



## Contents

EDITORIAL Rosmarie Quadranti, President of the Foundation Council Urs Karl Egger, Executive Director	4 6
FOCUS	
Using education to improve the world	8
PROGRAMMES IN SWITZERLAND AND ABROAD	
Overview	12
Pestalozzi Children's Village	14
East Africa	18
South-East Asia	20
South-East Europe	22
Central America	24
ANNULAL FINANCIAL CTATEMENTO	
ANNUAL FINANCIAL STATEMENTS Balance sheet, operating statement, auditor's report	28
Pestalozzi Children's Foundation (governing and executive bodies)	34

In 2015, our programmes touched the lives of more than

120,000

children, adolescents and adults worldwide.



## The Children's Village as a place of encounter

Dear readers,

First of all, I would like to thank you for your interest in our work and for your valuable support. With the 2015 annual report, the Pestalozzi Children's Foundation gives an account of where and how we used your donations and contributions. The annual financial statements provide a transparent report containing the detailed figures and can be downloaded from our website.

Our strategy is to expand the exchange, school and radio programmes at the Children's Village, which should be reinforced as a place of encounter that promotes understanding between cultures. The year 2015 will be remembered as a milestone in this regard, because never before in its 70-year history has the Children's Village welcomed so many children as its quests to Appenzell: we

recorded 28,485 overnighters in 69 projects in Trogen – and for this year we are planning more than 32,000 overnighters!

We also laid a solid foundation for the expansion of our education projects in other countries in the reporting year. The Foundation's international programmes were submitted for an in-depth assessment by an independent, internationally renowned team of evaluators. Their report confirms the relevance and effectiveness of our education programmes, but also identifies some potential for improvement. The International Programmes team is already working hard to incorporate the findings of this report into their project planning and implementation process.

The refugee crisis motivated the Foundation Board to investigate how the Children's Village can make a contribution in this regard, even though it has not

accommodated any refugees since 1992. The outcome was announced recently: unaccompanied refugee minors (URMs) will be given a home in the Pestalozzi Children's Village from May 2016. This was facilitated through the cooperation of the competent authorities of the Canton of Appenzell Ausserrhoden, the Tipiti Association as the organisation responsible for looking after URMs and the Pestalozzi Children's Foundation as the owner of the residential buildings.

Wishing you pleasant reading I remain yours faithfully, Rosmarie Quadranti

Quadral.

President of the Foundation Council

## Creating a future with prospects for all children

Dear Friends of the Pestalozzi Children's Foundation,

The employees of the Pestalozzi Children's Foundation have achieved a great deal in 2015. Large numbers of children and adolescents in Switzerland and many other countries worldwide benefited from our work. But these numbers are still too few, because the global need for action is enormous. This is why we are working very hard to lay the groundwork for the further expansion of our programmes in Switzerland and worldwide.

The Sustainable Development Goals adopted by the United Nations towards the end of last year are pointing the way. To achieve progress in the quest for a more peaceful world we have to invest in quality education, safeguard the rights of children, and promote intercultural understanding. We would like to express our

heartfelt thanks for your support, which helps us come a little closer to these goals every year. And we are very happy to report on our progress.

The Pestalozzi Children's Village is a unique place of intercultural encounter and learning, as is confirmed time and again in the courses offered to children and adolescents. This is why we have decided to run intercultural exchange programmes with groups of children and adolescents from additional countries in Eastern and South-East Europe. In 2015 this meant that the Children's Village was almost completely booked out during peak periods. We also gladly offer any free capacity for class trips and similar events.

The situation of many refugees in Europe is a deep concern for all of us. The Foundation and its employees will do

everything they can to provide the best possible start to a life in Switzerland for the unaccompanied refugee minors looked after by the Tipiti Association at the Children's Village.

We are convinced: if we wish to create a more peaceful world for children, we have to urgently invest more in holistic education programmes. And where people are affected directly by war or violence or are forced to flee their countries, urgent action is needed. So that all children can have a future with prospects.

Yours faithfully, Urs Karl Egger

Executive Director



## Using education to improve the world

The UN has formulated 17 goals that should be achieved by 2030. With these Sustainable Development Goals it should be possible to change the world for the better. One important component is the establishment of quality education for all. The Pestalozzi Children's Foundation welcomes the new goals. It has been engaged in promoting quality education and peaceful coexistence for many years.

It is thanks to education that children know how to stay healthy. Education helps to improve nutrition. Education gives women access to the labour market. Good basic education is much more than just learning to read, write and count. Education can

"Everybody should have access to quality basic and vocational education."

change the world for the better – creating a world with a growing economy and a more just society, a world in which our natural resources are safeguarded. These are the focal areas of the Sustainable Development Goals adopted at the UN summit in New York in September 2015. The United Nations adopted 17 goals with 169 targets that should be implemented by 2030.

#### Promoting lifelong learning

The need to ensure quality education is one of the goals. By "ensuring inclusive and quality education for all and promoting lifelong learning", all children and adults should be given access to basic and vocational education that opens the door to a life of independence.

This goal is formulated in more detail in seven targets that summarise the ideals that the Pestalozzi Children's Foundation has been pursuing for many years. In addition to providing equal access to education for boys and girls, people with disabilities and members of ethnic minorities, a safe learning environment must be created.



#### Promoting a culture of peace

Another goal also reflects our work: sustainable development and sustainable lifestyles should be ensured through a culture of peace and non-violence, high regard for cultural diversity and the preservation of human rights.

### "With education, everybody can contribute to a better world."

The Pestalozzi Children's Foundation is pleased that education was considered in this form. It was the basic idea of peaceful coexistence that motivated Walter Robert Corti to establish the Pestalozzi Children's Village in Trogen after the Second World War – and 70 years later we are still promoting an open exchange with people with the most diverse origins, religions and cultures in Switzerland and eleven other

countries worldwide. The road to this goal is paved by intercultural exchange and quality education for all, including children from ethnic minorities and children with

particular needs. In this way every child and every adult is given the opportunity to make their own contribution to a better world for all.

#### ADDRESSING ALL COUNTRIES

In addition to quality education for all, the UN's 17 goals cover many other topics, including the elimination of poverty and hunger, access to water for all and the sustainable use of our natural resources. These new goals replace the Millennium Development Goals formulated in 2000, which mostly focused on social topics and had already brought substantial improvements by 2015. For example, the number of people affected by extreme poverty has fallen.

The Sustainable Development Goals now go one step further by taking account of the fact that economic development, a just and peaceful society and an intact environment go hand in hand. This is why the UN expanded its agenda. In contrast to the Millennium Development Goals, the Sustainable Development Goals of 2015 address not only the developing countries, but also the industrialised and emerging countries. This also puts the onus on Switzerland to make a contribution.

## TANZANIA | EZEKIEL (11) "I go to school every day because I want to be a doctor one day and help people like my blind grandfather," says Ezekiel. He likes reading in the school library and often takes out books.

More than 120,000 children, adolescents and adults on four continents

Learning is a basic need for children. Even the smallest of them constantly ask questions because they are curious and want to know every detail. This is linked to brain development, which is happening at top speed during the first ten years of life. Going to school is therefore not only a prerequisite for learning a future trade, but also meets the biological needs of growing children. As many countries still offer only a very limited scholastic programme, we promote education that really helps children - in East Africa, South-East Asia, South-East Europe and Central America. In Switzerland, the focus falls on topics such as discrimination, racism and moral courage. Our work connects people and makes it possible for them to live together in peace - in Switzerland and eleven other countries worldwide.

More information on the Pestalozzi Children's Foundation is available at www.pestalozzi.ch

# © Peter Käser

# © Poter Käser

#### THE FIVE REGIONS

What are the challenges facing the individual regions? Find out more about our projects in Switzerland and eleven other countries worldwide.

### Pestalozzi Children's Village

Children and adolescents from different countries are brought together in one place and introduced to different traditions, cultures and values.

Page 14

## East Africa

Quality education and school books in their local language give children access to higher secondary education.

Page 18







## South-East Asia

Preserving the local indigenous knowledge introducing the official language of the country: well-trained teachers create an enriching school environment shared by different ethnic groups.

Page 20

## South-East Europe

Our goal: integration and mixed classes instead of exclusion and segregation. Nobody should be barred from going to school because of their origin or particular needs.

Page 22

## Central America

In Central America these days it is almost impossible to imagine a world without weapons, violence and drugs. Our school programmes offer children new prospects.

## Pestalozzi Children's Village

Exclusion is hurtful. Racism creates tension. Prejudice builds barriers. Such conduct makes living together more difficult. At the Pestalozzi Children's Village, children and adults take a critical look at their values and talk about their own experiences, aiming to promote peaceful coexistence. At the Summer Festival, more than 1,800 guests were given a practical insight into our work.

Why is my school friend being bullied?
Why does nobody help the girl who
speaks very little Swiss German? And
why do I dislike the new neighbour, even
though I do not know him? In our everyday
lives we constantly face situations in which

"The children analyse their ideas in more depth in the radio studio and the radio bus."

our fellow human beings are denounced, discriminated against or consciously excluded from a group. This makes living together more difficult. What causes such discriminating and racist conduct? Children, adolescents and adults from Switzerland and Eastern Europe consider this question in our education, exchange and radio programmes. In intercultural encounters with people of the same age from another country they find out how they react to the unfamiliar, how they question prejudice in direct confrontation, and how they notice that we are all much the same. Often this gives rise to new friendships, and the young people are frequently in tears when they have to say goodbye to new friends after a visit of one to three weeks at the Pestalozzi Children's Village.

#### Promoting social diversity

The children analyse their ideas in more depth in the radio studio at the Children's

Village or the radio bus when it visits a school. Radio remains a fascinating medium, even in these times of Internet and smartphone connectivity. Producing





## Pestalozzi Children's Village

their own shows strengthens the effect of our programmes. The aim is to teach children to consciously deal with prejudice and to accept social diversity. They are more open to the unknown and do not see everything unfamiliar as a threat, but rather as an enrichment.

## "The children experience the unfamiliar as enrichment."

In August 2015, visitors to our Summer Festival at the Pestalozzi Children's Village were given some insight into our work and everyday life in our village. Whether during a radio interview, a film about East Africa, at a concert or at one

of our workshops: everybody, young and old, could take an active part in the broad range of activities.

Last year we took part in the Interfaith Dialogue and Action Week for the first time. The radio bus visited several schools, joining forces with the Canton of St. Gallen to create a better understanding of other religions.

We will expand our offer in 2016. Even more learners will come to the Children's Village for an intercultural encounter. We look forward to also welcoming children and adolescents from Bosnia-Herzegovina, Albania and Poland, Kosovo, Austria and Germany to the Children's Village.

## FURTHER EDUCATION COURSES AT THE CHILDREN'S VILLAGE

The Children's Village is also used for further education courses. Since 2006, young employees of our foreign partner organisations have attended the eightmonth emPower course on intercultural communication, child rights and project management every year. Since 2015, managerial employees have also attended further education courses at the Children's Village. In this way we promote cooperation and improve the quality of our programme work worldwide.



The mobile radio made it possible for

1,031

children and adolescents to go on air and voice their concerns.

#### **FACTS AND FIGURES**

- 2,268 children, adolescents and adults from Switzerland, Serbia, Macedonia, Moldova. Belarus and the Ukraine participated in 69 radio, education and intercultural exchange programmes at the Pestalozzi Children's Village.
- 998 children, adolescents and adults participated in 34 education and radio programmes at Swiss schools.
- In the summer we welcomed 159 young people from Moldova, Macedonia, Serbia and the Ukraine as quests at the intercultural summer camp.
- More than 1,800 guests attended the Summer Festival in August.
- 15 classes and an entire school prepared their own shows during the three-week live broadcast of powerup-radio.
- 14 young employees and 31 managers from our foreign programmes attended our emPower and Senior Professional Training further education courses at the Children's Village.

## East Africa

100 children together in one classroom. This is not uncommon in East Africa. Books, tables and chairs on the other hand are often lacking. We make sure that the children can read age-appropriate books in their local language and show the teachers alternative ways of teaching such large classes.

Learning on sand floors, with no electricity and little food. The children in the remote regions of Tanzania live in very poor conditions. They live in mud huts where the food is cooked over open fires and have to help in the fields and the house every morning and evening. Schools do not have enough tables and chairs or teaching materials.

#### Reading stimulates imagination

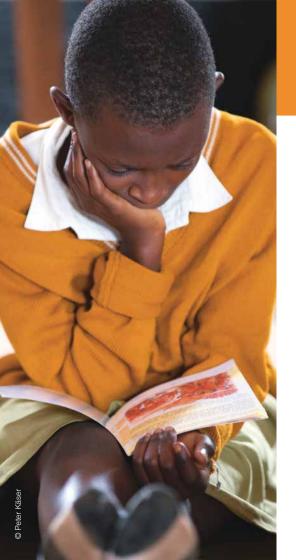
We therefore help publishing companies to write and print textbooks and storybooks in Swahili, the local language. Reading books not only improves the reading and writing skills of children, but also stimulates their imagination and motivates them to write their own stories.

The nomadic tribes in Ethiopia also lead a simple life. Families move from place to place, looking for water and grazing for their animals. The children not only have no opportunity of visiting an official school, but education is also not important to their parents. Only 20 per cent of the Afar nomads in Northern Ethiopia can read and write. We accommodate their nomadic lifestyle by operating simple schools in 31 locations where ethnic Afar teachers teach the nomad children in their mother tongue. When the family moves on again, the children are given a report on the work they have done for the school at the next place. After three years they can go to a state school so that they can earn a qualification one day.



#### **ETHIOPIA**

- 31 locations in two districts in the Afar region were chosen where the nomad children can go to school in future.
- 301 Afar nomads were trained to teach their children.
- Several million people are affected by the worst drought in many decades, causing failed harvests, a lack of water, hunger and disease. This makes it more difficult for the nomads to find grazing for their animals and forces them to change their campsites more often.



30,873 children.

adolescents and adults participated

#### **TANZANIA**

- 14,611 children and adolescents had access to school libraries and benefited from writing competitions at 45 schools.
- Several newspapers in Tanzania reported on our book project.
- In 2015, we published 16 different book titles in Swahili, the local language: four textbooks and twelve storybooks for children.
- Together with the Education Department, our local partner organisation Children's Book Project honoured 75 teachers for their child-centric teaching methods. These teachers will now be given the opportunity to help with the implementation of national education programmes.

## South-East Asia

The people in the rural areas of South East Asia live in harmony with nature. By teaching traditional handicrafts and indigenous knowledge, we make sure that the parents develop a greater appreciation for education. Mother Nature often showcases her power: our schools in Myanmar/Burma were hit hard by floods.

Damaged houses, blocked roads and flooded rice paddies. After weeks of heavy rainfall in Myanmar/Burma in summer 2015, more than 100 people lost their lives and around one million lost their homes. Several of the schools supported by us were flooded. Tables, chairs, school books and school uniforms were lost or destroyed. To help the children resume their studies as soon as possible, the Pestalozzi Children's Foundation launched an emergency aid campaign and received donations of over CHF 250,000 from our generous supporters. This money was used for repairs and to distribute school uniforms, water filters and solar lamps.

The indigenous people of Thailand and Laos pass on their knowledge of religious rituals and local handicrafts such as cloth weaving and basket weaving from generation to generation. To make sure that this knowledge is preserved for the ethnic minority groups, in addition to the official curriculum we teach indigenous know-how in the various mother tongues. Children, parents and teachers choose the topics together. The town is also involved in activities such as the building of play areas and crèches. This improves the children's motivation to attend school, and education becomes more important for the parents.



#### **THAILAND**

- The indigenous people speak a language different from Thai, the official language. To enable better understanding in the classroom, 2,532 primary school children were taught in Thai as well as in their mother tongue.
- 160 teachers were trained in bilingual teaching methods.
- 5,207 of the inhabitants of the town learned how important it is for the children to also be taught in their mother tongue.



# 37,518 children.

adolescents and adults participated in

1 projects.

#### LAOS

- 1,993 children gained more local, indigenous knowledge.
- 111 locals taught traditional rituals and handicrafts.
- During their training, the teachers learned how to integrate this indigenous content into their classes.
- In six towns the inhabitants built crèches and play areas.

#### MYANMAR/BURMA

- After ten years, we successfully concluded a project at six convent schools: we improved access to education for 2,489 children. The focus falls on active participation in the classroom. In contrast to other convent schools and the public schools where learning by rote is routine, the children are encouraged to participate and think critically.
- 3,011 children affected by natural disasters and armed conflict managed to return to school.
- 142 teachers received further training and learned how to involve children more actively in the classroom.

## South-East Europe

The different ethnic groups in the countries of South-East Europe keep themselves separate because of war, displacement and prejudice. This causes tension. Children from minority groups and those with learning needs also suffer from exclusion. With education programmes that include all children, we promote an understanding of diversity.

Walking through the streets of Macedonia you will hear many languages, including Macedonian, Albanian, Turkish and Serbian. But these groups rarely interact. On the contrary: the inhabitants avoid one another. Teaching is also done separately, at different times and often also in separate schools. This way of living side by side instead of together is a breeding ground for prejudice and leads to discrimination. To promote peaceful coexistence, we offer mixed courses at several schools in Macedonia. The children get to know other young people of the same age from different ethnic groups, form friendships and become more accepting of other cultures.

We also focus on discrimination in Moldova. Children who have suffered physical or emotional violence are often excluded. Many of them do not finish school. These children are now supported by remedial teachers who identify their needs. To improve the relationship between children who live in a home and the other learners, they attend special courses on tolerance, discrimination and friendship.

In Serbia our work focuses on child rights, a topic that is included in the regular curriculum. The spotlight falls on the right to education and the right to codetermination. This improves the position of children within society.



#### **MACEDONIA**

- 2,493 children benefited from mixed courses at 18 multi-ethnic schools.
- 4,496 learners learned more about their rights and organised activities focusing on problems with child rights in their schools.
- 600 children in difficult situations such as Roma and street children were given individual support, meaning that fewer of them left school.
- All the schools where we are active included mixed ethnic teaching and after-school activities in their curricula.



27,148 children. adolescents and adults participated in projects.

#### MOI DOVA

- Thanks to individual support, 98 Roma children in primary school improved their performance.
- 21 children from a children's home received support and individual study curricula from a remedial teacher.
- 6.195 children and adolescents from 53 schools studied intercultural topics. Of these, 225 were accepted by the partner organisations as volunteers sharing their intercultural values.
- 32 children and adolescents were trained in child rights and prepared an alternative report to the UN Committee on the Rights of the Child in Geneva.
- 746 teachers attended courses on intercultural and inclusive teaching.

#### **SFRBIA**

- 4,427 learners in ten primary schools learned more about their rights and participated in school councils.
- In ten schools, 247 children at great risk of dropping out of school, many of them Roma children, received individual support that translated into improved scholastic performance.
- 575 teachers from 20 schools attended further education courses on child rights and intercultural education and now apply this knowledge in the classroom and during after-school activities.
- 455 parents were informed that all children have a right to education.
- All activities focusing on child rights such as the teaching of child rights and the establishment and maintenance of school councils were integrated into the school curricula.

## Central America

The violence in Central America is not abating. Several cities in this region have some of the highest murder rates in the world, and the people are under pressure from drug cartels – a dangerous environment for children. With clubs focusing on the most diverse topics at several schools, we give these children a future with prospects.

In El Salvador, Guatemala and Honduras, brutal youth gangs control entire city districts. They get funds by extorting protection money and drug dealing. As a result, even children experience violence and weapons as normal. Although full-time school attendance is compulsory in El Salvador, many schools only offer classes for half a day as the government lacks the funds to expand the scholastic programme. Because of the lack of leisure activities, many learners spend their free afternoons on the street, and this is where the youth gangs recruit their members. We offer an alternative: school clubs introduce the children and adolescents to the most diverse topics, such as natural sciences, sports, foreign languages and art. The long-term goal of this programme is to improve the formal education offered as part of the curriculum.

The Pestalozzi Children's Foundation not only operates in the cities, but also in the remote areas where the ethnic minorities live. Such as the lxil in Guatemala. Because these people speak a different language from the official language Spanish, the children find it almost impossible to follow their formal classes. The children are motivated and remain interested in learning through bilingual teaching and a playful introduction to Spanish using pictures and stories.



#### **GUATEMALA**

- 5,608 children and adolescents benefited from quality education. They actively participated in the classroom and learned more about other cultures.
- In cooperation with the Education
   Department and the local population,
   we introduced bilingual teaching in ten towns.
- Employees of our partner organisations actively participated in town
  meetings where they highlighted the
  importance of education for peaceful
  coexistence and promoted the rights
  of children.



## 21,626 children,

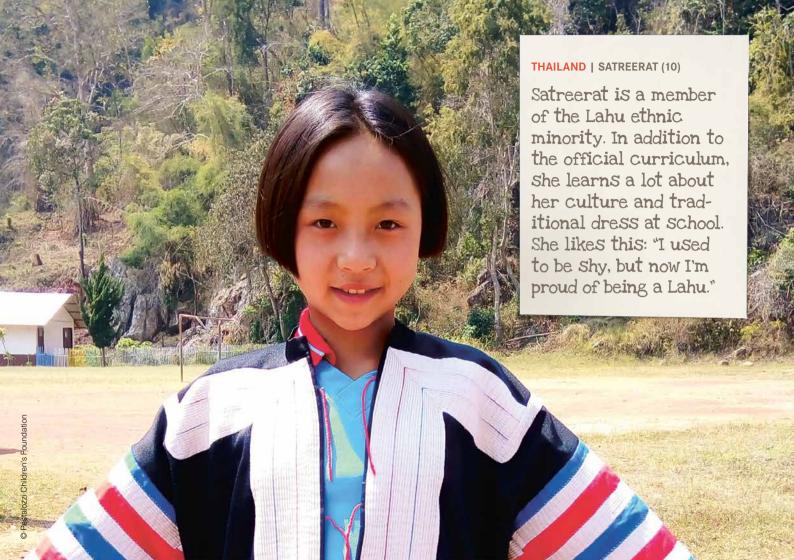
## adolescents and adults participated in projects.

#### **HONDURAS**

- 63 teachers attended a further education course on teaching methods that actively involve the learners in the teaching process. As a result, 1,511 children improved their marks for Spanish and mathematics.
- 92 teachers from twelve primary schools benefited from the fact that child-centric teaching methods were included in the curriculum.
- 1,056 children, adolescents and adults from nine primary schools learned how they can demand their rights in everyday life.

#### FL SALVADOR

- In eight schools, 4,126 children and 1,223 teachers, parents and local government representatives learned more about child rights and how to demand these rights.
- With our support, a local child protection committee was set up in the Zaragoza municipality. The committee members were trained in child rights. Their first deployment was at a political demonstration: during compulsory school hours, the learners at the local school were forced to march in support of the candidates of a political party. A complaint was filed with the child protection committee which handled the matter successfully and informed the school directors of the error of their ways.





## Balance Sheet

Assets	2015	2014
Cash and cash equivalents	15119644	14300749
Securities	0	1 500 000
Trade accounts receivable	21 191	234 424
Other current receivables	397 234	287 429
Inventories and services not yet invoiced	57616	56888
Deferred charges	198637	1039944
Current assets	15794322	17419434
Financial assets	13379408	13388772
Investments in other companies	66 668	66668
Movable tangible assets	190828	243 838
Real estate	9781464	10388952
Intangible assets	433 983	40739
Fund investments	227 381	413318
Non-current assets	24 079 732	24542286
ASSETS	39874054	41961720

The annual accounts were audited by PricewaterhouseCoopers AG and approved by the Foundation Council.

The auditor's report and detailed annual accounts are available upon request. They can be downloaded under www.pestalozzi.ch.

Liabilities and capital	2015	2014
Trade accounts payable Other current payables Deferred credits Current liabilities	-265 086 -74 136 -526 364 <b>-865 586</b>	-355767 -58610 -357 348 <b>-771 724</b>
Other non-current liabilities  Non-current liabilities	-120000 - <b>120000</b>	-140 000 - <b>140 000</b>
Liabilities	-985586	-911724
Fund capital	-4002680	-4915929
Nominal capital Free capital	-50000 -34835788	-50 000 -36 084 067
Organisation capital	-34885788	-36 134 067
LIABILITIES AND CAPITAL	-39874054	-41961720

2015	2014
9043042	8708716
2609962	2604733
1557375	4902938
342 061	330913
82537	118596
13634976	16665896
-777284	-678515
-3354115	-4006194
-6407001	-7148420
-4415997	-3529086
-887376	-751741
-15841773	-16113956
-2206797	551 940
76346	1 125 952
-2130450	1677892
100007	65 996
-131085	0
-2161528	1743888
913249	-1381227
-1248279	362662
	9043042 2609962 1557375 342061 82537 13634976 -777284 -3354115 -6407001 -4415997 -887376 -15841773 -2206797 76346 -2130450 100007 -131085 -2161528



## THANK YOU

The Pestalozzi Children's Foundation mostly funds its work in Switzerland and internationally from donation income. We would like to thank all our donors and sponsors, the people who remembered us in their wills, charitable foundations and companies and the Friends of the Foundation for their valuable and generous support. We would also like to express our thanks for the support received from the public sector, including all federal, cantonal and municipal government organisations. Without their support, our work to improve education and promote peaceful coexistence would not be possible.



## Application of funds

2015	Foundation	Programmes	Fund raising	Administration
Cost of raw materials and supplies	777 284	768753	62	8 4 6 8
Project contributions and donations paid out	3354115	3354115	0	0
Personnel expenses	6407001	4338219	999882	1 068 900
Facility expenses	491739	491 739	0	0
Expenses for tangible assets	115380	113203	972	1 205
Administrative and IT expenses	453 661	198800	65 0 57	189803
Marketing expenses	2979237	33 306	2945246	685
Depreciation and amortisation	887376	837 534	1973	47 868
Other material costs	375 981	178114	52216	145 650
Total operating expenses	15841773	10313782	4065410	1 462 581
		65 %	26%	9%

2014	Foundation	Programmes	Fund raising	Administration
Cost of raw materials and supplies	678515	673 131	26	5357
Project contributions and donations paid out	4006194	4006194	0	0
Personnel expenses	7 148 420	5048415	977 035	1122970
Facility expenses	378046	378 046	0	0
Expenses for tangible assets	160656	141706	15613	3338
Administrative and IT expenses	381 347	142781	77 504	161 062
Marketing expenses	2367010	56326	2308169	2516
Depreciation and amortisation	751 741	687 288	1973	62480
Other material costs	242 027	74837	97628	69562
Total operating expenses	16113956	11208723	3477949	1 427 284
		70%	22%	9%

	2015	2014	
Programmes	65 %	70%	
Fund raising	26%	22%	
Management	9%	9%	

# Governing and executive bodies of the Foundation

The Foundation Council is the supreme governing body of the Pestalozzi Children's Foundation. It consists of eminent representatives from business, politics and society with experience in education, social work, interculturalism and development cooperation. The Foundation Council monitors compliance with the Foundation's objectives and its purpose.

The term of office of members of the Foundation Council usually may not exceed twelve years. The members of the Foundation bodies are:

#### Rosmarie Quadranti

Volketswil, President

#### Arthur Bolliger

Teufen

#### Dr. Ivo Bischofberger

Oberegg

#### Beatrice Heinzen Humbert

Thalwil

#### Bernard Thurnheer

Seuzach

#### Samuel Eugster

Trogen

#### Marc Fahrni

Trogen

#### Reto Moritzi

Abtwil

#### Prof. Sven Reinecke

St. Gallen

#### **Board of Directors**

The Board of Directors is the executive body of the Foundation in charge of business operations. All Foundation departments are represented on the Board of Directors.

- . Dr. Urs Karl Egger, Executive Director
- Marco Döring, Director Administration & Services
- Damian Zimmermann, Director Programmes in Switzerland
- · Miriam Zampatti, Director International Programmes
- Thomas Witte, Director Marketing & Communications

#### Auditor

PricewaterhouseCoopers AG

#### **PUBLISHING DETAILS**

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Andrea Niedermann-Kern

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Printer

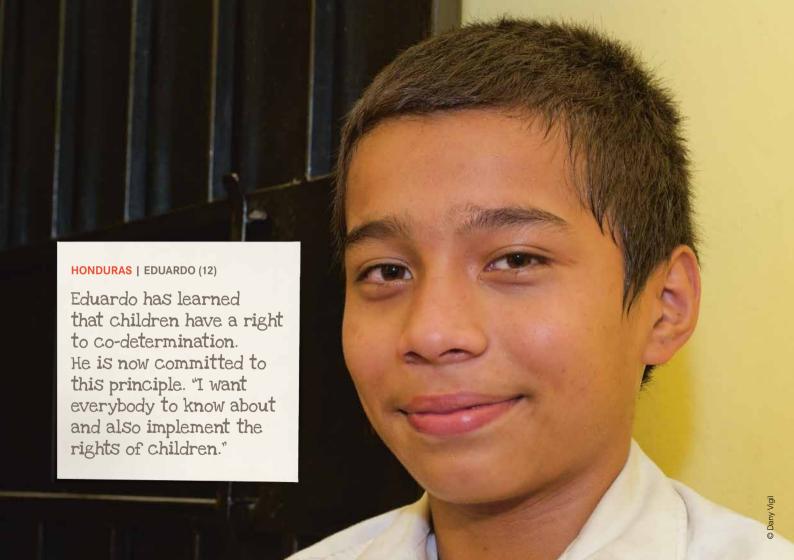
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MIX
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#### THE PESTALOZZI CHILDREN'S FOUNDATION HAS BEEN CERTIFIED BY ZEWO SINCE 1953.

The Zewo seal of approval stands for the effective and efficient use of your donation for a specific purpose, transparent information and meaningful reporting, expedient and independent control structures, open communication and fundraising in a fair manner.

#### **NPO LABEL FOR MANAGEMENT EXCELLENCE AND ISO 9001**

The work conducted by the Pestalozzi Children's Foundation is transparent and professional. The Foundation makes efficient use of its resources and therefore of donations. The Foundation has held ISO-9001:2015 certification and the NPO Label for Management Excellence for its quality and management system. Its consistent and very good compliance with the requirements for both certificates was demonstrated by recertification in 2015, thus confirming the validity of these certificates.

#### **EDUQUA - COMPARABILITY IN FURTHER EDUCATION**

The eduQua Certificate labels a good-quality institute in further education and contributes to securing and developing quality of institutes in further education.

#### **SWISS NPO CODE**

The Pestalozzi Children's Foundation bases its organisation and management on the corporate governance guidelines for NPOs in Switzerland. These guidelines were drafted by the chairpersons of the largest charities, and are referred to as the Swiss NPO Code.

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