lives of many children and their families.

## 6. Financial

See 2021 Annual Accounts on the website