



# Legatarfortegnelse 2020

List of Grantees 2020



## Summary

The LEGO Foundation grant activities for 2020 can be summarised as:

Global Programmes	DKK	135,481,747
Humanitarian Assistance	DKK	274,103,794
Focus Geographies	DKK	67,572,889
Experiences	DKK	32,058,885
Evidence and Chair of LtP	DKK	9,943,359
Advocacy and Communication	DKK	4,530,534
LEGO Collaboration	DKK	84,006,894
Other Charter related	DKK	175,458,168
Covid-19 Response	DKK	<u>349,134,242</u>

**Total Grant Activities in 2020 according to Annual Report**      **DKK 1,132,290,514**  
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The list of Grantees is specified on following pages.

## Management Statement

The Board of Directors and Executive Management have today approved the LEGO Foundation List of Grantees for the financial year 1 January - 31 December 2020.

The List of Grantees is in accordance with the Grant Activities in the LEGO Foundation Annual Report 2020.

Billund,

## Executive Management

John Paul Goodwin  
Chief Executive Officer

## Board of Directors

Thomas Kirk Kristiansen Chairman of the Board	Kjeld Kirk Kristiansen 1 <sup>st</sup> Deputy Chairman of the Board	Jørgen Vig Knudstorp 2 <sup>nd</sup> Deputy Chairman of the Board
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Sidsel Marie Kristensen Member of the Board	Mette Morsing Member of the Board	Anne-Birgitte Albrechtsen Member of the Board
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<b>Global Programmes</b>		
Global Programmes supported the need for quality early childhood development programmes targeted at children up to the age of twelve. The programme integrated Learning through Play into the pre-school and the educational system.		
Grantee	Address	Value of Grant 2020 (DKK)
A:Primo	Technostrasse 2 8406 Winterthur SWITZERLAND	212,673
The project designed, implemented, and evaluated a pilot of the ping:pong programme promoting age-appropriate early childhood support by and between educational institutions and parents in Switzerland with special focus on immigrant communities.		
Kidogo (2018-19)	350 Manhattan Avenue Apartment #602 Brooklyn, New York 11211 USA	67,645
The grant improved the quality of an existing early childhood development (ECD) model by infusing more learning through play in the Kidogo's approach, as well as helped formalize ECD professional development opportunities offered by Kidogo to practitioners, policy makers and other stakeholders in Kenya.		
Aeio TU (18-20)	Cra. 48 #106a 14 Bogota COLOMBIA	502,596
The grant allowed aeioTU to demonstrate, collect evidence and advocate for the scaling of a quality and affordable early learning play-based model adapted to the context of Colombia and Mexico.		
Aeio TU (20-24)	Cra. 48 #106a 14 Bogota COLOMBIA	7,737,555
This follow-up grant aims to initiate scaling of aeioTU's early learning play-based model by strengthened capacity building of key stakeholders and designing adaptations fitting various settings in Colombia with focus on rural areas.		
The World Bank	1818 H Street, NW Washington, D.C. 20433 USA	12,922,506
This is a contribution to the Early Learning Partnership Multi-Donor Trust Fund managed by the World Bank.		
Trustees of Boston College	140 Commonwealth Avenue Chesnut Hill, MA 02467 USA	5,574,983
The project is designed to situate, strengthen, and scale a play-based home-visiting intervention to improve the physical and cognitive development of children aged birth to three throughout Rwanda.		
FHI Partners (20-24)	1825 Connecticut Avenue NW Washington DC 20009 USA	6,079,062
This grant is a playful parenting implementation research grant. The intention of the grant is to address implementation questions within our five playful parenting interventions that will be integrated into existing health, education and social protection systems in partnership with those partners. the focus of this grant is on how we implement grants at scale and with quality.		
Right to Play (Rwanda)	18 King Street East, Suite 1400, Toronto 151114 CANADA	4,194,276
The grant intends to improve the capacity of teachers and strengthen their support system, which will lead to teachers using an approach in the classroom that incorporates learning through play with technology.		

Right to Play (Ghana)	18 King Street East, Suite 1400, Toronto 151114 CANADA	8,324,042
The grant aims to integrate Learning through Play into Ghana's in-service teacher training and development system building on existing play-based teacher training materials developed by the partner.		
Education Development Center (2020-25)	43 Foundry Avenue Waltham, MA 02453-8313 Boston USA	4,137,782
The grant intends to broaden the understanding of what LtP with Technology is and deepen understanding of how to incorporate LtP with Technology into formal learning environments.		
Code to Learn Foundation (Scratch)	7315 Wisconsin Ave, 4th Floor W Bethesda, MD 20814 USA	10,183,680
The grant intends to develop and disseminate free digital tools, activities, and educational materials, based on the Scratch programming platform and on-line community, to support learning through play.		
Tufts University (2020-22)	419 Boston Ave Medford, MA 02155 USA	3,104,937
The grant aims to develop customized ways of bringing robotics and STE(A)M skills to public school student ages 6-12 in an authentic, playful way.		
IREX Kenya (2020-24)	1275 K Street NW Suite 600 20005 Washington USA	4,631,569
The grant aims to support the education system at a national and county level to embed learning through play with technology in the system through a robust school community engagement project.		
Lemann Foundation Brazil	Dufourstrasse 29 8008 Zürich SWITZERLAND	6,743,178
The grant intends to create a country-wide movement to engage parents, students, teachers and decision makers to make Brazilian education more playful, creative, and relevant for all.		
Harvard CDC (2016-19)	20 University Road, 6th Floor Cambridge, MA 02138 USA	2,055,014
The project aims to increase the presence of play in the ECD sector; and to improve ECD outcomes by linking practice and science.		
Harvard Graduate School of Education (POP 3.0)	20 University Road, 6th Floor Cambridge, MA 02138 USA	5,069,414
Project Zero's Pedagogy of Play. This final phase of the partnership will continue the collaborative research on play and expand the research to Colombia.		
The International School of Billund (Operations 2019-20)	Skolevej 24 7190 Billund DENMARK	1,134,537
Providing the international school in Billund ISB funding for operation of the school and supporting learning through play.		

The International School of Billund (Core 2020-22)	Skolevej 24 7190 Billund DENMARK	6,200,000
This grant covers the core school operations of the international school in Billund ISB.		
The International School of Billund (Discretionary 2020-22)	Skolevej 24 7190 Billund DENMARK	31,200,000
The grant ensures that the international school in Billund ISB provides a high-quality international education facility in Billund the Capital of Children.		
Massachusetts Institute of Technology (19-21)	Cambridge, MA 02139-4307 USA	6,800,100
The MIT lab focuses on re-defining play and re-imagining learning to ensure children develop the skills needed to navigate an uncertain and complex world, through creative coding and making.		
Massachusetts Institute of Technology (Fellowship)	Massachusetts Ave E14/E15 Cambridge, MA 02139-4307 USA	333,800
The engagement of the fellow seeks to extend current understanding of Learning through Digital Play.		
UNICEF, Rwanda (19-23)	3 United Nations Plaza 10017 New York USA	8,272,399
The grant aims to support the delivery of school-based in-service teacher professional development to enable teachers to use playful pedagogies in classroom instruction.		
<b>Global Programmes</b>		<b>Total DKK 135,481,747</b>

## Humanitarian Assistance

Humanitarian Assistance sought to improve the lives of children in crisis context by improving their access to quality Learning through Play experiences that could support them and their caregivers.

Grantee	Address	Value of Grant 2020 (DKK)
Sesame Humanitarian (2018-23)	One Lincoln Plaza / 1900 Broadway 4 <sup>th</sup> Floor New York USA	156,917,884
In partnership with Sesame Workshop, BRAC and IRC, the Play to Learn grant aims to support the transformation of the humanitarian sector by establishing play-based, early childhood development (ECD) programming as an essential component of every humanitarian response targeting children (0-6) and their caregivers affected by displacement in Bangladesh, Jordan, and Lebanon.		
International Rescue Committee, Inc.	122 East 42nd Street New York, New York 10168 USA	108,838,080
In partnership with IRC, Plan International, WarChild Holland, Behavioral Insights Team, and Innovations for Poverty Action the PlayMatters grant aims to strengthen children's holistic learning outcomes by changing adults' behavior to incorporate playful learning into regular interactions. It will use an evidence-based approach to strengthen the skills, resources and motivation of teachers, parents, caregivers, service providers and system actors in Ethiopia, Tanzania, and Uganda.		

UNICEF (Education Cannot Wait)	633 3 <sup>RD</sup> Avenue, 8 <sup>th</sup> Floor New York NY 10017 USA	8,347,831
<p>The partnership with Education Cannot Wait is an effort to triple the number of children reached with early learning opportunities and to triple the investment for playful early learning opportunities in crisis settings. Education Cannot Wait, is a pooled fund designed to accelerate education funding in conflict and crisis setting, is a powerful mechanism to influence donors and implementers alike for more playful early learning opportunities.</p>		
<b>Humanitarian Assistance</b>		<b>Total DKK 274,103,794</b>

<b>Focus Geographies</b>		
<p>Focus Geographies targeted our four strategic countries South Africa, Mexico, Ukraine, and Denmark. Here we worked to create synergies through partnerships and collaboration across the full learning ecosystem in each country to support and increase the impact of Learning through Play. We also supported Capital of Children, a centre of excellence for Learning through Play in and around the town of Billund in Denmark, where both the Foundation and the LEGO Group have their headquarters.</p>		
Grantee	Address	Value of Grant 2020 (DKK)
Billund Municipality	Jorden Rundt 1 Grindsted DENMARK	1,100,000
<p>Building upon a pilot in Vorbasse school 19/20, this grant will expand the tested playful pedagogical approach (incl. Play Labs) combined with project-based learning to all public schools in the municipality.</p>		
Kommunernes Landsforening (19-22)	Weidekampsgade 10 2300 København DENMARK	3,620,105
<p>6 Danish municipalities will become test beds for this project, which seeks to ease the transition of Danish children from kindergarten to school through a continuous learning through play experience supported by parents, pedagogues, teachers and municipalities.</p>		
Sesame Takalani (18-23)	1900 Broadway, NY NY 10023 USA	17,448,669
<p>This project implemented in South Africa contains two components: advocating for learning through play through a mass media campaign targeting parents, and building the capacity of caregivers, practitioners (e.g. social workers, educators) and public officials to promote LtP through community engagement.</p>		
Teach 4 All México A.C.	Hamburgo 14, Cuauhtémoc, Mexico City 06600, MEXICO	5,760,244
<p>This grant builds the capacity of public ECD centre practitioners across the country to implement learning through play approaches in their daily practice and training a new generation of early childhood experts and advocates.</p>		
University College Lillebælt (UCL)	Niels Bohrs Alle1 DK-5230 Odense DENMARK	1,074,675
<p>The project has allowed the design of a new diploma module – Play, creativity and learning – which has tested with in-service pedagogues from Billund and Esbjerg municipalities and finetuned for future use on a larger scale.</p>		

University College Copenhagen (Playful Learning Research)	Humletorvet 3 DK-1799 Copenhagen V DENMARK	5,945,456
This project explores the capacity of Learning through Play for supporting professional development training delivered by the Danish University Colleges sector, generates knowledge around the use of Play Labs for capability building, and seeks to identify the mechanisms for changing attitudes and practices toward playful learning.		
University College Copenhagen (Playful Learning 1)	Humletorvet 3 DK-1799 Copenhagen V DENMARK	20,310,000
The purpose of this grant is to improve the teaching and facilitation quality at the University Colleges in Denmark by developing specific playful learning pedagogy targeting students and future professionals who will be working with children aged 0-15.		
Instituto Mexicano de Investigación de Familia y Población AC	Malaga 25, Insurgentes Mixcoac, Mexico City 03920 MEXICO	1,648,134
<i>I want to, I can...promote play for health</i> project provides learning through play capability building for personnel in health centres (e.g. doctors, nurses, psychologists), pediatric hospital staff and social and community workers across 9 states in Mexico.		
Sesame (Mexico)	1900 Broadway, NY NY 10023 USA	2,122,460
Following a successful pilot, which promoted Learning through Play (LtP) with caregivers, educators and educational authorities in Mexico, this new grant's ambition is to significantly increase the number of ECD practitioners implementing permanently LtP in their learning environments every day.		
The Australian Council for Educational Research Ltd.	19 Prospect Hill Rd. Camberwell VIC 3124 AUSTRALIA	2,910,914
The Learning through Play at School Research Study is designed to support a targeted number of schools and teachers in Ukraine to implement quality LtP/integrated pedagogies by exploring how the model for learning through play at school applies in low and low to middle income country contexts, and which enabling factors are key, and in what sequence, or combination.		
UNICEF (2014-18)	3 United Nations Plaza 10017 New York USA	5,632,232
This grant laid the foundations for integrating learning through play in government policies, ECD curricula and programmes.		
<b>Focus Geographies</b>		<b>Total DKK 67,572,889</b>

## Experiences

Experiences demonstrated children's Learning through Play with unique products and experiences facilitated by the Foundation and Play Ambassadors.

Grantee	Address	Value of Grant 2020 (DKK)
Kolding Designskole (Design for Play)	Ågade 10 6000 Kolding DENMARK	5,613,000
Design for Play is the establishment of a "Master in Design for Play" as part of a Scandinavian hub for play and design that demonstrates how research about play can be translated into impact in practice. The initiative will produce specific solutions and encourage general dialogue about exploiting and recognising the potential of play for the benefit of design for and with children.		

Fondazione Reggio Children-Centro	Loris Malaguzzi Via Bligny, 1, 42124 Reggio nell'Emilia RE ITALY	1,606,210
The partnership established what is called a DigiAtelier – to showcase LtP activities combined and integrated with the Reggio Emilia materials and digital technologies at the Loris Malaguzzi Centre in Italy. The centre shares role modelling of LtP Activities (Experiences) and documentation of the what and the how children experience learning through play.		
Tsinghua University	30 Shuang Qing Road, Haidian 100084 Beijing CHINA	2,374,750
This grant to Tsinghua University Lifelong Learning Lab contributes to the LEGO Foundation's Experience Team's aim to develop and demonstrate Learning through Play (LtP) across ages 0-12. Given the influence and reach of Tsinghua University among educators and decision-makers in China, the objective of the grant is to create a hub for creative, hands-on learning in China.		
LEGO House	Ole Kirks Plads 1 7190 Billund DENMARK	22,464,925
The grant supports LEGO House in becoming a global show case for the transformative power of creativity, play and learning and creates community engagement in Billund and throughout Denmark.		
<b>Experiences</b>		<b>Total DKK 32,058,885</b>

## Evidence and Chair of LtP

Evidence and the Chair of Learning through Play aimed to understand and communicate the role of Learning through Play to support a more creative and resilient society.

Grantee	Address	Value of Grant 2020 (DKK)
Aarhus University (School of Culture and Society)	Jens Chr. Skousvej 7 8000 Århus C DENMARK	1,423,277
This grant is a follow-up action to the presentation and discussion of the Knowledge Centre  The purpose of the collaboration with the Interacting Minds Centre at the School of Culture and Society, Aarhus University, is to conduct basic and applied research into the properties and mechanisms of playful learning experiences.  The aim is to develop tools and methods for documenting, evaluating and measuring play and learning experiences and expand the research network and access to competences on learning through play based on the expertise at the School of Culture and Society, the Interacting Minds Centre and Aarhus University.		
Cambridge (Pedal Centre)	Trinity Lane, Cambridge CB2 1TN UNITED KINGDOM	5,057,588
This grant contributes by addressing critical gaps in the current knowledge base on play, namely: How can play be measured reliably across child ages and geographic contexts? What is the causal impact of play and playfulness on key aspects of child development? How can we intervene in school and home settings to increase the playful learning of children to ensure better learning outcomes for them?		



Rutgers (NIEER)	New Brunswick New Jersey 08901-1879 USA	1,458,379
This grant is focused on researching how early educators become facilitators of learning through play with children aged 4-5. The study will follow 200 early educators in Colombia who will take part in professional development. In order to gain a cross-cultural understanding of educator change, this study in Colombia is twinned with a separately funded, but similar study in Denmark.		
Børneriget (2019-22)	Rigshospitalet Blegdamsvej 9 2100 Copenhagen Ø DENMARK	1,333,261
This grant compliments the Ole Kirk's Fond Children's Hospital Copenhagen project with evidence generation around the role of play and health and with the aim of convincing (on an international level) clinical professionals, hospital leaders and decision makers on how to integrate play into health organisations and how to create play-based interventions to empower sick children.		
Tufts University (Fellow)	419 Boston Ave Medford, MA 02155 USA	670,854
The LEGO Foundation will work with an Assistant Professor from Tufts University to provide the LEGO Foundation with research on the impact of a teacher and children's development and learning based online teacher professional development platform. The research fellow will also provide external academic evidence on the usability and impact on this platform for teachers and students. This online platform will be a free open-access digital platform with no e-commerce, no licenses, and no requirements of product purchase.		
<b>Evidence and Chair of LtP</b>		<b>Total DKK 9,943,359</b>

<b>Advocacy &amp; Communication</b>		
Advocacy & Communication positioned the Foundation as a thought leader by maximising the Foundation's voice and influence on Learning through Play while increasing visibility and engagement with key audiences to drive the goal of Systemically Reaching Children with Learning through Play.		
<b>Grantee</b>	<b>Address</b>	<b>Value of Grant 2020 (DKK)</b>
The Brookings Institution	1775 Massachusetts Ave, NW Washington, DC 20036 USA	3,844,284
The grant is a three-and-a-half year project with the Brookings Center for Universal Education (CUE) to help decision-makers be better equipped to identify and understand innovative playful learning practices that have the potential to transform education progress.		
Anmarie Polsenberg Thomas (LEGO Prize Winner)	University of St. Thomas 2115 Summit Ave St Paul, MN 55105 USA	686,250
Since 1985 the LEGO Prize has been awarded to individuals or organizations that have made an outstanding contribution to the lives of children and are champions of learning through play. Anmarie Polsenberg Thomas was selected as the finalist for the LEGO Prize 2020 due to her outstanding work as Director at the Playful Learning Lab at the University of St. Thomas.		
<b>Advocacy &amp; Communication</b>		<b>Total DKK 4,530,534</b>

<b>LEGO Collaboration</b>		
LEGO Collaboration enabled and drove the LEGO Brand's efforts to create a strong foundation for becoming a global force for Learning through Play.		
Grantee	Address	Value of Grant 2020 (DKK)
LEGO System A/S (LEGO Local Community Engagement 2020)	Aastvej 7190 Billund DENMARK	15,204,188
To support the LEGO Group in inspiring and developing children with LtP in local LEGO communities. LCE is also a unique opportunity where all employees in TLG can connect with the values of the company outside the commercial context and support their local communities and children with LtP.		
LEGO System A/S (LEGO Play Day 2020)	Aastvej 7190 Billund DENMARK	10,841,520
PlayDay is to lay the foundation for mobilizing all 20.000 employees across the LEGO brand to embrace LtP. The long-term ambition is to ensure that all employees in the LEGO entities must understand both 'WHAT' LtP means and 'HOW to' put LtP into action at work, at home and in their local communities.		
New Profit (America Forward)	225 Franklin Street Suite 350 Boston, MA 02110 USA	10,474,730
The ultimate outcome of the project is to drive a new definition of quality education in the U.S. - one that is reflected in federal policy and creates the conditions for all children to develop a breadth of skills and experience learning through play, leading to better schooling for millions of children in the U.S.		
LEGO System A/S (Emergency Assistance)	Aastvej 7190 Billund DENMARK	6,558,082
The grant provides a flexible grant fund that can be used by organisations operating in LEGO Eco-System countries and allow them to respond to acute emergency (including natural disasters, conflict and refugee/migration or a combination of all three) where the well-being and lives of children have been put at risk.		
LEGO System A/S (UNICEF China)	Aastvej 7190 Billund DENMARK	6,296,339
A grant given to UNICEF China via the LEGO System A/S Social Impact & Partnership team to provide community-based support for early learning and responsive care (ELRC) for children aged 0-6 in China. The grant aims to generate positive behaviour change among caregivers to better support child development with a learning through (LtP) play approach. Together with the Save the Children China (StC) partnership, the intention is to build strong local knowledge base on LtP as well as build great examples to showcase LtP at both school level (StC) and at community level (UNICEF). The aim is to build a strong advocacy base for promoting LtP towards different stakeholders including parents, schools, local communities and government.		
		<b>DKK 49,375,159</b>
<b>Accrued for 2020</b>		
LEGO System A/S (LEGO Idea House 2020)	Aastvej 7190 Billund DENMARK	9,131,212
To support the LEGO Idea House in documenting and communicating the LEGO Group heritage and thereby showcasing 'learning through play' which are the fundamental LEGO Foundation values.		
LEGO System A/S (LEGO Charity 2020)	Aastvej 7190 Billund DENMARK	25,500,823
LEGO Charity is a packing and warehousing facility which supports the work of the LEGO Foundation through the delivery of Play Boxes, Six Bricks and products to children worldwide.		
<b>LEGO Collaboration</b>		<b>Total DKK 84,006,894</b>

<b>Other Charter Related</b>		
Other Charter Related activities included among others funding to the philanthropic foundation Ole Kirk's Foundation. The purpose of Ole Kirk's Foundation was to increase quality of life for children and their families, primarily in Denmark.		
Grantee	Address	Value of Grant 2020 (DKK)
Ole Kirks Fond (2020)	Koldingvej 2 7190 Billund DENMARK	150,000,000
Support to Ole Kirk's Fond (OKF) 2020 portfolio of ongoing and upcoming projects in the social, humanitarian and cultural areas. In 2020 OKF, prioritized focus on socially vulnerable families and children and thereby contributing to solving some of the problems that children in Denmark are facing today.		
Specialisterne	Lautruphøj 1-3 2750 Ballerup DENMARK	1,000,000
The project aims to create a positive attitude to include all people and create inclusion models for autistic/neurodiverse students in mainstream classrooms. The Specialisterne grant will establish the platform for students, using different LEGO tools, modern technology, and mentor models to individualise inclusion for students from when they start school at 6 years of age.		
Fondation CERN & Société	Mailbox L00900 1211 Geneva 23 SWITZERLAND	2,558,168
Science Gateway, the new scientific education and outreach centre from Fondation CERN & Société will target the general public of all ages and backgrounds. The goal of this project is to engage the public in science through a wide offering of activities for different target groups: from young children and teenagers to families and adults. Science Gateway will engage visitors with no or little prior knowledge about science & technology and CERN's activities. The exhibitions will be hosted in 3 of the 5 planned buildings.		
Ole Kirks Fond (Hospital for Children)	Koldingvej 2 7190 Billund DENMARK	21,900,000
Support to the Ole Kirk Foundation (OKF) with financing of the new Children's Hospital in Copenhagen, also known as the "BørneRiget" project. The project aims to create a world class hospital that sets new standards for the treatment and patient experiences of children, adolescents and pregnant women – as well as for their families.		
<b>Other Charter Related</b>		<b>Total DKK 175,458,168</b>

<b>Covid-19 Response</b>		
This was the global LEGO Foundation emergency response supporting children, parents, caregivers, teachers, and education systems that were affected by the COVID-19 crisis.		
Grantee	Address	Value of Grant 2020 (DKK)
Playful learning Lab	University of Saint Thomas 2115 Summit Avenue, Mail OSS 100, Saint Paul, MN 55105 USA	163,459
Playful learning lab has developed the PlayGround, an online platform with curated learning through play activities for children. The grant is to help expand activities. (USA)		

CFU	Humletorvet 2 1778 København DENMARK	2,368,500
This project aims to support teachers in the current situation of emergency remote teaching as well as build a knowledge base and community of practice for new approaches to distance Learning through Play after Covid-19. (DK)		
University of Oxford	Wellington Square Oxford OX1 2JD ENGLAND	1,885,348
The University of Oxford and Parenting for Lifelong Health brought together a coalition consisting of the WHO, UNICEF, the Global Partnership to End Violence Against Children, USAID and the US Centers for Disease Control and Prevention to develop a set of open-source COVID-19 parenting resource sheets. (South Africa, Uganda, Tanzania, Bangladesh, India, Philippines, Thailand, Malaysia, Ukraine, Kyrgyzstan, Montenegro, Paraguay, Brazil, Colombia, Mexico, Jordan).		
University of Oxford (II)	Wellington Square Oxford OX1 2JD ENGLAND	4,420,266
Follow-up on initial successes by continuing to strengthen the innovative ways of supporting families throughout the remainder of the COVID-19 emergency and beyond		
LEGO System A/S (LCE)	Aastvej 1 7190 Billund DENMARK	43,585,953
To enable the LEGO Group Social Responsibility team to pivot and extend the existing Local Community Engagement program to respond to the most urgent crisis at hand globally.		
Ole Kirks Fond	Koldingvej 2 7190 Billund DENMARK	25,000,000
For extra help to vulnerable children and families in the social field in Denmark.		
Aeio-TU	Cra. 48 #106a 14 Bogota COLOMBIA	8,995,988
To deliver a local material toolkit to promote learning through play at home for 100.000 children in 10 regions of Colombia.		
Aga Khan Foundation	The Courtyard, General Mathenge Drive PO Box 40898, 00100 Nairobi KENYA	2,376,477
To help children continue to learn and develop during school closures; and support schools to plan for when they reopen to address learning gaps and ensure safe and healthy learning environments in Kenya, Tanzania and Uganda.		
Boston College	140 Commonwealth Avenue Chesnut Hill, MA 02467 USA	1,991,135
To procure personal protective equipment and supplies necessary to protect the health and safety of staff, volunteers, government stakeholders, local partners and participant families during the training and intervention activities in Rwanda.		
BRAC	110 William St, 18th floor, New York, NY 10038 USA	10,293,750
To build on the foundation of the Play Lab project partnership with the LEGO Foundation to safely deliver remote and digital playful learning experiences to children ages 3-8 and their families in Play Lab communities during the global pandemic in Bangladesh, Tanzania, and Uganda.		

The Brookings Institution	1775 Massachusetts Ave, NW Washington, DC 20036 USA	3,143,450
To consider the rapidly changing context of unprecedented school closures in response to COVID-19 and to generate and translate novel evidence into actionable guidance on parent demand in Botswana, Canada, Colombia, Ghana, India, South Africa, UK and US.		
ChildFund International	2821 Emerywood Parkway Richmond, VA 23294 USA	3,505,085
To support young children and their caregivers to protect themselves and their children against COVID-19 and engage in joyful, meaningful Learning through Play activities in Guatemala.		
Care for Education	Jacaranda Avenue, Olivedale Johannesburg SOUTH AFRICA	2,364,620
To help Early Childhood Centres in South Africa by providing financial support to keep practitioners employed, take care of essential operating costs like electricity and rent and provide support and LtP resources for parents and children.		
FIRST	200 Bedford Street, Manchester, NH 03101 USA	15,976,929
To allow FIRST to maintain its operations and support ongoing growth of the FIRST LEGO League, FIRST Tech Challenge, and FIRST Robotics Competition programs globally.		
Harvard	20 University Road, 6 <sup>th</sup> Floor Cambridge, MA 02138 USA	1,661,703
During this unfolding public health crisis, the Harvard staff is moving swiftly to deploy resources to support children and families, especially those disproportionately affected by this pandemic globally through HCDC website.		
Kidogo	6901 St. Ambrose Way Landover, Maryland 20785 USA	1,003,181
Help Kidogo to support vulnerable children & their families in two key ways: Providing access to LtP resources for families to use at home; and providing financial support to Mamapreneurs to help them through the crisis as their operations and income are affected. (Kenya)		
Right to Play	18 King Street East, Suite 1400, Toronto 151114 CANADA	10,229,695
New ways to support children to process the effects of the crisis, and ensure health, hygiene and psychosocial wellbeing is integrated as a part of the curriculum in Ghana, Mali, Ethiopia, Tanzania, Uganda, Rwanda, Mozambique, Palestine, Lebanon, Jordan, Pakistan and Thailand.		
New York University	70 Washington Square South New York, NY 10012 USA	332,840
Play interaction investigations among young children and their mothers – due to Covid19 coding work will be completed with extra staff costs.		
Norwegian Refugee Council	Prinsens gate 2 0152 Oslo NORWAY	6,214,200
To strengthen existing efforts with parents and caregivers of the most vulnerable families in the northern area of Colombia.		
Save the Children	Rosenørns Alle 12 1634 Copenhagen V DENMARK	3,804,750
This grant builds on activities and structures that are already in place and supported by the LEGO Foundation in Bhutan, Nepal, and Bangladesh.		

Plan Børnefonden	Mimersgade 47, 4. sal 2200 København DENMARK	1,004,145
To empower parents and Early Childhood Education/Early Childhood Development caregivers to build a strong foundation to ensure that development and learning for children aged 3 - 6 continues during the school and ECD centres closure and after reopening in East African countries.		
Sesame	1900 Broadway New York, NY, 10023 USA	13,635,800
Sesame Workshop will develop short-form content for digital distribution. Child-facing content will feature topics such as healthy habits, getting active, maintaining learning and growing at home through everyday routines and activities globally.		
TREE	69 Krishna Rd, Riverside, Durban SOUTH AFRICA	2,023,000
TREE focuses on training women who are influential in a child's life, a teacher, mother, caregiver or guardian, with improved skills to engage with children and educate them through play with limited available resource in South Africa.		
UNICEF	FN-byen, Marmorvej 52, 2100 København Ø DENMARK	13,877,656
Caregivers are reached globally with messages about the importance of play for children's development during COVID-19 through the #Earlymomentsmatter campaign and partnership with Sesame Workshop.		
United World Schools	138, China Works, Black Prince Rd SE1 7SJ UNITED KINGDOM	828,613
This grant will enable UWS to continue providing education for UWS students aged 4-12 via distance learning programmes in Cambodia, Myanmar and Nepal.		
VVOB	Julien Dillensplein 1 box 2A Brussels 1060 BELGIUM	6,956,755
To support VVOB's response to new issues and opportunities in primary school children's learning that have emerged due to COVID-19 in three countries: Vietnam, Zambia, and South Africa.		
War Child Holland	Helmholtzstraat 61-G 1098 LE Amsterdam THE NETHERLANDS	885,120
War Child will ensure that children in Lebanon can benefit from psychosocial support through play. Children will have the opportunity to learn through play in parallel to their usual curriculum with positive impact on their well-being and development.		
Worldbank	1818 H Street, NW Washington, D.C. 20433 USA	3,328,400
The Early Learning Partnership Emergency Funding call will provide small grants (up to USD 50,000) to Worldbank country teams to include support to young children and their families within response activities globally.		
Education Cannot Wait	633 3rd Avenue, 8th Floor New York NY 10017 NEW YORK	102,937,500
ECW is a pooled fund for education in emergencies for first and second waves of COVID-19 First Emergency Response funding windows. There is a priority to ensure Ethiopia, Uganda, and Bangladesh are fully funded first, and a second priority to fund protracted crisis in East Africa.		
University of Cambridge	184 Hills Road, Cambridge, CB2 8PQ UNITED KINGDOM	1,206,759
A research programme in Ethiopia to provide a holistic view of learning and student well-being for assessing learning loss in the context of the current pandemic.		

Education for Sharing	Patriotismo 889, Insurgentes Mixcoac Benito Juarez, PC 03920 Mexico City MEXICO	1,398,743
To keep Education for Sharing operational through support for staff costs, utilities, and materials to compensate for the deficit caused by the COVID-19 crisis and develop activities through social media. (Mexico)		
Alinea Sofaskolen (Phase 1)	Vognmagergade 11 1148 København K DENMARK	2,435,000
The core of the programme is live streaming on sofaskolen.dk and YouTube with specially designed remote learning activities. (DK)		
Alinea Sofaskolen (Phase 2)	Vognmagergade 11 1148 København K DENMARK	3,005,400
To continue to support the publishing company Alinea in delivering high-quality Distance Learning through Play activities, supporting Danish teachers, children and parents affected by the Covid-19 emergency crisis. (DK)		
Fundacion Politecnico	Calle de Cadiz #59 piso 1 Colonia Insurgentes Mixcoac 03920 MEXICO	5,252,286
To support the Learn at Home program which consists of educational content transmitted via public TV channels and produced by Channel 11 in Mexico.		
Fundacion Televisa	Av. Vasco de Quiroga 2000 Santa Fe, Del. Alvaro Obregon CP 01210. Mexico City MEXICO	343,125
The Ministry of Education has reached out to Televisa Foundation, asking for support in developing hands-on and engaging content for children to develop holistic skills, with a particular focus on coding and socio-emotional learning. (Mexico)		
INEE	122 East 42nd St, New York, NY 10168 USA	3,244,150
INEE is an open, global network of members working together to ensure the right to a quality, safe, and relevant education for all who live in emergency and crisis contexts. With support from partners like USAID, INEE is leading in response to this crisis, rolling out a robust advocacy, capacity building, and knowledge management program.		
LEGO Education (FIRST)	Kløvermarken 12 7190 Billund DENMARK	432,698
To provide FIRST LEGO League experiences to 40 classes in rural area of Guangxi province, in China.		
IRC	122 E 42nd Street, New York, NY USA	13,388,600
International Rescue Committee will adapt and create play-based social-emotional learning content for children to be delivered via radio and other audio-supported devices in at least 4 contexts and languages in Tanzania, Uganda, Colombia and Lebanon.		
Rockefeller Philanthropy	6 West 48th Street 10th floor, New York, NY 10036 USA	1,664,200
All the main education multi-laterals (Education Commission, ECW, GPE, UNICEF, UNESCO, World Bank) along with Save the Children have come together to form a 'hub' to launch an advocacy and action campaign on behalf of children who are calling to #SaveourFuture. (Global)		
Save the Children (and Uni. Of Geneva)	1 St John's Lane, London EC1M 4AR ENGLAND	807,238
To support children most in need in Bangladesh, Nepal and Bhutan by ensuring that they have access to learning through play opportunities, helping to support the development of life-long skills in the midst of a health crisis that has put unforeseen stresses on health and education systems and on family life.		

Scratch Foundation	201 South Street Boston, MA 02111 USA	669,430
To provide access to Scratch and accompanying tutorials in Mexico will open up new opportunities for children to learn to express themselves creatively with technology and provide the potential to share their creations with their families, friends, and others around the world.		
Stellenbosch University	Francie Van Zijl Dr, Parow, Cape Town, 7505 SOUTH AFRICA	1,850,289
The project will leverage mobile phone technology to deliver a digital intervention to parents with young children aged 2-5 to promote parental sensitivity, responsiveness and mental health, and child social, emotional and cognitive development in Tanzania, Uganda and Zambia.		
Teacher Connect SA	19 Third Street, Houghton, Johannesburg, 2198 SOUTH AFRICA	3,566,289
This project aims to significantly change the South African landscape by empowering teachers to teach using Active Learning Pedagogies enhanced by the TeacherConnect platform that can reach every teacher in the South Africa.		
Tools of the Mind	23 Main Street #829 Shirley, MA, 01464 USA	6,179,415
Tools of the Mind are piloting a proof of concept Learn@Home approach that includes digital and print resources, teacher parent micro-coaching, and effortless sharing of data between home and school to provide a cohesive playful learning experience in and beyond times of school disruption. (USA)		
UNHCR	Marmorvej 51 2100 Copenhagen Ø, DENMARK	5,576,000
To support learning and growth. Focusing on identifying, curating, and disseminating LtP content and approaches, these activities build the capacity of educators and families to support children within continuous learning efforts both at home and with teachers in Ethiopia, Kenya and Zambia.		
University of South DK	Campusvej 55, 5230 Odense M DENMARK	601,700
The purpose of this project is to investigate the social-emotional experiences of children, as they are re-entering the learning environment during the controlled reopening (phase 2) of society, and the way different settings or conditions in the children's learning environments affect the social-emotional experiences of the children. (DK)		
University of South DK (phase 2)	Campusvej 55, 5230 Odense M DENMARK	2,718,600
The purpose of this project is to follow the complex processes of rethinking the playful learning environments in kindergartens and schools in order to learn from the COVID-19 experiences based on the idea of 'building back better'. (DK)		
<b>COVID-19 Response</b>		<b>Total DKK 349,134,242</b>

<b>Total all grants according to Annual Report</b>	<b>DKK 1.132.290.514</b>
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