

**2006** | ANNUAL REPORT  
BERNARD VAN LEER FOUNDATION



Bernard van Leer  
Foundation  
Annual Report 2006

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"We must work to make traditional educators more aware of the major significance in a child's life of the transition to school."  
- Trude Maas-de Brouwer, Chair, Board of Trustees

*Photo: Peter de Ruiter*

# Helping parents and educators lay foundations

## Foreword by the Chair of the Board of Trustees

**It seems that learning begins increasingly early. Or, rather, people are increasingly realising how early it is that learning begins.**

When the Board, more than 20 years ago, took the decision to emphasise children's very earliest years, the then Board members did so more or less intuitively. We are constantly seeing confirmation of their wisdom. Nowadays we know better than ever before how children's experiences and environments in their first years impact on the physiological development of their young brains, and how that impact carries through into the rest of life.

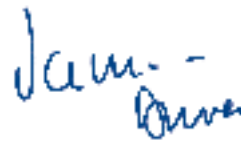
It is important, then, that we continue resolutely to emphasise the pre-school period and the transition to formal learning in school. We must continue our efforts to influence parents, making them aware of how they can lay the foundations for their pre-school children through, for example, structured and playful ways to promote the development of language. We must also call attention to the importance of fighting poverty, which stunts the developmental possibilities of young children and has a major long-term social impact.

And we must work to make traditional educators more aware of the major significance in a child's life of the transition to school – a subject addressed at length in this year's theme essay (pp. 11–15). Schools could and should be extending a helping hand to young children and their carers at a much earlier stage, but the formal education system is generally not set up to do this job effectively.

In our increasingly complex world, the capacity to learn is a core competency. But the fact that even babies in a cot are capable of useful learning has not yet found much resonance in training programmes. One would expect the richer countries to be leading the way in this area, but even there most teacher-training courses pay little attention to very early learning, and specialising in this area is rarely a possibility. Guiding young children through informal learning techniques is a profession that does not get the recognition it deserves.

Young children deserve our attention in helping them maximise the value of their right to an education. Our mission at the

Bernard van Leer Foundation is to help to develop practical solutions, to share our knowledge, and to argue for early learning to be placed much more prominently on the social and political agenda.



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



"We will redouble our efforts to persuade decision makers to back the long-standing consensus on the importance of early childhood education with action and resources." - Peter Laugharn, Executive Director

*Photo: Wendy Stone*



## Strengthening our role as a convenor and facilitator

# The report of the Executive Director

**In this space in last year's Annual Report, I discussed the internal reorganisation through which we are orienting the Bernard van Leer Foundation's work towards three issue areas: home-school transitions, the care environment, and social inclusion and respect for diversity. 2006 was a year in which we made significant strides towards both defining and achieving the outcomes we are targeting under each programme.**

The year saw the drafting of our new Statement of Strategic Intent (SSI), which sets out the goals we want to achieve for disadvantaged young children. In summary, these are:

- through the Transitions programme, better quality learning environments, more availability of early education and more demand for it;
- through the Diversity programme, reduced structural discrimination against young children from socially excluded groups and greater respect for those young children both from adults and their peers;
- through the Care programme, improvements in the capacity of parents and communities to provide care for young children, along with improvements in the services and policies which support those efforts.

Among the examples of progress we made towards these goals in 2006 are, from the Diversity programme: the book *Bridging diversity*, a translation into English of a much-praised German early years curriculum earlier implemented in Berlin with foundation support; two books and a DVD in Dutch outlining the results of work on diversity in the Netherlands over several years with parents and professionals; the establishment of 50 'Active Nurturing Playgrounds' in ultra-orthodox schools in Israel, where children had suffered developmental difficulties from inadequate opportunities to play; and the first graduates to primary school from three community-based preschools for Bedouin children, often a socially marginalised group, which have proved so successful they are now subsidised by the government. Also from Israel, we were glad to receive preliminary psychometric evidence that attitudes among kindergarten teachers do indeed respond to training to raise their awareness of their own unconscious prejudices.

Among the year's highlights from the Care programme, I would nominate major international conferences held by the Union of Mothers Centres in Bratislava, the Universidad de la Sabana in Colombia, and the Caribbean Child Support Initiative,

all of which we expect to result in strengthened action for children; the publication by ABC Ulwazi in South Africa of a practical guide on working with children in community radio broadcasting; the completion of a training programme for our partners on promoting the psychosocial well-being of children affected by HIV/AIDS; and the ongoing impacts of community sensitisation and mobilisation in expanding early childhood services into communities where none existed, as exemplified by external evaluations of projects implemented by our Nigerian partners WOFAN and PARE.

### **Toronto and Transitions**

Moving beyond our work with local partners in the field, the foundation was closely involved in two major events on the world stage in 2006: the International AIDS Conference held in Toronto, and the publication of UNESCO's annual *Education for All global monitoring report*.

In support of collaborative efforts to get young children higher up the agenda at the biennial AIDS conference, the foundation went further than ever before in devoting human and financial resources to exploring our potential as a convenor and catalysing force. Our publication on psychosocial well-being, *Where the heart is*, received high praise, being nominated as 'the best title of the year' by USAID's John Williamson. And the contribution made to the conference by the Coalition on Children Affected by AIDS (CCABA), which we founded along with the Firelight Foundation and International AIDS Alliance, was worthwhile and well-recognised.

The most notable tangible result was perhaps the pre-conference symposium on children and AIDS, which was attended by 500 specialists on children and proved to be a valuable springboard into the conference proper. But in more general terms I was also gratified by the positive and constructive way in which the collaboration worked, proving that alliances of funders can be nimble and effective in capitalising on the opportunities presented by such high-profile events.

## While respecting the heritage of the organisation, we continued to make progress towards shifting the culture of the foundation towards thematic thinking and a concentration on outcomes

I believe we made some progress in raising awareness of the broader effects of AIDS on children, but frustratingly, the focus still largely remains narrowly on medical issues. Naturally, we have learned important lessons to take forward, including on how best to handle the media in an environment of intense competition for publicity. We also appreciate more keenly the value of a convincing evidence base for our advocacy about young children affected by HIV/AIDS – an evidence base that is being considerably strengthened by the ongoing Joint Learning Initiative on Children and AIDS.

Two months after the Toronto conference, UNESCO published its annual *Education for All global monitoring report* (GMR), this year on the theme of early childhood education. The foundation commissioned and contributed two papers as inputs into the GMR – on the critical questions of evidence for the effects of early investment in later developmental outcomes, and what makes for a good transition into school – which we will publish as foundation Working Papers in 2007. We also took the opportunity of the GMR's launch to hold press briefings in Morocco and the Caribbean.

The GMR establishes 2007 as the year of early childhood in Education for All, which provides a valuable boost for advocacy on our key messages about successful transitions between home and school – the subject of this year's Annual Report theme essay (pp. 11–15). Early childhood education has long been an 'unfunded priority' of governments around the world, with broad recognition of its importance in principle but insufficient action in practice. In particular, the GMR exposed the relative paucity of bilateral aid investment in early education, noting that it received 'much less aid' than other levels of education – and indeed, typically, a much lower priority in the overseas aid budgets of developed-country governments than in their own domestic agendas.

Taking advantage of the opportunity presented by the GMR, we will redouble our efforts to persuade decision makers to

back the long-standing consensus on the importance of early childhood education with action and resources. I would like to take this opportunity to invite dialogue on the best ways of identifying and tackling the blockages which have prevented this from happening in the past.

### Rights for young children

2006 also saw encouraging progress in mainstreaming the principle of young children as rights holders, building on the adoption, in September 2005, of General Comment 7 (GC7) to the Convention on the Rights of the Child by the United Nations Committee on the Rights of the Child. Following up on our involvement as a driving force behind the development of GC7 – an unusual role for a foundation – we were proud to publish, in collaboration with UNICEF and the Committee, a book that explores the issues and practicalities in greater depth. Like all our publications, *A guide to General Comment 7: Implementing child rights in early childhood* can be downloaded free of charge from our website (see also p. 45 of this Annual Report).

Child rights touch on every aspect of our work – as we put it in our new Statement of Strategic Intent, the Convention on the Rights of the Child is a 'fundamental reference point and compass' for everything we do. One of the caveats I often hear expressed about pronouncements on child rights is the extent to which they are taken notice of in practice, so to learn more about this we have partnered with the Jamaica Early Childhood Commission (ECC) on a major study to track the effects of GC7 in Jamaica.

The preliminary analysis phase of this work was largely carried out in 2006 and will result in a report to the Committee on Jamaican social attitudes and public policy. It will also result in the publication of a 'user-friendly' Jamaican summary of GC7, and the adoption of a 'Positive Agenda' for child rights in Jamaica – to be launched at the ECC annual conference in June 2007. We will track and evaluate ECC's subsequent endeavours to promote the user-friendly GC7 and the Positive

Agenda at all levels of Jamaican society, from individuals through organisations to public policy and planning. Our hope is that this work will shed light on ways of disseminating and popularising GC7 thinking that may be useful also in other national contexts.

#### Internal streamlining continues

Internally, we continued to make progress towards shifting the culture of the foundation towards thematic thinking and a concentration on outcomes – while respecting the heritage of the organisation, we recognise the need to achieve more robust results. This is part of a general trend in the early childhood community towards strengthening the evidence base in support of interventions for young children.

Within the rubric of the Statement of Strategic Intent, 2006 saw work begin on drawing up comprehensive programme frameworks for each of our three issue areas – a summary of the first to be completed, on Transitions, having been published in the November 2006 edition of *Early Childhood Matters*. Like the Statement of Strategic Intent, these frameworks have a focus on outcomes and treat our grants not as outputs of the foundation but as inputs into goals we want to achieve.

As part of our drive for clearer focus, 2006 was the year in which our eligibility criteria changed, approximately halving the number of countries in which we will make grants. Phasing out from countries in which we have worked for many years has naturally been the cause of some sadness, but we are glad to have the opportunity to pay homage to strong partnerships and are determined to handle our phaseouts in such a way that we can leave in a way that helps long-time partners find new opportunities.

As we make clear in the Statement of Strategic Intent, our grants are not only intended to benefit the direct participants, but to generate knowledge that can be leveraged to improve policy and practice – testing innovative approaches, learning about what works and what doesn't, and using illustrations from the field to influence others. The Bernard van Leer Foundation has a proud history in funding work with local partner organisations.

As I look back on 2006, I am excited by the emerging synergies between our traditional work and our growing role as a convenor and facilitator on the international stage.



*Peter Laugharn*  
Executive Director



Boys in the state of Sikkim, in the Indian Himalayas, are getting ready for school.

*Photo: Peter de Ruiter*

## Successful transitions

# Increasing the spectrum of opportunities for children with the least options

One of the three issue areas through which the foundation now channels its work to improve conditions for disadvantaged young children is 'Successful transitions: the continuum from home to school'. This year's theme essay looks at two key messages which the foundation is putting forward.

With the publication of UNESCO's annual *Education for All global monitoring report* (GMR) on the theme of early childhood education in late 2006, the issue of young children's transitions from home to school was placed firmly on the international political agenda. During the year, the foundation had meanwhile been fleshing out the framework document that brings together the foundation's existing knowledge on the subject and lays out its future directions.

A summary of the framework document was published in the November 2006 issue of the foundation's journal, *Early Childhood Matters*, which was devoted to the theme of transitions and timed to coincide with the GMR. It identified three strands to the foundation's work in transitions: improving access to educational provision for disadvantaged children; promoting language development, literacy and numeracy; and creating rights-based cultures in young children's environments: homes, schools, early childhood care and education centres, and society in general.

A great deal of work has already been done in transitions, both by the foundation and beyond. There are some aspects which the foundation sees as understudied and offering opportunities to contribute new knowledge – for example, the role of peers, rather than only that of adults, in creating cultures within educational establishments that respect children's rights. But in the first two areas of interest, in particular – access and language – much of value is already firmly established, and the foundation does not anticipate breaking substantial new theoretical ground.

Rather, the foundation's aim here is to build on existing knowledge, through funding field work and studies, and refine messages – and to capitalise on the opportunity created by the GMR, over the coming months and years, to get those messages more effectively to the ears of decision makers. So what are the messages with which we embark on work in this issue area? This essay identifies and explains the two most important.

### 1. Schools should focus attention and resources on the first years of schooling

Improving the transitions children make from home to school has traditionally centred around 'school readiness' in the sense of making children ready for school, typically through centre-based pre-school programmes. While children's pre-school experiences are naturally extremely relevant to their school performance, our first message flips the meaning of the phrase 'school readiness' to focus on making schools ready for children. We believe more attention should be paid to making that initial school environment more conducive to supporting children's initial institutional experiences of learning, and thereby sustain their motivation to learn in school into later years.

Here we face a problem. Driven primarily by the desire to improve exam results, most primary schools around the world tend to prioritise their resources for the later years of schooling. The best teachers with the most training and the highest salaries tend to be assigned to the oldest children. And yet there is overwhelming evidence that it is in the earliest years of schooling that investments pay most dividends, particularly in locations where the highest rates of dropping out and repeating grades takes place in the first years.

We know that children who do not become functionally literate and numerate in the first two years of schooling have more serious problems in learning other subjects in school as they get older, and find it harder to function well in society. We also know that reading and writing are taught most effectively by teachers who trained specifically in those responsibilities, including games that help with language learning. We know that reading and writing are taught best in small class sizes – but also that teachers who are trained in the demanding skill of fostering peer or inter-generational learning methodologies can teach literacy and numeracy effectively when classes are unavoidably large.

This makes it all the more frustrating that such conditions are so rarely seen. As well as teachers tending to be less highly

trained in the first grades of schooling, class sizes tend to be larger. In developing countries, most grade-one teachers are not trained in creative, enjoyable and effective ways to promote language development. Without the necessary training or conducive conditions, overburdened first-grade teachers are often not able to do much more than crowd management. Since only a small minority of children have had access to any early childhood provision, many children enter 'cold' and therefore face a whole range of potential challenges – language, routines, teacher–student relations, peer relations, lack of engagement or stimulation, and so forth.

One of the main reasons why class sizes tend to be larger in the first grades is a tragic vicious circle: because learning conditions are inadequate, more children fail to make the grade and have to repeat a year, which swells the class sizes further and makes learning conditions more inadequate. The statistics about class repetition are staggering: in Belize, for example, it takes an average student 10 years to complete their six years of primary schooling, while in Cambodia the figure is over 14 years; in Uganda, although half of all students graduate from primary school, a mere three percent manage it without having had to repeat at least one year.<sup>1</sup>

Quite apart from the human costs, the financial implications of this vicious circle are equally staggering: in Uruguay, the World Bank calculates that cutting the primary school repetition rate in half would ultimately cut the salary bill for teachers by 59 percent.<sup>2</sup> But it's not only governments that bear a financial cost: so do families. The Asia Development Bank reckons that 75 percent of the total cost of children having to repeat years of primary school in Cambodia is borne by households, because they lose out on the work that children can't do while still at school – the value of which becomes more significant the older the children become.<sup>3</sup>

It is not only repetition rates that demand more focus on the early years of schooling. So do dropout rates. The reasons why children drop out of primary school are widely understood – they include financial expense, the opportunity cost for families of foregoing the child's contribution to household labour, poverty-related health problems, long distances from home to school and dangers on the journey, physical or verbal mistreatment at school, and economic prospects that look so bleak that investing in educating a child seems pointless. But

what is not so well appreciated is how concentrated dropout rates are in the early years of schooling.

Headline statistics on primary school dropouts tend to compare enrolment rates with completion rates. When you break this down and look at when dropouts occur, the early years predominate. Rates vary around the world, but it is not unusual for 50 percent of dropouts to be in the first year. In Belize, for example, children are 60 times more likely to drop out in the first year than the second. Across South Asia, the figure is less drastic but still striking: more than three times the number of students drop out in their first year of primary education as their fourth.<sup>4</sup>

The earliest years of schooling, then, are when children most need the help of skilled teachers in laying the foundations for literacy and numeracy, and when they are most likely either to face repeating a year or to give up on education altogether. All these problems can be tackled by schools focusing more resources at this stage of schooling. That means increasing the number of teachers relative to children, and giving those teachers better training – training that focuses specifically on how these younger age groups learn, rather than on conformity to a narrow spectrum of school expectations.

The latter point is important because one of the consequences of focusing too closely on 'school readiness', in many countries, has been to push an emphasis on performance in school onto lower and lower age groups – it is thought that making children's pre-school environments resemble primary school will help make their transition easier. Instead, we believe we should be thinking in the other direction and encouraging primary schools to make their early years more like the best of the pre-school experience: an emphasis on play, and encouraging children to participate in decisions that affect them, according to their evolving capacities.

For schools to focus more resources on the early years implies becoming more aware of the reasons why children drop out at higher rates in those first years of schooling, and addressing them by reaching out to parents and communities and to the children themselves and listening carefully. Schools which do this can become a hub of community life, and a pivot around which child rights are realised. The covenant between schools and families should be one of mutual accountability and of

common cause to support children's learning from the earliest years. This means recognising that children have many years of learning prior to entering schools, that preparing children for school is strongly influenced by parents and siblings and peers, and that the language environment of the child prior to school is a major asset as children cross the threshold into school.

A focus on establishing links between schools, parents and communities is a common feature of field work supported by the foundation's Transitions programme. In Poland, for example, the Comenius Foundation for Child Development mobilises contributions from parents to set up pre-schools in rural areas where none exist, and trains primary school teachers to ease transitions between the institutions; in India, the Movement for Alternatives and Youth Awareness seeks to embed pre-schools more firmly in the community, in contrast to the tradition of state-run centres for young children, which impose a rigid formula across diverse local contexts.

The project in Karamoja, in which the foundation works with the Ugandan chapter of Save the Children on improving pastoralists' children's access to schooling, is another which combines community involvement with training primary-school teachers. Well-trained teachers in primary schools which are embedded in their local communities stand the best chance of nurturing the non-cognitive factors children need to develop in these early years of schooling – self-esteem, social identities, emotional security – to support their learning trajectories through the rest of their school career to become, ultimately, positive and productive members of society.

## **2. Significant improvements are possible in a relatively short time**

This leads us onto another well-established fact about transitions: spending money on children when they are young pays dividends when those children reach adulthood, and also in the intervening years towards adulthood. The benefit-to-cost ratios are greatest for the most disadvantaged children: studies by the World Bank and others estimate that spending on early childhood care and education programmes ultimately reaps three times the financial benefits, and double that if the spending is concentrated on children who are most at risk.

Often, helping the disadvantaged and promoting economic competitiveness are seen as an 'either-or' proposition, on the grounds that it takes higher taxes to fund social assistance.

Helping disadvantaged young children to get off to a good educational start in life is an exception to the rule – an 'and-and' proposition. As James Heckman, Nobel laureate in economics, puts it: "It is a rare public policy that promotes fairness and social justice and at the same time promotes productivity in the economy and in society at large. Investing in disadvantaged young children is such a policy."<sup>5</sup>

The problem – arguably the overriding reason why early childhood continues to receive minimal investment from most governments, despite its proven benefits – is that a long time passes between making investments in young children and seeing the payoff in young adults, in such indicators as reduced delinquency, increased income and employment opportunities. This timeframe can be too long to seriously interest politicians whose horizons are fixed by the electoral cycle.

Hence the second key message with which the foundation begins its Transitions work: as well as the proven long-term benefits of investing in transitions, critical payoffs emerge in the short term, too. These immediate benefits with lasting value include language learning and literacy, social skills, persistence in education, and learning to cope positively through transitions into and out of various environments.

We can, in fact, view investments in transitions as playing out in three distinct ways, and over three corresponding time frames:

- realising children's rights is an immediate payoff;
- promoting children's development kicks in over the short-to-medium term;
- building social capital is the long-term result after a generation passes.

Children's rights provide an important reference point for the foundation's transitions work, and also a source of legitimacy: now that General Comment 7 (GC7) of the United Nations Committee on the Rights of the Child (see also p. 45 of this Annual Report) has provided authoritative commentary on how the Convention on the Rights of the Child (CRC) should be interpreted to apply to young children, it is more helpful than ever to be clear about how transitions work impacts on realising child rights.

The key articles of the CRC are 28 and 29, which enshrine the right of all children to a primary education. States who have



A primary school in Tunisia. Schools will save money if the rates of class repetition are reduced. This could free up resources to improve the quality of teaching, institute smaller class sizes and create an environment that is conducive to active learning.

*Photo: Peter de Ruiter*



signed the CRC – every one in the world except for Somalia and the USA – have committed to endeavouring to reduce dropout rates, eliminate illiteracy, and promote development of language, personality, mental and physical abilities, social, cultural and environmental values.

In GC7, the Committee on the Rights of the Child elaborate on transitions issues. They recommend that states promote “initiatives surrounding transition to primary school that ensure continuity and progression, in order to build children’s confidence, communication skills and enthusiasm for learning through their active involvement in, among others, planning activities.”

While the established long-term benefits of creating social capital are a telling ‘means-to-an-end’ argument for investing in transitions, realising child rights is an end in itself – and a benefit that children enjoy immediately. Investing in transitions is clearly central to realising all children’s right to education – which, as GC7 notes, is “closely linked to young children’s right to maximum development.”

Emerging in between the immediate benefits of realising child rights and the long-term benefits of building social capital, there are short-term benefits of investing in transitions which should also be of interest to policy makers. Among the outcomes that should start to become apparent within two to three years are an increase in enrolment within early education provisions and schools, and reduction in dropout and class repetition rates in the early years. It is important, too, to develop reliable indicators of improvements in young children’s language fluency, literacy, numeracy, awareness of their rights, and knowledge of their identities and of the world around them.

Schools will save money if the rates of class repetition are reduced. This could, in turn, free up resources to improve the quality of teaching, institute smaller class sizes and create an environment that is conducive to active learning during the first years of school – breaking the vicious circle of high class sizes and repetition rates.

The long-term benefits of helping disadvantaged young children to realise their right to education are wide-ranging, and encompass tackling the root causes of poverty and gender inequality – as the GMR concludes, the world will not achieve

either its Education for All goals or Millennium Development Goals without investing in early childhood programmes aimed at making transitions successful. The bottom line is that our transitions programme is about mobility – increasing the spectrum of opportunities for children with the least options. The foundation is committed to drawing attention not only to the long-term social impacts of investing in transitions for disadvantaged children, but also to the payoffs for those children in the here and now.

#### Notes

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# The Foundation's grantmaking in 2006

## An overview by issue area

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 2006, the foundation made 163 grants in 36 countries – a total of EUR 19,246,000 million – with an average of EUR 118,000. The funds are distributed in the three issue areas as follows: 'Successful transitions: The continuum from home to school' (30%), 'Social inclusion and respect for diversity' (23%) and 'Strengthening the care environment' (42%).

Visit our website at [www.bernardvanleer.org/partners](http://www.bernardvanleer.org/partners) for more detailed information about our grantmaking, the partners we work with and their projects.

### Issue area:

#### Successful transitions: The continuum from home to school

##### Asia/Middle East and North Africa

##### India

**Project title:** Child Based Community Development

**Partner organisation(s):** People's Rural Education Movement (PREM)

**Location:** Orissa

**Grant amount:** EUR 319,700

**Overall objective:** To replicate and scale-up a community-based development education model with government support for the development of children from marginalised communities.

**Project title:** Developing a Community Based Approach to ECCE

**Partner organisation(s):** MAYA Movement for Alternatives and Youth Awareness

**Location:** Urban and Rural Bangalore

**Grant amount:** EUR 300,000

**Overall objective:** To create a viable environment for children through community-based early childhood care and education (ECCE) interventions and by initiating processes of change that affect the existing mainstream ECCE system.

**Project title:** Developing a Community Based Approach to ECCE

**Partner organisation(s):** MAYA Movement for Alternatives and Youth Awareness

**Location:** Urban and Rural Bangalore

**Grant amount:** EUR 300,000

**Overall objective:** To create a viable environment for children through community-based ECCE interventions and by initiating processes of change that affect the existing mainstream ECCE system.

**Project title:** Education in Mother Tongue and Other Tongue

**Partner organisation(s):** Zakir Husain Centre for Educational Studies

**Location:** Assam, Orissa

**Grant amount:** EUR 154,200

**Overall objective:** To facilitate tribal children's transition to schools.

**Project title:** Handbook for Rural Teachers and Children

**Partner organisation(s):** Tamil Nadu Kattaikkuttu Kalai Valarchi Munnetra

**Location:** Tamil Nadu

**Grant amount:** EUR 10,150

**Overall objective:** To produce a handbook for rural teachers and students to be used as a tool to make teaching more attractive and effective and to promote the art of self-study among students.

### Israel

**Project title:** Community Awareness and Children's Developmental Delays

**Partner organisation(s):** ALEH Center Bnei Brak

**Location:** Bnei Brak

**Grant amount:** EUR 128,500

**Overall objective:** To decrease the incidence of developmental difficulties among young Chareidi (ultra orthodox) children and the associated stigma, with a pre-emptive programme oriented towards parent education and community awareness raising.

**Project title:** Parents as Partners, Phase II

**Partner organisation(s):** Negev Institute for Strategies of Peace and Development

**Location:** Negev

**Grant amount:** EUR 94,522

**Overall objective:** To expand the scale of successful community pre-schools for Bedouin children in the Negev.

**Project title:** Support to Children at Risk in Israel

**Partner organisation(s):** Jaffa Institute

**Location:** Jaffa

**Grant amount:** EUR 3,000

**Overall objective:** To support after-school care for children at risk in poor neighbourhoods of Jaffa, in a manner that addresses both their academic performance and their social and emotional development.

### Thailand

**Project title:** Programme for Displaced Burmese Children, Phase IV

**Partner organisation(s):** Women's Education for Advancement and Empowerment (WEAVE)

**Location:** Thai-Burmese Border

**Grant amount:** EUR 167,000

**Overall objective:** To ensure that refugees along the Thai-Burmese border possess a minimum standard of education to participate fully in the development of their communities.

### Europe

#### Poland

**Project title:** Comenius Foundation Project, Phase II

**Partner organisation(s):** Comenius Foundation for Child Development

**Location:** Nationwide

**Grant amount:** EUR 408,400

**Overall objective:** To consolidate the organisational capacity of the Comenius Foundation in policy formulation, advocacy, resource development and sustainability.

#### Latin America

**Project title:** Enciclopedia online Educación Infantil

**Partner organisation(s):** Asociación Mundial de Educadores Infantiles

**Location:** Worldwide

**Grant amount:** EUR 35,000

**Overall objective:** To create a pedagogical encyclopaedia that provides updated information about pedagogical trends, edge-cutting documents and curricula, pedagogical material and toys, and any other valuable information to teachers, community educators and early childhood education (ECE) managers.

**Project title:** Políticas y Estrategias para una Transición Exitosa del Niño

**Partner organisation(s):** Organization of American States

**Location:** Brazil; Peru; Venezuela; Colombia

**Grant amount:** EUR 200,000

**Overall objective:** To complement the efforts made by OAS Member States to design, improve and evaluate policy and strategies that increase enrolment, quality and equity in ECE for children under 8 growing up in the frontier, indigenous and rural communities.

#### Brazil

**Project title:** Creating Networks for Sustainable Development of ECE

**Partner organisation(s):** Instituto para o Desenvolvimento do Investimento Social

**Location:** States of Minas Gerais and Sao Paulo

**Grant amount:** EUR 400,000

**Overall objective:** To establish a local social network that provides access to all children aged 0-6 to quality ECE through a sustainable process of community participation and responsibility.

#### Guatemala

**Project title:** Jardines Infantiles, Phase II

**Partner organisation(s):** APEDIBIMI

**Location:** Nebaj

**Grant amount:** EUR 94,400

The Foundation's grantmaking in 2006: An overview by issue area

**Overall objective:** To improve the educational opportunities for pre-school aged children of indigenous origin in the Ixil region of Guatemala, as a basis for their further overall development and to ensure their chances to succeed in the formal primary school system.

**Peru**

**Project title:** Building Democracy and Citizenship with Pre-school Children

**Partner organisation(s):** Acción por los Niños

**Location:** Province of Lima

**Grant amount:** EUR 186,000

**Overall objective:** To reduce violence and abuse in school through establishing 'school municipalities' as a mechanism of children's participation and implementation of child rights.

**Project title:** Children of the Amazon

**Partner organisation(s):** Facultad de Educación DAPSEU

**Location:** Satipo, Valle, Selva Central

**Grant amount:** EUR 48,200

**Overall objective:** To design a project for indigenous children's access to culturally relevant education in four indigenous communities of Valle de Chanchamayo, Satipo and Selva Central.

**Project title:** Comunidad Peruana de Aprendizaje Sobre Primera Infancia

**Partner organisation(s):** Escuela para el Desarrollo

**Location:** Nationwide

**Grant amount:** EUR 165,800

**Overall objective:** To enhance the leverage of Foundation-supported projects and organisations on policy making and practice, in the field of early learning and improvement of the environment of care for children in situations of vulnerability, from an evidence-based knowledge framework.

**Project title:** Cullacoq Warma

**Partner organisation(s):** 'Nagayama Norio' – INFANT

**Location:** Lima

**Grant amount:** EUR 203,100

**Overall objective:** To influence the municipal governments of the South Cone of Lima and the Ministry of Women and Social development to design and implement policies for care and initial education for children of domestic employees and sexually exploited teenagers.

**Project title:** Un Nuevo Niño es Posible

**Partner organisation(s):** Instituto de Pedagogía Popular

**Location:** Independence district, Lima

**Grant amount:** EUR 227,200

**Overall objective:** To produce a sustainable improvement of education access, school achievement and physical development of children aged 3 to 5 years attending initial education.

**Project title:** Wiñaq Muhu (niños-semillas que brotan en la comunidad)

**Partner organisation(s):** WARMAYLLU

**Location:** Cajamarca, Andahuaylas, Callao

**Grant amount:** EUR 209,700

**Overall objective:** To improve access for young children from rural and urban slum communities to quality education that incorporates their cultural and linguistic backgrounds.

**Venezuela**

**Project title:** Amazon Children

**Partner organisation(s):** Fundación Ensayos Para el Aprendizaje Permanente

**Location:** Amazonic region

**Grant amount:** EUR 50,500

**Overall objective:** To design a proposal which increases access to inter-cultural early education for the Warao, Añu and Ye'kwana children, thereby improving their chances of a successful future.

**Project title:** Bringing the Lessons Home

**Partner organisation(s):** Nexus Consultores Socioeducativos, SRL

**Location:** Nationwide

**Grant amount:** EUR 287,700

**Overall objective:** To phase out the foundation's support in Venezuela, recuperating accumulated insights among partners and consolidating their position in the future.

**North America**

**USA**

**Project title:** ECCD Costs and Finance

**Partner organisation(s):** The RISE Institute

**Location:** USA

**Grant amount:** EUR 15,000

**Overall objective:** To contribute to an international study on

Early Childhood Care and Development Costs and Finance for the Consultative Group.

**Project title:** IEA Dissemination

**Partner organisation(s):** High/Scope Educational Research Foundation

**Location:** USA

**Grant amount:** EUR 50,000

**Overall objective:** To disseminate the findings of the IEA Pre-primary Project and related studies, to an international audience of researchers, policy makers and educators.

Mississippi Delta Early Childhood and Socialization Initiative

**Overall objectives of the six projects listed below:** To create a viable family and community environment for the early growth and development of young Afro-American children, and to stimulate good educational achievements through structured learning processes.

**Project title:** Anguilla Early Childhood and Socialization Initiative, Phase II

**Partner organisation(s):** Sharkey/Issaquena County Improvement Association

**Grant amount:** EUR 92,500

**Project title:** Cary Early Childhood and Socialization Initiative, Phase II

**Partner organisation(s):** Cary Christian Center

**Grant amount:** EUR 92,100

**Project title:** Early Childhood and Socialization Support Initiative, Phase II

**Partner organisation(s):** Professional Associates, Inc

**Grant amount:** EUR 225,300

**Project title:** Marks Early Childhood and Socialization Initiative, Phase II

**Partner organisation(s):** Quitman County Development Organization

**Grant amount:** EUR 94,100

**Project title:** Mayersville Early Childhood and Socialization Initiative, Phase II

**Partner organisation(s):** Mayersville Youth Development Committee

**Grant amount:** EUR 91,000

**Project title:** Webb Early Childhood and Socialization Initiative, Phase II

**Partner organisation(s):** Tallahatchie County Ministerial Alliance

**Grant amount:** EUR 92,200

### **Sub-Saharan Africa**

#### **Botswana**

**Project title:** Kuru Family of Organisations (KFO) Education Programme, Final Phase

**Partner organisation(s):** Letloa, for KFO

**Location:** Nationwide

**Grant amount:** EUR 342,000

**Overall objective:** To enable KFO programmes with young children to successfully stand on their own after foundation support ends within the next three years.

#### **Mozambique**

**Project title:** Escolinhas Comunitárias do Niassa

**Partner organisation(s):** Diocese de Lichinga

**Location:** Niassa province

**Grant amount:** EUR 62,700

**Overall objective:** To promote the integral development of children in pre-school age through community managed and sustained early childhood development (ECD) centres.

#### **Namibia**

**Project title:** San Regional Education Programme, Phase III

**Partner organisation(s):** Working Group on Indigenous Minorities in Southern Africa (WIMSA)

**Location:** Nationwide

**Grant amount:** EUR 180,900

**Overall objective:** To increase access for San children to pre-primary education and instruction in order to facilitate their transition to primary education and enhance their chances of success in the education system up to tertiary level.

#### **Uganda**

**Project title:** Child Care and Development

**Partner organisation(s):** Hope for Orphans and Women (HOW) Uganda

**Location:** Soroti District

**Grant amount:** EUR 152,000

**Overall objective:** To contribute towards the creation of a safe and conducive environment for enhanced early learning and



Girl from the Railway Community in Bangkok, Thailand, registering for an afternoon activity organised by the Foundation for Slum Child Care.

*Photo: Jim Holmes*

mental, psychosocial, physical and cognitive development of young children in Kyere and Kateta sub-counties.

#### Zimbabwe

**Project title:** Pilot Training of ECEC Paraprofessionals

**Partner organisation(s):** UNICEF–USA

**Location:** Zimbabwe

**Grant amount:** EUR 168,100

**Overall objective:** To contribute to achieving quality universal primary education for all children in Zimbabwe.

#### Issue area:

#### Social inclusion and respect for diversity

#### Asia/Middle East and North Africa

##### Israel

**Project title:** Assessing Attitudinal Change in Kindergarten Teachers

**Partner organisation(s):** The Beyond Words Organization

**Location:** Kfar Vradim

**Grant amount:** EUR 22,000

**Overall objective:** To support an assessment of attitudinal change from prejudice to empathy among Jewish and Arab kindergarten teachers in Israel, in order to strengthen the foundation's understanding of its issue area Social Inclusion and Respect for Diversity.

**Project title:** Building Resilience in the Pre-school Classroom

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

**Location:** Jerusalem

**Grant amount:** EUR 395,200

**Overall objective:** To enable educators and parents of young Arab children in Israel to support these children's social and emotional development in the face of the present pervasive anxiety and fear in everyday life, parallel to similar initiatives to support young Jewish children.

**Project title:** Community Playgrounds for Young Bedouin Children

**Partner organisation(s):** Negev Institute for Strategies of Peace and Development

**Location:** Unrecognised villages, Negev

**Grant amount:** EUR 184,244

**Overall objective:** To recognise, draw attention to and address

effectively the right to play and leisure among young Bedouin children in the Negev, through a pilot project that establishes two community playgrounds.

**Project title:** Educating for Inclusiveness at the Bible Lands Museum

**Partner organisation(s):** The Bible Lands Museum, Jerusalem

**Location:** Jerusalem

**Grant amount:** EUR 173,500

**Overall objective:** To enable the Bible Lands Museum to act as a rich cultural resource for young Arab children and their communities, parallel to its present role in Jewish communities.

**Project title:** Extending "Learning to Live Together"

**Partner organisation(s):** The Hebrew University of Jerusalem

**Location:** Jerusalem

**Grant amount:** EUR 212,500

**Overall objective:** To extend – to young Arab children – valuable initiatives to encourage positive social and emotional development among very young children in day care in Israel by retraining caregivers to stimulate empathy and to model anger management.

**Project title:** Instructors for Bedouin Parenting and Community, Phase II

**Partner organisation(s):** Kaye Academic College of Education

**Location:** Beer Sheva

**Grant amount:** EUR 163,000

**Overall objective:** To continue the promotion of positive social and emotional development of young Bedouin children by giving their teachers, and then their parents, access to current thinking about sensitive parenting.

**Project title:** Quality Care Conference

**Partner organisation(s):** The Hebrew University of Jerusalem

**Location:** Jerusalem

**Grant amount:** EUR 22,000

**Overall objective:** To deepen and enrich the Hebrew University's cross-cultural understanding of early childhood development.

**Project title:** Social Inclusion in Programme Evaluation

**Partner organisation(s):** Israeli Association for Program Evaluation

**Location:** Beer Sheva

**Grant amount:** EUR 6,000

**Overall objective:** To render the website of the Israel Association for Program Evaluation accessible to Arabic speakers within both the country and the region.

### Europe

**Project title:** Children in Europe, Phase II

**Partner organisation(s):** Children in Scotland

**Location:** Various European countries

**Grant amount:** EUR 194,300

**Overall objective:** To consolidate and enhance Children in Europe's role as a forum for the exchange of ideas, practice and information for childcare professionals in various European countries.

**Project title:** DECET Network, Phase III

**Partner organisation(s):** CAF: Research and Development Centre

**Location:** Various European countries

**Grant amount:** EUR 450,000

**Overall objective:** To build a dynamic and strong network around issues of equity, respect for diversity and social inclusion in relation to early childhood. DECET (Diversity in Early Childhood Education and Training) is a network which seeks to engage parents, professionals and decision makers across Europe in processes of knowledge construction and promotion of good practices.

**Project title:** ERATO

**Partner organisation(s):** Society for the Development and Creative Occupation of Children (EADAP)

**Location:** Various European countries

**Grant amount:** EUR 240,000

**Overall objective:** To develop professional competencies of childcare and education practitioners in Greece, Belgium, France, Italy and Croatia that contribute to quality provision for all children and their families, addressing respect for diversity.

### Belgium

**Project title:** Nouveaux Paradigmes

**Partner organisation(s):** Vormingscentrum voor de Begeleiding van het Jonge Kind (VBJK)

**Location:** Gent

**Grant amount:** EUR 17,000

**Overall objective:** To launch a debate between English and

French-speaking specialists on paradigms for innovative thinking about young children.

### France

**Project title:** Petite Enfance et Intégration Sociale

**Partner organisation(s):** Les Amis du Furet

**Location:** Nationwide

**Grant amount:** EUR 156,300

**Overall objective:** To further social inclusion and equality of opportunities from early childhood onwards by supporting childcare professionals in their work with young children, their parents and principal caregivers.

**Project title:** Respect pour la Diversité, Phase II

**Partner organisation(s):** Ecole Santé Sociale du Sud-Est

**Location:** Lyon, Rhône-Alpes Region

**Grant amount:** EUR 248,000

**Overall objective:** To develop the professional skills of early childhood workers to manage confidently, in their work with young children, both the requirements of the secular values of the republic and those of respecting diversity. The emphasis is on the social agenda of childcare, which demands close collaboration with the families and the institutional partners. This competency development is done through initial and in-service training.

### Germany

**Project title:** Evaluation – Demokratie Leben, Phase II

**Partner organisation(s):** Regionale Arbeitsstellen für Ausländerfragen, Jugendarbeit und Schule e.V. (RAA) Berlin

**Location:** Eberswalde

**Grant amount:** EUR 78,100

**Overall objective:** To continue research on the project Demokratie Leben.

**Project title:** Network of Intercultural Communication (NIC), Phase III

**Partner organisation(s):** Arbeitskreis Neue Erziehung

**Location:** Nationwide

**Grant amount:** EUR 478,500

**Overall objective:** To build an intercultural community based on virtual and real networks that represents the needs of parents and children and which can actively shape debates and policies to meet children's needs.



### Netherlands

**Project title:** Jonge Kinderen en Democratie

**Partner organisation(s):** Bureau MUTANT

**Location:** Utrecht

**Grant amount:** EUR 40,000

**Overall objective:** To develop a young children and democracy programme for the early years: pre-school and the first two years of basic school. This programme will be developed together with children, parents and professionals and will focus on improvement of the competencies of all involved. It will be appropriate for the Dutch context and will closely follow official policies and curriculum guidelines promoting active citizenship and social integration.

**Project title:** Ouders en Diversiteit, Phase II

**Partner organisation(s):** Bureau MUTANT

**Location:** The Netherlands

**Grant amount:** EUR 124,900

**Overall objective:** To improve the quality of childcare services by focusing on the relationship between early years professionals and parents. The projects seeks to transform relationships into pedagogical partnerships. Recognising and respecting diversity is a fundamental characteristic of these partnerships.

**Project title:** Translation and Publication Kijken, Kijken, Kijken

**Partner organisation(s):** Vakgroep Ontwikkelingspsychologie, Universiteit Utrecht

**Location:** Utrecht

**Grant amount:** EUR 42,000

**Overall objective:** To introduce to early years professionals, working in English and Spanish-speaking contexts, the issue of how young children deal with conflicts and how important this is in their lives.

### Spain

**Project title:** DECET in Europe Manual

**Partner organisation(s):** Associació de Mestres Rosa Sensat

**Location:** Barcelona

**Grant amount:** EUR 5,000

**Overall objective:** To translate the DECET Manual Diversity and Equity in Early Childhood Training in Europe from English into Spanish. The publication will contribute to bringing about changes in training approaches by providing examples

and experiences from many European countries. Through guidelines and examples, the manual will be an inspirational source for trainers on how to handle issues of diversity and equity in early childhood educators' training approaches and courses.

### Turkey

**Project title:** Life for Children, Phase III

**Partner organisation(s):** Ka-Mer Women Centre

**Location:** Eastern and South-eastern Anatolia

**Grant amount:** EUR 262,000

**Overall objective:** To raise awareness of the importance of early childhood education via unconventional, original, community-based approaches and to ensure widespread acceptance of these ways of caring for young children.

### United Kingdom

**Project title:** Documentation Approach to Learning, Phase II

**Partner organisation(s):** Early Learning Associates

**Location:** Scotland

**Grant amount:** EUR 75,000

**Overall objective:** To consider options to support the dissemination process of the documentation approach to early learning.

**Project title:** Joint Learning Initiative, Children and Ethnic Division

**Partner organisation(s):** Queen's University Belfast

**Location:** Belfast, Northern Ireland

**Grant amount:** EUR 35,000

**Overall objective:** To undertake a scoping exercise to investigate what has been researched to date and who the key players are in terms of this potential Joint Learning Initiative.

**Project title:** Respecting Diversity in Scotland, Phase II

**Partner organisation(s):** CAF: Research and Development Centre

**Location:** Scotland

**Grant amount:** EUR 200,000

**Overall objective:** To research, document and disseminate effective policies and stimulate good practices on social inclusion, integration and respect for diversity in local communities.



A teacher and children interact in a 'Building Blocks of Democracy' project implemented in kindergartens by the Adam Institute for Democracy and Peace in Israel. In the project, young children from many different backgrounds take part in activities that promote living together and resolving conflicts.

*Photo: Barbara Rosenstein*

## North America

### USA

**Project title:** Tolerance and Respect for Diversity in Early Childhood

**Partner organisation(s):** Third Millennium Foundation

**Location:** USA

**Grant amount:** EUR 40,400

**Overall objective:** To develop a paper providing a critique of how diversity and related terms in the USA are conceptualised and defined and to map the approaches to diversity and tolerance education in the USA.

## Sub-Saharan Africa

### Namibia

**Project title:** Total Child, Phase III

**Partner organisation(s):** Total Child Development Organisation

**Location:** Omaheke region

**Grant amount:** EUR 226,200

**Overall objective:** To enable communities to protect children and reduce their psychosocial vulnerability in the context of HIV/AIDS, social discrimination, unequal allocation of resources, and internalised forms of oppression inherited from apartheid.

## Issue area:

### Strengthening the care environment

## Asia

### India

**Project title:** HIV/AIDS Research & Intervention Programme

**Partner organisation(s):** Association for Promoting Social Action (APSA)

**Location:** India

**Grant amount:** EUR 53,500

**Overall objective:** To develop an effective network of organisations that work to prevent further spread of HIV/AIDS among street and slum children and to proactively promote their well-being and the development of sexually healthy behaviours.

**Project title:** Malnutrition Reduction, Jharkhand

**Partner organisation(s):** UNICEF–USA

**Location:** India

**Grant amount:** EUR 300,000

**Overall objective:** To demonstrate a marked reduction in malnutrition (15% in 3 years) and improvement in infant care in the East Singhbhum district in Jharkhand (>90% colostrums feeding, and >70% timely feeding of complementary food), through district-wide expansion of the Dular strategy; and to support the Government of Jharkhand in a state-wide roll-out of the Dular strategy based on experiences in one district and ongoing activities in three other districts in Jharkhand.

### Israel

**Project title:** Children in Conflict Situation

**Partner organisation(s):** Israel Association of Community Centres

**Location:** Jerusalem

**Grant amount:** EUR 10,000

**Overall objective:** To support local community centres in Israel in their role as emergency hubs that address young children's needs in the aftermath of the recent war.

**Project title:** Children in Stress

**Partner organisation(s):** Al-Tufula Pedagogical Centre

**Location:** Nazareth

**Grant amount:** EUR 10,000

**Overall objective:** To support Al-Tufula's emergency work with children, families and communities in Nazareth in the wake of the recent war.

**Project title:** Rebuilding Civil Society after the War

**Partner organisation(s):** The Abraham Fund Initiatives

**Location:** Harey Yehuda

**Grant amount:** EUR 5,000

**Overall objective:** To support the Abraham Fund's efforts to mend rifts within civil society as a result of the recent war.

## Europe

### Cyprus

**Project title:** Rehabilitation After War

**Partner organisation(s):** Arab Resource Collective Ltd

**Location:** Lebanon

**Grant amount:** EUR 25,000

**Overall objective:** To contribute to restoring normalcy in children's lives in the aftermath of the recent war.

### Czech Republic

**Project title:** Growing from Bottom up!

**Partner organisation(s):** Network of Mother Centres in the Czech Republic  
**Location:** Czech Republic  
**Grant amount:** EUR 82,700  
**Overall objective:** To strengthen the organisational capacity of the Network as well as that of the local Mother Centres.

#### Netherlands

**Project title:** Dance4Life Millennium Development Goals  
**Partner organisation(s):** Dance4Life  
**Location:** Netherlands  
**Grant amount:** EUR 10,000  
**Overall objective:** To contribute to Dance4Life's goal to have at least 1 million young people worldwide dancing simultaneously on 1 December 2012 – World AIDS Day – and to increase media and government awareness of the global challenge to fight back against HIV and AIDS.

**Project title:** Research Child Abuse  
**Partner organisation(s):** Stichting RAAK (Reflectie en Actiegroep Aanpak Kindermishandeling)  
**Location:** Netherlands  
**Grant amount:** EUR 5,000  
**Overall objective:** To contribute to the research on consequences of child abuse in the Netherlands in memory of former Bernard van Leer Foundation Trustee Prof van Dantzig, who was a member of the Board of Stichting RAAK.

#### Switzerland

**Project title:** Joint Learning Initiative on Aids and Children, Phase II  
**Partner organisation(s):** Association Francois Xavier Bagnoud  
**Location:** Worldwide  
**Grant amount:** EUR 220,000  
**Overall objective:** To contribute to the establishment of a cross-sectoral, inter-disciplinary initiative, reviewing and synthesising the evidence on the most effective approaches to supporting children affected by AIDS, and advocating action on the basis of this evidence.

#### United Kingdom

**Project title:** Panoscope Editions on Toronto World Aids Conference  
**Partner organisation(s):** The Panos Institute London

**Location:** Toronto; Canada  
**Grant amount:** EUR 12,500  
**Overall objective:** Panos will cover an item relating to young children and HIV/AIDS in each of the five editions of Panoscope to be produced and distributed during the Toronto World Aids Conference. This includes coverage of the two foundation-supported satellite meetings, the pre-meeting, as well as a column by a leader in the field of HIV/AIDS and children.

#### Latin America

##### Regional

**Project title:** Estudios de Caso de Centroamérica  
**Partner organisation(s):** FLACSO, Programa El Salvador  
**Location:** El Salvador; Nicaragua; Guatemala  
**Grant amount:** EUR 24,000  
**Overall objective:** To undertake in depth studies of intervention programmes in three Central American countries, as testimony of the work of the Foundation and its partners in the past 15–20 years, and to describe the impact and relevance their work had for the stakeholders and communities concerned.

##### Brazil

**Project title:** Empowering Communities  
**Partner organisation(s):** Posto de Puericultura Suzanne Jacob  
**Location:** Parnaíba  
**Grant amount:** EUR 371,900  
**Overall objective:** To create a positive environment of care and development within the family context through a locally sustained programme of community participation.

##### Colombia

**Project title:** Alianza para la Infancia  
**Partner organisation(s):** Universidad del Norte  
**Location:** Departamento Atlántico, Magdalena; Caribbean region  
**Grant amount:** EUR 414,500  
**Overall objective:** To develop a programme which ensures that children living in dire poverty and at risk are cared for and protected, with active participation of their families, local communities and service systems.

**Project title:** Compromiso Vital  
**Partner organisation(s):** Fundación Cultural Germinando  
**Location:** Pereira, Dosquebradas, La Virginia  
**Grant amount:** EUR 324,600

**Overall objective:** To train parents and other caregivers, as well as educational agents from the urban area of Pereira, in child development issues and new pedagogical methodologies to bring about positive changes in child rearing practices.

**Project title:** Conformación Alianza Colombiana en Niñez  
**Partner organisation(s):** Fundación para el Desarrollo Integral del Menor y la Familia (FESCO)  
**Location:** Nationwide  
**Grant amount:** EUR 15,526  
**Overall objective:** To enable Colombian counterparts to undertake an analysis of their intervention strategies at community level and document the lessons learned.

**Project title:** Narratives, Poems and Memory  
**Partner organisation(s):** Universidad del Valle  
**Location:** Cali  
**Grant amount:** EUR 230,100  
**Overall objective:** To implement, validate and disseminate an educational intervention strategy that will enhance children's capacity to use their emotions in a positive way. This will be achieved by building on true life stories and written and oral expressions, and will serve as a tool to relate to other members in the community as well as to exercise their right to a respectful and caring environment.

**Project title:** Niñez Indígena del Amazonas  
**Partner organisation(s):** Fundación Caminos de Identidad (FUCAI)  
**Location:** La Chorrera; Amazon region  
**Grant amount:** EUR 33,513  
**Overall objective:** To design an intervention model that takes into account the cultural diversity and practices of indigenous families in relation to young children and to strengthen the alliances between both NGOs and the ICBF (Instituto Colombiano de Bienestar Familiar) to implement the model in all indigenous communities in the Amazon region.

#### El Salvador

**Project title:** Atención a la Niñez Comunitaria, Phase II  
**Partner organisation(s):** FUNDASAL  
**Location:** Las Palmas, Los Manantiales, El Sauce, Soyapango  
**Grant amount:** EUR 114,400  
**Overall objective:** To reduce the situation of serious vulnerability

and risk for young children in downgraded and marginalized urban areas in El Salvador.

**Project title:** Forjando Futuro, Phase II  
**Partner organisation(s):** Asociación CINDE para el Desarrollo y Promoción  
**Location:** Mejicanos, Soyapango; San Salvador  
**Grant amount:** EUR 75,700  
**Overall objective:** To contribute to the transformation of the marginalized urban society in San Salvador and construct an environment in which children of street vendors are cared for and where their rights are respected.

#### Guatemala

**Project title:** Consultoría Centro America  
**Partner organisation(s):** FUNDAESPRO Fundación Esfuerzo y Prosperidad  
**Location:** Guatemala; El Salvador; Nicaragua  
**Grant amount:** EUR 35,900  
**Overall objective:** To ensure a positive closure of the Foundation's partnerships in the Central American region (Guatemala, El Salvador and Nicaragua) by formulating agreements for a collective regional strategy of collaboration between Foundation partners (also after December 2008) and to influence policies on Infancia y Niñez in the region.

**Project title:** Los Niños en la Comunidad con los Niños, Phase IV  
**Partner organisation(s):** FUNDAESPRO Fundación Esfuerzo y Prosperidad  
**Location:** Guatemala city  
**Grant amount:** EUR 83,200  
**Overall objective:** To strengthen FUNDAESPRO's capacity to implement its programmes and to influence public policies, in order to ensure better attention, services and care for children living in a situation of vulnerability.

#### Mexico

**Project title:** Construcción de Ciudadanía en la Niñez Indígena  
**Partner organisation(s):** Unidad de Capacitación e Investigación  
**Location:** Mexico and Oaxaca States  
**Grant amount:** EUR 395,600  
**Overall objective:** To influence social, educational and political processes and municipal policies that lead to the creation of



Local implementation committees meet periodically to review progress made in the Roving Caregiving Program in St Lucia, consider the implications for future expansion and formulate policy priorities.

*Photo: Peter de Ruiter*

a protective and caring environment for young children of indigenous background.

**Project title:** The Children Left Behind

**Partner organisation(s):** IMIFAP

**Location:** State of Hidalgo

**Grant amount:** EUR 103,500

**Overall objective:** To develop a programme to assist preschool aged children suffering from emotional stress because of abandonment by parents who have migrated in search of employment, leaving their children behind in the custody of relatives or other caregivers in the community.

#### Nicaragua

**Project title:** Aprendiendo en Casa, Phase II

**Partner organisation(s):** CANTERA Centro de Educación y Comunicación Popular

**Location:** Mateare, Juigalpa and San Lucas

**Grant amount:** EUR 41,100

**Overall objective:** To contribute to the 'Plan Intersectorial de Educación Inicial' by developing a non-conventional model of integrated care and education for children in the age group 0-6 years, based on the participation of families and involving local agencies, by creating networks of support constituted by both public-sector agencies and agencies of civil society (NGOs and grassroots organisations).

**Project title:** Fortalecimiento del Desarrollo Infantil, Phase II

**Partner organisation(s):** CANTERA Centro de Educación y Comunicación Popular

**Location:** Ciudad Sandino, Managua

**Grant amount:** EUR 94,800

**Overall objective:** To offer a programme that contributes to the integrated development of children aged 4-10 years; to ensure the participation of children in local networks, committees and political frameworks that hold responsibility for child-oriented policies; and to lobby for a widespread application of the methodologies of the Ciudad Sandino programme in other locations in Nicaragua.

#### North America and the Caribbean region

##### Canada

**Project title:** Coalition on Children Affected by AIDS

**Partner organisation(s):** The Teresa Group

**Location:** Worldwide

**Grant amount:** EUR 50,000

**Overall objective:** To raise the profile of children's issues within the HIV/AIDS community.

##### Jamaica

**Project title:** A Qualitative Assessment of the Roving Caregivers Programme

**Partner organisation(s):** CARICAD (Caribbean Centre for Development Administration)

**Location:** Caribbean Region

**Grant amount:** EUR 150,300

**Overall objective:** To launch a qualitative study on the Roving Caregivers Programme in the Caribbean.

**Project title:** Caribbean Child Support Initiative 2007-2011

**Partner organisation(s):** CARICAD (Caribbean Centre for Development Administration)

**Location:** Eastern Caribbean

**Grant amount:** EUR 952,800

**Overall objective:** To strengthen the care environment of young children up to the age of 3 in the eastern Caribbean region.

**Project title:** Caribbean Internship Project, Phase II and III

**Partner organisation(s):** Centre for Population, Community and Social Change (CPCSC)

**Location:** Caribbean Region

**Grant amount:** EUR 283,600

**Overall objective:** To devise a regional mechanism for matching resources and needs in culturally diverse settings in the Caribbean region, and also to open a web page on the CPCSC website.

**Project title:** Replication of the Roving Caregivers Programme in Dominica, Phase II

**Partner organisation(s):** Christian Children's Fund Dominica

**Location:** Eastern Caribbean

**Grant amount:** EUR 55,000

**Overall objective:** To replicate the concept and methodologies of the Roving Caregivers Programme in Dominica, under the CSI goal of increasing good practice in parent support in the Caribbean region.

**Project title:** Replication of the Roving Caregivers Programme in St Lucia, Phase II

**Partner organisation(s):** Ministry of Education of St Lucia

The Foundation's grantmaking in 2006: An overview by issue area

**Location:** Eastern Caribbean

**Grant amount:** EUR 87,600

**Overall objective:** To replicate the concept and methodologies of the Roving Caregivers Programme in St Lucia, under the CSI goal of increasing good practice in parent support in the Caribbean region.

**Project title:** Replication of the Roving Caregivers Programme in St Vincent, Phase II

**Partner organisation(s):** SVG Save the Children Fund (VINSAVE)

**Location:** Eastern Caribbean

**Grant amount:** EUR 13,500

**Overall objective:** To replicate the concept and methodologies of the Roving Caregivers Programme in St Vincent and the Grenadines, under the CSI goal of increasing good practice in parent support in the Caribbean region.

#### USA

**Project title:** MIHOW Book project

**Partner organisation(s):** Vanderbilt University

**Location:** USA

**Grant amount:** EUR 24,100

**Overall objective:** To write up a book on the Maternal Infant Health Outreach Programme for professionals and policy makers in the field of early education.

#### Sub-Saharan Africa

##### Kenya

**Project title:** Capacity Building and Early Childhood Development, Phase II

**Partner organisation(s):** Kenya Community Development Foundation (KCDF)

**Location:** Kenya

**Grant amount:** EUR 348,800

**Overall objective:** To enable nine community-based organisations to design and implement quality community-based early childhood development programmes for over 50,000 children aged 0-8 years.

**Project title:** Mitigating the Effects of HIV/AIDS on Children, Phase II

**Partner organisation(s):** ANPPCAN Kenya Chapter

**Location:** Ambira, Western Kenya

**Grant amount:** EUR 170,000

**Overall objective:** To enhance community-based care and support systems and protection of 900 children 0-8 years old in families affected by HIV/AIDS in Ambira sublocation of Siaya District by 2009.

**Project title:** Printing the Herbal and Nutritional Primer

**Partner organisation(s):** Trust for Indigenous Culture and Health

**Location:** Kenya

**Grant amount:** EUR 25,000

**Overall objective:** To contribute towards the printing of the reference book 'Using our traditions: herbal and nutritional homecare' intended for people with AIDS, and towards an initial training on herbal and nutritional homecare.

**Project title:** TAK Day Care Centres

**Partner organisation(s):** ANPPCAN Regional Office

**Location:** Korogocho, Nairobi

**Grant amount:** EUR 30,000

**Overall objective:** To build an endowment fund for the TAK home-based day-care centre project.

##### Mozambique

**Project title:** Assegurando os Novos Caminhos da Criança

**Partner organisation(s):** Associação da Criança Família e Desenvolvimento

**Location:** Mozambique

**Grant amount:** EUR 177,600

**Overall objective:** To support communities in providing adequate early childhood care and education from a rights-based perspective.

##### South Africa

**Project title:** Community Development and Family Facilitators

**Partner organisation(s):** Lesedi Educare Association

**Location:** Tweespruit, Ladybrand, Excelsior, Chocolan, Rosendal, and Marquard

**Grant amount:** EUR 43,000

**Overall objective:** To develop a community-owned, comprehensive and sustainable approach that addresses the needs of vulnerable families and their children.

**Project title:** Family and Community Support, Phase III

**Partner organisation(s):** DEDI

**Location:** Free State

**Grant amount:** EUR 230,600



**Overall objective:** To realise a family and community environment that promotes and enhances the survival, development, care and protection of vulnerable children.

**Project title:** FCM Documentation

**Partner organisation(s):** Early Learning Resource Unit (ELRU)

**Location:** Eastern Cape

**Grant amount:** EUR 30,000

**Overall objective:** To document and share the experiences and lessons from using the Family and Community Motivator (FCM) approach by ELRU and other organisations.

**Project title:** Programmes Upholding Young Children's Rights

**Partner organisation(s):** Save the Children–UK/South Africa

**Location:** South Africa

**Grant amount:** EUR 28,200

**Overall objective:** To make recommendations to the government departments of Social Development, Education and Health and to civil society organisations about ways in which community-based programmes for children could be improved to more effectively promote and protect the rights of younger children.

**Project title:** RSA Learning Community

**Partner organisation(s):** Community Development Resource Association

**Location:** South Africa

**Grant amount:** EUR 18,300

**Overall objective:** To develop shared understanding and ownership of the purpose and proposed process of learning and generating knowledge among foundation partners.

**Project title:** Speak Free Project, Phase II

**Partner organisation(s):** ABC Ulwazi

**Location:** KwaZulu Natal and Eastern Cape

**Grant amount:** EUR 202,400

**Overall objective:** To improve developmental and educational child and youth radio programmes broadcast in the South African Community Radio sector through focused training, top-quality production, mentoring and support and high levels of child participation.

#### Uganda

**Project title:** Child Parenting Child

**Partner organisation(s):** Orphans Community Based Organisation (OCBO)

**Location:** Rakai and Lyantonde Districts

**Grant amount:** EUR 150,800

**Overall objective:** To set up and instil community-based support and parenting initiatives for children below 9 years living in child-headed households in Rakai and Lyantonde districts.

**Project title:** Community Support Oriwa, Phase II

**Partner organisation(s):** Uganda Orphans Rural Development Programme (UORDP)

**Location:** Tororo District

**Grant amount:** EUR 175,400

**Overall objective:** To enable orphans and vulnerable children to realise their full potential by mobilising and facilitating care-giving families and communities to provide adequate early childhood development care and services.

#### Zimbabwe

**Project title:** Community-Based ECD for CABA (Children affected by HIV/AIDS)

**Partner organisation(s):** Community Foundation for the Western Region of Zimbabwe (CFWRZ)

**Location:** Matabeleland

**Grant amount:** EUR 374,400

**Overall objective:** To strengthen the capacities of families and communities to have improved health, nutrition, stimulation, protection and education of their 0–8-year-old children in selected parts of Bubi and Umzingwane districts in Matabeleland within the next three years.

**Project title:** Community Fostering, Phase IV

**Partner organisation(s):** Child Protection Society (CPS)

**Location:** Harare

**Grant amount:** EUR 210,000

**Overall objective:** To improve nutrition and the standard of living of 5,000 children and their families living in difficult circumstances in the Mufakose high-density suburb in Harare.

**Project title:** Establishing Effects of HIV/AIDS on Young Children

**Partner organisation(s):** Community Foundation for the Western Region of Zimbabwe (CFWRZ)

**Location:** Western Zimbabwe

**Grant amount:** EUR 70,500

**Overall objective:** To establish the situation and inform the

## The Foundation's grantmaking in 2006: An overview by issue area

development of interventions for young children 0-8 years affected by HIV/AIDS in three community-based organisation project sites covering 11 wards in Umzingwane district and Bulawayo Metropolitan areas.

**Project title:** Home-Based Orphan Support, Phase III  
**Partner organisation(s):** Community Foundation for the Western Region of Zimbabwe (CFWRZ)  
**Location:** Matabeleland  
**Grant amount:** EUR 381,900  
**Overall objective:** To improve the quality of life and opportunities for young children (8 years and under) affected by AIDS in six targeted areas through the strengthening of home-based orphan care groups (HOCG) and primary caregivers of orphans and other vulnerable children in the Matabeleland region of Western Zimbabwe.

### Other Grants

#### Europe

##### Belgium

**Project title:** Core Activities EFC  
**Partner organisation(s):** European Foundation Centre (EFC)  
**Location:** Belgium  
**Grant amount:** EUR 60,000  
**Overall objective:** To enable the EFC secretariat to work further in benchmarking and capacity-building by identifying and setting standards for the European Foundation sector, as well as giving European funders a platform and mechanism to act at international/global level.

##### Netherlands

**Project title:** Library Project Indonesia  
**Partner organisation(s):** Stichting Kansarme Kinderen Indonesië  
**Location:** Netherlands  
**Grant amount:** EUR 2,000  
**Overall objective:** To contribute to the creation of small libraries for children in the age-group 3 to 10 years, thus providing them with access to books and the opportunity to learn to read.

##### United Kingdom

**Project title:** Early Childhood in Focus  
**Partner organisation(s):** The Open University

**Location:** United Kingdom  
**Grant amount:** EUR 130,000  
**Overall objective:** To inform and enhance the advocacy work of both the foundation and its partners across all of its issue areas.

#### North America

##### Canada

**Project title:** Moving ECCD Principles to Action  
**Partner organisation(s):** Consultative Group on ECCD  
**Location:** Canada  
**Grant amount:** EUR 100,000  
**Overall objective:** To contribute to the core costs of the Consultative Group on Early Childhood Care and Development.

**Project title:** SSA-2 ECDVU  
**Partner organisation(s):** University of Victoria  
**Location:** Canada  
**Grant amount:** EUR 20,000  
**Overall objective:** To support the participation of five candidates in an initial orientation and two 2-week seminars of the Early Childhood Development Virtual University (ECDVU) as part of its one-year programme for Africa.

**Project title:** Supporting and Strengthening the new Foundation Strategy on ECD  
**Partner organisation(s):** The Communication Initiative  
**Location:** Canada  
**Grant amount:** EUR 39,900  
**Overall objective:** To strengthen and support the new foundation strategy on early childhood development through the Communication Initiative platform.

##### USA

**Project title:** CoF International Program 2005–2007 Strategic Plan  
**Partner organisation(s):** Council on Foundations  
**Location:** USA  
**Grant amount:** EUR 15,000  
**Overall objective:** To provide support to the international programme of the Council on Foundations.

**Project title:** International Network of Child Policy Research Centers  
**Partner organisation(s):** Chapin Hall Center for Children  
**Location:** USA  
**Grant amount:** EUR 12,000

**Overall objective:** To support planning and networking by the University of Chicago's Chapin Hall on behalf of its international network of child policy centres with the aim of securing longer-term funding.

**Project title:** Lewis Hine Documentary Initiative, Phase II  
**Partner organisation(s):** Center for Documentary Studies (CDS) – Lyndhurst House  
**Location:** USA

**Grant amount:** EUR 94,500

**Overall objective:** To support the placement of two international Lewis Hine fellows in a foundation-supported project to do documentary work and to produce documentary materials.

#### Sub-Saharan Africa

**Project title:** Regional Programme Learning Group Workshop in Mozambique

**Partner organisation(s):** Save the Children Federation, Inc

**Location:** Africa

**Grant amount:** EUR 5,500

**Overall objective:** To contribute to the organisation of a regional Programme Learning Group Workshop on early childhood development (ECD) in Mozambique in May 2006 to familiarise the Save the Children–US staff on a range of possible ECD interventions.

#### Kenya

**Project title:** Emergency Support to ECD Centres

**Partner organisation(s):** Kenya Community Development Foundation

**Location:** Kenya

**Grant amount:** EUR 5,000

**Overall objective:** To contribute towards emergency support to ECD centres in drought affected areas.

#### South Africa

**Project title:** ICDP Training Workshop October 2006, Durban

**Partner organisation(s):** Human Sciences Research Council

**Location:** South Africa

**Grant amount:** EUR 5,000

**Overall objective:** To contribute to the International Child Development Programme's (ICDP) training workshop in Durban, October 2006.

#### Tanzania

**Project title:** Emergency Support to ECD Centres

**Partner organisation(s):** Monduli Pastoralist Development Initiatives (MPDI)

**Location:** Tanzania

**Grant amount:** EUR 5,000

**Overall objective:** To contribute towards emergency support to ECD centres in drought-affected areas.



Children in Dar Es Salaam, Tanzania, running from the ball as part of the game called 'monkey in the middle', especially played by girls.

*Photo: Jim Holmes*

# Abbreviated financial statements 2006

## **Income and expenditures**

### **The Foundation's income**

The Bernard van Leer Foundation's income totalled EUR 24,173,100 in 2006. The Bernard van Leer Foundation received EUR 23,620,000 in 2006 (97.7% of total income) from the Van Leer Group Foundation, a charitable entity based in the Netherlands. The remainder came from co-funding (EUR 395,000, accounting for 1.6% of total income) and income from interest (EUR 158,100, or 0.7%).

### **The Foundation's expenditure**

In 2006, a total of EUR 19,246,200 was approved in grants. After corrections for some cancelled projects and exchange rate savings, this resulted in total grantmaking of EUR 19,001,300. In addition, a further EUR 1,016,600 was allocated to projects implemented directly by the foundation ('foundation-managed projects') rather than by partner organisations.

That brings the total of programmatic spending to EUR 20,017,900, making up 80.0% of the foundation's total expenditure in 2006, with the remaining 20.0% (EUR 4,999,600) being administrative spending.

### **The Foundation's balance**

Total expenditure exceeded total income by EUR 844,400. In 2006, the Foundation reserved EUR 280,000 for the indexation of pensions. As a consequence the general reserve decreased from EUR 3,525,300 to EUR 2,400,900. The reserve should be further reduced to EUR 600,000 by 2007, and to EUR 0 by 2008.

**Balance sheet as at December 31 (in EUR)**

	<b>2006</b>	<b>2005</b>
<b>Assets</b>		
<b>Tangible fixed assets</b>	135,400	136,900
<b>Long term assets</b>	60,000	28,400
<b>Current assets</b>		
Van Leer Group Foundation current account	22,276,500	22,286,100
Debtors	732,800	537,400
Cash & Bank	5,717,300	7,508,000
	28,726,600	30,331,500
<b>Total assets</b>	<b>28,922,000</b>	<b>30,496,800</b>
<b>Available funds and liabilities</b>		
<b>Available funds</b>		
Nominal Foundation capital	453,800	453,800
Reserved for indexation of pensions	459,700	179,700
General reserve	2,400,900	3,525,300
	3,314,400	4,158,800
<b>Other funds</b>		
Approved but not yet committed project grants	6,914,200	7,844,300
<b>Liabilities</b>		
Project commitments	17,844,700	17,346,100
Creditors	848,700	1,147,600
	18,693,400	18,493,700
<b>Total available funds and liabilities</b>	<b>28,922,000</b>	<b>30,496,800</b>

### Income and expenditure account for the year (in EUR)

	2006	2005
<b>Income</b>		
Van Leer Group Foundation	23,620,000	23,210,000
Co-funders	395,000	367,900
Interest	158,100	185,200
	<b>24,173,100</b>	<b>23,763,100</b>
<b>Expenditure</b>		
Grants	19,001,300	19,962,500
Foundation managed projects	1,016,600	1,255,500
Administration and programme services	4,999,600	6,015,400
	<b>25,017,500</b>	<b>27,233,400</b>
<b>Operating result</b>	<b>-844,400</b>	<b>-3,470,300</b>

#### 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. In last year's report cancellations of projects were presented as a separate line item as part of income. As of 2006 cancellations of projects are included under grants expenditure. Comparative figures for 2005 have been similarly adjusted.

### Cash flow statement for the year (in EUR)

#### Receipts

Van Leer Group Foundation	23,629,600	18,240,700
Co-funders	395,000	367,900
Interest	158,100	185,200
Repayment loan	33,200	4,800
	<b>24,215,900</b>	<b>18,798,600</b>

#### Disbursements

Projects	19,432,900	15,522,400
Administration	6,493,600	7,324,300
Purchases of fixed assets	80,100	23,400
	<b>26,006,600</b>	<b>22,870,100</b>
Increase in cash & bank	<b>-1,790,700</b>	<b>-4,071,500</b>

#### Increase in cash & bank

Balance cash & bank December 31	5,717,300	7,508,000
Balance cash & bank January 1	7,508,000	11,579,500
	<b>-1,790,700</b>	<b>-4,071,500</b>



## The Foundation's grant making

In 2006 the foundation made grants for a total of EUR 19,246,200 (table 1). Table 2 shows the grantmaking per issue area. Table 3 indicates how grants are distributed over developing and industrialised countries, while table 4 shows the grants made per country. Details of the main grants made by the foundation in 2006 can be found in the overview of the Foundation's grantmaking on pages 16–33 of this report.

**Table 1: Overall grantmaking**

Number of projects	163
Total amount (EUR 1,000)	19,246
Average (nearest EUR 1,000)	118

**Table 2: Grantmaking by issue area**

	<b>Care</b>	<b>Diversity</b>	<b>Transitions</b>	<b>Other grants</b>
Number of projects	67	31	48	17
Total amount (EUR 1,000)	8,077	4,340	5,800	1,029
Average (nearest EUR 1,000)	121	140	120	60
% Total amount	42%	23%	30%	5%

**Table 3: Grantmaking by developing/industrialised countries**

	<b>Developing</b>	<b>Industrialised</b>
Number of projects	88	75
Total amount (EUR 1,000)	12,520	6,726
Average (nearest EUR 1,000)	141	90
% Total amount	65%	35%

**Table 4: Amounts granted per country in 2006 (amounts in EUR)**

	<b>No. of projects</b>	<b>Amount granted</b>	<b>% of total</b>
Regional, etc	12	1,378,600	7.16%
Australia	1	30,000	0.16%
Belgium	2	77,000	0.40%
Botswana	1	342,000	1.78%
Brazil	3	797,700	4.14%
Canada	2	89,900	0.47%
Caribbean	10	1,741,800	9.05%
Colombia	5	1,018,200	5.29%
Cyprus	1	25,000	0.13%
Czech Republic	1	82,700	0.43%
El Salvador	2	190,100	0.99%
France	2	404,300	2.10%
Germany	3	716,600	3.72%
Guatemala	3	213,500	1.11%
India	6	1,137,600	5.91%
Israel	23	1,636,700	8.50%
Jamaica	2	230,400	0.16%
Kenya	10	692,100	3.60%
Mexico	2	499,100	2.59%
Morocco	1	15,000	0.08%
Mozambique	3	300,300	1.56%
Namibia	2	407,100	2.12%
Netherlands	7	243,300	6.37%
Nicaragua	2	135,900	1.26%
Peru	7	1,046,400	5.44%
Poland	1	408,400	2.12%
South Africa	10	642,600	3.34%
Spain	1	5,000	0.03%
Switzerland	1	220,000	1.14%
Tanzania	2	455,000	2.36%
Thailand	1	167,000	0.87%
Turkey	1	262,000	1.36%
Uganda	5	494,800	2.57%
United Kingdom	6	482,200	2.51%
United States of America	12	926,200	4.81%
Venezuela	5	526,800	2.74%
Zimbabwe	5	1,204,900	6.26%
<b>Total</b>	<b>163</b>	<b>19,246,200</b>	<b>100.00%</b>

## AUDITORS' REPORT

### *Introduction*

We have audited whether the accompanying abbreviated financial statements of Stichting Bernard van Leer Foundation, The Hague, for the year 2006 (as set out on pages 35 to 40) have been derived consistently from the audited financial statements of Stichting Bernard van Leer Foundation for the year 2006. In our auditors' report dated May 16, 2007 we expressed an unqualified opinion on these financial statements. Management is responsible for the preparation of the abbreviated financial statements in accordance with the accounting policies as applied in the 2006 financial statements of Stichting Bernard van Leer Foundation. Our responsibility is to express an opinion on these abbreviated financial statements.

### *Scope*

We conducted our audit in accordance with Dutch law. This law requires that we plan and perform the audit to obtain reasonable assurance that the abbreviated financial statements have been derived consistently from the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, these abbreviated financial statements have been derived consistently, in all material respects, from the financial statements.

### *Emphasis of Matter*

For a better understanding of the company's financial position and results and the scope of our audit, we emphasize that the abbreviated financial statements should be read in conjunction with the unabridged financial statements, from which the abbreviated financial statements were derived and our unqualified auditors' report thereon dated May 16, 2007. Our opinion is not qualified in respect of this matter.

The Hague, May 16, 2007

for Ernst & Young Accountants

was signed by P.J.A.M. Jongstra



Roving care giver Casey Nelson (18) is visiting Antoine (1) in Aux Lyon, St Lucia. During these visits, the rovers offer stimulation activities for children in the birth to 3-year age bracket, work on interpersonal development and communication skills, and conduct parenting group sessions.

*Photo: Peter de Ruiter*

# Publications in 2006

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](http://www.bernardvanleer.org)>.

## Working Papers

### Respect for diversity: An international overview

Working Paper 40

Glenda MacNaughton

There are various perspectives on young children's respect for diversity – cultural and racial, developmental, gender diversity and socio-economic. This paper looks at theory, research and methodologies, including regional nuances, and identifies and maps out five broad schools of thought – the 'laissez-faire' school; the 'special provisions' school; the 'cultural understandings' school; the 'equal opportunities' school; and the 'anti-discrimination' school.

88 pages | ISBN 90-6195-093-7

### Young children, HIV/AIDS and gender: A summary review

Working Paper 39

Deevia Bhana and Farhana Farook Brixen. With Glenda MacNaughton and Robert Zimmermann

Attitudes towards gender that are inculcated in early childhood can play a significant role in creating adult behaviours that lead to the spread of HIV/AIDS. Young children, HIV/AIDS and gender explores how to use the early years to lay the foundations for HIV/AIDS prevention.

64 pages | ISBN 90-6195-092-9

### Globalisation and privatisation: The impact on childcare policy and practice

Working Paper 38

Michel Vandenbroeck

Globalisation and privatisation concentrates on the impact of globalisation on childcare since the late 1970s, particularly in the last two decades. It looks at how our views about children, parents and public services have changed as a result. In particular, the paper examines the case in Belgium, where the consequences of globalisation are also analysed in terms of quality and accessibility of services and the shifting power relations between the state, childcare providers, parents and experts in the field of early childhood education.

34 pages | ISBN 90-6195-088-0

## Early Childhood Matters / Espacio para la Infancia

### Transitions in the early years: A learning opportunity

Early Childhood Matters 107

This edition of the foundation's twice-yearly journal is timed to coincide with the publication of the EFA Global Monitoring Report on early childhood, of which it contains a summary. Other articles include the foundation's framework for its issue area 'Successful transitions: The continuum from home to school,' and an interview with John Bennett, who coordinated the OECD's Starting Strong reviews. There are contributions from the field from the USA, India, Uganda, Guatemala, Poland, Brazil and Israel.

58 pages | ISSN 1387-9553

### Violence against young children: A painful issue

Early Childhood Matters 106

A paradox surrounds the issue of violence against children. The most severe forms of violence are generally considered more reprehensible when perpetrated against children than against adults. Yet in most parts of the world, some less severe forms of violence – administered in the name of discipline – are not only considered more socially acceptable when perpetrated against children than against adults, they are seen as necessary or as the only solution to a problem. This edition of ECM looks at the issue of violence against young children from a range of angles. It includes an interview with Jaap Doek, chair of the UN Committee on the Rights of the Child, and it contains contributions from Bulgaria, Ethiopia, El Salvador, Colombia, Kenya and Jamaica. Issues covered include corporal punishment, abuse in the home and violence in schools.

52 pages | ISSN 1387-9553

### Las transiciones en los primeros años: Una oportunidad para el aprendizaje

Espacio para la Infancia 26

Coincidiendo con el lanzamiento del Estudio de Seguimiento de la Educación para Todos sobre la educación de la primera infancia, esta edición de la revista está dedicada al tema de las Transiciones en los primeros años: Una oportunidad para el

## Publications in 2006

aprendizaje. Los artículos que contiene, incluye: – Una visión general del recientemente publicado Estudio de Seguimiento de la Educación para Todos; – Un resumen del marco de referencia de la Fundación sobre nuestra área temática Transiciones exitosas: el continuum desde el hogar a la escuela; – Una entrevista con John Bennett, coordinador de la revisión sobre el estudio “Starting Strong” de la OCDE; – Contribuciones desde la práctica, procedentes de Estados Unidos, India, Uganda, Guatemala, Polonia, Brasil e Israel. – Al igual que el resto de publicaciones de la Fundación, Espacio para la Infancia se distribuye gratuitamente. Sus comentarios son siempre bien recibidos.

58 pages | ISSN 1566-6476

### **Violencia contra los niños pequeños: Un tema espinoso**

Espacio para la Infancia 25

Esta edición de Espacio para la Infancia trata sobre la violencia contra los niños pequeños. En ella podrá encontrar una entrevista con Jaap Doek, presidente del Comité de los Derechos del Niño de las Naciones Unidas, y colaboraciones procedentes de Bulgaria, Etiopía, El Salvador, Colombia, Kenia y Jamaica. Entre otros, se cubren temas como el castigo corporal, violencia doméstica y en las escuelas.

52 pages | ISSN 1566-6476

### **Corporate publications**

Annual Report 2005

The Bernard van Leer Foundation’s Annual Report for 2005 includes a foreword by the Chair of the Board of Trustees, a report from the Executive Director, overviews of finances and grantmaking in 2005, and a theme essay on the subject of respect for diversity. There is also an executive summary in Spanish.

60 pages | ISBN 90-6195-090-2

### **HIV/AIDS, young children and the Bernard van Leer Foundation**

This A3 leaflet gives an overview of the foundation’s involvement in the issue of young children affected by HIV/AIDS, outlining how we aim to work with others as a funder, convener and facilitator to bring together the angles of knowledge, policy and practice.

2 pages

## Books

### **Where the heart is: Meeting the psychosocial needs of young children in the context of HIV/AIDS**

Linda Richter, Geoff Foster and Lorraine Sherr

*Where the heart is* is an output of a series of workshops on psychosocial support held in 2004–2005 by the Bernard van Leer Foundation and the Coalition on Children Affected by AIDS. The authors discuss the issues surrounding psychosocial care and support for children made vulnerable by the HIV/AIDS pandemic and make recommendations for future priorities and programming directions (see box).

60 pages | ISBN 90-6195-091-0

### **A Guide to General Comment 7: Implementing Child Rights in Early Childhood**

Co-published by the United Nations Committee on the Rights of the Child, United Nations Children’s Fund and Bernard van Leer Foundation

The *Guide to General Comment 7* is a comprehensive and practical guide to the issues involved in implementing the UN Convention on the Rights of the Child when it comes to young children. The book contains extracts from papers submitted to the UN Committee on the Rights of the Child at the time of the Day of General Discussion which preceded the General Comment, and other relevant material (see box).

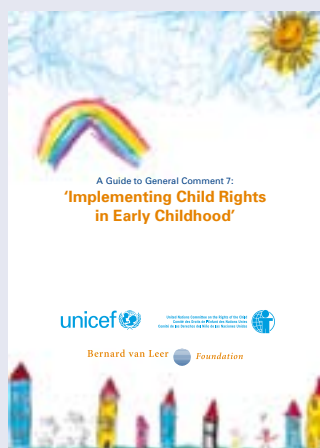
208 pages | ISBN 90-6195-089-9

### A Guide to General Comment 7:

## Implementing child rights in early childhood

The UN Convention on the Rights of the Child applies to all children under 18, but its implementation poses particular practical challenges when it comes to young children. *A guide to General Comment 7: Implementing child rights in early childhood* notes first the emerging recognition by the UN Committee on the Rights of the Child that young children and early childhood were largely overlooked in State reporting on child rights and that, as such, the rights of young children were not being fully discussed. The book describes how this realisation led, in September 2004, to a 'Day of General Discussion on Early Childhood' and consequently to the drafting and, in September 2005, the adoption of a General Comment to address these issues. Included in the text are numerous contributions from a wide variety of experts and organisations that formed the backbone of discussion in September 2004 and which consequently also informed the drafting process.

The General Comment itself, and the other contributions to the book, present a bold and compelling vision of the young child as a rights holder, as an active social participant, as a 'being' now rather than a socialisable 'becoming' for the future. A young child whose cognitive, social, emotional and physical capacities are evolving within a wide variety of groupings, in families, with peers, and as part of a community. A young child who is capable of expressing a view or opinion, using more than just their voice, opinions that we as adults are required to give genuine and appropriate consideration to.

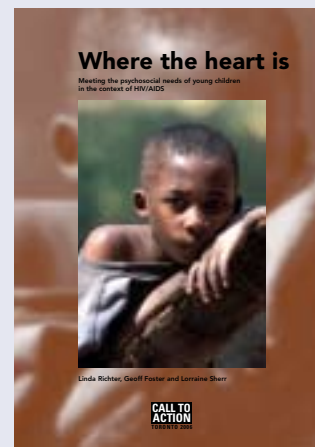


Co-published by the United Nations Committee on the Rights of the Child, UNICEF and the foundation, the book has already attracted wide interest with various policy makers and academics, inspiring discussion and debate. A Spanish translation will be published in 2007.

### Where the heart is:

## Meeting the psychosocial needs of young children in the context of HIV/AIDS

All young children require affection, stimulation, protection and nurture to grow and develop and to have a good foundation for coping with challenges and making positive contributions to society. Poverty and social upheaval negatively affect children's development by leading to stressed caregivers, instability, inadequate material supplies and lack of access to services.



HIV/AIDS exacerbates the negative effects of poverty on young children's development. Many children not living with the virus are affected by HIV/AIDS because they live with chronically ill or very aged caregivers who are unable to provide them with adequate care and support, or with extended families whose resources are over-stretched.

In addition to providing material support to HIV/AIDS-affected children, it is crucial to assist them in achieving psychosocial well-being – not only to enable them to be happier and cope better in the present, but also to enable them to deal with further hardships with more emotional and social resilience, and to provide them with hope and dreams for the future. In the past, attention has tended to focus on psychosocial support programmes for only the most seriously affected. This focus needs to broaden to recognise the large numbers of children whose psychosocial well-being is impacted.

*Where the heart is: Meeting the psychosocial needs of young children in the context of HIV/AIDS* is an opinion piece developed through a series of four workshops convened by the Bernard van Leer Foundation in preparation of the XVI International AIDS Conference in Toronto in August 2006. A five-point "Call to action" prefaces *Where the heart is*, stressing the importance of family- and community-based care and government provision of universal integrated services.



Colonia Cajeme Community Center, Mexico. Community centres help reinforce the cognitive development of children, their knowledge about health issues and personal hygiene; and their emotional development and communication skills, using games and plays.

*Photo: Rebecca Janes*



# Resumen ejecutivo

**En este resumen les presentamos las actividades llevadas a cabo por la Fundación durante 2006, las cuales empiezan a reflejar el cambio de enfoque en la estructura de nuestro programa de subvenciones. Se destacan algunos acontecimientos ocurridos en el ámbito internacional que repercuten directamente en nuestra labor. Y por último, una de las tres áreas temáticas que guían nuestro trabajo, Transiciones exitosas: el continuum desde el hogar a la escuela, es presentada con mayor detalle.**

Al inicio de 2006, la Fundación introdujo las áreas temáticas que a partir de entonces orientarían nuestra labor en favor del desarrollo de la primera infancia. También durante ese año se concluyó la redacción del documento que constituye nuestra Declaración de Intención Estratégica para los próximos tres años y que da cuerpo a los objetivos que queremos conseguir a través de nuestro enfoque temático con respecto a los niños pequeños que crecen en condiciones de desventaja social o económica. Paralelamente, cada área temática está desarrollando un documento de referencia donde se detallan sus propósitos más específicos. De forma resumida, nuestros objetivos organizados por área, son:

- Mediante el programa “Transiciones exitosas: el continuum desde el hogar a la escuela” (“Transiciones”): mejores entornos de aprendizaje de calidad, más oferta de educación para la primera infancia y mayor demanda de la misma;
- A través del programa “Inclusión social y respeto por la diversidad” (“Diversidad”): disminución de la discriminación estructural contra los niños pequeños procedentes de grupos sociales excluidos y mayor respeto por ellos, tanto por parte de los adultos como de sus semejantes;
- Mediante el programa “Fortalecimiento del entorno de cuidado del niño” (“Cuidado”): mejoras en la capacidad de los padres y de las comunidades para cuidar de los niños pequeños, a la vez que se optimizan los servicios y las políticas que favorecen dichos esfuerzos.

Durante 2006, la Fundación concedió 163 subvenciones por un total de 19.134.200 euros, con un promedio aproximado de 118.000 euros por subvención. De la totalidad de subvenciones, un 42% correspondió al área temática de Cuidado, un 30% a la de Transiciones y un 23% a la de Diversidad. Como resultado de los cambios en nuestro criterio de selección, dirigidos a focalizar más nuestro trabajo, se redujo a la mitad el número de países receptores de nuestras subvenciones con el fin de aumentar el impacto de las mismas en los países restantes.

Como parte del desarrollo gradual de nuestra página web en español (<http://es.bernardvanleer.org>), ya se puede acceder a unas breves descripciones de los proyectos financiados actualmente en América Latina.

En el ámbito internacional, dos acontecimientos de especial relevancia para la Fundación tuvieron lugar en el año 2006. El primero fue la Conferencia Internacional sobre Sida, celebrada en agosto, en Toronto. Para esta ocasión, destinamos más recursos humanos y financieros que en previas ediciones con el fin de explorar nuestro potencial como agente catalizador y con poder de convocatoria. Con la colaboración de organizaciones similares, coordinamos un simposio sobre niños y sida que captó la atención de 500 especialistas. Nuestra publicación sobre bienestar psicosocial, *Where the heart is* (en colaboración con la Coalición sobre Niños Afectados por el Sida – *Coalition on Children Affected by AIDS*) fue muy bien recibida.

Una de las lecciones aprendidas en la conferencia fue la necesidad de contar con una evidencia sólida en un entorno altamente competitivo por mostrarse visible. La experiencia con base en la evidencia es un componente importante de la Iniciativa Conjunta de Aprendizaje sobre Niños y Sida (*Joint Learning Initiative on Children and AIDS*).

El segundo evento significativo fue la publicación del Informe de Seguimiento de la Educación para Todos de UNESCO dedicado en esta ocasión a la educación de la primera infancia. Para la elaboración de dicho Informe, la Fundación contribuyó con dos documentos, uno de ellos centrado en las cuestiones críticas que constatan los efectos de la intervención temprana en los logros posteriores del desarrollo del niño; y el otro, en los aspectos que contribuyen a una transición exitosa a la escuela.

En el espacio que nuestro director ejecutivo, Peter Laugharn, dedica a esta Memoria Anual, resalta el hecho de que esta edición del citado Informe de Seguimiento designe el año 2007 como el año de la primera infancia en el marco de la Educación para Todos. Ello supone un considerable empuje para los

## Resumen Ejecutivo

esfuerzos destinados a la incidencia política (*advocacy*) con respecto a qué es posible hacer para que la transición entre el hogar y la escuela transcurra con éxito. Este tipo de estímulos son muy necesarios porque la educación de la primera infancia ha sido durante mucho tiempo una “prioridad sin ayuda financiera” de los gobiernos. Existe un amplio reconocimiento de su importancia pero desafortunadamente, la puesta en práctica es insuficiente.

En el prefacio de esta Memoria Anual, Trude Maas-de Brouwer, presidenta del Consejo de Administración de la Fundación, también comenta sobre la transición del hogar a la escuela. Resalta la importancia de la lucha contra la pobreza que trunca las posibilidades de desarrollo de los niños pequeños; y la necesidad de que los educadores tomen conciencia de los temas relacionados con la transición. Las escuelas deberían ayudar a los niños pequeños y a sus cuidadores desde mucho antes, afirma, pero en general, el sistema educativo formal no está preparado para ello.

En esta edición de la Memoria Anual, dedicamos una sección al área de Transiciones, exponiendo los principales argumentos de la Fundación al respecto y presentando además los dos mensajes claves para la incidencia política. Tal y como muestra nuestro documento de referencia sobre Transiciones (un resumen del mismo fue publicado en Espacio para la Infancia en noviembre de 2006, coincidiendo con el lanzamiento del Informe de Seguimiento de la Educación para Todos), ya hay mucho trabajo realizado sobre qué es o en qué consiste una “buena transición”. Pero también hay aspectos que brindan oportunidades para contribuir con nuevos conocimientos. Por ejemplo, el papel de los iguales (en contraposición con la función desempeñada únicamente por los adultos) en los centros educativos para crear una cultura que sea respetuosa con los derechos del niño. Nuestro principal objetivo es construir, mediante la financiación del trabajo de campo y la investigación, un cuerpo de conocimientos prácticos que identifique los mensajes que puedan incidir sobre el diseño de políticas públicas.

El primer mensaje con el que emprendemos nuestro trabajo en el área temática de Transiciones es que **la escuela primaria debe prestar más atención y recursos a los primeros años de escolarización**. La mejora de la transición que los niños realizan del hogar a la escuela se ha venido centrando

fundamentalmente en preparar a los niños para la escuela y, en general, a través de programas de preescolar basados en centros. Este primer mensaje destaca la importancia de que las escuelas estén también preparadas para los niños.

Desafortunadamente, la mayoría de las escuelas están guiadas por el deseo de mejorar los resultados de los exámenes y por tanto, tienden a dar prioridad a la asignación de recursos hacia los últimos años de escolarización. Los mejores maestros, con la mejor formación y los mejores salarios, suelen estar adscritos a los grados superiores. En particular, en los países en vías de desarrollo, la mayoría de los maestros del primer ciclo no están formados en técnicas creativas que favorezcan el desarrollo del lenguaje. El número de niños por aula también suele ser mayor en los primeros años de escolarización.

Por otro lado, también somos conscientes de que la lectura y la escritura se inician de manera efectiva cuando los maestros han sido formados específicamente para ello. Algunos maestros están bien entrenados para atender aulas con un elevado número de niños, ya sean de la misma edad o de edades dispares. Aun así, la situación ideal sería que las aulas tuvieran pocos alumnos para dedicar más tiempo a las necesidades individuales de los niños.

Existe una evidencia abrumadora sobre el hecho de que es en los primeros años de escolarización cuando “el valor de lo invertido obtiene los mejores dividendos”. Además, es de sobra conocido que aquellos niños que no llegan a leer y escribir en los dos primeros años de escolarización pueden tener más dificultades a la hora de aprender posteriormente otras materias en la escuela, e incluso que les resulte más difícil desenvolverse en la sociedad a largo plazo.

Resulta paradójico que a pesar de estos resultados a ‘largo plazo’, la primera infancia continúe recibiendo una inversión mínima por parte de la mayoría de gobiernos. Una posible razón puede residir en el hecho de que el período de tiempo para ver los resultados sea demasiado largo para los políticos, cuyo horizonte está determinado por un corto ciclo electoral.

De ahí que el segundo mensaje esencial con el que la Fundación inicia su trabajo en Transiciones sea: **algunas mejoras son visibles en un período relativamente corto de tiempo**. Al igual que son contrastables los beneficios a largo

plazo de invertir en la primera infancia, cuando se estimula el capital social, se obtienen importantes recompensas también a corto plazo. Estos beneficios intermedios con valor duradero incluyen el aprendizaje del idioma, la lectura y la escritura, las habilidades sociales, una mayor perseverancia en la educación y aprender a afrontar positivamente los períodos de transiciones hacia o desde diversos entornos.

La Fundación tiene la intención de capitalizar al máximo posible la oportunidad brindada por el Informe de Seguimiento de la Educación para Todos dedicado a la primera infancia. Haremos lo posible para que sus mensajes lleguen de forma efectiva a los diseñadores de políticas.

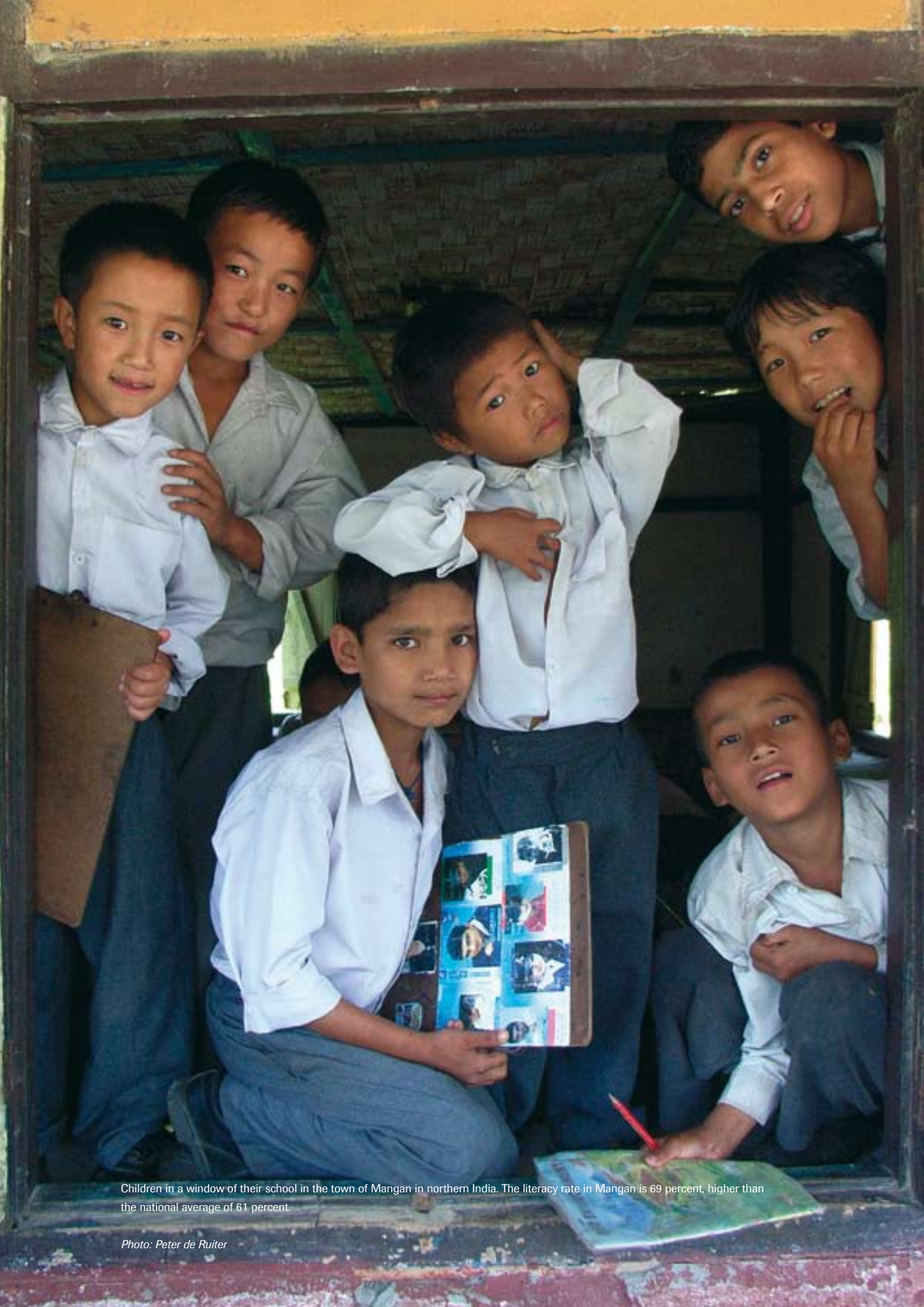
Aparte de la temática sobre transiciones, el aspecto que más ha marcado a todas las áreas de la Fundación en 2006 ha sido el de los derechos del niño. Tras la aprobación de la Observación General N° 7 a la Convención sobre los Derechos del Niño por parte del Comité de los Derechos de Niño de las Naciones Unidas en septiembre de 2005, hemos querido contribuir a hacer patente el principio del niño pequeño como sujeto de derechos. Es una gran satisfacción haber publicado, junto con UNICEF y el Comité, un libro que examina los distintos aspectos y detalles prácticos en profundidad de este principio: Guía a la Observación General N° 7: Realización de los derechos del niño en la primera infancia.

Este libro surgió del proceso de formulación de la Observación General N° 7, un proceso en el que la Fundación actuó significativamente como fuerza motriz. El libro contiene numerosos extractos de las contribuciones de distintos expertos y organizaciones que constituyeron la base del día de debate general celebrado en septiembre de 2004, punto de partida para la elaboración de la observación general.

La Observación General N° 7 presenta una audaz y convincente visión del niño pequeño como sujeto de derechos. Percibe al niño pequeño como un participante social activo y nos estimula a pensar en él como “ser” en el momento presente y no como “llegar a ser”, con vistas al futuro. Al igual que todos los niños, los más pequeños son poseedores de derechos que deberían poder ejercer en consonancia con la evolución de sus facultades (no sólo el derecho a expresar sus opiniones, sino a que sean tomadas seriamente en cuenta por los adultos).

Como el resto de nuestras publicaciones, la Guía a la Observación General N° 7: Realización de los derechos del niño en la primera infancia puede ser descargada gratuitamente a través de nuestro sitio (en español y en inglés).

Los derechos del niño inciden sobre cada aspecto de nuestro trabajo. Tal y como figura en nuestra Declaración de Intención Estratégica, la Convención sobre los Derechos del Niño es un “punto de referencia y una brújula fundamental” en nuestra labor. Recientemente nos hemos asociado con la Comisión de la Primera Infancia de Jamaica (*Jamaica Early Childhood Commission*) para la realización de un importante estudio con el fin de hacer un seguimiento sobre los efectos de la Observación General N° 7 en este país. Este estudio representa un punto de partida para explorar hasta qué punto los derechos de los niños pequeños están siendo tomados en cuenta en la práctica y para saber cómo la Observación General N° 7 puede contribuir a mejorarlos. Los resultados saldrán a la luz en 2007.



Children in a window of their school in the town of Mangan in northern India. The literacy rate in Mangan is 69 percent, higher than the national average of 61 percent.

*Photo: Peter de Ruiter*

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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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