



2005 | ANNUAL REPORT
BERNARD VAN LEER FOUNDATION

Bernard van Leer
Foundation
Annual Report 2005

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"We believe there is a magnificent task ahead to find ways of equipping children with the attitudes and social skills they need to live a balanced and good life in the world they will inherit."
Trude Maas-de Brouwer.

Zimbabwe: Child Protection Society. Photo: Lucy Wilson

Exploring new terrain

Foreword by the Chair of the Board of Trustees

One of the duties of the Bernard van Leer Foundation's Board of Trustees is to promote innovation. We are convinced that foundations such as ours have a responsibility to explore new terrain and seek new insights.

Because we have more freedom than NGOs and governments in deciding how to spend our resources, we also have an obligation to take greater risks.

Over the years, approaches we have explored have gone on to become mainstream. When that happens, we are pleased – and then we want to start looking for a different niche.

2005 was a year of reflection about the best strategy to realise our mission. Traditionally, we have clustered our projects in the countries where the Van Leer enterprise used to do business. But we have now decided to shift our emphasis. Although we have retained, and indeed curtailed, a list of countries in which we will make grants – because it makes sense to operate in the places we know – we are no longer thinking first and foremost about geographical location.

Instead we are thinking primarily about issue areas – fields of work in which we have identified expertise we want to share, or ideas which we want to explore and develop. We have identified three issue areas in which we will now organise our grantmaking, which are detailed in the Executive Director's introduction (pp 9–11).

The theme essay of this year's annual report deals in detail with one of those areas – 'Respect for Diversity'. In my opinion, our engagement in this area is an example of the groundbreaking role to which we are committed.

'Diversity' is a difficult term, and one that is bandied about in many contexts. It also denotes a difficult process for all of us. It seems that respecting other people is not something we do very easily. Looking around at today's world, we can see that people find it difficult to deal with differences, and many of us form prejudiced assumptions based on the most fleeting of impressions, often without even realising it. We can all benefit from learning to become aware of our prejudices and developing techniques to help ourselves – and our children – to overcome them.

Diversity confronts us with difficult questions about our own values, about what we believe is 'normal'. We realise that our norms are not carved in stone but have been shaped, gradually and imperceptibly, by our environment.

Given that globalisation is now a reality, we believe there is a magnificent task ahead to find ways of equipping children with

the attitudes and social skills they need to live a balanced and good life in the world they will inherit.

I have no doubt that in the area of Respect for Diversity we will continue to have to conduct many debates, both inside and outside the foundation. I hope that, eventually, the fruits of these debates – and of our projects – will become part of the mainstream of care and consideration for the development of young children.

And when we have generated enough interest among others to enable us to take a step back, we will no doubt want to embark with relish on blazing another new trail.

Trude Maas-de Brouwer

*Trude Maas-de Brouwer
Chair, Board of Trustees*



One of our three new programme areas focuses on the transition children make from their home environment into daycare, preschool and school.

Grenada: Roving Caregivers Programme. Photo: Peter de Ruiter

Shifting the emphasis

The report of the Executive Director

This has been a year of significant internal change in the Bernard van Leer Foundation: we have put the preparations in place for a new way of organising our grantmaking, by programme area rather than by geographical location. This opportunity to look back on 2005 allows me to put this change in the context of other developments, notably a discernible shift in emphasis in our grantmaking towards playing a more convening role, and more generally an expansion of our presence in the international arena.

The grantmaking overview (pp 19-33) provides the usual detailed overview of our activities in 2005, and I encourage you to make use of our new and improved website to find out more information about all the projects we currently fund. The website also makes available all our publications – and, as noted in the publications report (pp 45-47), this has been a bumper year for publishing at the foundation.

Early childhood continues to be a challenging, varied and rewarding field of activity, and one in which the Bernard van Leer Foundation is engaging in new and exciting ways. I will deal first with our growing role as a convenor, move on to explain the groundwork we have laid for an internal restructuring that plays to our established strengths, and conclude by surveying the international early childhood arena and our place within it.

Our growing role as a convenor

The year started with all our minds focused on the devastating effects of the tsunami, which had occurred six days before the end of 2004. The foundation responded with an additional allocation of EUR 1.1 million, which has been disbursed in nine separate grants to partners in affected countries to support long-term rebuilding and post-disaster work with young children. Together with the Van Leer Group Foundation – which itself initiated a project aimed at stimulating community philanthropy in Southern Thailand – and the Stichting Levi Lassen, the Bernard van Leer Foundation also convened a group of Dutch foundations to form the “Netherlands Foundations Initiative Tsunami”, a flexible vehicle of cooperation.

The latter initiative illustrates a recurring theme in the foundation’s work in 2005: a gradual shift from purely field-based activities towards a more convening role, bringing people and organisations together with the aim of increasing our leverage. Psychosocial support, a major factor in the foundation’s tsunami response, has also been front and centre in our role as a convenor on young children affected by HIV/AIDS. 2005 saw the holding of the second and third of the four psychosocial support workshops which form part of our

build-up to the XVI International AIDS Conference in Toronto in August 2006.

Overlapping with our organisation of the psychosocial support workshops has been our involvement in the Coalition on Children Affected by AIDS (CCABA). The primary aim of CCABA – working in harmony with UNICEF’s Global Campaign – is to organise a range of activities that will ensure young children’s issues are not allowed to slip off the agenda in Toronto, as many feel happened at the previous international AIDS conference in Bangkok.

Also in the field of HIV/AIDS, we are collaborating with UNICEF, Harvard and the FxB Foundation to convene the Joint Learning Initiative on AIDS and Children (JLIAC), which will bring together leading practitioners and academics to form a research network. The evidence base this provides will become a valuable complement to our field-based projects in contributing to our knowledge and advocacy efforts. Taking prime position among the latter is one of two pilot ‘Communication Interfaces’ established by the foundation in 2005, in partnership with the Human Sciences Research Council of South Africa. These pilots – the other is with Instituto Promundo in Brazil – will explore ways in which the foundation can transform field-generated knowledge into an effective advocacy agenda at national and regional level.

Before leaving the theme of HIV/AIDS, I must pay tribute to the winners of the Oscar van Leer Award for 2005, the Kenya Orphans Rural Development Programme (KORDP). I visited this project in July and saw at first hand the revitalising work they do in AIDS-ravaged rural Western Kenya through motivating communities to form daycare centres for their villages’ young children. Kathleen Okatcha, director of KORDP, was our guest in The Hague in November to receive the award – and in an area of work which offers much to depress, it was a pleasure to be able to honour and celebrate a project with a successful methodology that has the potential to be replicated across the continent.

Restructuring our grantmaking by issue area

For the coming years, all the above-mentioned projects on children and HIV/AIDS will be classified in a new way: under the

We have put the preparations in place for a new way of organising our grantmaking, by programme area rather than by geographical location.

‘Strengthening the Care Environment’ programme. In 2005, we prepared the ground for a radical reorganisation of the way the foundation approaches its grantmaking, which took effect in the early part of 2006. We are moving away from a geographical approach and towards an issue-based approach. Our three new programme areas are ‘Strengthening the Care Environment’, ‘Successful Transitions’, and ‘Social Inclusion and Respect for Diversity’.

As well as our HIV/AIDS work, Strengthening the Care Environment encompasses our projects dealing with parenting skills, teenage parenting, children of imprisoned parents, children without parents, and children affected by displacement and migration. The care environment has many layers which affect children’s rights and learning, each with their own risks, so this programme area typically requires broad-based approaches.

Successful Transitions is about the transitions children make from their home environment into their first experiences of life outside – daycare, preschool and school. Our interventions in this issue area seek to promote children’s developmental readiness for these new experiences, and to support teachers and care workers in making the transitions successful.

Aims include improving children’s access to primary schooling and success at school.

Social Inclusion and Respect for Diversity is a two-stranded programme area with the overall theme of helping children who are growing up in diverse and often conflict-ridden societies to develop attitudes, skills and habits that will help them deal with their societies and, ultimately, improve them. The first strand, Social Inclusion, is about ensuring equal rights and access for disadvantaged children. The second, Respect for Diversity, is dealt with at length in this year’s theme essay (pp 13-17).

The rationale behind the move from geographical to programme-based grantmaking is to consolidate our expertise in themes which cut across regional boundaries and place us in a better position to leverage our knowledge for broader and more lasting change. Another important change that occurred in 2005 with the same objective was a reduction in the list of

countries eligible for the foundation grants. More intensive work in fewer countries will enable us to build on partners’ and others’ experience and knowledge, and get this experience and knowledge communicated effectively to decision-makers and opinion leaders.

We now have a total of 21 countries eligible for grants, and we retain a presence in all the regions in which we have historically worked. They are: in sub-Saharan Africa – Kenya, South Africa, Tanzania, Uganda and Zimbabwe; in Asia and North Africa – India, Indonesia, Israel, Morocco and Thailand; in Europe – Germany, Greece, the Netherlands, Poland and Turkey; in Latin America – Brazil, Colombia, Mexico and Peru; and the East Caribbean region and United States. Countries previously eligible which are now ineligible for future grants are the Czech Republic, Egypt, El Salvador, Guatemala, Hungary, Malaysia, Mozambique, Nicaragua, Nigeria, Slovakia, United Kingdom and Venezuela. We will still have regional grants, however, that encompass countries not on the new eligibility list.

We have taken the opportunity presented by the changes required in our internal organisational structure to add weight to our knowledge-generating function by creating a new department: Monitoring and Evaluation, Studies and Information (MESI). In preparation for an increased role in international advocacy, a new post of External Relations Officer has been created as part of a new Public Information and External Relations (PIER) department. MESI and PIER sit alongside the three programme areas in our new organigramme, replacing the old division between Programme Development and Management (PDM) and Programme Documentation and Communication (PDC).

The process of deciding on the number, theme and definitions of our new programme areas has been invigorating for the foundation in 2005, giving us the opportunity to assess the state of our legacy of our four decades of work in early childhood development, and identify where and how we can take that legacy forward to make a real difference to the lives of disadvantaged young children in the coming years. The new organisational structure and grantmaking focus puts the

foundation in a strong position to move forwards, and I look forward to reporting in the 2006 annual report on the first year of progress. Please note that in the present annual report, we traditionally report on our grantmaking according to geographic area, rather than programme area.

Our growing role on the international stage

This is an exciting time to be involved in early childhood development, with ongoing developments both within and beyond the foundation. We look forward in the coming years to knowledge being generated by the ‘Young Lives’ project, an innovative example of our grantmaking in 2005. Young Lives is a long-term international research project in partnership with the UK’s Open University, which will look at the impact of poverty on the physical, socio-emotional and cognitive development of young children in the social and cultural contexts of four very different countries: Ethiopia, India, Peru and Vietnam. Such longitudinal studies provide much of the convincing evidence to justify and inform investments in early childhood, but until now they have been done primarily in industrialised countries. We are excited to be helping to build a Southern evidence base.

2005 saw the United Nations Committee on the Rights of the Child issue its General Comment No. 7 on Implementing Child Rights in Early Childhood, which drew attention to the potential of the concept of the young child as a rights-holder to offer a defining framework in early childhood development. The foundation can be proud of the role we played in catalysing and facilitating the development of this important document, which offers authoritative guidance on how the Convention on the Rights of the Child should be interpreted and implemented when it comes children below the age of 8.

This was one of a number of examples of the foundation’s increasingly active role in the international arena – not to mention that of its former staff. My predecessor Rien van Gendt, now with the Van Leer Group Foundation, was honoured by the Council on Foundations in 2005 with their Distinguished Grantmaker Award. Fellow foundation alumnus Gerry Salole was appointed head of the European Foundations Centre, which has over 200 members dedicated to strengthening organised philanthropy, and of whose international committee I was honoured to be appointed chairman. In October, the Salzburg Seminar – one of Europe’s foremost forums for the discussion of global issues, bringing together future leaders from around the world – held a session on ‘Early Childhood Development: Improving Linkages between Research, Practice

and Policy’, which I had the privilege to co-chair alongside Shiela Sisulu, Deputy Director of the World Food Programme.

As well as the major international conference on HIV/AIDS in Toronto, 2006 will see UNESCO work towards issuing its Education for All Global Monitoring Report 2007, which is on the theme of Early Childhood Care and Education. The foundation has a number of studies in the pipeline that look at the impact of early investments in primary school outcomes and will be a timely contribution to the debate.

We also look forward to interesting developments from the European Project on Integration and Migration (EPIM), a collaborative venture with nine other European foundations which will support civil society organisations working in the field of diversity. The overall aim of EPIM is to encourage the development of constructive integration policies in the European Union, and each participating foundation will concentrate on its own field of expertise. In our case this will mean another opportunity to build on the Respect for Diversity work described in our theme essay.

This was also the subject of a valuable joint event titled ‘Diversity, Identity, Empathy’ and held in Jerusalem in November with other members of the Van Leer Entity – the Van Leer Jerusalem Institute and Jerusalem Film Centre. The success of this event is one of many developments that convince me about the potential of ‘Respect for Diversity’ to make a valuable contribution to social change in Israel, Europe and beyond.

With our new structure in place, the foundation looks to the future with renewed vigour and determination in our mission to improve opportunities for disadvantaged young children. I am happy to present this 2005 Annual Report.



Peter Laugharn
Executive Director

Respect for diversity

A challenge of language, a global opportunity

Of the Bernard van Leer Foundation's three new issue areas (see Executive Director's report, pp 9-11), the second strand of 'Social Inclusion and Respect for Diversity' arguably ventures onto the most sensitive terrain and offers the most exciting potential for lasting social change. This essay looks at the challenges ahead.



A trained educator can transform a potentially awkward situation into a learning experience that broadens both children's understanding of the world, while leaving each of them feeling positive about their own upbringing and identities.

The Netherlands: Stichting Pedagogiekontwikkeling 0-7 (SPOREN). Photo: Devi Roebers

change would be too demanding. Nilly Venezia, director of the institute, ascribes this to a gap between cognitive beliefs and emotional responses: many people are enthusiastic about respect for diversity training in principle, but fearful in practice.³ At the time of writing, the pilot is going well with a new group of teachers nominated for compulsory attendance by the teacher training college, whose feedback indicates that they are finding the demanding personal change rewarding.

Ambitions

The foundation's move in 2005 towards organising its grantmaking in programme areas has placed respect for diversity closer to the centre of the foundation's ambitions to make a difference in the world. It is especially pivotal because it is the youngest and least well-defined discipline in the three programmes. The other two areas – dealing with the care environment, and transitions from home to school – cover terrain that is already reasonably well understood. The first half of the Social Inclusion and Respect for Diversity programme is also relatively straightforward – to conceptualise, that is, not to operationalise. Social inclusion is about ensuring that no children are denied access to services: it is largely a structural issue of tackling discrimination.

There is an extensive literature, academic and political, on social inclusion. The same is not true of respect for diversity. As a concept pioneered by the foundation's partners, it is defined largely by work funded by the foundation over the last few years. The creation of a new programme area offers the foundation an exciting platform to mainstream this approach.

To do this, the foundation will have to meet three challenges. The first is documentation: while there is a compelling body of anecdotal evidence about the value of respect for diversity, more systematic evaluations are needed to avoid the risk of preaching to the converted. The second and third challenges are closely related: getting the language right, and defining the limits of the subject. At the core of respect for diversity are solid ideas which deserve a wider audience, but it strays onto politically delicate terrain. It is necessary to find ways of talking about respect for diversity which do not allow debate

Training of teachers is central, as educators must become aware of their own stereotypes and prejudices before they can recognise them in children. This can be a challenging process, as the Differences and Multicultural Institute in Israel found when it embarked in 2005 on a pilot training programme for kindergarten teachers: most of the initial group of volunteer trainees dropped out because they feared that the required process of personal

about the sensitive subjects to drown out evidence about what works.

First of all, though, why should we be interested in respect for diversity? It is possible to answer this in a number of ways, none of them mutually exclusive. One can conceive of it as a *child development* issue: encouraging children to develop empathy and negotiation skills contributes to their development into rounded human beings, just as does encouraging them to play, participate, or read. Respect for diversity approaches improve the quality of early childhood education by challenging the 'one size fits all' assumption.

One can equally come at it from a *child's rights* angle: if we believe that every child should have the right to feel valued, respected and welcomed as a part of society, this implies a need to inculcate such positive attitudes in every child's peers and in the adults who live and work with children. The UN Convention on the Rights of the Child explicitly refers to the need for education to promote the value of respect for differences.⁴

Or one can regard it as a gamble on long-term *societal change*. If we encourage children from an early age to feel comfortable with differences, the societies which they grow up to form may gradually become more harmonious and less prone to conflict as the generations pass by.

We have no evidence for this conjecture, as no region has implemented a respect for diversity programme over a period that would enable us to look for societal change.

The city of Berlin is becoming the first test case, as in 2005 it introduced into its schools a curriculum developed by foundation partner Kinderwelten – a highly encouraging step forward for respect for diversity. The curriculum is attracting interest from other municipalities in Germany and is currently being translated into other languages.

Even if societal changes are seen, it would be difficult to separate out the competing causes. But it does not seem unreasonable to postulate that attention to respect for diversity in early childhood might contribute to long-term social change. At the very least, it can seek to create localised pockets of positive interaction between diverse children and parents.

Learning to live together

The need for respect for diversity can be seen all over the world. In industrialised societies with high rates of immigration, such as Western Europe and the USA, the imperative to learn to live together is pressing and obvious. The same is even more

true of conflict-prone societies: if foundation-funded projects in Israel are found to be having a positive effect, it is not difficult to think of other hotspots where their experiences may offer valuable inspiration.

As well as the kindergarten teacher training referred to above, foundation-funded Respect for Diversity projects in Israel include the pioneering Hand-in-Hand schools, in which Arab and Jewish children are educated together, and the use of theatre and soccer to bridge social divides.⁵

Then there are societies in which immigration has created a different kind of problem: marginalised indigenous communities. Here is a San student remembering his first year in primary school in Namibia:

"The other children spent their time making fun of me and my Khwe heritage. The name Bushmen boy became a common taunt. Whatever bad story they talked about they always associated it with being a Bushman. For example, if someone talks too much, the other would say you talk too much like Bushmen; you eat like a Bushman, and your hairs look shaggy like a Bushman hairstyle." ⁶

The foundation has a strong heritage of promoting the rights of indigenous children, and there is considerable potential for this experience to inform and be informed by Respect for Diversity approaches focusing on the children of immigrants. The foundation is already funding a Respect for Diversity project in Mexico which is linked to indigenous rights; Eastern Europe societies with Roma populations are another obvious potential target of a Respect for Diversity approach.

Approaches being developed in the foundation's existing Respect for Diversity projects seem highly likely to be useful in varied social contexts. Getting them onto the agendas of policymakers and practitioners around the world brings us back to the challenges identified above.

The challenge of language is suggested by the earlier observation that respect for diversity originated in Europe and was inspired by the anti-bias curriculum of the USA. Despite some differences of emphasis, these approaches are, if not quite different labels on the same tin, at least products from the same range. So why the different names?

The ultimate reason is that the issues are perceived to be different. In the USA, while the real issue is one of deeply rooted structural power relations, debate gets stuck on the question of race; in Western Europe, cultural identity tends to be more

important. But the direct effect of such differences is limited – both 'anti-bias' and 'respect for diversity' would be reasonable descriptions, on the face of it, of the approaches on both sides of the Atlantic.

More interesting, and much harder to pin down, is the effect that different cultural experiences with diversity issues have had on the connotations associated with particular words. A recent popular treatment of the subject of framing by cognitive scientist George Lakoff⁷ draws attention to the dramatic effects of word choice in defining political issues – tax breaks for high earners, for example, commanded higher public support in the USA when framed as tax relief, because the phrase has connotations of a burden being eased – and nowhere in early childhood education is framing more important than diversity.

This is partly due to the sensitive implications of the subject, but also because the diversity in question is often linguistic, so the framing needs to work in translation. An English speaker might use 'intercultural' and 'multicultural' interchangeably, for instance, but they suggest radically different things to a Spanish speaker.

When discussing the issue in the 1990s, the foundation's partners felt that 'anti-bias' was a phrase that worked well for Anglophones but sounded too negative when translated into other European languages. 'Education without prejudice' is another frame that has found favour in many quarters, but is also formulated negatively. 'Respect for diversity' is the result of an attempt to find a more positive formulation which can be adapted to different social contexts.

Early experience is encouraging, as the phrase has been taken up with enthusiasm by many of the foundation's partners in Israel, who had previously tended to use the language of 'tolerance'. (While undoubtedly a major improvement on intolerance, the use of 'tolerance' as a frame has connotations that reveal a severely limited ambition: it does not suggest the development of a benign acceptance of difference, still less a positive appreciation of it, but merely indicates a willingness not to act on one's dislike.)

The framing of respect for diversity is more ambitious than any of these. It implies not only that discrimination is bad, but that diversity can be good.

The USA is an especially challenging place to get the language right. With its base in Europe, the Bernard van Leer Foundation has greater freedom to fund the asking of sensitive questions, such as what white parents are telling their children about black people. But the education system in the USA is

exceptionally fragmented, making it hard to find an effective platform, and entry points for discussing diversity are limited as the discourse on early childhood has not tended to revolve around concepts such as rights and participation.

At the time of writing, the foundation is considering a proposal to involve the academic community in research under the banner of the "Development of Tolerance and Respect for Diversity", which will draw on existing fields such as socialisation theory and identity development, social justice and peace education. Facilitating the development of a common global terminology in which academics can discuss young children and diversity will undoubtedly be an important aim for the foundation's new Respect for Diversity programme.

Meaning and messages

This will not be easy, as respect for diversity means different things to different people. A working paper⁸ currently in draft format and to be published by the foundation in 2006 identifies five distinct ways of conceptualising the phrase: one approach aims at promoting assimilation, another focuses on recognising special needs, a third revolves around promoting cultural understanding, a fourth puts equality of opportunity centre stage, and finally there is an emphasis on anti-discrimination. Each approach has subtly but significantly different implications for policy and practice.

With lack of definitional clarity in academia, it is hardly surprising that practitioners are not immune from semantic uncertainties. A recent internal evaluation⁹ of the DECET (Diversity in Early Childhood Education and Training) network – a European network working to promote respect for diversity, many of whose members are supported by the foundation – found that the network's members understood different things by such terms as 'diversity' and 'equality'. It recommended that work is needed to clarify the values, terms and key messages associated with respect for diversity.

A vital aim is to avoid the natural danger of becoming bogged down in definitions. What is needed for mainstreaming respect for diversity is for the meaning and implications of words and messages to be immediately comprehensible to non-expert policymakers and parents.

The difficulty here is that the good ideas at the core of respect for diversity implicitly raise questions of considerable political sensitivity when taken to their logical conclusions. If not drawn out and addressed, there is a risk that uncertainty

and debate about the implications of respect for diversity will obscure the core messages.

For example, *A lullaby for Hamza* is a much-praised DVD produced by the DECET network which shows four childcare centres in different European countries, at which children from different cultures play together and learn about each other. The core message – a good one – is that multi-cultural childcare is a positive and appropriate feature of life in multicultural cities.

There are, however, potentially controversial messages implicit in the story which are not directly explored. Hamza is a child who will be calmed only by a lullaby sung to him in his own language, Somali, and elsewhere in the DVD, carers are seen learning lists of vocabulary in the multiplicitous mother tongues of their charges. While it is not the point of the story, this unavoidably touches on the debate – current and contentious in much of Europe – about the extent to which immigrant communities should be required to master a national language.

The implication is that educational systems must adapt to the linguistic diversity of the children who use them. But does this imply that societies have no right to insist on compulsory use of national languages in educational settings, or merely that a young child’s right to comfort should trump such considerations?

Hamza’s very presence in this multicultural nursery raises another highly sensitive issue: the growing trend in parts of Europe towards exclusively faith-based educational establishments. Does respect for diversity imply that we should discourage schools and pre-schools from catering exclusively to homogenous social groups, or does it imply that we should be respectful of diverse ways of providing childcare and educational services?

These are the kind of difficult questions which will need to be confronted explicitly if the approach is to make significant headway into the mainstream discourse of policymakers, parents and the general public.

Religion

The issue of religion poses perhaps the most significant challenge. Consider that the example which opened this essay centred on a morally neutral subject – table manners. It is highly unlikely that Elke’s parents will be upset when they hear that Elke has learned about other cultures considering it acceptable to eat with their hands, or that Olivia’s parents will find it

offensive that Elke has been raised to eat with utensils. Now suppose that Elke comes from a devoutly religious background and criticised Olivia because her parents are unmarried. It would clearly be a more demanding task for the educator to leave both children feeling that their parents’ worldviews had emerged unscathed from this encounter with diversity.

Most of the foundation’s programming to date has involved religious identity only as a component of a broader cultural identity that leads to social marginalisation, so difficulties specific to faith have not arisen in our work. But we are aware that, when it comes to religion, the phrase respect for diversity can intuitively be understood in two contradictory ways. It could naturally be assumed to be an exhortation to respect the diversity of opinions which are based on faith, even when those opinions themselves conflict with respect for diversity. Or it could equally naturally be taken as an assertion that respect for diversity is a value that society demands must trump religious belief. The challenge is to find ways to resolve this paradox.

The bottom line is that the demanding questions posed by the implications of the language of respect for diversity must not be allowed to obscure the value at the centre of the approach. The foundation’s projects in diversity do work that is worthwhile and in line with our mandate and vision. The approaches now being pioneered have the potential to play a critical role across the globe, helping children in contexts ranging from diverse cities to remote villages.

Parents and teachers have much to gain from being encouraged to look inside themselves, become conscious of their prejudices and raise their children to mould create strong communities from the diverse ingredients at their disposal. Diversity is both a challenge and an opportunity for society – just as respect for diversity is for the foundation.

Notes

- 1 The textbook in question is *Young children aren’t biased are they?! How to handle diversity in early childhood education and school*, edited by Anke Keulen, Bureau MUTANT, and published with Bernard van Leer Foundation support in 2004.
- 2 For more details about practical training techniques in respect for diversity, see *Diversity and equity in early childhood training in Europe: Examples of training practices in the DECET network*, published with the support of the foundation by the DECET (Diversity in Early Childhood Education and Training) network in 2004 and available from <www.decet.org>.
- 3 In conversation with the author.
- 4 Convention on the Rights of the Child, Article 29 (c).
- 5 See <www.bernardvanleer.org> for more information.
- 6 *Listening to the voice of the child: An insight into what it is like to be a San child starting school*. Working Group of Indigenous Minorities in Southern Africa (WIMSA), 2005.
- 7 *Don’t think of an elephant: Know your values and frame the debate*. George Lakoff, Chelsea Green Publishing, 2004.
- 8 “Respect for diversity: An international review,” by Farhana Farook Brixen and Deevia Bahana. With Glenda MacNaughton and Robert Zimmermann.
- 9 Carried out by Alain Thomas Consultancy Ltd for the Bernard van Leer Foundation.



A Child Protection Society volunteer has come to visit, making sure that the family is getting by and that the older children are doing well in school.

Zimbabwe: Child Protection Society. Photo: Lucy Wilson

The Foundation’s grantmaking in 2005

An overview by region

The Bernard van Leer Foundation supports early childhood development programmes in the form of grants to local partner organisations, who are a range of public, private and community-based agencies. They range from small, innovative organisations for whom we are the main source of funds, to large national actors for whom we are one donor among many.

We aim to fund projects that will have a lasting and tangible effect on the lives of children around the world. And the benefits should go both ways; we invest in activities that will also add to the foundation’s knowledge and understanding. By contributing to our own publications and advocacy work, the projects we fund can ultimately have an influence that extends well beyond their local communities.

In 2005, the foundation made 159 grants in 47 countries – a total of EUR 20.0 million – with an average of EUR 130,000. The funds are distributed relatively evenly in five regions worldwide: Africa (22%), Asia (26%), Europe (15%), Latin America (17%) and the USA/Caribbean (14%).

Visit our website at <www.bernardvanleer.org/partners> for more detailed information about our grantmaking, the partners we work with and their projects.

Asia/Middle East and North Africa

India

Project title: Caring for Tribal Children, Phase II
Partner organisation(s): Vikash
Location: Pottangi and Semiliguda, Koraput District
Grant amount: EUR 204,700
Overall objective(s): To create a child-friendly environment that enables tribal children to develop their physical, socio-emotional and intellectual abilities to position themselves more strongly within mainstream society.

Project title: Growing up in the Palani Hills, Phase II
Partner organisation(s): Society for Integrated Development of Tribals (SIDT)
Location: Lower Palani Hills, Western Ghats of Tamil Nadu State
Grant amount: EUR 86,100
Overall objective(s): To create a child-friendly environment that enables tribal children to develop their physical, socio-emotional and intellectual abilities to position themselves more strongly within mainstream society.

Project title: Supporting VHAI Relief Activities
Partner organisation(s): Voluntary Health Association of India (VHAI)
Location: New Delhi
Grant amount: EUR 25,000

Overall objective(s): To provide relief to the most devastated communities and villages in the Andaman and Nicobar Islands in a rapid and efficient manner.

Project title: Restoration of the ICDS Centres after the Tsunami
Partner organisation(s): Voluntary Health Association of India (VHAI)
Location: Andaman and Nicobar Islands
Grant amount: EUR 97,300
Overall objective(s): To promote integrated and sustainable child development in the tsunami-affected areas.

Project title: Special Coaching Centre for Tsunami Victim Children
Partner organisation(s): Rural Development Trust
Location: Kancheepuram District, Tamil Nadu
Grant amount: EUR 5,760
Overall objective(s): To enhance the school performance of 161 under-privileged children aged 5–14 in special education centres and to support their social and emotional development.

Project title: Trust Fund FORYOUCHILD
Partner organisation(s): Foundation for Rights of Young Child (FORYOUCHILD)
Location: Tamil Nadu

Grant amount: EUR 300,000

Overall objective(s): To ensure financial sustainability so that the annual interest from the Corpus Fund will be used to promote all-round development of young children, whereby children's perspectives and views on policy and decisions are respected.

Project title: Tying Nets, Catching Children, Phase III

Partner organisation(s): Loyola College

Location: Chennai, Tamil Nadu

Grant amount: EUR 50,000

Overall objective(s): To strengthen an effective network to lobby for better childcare facilities for the young child and maternity benefits for working mothers in Tamil Nadu.

Indonesia

Project title: Assessment on Sexual Reproductive Health of Children (4–9)

Partner organisation(s): World Population Foundation

Location: Jakarta

Grant amount: EUR 77,100

Overall objective(s): To improve attitudes and skills of children, parents and teachers to openly and freely address issues regarding relationships and sexuality appropriate behaviour for children aged 4–9.

Project title: Children's Education in Post-Tsunami Aceh

Partner organisation(s): Sokola

Location: Aceh

Grant amount: EUR 118,690

Overall objective(s): To encourage young children's development as well as facilitate trauma recovery by creating a supportive and child-friendly environment after the tsunami disaster.

Project title: Revitalising the BKB Program

Partner organisation(s): Yayasan Kusuma Buana

Location: Jakarta

Grant amount: EUR 89,000

Overall objective(s): To further develop an appropriate community based small-scale model using a new paradigm to improve and revitalise the Bina Keluarga Balita (BKB), or parent-child programme.

Project title: Supporting Young Children in Disaster Areas

Partner organisation(s): Center for Bioethics and Medical Humanities

Location: Yogyakarta

Grant amount: EUR 212,900

Overall objective(s): To promote all-round development of young children by creating a supportive environment so that parents, caregivers, and community members will be better equipped with knowledge and skills to help young children overcome their traumatic conditions.

Israel

Project title: A Kindergarten Centre for Chareidi Children

Partner organisation(s): Mercaz Beth Jacob

Location: Jerusalem

Grant amount: EUR 408,800

Overall objective(s): To set up a multidisciplinary early childhood centre that strives to provide an optimally stimulating environment, for children and teachers in the many Chareidi (ultra-orthodox) kindergartens around Jerusalem that are under-resourced both in terms of materials and ideas.

Project title: Building Resilience in the Preschool Classroom

Partner organisation(s): Israel Center for the Treatment of Psychotrauma

Location: Jerusalem

Grant amount: EUR 42,200

Overall objective(s): To adapt the Building Resilience in the Preschool Classroom project sensitively to the needs of young Arab children, their families and their communities.

Project title: Children-Friendly Kindergartens

Partner organisation(s): Centre for Advancement of Functional Capacities

Location: Even Yehuda

Grant amount: EUR 578,000

Overall objective(s): To enhance pleasurable learning among children in kindergartens located within disadvantaged communities in Israel, so as to reduce learning and behavioural difficulties.

Project title: Early Childhood Education and Respect for Diversity, Phase II

Partner organisation(s): Hand in Hand: Center for Jewish Arab Education

Location: Jerusalem and Wadi Ara

Grant amount: EUR 256,500

Overall objective(s): To consolidate the strong recent advances in favour of integrated education and respect for diversity among young children from polarised communities in Israel, through the bilingual and multicultural Jewish Arab schools.

Project title: Early Childhood Education and Respect for Diversity: Stories

Partner organisation(s): Hand in Hand: Center for Jewish Arab Education

Location: Jerusalem and Wadi Ara

Grant amount: EUR 34,000

Overall objective(s): To document, with a collection of oral histories, how Jewish and Arab children, parents and teachers learn to perceive others anew, through bilingual and multicultural education that brings them together in a divided society.

Project title: Educators in a Multi-Cultural Society – Narrative

Partner organisation(s): Differences and Multi-Cultural Institute

Location: Givataim

Grant amount: EUR 45,000

Overall objective(s): To document the wide presence of cultural stereotypes in Israeli society, and the experiences of a project that attempts to make kindergarten settings more responsive to children's plural identities.

Project title: Extending 'Learning to Live Together' for Young Arab Children

Partner organisation(s): The Hebrew University of Jerusalem

Location: Mount Scopus, Jerusalem

Grant amount: EUR 22,545

Overall objective(s): To render the Learning to Live Together programme – for enhancing the emotional and social development of very young children in out-of-home care – relevant to young Arab children in Israel.

Project title: Mobile Support to Chareidi Kindergartens

Partner organisation(s): The Achyia Institute

Location: Bnei Brak, Elad

Grant amount: EUR 344,700

Overall objective(s): To provide diagnostic and remedial facilities for developmental problems among young children in a sensitive and culturally appropriate manner, using a mobile unit to visit kindergartens in low-income Chareidi neighbourhoods in Bnei Brak and Elad.

Project title: Mobile Support to Chareidi Kindergartens

– Clinical Evaluation

Partner organisation(s): The Achyia Institute

Location: Bnei Brak

Grant amount: EUR 129,900

Overall objective(s): To document the effectiveness of early screening and intervention in improving learning outcomes, using a case study from the Chareidi community in Israel.

Project title: Multi-sensory Support for 'Problem' Children

Partner organisation(s): Razi Li Primary School

Location: Bnei Brak

Grant amount: EUR 49,763

Overall objective(s): To establish a Snoezelan room that will act as a centre where young children's behavioural problems will be sensitively and effectively addressed through multi-sensory stimulation and counselling.

Project title: Play to Belong, Phase II

Partner organisation(s): The Maccabim Association

Location: Tel Aviv

Grant amount: EUR 145,000

Overall objective(s): To expand a 'soccer and social integration' programme for young Bedouin children in the Negev, following on from the pilot project, and to secure other sources of funding for its continuation.

Project title: Playroom at Talmudei Hatorah Schools

Partner organisation(s): Municipality of Bnei Brak

Location: Bnei Brak

Grant amount: EUR 116,800

Overall objective(s): To modify the environments of nine scriptural schools for young Chareidi boys in ways that facilitate their holistic development, creating spaces and opportunities for play within school surroundings that were previously oriented only to study.

Malaysia

Project title: Growing Up Stronger, Phase IV
Partner organisation(s): Persatuan Guru Tadika (PGT)
Location: Nationwide
Grant amount: EUR 278,600
Overall objective(s): To work towards sustainability of the programme by strengthening relationships with the government, networking within the NGO and corporate sectors and putting different funding strategies in place.

Project title: Snakes and Ladders, Phase III
Partner organisation(s): Partners of Community Organisations (PACOS)
Location: Rural and remote areas
Grant amount: EUR 335,500
Overall objective(s): To improve the educational support for indigenous children in rural and remote areas of Sabah and Sarawak and the Peninsular in East and West-Malaysia by making education indigenised and thus more relevant to them.

Pakistan

Project title: Relief Earthquake Pakistan
Partner organisation(s): Society for the Protection of the Rights of the Child (SPARC) Lahore
Location: Mansehra District, Lahore
Grant amount: EUR 25,000
Overall objective(s): To assist the victims of the earthquake, especially children, in the Mansehra District, one of the most badly affected areas in Northern Pakistan.

Sri Lanka

Project title: Psychosocial Relief for Sri Lankan Children
Partner organisation(s): Maastricht University
Location: Sri Lanka
Grant amount: EUR 100,000
Overall objective(s): To develop a training structure didactic manuals, audiovisual productions and a website, as well as to use performing arts to contribute to a) greater psychosocial attention to children and adults recuperating from the tsunami and a 'culture of preparedness' for potential disasters, and b) basic human values that foster a 'culture of social harmony, respect and tolerance' in the country.

Thailand

Project title: Burmese Karen Refugees, Phase II
Partner organisation(s): Taipei Overseas Peace Service (TOPS)
Location: Mae Sot Tak
Grant amount: EUR 212,200
Overall objective(s): To promote optimal development of refugee and migrant children in nursery schools by addressing their socio-emotional needs.

Project title: Emotional Recovery of Tsunami-affected Children
Partner organisation(s): Rajanukul Institute, Department of Mental Health
Location: Bangkok
Grant amount: EUR 104,000
Overall objective(s): To contribute to trauma recovery and enhancing the emotional and social development of young children through the involvement of various stakeholders within the community.

Project title: HIV/AIDS Affected Children Study
Partner organisation(s): Chiang Mai University
Location: Chiang Mai
Grant amount: EUR 17,700
Overall objective(s): To focus on the physical, socio-emotional, cognitive and spiritual needs of young children aged 0–6.

Project title: Isaan at its Best II
Partner organisation(s): Tai Wisdom Association (TWA)
Location: Bangkok
Grant amount: EUR 45,000
Overall objective(s): To a) document TWA's experiences on ECD development supported by the Bernard van Leer Foundation during 2002–05; b) use the document as evidence base to disseminate TWA's experiences at national level as part of its ECD advocacy and to approach potential donors; c) translate the book on the Children and Family library from Thai into English; and d) develop a project proposal for potential donor agencies.

Project title: Living with Tsunami
Partner organisation(s): Maya Children's Art and Theatre Workshop
Location: Bangkok, Thailand
Grant amount: EUR 166,700
Overall objective(s): To enhance teachers' capacity in facilitating and assisting children in developing their skills and

knowledge regarding critical thinking and life-skills through developing and disseminating a body of knowledge on living with the effects of the tsunami.

Project title: The Isaan Bright Child, Phase III
Partner organisation(s): Maya Children's Art and Theatre Workshop (MAYA)
Location: Central Thailand
Grant amount: EUR 499,000
Overall objective(s): To enhance the physical and psychological well-being and social and intellectual development of young children and their families through local ECD capacity building and the creation of a national ECD teachers network to advocate for improved national ECD policy.

Europe

Regional

Project title: CD-ROM Diversity in EC Centres and Parental Participation
Partner organisation(s): Association des Collectifs Enfants Parents Professionnels (ACEPP)
Location: France, Germany, Belgium, Netherlands
Grant amount: EUR 10,100
Overall objective(s): To produce a CD-ROM in German, French and Dutch that will serve as a tool to disseminate examples of good practice on parental engagement in multicultural childcare centres with a view to promoting integration and active citizenship as well as combatting discrimination.

Project title: European Foundation Project on Integration and Migration
Partner organisation(s): Network of European Foundations (NEF)
Location: European Union
Grant amount: EUR 25,000
Overall objective(s): To contribute to a collaborative effort of European foundations working in support of Europe's 'common integration principles' and to enhance the contribution of foundations in this field.

France

Project title: La Pédagogie dans les Lieux d'Accueils Interculturels
Partner organisation(s): Association des Collectifs Enfants-Parents Professionnels (ACEPP)

Location: Nationwide
Grant amount: EUR 107,100
Overall objective(s): To capitalise on and document the educational practices and pedagogical underpinnings of the intercultural parental childcare settings.

Germany

Project title: Bridging Different Worlds: an Early Years' Curriculum
Partner organisation(s): Institut für den Situationsansatz (INA) gGmbH
Location: Europe
Grant amount: EUR 19,500
Overall objective(s): To support the translation into English of the Berlin early years' curriculum based on equity and diversity principles.

Greece

Project title: ELELE, Phase II
Partner organisation(s): Centre of Artistic and Pedagogical Training (SCHEDIA)
Location: Elefssina
Grant amount: EUR 300,400
Overall objective(s): To improve the lives of minority children living in Elefssina through the establishment and operationalisation of a 'Centre for the Promotion of Respect for Diversity' that will lay, within the community, the foundations for respect for diversity and will function as a model of good practice to be replicated country-wide.

Project title: Steki
Partner organisation(s): EADAP
Location: Vyronas
Grant amount: EUR 231,300
Overall objective(s): To improve the lives of Greek and immigrant preschool age children living in Vyronas by fostering educational practices which, by being respectful of cultural and religious differences, will allow all children to develop to their fullest potential.

Project title: Synergie, Phase IV
Partner organisation(s): EADAP
Location: Nationwide
Grant amount: EUR 467,500
Overall objective(s): To improve the quality of education in

Greece's childcare structures with a view to ameliorating the lives of children and allowing them to develop to their fullest potential.

Italy

Project title: Relais Italia – Bambini Senza Sbarre, Phase II
Partner organisation(s): Associazione Bambini Senza Sbarre
Location: Nationwide
Grant amount: EUR 397,500
Overall objective(s): To disseminate strategies benefiting children of imprisoned parents and to raise awareness in institutional and civil society contexts resulting in the creation of a national network.

The Netherlands

Project title: 4e Nationale Bezoekmoederdag
Partner organisation(s): Nederlands Instituut voor Zorg en Welzijn (NIZW)
Location: The Netherlands
Grant amount: EUR 5,500
Overall objective(s): To contribute to the organisation of the 4th national home visitors' day on 12 November 2005 in Amersfoort. 'Communication with babies' will be the theme for this event.

Project title: Children's Museum
Partner organisation(s): Joods Historisch Museum
Location: The Netherlands
Grant amount: EUR 5,000
Overall objective(s): To organise visiting programmes for school groups of minority children and their mothers to the Children's Museum.

Project title: Ervaringscentrum Vraaggericht Werken, Phase III
Partner organisation(s): Wetenschappelijke Educatieve en Sociaal-Kulturele Projekten BV (WESP)
Location: The Hague
Grant amount: EUR 203,000
Overall objective(s): To improve children's lives by allowing them, through demand-driven work, to become active players capable of influencing the educational services offered to them.

Project title: How Do We Want to Raise Our Children?
Partner organisation(s): Mother Center International Network Empowerment (MINE)
Location: International

Grant amount: EUR 35,000
Overall objective(s): To organise an international conference of representatives of all Mother Center's networks to share the outcomes of national consultations on educating young children for the future.

Project title: In Mokum Staat een Huis
Partner organisation(s): Joods Historisch Museum
Location: The Netherlands
Grant amount: EUR 250,000
Overall objective(s): To contribute to the transformation of the current pilot children's museum of the Jewish Historical Museum into a permanent children's museum.

Project title: MINE Dissemination Study
Partner organisation(s): Mother Center International Network Empowerment (MINE)
Location: International
Grant amount: EUR 27,300
Overall objective(s): To undertake a study determining the factors of the international dissemination of the Mother Center's concept and to describe the enabling conditions for sustainability of the Mother Centers at local level.

Project title: Pedagogical Programme SPÖREN
Partner organisation(s): Stichting Pedagogiekontwikkeling 0-7 (SPÖREN)
Location: Country-wide
Grant amount: EUR 149,500
Overall objective(s): To stimulate young children's development in a learning community in which parents, children and teachers actively participate.

Project title: Peuterspeelzaal De Mussen
Partner organisation(s): Clubhuis De Mussen
Location: The Netherlands
Grant amount: EUR 6,400
Overall objective(s): To contribute to the refurbishment of crèches and renewal of toys and other equipment of Clubhouse 'De Mussen' in The Hague.

Project title: Young Kids Coping with Conflict, Phase II
Partner organisation(s): Vakgroep Ontwikkelingspsychologie, Universiteit Utrecht
Location: Utrecht

Grant amount: EUR 152,300
Overall objective(s): To further conduct action research in multicultural childcare centres with a view to informing and influencing practice.

Slovakia

Project title: By Education to Parenthood
Partner organisation(s): Smile as a Gift Society
Location: Nationwide
Grant amount: EUR 55,000
Overall objective(s): To develop a training and community support programme to reduce the number of Roma children in institutional care.

Project title: Peer Learning Benefiting the Whole, Phase II
Partner organisation(s): Union of the Mother Centers (UMC)
Location: Nationwide
Grant amount: EUR 312,700
Overall objective(s): To strengthen and further develop the network of Slovak Mother Centres (a 36-month implementation phase).

Switzerland

Project title: Campaign for Prevention of Child Abuse
Partner organisation(s): Women's World Summit Foundation (WWSF)
Location: Switzerland
Grant amount: EUR 5,000
Overall objective(s): To support wwsf's activities on the World Day for Prevention of Child Abuse on 19 November 2005.

Turkey

Project title: For Ben U Sen Children
Partner organisation(s): Çocuklar Ayni Çati Altinda Dernegi (ÇAÇA)
Location: Diyarbakir
Grant amount: EUR 202,500
Overall objective(s): To enable children, in particular those working or susceptible to work on the streets of Diyarbakir, to fully enjoy their rights as set forth in the Convention on the Rights of the Child. In addition, to establish a family support system to preventatively and remedially address the problem of street working children by collaborating with local partners. Also, to generate an intervention that can be replicated in other neighbourhoods.

United Kingdom

Project title: Development of 'Building Block' on Support for Young Children Affected by HIV/AIDS
Partner organisation(s): International HIV/AIDS Alliance
Location: United Kingdom
Grant amount: EUR 70,000
Overall objective(s): To develop and produce a Briefing Note, as part of the Alliance's Building Blocks series, on community-based care and support for young orphans and vulnerable children. The Briefing Note will focus on very young children affected by HIV/AIDS and is aimed at communities and local organisations working with children and families. There is also an option to develop participatory learning and action tools to accompany the Briefing Note.

Project title: Young Lives
Partner organisation(s): The Open University
Location: Nationwide
Grant amount: EUR 250,000
Overall objective(s): To investigate the impact of poverty on young children's development and to introduce an ECD component into this international research project, which is led by the University of Oxford.

Latin America

Regional

Project title: Niñez Indígena Andina
Partner organisation(s): Obra Claretiana para el Desarrollo
Location: Chile, Bolivia, Argentina, Peru, Ecuador
Grant amount: EUR 276,412
Overall objective(s): To support and document the lessons learned of good ECD practice in indigenous communities of the Andes.

Brazil

Project title: Center to Promote Citizenship
Partner organisation(s): Ato Cidadao
Location: Sao Paulo
Grant amount: EUR 283,600
Overall objective(s): To support the creation and organisation of safe places in three moderately high-risk communities of Sao Paulo, where children have access to safe care, play and socialisation.

Project title: Estilos de Criação de Crianças na América Latina e Caribe
Partner organisation(s): Instituto Promundo
Location: Brazil, Peru, Mexico, Nicaragua, Venezuela, Jamaica
Grant amount: EUR 35,000
Overall objective(s): To contribute to the promotion of the integral development of children and their rights through a comparative qualitative study of family rearing practices focussed on children's participation and democratic interaction within the family.

Project title: Local Social Networks for Sustainability of ECE
Partner organisation(s): Instituto para o Desenvolvimento do Investimento Social
Location: Sao Paulo, Belo Horizonte
Grant amount: EUR 15,000
Overall objective(s): To formulate a new proposal for a community-based and locally sustained early childhood care and development programme for vulnerable children at six semi-rural cities of the State of Sao Paulo and the slums in the urban areas of western Belo Horizonte.

Project title: Nucleo de Articulação pela Primeira Infancia (NAPI)
Partner organisation(s): Instituto Promundo
Location: Brazil
Grant amount: EUR 165,815
Overall objective(s): To promote the rights of young children 0 to 8 by influencing the development of public policies and practices on early childhood development, care and education through alliance building and advocacy.

Project title: Posto de Puericultura Suzanne Jacob
Partner organisation(s): Posto de Puericultura Suzanne Jacob
Location: Piauí, Parnaíba
Grant amount: EUR 36,352
Overall objective(s): To design a new proposal aiming at the construction of a sustainable programme for children and adolescents that improves the living conditions of the poor young children of Parnaíba, in the Brazilian Northeast, while sustaining the current levels of action.

Project title: Projeto Cidade Criança
Partner organisation(s): Centro Popular de Cultura e Desenvolvimento
Location: Aracuaí, Minas Gerais

Grant amount: EUR 480,000
Overall objective(s): To train relevant staff from the various institutes that take care of young children in developing knowledge, behaviour and positive attitudes in regard to young children's participation in the design, monitoring and evaluation of programmes that affect them.

Project title: Proyecto Espaço Protegido
Partner organisation(s): Centro de Criação de Imagem Popular
Location: Rio de Janeiro
Grant amount: EUR 165,400
Overall objective(s): To create a cultural centre for the young child (Centro Cultural da Criança) in the community Complexo do Morro dos Macacos, Rio de Janeiro, as a safe place where children aged 2 to 10 have full access to learning and developmental activities in accordance with the Convention on the Rights of the Child and national laws and regulations.

Colombia

Project title: Formación de Familias y Profesores en La Chorrera
Partner organisation(s): Fundación Caminos de Identidad (FUCAI)
Location: La Chorrera
Grant amount: EUR 115,700
Overall objective(s): To train parents, grandparents, students and teachers in child development issues, enabling children aged 0 to 6 from the Uitoto, Boro and Okaina ethnic groups, to have a harmonious childhood and to enter and remain in the formal school system.

Project title: Los Niños y las Niñas Protagonistas de su Desarrollo
Partner organisation(s): Fundación para el Desarrollo Integral del Menor y la Familia (FESCO)
Location: Viterbo, Filadelfia, Pensilvania, Riosucio, Manizales
Grant amount: EUR 475,600
Overall objective(s): To create and/or consolidate spaces in institutions at various levels (the home environment, the family and community, the municipalities and departments, and the national level) that comply with the rights of children and lead to the formulation and implementation of social plans that take into account children's needs and interests.



As fishermen prepare new boats for a return to the sea nine months after the tsunami, small boys play with toy construction equipment, a prominent feature of the current landscape in that area.

Mexico

Project title: Grupo de Trabajo de Infancia Indígena y Educación
Partner organisation(s): Melel Xojobal, A.C.
Location: Nationwide
Grant amount: EUR 191,628
Overall objective(s): To contribute to the regional, national and international debate on respect for diversity and education and to influence public policies in favour of the protection of the rights of indigenous children in the Mesoamerican region.

Nicaragua

Project title: Aprendiendo en Casa
Partner organisation(s): CANTERA Centro de Educación y Comunicación Popular
Location: Departments of Managua, Chontales and Madriz
Grant amount: EUR 302,800
Overall objective(s): To contribute to the 'Plan Intersectorial de Education Inicial y Preescolar' by developing a non-conventional model of integrated care and education for children in the 0-6 age range, based on the participation of families and involving the public sector agencies and non-governmental agencies (civil society).

Peru

Project title: Los Niños Toman el Micrófono
Partner organisation(s): Asociación Kusi Warma
Location: Chorrillos/Ventanilla
Grant amount: EUR 179,706
Overall objective(s): To improve the quality of the environment of the young child and to reduce and prevent any form of violence against them through the promotion of young children's participation in the family, school and other childcare centres and share the lessons learned during the experience at a regional and national level.

Project title: Municipios Amigos de los Niños y Niñas
Partner organisation(s): Asociacion Kallpa
Location: Ayacucho, Cusco, Iquitos regions
Grant amount: EUR 179,851
Overall objective(s): To promote municipal provision for integral health, care and educational services for children aged 3 to 7 and a methodology for social monitoring based on community participation.

Project title: Papá en Acción
Partner organisation(s): CEINDES
Location: Ciudadela Pachacutec; Lima
Grant amount: EUR 330,300
Overall objective(s): To promote a positive role for fathers in the education and care of their children as well as in the generation of family welfare in the shanty-town community of Pachacutec.

Project title: Workshop on the Evolving Capacities of the Child
Partner organisation(s): Save the Children – Switzerland
Location: Lima
Grant amount: EUR 10,000
Overall objective(s): To promote children's rights and participation in Latin America, according to their evolving capacities.

Venezuela

Project title: Alianza para el Empoderamiento Infantil en Venezuela
Partner organisation(s): Grupo Social CESAP
Location: Nationwide
Grant amount: EUR 35,000
Overall objective(s): To promote an agenda for young children's participation in shaping their own ECD programmes, through the implementation and monitoring of an innovative proposal involving alternative and culturally appropriate media.

Project title: Interface de Conocimiento
Partner organisation(s): Nexus Consultores Socioeducativos, S.R.L.
Location: Nationwide
Grant amount: EUR 50,100
Overall objective(s): To gather significant knowledge about young children's rights, care and development, generated through the various projects supported by the Bernard van Leer Foundation in Venezuela.

Project title: La Participación de Niños/Niñas en el Barrio
Partner organisation(s): Fundación Escuela de Gerencia Comunitaria
Location: Metropolitan district Caracas; Guarico State; Apure State
Grant amount: EUR 198,300
Overall objective(s): To promote children and family

participation in the defence of their rights and the improvement of the habitat where they are brought up.

North America/Caribbean

Caribbean region
Project title: Impact Evaluation of the Roving Caregivers Programme
Partner organisation(s): Amsterdam Institute for International Development
Location: Eastern Caribbean Region
Grant amount: EUR 304,800
Overall objective(s): To launch a longitudinal impact study on the Roving Caregivers Programme in the Caribbean.

Project title: Regional Radio Project II
Partner organisation(s): Parenting Partners Caribbean
Location: Caribbean Region
Grant amount: EUR 207,400
Overall objective(s): The aim of the Regional Radio Project is to further greater understanding of how to use media and how it can play a role in the lives of children and their parents.

Jamaica

Project title: Child Support Programme, Phase II
Partner organisation(s): Environmental Foundation of Jamaica (EFJ)
Location: Kingston
Grant amount: EUR 253,700
Overall objective(s): To improve the educational, health and nutritional status, as well as the care and protection of children 0-6 years of age in 12 inner-city communities in Kingston, Jamaica.

Project title: Roving Caregivers Programme, Phase IV
Partner organisation(s): Rural Family Support Organization (RuFamSo)
Location: Central Jamaica
Grant amount: EUR 472,600
Overall objective(s): To consolidate the Roving Caregivers Programme operations in the three central parishes of Jamaica for another three years.

USA

Project title: Child Development Research Dissemination Project

Partner organisation(s): HPT1, LLC
Location: Nationwide
Grant amount: EUR 33,600
Overall objective(s): To prepare for a project on dissemination of cutting-edge research on child development in diverse contexts.

Mississippi Delta Early Childhood and Socialization Initiative
Overall objectives of the six projects listed below: To create nurturing family and community environments for the early growth and development of young black children and achieve good educational outcomes through structured learning processes.

Project title: Early Childhood and Socialization Support Initiative
Partner organisation(s): Professional Associates
Location: Mississippi Delta
Grant amount: EUR 241,000

Project title: Anguilla Early Childhood and Socialization Initiative
Partner organisation(s): Sharkey/Issaquena County Improvement Association
Location: Mississippi Delta
Grant amount: EUR 126,900

Project title: Cary Early Childhood and Socialization Initiative
Partner organisation(s): Cary Christian Center
Location: Mississippi Delta
Grant amount: EUR 126,200

Project title: Marks Early Childhood and Socialization Initiative
Partner organisation(s): Quitman County Development Organization
Location: Mississippi Delta
Grant amount: EUR 124,000

Project title: Mayersville Early Childhood and Socialization Initiative
Partner organisation(s): Mayersville Youth Development Committee
Location: Mississippi Delta
Grant amount: EUR 113,800

Project title: Webb Early Childhood and Socialization Initiative
Partner organisation(s): Tallahatchie County Ministerial Alliance
Location: Mississippi Delta
Grant amount: EUR 130,500

Project title: Helping Children at Risk from Emotional and Behavioural Problems
Partner organisation(s): Hesperian Foundation
Location: USA
Grant amount: EUR 50,000
Overall objective(s): To develop a third book in the Hesperian Foundation's Early Assistance series which aims to support and inform the efforts of caregivers. It will focus on addressing the needs of young children in the developing world facing critical challenges to their health and well-being. The Foundation will contribute its experience of working with children affected by HIV/AIDS, particularly in relation to psycho-social support.

Project title: Phoenix Feasibility Study Project
Partner organisation(s): Arizona Community Foundation
Location: Arizona
Grant amount: EUR 31,000
Overall objective(s): To implement a feasibility study to explore the options for designing and supporting a child socialization, parenting and child upbringing programme along the us-Mexico border.

Project title: Relief Hurricane Katrina
Partner organisation(s): Mississippi Low Income Child Care Initiative
Location: Mississippi
Grant amount: EUR 25,000
Overall objective(s): To reconstruct the Moore Community House, the facilities of which were ravaged by flood waters as a result of Hurricane Katrina.

Project title: Revising Anti-Bias Curriculum
Partner organisation(s): Pacific Oaks College
Location: USA
Grant amount: EUR 19,500
Overall objective(s): To support the gathering of data for a revision of the curriculum 'Anti-Bias Education: Tools for Empowering Young Children', by Louise Derman-Sparks.

Project title: The Impact of Culture on Early Childhood Development
Partner organisation(s): Zero to Three
Location: Nationwide
Grant amount: EUR 29,000
Overall objective(s): To complete a comprehensive literature review on the influence of culture on child development.

Sub-Saharan Africa

East Africa
Project title: M&E Mentor East Africa
Partner organisation(s): MS Training Centre for Development Cooperation
Location: Kenya, Tanzania and Uganda
Grant amount: EUR 73,500
Overall objective(s): To strengthen the technical and organisational monitoring and evaluation capacity of Bernard van Leer Foundation partner organisations in Eastern Africa.

Kenya
Project title: ECD/OVC Care and Support Project
Partner organisation(s): Maasai AIDS Awareness Programme (MAAP)
Location: Kajiado District
Grant amount: EUR 161,700
Overall objective(s): To reduce the suffering of orphans, vulnerable children and family members through HIV prevention and strengthening of existing community care and support systems.

Project title: Nutrition and HIV/AIDS
Partner organisation(s): Rural Outreach Program
Location: Butere-Mumias District, Western Province
Grant amount: EUR 204,400
Overall objective(s): To build the capacity of caregivers and mobilise the community in order to improve the quality of psychosocial, nutrition and health care given to young children living in HIV/AIDS affected households.

Project title: Samburu ECD Project, Phase III
Partner organisation(s): Christian Children's Fund (CCF)
Location: Samburu and Marsabit Districts
Grant amount: EUR 346,100
Overall objective(s): To replicate the experience of using

traditional and modern child-rearing practices to enhance early childhood development among children aged 0-8 years in Samburu and Marsabit Districts.

Project title: Towards Sustainable ECD Programmes in Kenya
Partner organisation(s): Kenya Community Development Foundation
Location: Kenya
Grant amount: EUR 250,000
Overall objective(s): To enhance sustainability of community-based ECD programmes in Kenya through an asset-based approach.

Mozambique
Project title: Apaixonados Pela Vida, Phase II
Partner organisation(s): Coopimagem
Location: Nampula, Gaza and Maputo Provinces, Mozambique
Grant amount: EUR 116,500
Overall objective(s): Helping to develop skills to manage feelings and emotions that HIV/AIDS affected children, and those who surround them, are already facing, or are likely to be faced with.

Project title: Wona Sanana Project, Phase II
Partner organisation(s): Associação Wona Sanana
Location: Southern Region
Grant amount: EUR 227,800
Overall objective(s): To create, improve and disseminate innovative initiatives that contribute to improving the way children's issues are addressed in Mozambique, with specific emphasis on child rights, child participation and valuing local knowledge and community strengths.

Nigeria
Project title: Child-to-Child Programme, Phase III
Partner organisation(s): Mothers' Welfare Group
Location: Kaduna State
Grant amount: EUR 225,312
Overall objective(s): To identify and implement strategies that will assist the communities and Mothers' Welfare Group in continuing the Child-to-Child method and material use in the state of Kaduna after the assistance from the Bernard van Leer Foundation ends in 2008.

South Africa
Project title: Child-friendly Society, Phase II
Partner organisation(s): Children's Rights Centre (CRC)
Location: KwaZulu Natal Province
Grant amount: EUR 292,216
Overall objective(s): To contribute to the creation of a child friendly society based on the rights of children and all people.

Project title: Communications Interface South Africa
Partner organisation(s): Human Sciences Research Council
Location: Nationwide
Grant amount: EUR 126,500
Overall objective(s): To develop, in cooperation with the Bernard van Leer Foundation, a broad-based advocacy strategy, drawn from analysis of current trends, research findings and practical experience, to influence policy and programmes and to create strategic alliances to support the care and development of young children in the face of the HIV/AIDS pandemic.

Project title: FCM Masikhule
Partner organisation(s): Masikhule Early Childhood Development Centre
Location: Eastern Cape
Grant amount: EUR 35,000
Overall objective(s): To build on the existing child rearing beliefs and practices in order to increase access by vulnerable children and their families to available resources and services.

Project title: KZN Multisectoral ECD Partnership Development
Partner organisation(s): University of KwaZulu Natal
Location: KwaZulu Natal
Grant amount: EUR 252,551
Overall objective(s): To develop an integrated vision that has a functioning multisectoral mechanism for support to early childhood development in the province of KwaZulu Natal.

Project title: M&E Mentor
Partner organisation(s): Insideout Monitoring & Evaluation Specialists
Location: South Africa
Grant amount: EUR 60,600
Overall objective(s): To strengthen the technical and organisational monitoring and evaluation capacity of the Bernard van Leer Foundation partner organisations in the country.

Project title: Masifunde Njengomndeni Project
Partner organisation(s): Family Literacy Project
Location: KwaZulu Natal Province
Grant amount: EUR 145,368
Overall objective(s): To improve the low literacy attainment of young children by working with them and their caregivers in more areas within the Province of KwaZulu Natal.

Project title: Nomakhaya Project
Partner organisation(s): Masikhule Early Childhood Development Centre
Location: Eastern Cape
Grant amount: EUR 218,745
Overall objective(s): To strengthen the sustainability of the programme by implementing an exit strategy with the Maqhinebeni Cezu Community and by expanding into a new project site within the same province, Eastern Cape.

Project title: Taking to Scale FCM Programme in Eastern Cape
Partner organisation(s): Early Learning Resource Unit (ELRU)
Location: Eastern Cape
Grant amount: EUR 37,700
Overall objective(s): To develop a partnership with key provincial government departments towards holistic family support for the well-being of young children.

Tanzania
Project title: Addressing the Needs of Infants and Young Children
Partner organisation(s): Tanzania ECD Network
Location: Tanzania
Grant amount: EUR 48,852
Overall objective(s): To facilitate the network members in ECD planning, programming and implementation at the local, regional and national level.

Project title: Building the Foundations of Development, Phase III
Partner organisation(s): AMANI Early Childhood Care and Development (Amami ECCD)
Location: Tanzania
Grant amount: EUR 450,000
Overall objective(s): To realise dynamic ECD Information-Education-Communication processes actively informing and challenging the realisation of the ECD targets of Tanzania's

National Strategy for Growth & Reduction of Poverty, at all levels.

Project title: Kinnapa Early Childhood Development Project
Partner organisation(s): Kinnapa Development Programme
Location: Kiteto District
Grant amount: EUR 150,330
Overall objective(s): To promote the well-being of young children in Kiteto District through education, nutrition, health and early stimulation.

Project title: Strengthening ECE of Young Pastoralist Children
Partner organisation(s): Monduli Pastoralist Development Initiatives (MPDI)
Location: Sepeko Ward and Monduli District
Grant amount: EUR 180,000
Overall objective(s): To provide quality early childhood care and education for young pastoralist children, in Sepeko Ward and Monduli District through a collaborative commitment between families, communities and service providers.

Uganda
Project title: Child Care and Development
Partner organisation(s): Hope for Orphans and Women (HOW)
Location: Soroti District
Grant amount: EUR 31,700
Overall objective(s): To generate appropriate knowledge to guide HOW Uganda in programming that contributes towards positive cultural and behavioural change so that fathers will participate equally with the mothers in childcare, child support and child development.

Project title: Child Parenting Child
Partner organisation(s): Orphans Community Based Organisation (OCBO)
Location: Rakai District
Grant amount: EUR 35,600
Overall objective(s): To set-up and instil community-based support and parenting initiatives for children below nine years who live in child headed households in Rakai District.

Project title: Gender and HIV/AIDS Rakai District
Partner organisation(s): African Network for the Prevention and Protection Against Abuse and Neglect (ANPPCAN) Uganda

Location: Rakai District
Grant amount: EUR 194,000
Overall objective(s): To contribute to the prevention of HIV/AIDS and child abuse through reducing gender related vulnerability among children in Rakai District.

Zimbabwe
Project title: Comprehensive Review of ECEC Situation in Zimbabwe
Partner organisation(s): UNICEF Zimbabwe
Location: Zimbabwe
Grant amount: EUR 49,200
Overall objective(s): To provide strategic information and data on integrated early childhood development (IECD) that would form the basis of a national early childhood education and care (ECEC) policy and strategies for Zimbabwe.

Project title: ECD Play Groups, Phase IV
Partner organisation(s): Farm Community Trust of Zimbabwe
Location: Manicaland; Mashonaland; East, West and Central Provinces
Grant amount: EUR 270,000
Overall objective(s): To improve the quality of care and provide protection to children in former large scale commercial farming areas in rural informal settlements through consolidating and extending play centres.

Project title: Exploring Support for ECD
Partner organisation(s): Bekezela Home Based Care
Location: Bubi District
Grant amount: EUR 21,000
Overall objective(s): To determine the factors that affect and explore effective models for early childhood development support in Bubi District.

Project title: M&E Mentor
Partner organisation(s): SYMACON P/I
Location: Zimbabwe
Grant amount: EUR 34,500
Overall objective(s): To strengthen technical and organisational the monitoring and evaluation capacity of the Bernard van Leer Foundation partner organisations in the country.

Project title: Piloting an Intervention to Support Very Young Orphans
Partner organisation(s): Farm Orphan Support Trust
Location: Mashonaland Central and Manicaland Provinces
Grant amount: EUR 179,800
Overall objective(s): To improve nutrition and psycho-social support for very young children (aged 0–8 years) affected and infected by HIV and AIDS in farm worker communities in Mashonaland Central and Manicaland Provinces in Zimbabwe.

Global
Project title: Essential Activities of the CGECCD
Partner organisation(s): Consultative Group on ECCD
Location: Worldwide
Grant amount: EUR 50,000
Overall Objective: To support the core activities of the Consultative Group on Early Childhood Care and Development with the intention to bridge funding to allow it under the leadership of its new codirectors to prepare a new three-year proposal to be submitted to the Foundation.

Project title: XVI International AIDS Conference
Partner organisation(s): The Teresa Group
Location: Worldwide
Grant amount: EUR 90,800
Overall objective(s): To increase the prominence and quality of the discussion of children's issues at the 2006 Toronto AIDS conference.

Project title: Joint Learning Initiative: AIDS and Children
Partner organisation(s): Global Equity Initiative
Location: Worldwide
Grant amount: EUR 150,000
Overall objective(s): To contribute to the establishment of a Joint Learning Initiative on children affected by AIDS, engaging 60-80 leaders from South and North, both practitioners and scholars.

Project title: Foundation's Role in Alleviating Global Poverty and Disadvantage
Partner organisation(s): European Foundation Centre (EFC)
Location: European Region
Grant amount: EUR 30,000
Overall objective(s): To articulate a vision of the particular role and contribution of European foundations in international development, taking a 20-year perspective.

The Tsunami Support Fund

In response to the December 2004 tsunami crisis, the Bernard van Leer Foundation allocated EUR 1 million in early 2005 to address issues of longer-term rehabilitation and development in tsunami-affected regions of South and South-East Asia. The Foundation prioritised support for partners mainly through (1) supporting parents directly affected by the disaster in their caregiving role; (2) supporting (para)professionals such as midwives, childcare staff and healthcare staff; and (3) creating safe and normal environments for young children, such as opportunities for play and social interaction.

The Tsunami Support Fund made grants to the following local organisations in India, Indonesia, Sri Lanka and Thailand, mostly concentrating resources in areas where the foundation already has strong local knowledge and links with local organisations. Most projects focus on trauma recovery of young children and their families and aim at enhancing the social-emotional development of young children. In early January 2005, the foundation made a one-time exception by awarding a EUR 25,000 grant to the Voluntary Health Association of India for immediate relief efforts in the Andaman and Nicobar islands.

India

Project title: Restoration of the ICDS Centres at the Little Andaman and Nicobar Islands
Partner organisation(s): Voluntary Health Association of India
Grant amount: EUR 97,300
Overall objective(s): To promote integrated and sustainable child development in the tsunami-affected areas.

Project title: Supporting VHAI’s Relief Activities
Partner organisation(s): Voluntary Health Association of India
Grant amount: EUR 25,000
Overall objective(s): To provide relief to the most devastated communities and villages in the Andaman and Nicobar Islands in a rapid and efficient manner.

Project title: Trust Fund FORYOUNGCHILD
Partner organisation(s): Foundation for Rights of Child
Grant amount: EUR 300,000
Overall objective(s): To ensure financial sustainability so that the annual interest will be used to promote all round development of young children, whereby children’s perspectives, views on policy and decisions are respected.

Project title: Special Coaching Centre for Tsunami Victim Children
Partner organisation(s): Rural Development Trust
Grant amount: EUR 5,760
Overall objective(s): To enhance the school performance of 161 under-privileged children aged 5–14 years in special education centres and to support their social and emotional development.

Indonesia

Project title: Children Education in Post-Tsunami Aceh
Partner organisation(s): Sokola
Grant amount: EUR 118,690
Overall objective(s): To encourage young children’s development and facilitate trauma recovery by creating a supportive and child-friendly environment after the tsunami disaster.

Project title: Supporting Young Children in the Disaster Area
Partner organisation(s): The Consortium of Gadjah Mada University
Grant amount: EUR 212,900
Overall objective(s): To promote all-round development of young children by creating a supportive environment so that parents, caregivers and community members will be better equipped with knowledge and skills to help young children overcome their traumatic conditions.

Sri Lanka

Project title: Psychosocial Relief for Sri Lankan Children
Partner organisation(s): Maastricht University
Grant amount: EUR 100,000
Overall objective(s): To develop a training structure and didactic manuals, audiovisual productions and a website, as well as to use performing arts to contribute to a) greater psycho-social attention to children and adults recovering

from the tsunami and a ‘culture of preparedness’ for potential disasters, and b) basic human values that foster a ‘culture of social harmony, respect and tolerance’ in the country.

Thailand

Project title: Emotional Recovery of Tsunami-affected Children
Partner organisation(s): Rajanukul Institute, Department of Mental Health
Grant amount: EUR 104,000
Overall objective(s): To contribute to trauma recovery and enhancing the emotional and social development of young children through the involvement of various stakeholders within the community.

Project title: Living with Tsunami
Partner organisation(s): Maya Children’s Art and Theatre Workshop
Grant amount: EUR 166,700
Overall objective(s): To enhance teachers’ capacity in facilitating and assisting children in developing their skills and knowledge regarding critical thinking and life-skills through developing and disseminating a body of knowledge on living with the effects of the tsunami.

The foundation and the Van Leer Group Foundation were instrumental in organising the response of Dutch foundations regarding the tsunami through the Dutch Association of Foundations, and to place those efforts within the larger relief and rehabilitation frameworks being put together by national and international agencies.

Oscar van Leer Award 2005



The foundation's Oscar van Leer Award for 2005 was awarded to the Kenya Orphans Rural Development Programme (KORDP) for its Community Support to AIDS Orphans project. The award was presented to Kathleen Okatcha, Executive Director of KORDP, by the chair of the Bernard van Leer Foundation's Board of Trustees, Trude Maas-de Brouwer, in a ceremony in The Hague on 3 November 2005.

The Oscar van Leer Award honours programmes "for excellence in enabling parents and communities to help young children realise their full potential". It was instituted in 1994 and is presented every two years.

The award commemorates Oscar van Leer, the son of the founder of the Bernard van Leer Foundation. It consists of a commemorative statue and the sum of EUR 12,500.

KORDP has been a partner of the foundation since 2001. Working in areas of Kenya's Western province worst affected by the HIV/AIDS pandemic, it strengthens the ability of families and communities to care for orphans and vulnerable children. KORDP helps rural communities to set up early childhood development daycare centres. These provide young children with nutritious meals, opportunities for social and psychological development, and pre-school learning without which many would not go on to primary school. KORDP also trains caregivers in health, nutrition, improving food security and establishing income-generating activities. While it provides essential inputs, mobilising and empowering communities is the key to KORDP's success.

The presentation was preceded by speeches by Peter Laugharn, Executive Director of the Bernard van Leer Foundation, and the Mayor of The Hague, Wim Deetman, who also chaired the selection committee which decided on KORDP as the recipient of the 2005 Oscar van Leer Award.

In her acceptance speech, Kathleen Okatcha outlined the challenges facing KORDP, notably to replicate their community-based approach on a larger scale and address issues such as promoting birth registration, protecting the inheritances of young orphans, and finding funds to allow more orphaned children to continue their education beyond primary school.

The Bernard van Leer Foundation hopes that the presentation of the Oscar van Leer Award to KORDP will both raise awareness of the issue of orphans and vulnerable children affected by the HIV/AIDS pandemic, and draw attention to a successful strategy for combating its effects. The award is also meant to contribute to raising the profile of young children on the HIV/AIDS agenda in the run-up to the XVI International AIDS Conference in Toronto in 2006.

The Bernard van Leer Foundation seeks to raise awareness of the issue of orphans and vulnerable children affected by the HIV/AIDS pandemic, and draw attention to a successful strategy for combating its effects.

Kenya: Orphans Development Programme. Photo: Wendy Stone

Abbreviated financial statements 2005



Children feeling at home in their environment feel free to figure out problems on their own.

Israel: ALMAYA, Elynoi Zamir B'Maaleh for Early Childhood. Photo: Barbara Rosenstein

Income and expenditures

The foundation's income

The regular income of the foundation in 2005 amounted to EUR 23,763,100. The largest part – EUR 23,210,000 – came from Bernard van Leer's legacy, which is managed by the Van Leer Group Foundation. About 2.3% of the foundation's income came from interest on current accounts (EUR 185,200) and from the co-funding of projects (EUR 367,900).

Non-regular income, which is budgetarily unpredictable, totalled EUR 83,700 and came mainly from currency differences. Expenses exceeded the income in 2005 by EUR 3,470,300. This amount has been deducted from the foundation's reserve, reducing it to EUR 3,705,000.

The foundation's expenditure

The foundation's goal over the period 2002–06 is to spend at least 75% of its budget on programmatic expenses (grants and foundation-managed projects), and no more than 25% on administrative and programme services. Actual programmatic expenses accounted for 78% of expenditures in 2005. Thus, at 22%, administrative expenses in 2005 were lower than the targeted 25%. For 2006 the administrative and programme services are budgeted also at 22% of total expenditure.

The work of the Bernard van Leer Foundation is fairly labour intensive. The foundation employs professionals who not only make grants but actively monitor and support the funded projects, who work to make sure that impact reaches beyond the projects to inform policy and practice, and who share the lessons learned within the broad community of those working for the development of young children. These staff provide the foundation with the profile it wishes to have: not just a funder but an organisation that adds value to its funding, learns from its own experiences and those of others, and shares the lessons learned widely. The foundation puts all its salary expenses, including those of its programme staff, into its administrative budget. A list of names and positions of staff is shown on page 53 of this report. The foundation remains energetically committed to balancing the twin goals of adding value through its professional staff and keeping non-grant costs within reasonable limits.

The foundation's balance

In 2005 the foundation used EUR 3,470,300 out of the reserves of EUR 7,175,300, reducing it to EUR 3,705,000. This reserve should be reduced to EUR 0 by the year 2008.

The foundation's grantmaking

In 2005 the foundation made grants for a total of EUR 20,046,200 in 47 countries. This amount is considerably higher than in 2004 (EUR 17,127,000) and includes EUR 1,1 million spent on grantmaking related to the tsunami disaster. Table 1 shows the regional distribution of this grantmaking, and table 2 shows the country distribution. Details of the main grants made by the foundation in 2005 can be found in the overview of the foundation's grantmaking in 2005 (pages 19–31), which includes a list of all grants approved in 2005.

Foundation-managed projects

In 2005 the foundation spent EUR 1,255,500 on activities that fall under the heading "foundation-managed projects". Of this, EUR 577,700 (46%) went to producing and distributing a variety of publications and other media which are provided free of charge to a wide audience. EUR 267,500 (21%) went to support the Young Children and HIV/AIDS Initiative. The remainder – EUR 410,300 (33%) – supported the development, evaluation and documentation of work funded by the foundation, networking opportunities to bring foundation grantees into contact with each other and with sources of knowledge and know-how, and the development of the philanthropic sector.

General principles
All assets and liabilities are stated at face value, unless otherwise indicated. Outstanding commitments in foreign exchange are valued at the rates of exchange at balance sheet date. All figures are either rounded up or down to the nearest EUR 100. Income is accounted for in the period to which it is related. The amounts mentioned under Co-funders are accounted for in the period of receiving the amounts, unless the funding can be unambiguously allocated to a particular year. Expenditure is accounted for in the period to which it is related or to which it is committed.
Specific principles
Tangible fixed assets are valued at purchase cost after deduction of depreciation based on the estimated lifetime of the assets. The loans due within one year are included under current assets. Cash and Bank in foreign currencies are valued at the rates of exchange at balance sheet date.

Balance sheet as at December 31 (in EUR)

	2005	2004
Assets		
Tangible fixed assets	136,900	217,200
Long term assets	28,400	54,200
Current assets		
Van Leer Group Foundation current account	22,286,100	17,316,800
Debtors	537,400	460,500
Cash & Bank	7,508,000	11,579,500
	30,331,500	29,356,800
Total assets	30,496,800	29,628,200
Available funds and liabilities		
Available funds		
Nominal Foundation capital	453,800	453,800
Reserves	3,705,000	7,175,300
Total available funds	4,158,800	7,629,100
Other funds		
Approved but not yet committed project grants	7,844,300	6,038,200
Liabilities		
Project commitments	17,346,100	14,552,000
Creditors	1,147,600	1,408,900
Total liabilities	18,493,700	15,960,900
Total available funds and liabilities	30,496,800	29,628,200

Income and expenditure account for the year (in EUR)

	2005	2004
Income		
Regular income		
Van Leer Group Foundation	23,210,000	23,151,000
Co-funders	367,900	344,900
Interest	185,200	248,800
Sub-total	23,763,100	23,744,700
Non-regular income	83,700	20,200
Total income	23,846,800	23,764,900
Expenditure		
Grants	20,046,200	17,127,000
Foundation managed projects	1,255,500	851,100
Administration and programme services	6,015,400	6,186,900
Total expenditure	27,317,100	24,165,000
Operating result	-3,470,300	-400,100
Appropriation of operating result		
Deducted from available funds	-3,470,300	-400,100
	-3,470,300	-400,100

Table 1: Amounts granted per year per region in 2005 and 2004 (amounts in EUR x 1,000,000)

Region	2005	% of 2005 total	2004	% of 2004 total
Africa	4.170	20.80	3.847	22.46
Asia/MENA	5.402	26.95	3.554	20.75
Europe	3.632	18.12	3.949	23.06
Latin America	3.628	18.10	4.269	24.93
USA/Caribbean	3.214	16.03	1.508	8.80
	20.046	100.00	17.127	100.0

Table 2: Amounts granted per year per country in 2005 and 2004 (amounts in EUR x 1.000.000)

	2005			2004		
	No. of partners	Amount	% of 2005 total	No. of partners	Amount	% of 2004 total
Regional, etc	10	1.227	6.12	8	1.522	8.89
Belgium	2	0.064	0.32	1	0.164	0.96
Brazil	6	1.201	5.99	10	1.258	7.34
Canada	1	0.091	0.45	1	0.040	0.23
Colombia	4	0.707	3.53	5	0.138	0.81
Cyprus	0	0.000	0.00	1	0.260	1.52
Czech Republic	0	0.000	0.00	1	0.050	0.29
Egypt	0	0.000	0.00	1	0.349	2.04
El Salvador	0	0.000	0.00	1	0.282	1.65
France	1	0.107	0.53	2	0.074	0.43
Germany	1	0.037	0.19	2	1.299	7.58
Greece	2	1.064	5.31	1	0.030	0.18
Grenada	0	0.000	0.00	1	0.010	0.06
Guatemala	0	0.000	0.00	2	0.583	3.40
India	7	0.904	4.51	2	0.743	4.34
Indonesia	4	0.498	2.48	2	0.106	0.62
Ireland	0	0.000	0.00	1	0.047	0.27
Israel	10	2.171	10.83	13	1.291	7.54
Italy	1	0.398	1.98	1	0.013	0.08
Jamaica	2	0.726	3.62	1	0.010	0.06
Kenya	6	1.087	5.42	8	0.657	3.84
Latvia	1	0.276	1.38	1	0.007	0.04
Malaysia	2	0.614	3.06	1	0.092	0.54
Mexico	1	0.192	0.96	2	0.257	1.50
Morocco	1	0.010	0.05	1	0.325	1.90
Mozambique	2	0.373	1.86	3	0.433	2.53
Namibia	0	0.000	0.00	1	0.247	1.44
Netherlands	11	0.950	4.74	7	0.174	1.01
Nicaragua	1	0.303	1.51	1	0.322	1.88
Nigeria	2	0.260	1.30	3	0.357	2.08
Pakistan	1	0.025	0.12	0	0.000	0.00
Peru	4	0.700	3.49	6	1.255	7.33
Poland	1	0.052	0.26	3	0.605	3.53
Slovakia	2	0.380	1.90	0	0.000	0.00
South Africa	7	1.169	5.83	8	1.046	6.11
Spain	0	0.000	0.00	1	0.037	0.22
Sri Lanka	1	0.100	0.50	0	0.000	0.00
Switzerland	1	0.005	0.02	0	0.000	0.00
Tanzania	3	0.384	1.92	5	0.817	4.77
Thailand	6	1.090	5.44	3	0.712	4.16
Turkey	0	0.203	1.01	1	0.000	0.00
Trinidad & Tobago	1	0.000	0.00	0	0.097	0.57
Uganda	4	0.269	1.34	1	0.200	1.17
United Kingdom	2	0.320	1.60	6	0.713	4.16
USA	14	1.288	6.42	4	0.249	1.46
Venezuela	2	0.248	1.24	2	0.168	0.98
Zimbabwe	5	0.555	2.77	3	0.090	0.53
Total	132	20.046	100.00	128	17.127	100.00



Ernst & Young Accountants

AUDITORS' REPORT

We have audited the abbreviated financial statements of Stichting Bernard van Leer Foundation, The Hague, for the year 2005 (as set out on pages 39 to 42). These abbreviated financial statements have been derived from the financial statements of Stichting Bernard van Leer Foundation for the year 2005. In our auditors' report dated May 22, 2006 we expressed an unqualified opinion on these financial statements. These abbreviated financial statements are the responsibility of the company's management. Our responsibility is to express an opinion on these abbreviated financial statements.

In our opinion, these abbreviated financial statements are consistent, in all material respects, with the financial statements from which they have been derived.

For an understanding of the company's financial position and results and for an adequate understanding of the scope of our audit, the abbreviated financial statements should be read in conjunction with the unabbreviated financial statements from which the abbreviated financial statements have been derived and our unqualified auditors' report thereon issued on May 22, 2006.

The Hague, May 22, 2006

Ernst & Young Accountants

Publications in 2005



Children doing writing exercises in northern Thailand.

Thailand: Tai Wisdom Association. Photo: Jim Holmes

Bernard van Leer Foundation publications are available free of charge in both paper and electronic formats. You can download PDF files and order paper copies via our website <www.bernardvanleer.org>.

Working Papers

The way the money goes
Working Paper 37

Alison Dunn

The fourth of a dedicated “Early Childhood and HIV/AIDS” sub-series in the long-standing Working Papers in ECD series, the first three being Working Papers 33-35. This paper examines the ways in which HIV/AIDS funding is disbursed and the reasons why only a small amount is spent on addressing the needs of young children. It identifies strategies for advocating for a greater priority to be given to young children in HIV/AIDS funding decisions.

44 pages | ISBN 90-6195-084-8

Can you hear me? The right of young children to participate in decisions affecting them

Working Paper 36

G. Lansdown

Participation enhances children’s self-esteem and confidence, promotes their overall capacities, produces better outcomes, strengthens understanding of and commitment to democratic processes and protects children more effectively. It is also a matter of social justice and human rights – all people, however young, are entitled to have their views respected and valued. This paper makes the case for children’s participation and discusses how it can be put into practice and measured.

44 pages | ISBN 90-6195-082-1

¿Me haces caso? El derecho de los niños pequeños a participar en las decisiones que los afectan

Working Paper 36S

G. Lansdown

La participación infantil refuerza la autoestima y confianza de los niños, promueve sus facultades en general, deriva en mejores resultados, fortalece el entendimiento y el compromiso hacia los procesos democráticos, y contribuye a su protección de forma más efectiva. También es una cuestión de justicia social y derechos humanos: toda persona, independientemente de su edad, tiene derecho a que sus opiniones sean respetadas

y valoradas. Esta publicación trata sobre la participación infantil y debate sobre cómo medirla y ponerla en práctica.

60 pages | ISBN 90-6195-083-X

HIV/AIDS: What about very young children?

Working Paper 35

Alison Dunn

Young children impacted by HIV/AIDS often seem to be almost invisible in the wider HIV/AIDS field. Yet no affected group is more vulnerable, more deserving or has greater potential to benefit from proper programming. The third in a dedicated sub-series of working papers devoted to young children and HIV/AIDS, this paper presents the results of research into the question of how to include very young children in programming and policy responses in HIV/AIDS affected communities.

56 pages | ISBN 90-6195-079-1

HIV and young children: An annotated bibliography on psychosocial perspectives

Working Paper 34

Lorraine Sherr

The second in a dedicated sub-series of working papers devoted to young children and HIV/AIDS, this annotated bibliography offers a practical guide to the content of the references which informed the literature review presented in Working Paper 33 (*Young Children and HIV/AIDS: Mapping the Field*). It is intended to help readers who want to go deeper into the issues and explore the original source material.

90 pages | ISBN 90-6195-078-3

Young children and HIV/AIDS: Mapping the field

Working Paper 33

Lorraine Sherr

The first in a dedicated sub-series of working papers devoted to young children and HIV/AIDS, this paper offers a concise and comprehensive overview of the literature from a psychological perspective. It explores a range of issues in emotional, psychological, social and physical development, and their relation to broader issues including poverty, nutrition and human rights. It identifies gaps in knowledge and will help

funders, policy makers and practitioners to locate their own work in the bigger picture.

52 pages | ISBN 90-6195-000-7

Books and monographs

Historias que vivimos, historias que aprendimos

Robert Zimmerman (editor)

En 1999, la Fundación Bernard van Leer inició la Iniciativa sobre Efectividad con el fin de explorar las características y el origen de la efectividad de un reducido número de programas sobre el desarrollo de la primera infancia. Se constituyeron equipos con la finalidad de observar de cerca los programas y dialogar con el personal y los miembros de las poblaciones beneficiarias. Al cabo de varios años de dicha tarea, los equipos redactaron y entregaron sus informes a la Fundación. Historias que vivimos, historias que aprendimos ha sido elaborada basándose en estos informes, así como en otros documentos generados por los equipos y por la Fundación durante el curso de la investigación. Está sólidamente versada en la filosofía que originó la Iniciativa sobre Efectividad: si la efectividad de un programa está indisolublemente ligada a su impacto, un enfoque fructífero del análisis de efectividad consistiría en proporcionar a sus numerosos actores, con el tiempo, espacio y medios necesarios para reflexionar y poder expresar sus ideas y opiniones sobre los programas.

274 pages | ISBN 90-6195-086-4

Pequeñas ideas que funcionan

Robert Zimmerman (editor)

Pequeñas ideas que funcionan muestra varios de los numerosos esquemas, directos y concretos, puestos en práctica por los programas participantes en la Iniciativa sobre Efectividad de la Fundación Bernard van Leer, para alcanzar metas muy específicas dentro de contextos particulares. Junto a Historias que vivimos, historias que aprendimos, esta publicación podría definirse como un manual de algunas de las innovaciones originadas dentro de los programas. Difundiendo esta información, la Fundación espera fomentar nuevas reflexiones y mejorar el aprendizaje colectivo sobre las estrategias para la resolución de problemas empleadas por los actores de otros programas del mismo ámbito.

42 pages | ISBN 90-6195-0856

Practice & Reflections

Twenty years on: A report of the PROMESA programme in Colombia

Practice & Reflections 22

M. Arango and G. Nimnicht, with F. Peñaranda

The PROMESA project aimed to influence the physical and emotional health as well as the intellectual development of the children living on the Pacific coast of Chocó in 1976. Twenty years on describes the development of PROMESA and the way in which it has influenced the children, their families and the community. It also covers an extension to the inland areas of Chocó province and is an object lesson in how programmes must change to fit local circumstances. There were improvements at all levels: in health, nutrition, sanitation, general health, infant mortality, rates of malaria, housing, employment opportunities, income levels, community cooperation and activities. But the most striking changes were in the children and in the women who implemented the programme.

137 pages | ISBN 90-6195-075-9

Early Childhood Matters / Espacio para la Infancia

Responses to young children in post-emergency situations

Early Childhood Matters 104

Margaret McCallin (editor)

In emergency situations, involuntary separation from both family and community protection, sometimes across national borders, greatly increases a child's risk of exposure to violence, physical abuse and even death. This ECM presents articles on early childhood development in emergency situations, including the rights and needs of tsunami-affected children, rapid child protection assessments in emergency contexts, and the impact of conflict on children and care for separated children. This is a joint production with the International Catholic Child Bureau.

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conflict on children and care for separated children. This is a joint production with the International Catholic Child Bureau.

68 pages | ISSN 1387-9553

Respuestas a niños pequeños en situaciones de postemergencia

Espacio para la Infancia 23

Margaret McCallin (editor)

Aunque esta edición de Espacio para la Infancia fue concebida a consecuencia del tsunami, también muestra otras situaciones similares que provocan desprotección y desolación en los niños. Presenta información relevante para organizaciones que afrontan las necesidades de los niños pequeños en situación de emergencia, ya sean víctimas de desastres naturales, conflictos o desplazamiento. Ha sido realizada con la contribución de organizaciones y agencias con experiencia de primera mano en este ámbito. Todas ellas comparten el anhelo de responder a tiempo a los niños pequeños afectados en emergencias de modo que puedan recuperar su situación de "normalidad" en sus vidas a la mayor brevedad posible.

68 pages | ISSN 1566-6476

Corporate publications

Annual Report 2004

The Foundation's Annual Report for 2004 includes overviews of finances, grantmaking and publications; a foreword by the Chair of the Board of Trustees and a report from the Executive Director; a theme essay on the Foundation's focus on HIV/AIDS orphans in Africa; and an executive summary in Spanish.

112 pages | ISBN 90-6195-087-2

Oscar van Leer Award 2005

Published to mark the 2005 Oscar van Leer Award, this book describes in an essay and photographs the work of the Kenya Orphans Rural Development Programme (KORDP) with orphans and vulnerable children in areas of western Kenya ravaged by the HIV/AIDS pandemic. The Oscar van Leer Award was instituted in 1994 and is presented every two years to honour programmes for excellence in enabling parents and communities to help young children realise their full potential. (see also page 37)

44 pages



The project “Estilos de Criação de Crianças na América Latina e Caribe” contributes to promoting the integral development of children and their rights through a comparative qualitative study of family rearing practices.

Brazil: Promundo. Photo: Jon Spaul

Resumen ejecutivo

Les presentamos un resumen de la Memoria Anual 2005 de la Fundación Bernard van Leer. En él se describen e identifican las pautas seguidas por nuestro programa de subvenciones durante 2005. A continuación, se revisan los significativos cambios efectuados en la estructura de nuestro programa de subvenciones, y para concluir, se expone un breve análisis de una de las nuevas áreas temáticas de nuestros programas: Respeto por la diversidad.

Empezamos resaltando un acontecimiento de singular importancia para nuestra audiencia de habla hispana: el lanzamiento de la sección en español del sitio web de la Fundación: <http://es.bernardvanleer.org>. Las páginas en español proporcionan información adicional sobre el trabajo y actividades de la Fundación, a la vez que presentan un dispositivo *on line* para la búsqueda, descarga y solicitud de ejemplares de nuestras publicaciones. (Ver en la pág. 45 el listado de las publicaciones editadas por la Fundación en 2005).

Con respecto al programa de concesión de subvenciones de la Fundación, como viene siendo habitual, el mayor volumen de nuestro trabajo consistió en financiar programas para el desarrollo de la primera infancia mediante el apoyo a organizaciones locales. Nuestro propósito es que los proyectos que financiamos tengan un impacto duradero en las vidas de los niños, que generen conocimiento que pueda contribuir a nuestras publicaciones y a nuestras actividades de promoción de buenas prácticas y políticas.

En 2005, la Fundación concedió 159 subvenciones en 47 países, con un total de 20,4 millones de euros, con un promedio de 130.000 euros por subvención. Dichas subvenciones fueron repartidas de forma equitativa entre las cinco áreas geográficas donde trabajamos: África (22%), Asia (26%), Europa (15%), América Latina (17%) y Estados Unidos/Caribe (14%). Aproximadamente dos tercios de las subvenciones se destinaron a países en vías de desarrollo. El 22% del total de gasto se dedicó a cubrir los gastos de administración (inferior a nuestro límite establecido del 25%).

Además de nuestras habituales subvenciones, asignamos una subvención extraordinaria de un millón de euros por el tsunami de diciembre de 2004, destinado a las zonas afectadas de India, Indonesia, Sri Lanka y Tailandia. Los proyectos generados por esta ayuda se centraron en apoyar social y emocionalmente a niños pequeños y sus familias en su recuperación del trauma

sufrido. Se involucró a padres, comadronas, personal de las guarderías y de salud, creando un ambiente seguro donde los niños pudieran jugar y relacionarse.

En respuesta a las necesidades de los niños pequeños afectados por la pandemia del VIH/SIDA, este tema ha continuado representando una proporción importante en nuestro programa de subvenciones. En su edición de 2005, el Premio Oscar van Leer (convocado cada dos años para condecorar programas “por su excelencia en hacer posible que tanto padres como comunidades ayuden a los niños a desarrollar su máximo potencial”) fue otorgado a *Kenya Orphans Rural Development Programme* (KORDP). Esta organización trabaja movilizandocomunidades en las zonas rurales del oeste de Kenia más severamente afectadas por la pandemia, con el fin de establecer centros de cuidado diario para el desarrollo de la primera infancia.

Como paso previo a la preparación para la XVI Conferencia Internacional de SIDA que tendrá lugar en Toronto (Canadá) en agosto de 2006, organizamos dos talleres sobre apoyo psicosocial. También hemos colaborado con el establecimiento de la Coalición de Niños Afectados por el SIDA (CCABA) cuyo objetivo es garantizar que los temas que afectan a los niños pequeños no queden arrinconados en la agenda de Toronto.

Además, colaboramos con UNICEF, Harvard y la Fundación FXB para convocar la Iniciativa Conjunta de Aprendizaje sobre el SIDA y los Niños (JLICA), que reunirá a expertos profesionales y académicos para crear una red de investigación. La evidencia obtenida constituirá un complemento de gran valor para nuestros proyectos en el terreno, contribuyendo a ampliar nuestro conocimiento y los esfuerzos llevados a cabo sobre incidencia política (*advocacy*).

Estos ejemplos muestran un cambio en el énfasis de nuestro programa de subvenciones durante 2005, lejos del enfoque exclusivamente basado en los proyectos de campo, y más

dirigidos hacia la intensificación de nuestro impacto mediante alianzas y la colaboración con otras agencias. En esta línea, la Fundación se siente especialmente satisfecha por haber contribuido con el Comité de los Derechos del Niño de Naciones Unidas, para la formulación de la Observación General N.º 7 sobre la realización de los derechos del niño en la primera infancia. Este importante documento proporciona orientación oficial sobre cómo la Convención sobre los Derechos del Niño debería ser interpretada y puesta en marcha con respecto a niños de edad inferior a los 8 años.

El objetivo de multiplicar los efectos en nuestro trabajo también se refleja en nuestro proyecto piloto denominado “Interfaz de la Comunicación”, iniciado en 2005 en Sudáfrica (en asociación con *Human Sciences Research Council*) y en Brasil (junto con el Instituto Promundo). Su fin es explorar el modo de trasladar el conocimiento generado en los proyectos hacia una incidencia política efectiva, tanto en el ámbito regional como en el nacional.

Otro notable ejemplo de innovación en nuestro programa de subvenciones de 2005 es el proyecto *Young Lives*, un estudio internacional de investigación a largo plazo llevado a cabo en asociación con la *Open University* del Reino Unido. Dicho proyecto analizará el impacto de la pobreza sobre el desarrollo cognitivo, físico y socioemocional de los niños pequeños en el contexto social y cultural de cuatro países: India, Etiopía, Perú y Vietnam. Hasta el momento, estudios longitudinales de estas características habían sido principalmente llevados a cabo en países industrializados. Nos sentimos muy satisfechos de poder contribuir a la construcción de conocimiento basado en evidencia proveniente de los países del Sur.

Internamente, el año 2005 ha sido un periodo de cambios significativos en la Fundación. Hemos construido los cimientos de una reorganización esencial en nuestro enfoque sobre la concesión de subvenciones, que empieza a ser operativa a principios de 2006. Estos cambios implican una transferencia desde el enfoque geográfico hacia un enfoque temático de los programas. Hemos señalado tres “áreas temáticas” sobre las que se centrarán las futuras subvenciones.

La lógica de este giro en la orientación del enfoque reside en el hecho de consolidar nuestra experiencia en temas transversales en las distintas regiones con el fin de ir más

allá de las meras fronteras regionales. Como consecuencia, y atendiendo al mismo principio, en 2005 también se redujo el número de países receptores de nuestras ayudas. Una acción más intensa en un número inferior de países contribuirá a consolidar nuestra posición a partir del conocimiento generado en los proyectos para así, comunicarlo de forma efectiva a los diseñadores de políticas y líderes de opinión.

En la actualidad contamos con un total de 21 países receptores y mantenemos nuestra presencia en todas las regiones donde históricamente hemos trabajado. Éstas son: África subsahariana (Kenia, Sudáfrica, Tanzania, Uganda y Zimbabwe; en Asia y Norte de África (India, Israel, Indonesia, Marruecos y Tailandia); en Europa (Polonia, Turquía, Alemania, Grecia y Países Bajos); en América Latina (Brasil, Colombia, México y Perú); y la región de Caribe Oriental y Estados Unidos. Todavía se otorgan ayudas a proyectos regionales que incluyen países distintos a la lista actual de países receptores de apoyo financiero.

Junto a los tres equipos trabajando con las nuevas áreas temáticas, hemos aprovechado la oportunidad presentada por los cambios requeridos en nuestra estructura interna para añadir contrapeso a nuestras actividades dirigidas a la generación de conocimiento e incidencia política. Con este fin se han creado dos nuevos departamentos: Evaluación y Seguimiento, Estudios e Información (MESI) e Información Pública y Relaciones Externas (PIER).

Nuestras tres áreas temáticas cubren las siguientes facetas:

- **Fortalecimiento del entorno de cuidado del niño** abarca proyectos que trabajan con niños pequeños en el contexto de VIH/SIDA, habilidades para la crianza de los niños, paternidad/maternidad temprana, niños de padres en prisión, niños sin cuidado parental y niños afectados por el desplazamiento y la migración. El entorno de cuidado tiene muchos niveles, cada uno de ellos con su propio riesgo, que inciden sobre los derechos del niño y su aprendizaje, por lo que este tema normalmente requiere enfoques amplios.
- **Transiciones exitosas** trata sobre la transición que los niños experimentan desde el entorno de su hogar hacia sus primeras experiencias fuera del mismo – centro de cuidado diario, preescolar, escuela. Nuestros esfuerzos en esta área buscan promover que los niños estén preparados evolutivamente para que puedan afrontar estas experiencias.

- También se promueve el apoyo a los maestros y a los cuidadores para que dicha transición se realice con éxito.
- **Inclusión social y respeto por la diversidad** un área de dos vías con el objetivo general de apoyar a niños que crecen en sociedades diversas, y a menudo marcadas por conflictos, para que desarrollen actitudes, capacidades y hábitos que les ayuden a saber convivir en este entorno y, si es posible, a mejorarlo. La primera de las vías, inclusión social, garantiza la igualdad de derechos y de acceso para niños que viven en condiciones de desventaja. La segunda, Respeto por la diversidad, podría decirse que ofrece los mayores retos y el mayor potencial de las áreas temáticas. Este argumento viene tratado con mayor profundidad en esta edición de la Memoria Anual (págs. 13) y que a continuación resumimos.

Tal y como señala nuestra presidenta del Consejo de Administración en el prefacio, fundaciones como la nuestra tienen la responsabilidad de explorar nuevos terrenos y llegar a comprender mejor los distintos temas. Por el hecho de gozar de mayor libertad que las ONG y los gobiernos sobre la gestión de los recursos, también tenemos la obligación de asumir mayores riesgos.

La Fundación Bernard van Leer comenzó a trabajar sobre ‘Respeto por la diversidad’ a finales de los años 90. El enfoque fue desarrollado por contrapartes europeas, a partir de la inspiración obtenida en los currículos antiprejuicio pioneros en Estados Unidos, desarrollados por Louise Derman-Sparks. En la actualidad, el trabajo de la Fundación en esta área temática se concreta en Europa e Israel, aunque las primeras técnicas aplicadas muestran un claro potencial de ser extrapoladas en muchas otras sociedades que experimentan migración o conflicto. El trabajo sobre Respeto por la diversidad también se solapa con la extensa experiencia obtenida por la Fundación en relación con las comunidades indígenas.

Los proyectos que tratan esta área temática se centran en escuelas y centros de cuidado, poniendo también mucho énfasis sobre la involucración de los padres. Algunas técnicas prácticas para el desarrollo del Respeto por la diversidad y las identidades sociales positivas incluyen el uso de dramatización con muñecos, el arte, el teatro y los álbumes de historias de vida. A través de ellos, se anima a los niños a pensar y a hablar sobre lo que es diferente. La formación de maestros

resulta esencial puesto que éstos deben ser conscientes de sus propios estereotipos y prejuicios antes de que puedan identificarlos en los niños.

¿A qué responde nuestro interés sobre el Respeto por la diversidad? Una razón es que se ajusta a nuestro mandato sobre el desarrollo de la primera infancia para que los niños desarrollen empatía y habilidades de negociación. Además, desde la perspectiva de los derechos del niño, si cada niño tiene el derecho a sentirse valorado, respetado y bien acogido en una sociedad, deberíamos inculcar tales actitudes positivas en sus pares y en los adultos que viven y trabajan con ellos.

También podemos apreciar este trabajo como una apuesta por el cambio social a largo plazo. Si podemos estimular a los niños desde una temprana edad a sentirse cómodos con las diferencias, las sociedades en las que crecen podrán, con el paso de las generaciones, convertirse en más armoniosas y menos propensas al conflicto.

Son muchos los retos a los que nos enfrentamos promoviendo el Respeto por la diversidad. Se requieren evaluaciones más sistemáticas de nuestros proyectos presentes y futuros. Y aún más importante, necesitamos expresarnos correctamente, porque este tema incluye algunos asuntos de gran sensibilidad política. Esperamos que al afrontar estos retos ayudemos a que el Respeto por la diversidad se convierta en la norma dominante en el abordaje del cuidado y desarrollo de los niños pequeños.

Board of Trustees and staff members at 1 June 2006



Personal hand puppets of the children with their photographs hanging below their “own” puppet: a playful way for children to understand diversity.

Germany: KITA Dresdenerstrasse. Photo: Caroline Boudry, vBjK

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About the Bernard van Leer Foundation

The Bernard van Leer Foundation funds and shares knowledge about work in early childhood development. The foundation was established in 1949 and is based in the Netherlands. Our income is derived from the bequest of Bernard van Leer, a Dutch industrialist and philanthropist, who lived from 1883 to 1958.

Our mission is to improve opportunities for children up to age 8 who are growing up in socially and economically difficult circumstances. We see this both as a valuable end in itself and as a long-term means to promoting more cohesive, considerate and creative societies with equality of opportunity and rights for all.

We work primarily by supporting programmes implemented by partners in the field. These include public, private and community-based organisations. Our strategy of working through partnerships is intended to build local capacity, promote innovation and flexibility, and help to ensure that the work we fund is culturally and contextually appropriate.

We currently support about 140 major projects. We focus our grantmaking on 21 countries in which we have built up experience over the years. These include both developing and industrialised countries and represent a geographical range that encompasses Africa, Asia, Europe and the Americas.

We work in three issue areas:

- Through "Strengthening the Care Environment" we aim to build the capacity of vulnerable parents, families and communities to care for their children.
- Through "Successful Transitions" we aim to help young children make the transition from their home environment to daycare, preschool and school.
- Through "Social Inclusion and Respect for Diversity" we aim to promote equal opportunities and skills that will help children to live in diverse societies.

Also central to our work is the ongoing effort to document and analyse the projects we support, with the twin aims of learning lessons for our future grantmaking activities and generating knowledge we can share. Through our evidence-based advocacy and publications, we aim to inform and influence policy and practice both in the countries where we operate and beyond.

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