

Annual Report 2004





Brigitta M. Gadiert, President of the Pestalozzi Children's Foundation Council

Children need their special rights

In its annual reports on the state of the world's children, Unicef (United Nations Children's Fund) continues to reiterate the urgent need to improve their rights and standing. These reports are not only disheartening, the situation also cries for help. Every day thousands of children die from starvation, from the lack of clean water or from easily curable illnesses. Over 50 million children are engaged in child labour; in many countries child soldiers are sent to fight on the front line; there are around 30 000 prostitutes under the age of 16 in Bangkok alone.

It is not only children from developing countries who are affected. Even in the richest countries in the world, many children live below the poverty line. According to the most recent Unicef report, this is the case for over 6% of children in Switzerland. We should not lose sight of the fact that

child abuse and child pornography remain part and parcel of the everyday lives of many minors.

The UN Convention on the Rights of the Child, which was ratified by Switzerland in 1997, is the first treaty which fully articulates child rights and aims to protect them from discrimination. The Convention provides the international community with an instrument for the legally binding enforcement of these rights. It establishes humanitarian standards which all countries should follow. It is hoped that if a country fails to comply with these standards in the future, it will risk isolation from the international community.

The UN Convention on the Rights of the Child can be seen as a landmark for the enforcement of child and indeed human rights, if we actually succeed in imple-

menting it properly. In Switzerland, the Child Rights' Network calls for their recognition. Over 40 organisations have signed a convention which should ensure good cooperation and at the same time enable them to present a united front on issues related to child rights. The Pestalozzi Children's Foundation acts as coordinator. We are proud to be able to continue the work started 60 years ago in «our» village.

Help us to promote opportunities and rights for children in the future. Children and adolescents should not have to struggle constantly to survive. They deserve to live a happy and fulfilled life, not only in rich countries but throughout the world!

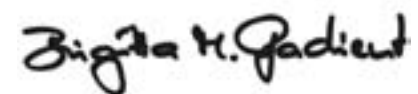


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Impressum

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Being different is something positive

In school

5340 minus 160? With one click of the mouse the computer immediately confirms the answer: 5180. Joël was right. At school this morning, he has already worked on twelve maths problems and got eight of them right. The twelve-year-old opens his diary. «I've finished my homework.» Slouched over his desk, Joël writes slowly. While staring out the window, he tries to find the words to express himself. This young boy finds German difficult. This is why he is at the Pestalozzi Children's Village. His speech and comprehension are poor. He used to be humiliated and beaten because of it.

But that was in Basle, where his father lives. Joël's mother lives in Africa with his little brother. «In Summer, when my brother comes to Switzerland, I go to fetch him,» says Joël. Once again, he stares

longingly out the window. Outside, the snow is falling heavily. One metre high mounds are forming. Non-stop, the snowplough does its rounds. «I helped to shovel snow yesterday.» His diary is not so urgent, so Joël has enough time to formulate what he wants to write. He likes snow and he likes living in the Children's Village. He has two dreams. The first is to be able to make it to normal state school, and the second is to be a car mechanic.

In the Children's Village school there are four of them in class this morning. Lirigzon, Andrea, Maryline and Joël. Jean Marie, Nigel, Moses and Lilian work in the adjoining room. Maths, German, geometry, music, gymnastics and English are the order of the day – a pretty standard school timetable. But one-to-one teaching is not something that is encountered often in normal state schools. Andrea, the new

girl, still needs to settle in, Lirigzon is writing a composition, Jean Marie is surfing the Internet, and Moses is working on his maths. Together they make pottery, do woodwork or drama, organise project days on such topics as peace, differences and similarities, or worldly wisdom from their cultures. Intercultural learning is the principle that underpins all instruction at the school in the Children's Village.

Between cultures

In the Pestalozzi Children's Village in Trogen, children and adolescents live together: They come from Serbia and Montenegro, Cameroon, Kenya, Zimbabwe, Angola, Burundi, the Philippines, Slovakia, Switzerland and the Ivory Coast. Some came to Switzerland when they were children or adolescents with their parents or with their mother who had married a Swiss national. Others arrived as refugees, were

Intercultural Living and pre-apprenticeships

Alkuds, Esperanza, Mutende, Nakupenda, Yambhu Lagang. These are the names of the five houses in the Pestalozzi Children's Village in Trogen, where children and adolescents live together as part of the Intercultural Living programme. These young people are of intercultural origin and have already been living in Switzerland for some years.

There are eight children and adolescents per house. During their stay, counsellors provide them with socio-educational care. The basis of the educational principle is the promotion of personal responsibility and active participation. The Village school supplements the education these young people receive at state school by focusing on intercultural learning and the acquisition of intercultural skills.

On completion of their statutory schooling, adolescents have the opportunity to take up an intercultural pre-apprenticeship in the Children's Village. This is aimed at young people in difficulty, who were unable to find a pre-apprenticeship / apprenticeship position or who have left school early.



adopted or came alone. The one thing that reunites them is their experiences: neglect, violence, migration, sexual exploitation, living on the streets, their parents' separation, being caught between two cultures, i.e. their culture of origin and their new culture in Switzerland. While parents harbour dreams of returning to their country some day, their children attend school here, make friends, speak or learn the Swiss German dialect. Most children and adolescents achieve this delicate balancing act; however, not everyone is so fortunate. Many encounter difficulties at school or on a personal level. It is not easy to learn that being different is something positive. Neither for foreigners, nor for Swiss children.

«Sometimes I stuff myself full of food. But then I feel terrible and start to cry.» «... I've got too many questions going round in my

head that I can't answer.» «I just want to lead a normal life.» At some point, these young people came to someone's notice, maybe because they stopped going to school or maybe because they stayed out all night. Action was taken, and now these children live in the Pestalozzi Children's Village. It offers them a safe haven, where they are listened to, where they can try to find solutions to their problems within themselves. Sometimes this can prove incredibly difficult, particularly when you are a young adolescent.

Maryline and Lilian are new to the Children's Village. The 15-year-old twins from Kenya know exactly what they want. To be rich, so that they can do anything they want – see the world, have nice clothes, and stand out from the crowd. They had been looking forward to coming to Switzerland, or Zurich to be more precise. How-

ever, compared to Nairobi, they soon found that life here was too restrictive. «Let's just say we got up to no good.» Subject closed. Now they are starting tentatively to familiarise themselves with nature, with the cows. Rules must be obeyed in the Children's Village and boundaries are set. Nevertheless, the girls want to stay. «We can finish school here and sit our exams; that is the best thing about the Children's Village,» they say.

Gullit has lived in Alkuds house for a very long time. This 16-year-old was only a child when he first arrived at the Children's Village. His cool braids that stand on end sway as he laughs. When he was at home over the weekend, his mum plaited each one individually. The walls of his room are covered from ceiling to floor in posters. The music of choice in the Children's Village are rap and hip-hop. Gullit loves

music: he has his own group, organises discos and is responsible for running the youth club.

Among themselves

This is the place where young people can be among themselves. They play billiards, listen to music, play a game, slouch on the sofa, discuss, fight and make up. This is where they can confide in the youth club leader, talk to her, or sound off, even about the counsellor appointed to their house. After all, what adolescent doesn't complain about their parents? However, the team of counsellors are not a parental substitute. Neither do they want nor can they fulfil this role. Although returning to the family is often difficult, it is encouraged. Where possible, every second weekend and during the holidays the children and adolescents return home. Gullit is also sporty. Football, basketball,



swimming, break-dancing, snowboarding are all part of his weekly programme. The Children's Village offers its young residents a wide range of leisure activities. There are parties, games, project days, workshops, which they can enjoy with children and adolescents from Southeastern Europe who come to stay at the Children's Village for several weeks. Here they get a taste for peaceful intercultural co-existence, make friends, and revise their thinking on the perceived enemy.

To the edge and back

All houses in the Children's Village are intercultural. Except for one: Yambhu Lagang, the «place of wisdom». In 1960 the first Tibetan refugee children arrived in Trogen. Today, children and adolescents live here whose parents or grandparents came to Switzerland as refugees. The conflict between the generations is particularly felt in

Tibetan families. A people on the run with no hope of being able to return home in the near future. The parents want their children to learn the Tibetan language and traditions. Yet, the children often resist this pressure. People fear that they will be forced to surrender their distinctiveness in this globalised world. This is why the children and adolescents are given special classes on the Tibetan language and culture.

In fact, Yambhu Lagang is no longer a one-nation house anymore, albeit only a recent occurrence. Nigel, an eight-year-old boy from Zimbabwe, has the Tibetans under his charm. With the Lego car that he built himself in his hand, he follows everything going on around him. He sends the car whizzing across the floor. He pushes the car back and forth along the groove in the desk, never tiring of this

game as only eight-year-olds can! Because he was much younger than the adolescents living in the other three intercultural houses, Yambhu Lagang seemed better for Nigel, but that was before the decision was taken to accept him or whether he actually wanted to stay in the Children's Village. That's all in the past. This young Catholic boy now talks about God and the world with his Buddhist friends.

The original vision to create a home for war orphans in the Children's Village has changed. So have circumstances today. However, the basic idea continues – to make a village available to children and adolescents, in which they can live, learn and grow, in which encounters and arguments take place and where a peaceful co-existence between different cultures is possible. A world fit for children and adolescents. **Dagmar Wurzbacher**

Children and their world: Norbu, 9

He makes the best salad dressing in the world. «It's a sweet salad sauce,» he says with a mischievous glint in his eyes. When he opens the cupboard, it becomes clear what the magic ingredients actually are: oil, salt, pepper and balsamic vinegar. Norbu, a nine-year-old Tibetan who lives in the Yambhu Lagang house, would like to be a chef when he is older. Besides his wonderful sweet brown salad dressing, his specialities include birthday cakes. However, it is safe to say that washing up is not one of his favourite hobbies!

Norbu and his 15-year-old sister Tenzin have lived in the Pestalozzi Children's Village for five years. He loves to swim, play drums and dance around to hip-hop music. He finds it hard to sit still – he truly is a bundle of energy. Do I want to come and have a look at his room? What about the common room in Yambhu Lagang house? Or the TV room in the cellar? Do I want to see how he can dance? He stretches his hands up in the air, lunges on to the floor and spins around on his back. A tiny ring in his left ear shimmers. This is all the rage in the Children's Village. «Just like Beckham and Ronaldo,» Norbu explains.



Programme priorities in 2004

Rarely had a newspaper article generated such a response. Writing in *du* magazine in August 1944, Walter Robert Corti proclaimed «let us build a world for children to live in.» A mere two years later, the foundation stone was being laid for the Pestalozzi Children's Village.

In 2004, the Pestalozzi Children's Village celebrated its 60th anniversary with an open day. To celebrate the cultural diversity of the Village, many guests from across Switzerland attended a party with music, dance, food, workshops and a photo exhibition. Two guests of honour recalled the first years of the Children's Village: Anuti Corti-Bonzo, the founder's widow, and Arthur Bill, the first director of the Children's Village in 1947. «It is an accident of birth that we are who we are. Being aware and accepting this fact makes us more tolerant,» said Anuti Corti-

Bonzo in her address. This strong and committed woman supported her husband every step of the way towards realising his dream of a village for children orphaned during the Second World War.

Renovating the Village

The anniversary party was not only an occasion to celebrate the past. It also marked the beginning of an exhaustive renovation project. The buildings in the Children's Village, constructed in the late 1940s in record time by an army of volunteers, are in need of modernisation. Of course, the idyllic village with its thirty odd buildings, a school as well as playground and green continues to exude a feeling of peace and tranquillity. The charming houses in the traditional Appenzell style accommodate around 120 children and adolescents who live, work and relax there. The regular and professional main-

tenance work has ensured that the Village remains so picturesque. However, appearances can be deceptive: The substance of the buildings is in poor condition and the buildings themselves are badly insulated, which means high electricity bills. The sanitary facilities are insufficient and the electrical installations inadequate.

The work will cost between CHF 10 and 16 million, depending on whether the Foundation opts to undertake full or partial renovation according to the relevant building standards. The Foundation has launched an appeal for funds to finance this project. Your donations will help us to renovate the Village. They will go towards the purchase of building materials, such as gravel, sand and cement, roofs, windows and doors as well as asphalt for the roads and paths. Stone after stone, house after house the Village will be brought into

the 21st century and beyond. This is made possible by your generous support.

The work of the Foundation worldwide

Although the renovation of the Village is urgent, it should not take priority over the work to help disadvantaged children and adolescents living in the Village and in over ten countries worldwide. Three programme areas are based in the Children's Village. Children and young people live together under socio-educational supervision; schoolchildren from Switzerland and Eastern Europe meet as part of intercultural exchange projects. Furthermore, the knowledge gained through 60 years' experience is passed on to teachers. Projects in developing and emergent countries focus on providing young people with access to education.



Programmes in Central America



- Alternative school education
- Guatemala**
 - School education for working children
 - Search for disappeared children
- Honduras**
- El Salvador**
 - Alternative school education and vocational training
 - Adolescent workers in small towns
 - Women's fishing cooperatives

The times when Central America was once the plaything of superpowers and made headlines due to political unrest and civil war seem to be well and truly over. Now all Central American countries are ruled by a popularly elected government. Yet, these economic structures are still fragile, and more than half of the popula-

tion of Central America lives in poverty. Poverty is deeply rooted in the society, history and culture of this region of the world. Inequalities in terms of property, income and opportunities have left their mark on the people of Central America.

Poor economic development has meant that the education system falls short and access to vocational training and higher levels of education is still very limited. While the primary school attendance rate is still relatively high (80%), it is very low for secondary education (30%). The school system focuses primarily on the acquisition of academic qualifications with little weight given to vocational training, as shown clearly by the lack of available apprenticeship positions. Rural schools offer a curriculum and instruction that are based on urban rather than local considerations and requirements.

The Pestalozzi Children's Foundation supports alternative education measures for children and adolescents who do not have access to the state school system: in the suburbs of urban agglomerations, in rural areas, or for street children. With the help of the radio, young people in Honduras can continue their education at home by correspondence. In Guatemala, working children receive an education that is tailor-made to their needs thanks to a flexible timetable. In El Salvador, the Foundation offers adolescents the chance to take up an apprenticeship – a refreshing alternative to unemployment and organised gangs.

Programme directors: Sandro Giuliani, Peter Lauchenauer. Children who benefited: 17 891. Costs: CHF 908 000.

Children and their world: Omar, 12

Omar is in a good mood. «Olimpia», the Tegucigalpa (capital of Honduras) football team, won their last match. Omar is one of their biggest fans. He also loves to play football when he comes home after school or after working in the corn fields plucking out weeds.

He lives nearby with his mother and six siblings. He used to have a long journey to school, which involved him crossing dangerous roads. A month ago, Omar's father left for the US and now works there on a farm as a horse hand. No one has had any news from him. Omar misses him. «He's only going to stay there for two years,» the young boy says confidently.

In the meantime, the family lives off the income provided by Omar's older brothers, who are casual labourers with a local building firm. Whether Omar will actually see his dad again in two years time is anyone's guess.



Programmes in Switzerland

People who had to leave their country for political or economic reasons have contributed to the great and ever-changing cultural diversity of Switzerland. While some embrace this phenomenon, others find it worrying and fear that it will lead to the loss of Swiss cultural identity. Today, North Africans, Kosovo-Albanians, Roma or Turks live and work side by side with Swiss nationals. It would be hard to imagine Switzerland without the presence of people from different cultures.

In September 2004, the Swiss voted against measures to ease the naturalisation of young foreigners brought up and educated here. This was irrefutable evi-

Living, number of stays: 7045 days. Intercultural Exchange, children: 3439. Further Education participants: 1451. Costs Children's Village: CHF 5 728 000.

Switzerland ●

- Intercultural Living
- Intercultural Exchange
- Intercultural Further Education

dence of the deeply entrenched prejudices held by many members of the public and politicians alike. The programmes of the Pestalozzi Children's Foundation in Switzerland deal with the reality of cultural diversity and the need for peaceful intercultural cohabitation. As part of the Intercultural Living programme, the Pestalozzi Children's Village for a while becomes home to children and adolescents, who are often of foreign origin and have integration problems, to allow them to find out more about the culture of their country of origin and to help them settle successfully in Switzerland. The present Annual Report contains an in-depth report on the Intercultural Living programme.

The Intercultural Exchange programme invites children and adolescents from countries in Southeastern Europe to school camps lasting several weeks in the Children's Village in Trogen. Here, the

young foreigners meet up with their Swiss peers and work together on a theme such as cultural diversity or xenophobia. The aim is to help young people recognise racist prejudices and nationalistic undertones for what they are, and to equip them with the necessary skills to respond appropriately to them.

Finally, the Intercultural Further Education programme is aimed at teachers and apprentice masters. They attend classes which deal with the management of cultural diversity in the classroom or the company so that they can appreciate it as something positive and enriching. The aim is to offer foreign children and adolescents the same education and training opportunities as their Swiss peers.

Directors: Heinz Wohnlich (Living), Thomas Spahr (Exchange), Elisabeth Stern (Further Education).



Programmes in Southeastern Europe

Romania, Serbia and Montenegro and Macedonia continue to suffer from the repercussions and challenges of the fundamental changes to their social, political and economic system. The weakest people in society are often the first to suffer: cultural minorities, people who are out of work, those who live in rural areas and of course children.

The Southeastern Europe programme of the Pestalozzi Children's Foundation looks after these children. In Romania, Serbia and Montenegro and Macedonia the Foundation works with local partners to integrate marginalised young people and to give them a chance for the future. Special attention is given to education and in particular the completion of a basic education among young Roma. The Roma, often disparagingly referred to as «gypsies», are one of the largest minorities in the country.

They tend to live on the edges of society without access to employment, basic medical care and schooling. At the age of six or seven, Roma children do not receive an elementary education as a matter of course. Nor are they sent to school by their families as a matter of course. The majority of Roma children only go to school for a few years. The Foundation helps them to obtain good educational qualifications. Rising above prejudices, preventing exclusion and building an open

and democratic society: this is the aim of all the Foundation programmes in South-eastern Europe. Funded and supported by the Foundation, this work with young people offers them a chance to get to know themselves and others, to learn with them and about them. Here, they acquire the skills to show tolerance in their everyday life.

Programme Director: Roland Brunner. Children who benefited: 5587. Costs: CHF 848 000.

Serbia and Montenegro

- Intercultural courses
- Intercultural education

Romania

- Intercultural education
- Care in orphanages
- Vocational training

Macedonia

- Intercultural courses

Children and their world: Katja, 13

Katja has not much time between lunch and the workshop on child rights where she will talk about her country and her stay at the Children's Village. From Unetscha in the district of Bryansk in Central Russia, she is a happy-go-lucky girl with curly dark blonde hair.

Together with her 20-year-old sister, 3-year-old brother, mother and her mother's partner, Katja lives in an old house. Like many Russians, her mother and partner buy all sorts of goods and sell them on in areas where they are not available. This enables the family to make ends meet. Katja and her older sister look after their baby brother while the adults are away. In the afternoons, she goes to school.

Katja is proud that she has learnt to swim during her stay in the Children's Village. All the children in her group, who have just spent six weeks in the Village, also attended classes at the nearby swimming center. In Russia, most children cannot swim, as it is not part of their school curriculum. Katja likes it a lot here in the Children's Village, she says with a glint in her eye, although she does get homesick from time to time. But there is no time to be sad now – the workshop on child rights is about to begin!



Programmes in East Africa

Ravaged by war and disaster, the Horn of Africa is considered the poorhouse of Africa. While the North-South negotiations in Sudan seemed to be on the road to success, the conflict in the province of Darfur created one of the worst humanitarian disasters in African history. Although the ceasefire negotiations between warlords in Somalia in October 2004 heralded a breakthrough of sorts, the peace process has again come to a halt.

Hostilities between Ethiopia and Eritrea, two countries where the Pestalozzi Children's Foundation provides project support, could break out again at any time. In spite of the peace accord signed in December 2000, the demarcation of their borders remains unresolved. Population growth and border conflicts prevent the population from making use of their countries' natural resources. Once the Horn of Africa

used to be a veritable treasure chest for the rest of the world, providing goods such as coffee (originally from the Ethiopian Highlands), incense and myrrh (Somalia). Today, this area is one of the poorest disaster-hit regions in the world. The hopes and prospects of the people are further crushed by increasing poverty.

Agriculture is barely capable of producing enough to feed the population. Droughts continue to destroy large swathes of crops. If not already torn apart by conflicts or displacement, HIV/AIDS is decimating families. The paramount objectives of development co-operation are food security and combating poverty. Education plays a key role in the fight against poverty. It is a prerequisite for sustainable social and economic development, because it



- Basic education
- Support in the state education system

● **Eritrea**

- **Ethiopia**
 - Alternative basic education and vocational training
 - Support in the state education system
 - Clean water
 - Working sanitary facilities

gives people a chance to recognise the causes of their poverty and to overcome them. Education contributes to peace building and conflict resolution. The Pestalozzi Children's Foundation supports the establishment of local schools, so that children and adolescents living in remote areas have access to education. These schools are equipped with clean drinking water and sanitation facilities. Particular attention is given to ensuring girls receive an education. The education the young people receive and teaching methods used are designed according to the needs and abilities of the children. Adapted curricula take into account personal and environmental circumstances.

Programme Director East Africa: Carmen Meyer; Country Director Ethiopia: Amsale Mulugeta. Children who benefited: 37 233. Costs: CHF 1 674 000.



Programmes in Asia

Myanmar (Burma) is one of the poorest countries in the world. The current international sanctions and the effects of the Asian crisis nip any efforts to develop its economy in the bud. Its education programmes also have serious shortcomings. Women have minor access to higher education.

Efforts to combat poverty are made on an ad hoc basis. A large part of the population has little access to health care. The education system suffers from lack of funds, with many children going without a basic education, particularly those who live in rural or remote areas. There is a lack of suitably trained teaching staff, the few

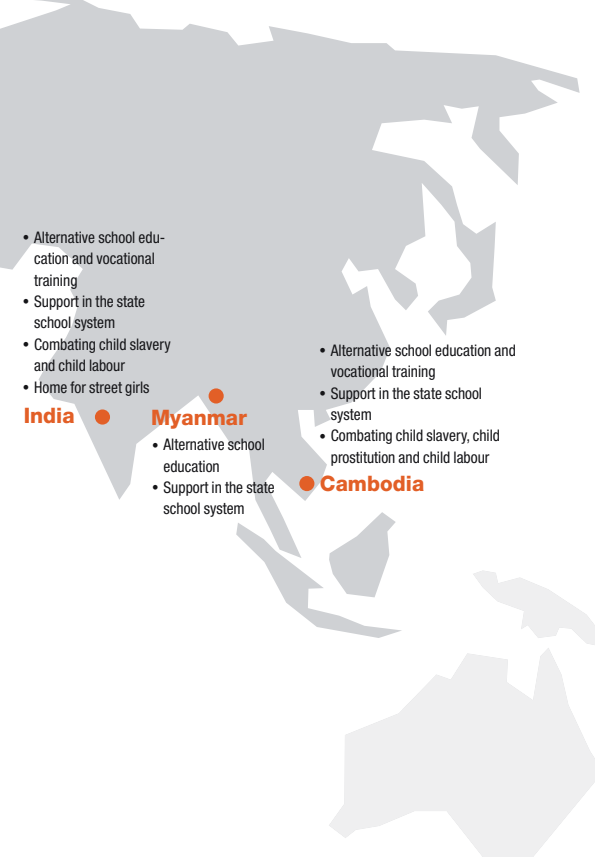
schools that exist are in a state of disrepair, and school material is outdated.

The Pestalozzi Children's Foundation supports the schooling and training of children and adolescents in these rural areas. Qualified teaching staff gives classes in alternative education centres or in state schools. Child-friendly teaching methods and classroom material are developed and teachers themselves are taught how to educate young people according to modern requirements.

A school education, health care provision and nurturing self-confidence: this is how the Pestalozzi Children's Foundation helps children and adolescents in India and Cambodia to start to take their life into their own hands. Alternative lessons enable children and young people with no access to state schools to receive a basic

education. Some live in remote areas where there are no schools or move around from one building site to the next with their parents, who work as migrant labourers. Others work, beg, or become prostitutes to help provide for their family.

Thanks to the tireless work of our partner organisations, the Pestalozzi Children's Foundation was able to close most of its alternative education centres and transfer the children to normal state schools, where they would complete their basic education. By the end of 2004, the Pestalozzi Children's Foundation ceased to provide project support, as local partner organisations were able to continue the work independently. Currently, the Pestalozzi Children's Foundation is preparing a new country programme for Laos. Thankfully, none of these projects were affected by the tsunami disaster in December 2004.



Programme Directors: Brigit Burkard, Françoise Genoud. Children who benefited: 49279. Costs: CHF 1 079 000.



Balance sheet 2004

in thousands of Swiss francs

Assets	2004	2003	Liabilities	2004	2003
Liquid assets	2 572	5 598	Accounts payable to		
Fixed-term deposits	2 000	–	third parties and projects	531	387
Accounts receivable			Other short-term liabilities	199	138
by third parties and projects	25	60	Passive closing entries	471	1 357
Other receivables	1 377	938	Current liabilities	1 201	1 882
Inventories	78	78	Long-term financial liabilities	400	400
Active closing entries	426	333	Provisions	1 996	2 082
Current assets	6 478	7 007	Non-current liabilities	2 396	2 482
Equipment	181	167	Total liabilities	3 597	4 364
Real estate	7 194	7 230	Fund capital (appropriated)	2 125	1 131
Financial assets	9 351	9 723	Foundation capital	50	50
Non-current assets	16 726	17 120	Free reserves	19 454	14 854
Fund assets (appropriated)	1 387	872	Annual profit	–635	4 600
Total assets	24 591	24 999	Organisation capital	18 869	19 504
			Total liabilities	24 591	24 999

The Swiss Guidelines on Financial Reporting (Swiss GAAP FER) were applied for the first time in 2004. As a consequence, the 2003 figures were adapted accordingly.

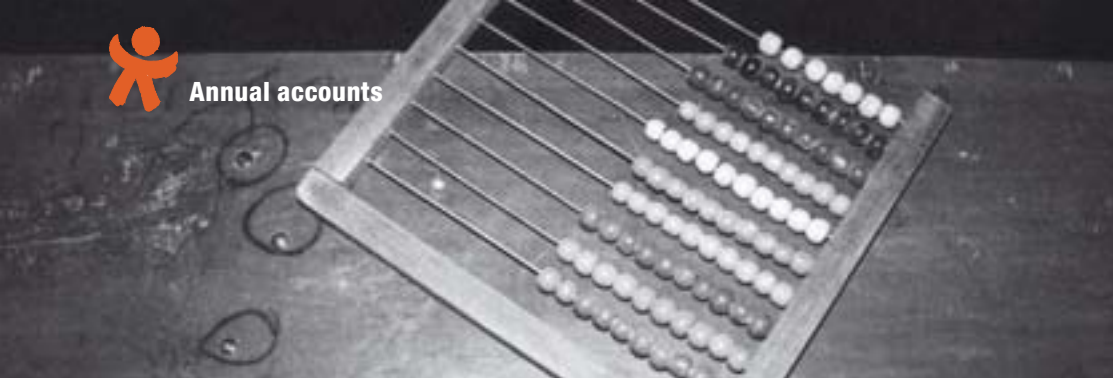


Children and their world: Enrico, 17

For six weeks, Enrico has been living in Esperanza House in the Children's Village. This house provides accommodation for young people undertaking an intercultural pre-apprenticeship. It hasn't taken him long to feel at home and his flatmate Manu has become a good friend. When he finishes his pre-apprenticeship year, Enrico hopes to have a better picture of what he will do in the future and where. He does have one dream – to work in a music-related job, perhaps as a sound technician. He loves rap music and has already made a few recordings for his friends. The lyrics are his own. They just seem to come naturally to him, he explains.

Three days a week, Enrico attends a pre-apprenticeship class in the Children's Village and spends the other two days at the joinery workshop. He really enjoys the manual work as well as the fact that he is given the freedom to develop his own ideas and to put them into practice. Every second weekend, Enrico visits his mother.

The young people who live in Esperanza House must follow certain rules. They have to divide household tasks between them and have to meet up regularly with their counsellors to exchange information.



Profit and loss statement

in thousands of Swiss francs

	2004	2003		2004	2003
Legacies	3 207	10 253	Maintenance of vehicles	- 13	- 29
Donations	6 019	4 648	Insurance	- 38	- 38
Contributions	4 967	3 604	Electricity and waste disposal	- 221	- 199
<i>from the SDC</i>	2 360	1 492	Administrative and IT expenses	- 323	- 354
<i>from Swiss Solidarity</i>			Travel, representation expenses	- 185	- 127
<i>(Glückskette)</i>	75	169	Public relations	- 600	- 212
Product sales	135	137	Marketing	- 2 203	- 1 998
Sales from Children's Village			Depreciation	- 350	- 120
services	520	488	Other expenses	- 159	- 201
Other sales	231	179			
Gain from sale of real estates	-	444	Operating expenses	- 15 924	- 15 009
			Operating profit		
Operating income	15 079	19 753	(without fund result)	- 845	4 744
Children's Village expenses	- 879	- 877	Financial income	967	1 390
Project contributions	- 3 620	- 3 921	Financial expenses	- 455	- 2 009
Staff expenses	- 6 971	- 6 267	Financial result	512	- 619
Rent	- 45	- 36	Fund income	741	725
Maintenance of buildings			Fund inserts	- 1 043	- 250
and movables	- 317	- 630	Annual profit	- 635	4 600

The 2003 figures correspond to the previously published values. Due to the application of the Swiss GAAP FER for the first time in 2004, it is not possible to compare the figures in the following items – depreciation and financial result – to those from the previous year. However, the previous year's figures for all other items may be used for the purposes of comparison.

Children and their world: Valeria, 14

Valeria would love to become an interpreter because she would like to discover lots of different countries and their people and find out about their traditions and customs. Her blue eyes are twinkling as she speaks. That is exactly what she loves most about being in the Children's Village – meeting lots of other people, in particular an exchange group of young Poles. Here friendships are cemented. Young Russians and

Poles play together, laugh together, and compare their respective languages. If the words fail them, they can make themselves understood through gestures and facial expressions. She recounts excitedly that her group took part in a number of games on 8 March as part of International Women's Day celebrations. This is an important public holiday back home in Russia, when women are given flowers to mark the occasion.



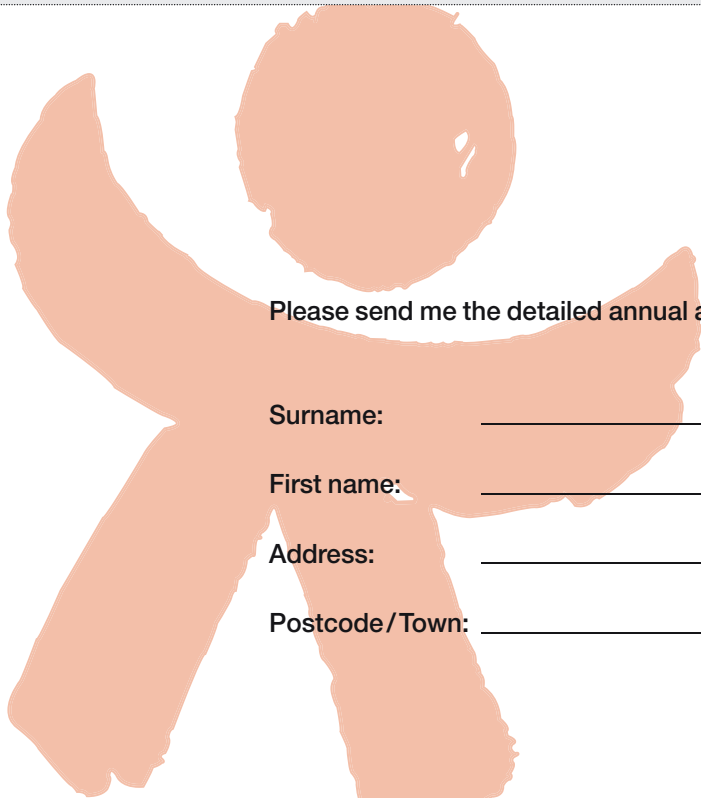
**Pestalozzi Children's Foundation
Marketing and Communications
Haus Grund
CH-9043 Trogen**



Children and their world: Teresita, 12

Teresita is 12, but she is still at primary school because she had to miss two years to help out at home. After her father abandoned the family, her mother had to bring her children up alone. Her mother now works in a café in the second largest town in El Salvador. Single mothers are common in this remote mountainous region in the south of the country. Teresita attends the «curso acelerado» provided by our partner organ-

isation. It is a catch-up course targeted at older children. Her siblings are older but have no desire to go back to school. It would seem then that Teresita will be the only one in the family to complete a primary school education. She would like to be a nurse and help people. The nearest hospital is a tough, one-hour walk away.



Please send me the detailed annual accounts (only in German)

Surname: _____

First name: _____

Address: _____

Postcode/Town: _____

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Bericht der Revisionsstelle
an den Stiftungsrat der
Stiftung Kinderdorf Pestalozzi
Trogen

Als Revisionsstelle haben wir die Buchführung und die Jahresrechnung (Bilanz, Betriebsrechnung, Mittelflussrechnung, Rechnung über die Veränderung des Kapitals und Anhang) sowie die Geschäftsführung der Stiftung Kinderdorf Pestalozzi für das am 31. Dezember 2004 abgeschlossene Geschäftsjahr geprüft. In Übereinstimmung mit den Swiss GAAP FER 21 unterliegen die Angaben im Leistungsbericht nicht der ordentlichen Prüfpflicht der Revisionsstelle.

Für die Jahresrechnung ist der Stiftungsrat verantwortlich, während unsere Aufgabe darin besteht, diese, mit Ausnahme des Leistungsberichts, zu prüfen und zu beurteilen. Wir bestätigen, dass wir die Anforderungen hinsichtlich Befähigung und Unabhängigkeit erfüllen.

Unsere Prüfung erfolgte nach den Grundsätzen des schweizerischen Berufsstandes, wonach eine Prüfung so zu planen und durchzuführen ist, dass wesentliche Fehlaussagen in der Jahresrechnung mit angemessener Sicherheit erkannt werden. Wir prüfen die Posten und Angaben der Jahresrechnung mittels Analysen und Erhebungen auf der Basis von Stichproben. Ferner beurteilen wir die Anwendung der massgebenden Rechnungslegungsgrundsätze, die wesentlichen Bewertungsentscheide sowie die Darstellung der Jahresrechnung als Ganzes. Bei der Prüfung der Geschäftsführung wird beurteilt, ob die Voraussetzungen für eine gesetzes- und statutenkonforme Geschäftsführung gegeben sind; dabei handelt es sich nicht um eine Zweckmässigkeitsprüfung. Wir sind der Auffassung, dass unsere Prüfung eine ausreichende Grundlage für unser Urteil bildet.

Gemäss unserer Beurteilung vermittelt die Jahresrechnung ein den tatsächlichen Verhältnissen entsprechendes Bild der Vermögens-, Finanz- und Ertragslage in Übereinstimmung mit den Swiss GAAP FER 21. Ferner entsprechen die Buchführung und die Jahresrechnung sowie der Antrag über die Verwendung des Bilanzgewinnes dem schweizerischen Gesetz und den Statuten.

Wir empfehlen, die vorliegende Jahresrechnung zu genehmigen.

Ferner bestätigen wir, dass die einschlägigen Bestimmungen der Zentralstelle für Wohlfahrtsunternehmen (ZEWU) eingehalten sind.

PricewaterhouseCoopers AG
Peter Brand - Primus J.G. Felmann
Zürich, 4. März 2005
Beilage:

Jahresrechnung (Bilanz, Betriebsrechnung, Mittelflussrechnung, Rechnung über die Veränderung des Kapitals und Anhang)



Programme and structural costs 2004

Programme costs *in thousands of Swiss francs*

Intercultural living	3083
Intercultural exchange	2204
Intercultural education	266
Children's Village	175
Violetta	804
Partner projects Switzerland	160
Child rights	316
Southeastern Europe	848
East Africa	1674
Central America	908
Asia	1079

Total programme costs 11 517

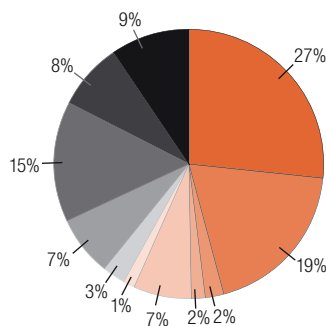
Structural costs

Fundraising	2 643
Communication	739
Administration	550
Foundation secretariat	475

Total structural costs 4 407

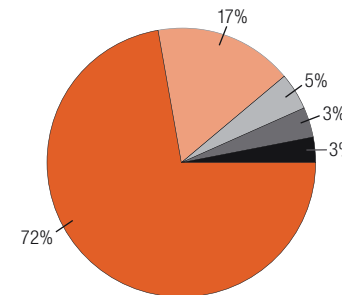
Operating expenditure 15 924

Distribution of programme costs



- Intercultural living
- Intercultural exchange
- Intercultural education
- Children's Village
- Violetta
- Partner projects Switzerland
- Child rights
- Southeastern Europe
- East Africa
- Central America
- Asia

Programme and structural costs



- Total programme costs
- Fundraising
- Communication
- Administration
- Foundation secretariat

The annual accounts have been audited by Price-waterhouseCoopers AG and approved by the Foundation Council. The Auditor's report and the detailed annual accounts are available from us on request. Download is possible on www.pestalozzi.ch.

Children and their world: Debby, 16

Turkey, Greece, Hungary, Cyprus and Israel: all the countries Debby has been to on holiday. It is not surprising then that she dreams of discovering countries and to live abroad for a while. She has already worked out how she can achieve her goals. «Do well in my secondary school exams and then take up an apprenticeship in a hotel, maybe as a secretary,» she says assertively. With such strong determination, Debby is surely bound to succeed.

As life with her parents took a turn for the worst, Debby went to the youth welfare office of her own volition. «I just wanted to get away,» she says curtly, unwilling to say anything more on the subject. She has been living in an intercultural house in the Children's Village for a year now. Her mother, originally from Hungary, is half Austrian. «It's great living here.» The only problem is that she misses her little brother. And a dog. She'd love to have a pet dog.

Today 500 million children and adolescents are living below the poverty line. There are 100 million street children, and a further 100 million are forced to work illegally. 130 million children and adolescents have no access to education. **We should not turn a blind eye**

to their plight. The Foundation provides direct help where it is needed, in its Children's Village in Switzerland, as well as in various developing countries and in Southeastern Europe. The primary focus is education and vocational training, the building of family

structures, the provision of a healthy environment for children, and protecting them from exploitation and violence.

Thank you!
Every donation is important and welcome. It goes to help disadvantaged children and adolescents living in the Pestalozzi Children's Village, in various developing countries and in Southeastern Europe.



Children have rights!



«Children have rights!»

Since November 2003 Christina Weber has been head of the coordination service of the Swiss Child Rights' Network located in the Pestalozzi Children's Foundation. In addition to these responsibilities, she assists the Foundations' programme directors with issues related to child rights.

Children in Switzerland don't do so badly – is there really a need for someone to defend their rights?

Yes, both in Switzerland and in Europe. Governments are faced with the challenge of implementing the UN Convention on the Rights of the Child. Child rights are not limited to protecting children from exploitation, for example. Children should be offered the possibility of participating in all

important areas of life. After all, children have rights, too!

In your opinion, what form would this participation take in day-to-day life?

Children should have their say, of course depending on what age they are. For example, they should be able to express their opinion when it comes to their transfer to another school. It is important that their voice is also heard during their parents' divorce proceedings. This is actually envisaged in the law, yet practices differ according to the court hearing such cases.

Until now the opinions of children and adolescents have not really been taken seriously in the political arena. In fact, young people's parliaments have little influence.



Children have rights!



www.network-childrights.ch

Above all, this involves lobbying politicians to speak up for children. Unfortunately, children are still not top of the political agenda.

You head up the coordination service of the Swiss Child Rights' Network. Who is actually involved?

In 2003, several Swiss organisations working in this field came together to set up the network. Since then more than 40 organisations have joined. The Pestalozzi Children's Foundation has agreed to act as coordinator until the end of 2006.

What have been the highlights so far and what has the network lined up for the future?

First of all, we needed to establish the network's organisational structure and develop cooperation among our members. The next step was to raise awareness of the network on the Internet, with flyers, press

releases, etc. 2005 we would like to work with those federal services which deal with child rights and create greater public awareness of the UN Convention on the Rights of the Child. In 2007, the Swiss government will submit the next country report to the UN Committee on the Rights of the Child. Non-governmental organisations and national networks, such as ours, follow this reporting process with a critical eye. They then publish an «alternative» report, also known as the «shadow report».

What importance is given to child rights in the Pestalozzi Children's Foundation programmes?

Since the beginning, the pragmatic work carried out by the Pestalozzi Children's Foundation has made an important contribution to the implementation of child rights, for example through its educational

Christina Weber

Christina Weber studied social work. For several years, she worked as a counsellor for people in difficulty, especially young people and families. She discovered her interest in human and child rights during a humanitarian mission to Kosovo in 2001. In February 2005, Christina Weber started with an international Masters programme on child rights, offered by the Institut Universitaire Kurt Bösch in Sion in collaboration with the University of Fribourg, Switzerland.

projects in the development cooperation or its championing of the rights of cultural minorities. The Foundation places great store by Switzerland's humanitarian tradition, of which its commitment to child rights is a logical progression.

What practical measures are taken to deal with this issue?

There are many examples. The Children's Village regularly hosts workshops attended by children and adolescents that deal with child rights. A special exhibition was organised on this issue as part of Kindercity in Volketswil. There is also the workshop «Child Rights in Action» involving partner organisations and country coordinators working abroad. As of 2005, additional CHF 50 000 will be earmarked every year for projects in the Children's Village and abroad that deal with child rights.

Interview: Carmelina Castellino

Pestalozzi



Children's Foundation

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The Pestalozzi Children's Foundation has been certified as a non-profit organisation by the ZEWO Foundation.

On the basis of stringent criteria, ZEWO grants the seal of approval to organisations that use donations for the causes indicated, without looking to their own interests.