



The Bernard van Leer
Foundation
Annual Report 2010

The Bernard van Leer
Foundation
Annual Report 2010

March 2011

Copyright © 2011 by the Bernard van Leer Foundation, The Netherlands.
The Bernard van Leer Foundation encourages the fair use of this material.
Proper citation is requested. This publication may not be resold for profit.
All rights reserved on the images.

Citation

Bernard van Leer Foundation, 2011. Annual Report 2010.
The Hague, The Netherlands: Bernard van Leer Foundation

ISBN 978-90-6195-122-3

Writer: Andrew Wright

Design and layout: Homemade Cookies (cookies.nl)



Contents

Foreword by the Chair of the Board of Trustees	page 7
The report of the Executive Director	9
Our three goals	
Bringing quality early learning programmes to scale	15
Reducing violence in young children's lives	17
Improving young children's physical environments	19
Country strategies approved in 2010	
The Netherlands	22
Uganda	23
Peru	24
What impact has our grantmaking had on children?	
Inpact: Stories from the field	28
Childcare centres and schools as spaces for democratic practice	28
Shifting perceptions of children's development and well-being	29
Anti-bias education with young children in Germany	30
Ministry of Education joins forces with Arab Palestinian champions of ECCD	31
Access to pre-school education in Poland	33
Fair trade in refugee camps makes education funding more sustainable	34
How an asset-based approach is transforming Kenyan communities	35
A national plan for young children in Brazil	36
Advocacy efforts boost Juárez children's budget by 76%	37
Elected officials in Peru commit to action for young children	38
Engaging the private sector	39
The Bernard van Leer Foundation and Roma children	40
Oscar van Leer Fellowship	41
Our grantmaking	
Grants per country in 2010	44
Programme and project overview 2010	46
Grants and due diligence	53
Foundation publications	56
Foundation website	58
Foundation staff and governance	62
Resumen ejecutivo	68
Financial statement	74
Photography	85



Foreword by the Chair of the Board of Trustees

I am delighted to serve as the new Chair of the Board of the Bernard van Leer Foundation. The Board's primary responsibility is to keep the Foundation true to its mission and core values in the context of a changing world. The test of our worth will be our contribution to improving the lives of children, the societies that nurture and educate them, and the societies that these children, as adults, will eventually shape.

Our mission is to improve opportunities for children up to and including 8 years of age who are growing up in socially and economically difficult situations. We care passionately about each and every child fulfilling their potential. It is an objective we embrace in its own right and as contributing in the long term to more prosperous, equitable and just societies – the kind of societies that are more likely to sustain advances for children.

In 2010, with the leadership of Lisa Jordan, our dedicated and effective staff developed – and the Board approved – the first of a new set of country-level strategies that will guide our grantmaking over the coming years. Embodying core values such as cohesion, compassion, creativity and equity, these strategies build on our decades of experience and the counsel of researchers, policymakers, advocates, community leaders, service providers, parents and children.

With the strategies, we are seeking to advance well-defined goals, concentrating most of our grant-making on fewer countries; putting greater emphasis on impact, in part by scaling up approaches that have been tested and shown to work; and underscoring the importance of evaluation both for learning and for evidence-based advocacy. We are also committing ourselves to work in partnership with organisations and individuals from a wider variety of vantage points who can help move forward a shared agenda for children. As Trude Maas, my predecessor as Chair of the Foundation, stated in the last Annual Report: 'Young children are everybody's business.'

Several months ago, I accompanied Leonardo Yáñez, our programme officer for Latin America, to Peru to assess our current work and future plans there. We visited locally empowered service delivery programmes in impoverished settlements on the outskirts of Lima



and in rural communities in the highlands around Ayacucho. We met with leaders and partners of an organisation committed to increasing access nationwide to early childhood development. It is expanding public support through artful use of media, enlisting the commitment of candidates for public office, and providing information and technical support for a network of 700 rural mayors. I left Peru hopeful that an incipient movement may actually succeed in claiming a greater share of the country's recent economic growth for quality early childhood development in poor communities.

Many of the global trends related to the well-being of children in recent decades have been positive, including reduction of maternal and infant mortality, increased immunisations against infectious diseases, and increased access to programmes for early childhood education. But these encouraging trends remain vulnerable to economic and political fluctuations. We still have a long way to go in building sustained support based on the idea that to invest in young children is not an act of charity but an essential investment in more prosperous, equitable and just societies. In keeping with our mission and core values, the trustees and staff of the Foundation are committed to doing our part to keep the needle moving in the right direction.

A handwritten signature in dark ink, appearing to read 'Peter Bell'.

Peter Bell
Chair, Board of Trustees

10 March 2011



I A L A



The report of the Executive Director

If all leaders were serious, there would be no violence against children.’ Sometimes, kids say it better than we adults ever could. Like this quote from a 7 year old in Uganda. Another example is the Dutch child who summed up the importance of peer-to-peer learning beyond the formal classroom environment with the words ‘Ik leer veel van mijn oudere broer en zussen; ik leer mijn jongere broertjes en zusjes dingen’ (‘I learn a lot from my older brother and sisters; I teach things to my younger brothers and sisters’).

At the UNESCO worldwide early childhood and care conference in Moscow in September, I heard many learned arguments from professors and practitioners for improving the quality of early childhood education provision. But none stuck in my mind quite so clearly as the line from a child who patiently explained to our researchers: ‘We learn our language better when we play name games, sing songs, and recite jump rope rhymes.’

These quotes came from a series of studies we carried out in our focus countries in 2010. I wrote in this space in last year’s Annual Report that 2010 would see us carry out full country-level analyses to see how our three goals (reducing violence, scaling quality early learning and improving physical environments) could best address the challenges children face. This process has indeed absorbed much of our attention over the past year. Alongside intensive desk research and wide-ranging consultation with stakeholders from long-standing allies to new potential collaborators, listening to kids themselves has been a crucial part.

At the time of writing we have completed strategies for three of the eight countries in which our new goals will operate: the Netherlands, Uganda and Peru. You can read summaries of them on pages 22–24 of this Annual Report. Strategies for the other five countries – Brazil, India, Israel, Tanzania and Turkey – are being finalised and I look forward to sharing them with you on our website.¹



Lisa Jordan, Executive Director

Looking back on a year that has seen the Foundation focus on developing country-level strategies, the Executive Director reflects on the importance of evaluation and of seeking out the voices of children.

Improving health through physical environments

As part of this process of consulting, learning and strategising, we have changed one of the goals I outlined in this space last year. The most speculative of our three new goals was looking at how we could improve young children’s physical environments. It was an area we felt was overlooked and we were not sure what we would find when we looked into it. As it turns out, what we found was a realisation that our goal is more of a means than an end in itself. It’s above all else a potentially powerful way to improve young children’s health.

You’ll see this realisation reflected in the strategies for the countries in which we’ve decided to pursue this goal. In Peru, for example, we’re excited to be exploring

¹ www.bernardvanleer.org/English/Geographical-scope



partnerships with the private sector to see how funding eco-friendly businesses such as small-scale waste recycling can create a win-win situation of employment for parents and healthier conditions for their kids to grow up in. This, by the way, is just one example of a great idea that was suggested by kids themselves in the city of Iquitos.

Alongside the excitement that change always brings, there is a sobering measure as well. 2010 has seen us complete strategies to phase out of countries where we no longer have the resources to continue operating on a meaningful scale. Of course, while we are sad to end many long-standing operational relationships, we look forward to continuing those relationships on a basis of knowledge sharing. We have been systematically capturing many thoughtful reflections from Zimbabwe, Colombia, Kenya and elsewhere to ensure that every possible lesson from our work in those countries can be learned, distilled, and shared with others who may be able to use it.

Evaluating for impact and learning

Readers of the 'Messages from the Executive Director' column that I post regularly on our website will be aware of the importance we've attached in 2010 to ensuring that mechanisms for evaluating, learning and documenting are built into the country strategies we're developing. If you're interested in reading how we're going about it in each country, please keep checking our website – in the interests of transparency we'll be publishing the full documents as they're approved by our Board of Trustees. In 2011 we will also begin to publish baseline research and prevalence studies that will help us track the change we wish to create. We'll also publish, when we get them, the research highlights described on pages 15–19.

This will enable us to be even more confident about what we've achieved – and, just as importantly, what we could have done better and will do better next time. As always, in this Annual Report we share some selected stories of impact and learning. These articles, on pages 28–38, include insights into how we've supported

pioneering playgrounds in religious communities and helped leverage funding for high quality Arab–Israeli pre-schools; how our long-term support of an innovative Polish initiative has contributed to achieving 90% national pre-school coverage; and why Venezuelan kids can look forward to learning from YoYo, a new friend of the famous Dutch cartoon character Miffy (*Nijntje*). YoYo is a result of our outreach to the Dutch corporate sector. You can meet him on page 39.

Our new strategies are bigger than the Bernard van Leer Foundation will ever be. We have intentionally drafted approaches that require us to reach out to other partners, not only those we provide grants to, but also other entities that may share a desire to end violence in children's lives, improve young children's health through changes in their physical environments, or scale quality early learning. This has already led to some exciting partnerships, both with the private sector, as touched on above, and with other foundations.

I hope that this Annual Report will inspire you to continue or join the effort to support disadvantaged children.

Lisa Jordan
Executive Director

10 March 2011



'Alongside intensive desk research and wide-ranging consultation with stakeholders from long-standing allies to new potential collaborators, listening to kids themselves has been a crucial part.'
(Lisa Jordan)





Our current thinking, ongoing research, and children's perspectives on our **three goals**



Bringing quality early learning programmes to scale

Early learning has been a flagship issue for most of the Foundation's history. Trends have been broadly positive: there now seems to be wide acceptance that all children should have access to early learning services. The main problem is that when these services are taken to scale, quality often suffers – and we have observed in many different contexts that the children left behind usually tend to be the poor, girls, the disabled, those who speak a minority language or have different-coloured skin, and those who live in remote rural areas or in urban slums.

Through this goal we are also emphasising the importance of early learning for the very youngest children, those aged 0–3 years, as this tends to be less widely acknowledged than the importance of early learning services for children of pre-school age.

Advocacy and knowledge sharing are major strategies in pursuit of this goal: advocating that governments need to pay particular attention to the most vulnerable groups as they scale up services, and sharing practical knowledge to help governments and advocates think through the design and implementation of good policies.

Research highlights

Among the early learning research commissioned by the Foundation in 2010 are: an action-research project in indigenous Peruvian communities to look into what can be learned from a recent government attempt to decentralise and scale home-visiting programmes for children aged 0–3 years; play consultation events in eight countries to identify how the children's play rights are being infringed in different ways and different contexts; and a synthesis of existing research on early childhood development and Roma children in Europe, identifying best practice.

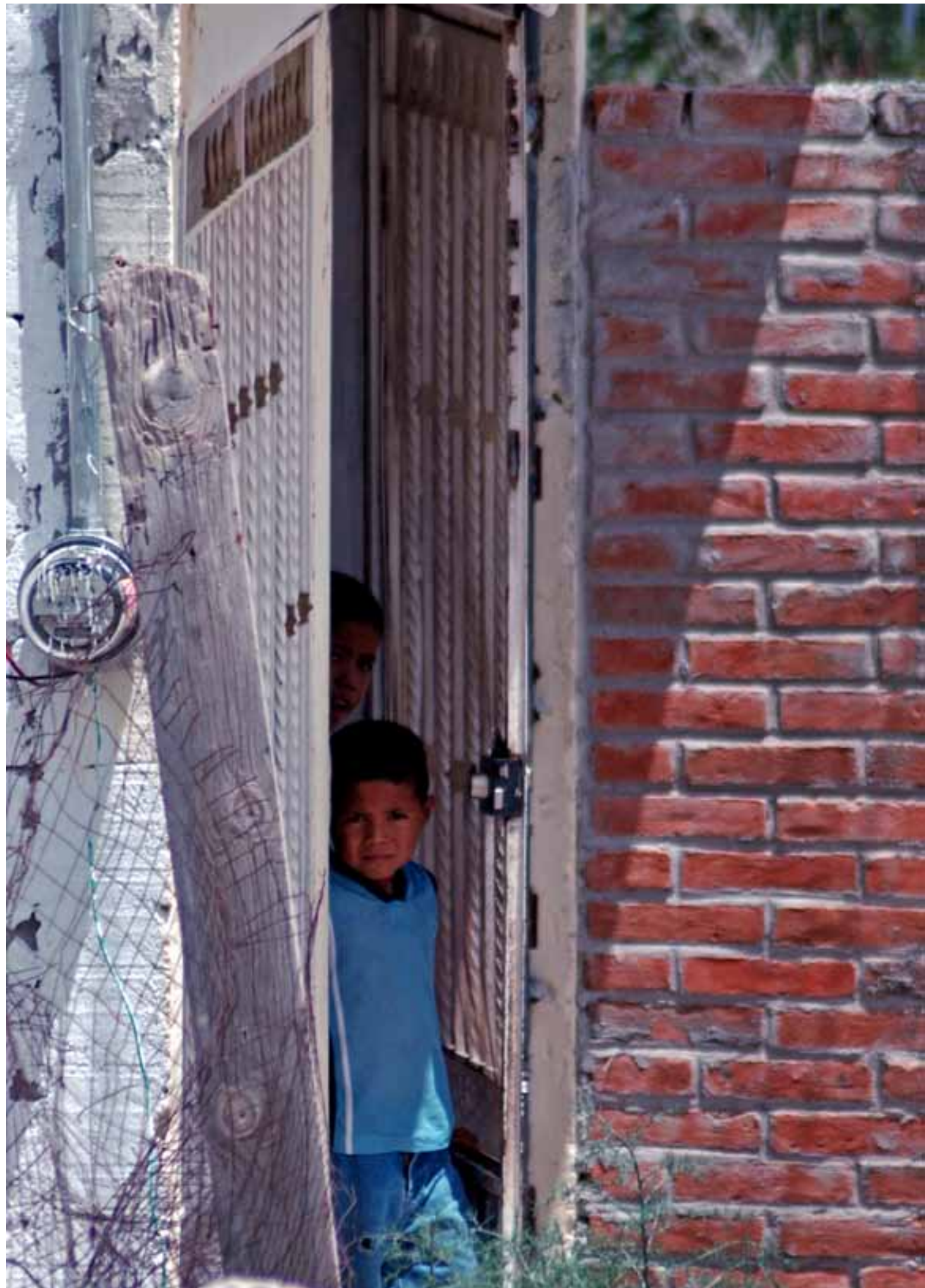
Children's voices

How do children perceive their own learning? As part of Foundation-commissioned research in the Netherlands, Stichting Alexander gave disposable cameras to 16 young children from poor backgrounds in Amsterdam and asked them to take photos during a normal day whenever they felt they were learning. They photographed swimming lessons and music lessons, teachers and parents, televisions and computers.

One theme that emerged was learning by trial and error. One child photographed an iron, to show that he had learned by touching it that it was hot, while another photographed his bunk bed and talked about learning to climb the ladder safely. Another theme that emerged strongly was the importance of peer-to-peer learning in children's minds. Many of the photos were of friends and particularly older siblings.

In research with young children in Uganda, meanwhile, the breakdown of a cultural storytelling tradition came through strongly. 'When I visit my grandparents, I learn so many things from them. I enjoy the stories they tell me', said one 6-year-old; another observed 'I no longer get these stories because my grandparents died, and my parents don't have the time to tell us stories.' Extended family and elders were frequently mentioned by children as a source of learning.

Learning through play was also often mentioned: as one 5-year-old boy said, 'I enjoy when I am playing with other children, we play many games, and I learn many things.' Yet many children reported that their parents do not see the value of play. A 5-year-old girl in Amuru reported that 'my mother beats me if I am playing too much.'



Reducing violence in young children's lives

It was clear from our strategic planning process that violence is not only an important global problem facing young children, but also an under-addressed one. In comparison to other aspects of young children's lives, data on violence is lacking. A global UN report on violence against children in 2006 revealed how little is known about the nuance of how violence affects especially the youngest children. The study also made clear just how much violence children experience.

According to UNICEF, experiencing violence – even witnessing violence – in early childhood is one of the best predictors of being a victim or perpetrator of violence in later life. With the UN having now appointed a Special Representative for Violence Against Children, Marta Santos Pais, we anticipate that momentum will keep growing to address this issue, and we want to make sure the youngest children stay on the radar.

Collection of solid data is crucial to making progress towards this goal – data that is disaggregated, showing which forms of violence are prevalent against different kinds of children and in what circumstances. This kind of understanding of the problem is necessary to figure out how to tackle it.

Research highlights

Globally, we commissioned renowned experts in the area of violence against young children to write key summary papers for the online Encyclopaedia on Early Childhood Development (<http://www.child-encyclopedia.com/en-ca/home.html>). We also commissioned researchers to analyse data from the International Men and Gender Equality Survey to tease out the long-term effects of experiencing violence in childhood.

At country level, we sent researchers into urban slums in Brazil and Peru to collect in-depth information about family violence, looking for local solutions to shield childcare settings from violence; and to explore the impact of current Brazilian public policies aimed at reducing violence. In Israel, we tasked researchers to assess the psychological effects on young children and their mothers of exposure to political and other violence. In the Netherlands, we funded the collection

of baseline data on domestic violence per municipality and province; and the interviewing of young children on their experiences of violence to understand the effectiveness of existing children's participation initiatives and the role of the Ombudsman for Children in the Netherlands.

Children's voices

In a focus group in Bhopal, India, with children aged 4–6 years, researchers showed the children a photo of a young girl sitting on the floor looking thoughtful and asked them to imagine what she was thinking. An excerpt from the responses: 'Her father would hit her ... with a belt on the back ... he would tie the feet and the hands ... no one would open up; everyone is scared of father ... she won't be given food to eat also ... because she does not work properly.'

In our research with children in the Netherlands, they were asked to respond to vignettes of different kinds of violence. Their responses to the vignette about a child witnessing violence on the streets were much more animated than to any of the other situations depicted (verbal bullying, exclusion, or watching violence on TV).

'When my father shouts at me, I cry quietly', one 5 year old in Uganda told our researchers there. Ugandan children often mentioned alcohol: 'My father quarrels and fights all the time when he is drunk. But he is fine when he is not drunk.' An 8-year-old Ugandan girl observed that 'when parents fight, sometimes they transfer their anger and frustrations to the children by beating them and burning them. It's easier to beat a child than an adult.'



Improving young children's physical environments

Our third goal was inspired by considering the list of the five main determinants of health identified by the WHO – genes, nutrition, health services, attitudes and behaviours, and physical environments. We realised that a lot of effort has already been put into studying how the first four factors affect young children, but less is known about the nexus between young children and their physical environments.

As we researched this issue through 2010, we realised that our goal on physical environments was essentially related to children's health. The WHO estimates that one-third of childhood diseases are attributable to poor physical environments while, globally, accidents and injuries account for as many deaths of under-5s as AIDS.

In our country-level strategies on this goal, we are focusing on areas such as poor sanitation, poor-quality housing and overcrowding.

Research highlights

We commissioned an exploratory study in Brazil to look at how the living conditions in poor urban tenant houses (*cortiços*) impact on young children. Our researchers are also collecting in-depth information about poor physical environments in two urban slums in Peru. In India, research entitled *Healthy Children in Healthful Cities* seeks to understand the living conditions and needs of slum children in five cities, based on secondary data sources.

Our pursuit of this goal in Israel focuses on Bedouin communities in the Negev, so we've commissioned baseline research on the health situation of young Bedouin children and demographic and infrastructure aspects of Negev life. In Turkey, we're focusing on children of seasonal migrant workers – an under-studied group, so we've embarked on a participant observation study to assess their conditions.

Globally, in partnership with UNICEF and the global Child Friendly Cities Initiative, we're developing a participatory diagnostic tool to measure child rights infringements especially related to physical environments, and effective community and municipal action to initiate improvements.

Children's voices

Poor sanitary conditions aren't just a problem in terms of spreading disease – going to the toilet in public can be a psychological ordeal and a real physical risk for young children, as our research in India showed. 'I had gone to do potty when one man came and opened his pant zip and started showing me', said one 7-year-old girl. An 8 year old said: 'There are many flies and mosquitoes when you sit in the grass. They bite you a lot. Boys also look at the girls'. Another 8 year old said: 'I was sitting with my friend, when one man came and caught her. I threw an iron bucket at him and we both ran away.'

The same risks arise when clean water isn't on tap and has to be fetched. As a 7-year-old girl in Uganda said, 'Whenever we go to collect water from water sources far away from home we encounter a lot of problems. We move through thick bushes and we fear to meet wild animals or rapists, who normally waylay us along the way.'

One 8-year-old boy summed up a common problem: 'Uganda Red Cross gave us water containers, encouraged us to boil water, and dispose our faeces, but when they go we shall continue the way we used to do things.' But there is hope in young children. One 7-year-old girl said: 'Our parents need to be educated about these things also, we know about them from school but we can't make our parents do them.' A 6 year old agreed: 'We have been taught at the ECD centre how to keep our families clean, we can do it if our parents can allow us.'



Country
strategies
formally approved
by the Board of
Trustees in 2010

The Netherlands

What do we want to achieve in the Netherlands?

We want to see less violence in families. In particular, we're targeting socially and economically disadvantaged families with children under 4 years of age.

How are we going about it?

First of all, we want to see more interest from electorates and politicians in the issue of domestic violence and violence against children. Here a prerequisite is having good data, so that the scope of the problem can be reported and appreciated. We'll be funding better collection of data on the reality of domestic violence in the Netherlands, and using that data in lobbying and advocacy campaigns.

Then we want to translate that interest into having more municipalities offer home visiting services to families with young children. So we'll be funding research to document the benefits of home visiting services in conjunction with other social services, in terms of helping families to overcome the stresses which often lie behind violence and ensuring that any instances

of abuse are caught early. On a related note, we'll look into supporting the training of healthcare and childcare workers so that they are better able to spot when violence is taking place.

Finally, we are targeting a shift in social norms, by encouraging community leaders to stand up against domestic violence. Here we'll work with neighborhood and immigrant associations to run media campaigns and organise local discussion groups – involving men, women and children – about issues of child rearing, gender and violence.

What are the major challenges?

The biggest challenges stem from the current difficult economic conditions. These increase stresses on families, making violence more likely. They have also prompted government cutbacks, making it harder to lobby and advocate for better services. Finally, economic stress could exacerbate tensions with immigrant communities, making it harder to offer public services in these communities.



We'll support better collection of data on the reality of domestic violence in the Netherlands, and use that data for advocacy.

Uganda



What do we want to achieve in Uganda?

We have chosen to work in four selected rural districts of Northern and Eastern Uganda, the most marginalised parts of the country. We want children in those rural areas to have healthier environments to grow up in, with cleaner water and better sanitation, reducing the chance that they will fall ill or die. Up to 75% of the disease burden in Uganda is linked to poor personal hygiene and inadequate sanitation.

We want to see a reduction in domestic violence, so that rural young children are less likely to be victims of domestic violence or to be emotionally scarred by witnessing it – a major problem in rural areas, where 70% of women who have ever been married report experiencing physical, sexual or emotional violence. And we want those young children to have safe and stimulating spaces, near their homes, in which they can play and learn and develop.

How are we going about it?

We see these goals as complementary, so we are pursuing them in an integrated fashion. The starting point is supporting programmes to improve food and income security, because families stressed by poverty and hunger are less able to care for their children. We will then use a community organising approach, combined with lobbying and advocacy, to improve infrastructure in water and sanitation.

We will also support a home visiting programme for parents of young children (rather than supporting

the construction of centres for young children, which is less efficient). This will bring knowledge about hygiene practices and early learning directly into the home. To tackle domestic violence, the key is breaking taboos and starting a dialogue, so we will pursue a communications strategy nationally as well as targeted local community outreach.

What are the major challenges?

Traditionally, both personal hygiene and domestic violence are taboo issues in much of Ugandan society, so we will need to find culturally sensitive ways of opening them up for discussion – engaging men as well as women and children to change norms about gender and violence. In terms of food and income security programmes, challenges include incorporating resilience to climate change and anticipating shifts in consumer demand.

Other major challenges centre on linking up with existing services. Delivery of public services in Uganda is complicated by the extent of reliance on external donors, who supply over half of the funds for public services in some sectors, such as health. Village health teams tend to work on a volunteer basis, and to make them sustainable may require formalisation in such areas as training and remuneration.

Peru

What do we want to achieve in Peru?

We want home visiting programmes to reach more children from indigenous groups living in rural areas. Very few of these children are served by any kind of early learning programmes, and many parents do not connect with support services offered by the state. These home visiting programmes should integrate birth registration, health, nutritional support and parent education.

For children living in the urban slums of Iquitos, we are targeting two things: a reduction in violence in families, and a reduction in gastro-intestinal and respiratory infections caused by unhealthy physical environments.

How are we going about it?

We're lobbying the government to make more money available for home visiting programmes – both nationally through partnering with local communications NGOs, and regionally by working with the Organization of American States. We're creating awareness at local level about home visiting programmes, to encourage people to demand this service from their elected officials, and we're helping local mayors apply for funds from national government.

To tackle violence in the family, we're campaigning to change norms concerning gender equality and the social acceptability of violence. We'll work with national women's and children's campaign groups, making use of local radio to get our messages across, and in Iquitos we'll engage community leaders and convene group discussions.

On improving children's health in Iquitos, we'll work with local networks to stimulate community demand for better childcare services, and also for better sanitation services. We'll campaign to change social norms around health and sanitation through public service messages. And we'll look at helping to establish environmentally friendly business enterprises, such as urban agriculture, recycling, or ecological toilets – these could improve families' incomes as well as making children's environments healthier.

What are the major challenges?

Politically, our work to empower local mayors depends on the decentralisation process moving ahead; and our targeting of public finances depends on continued economic growth ensuring that those finances will be available.

In persuading some potential allies to work with us on reaching indigenous groups, we may have to overcome the negative public image of indigenous people in the Amazon jungle. Getting our message across on violence is likely to be more difficult in isolated rural communities, where attitudes are more entrenched and there are fewer victim support services. And the success of environmentally friendly enterprises in Iquitos may depend on improved infrastructure, as Iquitos is the largest city in the world that cannot be reached by road.

We'll work with local networks to stimulate community demand for better childcare services, and also for better sanitation services. We'll campaign to change social norms around health and sanitation through public service messages.







What **impact** has
our grantmaking
had **on children**?

Impact: Stories from the field

Childcare centres and schools as spaces for democratic practice

To learn a democratic way of life, young children need opportunities to practise democratic ways of thinking and acting. Childcare centres, schools and other community settings can provide these important learning opportunities. This was the starting point for a project led by Netherlands-based foundation partners Bureau MUTANT and Eduniek, ‘The childcare centre and school as space for democratic practice’, with support from the Centre for Equity and Innovation in Early Childhood at the University of Melbourne in Australia.

The project aimed to create spaces where young children are listened to and taken seriously as citizens in the here and now. Social solidarity is valued. Children feel welcome and respected, and discover that there are positive expectations of them. Educators are encouraged to reflect critically on their practice and to trust in children’s competencies. Participation and decision making, responsibility for the group and community, conflict solving and respect for diversity are promoted.

Four large childcare providers and two integrated schools in Amsterdam, Rotterdam, Utrecht, and

Veghel have participated in this project over the past 2 years. First results show an increase in the children’s autonomy and sense of responsibility, their creativity, problem-solving and listening skills, and willingness to help each other. As one participant said: ‘There is more cooperation, more enthusiasm, more sharing of experiences, more taking personal responsibility. Educators enjoy their work more again’.

Educators are also more competent in creating a calm atmosphere and ‘togetherness’ in the groups. They have become less authoritative in their interactions and have developed their coaching skills. One said: ‘I think we are more willing to “let go”. Another added: ‘I learned that children take the initiative themselves if they want to help others. I didn’t want to push them. Sometimes I asked the children: who wants to help me? Or: who would like to help me dress/undress baby John? Now it is almost normal here that children help each other with dressing and undressing, making sandwiches, putting on coats or shoes.’

It is not always easy to change adults’ expectations of children and convince them that children should also be listened to and have a say, but efforts are underway to disseminate the results of the project across all the 250 childcare centres in the participating childcare organisations. In another step forward, beginning in 2011, an alliance of 16 childcare organisations covering more than 1000 centres across the Netherlands have decided to focus, with MUTANT’s help, on ‘democratic citizenship’ as their core project for the next 4 years.



Shifting perceptions of children's development and well-being

In 2010, the Israeli government threw its weight behind the Active Nurturing Playground project, implemented by Ezer Mizion and supported by the Foundation since 2003. The project's intervention model was adopted by an interdisciplinary national government programme for children at risk called Fresh Start.

The project, which is now being funded by five government ministries for the next 5 years, is currently being made available in about 60 municipalities throughout Israel through the Fresh Start programme. Since its inception, the project has reached 12,500 children in 460 different kindergartens, staffed by both male and female educational staff.

The Active Nurturing Playground project trains kindergarten staff in Israel's Charedi (ultra-Orthodox Jewish) community – both men and women – to understand the importance of an enriching sensory motor environment. Through the project the educational staff learn skills and directed motor activities that ensure that the children gain this vital exposure. They also learn how to identify and address developmental challenges among the young children in their care.

As part of the 3-year-long early intervention training programme, the project installs playground equipment in kindergartens, supplies them with movement stimulation equipment kits, and sends developmental therapists to the kindergarten settings to supervise and guide teachers in actively applying the knowledge and techniques acquired.

Qualitative research into the project in 2007 found it led to 'two main changes ... a change to the profile of the challenged child in the eyes of the educators [and] a process of professional empowerment.' Educators go from seeing children with developmental difficulties as 'problematical', which 'often led either to giving up or to stagnation', to seeing children's difficulties as 'something that can be handled with methodical work; something that can be supported, improved and minimized.'

As educators become professionally empowered by witnessing improvements in developmentally challenged children, the project's impact spreads. Simone Wolfson,



project initiator and Director, makes clear that the project has impacts 'on the total population of all the children in the class, and not only on the child experiencing challenges; on the teacher as an educator, because of the knowledge and new tools he has acquired; on the teacher's relationship with parents, and especially with parents of children with challenges.'

The project is leading to a shift in perceptions in the Charedi community concerning the development of children and their well-being, with greater recognition of the teacher's role and responsibility in enhancing the children's development, and with teachers becoming empowered as 'agents of change' in the community.

So far the project has catered to children aged 3–6 years, but in another new development in 2010 a pilot has begun to extend it to children aged 3 months to 3 years. Ezer Mizion has collaborated with the Fresh Start programme and the Bnei Brak Municipality to start working with younger children at a local daycare centre.

Caregivers are taught about developmental milestones and the importance of age-appropriate sensory motor stimulation for very young children. Part of the programme is to enable the caregivers to identify toddlers and babies who are experiencing developmental delays and challenges in the areas of speech, language, communication and emotional/social development; and to teach them what simple daily measures they can use to address them.

Anti-bias education with young children in Germany

The Kinderwelten (Children's Worlds) project, begun in 2000 with funding from the Bernard van Leer Foundation, held its final conference in June 2010. A thousand participants from childcare centres, primary schools, teachers' training institutions, universities and administration heard German and international experts talk about diversity and inclusiveness in early childhood education.

Run by INA/ISTA, an NGO working in early childhood education, Kinderwelten started in a migrant neighbourhood in Berlin, with four centres. Inspired by Paulo Freire's 'pedagogy of the oppressed' and Louise Derman-Sparks's 'anti-bias education' approach in the us, the project has developed and disseminated inclusive early education approaches over the last 10 years.

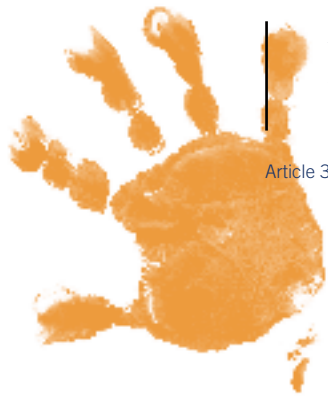


Today the 'prejudice-aware education' concept it pioneered is well known in Germany. Hundreds of early childhood teachers, managers and consultants have been trained in how to explore hidden biases and power imbalances in childcare centres which reflect discriminatory ideologies; how to change their daily routines and learning environment; how to communicate respectfully; and how to address prejudice and biases with children, parents and colleagues.

A manual on connecting pedagogy with organisational learning was published and remains the only one of its kind in Germany. While the impact of Kinderwelten on inclusive pedagogical understanding and practice is obvious and widely recognised, it is far more difficult to initiate the necessary paradigmatic shift on an institutional and systemic level. But things are changing: when Germany signed the UN Convention on the Rights of Persons with Disabilities in 2009, there was a considerable rise in professional and public discourse about inclusion.

While the Bernard van Leer Foundation has phased out of Germany and its support for the project, Kinderwelten is now establishing a service centre for diversity and anti-discrimination education. It will continue to work for 'Education for All', removing barriers to learning and participation at the levels of educational practice, educational institutions, and the education system as a whole.

Today, in Germany, hundreds of early childhood teachers, managers and consultants have been trained in how to explore hidden biases and power imbalances in childcare centres which reflect discriminatory ideologies.



In supporting children's right to play, attention must be paid not simply to the external expressions of play, but to the conditions in which 'playfulness' thrives.

Article 31: A forgotten article of the UNCRC, Early Childhood Matters 113

Ministry of Education joins forces with Arab Palestinian champions of ECCD

For a decade the Foundation has been supporting Musharaka in its work to improve early childhood care and development (ECCD) in Arab Palestinian communities in Israel, where young children are relatively underserved by ECCD professionals and resources.

In 2010, those years of networking, advocacy and expertise building paid off in a major landmark conference, attended by over 200 representatives of civil society, educators and government, which is set to have a significant impact on the future of many Arab Palestinian infants.

The conference showcased the evidence for a 'holistic, integrated approach' to ECCD in Arab Palestinian communities. All elements of the early childhood system – ideas, governance, infrastructure, planning and policy development, financing, human resources, physical environment, data, research and evaluation – must be considered together to ensure that high-quality ECCD programmes become the norm, not the exception.

Since the conference, Musharaka has held follow-up meetings with the Ministry of Education – which has particular power to address some of the most important structural obstacles to high-quality ECCD programming, such as lack of financing, poorly qualified

and inadequately paid staff, and poorly developed and implemented educational theory. The Ministry is now starting to change the curriculum to reflect the holistic approach.

Musharaka and the Ministry of Education have also been working together on a training programme at Kasimi college, as a result of which seven Arab daycare centres have been accepted for the first time into the government's 'experimental daycare centres' programme. This means they qualify for 2 years' worth of Ministry funding.

The conference also stimulated meetings on joint strategy development with Ashalim (the Association for Planning and Development of Services for Children and Youth at Risk and their Families), a major non-profit organisation that works with government support.

'The conference has opened the door for a new vision of ECCD for the whole Arab Palestinian Community in Israel,' says Ms. Fatima Abu Ahmed-Kassem, Coordinator of pre-primary education in Arab Society at the Ministry of Education. 'Musharaka has become a professional soulmate.'







Access to pre-school education in Poland

As the Bernard van Leer Foundation phases out of Poland, no longer one of our focus countries, a legacy of alternative pre-schools lives on. Thanks largely to the efforts of our partner, the Comenius Foundation, many more children are able to access pre-school education: 90% of municipalities in Poland now offer pre-school services, compared to only 60% just 5 years ago.

The pilot phase of the Foundation-funded Where There Are No Preschools (WNAPT) programme started back in 2001, in eight rural communities. The situation it set out to address was that official standards for pre-schools (such as a minimum number of children, long opening hours and an appropriate building with cooking facilities) were not realistic in remote rural communities. As a result, children in those communities had no access to early childhood education at all.

The alternative 'pre-school centres' differed from official pre-schools in several ways: having smaller group sizes; making use of available space in – for example – a community centre or primary school; involving parents closely, including bringing food for their children so no expensive cooking facilities were needed; holding sessions more flexibly – typically for 3–4 hours per day, several days per week; and focusing only on the educational aspect of young children's development, rather than being a place for parents to leave their children to be looked after.

An evaluation of the programme showed it was instilling curiosity, self-confidence and a sense of responsibility in the children who attended – as well as improving both parenting skills and self-confidence among the mothers who helped out in the centres.

By 2007, the WNAPT programme had secured the financial and legislative backing to go to scale – first winning funding from the European Social Fund, and then persuading the Polish government to amend the restrictive definition of what counted as a pre-school. An amendment to the Education Act extended it to cover 'other forms of pre-school provision.'

Now many more rural Polish children are getting off to a better start in life: 37.5% of 3–5 year olds in rural areas attended pre-school in 2010, compared to just 19.1% in 2006. While many more children still remain to be reached, the movement is in the right direction.

Thanks to the Where There Are No Preschools programme, 90% of municipalities in Poland now offer pre-school services, compared to only 60% just 5 years ago.





Fair trade in refugee camps makes education funding more sustainable

Around 41,000 refugees are living in camps on the Thailand–Burma border (as of July 2010). Some have been there for more than 20 years – and with continuing political oppression and ethnic strife in border areas, more are arriving all the time.

In these circumstances, bringing up young children is hugely challenging. And with the difficulties of life in refugee camps eroding social structures, there are many young children: a survey in one camp found that nearly three-quarters of girls aged 18 or under were either pregnant or mothers already. Around 20,000 children under 6 are currently growing up in these refugee camps, stateless and without a sense of where home is.

For over a decade, the Foundation has been supporting WEAVE (Women’s Education for Advancement and Empowerment) to improve opportunities for these children. As we phase out Thailand, a final grant aims to put as much of that progress as possible on a sustainable footing by 2012.

The ultimate aim of self-support has been built into WEAVE’s work in the refugee camps. A member of the World Fair Trade Organization, WEAVE works with refugee women artisans (weavers, seamstresses,

embroiderers) in the production and marketing of handicrafts. As well as giving these women an income – and, with it, a degree of self-respect and independence – some of the proceeds are channelled into supporting quality services for young children.

The project trains nursery teachers to be inclusive in their approaches to education, giving all children the best chance of a smooth transition into schooling. It also works to raise community awareness of disabilities, supporting community-based processes to identify children in especially difficult circumstances or who have special educational needs.

Since the Foundation’s final phase-out grant in May 2010, WEAVE has held four vocational training skills sessions reaching 115 women, and trained 234 kindergarten teachers and 40 teacher trainers – as well as directly enabling some 2300 children to access non-formal early learning programmes.

An impact assessment carried out last year showed the project had succeeded in raising awareness among parents of the importance of early childhood as a life phase, although much remains to be done in parent education. Still more significantly for the potential of

the project to continue having effects after the Foundation’s support is withdrawn, the assessment found that women’s groups supported by the project had evolved into self-managing community organisations which collaborate on common causes.

Between now and 2012, WEAVE will work further to strengthen parents’ committees of the nursery schools, with the aim that most if not all nursery schools will develop their own income generation projects.

Withdrawal of Foundation support in 2012 will still leave a gap to be filled. But everything possible will be done to maximise the number of children who continue to benefit from crucial early assistance.



For families, the adverse impact of stressors will be lower when there is a high level of family cohesion.

The nature and consequences of stress on families living in low-income countries, *Early Childhood Matters* 112

How an asset-based approach is transforming Kenyan communities

Christine Kalunda, from Teiskuru division in the Kyuso district of Kenya, is a mother of 11. Hers is one of the families that has benefited from an intervention supported by the Bernard van Leer Foundation and implemented by WEM Integrated Health Services (WEMIHS).

Using a participatory approach, communities analyse which families most need support. The 'wealth ranking criteria' agreed on by Christine's community identified hers as among the most vulnerable in an area that has suffered badly from droughts: most families eat only one simple meal of maize each day, and women walk an average of 5 km to fetch water.

WEMIHS works with the local ministry of agriculture to provide training and inputs. It uses young children as focal points to mobilise communities, securing the education ministry's support to help them set up and manage ECD care centres with their own local resources. Fifteen of these centres have been set up, providing more stimulating learning environments for the 3–6 years age group. Collaboration with the local ministry of health ensures that these centres also deliver mobile healthcare services for mothers and children.

WEMIHS's community mobilisation model capitalises on available support from ministries of state that often goes unclaimed by villagers who aren't aware of what's on offer. It also, crucially, takes pains to work with and make use of indigenous customs and traditional values – approaching a community through the village elders, and reminding people of the local proverb 'it takes a village to raise a child.'

In this way families are motivated to contribute to the ECD centres in cash or kind. Christine Kalunda, for example, belongs to a cluster of families who have woven sisal floor mats for children to sit on. Others give their time to build structures or furniture, or contribute indigenous learning materials or part of the teacher's remuneration.



WEMIHS's approach is new to the area. Various known as 'asset-based' or 'appreciative inquiry', it's an approach that – when used meaningfully – can have a transforming effect on both communities and individuals. Christine's youngest children now attend an ECD centre a kilometre from where she lives, and are visibly better nourished with the harvest from the seeds she was given and trained to grow.



A national plan for young children in Brazil

In Brazil, non-governmental and governmental, multilateral and business organisations are working together on a diversity of topics to promote young children's rights. Supported by the Bernard van Leer Foundation and by national institutions, 18 organisations set up the National Early Childhood Network (*Red Nacional de Primeira Infancia* – RNPI) in 2007. They now number 90, including large and small national institutions; cross-sector networks; technical and research institutions; and community, childcare and family care organisations.

To raise social and political awareness of early childhood, and carve out more space for it in government strategies and action plans, RNPI is



simultaneously working on communication, planning, drawing up legislation, studies and technical support.

Most significantly so far, the National Early Childhood Plan was produced with wide social participation and embraces all the rights of the child from conception through to 6 years of age, with objectives and targets defined up to 2022. On 7 December 2010, RNPI launched the Plan at a ceremony held at the PAHO/WHO (Pan American Health Organization / World Health Organization) headquarters in Brazil. The event was attended by officials from various ministerial departments, from the legislative authorities, from UNESCO, UNICEF and CONANDA (National Council for the Rights of Children and Adolescents).

Many governmental and non-governmental organisations covered the event on their websites. On 14 December, CONANDA gave its approval to the Plan. RNPI is now waiting for the Plan to be processed by the Federal Government, followed by its examination by the legislative authorities and its final conversion into a law.

Boys and girls aged 3, 4, 5 and 6 years old all played their part in drawing up the Plan. RNPI made a point of listening to them at two stages in the process: firstly when the Plan was being prepared and secondly when the Plan was ready, ensuring the boys' and girls' own 'voices' could be heard in the document. It is the so-called 'plan in children's own words' or, as they call it, '*Deixa eu falar*' ('Let me speak' or 'I want to speak, listen to me').

Now the second stage begins: mobilising non-governmental and governmental organisations in the states and municipalities to produce state and municipal plans for early childhood. The aim is to ensure that every municipality in the country has its own complete long-term care plan for boys and girls, along the lines of the national plan.

There are positive developments, and this should be recognized in order to encourage the many child rights activists and their organisations.

An interview with Lothar Krappmann, Early Childhood Matters 113

Advocacy efforts boost Juárez children's budget by 76%



In 2010 Ciudad Juárez had more than 3000 homicides, making it one of the most violent places in the world. It continued to suffer a massive blow to its economy in the aftershock of the global financial crisis. And the incoming mayor found the municipal budget in debt and disarray, creating fears that financing for children would be cut in the new year.

In spite of these challenges, Foundation grantee advocacy efforts were able to achieve a 76% increase in the municipal budget for kids between 2010 and 2011. Moreover, all of the increase was earmarked for young children! Though the budget is still relatively humble and there is much work to be done, this move also made Ciudad Juárez one of the few municipalities in the country with local resources explicitly dedicated to Mexico's youngest citizens.

The effort began in April 2010 when the campaign 'Do It for Juárez' was launched by a coalition of non-governmental organisations led by the Juárez

Network for Child Rights. During the municipal and state elections, the campaign succeeded in securing endorsements from every candidate for mayor for a proposal to develop a municipal childcare policy and the expansion of services to include safe spaces for at least 6000 children during the period 2011–2013. The campaign was widely covered in the local, national and even international media, brought together 15,000 signatures of citizen support and involved 128 volunteer promoters – some as young as 10 years of age.

2011 has begun with a great deal of optimism and an effort to secure further funding from the state and federal government for the expansion of quality services for young children. For the first time, the mayor has established a task force combining representatives of civil society organisations and government agencies to work towards a comprehensive policy for young children in Juárez. Let's hope that next year the headlines are even bigger!



The responsibility must lie with national and local governments to lead and effect change, to become more accountable and more citizen-centred.

Growing pains, Early Childhood Matters 112

Elected officials in Peru commit to action for young children

In Peru in 2010, the Foundation-funded Citizens' Investment in Childhood Initiative (*Iniciativa Ciudadana "Inversión en la infancia"*) made significant progress in translating the Citizens' Early Childhood Pact – drawn up in November 2009 – into concrete political commitments.

During the mayoral elections in Metropolitan Lima, awareness-raising work ensured that all the main candidates signed up to the Pact. The newly elected Lima provincial and municipal government has asked the Investment in Early Childhood Promoting Group to provide support and collaboration for its decision to prioritise early childhood issues.

In total, 11 regional leaders publicly committed to specific goals on early childhood: as well as the provincial mayor of Metropolitan Lima, also the provincial mayors of Puno, Lampa, Huamanga and Anta; the regional presidents of Huancavelica, Apurímac and Piura; and the district mayors of Castilla and Ascensión.

At the project's 2nd National Early Childhood Meeting, in December 2010, the regional President of Huancavelica, Maciste Díaz, undertook to eliminate child malnutrition in his region – the highest in the country, affecting 53% of children under 5. The President of Apurímac, Elías Segovia, announced that the regional budget would be restructured to free up more funds for early childhood.

Meanwhile, in November 2010, Congresswoman and President of the Congress of the Republic Education Commission, Hilaria Supa, put forward a draft law on 'comprehensive care and investment for early childhood', which seeks to improve the coverage and quality of early childhood education. This draft law is currently with the Education Commission and is expected to be debated in early 2011.

The project has sought to mobilise public opinion in favour of prioritising early childhood care through social networks such as Facebook and Twitter and live video broadcasts on the websites www.inversionenlainfancia.net and www.salgalu.tv.

Looking forward, the project has collaborated with the Peru Rural Municipalities Network (known locally as REMURPE) to draw up a diagnosis of the early childhood situation in four municipalities, as well as proposals for technical assistance to rural municipalities. And to keep up the pressure for public investment in early childhood by facilitating social monitoring, a virtual tool called the Early Childhood Info Barometer was set up to give the public easy access to countrywide information on the situation of under-5s and how public money is being used.



Engaging the private sector

In 2010 the Bernard van Leer Foundation returned to its roots in the Dutch corporate sector by reaching out to Dutch corporations through a fund for investments in young children.

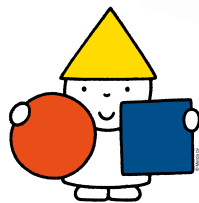
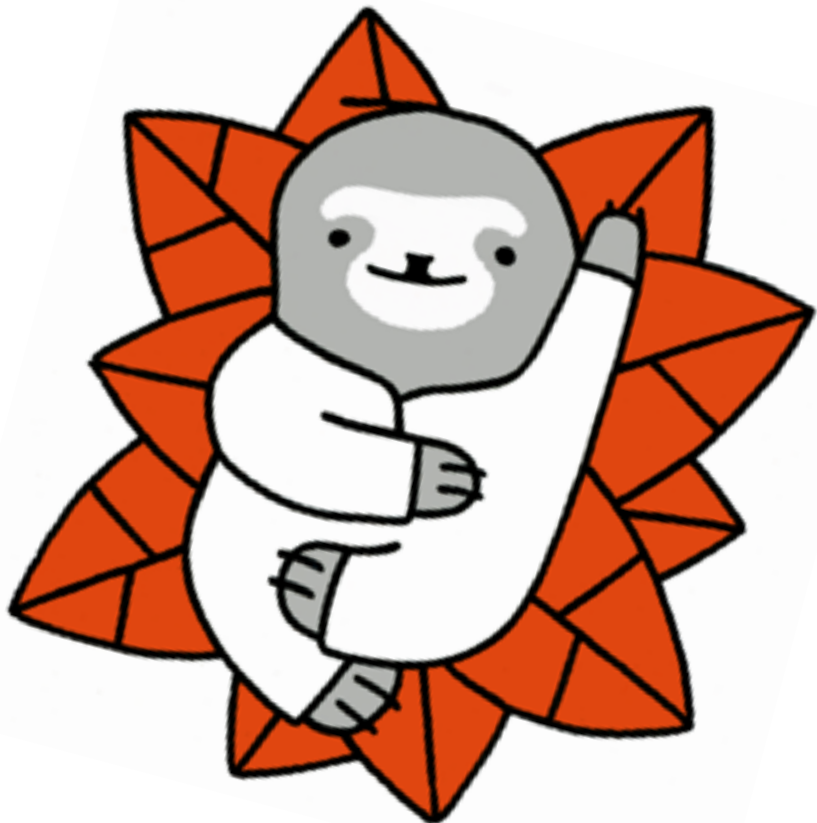


Illustration Dick Bruna
© copyright Mercis bv, 2011

Meeet Yoyo! Yoyo is the newest friend of Miffy (*Nijntje*), the world-famous bunny created by Dick Bruna. In 2010 the Bernard van Leer Foundation returned to its roots in the Dutch corporate sector by reaching out to Dutch corporations through a EUR 100,000 matching fund for investments in young children.

The first grant from the corporate matching fund, totalling EUR 24,000, went to Amsterdam-based social design agency Butterfly Works for a project in collaboration with Dutch publishing corporation Mercis bv.

Mercis owns the rights to Miffy, created by Dick Bruna, and has given permission for Butterfly Works

to use Miffy as the basis for new products that bridge the gap between theory and practice in early childhood development.

'Miffy Inspires' is being implemented in Venezuela to raise awareness among target groups including government, NGOs, parents and the general public about the importance of children's development. Venezuelan designers have translated Bruna's distinctive style into books and other products that resonate with local populations. Miffy's new Venezuelan friend is Yoyo a young sloth who is intended to become the first of many foreign friends.



The Bernard van Leer Foundation and Roma children

Roma children are the most disadvantaged in Europe. Over one million are reported not to be in school. Others are often relegated to schools for children with special needs, just because they are Roma. Throughout 2010 the Bernard van Leer Foundation has been working alongside other European foundations through the European Foundation Centre (EFC) Forum for Roma Inclusion to improve the quality of pre-school opportunities for young Roma children.

The Foundation has also been sharing knowledge between educators and policymakers on what works best in the classroom and in community centres. In March, we held a workshop on early childhood development within Roma communities, attended by Roma representatives, European foundations and European networks of early childhood development specialists.

Our collective policy recommendations were publicised at the Second European Roma Summit, held in April under the Spanish Presidency of the European Union.

In June, the EFC's Forum for Roma Inclusion created an action plan for foundations to work with officials from the European Union and a range of European

cities. We are currently in dialogue about implementing programmes for the Roma minority in cities that have committed to take Roma social inclusion seriously.

For example, we are working with the Community Foundation for Northern Ireland to help initiate an early childhood development project for Romanian Roma families in South Belfast. Our interest is in helping educators be prepared to receive Roma children, and helping the children make the most of opportunities at school.

We are also collaborating with REF (Roma Education Fund) and ISSA (International Step by Step Association) on the early childhood component of an EU-funded EUR 2 million pilot project which will support more than 4000 Roma children and their families in 12 cities of Slovakia, Romania, the Former Yugoslav Republic of Macedonia and Hungary.

Our involvement will help strengthen competencies in ECD for staff to develop a learning resource pack to be used by parents.

Events in 2010, such as the mass expulsions of Roma by the French under President Sarkozy, have shown the urgency of standing up for the rights of the

Roma as equal citizens of Europe. Through the EFC Forum for Roma Inclusion, the Foundation will continue to ensure that young Roma children have access to the same services as other children in Europe.



I got an opportunity to look at how things are done in another more sophisticated society. Then there is also the online research which I have to admit at first I thought I knew everything I could about it but thanks to the classes I had during the trainings, I get more alerts and very many relevant story ideas.

Oscar van Leer Fellow, 2009

Oscar van Leer Fellowship



In May–June 2010, six young journalists undertook a 4-week training course in journalism and children's issues run by the Radio Netherlands Training Centre. The six had been chosen from 353 applicants as the inaugural recipients of the Oscar van Leer Fellowships, an initiative launched by the Foundation in 2009.

The course involved workshops by early childhood experts, reporting assignments and visits. The Bernard van Leer Foundation's website¹ contains links to selected stories published by the fellows in their home countries (Kenya, South Africa, India, Colombia and the Dominican Republic) since the training.

This was a new departure for the Foundation, and was seen as a testing ground for the possibility of more long-term investment in building up a cadre of journalists trained in and sensitive to early childhood issues.

On evaluation of the course, one issue seen as requiring further thought is getting the right balance between training in general journalism skills, including

multimedia, and exposure to early childhood issues. The course covered both aspects, and they were appreciated to different extents by individual participants. A possibility raised for future courses to avoid this difficulty would be to set specific journalistic research assignments for future fellows into topics of interest to the Foundation's advocacy ambitions.

Another question raised is whether it would be worthwhile to reach more trainees by holding the training locally rather than in the Netherlands. All but one of the course participants felt, however, that holding the training in the Netherlands allowed for valuable learning from cultural exchange, which would have been lost had it been held locally.

The effectiveness of the exercise was unfortunately limited by organisational change at the Foundation: five of the six fellows came from countries that the Foundation had decided to withdraw from as a grant-making organisation by the time the training took place. This decreased the possibility to seek synergies between fellows and partner organisations in focus countries.

Expressions of interest were, however, received from several organisations regarding partnering with the Foundation on future similar courses. Whether and how to proceed is currently under discussion. In the meantime, articles about children's issues published by the fellows after the fellowships are being shared on the Foundation's website – a total of 17 so far.

¹ www.bernardvanleer.org/English/OvLF.html



A young boy, shirtless and wearing dark blue shorts, is operating a hand pump. He is standing on a concrete base with a small pool of water. He has one foot on the concrete and is using his hands to operate the pump handle. A blue and white plaid cloth is draped over the pump handle. The background shows a grassy area with some trees and a dirt path.

A list of **grants**
we made in 2010



Grants per country/region in 2010 (EUR)

Country/region	Amount (EUR)	No.
Brazil	504,235	8
Caribbean	1,389,072	9
Colombia	431,876	5
Europe	843,506	4
Germany	259,100	2
Greece	276,000	3
Haiti	40,000	1
India	928,000	5
Israel	1,130,060	14
Kenya	603,247	6
Latin America	492,439	4
Mexico	750,893	8
Morocco	394,475	1
Netherlands	1,374,509	9
Peru	2,348,872	15
Poland	142,250	2
South Africa	1,095,441	5
Tanzania	184,601	3
Thailand	371,150	2
Turkey	84,522	2
Uganda	576,575	6
United Kingdom	180,000	1
United States of America	50,100	1
Venezuela	24,000	1
Worldwide	1,244,906	14
Zimbabwe	573,613	5
Total	16,293,442	136

Data from the organisations we have supported in 2010 suggest that we will reach 402,634 children through direct service delivery and training grants. Policy-oriented grants by nature have the potential to reach much larger populations of children. Through global advocacy and in countries where we have supported national coalitions, along with other funders, the potential number of children to be impacted by better early childhood policies is over 27 million.

Programme and project overview 2010

Partner organisation	Location	Amount (EUR)	Overall objective
BRAZIL			
Associação Brasileira Terra dos Homens	Rio de Janeiro	313,483	Break the poverty cycle of families in Rio engaged in street vending and garbage collection through reduction of violence, safe places for children, and income security.
Centro de Criação de Imagem Popular	Rio de Janeiro	15,000	Provide immediate relief to families with young children that were affected by floods in Rio de Janeiro.
Centro de Criação de Imagem Popular	Rio de Janeiro, Salvador de Bahia	78,302	Explore the impact of current public policies aimed at reducing violence in poor urban communities on young children in two urban slums of Rio de Janeiro and one in Salvador de Bahia.
Centro de Criação de Imagem Popular	Nationwide	4,384	Organise a series of vetting meetings to help the Foundation make choices around its strategic focus in the country.
IFAN Instituto da Infância	Fortaleza	1,476	Organise a series of vetting meetings to help the Foundation make choices around its strategic focus in the country.
Instituto para o Desenvolvimento do Investimento	Nationwide	35,000	Map opportunities to engage the corporate sector in Brazil in Early Childhood.
Instituto para o Desenvolvimento do Investimento	Nationwide	6,782	Organise a series of vetting meetings to help the Foundation make choices around its strategic focus in the country.
NEPSID	São Paulo	49,808	Produce scientific information about the challenges faced by children in indigenous communities and irregular tenant houses (<i>cortiço</i>) to inform the Foundation's strategic choices.
CARIBBEAN			
Amsterdam Institute for International Development	St Lucia	278,900	Continue a longitudinal impact study on the Roving Caregivers Programme in the Caribbean.
Caricad (Caribbean Centre for Development Admin)	Caribbean	137,000	Persuade regional and international actors to assist in establishing a regional foundation as a platform for private and public partners to act as a catalyst for social change.
Caricad (Caribbean Centre for Development Admin)	Caribbean	255,300	Institutionalise mechanisms to ensure that existing and future RCP programmes will continue to be informed by research and benefit from academic know-how.
Caricad (Caribbean Centre for Development Admin)	Caribbean	266,300	Support the implementation of a sustainable advocacy mechanism to help create the social demand for enhanced national policies focusing resources and attention on ECD services to help to sustain the Roving Care delivery mode.
Caricad (Caribbean Centre for Development Admin)	Caribbean	176,400	Strengthen the care environment for at-risk children and their families by providing for the stimulation of children in their critical years of development.
ChildFund Caribbean	Dominica	56,002	Improve school readiness, enhance public awareness of the importance of parent-child interaction, and mobilise governments, corporate sponsors and communities to help to sustain the Roving Care delivery mode.
Ministry of Education and Culture	St Lucia	107,170	Improve school readiness, enhance public awareness of the importance of parent-child interaction, and mobilise governments, corporate sponsors and communities to help to sustain the Roving Care delivery mode.
Ministry of National Mobilization, Social Development	St Vincent and the Grenadines	56,000	Improve school readiness, enhance public awareness of the importance of parent-child interaction, and mobilise governments, corporate sponsors and communities to help to sustain the Roving Care delivery mode.
Ministry of Social Development	Grenada	56,000	Improve school readiness, enhance public awareness of the importance of parent-child interaction, and mobilise governments, corporate sponsors and communities to help to sustain the Roving Care delivery mode.

COLOMBIA			
CEDECIS	Nationwide	6,500	Organise a fundraising trip and various meetings in Europe to establish new relationships with potential donors.
Fundación Caminos de Identidad (FUCAI)	Puerto Nariño, Leticia, La Chorrera	75,365	Strengthen support from public sector agencies, the ICBF and the Ministry of Education for on-going activities, and continue to produce information on the situation of indigenous children.
Fundación Cultural Germinando	Risaralda	70,000	Strengthen coordination in Risaralda State between organisations responsible for child-oriented services and activities, and provide technical assistance to agencies in three departments in the creation of regional education programmes.
Fundación para el Desarrollo Integral del Menor	Nationwide	129,980	Further strengthen its position as a leading agency and contribute to its visibility and effectiveness.
Universidad del Norte	Costa Atlantica region	150,031	Consolidate community based organisations, reorganise staffing and positions, lobbying and advocacy activities, and the publication of a study on the impact and outcomes of Foundation-funded activities.
GERMANY			
INA GmbH	Nationwide	55,700	Produce three training modules to sustain the project's know-how and disseminate them on a nationwide level.
INA GmbH	Nationwide	203,400	Establish a self-sustaining Service Centre for diversity education.
GREECE			
DIKTIO: Network for Children's Rights	Nationwide	66,000	Ensure that DIKTIO has diversified sources of funding and is well positioned to continue to promote positive change for young children without Foundation support.
EADAP	Nationwide	110,000	Ensure that EADAP has diversified sources of funding and is well positioned to continue to promote positive change for young children without Foundation support.
SCHEDIA	Nationwide	100,000	Ensure that SCHEDIA has diversified sources of funding and is well positioned to continue to promote positive change for young children without Foundation support.
HAITI			
Partners in Health	Nationwide	40,000	Support the treatment and prevention of childhood malnutrition while improving agricultural capacity and household food security.
INDIA			
Committee for Legal Aid to Poor (CLAP)	Orissa	384,100	Create demand for a state obligation in Orissa to provide pre-school facilities and advocate for a law on pre-school education.
KATHA	New Delhi	8,300	Organise a series of meetings to help the Foundation make choices around its strategic focus in the country.
People's Rural Education Movement (PREM)	Orissa	350,000	Develop a quality bilingual pre-school model to be replicated in existing ECE centres, shared with other NGO partners and introduced in government-supported ICDS centres.
Urban Health Resource Centre – New Delhi Office	Slum areas in large cities	74,900	Help select cities for further scrutiny, research and programme planning.
Zakir Husain Centre for Educational Studies	Orissa	110,700	Continue the Multi Lingual Education (MLE) programme research for another two years.
ISRAEL			
ALEH Center Bnei Brak	Bnei Brak	50,145	Cover the costs of a series of new workshops for the period of 10 months.
Ben Gurion University of the Negev	Negev	48,645	Establish the baseline for health of Bedouin children in the Negev.
Centre for Advancement of Functional Capacities	Haifa, Netanya, Rishon Lezion	30,020	Sensitize and gain support from the highest levels of the Ministry of Education and from municipal authorities.
Ezer Mizion – Israel National Support Organization	Nationwide	77,200	Translate the Active Nurturing Playground manual into English and organise study days for graduates of the training programme and staff and pre-school teachers from other agencies.

GEVANIM, Center for Community Diversity	Nationwide	99,700	Consolidate the programmes and work on ensuring organisational continuity through lobbying and securing funding from other services.
Hagar: Jewish–Arab Education for Equality	Beersheba, Negev	104,170	Reach out to more families through a diversified educational/learning service.
Israel Centre for the Treatment of Psychotrauma	Nationwide	270,400	Reduce the incidence of depression, anxiety and aggression among young Jewish and Arab children exposed to political violence.
Negev Institute for Strategies of Peace and Development	Unrecognised villages, Negev	24,060	Further consolidate the community groups and ensure their continuity.
Negev Institute for Strategies of Peace and Development	Negev	11,770	Cover additional professional guidance and supervision in the project, as well as transportation costs for the women.
Person to Person	Nationwide	75,000	Continue its operations until the end of 2010 and secure sustainability of the school programmes after BvLF support.
Razi Li Primary School	Bnei Brak	142,300	Cover running expenses of the Snoezelen Room for 3 years and seek financial contributions from other funders to ensure future continuity.
The Bible Lands Museum Jerusalem	Jerusalem	50,000	Further develop the ongoing Museum activities.
The Hebrew University of Jerusalem	Nationwide	85,000	Allow the organisation to consolidate its programme and seek alternative funding to sustain it in the future.
Venezia Institute for Differences and Multi-Culturalism	Nationwide	61,650	Enable the organisation to finish one-year training activities – 'Multicultural Education in Early Childhood'.
KENYA			
Child Fund – Kenya	Western Kenya	66,365	Continue to serve young children as the Foundation withdraws support.
Kenya Orphans Rural Development Programme	Busia and Bungoma districts	99,981	Continue to promote positive change for young children as the Foundation withdraws support.
Kinda Women for Development	Siaya District	134,558	Continue to promote positive change for young children as the Foundation withdraws support.
Lower Ambira Community Child Development Programme	Ambira	56,493	Continue to promote positive change for young children as the Foundation withdraws support.
Maasai AIDS Awareness Programme (MAAP)	Kajiado District	158,120	Ensure that MAAP has diversified sources of income and is well positioned to continue to promote positive change for young Maasai children in Kenya without Foundation support.
Samburu Aid in Africa (SAIDIA)	Samburu District	87,730	Ensure that SAIDIA has diversified sources of funding and is well positioned to continue to promote positive change for young Samburu children in Kenya without Foundation support.
MEXICO			
Cuidarte A.C.	State of Jalisco	113,529	Help the organisation to purchase its office space, thereby reducing structural costs difficult to finance, and continue to position its income-generating arm.
Hacia una Cultura Democrática	Nationwide	22,000	Strengthen the institutional and financial base of the organisation to permit it to continue its community work, research, networking and advocacy activities.
Iniciativa Ciudadana y Desarrollo Social, A.C.	Ciudad Juárez	92,409	Allow a research and evaluation team to follow the ongoing Foundation-funded advocacy process and provide continuous assessment on its progress.
Melel Xojobal, A.C.	San Cristóbal de las Casas	3,600	Provide immediate relief to families with young children that were affected by floods in San Cristóbal de las Casas.
Melel Xojobal, A.C.	Ciudad Juárez	228,000	Ensure that the organisation intensifies fundraising, generates its own income through training and consultancy services, and continues to fund its projects for young children.
Red por los derechos de la infancia Ciudad Juárez	City of Juárez	106,121	Put the problems facing young children and their potential solutions on the national media and political agendas.

Ririki Intervención Social SC	Ciudad Juárez	136,234	Put the problems facing young children and their potential solutions on the national media and political agendas.
Ririki Intervención Social SC	Nationwide	49,000	Raise awareness among legislators and the general public about the importance of early childhood, ultimately leading to the passage of a new national law governing daycare, early learning and the integrated development of children under 6.
MOROCCO			
Association ATFALE	Nationwide	394,475	Ensure that ATFALE continues its crucial role while making the shift to charging for its services to sustain the organisation after Foundation funding stops.
NETHERLANDS			
De Sportbank	The Hague	300,000	Support the Sportbank's family-oriented activities in cooperation with other donors.
Defence for Children International – ECPAT	Nationwide	1,500	Support an advocacy advertisement to influence the new government to keep a separate ministry for youth.
Hogeschool InHolland	Nationwide	249,930	Address social skills of teachers and children to deal positively with social and cultural diversity within the class and school among 4–5-year-old children.
Lativa el Ouali	Nationwide	22,000	Prepare the groundwork for setting up a peuter college for young disadvantaged children in the Netherlands who currently do not attend pre-school.
Nederlands Jeugdinstituut	Nationwide	458,379	Reduce violence in socially and economically disadvantaged families with children under 4 years of age.
Stichting Alexander	Nationwide	45,870	Learn about child- and violence-related initiatives and children's views and perspectives, including the use of Kids Expert Clubs to bring children's voices into the public domain.
Stichting Alexander	Nationwide	29,820	Organise consultations for children to participate in the process of strategy development for Foundation goals.
Stichting Memorabele Momenten	Nationwide	215,000	Support MEMO to become sustainable as an organisation, and evaluate its work on children's development.
Verwey-Jonker Instituut	Nationwide	52,010	Collect data on violence in the Netherlands to inform the Foundation's programme development and use for advocacy purposes at national and local levels.
PERU			
Asoc. Prom. de Educación Inicial Caritas Gracianas	Ventanilla, Callao	133,603	Reduce school failure by increasing children's academic and social performance.
Asociación Kallpa	Province Ayacucho	80,750	Promote the implementation of child-friendly policies in impoverished municipalities at district level.
Asociación Kusi Warma	Ventanilla, Lima	92,860	Organise communities to address the root causes of school failure in 20 urban slum communities of Ventanilla.
Consortio Desarrollo Integral Niñez y Familia Andina	Huancavelica, Ayacucho and Apurimac	278,500	Promote a community-centred strategy to improve early and primary education in intercultural and multi-linguistic rural contexts.
Grupo de Análisis para el Desarrollo – GRADE	Nationwide	343,923	Review the country strategy of Peru; document and submit a proposal to establish the overall baseline that will allow measurement of the impact of Foundation intervention.
Instituto de Formación de Adolescentes y Niños	Iquitos and Lima	120,215	Collect in-depth information about the magnitude and manifestation of family violence and the physical environments of young children in two urban slums of Peru.
Instituto de Pedagogía Popular	Independence district, Lima	108,715	Secure the sustainability of improved education access, school-related skills and physical development among children aged 3 to 5 years attending initial education.
Ministerio de la Mujer y Desarrollo Social	Loreto, Huancavelica, Ayacucho	348,038	Reach more children under age 3 with quality home visiting programmes that integrate birth registration, health, nutritional support and parent education.
Panez y Silva Consultores	Huancavelica	48,262	Transfer to the local authorities a methodology to facilitate transition from home to school.

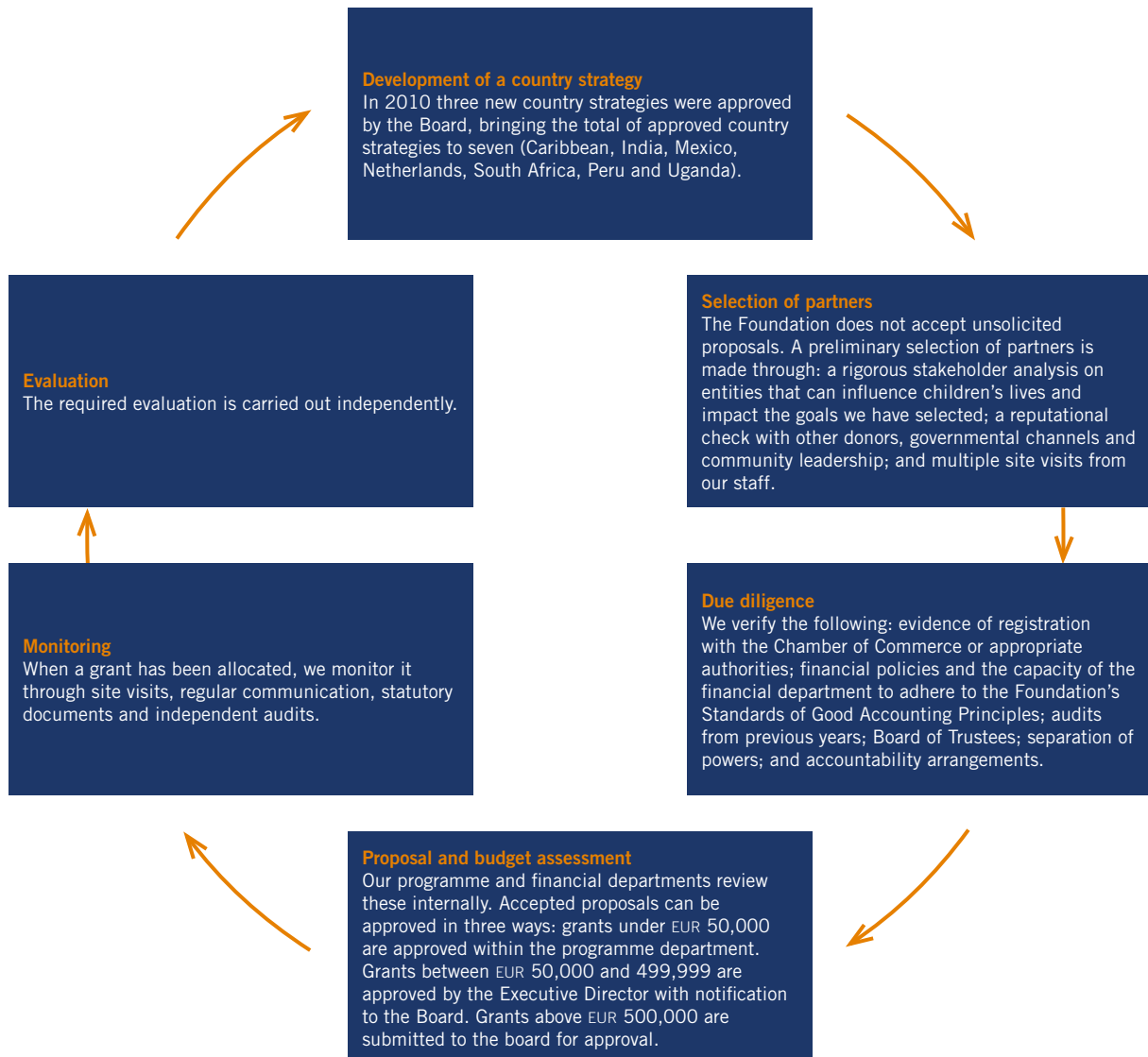
SALGALU SAC	Nationwide	274,538	Inform poor rural municipalities about the importance of the early years; give them technical support; and help them obtain and manage funds to implement quality early childhood programmes.
SALGALU SAC	Lima	8,000	Fund the organization and implementation of the Second National Meeting for Investment in Children, of the Advocacy group for Investment in Early Childhood.
SALGALU SAC	Lima	5,484	Organise a series of vetting meetings to help the Foundation make choices around its strategic focus in the country.
Universidad Antonio Ruiz de Montoya	Ayacucho, Madre de Dios, Ventanilla	88,280	Measure school readiness and life skills of 4–8-year-old socially and/or economically disadvantaged children at key junctions of their life course.
Universidad Antonio Ruiz de Montoya	Nationwide	219,659	Develop a knowledge base of lessons generated by Foundation-supported experiences, and an in-service training programme leading to a diploma in management of early childhood programmes.
WARMAYLLU	Cajamarca, Andahuaylas, Callao	198,045	Transfer to three local Education Boards a pedagogy of inter-cultural pre- and primary education for children in indigenous communities in urban settings, highlands and the jungle.
POLAND			
Comenius Foundation for Child Development	Nationwide	127,250	Enabling Comenius to form a limited company, offering training services, so that it can diversify its income sources and go forward without Foundation support.
Comenius Foundation for Child Development	Nationwide	15,000	Produce a full-length documentary film 'The World is Shining' for cinema release.
SOUTH AFRICA			
ACCESS	Nationwide	172,618	Facilitate advocacy work at national level with the aim of increasing government investment and service delivery to children below school age.
Community Development Resource Association	Nationwide	493,600	Support advocacy and increased investment in family support services through a programme hub to help the network of Foundation partners and other national actors to work together.
DEDI	Free State	227,215	Consolidate a model of support that improves access to services and contributes to sustainable advocacy efforts to increase spending on young children at provincial level.
Lesedi Educare Association	Free State province	176,848	Reach young children outside of ECD centre provision.
Voices of Africa Media Foundation	Netherlands and South Africa	25,160	Help Voices of Africa and ABC Ulwazi to improve documentation support for community radio stations, a tool used by four Foundation partners in their development and promotion of family support work.
TANZANIA			
Kinnapa Development Programme	Kiteto and Simanjiro Districts	51,012	Improve the quality of life of young pastoralist children.
KIWAKKUKI	Moshi Rural, Moshi Municipality and Mwanga Districts	69,261	Enable the partner to continue for another year with its current ECD work while seeking the support of other funders.
Monduli Pastoralist Development Initiatives (MPDI)	Monduli District	64,328	Improve the standard of living of young pastoralist children.

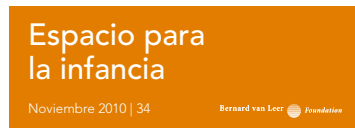
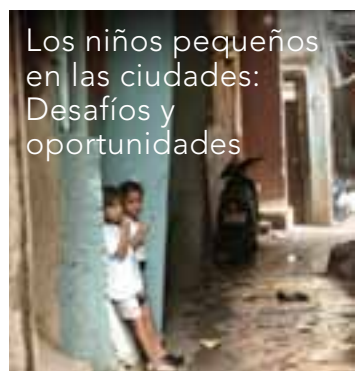
THAILAND			
Foundation for Slum Child Care	Nationwide	147,050	Set up a training centre in the organisation's new building and develop a training curriculum.
WEAVE	Nationwide	224,100	Continue implementing the Nursery School Programme and build on experience working on income generation activities with refugee organisations.
TURKEY			
ÇAÇA-Çocuklar Aynı Çatının Altında Derneği	Diyarbakir	77,022	Ensure that activities for young children can continue until the end of the year without any loss in quality.
U-Producties	Nationwide	7,500	Contribute to the Foundation's strategic planning efforts.
UGANDA			
Action for Children	Kampala and Wakiso Districts	61,476	Retention of project staff and continued community work while BvLF develops a country programme strategy.
Action for Children	Kampala and Wakiso Districts	88,370	Enable a move from a service delivery-oriented approach to a more facilitative and change-oriented approach.
Health Child	Jinja and Wakiso Districts	268,751	Address young children's health and nutrition, early learning, protection and hygiene and sanitation within homes and in ECD centres.
Orphans Community Based Organisation (OCBO)	Rakai District	34,900	Increase access to ECD services and community-based support for children below 9 years living in child-headed households in Rakai district.
Uganda Orphans Rural Development Programme	Tororo District	28,038	Retention of project staff and continued community work while BvLF develops a country programme strategy.
Uganda Orphans Rural Development Programme	Tororo District	95,040	Consolidate UORDP's work and role as an ECD leader in the district, and also position the organisation to continue to make positive change for young children.
UNITED KINGDOM			
Community Foundation for Northern Ireland	Belfast, Northern Ireland	180,000	Support 125 Roma families in South Belfast to access and participate in educational opportunities for their children.
UNITED STATES			
Professional Associates, Inc.	Mississippi Delta	50,100	Help MDCP mobilise resources to grow without Foundation support.
VENEZUELA			
Butterfly Works	Nationwide	24,000	Supporting the pilot of a culturally specific picture language workshop in Venezuela, working with the Foundation's network, local publishers, the Netherlands Embassy, and Mercis Publishing.
ZIMBABWE			
Child Protection Society	Harare	96,184	Enable diversification of funding sources and position the partner to continue promoting positive change for young children as the Foundation withdraws support.
Community Foundation for Western Region Zimbabwe	Matabeleland	247,164	Continue to promote positive change for young children as the Foundation withdraws support.
Family AIDS Caring Trust (FACT) – Rusape Office	Makoni District	48,500	Enable the organisation to continue to promote positive change for young children in the future without Foundation support.
Farm Orphan Support Trust	Mashonaland Central and Manicaland provinces	96,765	Continue to promote positive change for young children as the Foundation withdraws support.
J.F. Kapnek Trust	Zvimba South in Mashonaland	85,000	Enable the organisation to continue to promote positive change for young children in the future without Foundation support.

EUROPE			
DECET vzw	Regional	394,500	Secure sustainability of DECET's work to promote equity and respect for diversity in early childhood without the Foundation's support.
European Foundation Centre	Brussels	300,000	Support the implementation of the European Foundation Centre's Strategic Plan for 2011-2013.
Expertisecentrum voor Opvoeding en Kinderopvang	Various European countries	124,006	Ensure that the <i>Children in Europe</i> magazine and network can continue without support from the Foundation.
Network European Foundations Innova Cooperation	Regional	25,000	Provide matching support for a European Union grant recently awarded to the Roma Education Fund.
LATIN AMERICA			
Fundación Ensayos Para el Aprendizaje Permanente	Amazonia	68,000	Help to position FEPAP as a reference of in-service training and certifying indigenous teachers and child promoters in the Amazon basin.
INNOVA Creatividad para el Desarrollo	Regional	247,525	Increase the financial resources available for early childhood programmes targeting indigenous children aged 0 to 3 in Latin America.
INNOVA Creatividad para el Desarrollo	Regional	87,655	Reach more indigenous rural children under age 3 with quality home visiting programmes that integrate birth registration, health, nutritional support and parent education.
Organization of American States	Regional	89,259	Increase the financial resources available for early childhood programmes targeting indigenous children aged 0 to 3 in Latin America.
WORLDWIDE			
International Center for Research on Women (ICRW)	Worldwide	47,240	Explore the long-term effects of experiencing violence in childhood, and understand better the attitudes and behaviours of both victims and perpetrators.
Alliance Publishing Trust	Worldwide	30,000	Support the <i>Alliance</i> magazine from 1 January 2010 to 31 December 2012 through editorial development, further dissemination and increasing its sources of income.
BID Network Foundation	Worldwide	41,713	Give the Foundation more information on innovative solutions to physical environment factors that negatively impact the lives of children.
Centre Hospitalier Universitaire Saint-Justine	Worldwide	35,300	Contribute to the Foundation's strategic planning research.
City University of New York – Research Foundation	Worldwide	99,685	Contribute to the Foundation's strategic planning research.
Consultative Group on ECCD	Worldwide	101,000	Generate and disseminate a series of advocacy documents to influence governments, media and business on issues related to young children.
International AIDS Society	Worldwide	20,000	Support the childcare facilities at the XVIII International AIDS Conference from 18 to 23 July 2010, in Vienna, Austria.
Network of European Foundations	Worldwide	500,000	Improve the evidence base to inform policies and programming on addressing violence against children in low-income countries.
Promundo-US	Worldwide	63,200	Develop a proposal for a global campaign on engaging men as caregivers.
Public Health Association of British Colombia	Worldwide	18,816	Contribute to the Violence Prevention Alliance (VPA), a global network focusing on preventing child maltreatment.
The Communication Initiative	Worldwide	29,952	Contribute to formulating a comprehensive communication strategy and develop social media applications that can be integrated into the Foundation's website.
The Teresa Group	Worldwide	50,000	Phase out our cooperation with CCABA.
University of Colorado – CYE Center	Worldwide	15,000	Solicit articles on young children from disadvantaged groups at risk of violence.
Yale University Child Study Center	Tanzania; Peru; The Netherlands	193,000	Study the effects on children aged 0–8 of international frameworks such as the MDGs, CRC and EFA.

Grants and due diligence

In 2010 the Bernard van Leer Foundation made grants totalling EUR 16,293,442. We make grants through a six-step cycle.





Through our
publications we
share what we learn
in order to influence
policy and practice

Foundation publications

In addition to last year's Annual Report, the Bernard van Leer Foundation produced 12 publications in 2010. All are available free of charge in pdf format, and also in paper format, via our website: www.bernardvanleer.org

Early Childhood Matters/Espacio para la Infancia

This journal looks at specific issues regarding the development of young children, in particular from a psychosocial perspective. It is published twice a year in English and Spanish.

Young children in cities: Challenges and opportunities

Early Childhood Matters 115

Looks at young children's experiences of growing up in urban settings. A quarter of the world's children live in poor urban settlements, which poses many challenges while also offering opportunities to deliver services cost-effectively.

Los niños pequeños en las ciudades: Desafíos y oportunidades

Espacio para la Infancia 34

Sobre las experiencias de los niños pequeños que crecen en entornos urbanos, los cuales pueden implicar muchos retos pero también oportunidades para la oferta y el acceso a los servicios.

Setting our agenda on early learning, violence and physical environment

Early Childhood Matters 114

An introduction to the Bernard van Leer Foundation's thinking as we flesh out our new goals for the period 2010 to 2015.

Definiendo nuestros objetivos sobre aprendizaje temprano, violencia y entornos físicos

Espacio para la Infancia 33

Una introducción a las reflexiones de la Fundación sobre nuestros nuevos objetivos para el período 2010–2015.

Early Childhood in Focus/La Primera Infancia en Perspectiva

Offering clear and accessible summaries of the current state of knowledge, this series bridges the gap between academic research and advocacy for children. Published in English and Spanish.

Culture and learning

Early Childhood in Focus 6

Liz Brooker and Martin Woodhead (editors)

This paper asks to what extent 'development' is a cultural process that varies between societies or a natural process that is the same for all children, and how to promote learning while respecting cultural diversities.

Cultura y aprendizaje

La Primera Infancia en Perspectiva 6

Liz Brooker y Martin Woodhead (editores)

Esta edición trata sobre las cuestiones políticas que atañen al lugar que ocupa la cultura en los programas para la primera infancia, y sobre cómo promover el desarrollo y el aprendizaje respetando la diversidad cultural.

Supporting Parenting

Early Childhood in Focus 5

John Oates (editor)

As governments show more and more interest in helping parents to fulfil their parenting roles, this edition asks what 'good' parenting means, how local culture should influence policies to support parents, and how those policies can be critically evaluated.

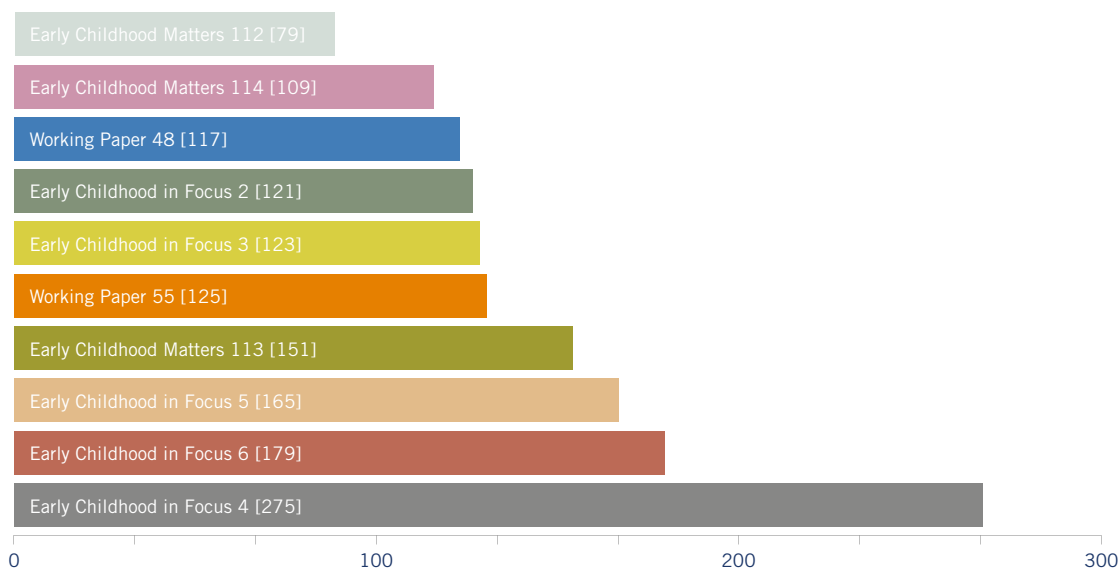
Apoyo a los padres

La Primera Infancia en Perspectiva 5

John Oates (editor)

Esta edición aborda cuestiones como qué significa "ser unos buenos padres" o cómo las políticas de apoyo a padres se pueden adaptar a la cultura local, e identifica interrogantes de tipo práctico para consideración de los decisores de políticas, promotores y profesionales en general.

Most requested printed publications in 2010 [total copies]



Working Papers

These are think pieces aimed at contributing to a current debate, either looking at the work of Foundation-supported projects or more generally reviewing the state of academic and practical knowledge in a field.

Children's right to play: An examination of the importance of play in the lives of children worldwide

Working Papers 57

Stuart Lester and Wendy Russell

A discussion of why play is fundamental to the health and well being of children, and why we should take seriously the importance of providing suitable conditions for children to play.

Continuity and respect for diversity: Strengthening early transitions in Peru

Working Papers 56

Patricia Ames, Vanessa Rojas and Tamia Portugal

This document explores the diverse experiences of 28 children from four contrasting communities in Peru as they start school.

Continuidad y respeto por la diversidad: Fortaleciendo las transiciones tempranas en Perú

Working Papers 56s

Patricia Ames, Vanessa Rojas y Tamia Portugal

En este cuaderno se analizan las diversas experiencias de 28 niños procedentes de cuatro comunidades contrastantes en Perú para investigar cómo cambiaron sus vidas cuando empezaron la educación primaria.

Equidad y calidad en Perú, Etiopía e India

Working Papers 55s

Martin Woodhead, Patricia Ames, Uma Vennam, Workneh Abebe y Natalia Streuli

Este documento aborda los retos a los que hay que hacer frente para garantizar que las potencialidades de la atención y educación para la primera infancia se traduzcan en prácticas concretas para transformar la vida de los niños pequeños y sus familias.

Corporate

Annual Report 2009

The Bernard an Leer Foundation's Annual Report for 2009 reports on our activities in 2009 including our 60th anniversary events and the inaugural Oscar van Leer Fellowships, stories from the field showing the impact of selected grants, and an insight into our three new goals. There is also an executive summary in Spanish.

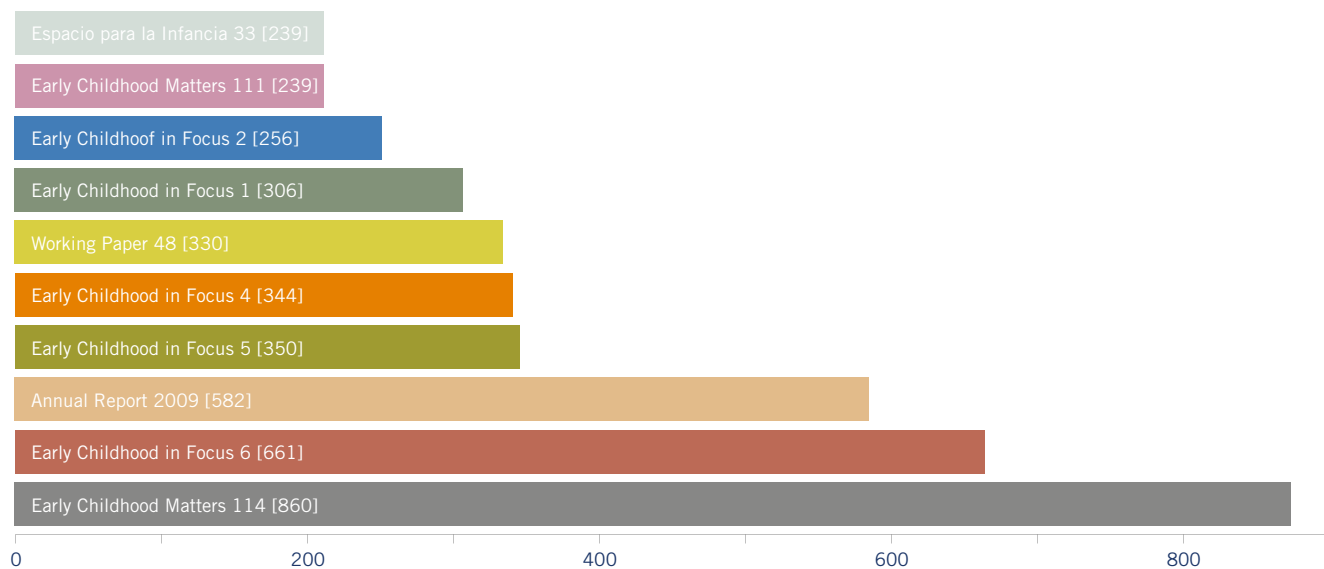
Foundation website

The Bernard van Leer Foundation's new website was launched in early May 2010. During the remainder of the year the website received over 40,000 visits, totalling over 160,000 page views.

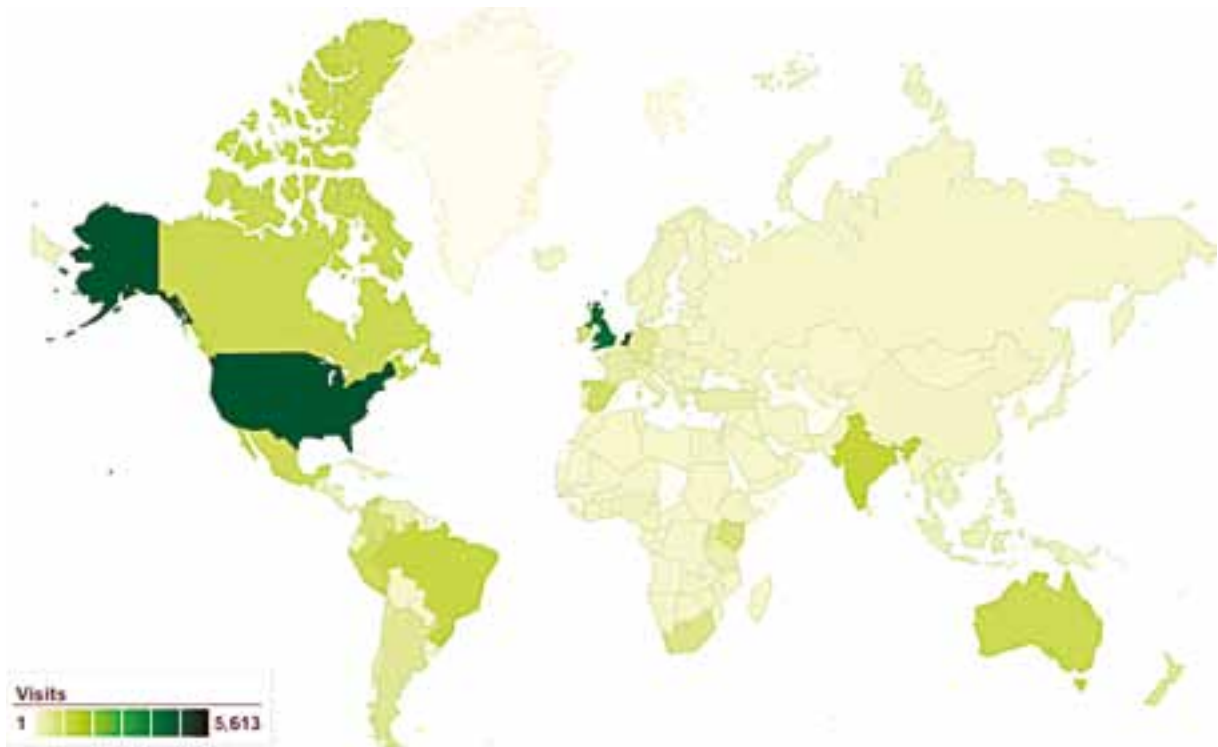
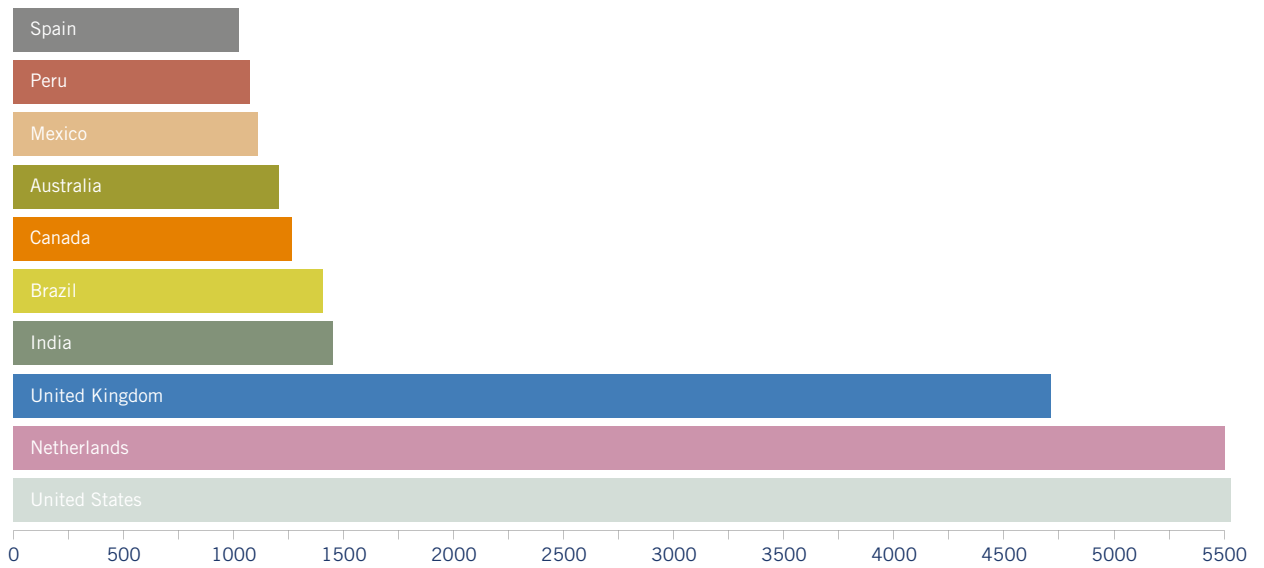
More than 10,000 publications were downloaded in pdf format. The top ten most-downloaded publications are shown in the chart below. A total of 131 different publications from the Foundation's back catalogue were downloaded at least 10 times.



Top 10 publications downloads



Bernard van Leer Foundation website: Number of visits per country (top 10)



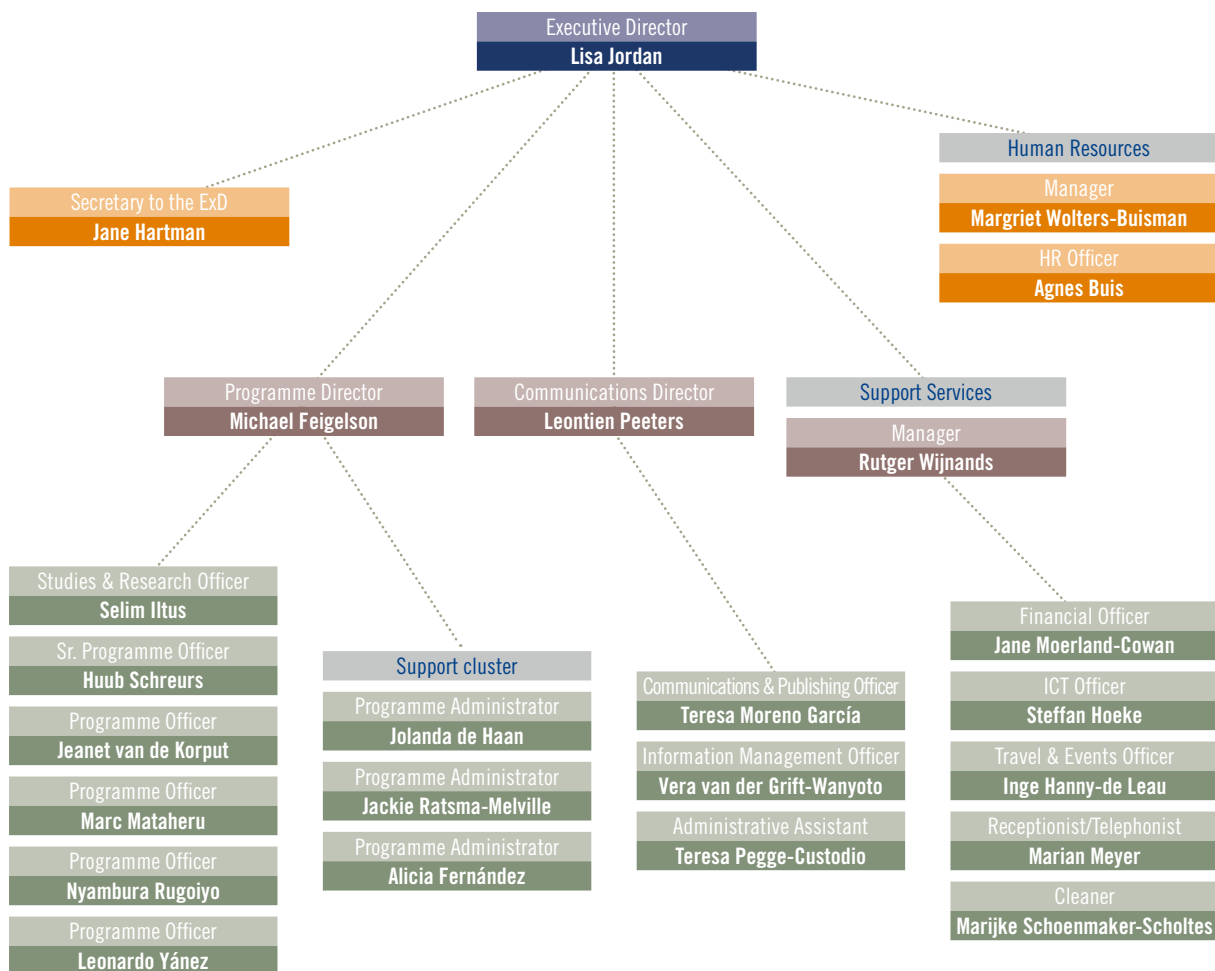
© Google



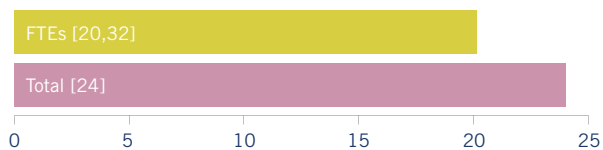


About our **staff** and
Board of Trustees

Our staff at 1 March 2011



Number of staff



Gender proportion





Compensation policy

Compensation for employees of the Bernard van Leer Foundation is indexed every 3 years against a remuneration benchmark, undertaken by Berenschot, a Dutch consultancy firm specialising in human resource issues. The Foundation is indexed against the Dutch national professional services industry and the Dutch public sector. International employees receive an additional percentage allowance to maintain a competitive position in the international labour market.

Our Board of Trustees

The fiduciary responsibility for fulfilling the vision and mission of the Foundation, as laid down in the Articles of Association, resides with the Board of Trustees. The Board's oversight role includes appointing the Executive Director, evaluating her performance, and approving the strategic plans and the annual financial and operational plans. The Board meets at least four times per year.

Composition

The Board of Trustees is currently composed of six members. The Board appoints its own members, who serve a maximum of three 4-year terms.

The Board's oversight of grantmaking

Grants of more than EUR 500,000 require prior approval by the Board, which also reviews all grants made in the last fiscal quarter at each Board Meeting. The Trustees periodically accompany Foundation staff on visits to partners in various parts of the world.

Members of the Board of Trustees

Peter Bell, Chair

(Born 1940, Trustee since 2002 and Chair since 2010.) President Emeritus of CARE, Peter Bell is now a senior research fellow at the Hauser Center for Non-profit Organisations at Harvard University. He chairs the NGO Leaders Forum, and serves on the boards of the Inter-American Dialogue, International Center for Research on Women, World Peace Foundation and Global Water Challenge.

Joep Brentjens

(Born 1940, Trustee since 1998.) Joep Brentjens is Chairman of the Supervisory Board of the Frans Hals Museum in Haarlem, a member of the Board of BNP Paribas Obam N.V., and Chairman of the Niels Stensen Foundation and the Lucas-Ooms Foundation.

Gideon Frank

(Born 1943, Trustee since 2008.) Currently Vice-Chair of the Board of the Israel Atomic Energy Commission. He also serves on various advisory and supervisory boards, including the Executive Council of the Technion, Institute of Technology and the Board of Israel Electric Corporation.

Rien van Gendt

(Born 1943, Trustee since 2007.) Rien van Gendt is a former Executive Director of the Bernard van Leer Foundation and also serves on various advisory and supervisory boards, including Rockefeller Philanthropy Services, Alliance Publishing Trust, the European Cultural Foundation and the Calouste Gulbekian Foundation.

Trude Maas

(Born 1946, Trustee since 2001.) Former member of the Dutch Senate, Trude Maas serves on various advisory and supervisory boards, including those of Philips Electronics Netherlands, Van Gogh Museum and the Schiphol Group.

Nancy Newcomb

(Born 1945, Trustee since 2001.) Nancy Newcomb was a senior executive of Citigroup and now is a director Moody's Corporation, Sysco Corporation and the DirecTV Group. She serves on several non-profit boards, including the New York Historical Society.



In memoriam: Harry Leliveld, 1939–2010

Harry Leliveld, a Trustee of the Bernard van Leer Foundation since 2002, passed away on 9 April 2010 aged 71. Previously he had served for 15 years as Executive Director of the Van Leer Group Foundation, the Foundation's parent organisation. A close confidant of Oscar van Leer, he embodied the founding family's concern to marry smart investment with empathy and vision in pursuing philanthropic values. He is missed by all at the Bernard van Leer Foundation.

Principles of Good Practice

The Bernard van Leer Foundation follows the Principles of Good Practice developed by the European Foundation Centre.

Principle 1: Compliance

Foundations comply with the laws of the state in which they are based, and act in accordance with their bylaws. They comply with the international and European conventions to which their country of residency is party.

Principle 2: Governance

Foundations have an identifiable decision-making body whose members and successors should be nominated in accordance with established principles and procedures, and act with the highest ethical standards.

Principle 3: Informed policies, operations and support programmes

Foundations define a clear set of basic policies and procedures specifying their mission, objectives, goals and related programmes and review these on a regular basis.

Principle 4: Stewardship: management and finance

Foundations promote efficient organisation and work while ensuring prudent and sustainable management, investment strategies and procedures, and use of

resources for public benefit. Foundations ensure proper accounting/bookkeeping according to established rules in the state in which they are headquartered. They may complement such rules with additional measures on a voluntary basis.

Principle 5: Disclosure and communication

Foundations act in a transparent manner and comply with the regulations concerning transparency in force in the countries in which they operate. They may complement such regulations with additional measures on a voluntary basis.

Principle 6: Monitoring and evaluation

Foundations organise appropriate monitoring and regular evaluation of their action and programmes.

Principle 7: Cooperation

Foundations share their know-how and experience with peer organisations and other relevant stakeholders to advance good practice and cooperate whenever appropriate, to maximise their impact in their respective fields of activity.





With our long
history of
involvement in
Latin America,
we also publish
in **Spanish**

Resumen ejecutivo

El año 2010 constituye para la Fundación el primer año de su andadura en el nuevo periodo de planificación estratégica (2010-2015). Además del claro establecimiento de sus objetivos, inicia la definición de estrategias, más concretas, por países. Ya son tres las estrategias aprobadas (Países Bajos, Perú y Uganda), y presentadas en esta Memoria Anual. A continuación, les ofrecemos un resumen de lo que el año 2010 ha representado para la Fundación.

Peter Bell, nuevo presidente del Consejo de Administración de la Fundación Bernard van Leer, escribe en el prefacio a este informe anual que “la principal responsabilidad del Consejo es mantener a la Fundación fiel a sus valores y a su misión en el contexto de un mundo cambiante”. Y añade: “En 2010, el personal de la Fundación Bernard van Leer desarrolló el primero de un nuevo conjunto de estrategias específicas para cada país, que orientarán nuestra actividad de concesión de fondos en los próximos años. Encarnando valores fundamentales tales como cohesión, compasión, creatividad y equidad, estas estrategias se han desarrollado a partir de nuestra experiencia, cosechada durante décadas, así como del consejo de investigadores, de responsables de la formulación de las políticas, de defensores de la infancia, de líderes de la comunidad, de proveedores de servicios, de padres y de niños.

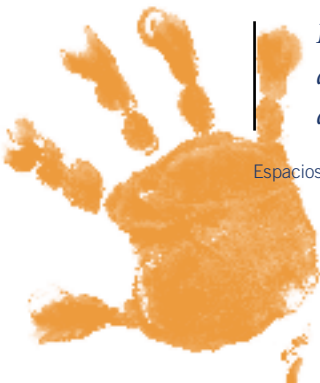
“Con estas estrategias estamos definiendo claramente nuestros objetivos, centrando la mayor parte de nuestra concesión de fondos en una menor cantidad de países y haciendo mayor hincapié en el impacto, así como subrayando la importancia de la evaluación para el aprendizaje y para la promoción y defensa –basada en pruebas fehacientes– que llevamos a cabo en los foros globales e internacionales. Igualmente, nos comprometemos a trabajar en asociación con organizaciones e individuos procedentes de una

variedad más extensa de puestos de acción privilegiados, que pueden contribuir a hacer avanzar una agenda compartida para los niños”.

En el prefacio, Peter Bell describe cómo pudo observar en primera persona parte de la planificación estratégica de la Fundación operando sobre el terreno, cuando visitó Perú con Leonardo Yáñez, nuestro oficial de programas para América Latina, para evaluar nuestro trabajo actual y nuestros planes futuros: “Hemos visitado algunos programas de provisión de servicios localmente optimizados en los asentamientos más desfavorecidos de las afueras de Lima y en las comunidades rurales de las zonas montañosas que rodean Ayacucho. Nos hemos reunido con los líderes y el personal de un centro en Lima que está desarrollando un mayor apoyo público para el desarrollo en la primera infancia a través de los medios de comunicación, consiguiendo el compromiso de los candidatos a cargos públicos y proporcionando información técnica y apoyo para una red de 700 alcaldes rurales. Dejé Perú con la esperanza de que un incipiente movimiento pudiera tener éxito a la hora de reivindicar una mayor participación en el reciente crecimiento económico del país para un avance de calidad en materia de primera infancia en las comunidades pobres.”

Algunos resultados obtenidos con nuestro apoyo

La iniciativa de Perú a la que Peter Bell hace referencia es una de las historias de este informe que demuestra los resultados de la acción de la Fundación Bernard van Leer en 2010. Por ejemplo, durante las elecciones municipales de la Municipalidad Metropolitana de Lima, la totalidad de los principales candidatos suscribieron el Pacto Ciudadano por la Primera Infancia, y el recién elegido gobierno provincial y municipal solicitó al Grupo Impulsor de Inversión en la Infancia que proporcionara apoyo y colaboración para su decisión de dar prioridad a las cuestiones relativas a la primera infancia. La congresista y Presidenta de la Comisión de Educación del Congreso de la República, Hilaria Supa, propuso un anteproyecto de ley sobre “cuidado integral e inversión para la primera infancia”, que pretende



La propuesta de crear un espacio dedicado al juego siempre capta la atención, una respuesta positiva y el apoyo de todos los miembros de la población, ya sea de forma inmediata o pasado un tiempo.

Espacios para el juego: experiencias desde São Paulo, Espacio para la Infancia 33

mejorar la cobertura y la calidad de la educación para la primera infancia. Este anteproyecto de ley se encuentra actualmente en manos de la Comisión de Educación, y se espera que sea debatido a principios de 2011.

Otro ejemplo de impacto incluye también un informe sobre los avances realizados por la Red Nacional de Primera Infancia (RNPI) de Brasil, establecida con la ayuda de la Fundación Bernard van Leer en 2007 junto con 18 organizaciones, cuyo número asciende ahora a 90. El 7 de diciembre de 2010, la RNPI lanzó el Plan Nacional sobre Primera Infancia en una ceremonia celebrada en la sede de la OPS/OMS de Brasil. El Plan abarca todos los derechos del niño, desde el momento de la concepción hasta los seis años de edad, con definición de objetivos y establecimiento de propósitos hasta el año 2022. Se ha llevado a cabo con una amplia participación social, incluyendo la de niños y niñas de 3 a 6 años, y es conocido como el “plan en el lenguaje de los propios niños” o “*Deixa eu falar*” (Déjame hablar).

Mientras tanto, en Venezuela pronto se presentará a los niños pequeños un pequeño perezoso llamado Yoyo, un “amigo” del famoso personaje de dibujos animados neerlandés Miffy. Como resultado del alcance de la Fundación Bernard van Leer hacia el sector corporativo de los Países Bajos, la editorial de Miffy, Mercis BV, ha dado su autorización para que los dibujos Miffy se utilicen como base de partida para desarrollar personajes que las poblaciones locales puedan reconocer y que puedan captar la atención de los niños y estrechar la brecha entre la teoría y la práctica en el desarrollo de la primera infancia. En la primera entrega de una serie que se ha proyectado ya de “Miffy Inspira”, Yoyo incrementará la concienciación entre los grupos de Venezuela a que va dirigido, que incluyen al Gobierno, a las ONG, a los padres y al público en general.

Nuestras estrategias por países

Perú es uno de los tres países para los que se han ultimado y aprobado estrategias en el año 2010; los otros tres países son Uganda y los Países Bajos. El resumen de nuestra estrategia para Perú, que presentamos en este informe, señala los objetivos de la misma como

sigue: programas de visita al hogar para poder llegar a más niños de los grupos indígenas que habitan en las zonas rurales, con inclusión de registro de nacimientos, asistencia sanitaria, apoyo nutricional y educación parental; y para los niños que viven en los suburbios urbanos de Iquitos, la reducción de la violencia intrafamiliar, además de la reducción del número de infecciones gastrointestinales y respiratorias causadas por entornos físicos insalubres.

Redefinición de nuestros objetivos

A propósito de este último punto, en el informe de la Directora Ejecutiva, Lisa Jordan explica que nuestra reflexión sobre uno de los tres objetivos para este periodo de planificación estratégica (mejorar los entornos físicos en que viven los niños pequeños), ha evolucionado durante 2010. Ahora comprendemos que este no es un fin en sí mismo, sino un medio para el fin de mejorar la salud de los niños pequeños. Lisa Jordan se centra en las voces de los niños que pudieron ser escuchadas mediante consultas específicas realizadas durante el proceso de planificación de una estrategia a nivel nacional. En particular, en Perú se consultó a los niños, quienes sugirieron una idea que la Fundación Bernard van Leer está poniendo en práctica como parte de su estrategia para los entornos físicos: explorar nuevas alianzas con el sector privado para comprobar cómo el establecimiento de actividades comerciales respetuosas con el medio ambiente, tales como el reciclado de residuos a pequeña escala, puede crear una situación que beneficie a todos, creando empleo para los padres y condiciones más saludables en las que crezcan sus hijos.

Lisa Jordan observa que la Fundación Bernard van Leer ha conferido gran importancia en el año 2010 a garantizar que los mecanismos de evaluación, aprendizaje y documentación se desarrollen sobre la base de las estrategias que estamos desarrollando por país. En 2011 comenzaremos también a publicar investigación básica y estudios de prevalencia que nos ayudarán a seguir la pista al cambio que deseamos producir y, en aras de la transparencia, se publicarán

los documentos completos de la estrategia en el sitio web de la Fundación a medida que vayan estando disponibles. Igualmente en aras de la transparencia, este informe comparte Principios de Buenas Prácticas (desarrollados por el Centro de Fundaciones Europeo), que la Fundación Bernard van Leer suscribe, y explica sucintamente el proceso de debida diligencia en seis pasos, que es el que va a desarrollar nuestras nuevas estrategias por país y a definir la selección de nuestras organizaciones contrapartes.

El año 2010, también un año de despedidas

Lisa Jordan escribe que, junto al entusiasmo que siempre conlleva el cambio, “existe también cierta dimensión de dolor. El año 2010 ha visto cómo estrategias enteras han tenido que ir eliminándose gradualmente en países para los que ya no tenemos los recursos para continuar operando a una escala significativa. Por supuesto, aunque nos entristece poner fin a muchas de las relaciones operativas que han funcionado durante mucho tiempo, deseamos continuar esas relaciones sobre la base de un intercambio de conocimientos. Hemos estado realizando una recopilación sistemática de numerosas reflexiones juiciosas sobre nuestra experiencia en países como Zimbabue, Colombia, Kenia y otros, para asegurar que cada lección obtenida de nuestro trabajo en ellos pueda ser asimilada, extraída y compartida con otros que también podrían aplicarlas”.

Necesidad de profundizar en nuestros objetivos

La divulgación del conocimiento es también la fuerza motriz tras las decisiones de encargar una amplia variedad de investigaciones sobre nuestros tres nuevos objetivos en los países de actuación. Entre las investigaciones que se están llevando a cabo en la actualidad:

- En cuanto al objetivo de llevar a escala los programas de aprendizaje temprano de calidad, se está realizando un proyecto de acción-investigación en las comunidades indígenas peruanas para examinar las lecciones que pueden extraerse del reciente intento

del Gobierno por descentralizar y llevar a escala programas de visita al hogar para niños de 0 a 3 años.

- En cuanto al objetivo de reducir la violencia en las vidas de los niños pequeños, se investiga en los suburbios urbanos de Brasil y Perú para recopilar información en profundidad sobre la violencia familiar, buscando soluciones locales para resguardar de la violencia los centros donde se provee cuidado infantil, y explorando el impacto de las actuales políticas públicas brasileñas destinadas a reducir la violencia.
- En cuanto al objetivo de mejorar los entornos físicos en que viven los niños pequeños, se realiza un estudio exploratorio en Brasil para examinar el modo en que las condiciones de vida de los arrendatarios de viviendas pobres de las ciudades (*cortiços*) repercuten en los niños pequeños, y se investiga para recopilar información en profundidad sobre entornos físicos deficientes en dos suburbios urbanos de Perú.

Peter Bell concluye su introducción a este informe señalando que “muchas de las tendencias globales relativas al bienestar de los niños en las últimas décadas han sido positivas, incluyendo la reducción de los índices de mortalidad materna e infantil, una mayor administración de vacunas de inmunización contra enfermedades infecciosas, y el incremento del acceso a programas para la educación en la primera infancia. Pero estas tendencias prometedoras siguen siendo vulnerables a fluctuaciones de tipo político y económico. Todavía nos queda un largo camino que recorrer para desarrollar un apoyo sostenido y para que la asistencia a los niños pequeños no sea considerada como un acto de caridad, sino como una inversión fundamental en sociedades más prósperas, equitativas y justas. Al mantenernos fieles a nuestra misión y a nuestros valores fundamentales, los miembros del Consejo de Administración y el personal de la Fundación seguimos estando comprometidos para cumplir nuestra parte en el cometido de “dirigir la aguja” en la dirección correcta.”

¡Hazlo por Juárez!

Durante el año 2010, en Ciudad Juárez se registraron más de 3000 homicidios, convirtiendo a la ciudad mexicana en una de las más violentas del mundo. También su economía continuó sufriendo un duro golpe como consecuencia de la crisis financiera mundial. Y además, el alcalde entrante se encuentra con el presupuesto municipal en déficit y en perfecto desorden, por lo que se generan temores de que la financiación para los niños se recorte en el nuevo año.

A pesar de tales obstáculos, los esfuerzos de la organización contraparte de la Fundación consiguieron aumentar en un 76% el presupuesto municipal dedicado a los niños para el periodo 2010–2011. Además, ¡todo este aumento fue destinado a los más pequeños! A pesar de que el presupuesto es relativamente humilde y queda mucho por hacer, este avance convirtió a Ciudad Juárez en el único municipio de México con recursos locales destinados exclusivamente a los ciudadanos más jóvenes.

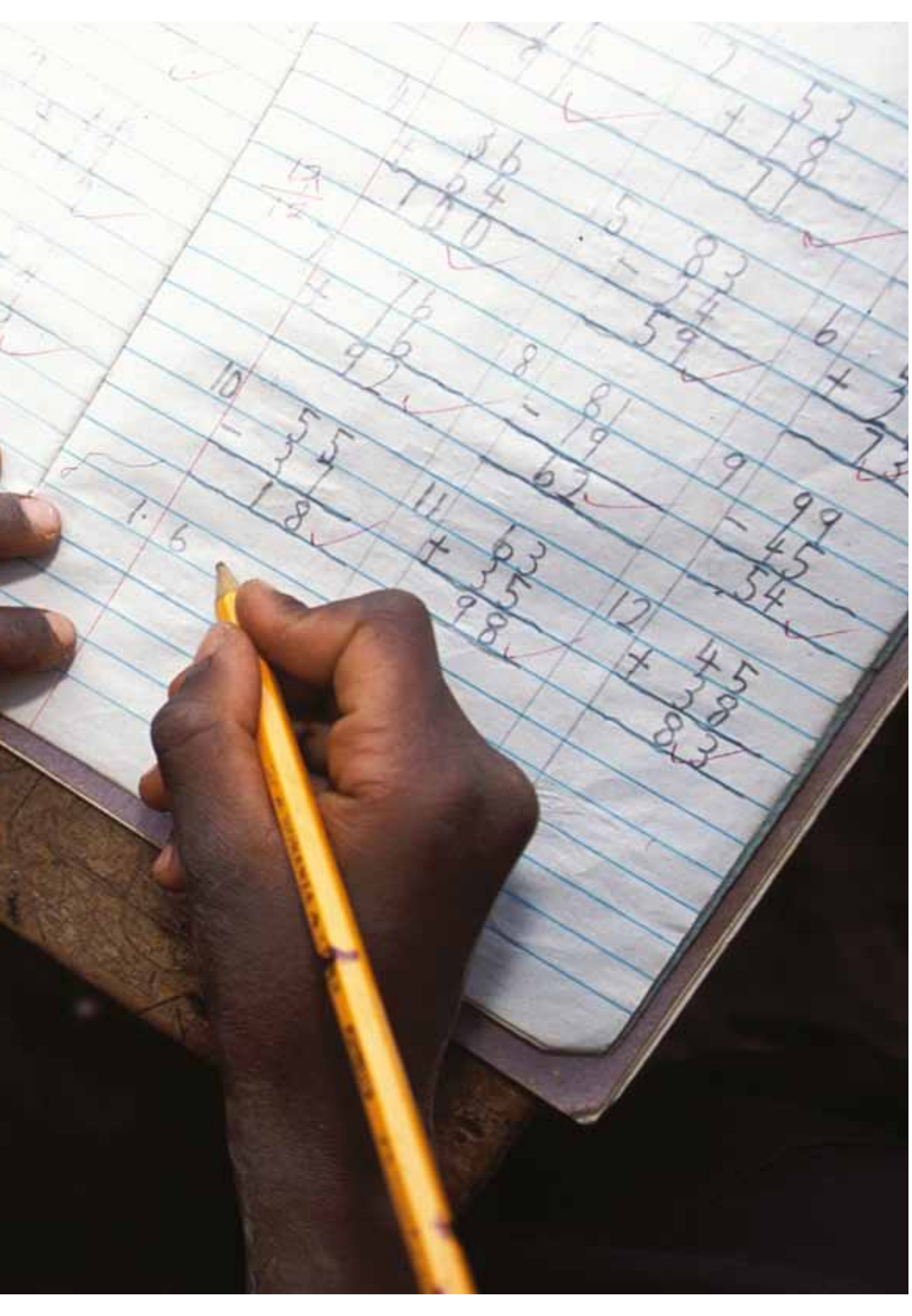
El esfuerzo se inició en abril de 2010 cuando se lanzó la campaña ¡Hazlo por Juárez!, una iniciativa de una coalición de organizaciones no gubernamentales lideradas por la Red por los Derechos de la Infancia. Durante las elecciones municipales y estatales, la campaña consiguió asegurar el compromiso de todos los candidatos municipales para desarrollar una propuesta de política municipal sobre cuidado infantil y la expansión de servicios que incluyese la provisión de espacios seguros, para al menos 6000 niños, durante el periodo 2011–2013. La campaña fue ampliamente difundida en los medios de comunicación locales, nacionales y también tuvo repercusión en el ámbito internacional. Se recogieron un total de 15,000 firmas de apoyo ciudadano y participaron más de 128 voluntarios, algunos de ellos de hasta 10 años de edad.



El año 2011 ha iniciado con un elevado nivel de optimismo y esfuerzo para garantizar financiación adicional procedente del Estado y del Gobierno Federal para aumentar los servicios de calidad destinados a los niños más pequeños. Por primera vez, el alcalde ha establecido un grupo de trabajo que reúne a representantes de la sociedad civil y a agencias gubernamentales para trabajar conjuntamente en una ley exhaustiva a favor de los niños pequeños de Juárez. ¡Confiamos en que los titulares sean todavía más grandes el próximo año!

A close-up photograph of a person's hand holding a pen over a ledger with handwritten numbers and a grid. The hand is dark-skinned and appears to be of African descent. The ledger is open, showing a grid of numbers and some handwritten text. The background is dark, and the lighting is focused on the hand and the ledger. The text "Our financial report for 2010" is overlaid on the image in white and orange colors.

Our financial
report for 2010



1. 6

$$\begin{array}{r} 55 \\ - 35 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 63 \\ + 35 \\ \hline 98 \end{array}$$

$$\begin{array}{r} 45 \\ + 38 \\ \hline 83 \end{array}$$

$$\begin{array}{r} 10 \\ - 55 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 92 \\ - 28 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 89 \\ - 22 \\ \hline 67 \end{array}$$

$$\begin{array}{r} 99 \\ - 45 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 76 \\ - 18 \\ \hline 58 \end{array}$$

$$\begin{array}{r} 83 \\ - 24 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 36 \\ - 14 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 53 \\ - 17 \\ \hline 36 \end{array}$$

Financial statement

Balance sheet	page 75
Income and expenditure account	76
Cash flow statement	77
General notes	78
Notes on the balance sheet	79
Notes on the income and expenditure account	81
Other information	83
Appropriation of operating result	83
Auditor's report	84

BALANCE SHEET AS AT 31 DECEMBER

	Notes	2010 (EUR)	2009 (EUR)
ASSETS			
Non-current assets			
Fixed assets	(1)	68,200	42,800
Guarantee Network of European Foundations	(2)	30,000	30,000
		<u>98,200</u>	<u>72,800</u>
Current assets			
Van Leer Group Foundation current account	(3)	14,193,700	21,322,900
Accounts receivable	(4)	263,900	155,100
Cash & bank	(5)	4,901,600	1,623,700
		<u>19,359,200</u>	<u>23,101,700</u>
Total assets		<u>19,457,400</u>	<u>23,174,500</u>
AVAILABLE FUNDS AND LIABILITIES			
Available funds			
Nominal Foundation capital		453,800	453,800
Available for grantmaking	(6)	3,572,800	6,981,900
Total available funds		<u>4,026,600</u>	<u>7,435,700</u>
Other funds			
Approved but not yet committed project grants	(7)	<u>4,714,000</u>	<u>2,092,700</u>
Provision rental contract			
	(8)	<u>235,700</u>	<u>0</u>
Liabilities			
Project commitments	(9)	9,841,900	12,396,200
Accounts payable	(10)	639,200	1,249,900
Total liabilities		<u>10,481,100</u>	<u>13,646,100</u>
Total available funds and liabilities		<u>19,457,400</u>	<u>23,174,500</u>

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR

	Notes	Budget 2010 (EUR)	Actual 2010 (EUR)	Actual 2009 (EUR)
INCOME				
Van Leer Group Foundation annual contribution	(1)	16,754,500	16,754,500	19,148,000
Van Leer Group Foundation contribution to social plan		0	0	1,419,400
Interest	(2)	153,000	98,200	121,800
Total income		16,907,500	16,852,700	20,689,200
EXPENDITURE				
Grants	(3)	17,000,000	16,245,700	9,034,700
Foundation managed projects	(4)	1,800,000	916,800	765,300
Administration and programme services	(5)	3,076,000	2,675,000	4,170,500
		21,876,000	19,837,500	13,970,500
Reorganisation costs (social plan)		0	0	1,419,400
Rental contract	(6)	0	424,300	0
Total expenditure		21,876,000	20,261,800	15,389,900
Operating result		-4,968,500	-3,409,100	5,299,300
Appropriation of operating result				
Added to/deducted from available for grantmaking	(6)*	-4,968,500	-3,409,100	5,299,300
		-4,968,500	-3,409,100	5,299,300

* This note refers to the notes on the balance 6 under 'Notes on the balance sheet' (page 79).

CASH FLOW STATEMENT (INDIRECT METHOD)

	2010 (EUR)	2009 (EUR)
Cash flow from operational activities		
Operation result	-3,409,100	5,299,300
Adjustment for:		
Depreciation of fixed assets	26,500	37,700
Change in provision rental contract	235,700	0
Change in other funds	2,621,300	-3,194,300
Change in liabilities	-3,165,000	-6,089,100
Change in current account Van Leer Group	7,129,200	893,100
Change in accounts receivable	-108,800	134,100
Cash flow from operational activities (A)	3,329,800	-2,919,200
Cash flow from investment activities		
Refund loan	0	30,000
Purchases of fixed assets	-51,900	-12,400
Cash flow from investment activities (B)	-51,900	17,600
Change in cash and bank (A+B)	3,277,900	-2,901,600
Balance cash and bank 1 January	1,623,700	4,525,300
Balance cash and bank 31 December	4,901,600	1,623,700
	3,277,900	-2,901,600

General notes

- The Van Leer Group Foundation guarantees that, if the activities of Stichting Bernard van Leer Foundation are discontinued, sufficient funds will be available or will be made available to enable Stichting Bernard van Leer Foundation:
 - a: to terminate the employment contracts of permanent employees, subject to a period of notice of 6 months; and
 - b: to comply with any past and future obligations relating to other expenses, with an aggregate of at least 75% of the costs relating to administration and software services in accordance with the last Stichting Bernard van Leer Foundation budget adopted by the Board of Trustees prior to discontinuing its activities.

General principles

- The Annual Report is prepared in accordance with the guidelines for annual reporting 640 (not-for-profit organisations) of the Dutch Accounting Standards Board.
- All assets and liabilities are stated at nominal value, unless otherwise indicated.
- 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.
- 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.
- Cancellations of projects are included under grants expenditure.
- From 2010, the surplus interest account is disclosed under commitments and rights not shown in the balance sheet. Following the change in presentation the surplus interest account as at 31 December 2009 amounting to EUR 330,500, the related expenditures in 2009 of EUR 74,300 and the available fund for the indexation of pensions EUR 330,500 were released.

NOTES ON THE BALANCE SHEET

1 FIXED ASSETS

	Hard- & software (EUR)	Furniture & equipment (EUR)	2010 (EUR)	2009 (EUR)
Cost price				
1 January	72,400	34,900	107,300	219,500
Write off *	-40,800	-3,100	-43,900	-124,600
Purchases	51,900	0	51,900	12,400
31 December	83,500	31,800	115,300	107,300
Depreciation				
(rate applied)	33%	20%		
1 January	43,600	20,900	64,500	151,400
Write off	-40,800	-3,100	-43,900	-124,600
Depreciation	19,900	6,600	26,500	37,700
31 December	22,700	24,400	47,100	64,500
Book value				
31 December	60,800	7,400	68,200	42,800

* Written-off fixed assets: these are completely depreciated.

2 GUARANTEE NETWORK OF EUROPEAN FOUNDATIONS

A 4-year loan was made in 2006 to the Network of European Foundations of EUR 60,000 at 0% interest per year. In 2009 a refund was made of EUR 30,000, leaving a balance of EUR 30,000. The loan has been extended by 1 year to 2011.

3 VAN LEER GROUP FOUNDATION CURRENT ACCOUNT

Balance 1 January	21,322,900	22,216,000
Amount of preliminary allocation to the Foundation	16,754,500	19,148,000
Contribution VLGF to reorganisation costs of the Foundation	0	1,419,400
Subtotal	38,077,400	42,783,400
Disbursements	-23,883,700	-21,460,500
Balance 31 December	14,193,700	21,322,900

See also notes on the income and expenditure 1 and 2 (page 76).

4 ACCOUNTS RECEIVABLE

Receivable interest	32,200	25,000
Pre-payments	78,600	78,000
Pension	123,000	41,500
Various debtors	30,100	10,600
	263,900	155,100

5 CASH & BANK

Bank	4,901,100	1,623,200
Cash	500	500
	4,901,600	1,623,700

Bank guarantees

The Foundation has instructed ABN AMRO Bank to issue a bank guarantee towards the lessor of the building Stena Realty of EUR 60,000.

6 AVAILABLE FOR GRANTMAKING

Balance 1 January	6,981,900	1,682,600
Excess of income over expenditure of the year	-3,409,100	5,299,300
Balance 31 December	<u>3,572,800</u>	<u>6,981,900</u>

The reserve from the 2010 budget is EUR 3,572,800. This amount will be fully spent in 2011.

7 APPROVED BUT NOT YET COMMITTED PROJECT GRANTS

Balance 1 January	2,092,700	5,287,000
Approved grants	16,293,400	9,238,800
Grants committed to projects	-13,672,100	-12,428,300
Rate of exchange		-4,800
Balance 31 December	<u>4,714,000</u>	<u>2,092,700</u>

8 PROVISION RENTAL CONTRACT

Due to the reorganisation in 2009, 60% of the building is no longer in use, while the rental contract runs through 31 March 2012. In accordance with good accounting principles a provision was taken for vacancy costs for the period January 2011 until March 2012.

9 PROJECT COMMITMENTS

Balance 1 January	12,396,200	18,957,500
Grants committed to projects	13,672,100	12,428,300
Subtotal	<u>26,068,300</u>	<u>31,385,800</u>
Less:		
Cancellation of commitments	74,300	201,600
Currency differences	-24,700	0
Payment of commitments	16,176,800	18,788,000
Subtotal payments and cancellations	<u>16,226,400</u>	<u>18,989,600</u>
Balance 31 December	<u>9,841,900</u>	<u>12,396,200</u>
Project commitments planned for 2010	0	9,564,100
Project commitments planned for 2011	8,179,100	2,468,900
Project commitments planned for 2012	1,507,000	254,800
Project commitments planned for 2013	155,800	108,400
	<u>9,841,900</u>	<u>12,396,200</u>

10 ACCOUNTS PAYABLE

Accruals	336,400	170,400
Holiday pay	127,000	128,000
Wage tax	94,100	117,200
Various creditors	81,700	834,300
	<u>639,200</u>	<u>1,249,900</u>

11 COMMITMENTS AND RIGHTS NOT SHOWN IN THE BALANCE SHEET

A surplus interest account which holds funds for the purpose of indexation of employees' pensions at Delta Lloyd had a balance of EUR 330,500 at 1 January 2010. In 2010 this fund accrued interest (EUR 28,800) and indexation was paid to ex- and retired employees (-/ EUR 20,500), which resulted in a 31 December balance of EUR 338,800.

NOTES ON THE INCOME AND EXPENDITURE ACCOUNT

1 VAN LEER GROUP FOUNDATION ANNUAL CONTRIBUTION

The Bernard van Leer Foundation receives the bulk of its income from the Van Leer Group Foundation. The Van Leer Group Foundation's income derives from a global portfolio of diversified investments. The Van Leer Group Foundation's assets decreased from EUR 739 million to EUR 515 million in 2008. Based on the global financial crisis, the Governing Council of the Van Leer Group Foundation decided to reduce the 2009 annual contribution by 20% and by a further 10% to EUR 16,754,500.

2 INTEREST	2010 (EUR)	2009 (EUR)
Bank and deposit accounts	95,700	134,100
Other interest	2,500	-12,300
	<u>98,200</u>	<u>121,800</u>

3 APPROVED GRANTS PER ISSUE AREA	Budget 2010 (EUR)	Actual 2010 (EUR)	Actual 2009 (EUR)
Care		4,604,500	1,948,900
Diversity		2,934,000	2,389,500
Transitions		3,394,100	4,582,800
Early Learning		1,407,000	0
Violence		1,491,200	0
Physical Environment		287,400	0
Early Learning & Violence		313,500	0
Early Learning & Physical Environment		268,800	0
Violence & Physical Environment		213,500	0
Early Learning & Violence & Physical Environment		678,000	0
Other programme		701,400	317,600
	<u>17,000,000</u>	<u>16,293,400</u>	<u>9,238,800</u>
Cancellation commitments		-74,300	-201,600
Rate of exchange savings		24,700	-4,800
Currency differences		1,900	2,300
	<u>17,000,000</u>	<u>16,245,700</u>	<u>9,034,700</u>

In order to respond to budget cuts, grantmaking was limited in 2009 to countries in which partners were operating within a programmatic framework, and to emergency grants to partners providing direct services to children. In 2010 the Foundation resumed full grantmaking operations. The 2010 grant budget was underspent because two planned grants had to be postponed to 2011.

4 FOUNDATION-MANAGED PROJECTS	Budget 2010 (EUR)	Actual 2010 (EUR)	Actual 2009 (EUR)
Communications	1,000,000	195,600	0
Foundation sector	68,000	67,800	53,000
Oscar van Leer Fellowship / 60 Years Anniversary	0	7,800	143,300
Network development	100,000	96,800	45,700
Programme development documentation	100,000	280,900	177,400
Publications	532,000	267,900	345,900
	<u>1,800,000</u>	<u>916,800</u>	<u>765,300</u>

*In 2010, the Communications and Publishing budget were underspent, due to reorganisation of the Communications department.
In 2010 the new Communications department invested EUR 191,800 in reputation research.*

5 ADMINISTRATION AND PROGRAMME SERVICES	Budget 2010 (EUR)	Actual 2010 (EUR)	Actual 2009 (EUR)
Board of Trustees *	61,000	54,500	53,800
Personnel **			
a) salaries	1,650,000	1,524,400	2,171,600
b) social charges	540,000	416,000	673,600
c) general staff costs	70,000	51,700	127,300
d) recruitment	20,000	1,900	30,000
e) staff development	50,000	3,600	37,500
f) temporary personnel	20,000	10,000	179,100
	<u>2,350,000</u>	<u>2,007,600</u>	<u>3,219,100</u>
Consultants	33,000	14,500	57,000
Staff travel/hospitality	201,000	192,500	120,700
Documentation	5,000	3,100	10,400
Premises	208,000	208,300	409,000
Office equipment	69,000	75,400	133,200
Office expenses	8,000	9,300	9,100
Public relations	2,000	0	1,800
Telecommunication	38,000	31,300	33,300
External auditors	44,000	44,600	52,400
General costs	57,000	33,900	70,700
Total	<u>3,076,000</u>	<u>2,675,000</u>	<u>4,170,500</u>

** The members of the Board of the Bernard van Leer Foundation are also on the Board of the Van Leer Group Foundation. While they are not paid for serving on the Bernard van Leer Board, they do receive remuneration for service on the Van Leer Group Foundation Board.*

*** For privacy reasons (according to the accounting rules) the remuneration of Management will not be disclosed as it relates to a single person.*

The actual personnel costs were lower than budgeted for as part of the reorganisation (started in 2009) was decided upon after the Board of Trustees approved the 2010 Foundation's budget in November 2009.

As a result the Administration & Programme services expenditure decreased from EUR 4,170,500 to EUR 2,675,000 (-/ -36%)

In 2010 the Administration & Programme services expenditure EUR 2,675,000 amounted to 13.5% of the total expenditure, excluding one-time costs related to the rental contract.

In 2011 the Administration & Programme services budget is budgeted at 13.5% of the total expenditure budget.

6 RENTAL CONTRACT

Due to a reorganisation in 2009/2010, 60% of our building was no longer in use, while the rental contract expires on 31 March 2012. In accordance with good accounting principles the vacancy costs from 1 January 2010 through 31 March 2012 (EUR 424,300) were fully taken in the 2010 annual accounts.

Other information

Appropriation of operating result

The total expenditure exceeded the total income by EUR 3,409,100. In 2010, the Foundation deducted EUR 3,409,100 from the amount available for grantmaking.

Independent auditor's report

To: The Board of Trustees and Executive Director of Stichting Bernard van Leer Foundation

Report on the financial statements

We have audited the accompanying financial statements 2010 of Stichting Bernard van Leer Foundation, The Hague, which comprise the balance sheet as at December 31, 2010, the income and expenditure account and the cash flow statement for the year then ended and the notes, comprising a summary of the accounting policies and other explanatory information.

Management's responsibility

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the Guideline for annual reporting 640 'Not-for-profit organisations' of the Dutch Accounting Standards Board. Furthermore management is responsible for such internal control as it determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Dutch law, including the Dutch Standards on Auditing. This requires that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of 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, the financial statements give a true and fair view of the financial position of Stichting Bernard van Leer Foundation as at December 31, 2010 and of its result for the year then ended in accordance with the Guideline for annual reporting 640 'Not-for-profit organisations' of the Dutch Accounting Standards Board.

The Hague, March 10, 2011

Ernst & Young Accountants LLP

Signed by

P.J.A.M Jongstra

Photography

Cover This illustration has been inspired by a drawing by children in Centro Cultural da Criança, CECIP, Brazil. Feet and hands by Lara Beuving.

Page 6 Two young boys who are not in school walk through Vientiane, Lao PDR. Photo: Jim Holmes.

Page 8 Drawing by children from Centro Cultural da Criança, CECIP, Brazil.

Page 11 Child being interviewed by the coordinator of the centre Helena Cristina Ruiz Guimaraes, at the opening of a new hall at the children's cultural centre, Morro dos Macacos, Rio de Janeiro, Brazil. Photo: Jon Spaul/ Bernard van Leer Foundation.

Pages 12–13 EADAP environmental programme where an educator is teaching children in a kindergarten about water and the importance of not wasting it. Here the children are being asked to write about different ways of saving water. Athens, Greece. Photo: Jon Spaul/Bernard van Leer Foundation.

Page 14 A young father playing with his baby girl at the Community Observation Centre run by Kusi Warma in Ventanilla, on the outskirts of Lima, Peru. Photo: Teresa Moreno/Bernard van Leer Foundation.

Page 16 A child in Ciudad Juárez, Mexico. Photo: Luis Aguilar/Bernard van Leer Foundation.

Page 18 Young children on the streets of Beirut, Lebanon. Photo: Jim Holmes/Bernard van Leer Foundation.

Page 20 Through the creation of a Cultural Centre, CECIP encourages community participation in defending and promoting children's rights, and improving their chances of a successful transition into primary school. Morro dos Macacos, Rio de Janeiro, Brazil. Photo: Jon Spaul/Bernard van Leer Foundation.

Page 22 Drawing based on a consultation with children in the Netherlands, to take their perspectives into account within the process of strategy development for the goals and fields chosen by the Foundation. Stichting Alexander.

Page 23 Project 'Grandparents as Caregivers', Uganda. Photo: Courtesy of Action for Children.

Page 25 Children playing on the banks of the Amazon River in the slums of Belen, Iquitos, Peru. Photo: Teresa Moreno/Bernard van Leer Foundation.

Pages 26–27 Children playing traditional games in pre-schools, Allin Wiñanapaq project. Cangallo, Ayacucho, Peru. Photo: Teresa Moreno/Bernard van Leer Foundation.

Page 28 'Now it is almost normal here that children help each other'. Project 'The childcare, centre, and school as space for democratic practice'. Photo: Patricia van der Burgt.

Page 29 Male pre-school teachers receiving hands-on instruction in the kindergarten playground by Active Nurturing Playground professional staff. Photo: Ezer Mizion.

Page 30 Louise Derman-Sparks at Kinderwelten's conference on anti-bias education. Photo: Christo Libuda, Lichtschwärmer.

Page 31 A variety of creative activities are provided for the children and the caring well-trained adults who work with them. Photo: Barbara Rosenstein/Bernard van Leer Foundation.

Page 32 Milena Lemlicka painting at the pre-school centre in this small rural village where market reforms in an area of formerly state-owned farms had caused a breakdown in many community services. Moltajny village, Warminsko-Mazurskie Region, Poland. Photo: Jim Holmes/Bernard van Leer Foundation.

Page 33 Gabriela Stysiak (aged 4) and Malgosia Sioma are cousins and they go home together. At the small community childcare centre in Sieczychy, Poland. Photo: Jim Holmes/Bernard van Leer Foundation.

Page 34 WEAVE works with refugee women artisans in the production and marketing of handicrafts, on the Thailand–Burma border. Photo: Courtesy of WEAVE.

Page 35 Christine Kalunda feeding her baby. Teiskuru division in the Kyuso district, Kenya. Photo: Courtesy of WEMIHs.

Page 36 Ceremony organised by the National Early Childhood Network to launch the National Early Childhood Plan in Brazil. Photos: Gustavo Amora.

Page 37 A young activist getting campaign signatures during the election period. Photo: Courtesy of Juárez Network for Child Rights.

Page 38 Political leaders signing the Citizen's Early Childhood Pact. From left to right: mayor of Lima, Susana Villarán; regional president of Apurimac, Elias Segovia; regional president of Huancavelica, Maciste Díaz; and regional president of Piura, Javier Atkins. Photos: Clotilde Carrasco and Gabriel Herencia.

Page 39 'Yoyo' and 'Play and learn with Miffy'. Courtesy of Butterfly Works.

Page 40 A Roma baby with his mother. Photo: Courtesy of Catalina Ulrich.

Page 41 Oscar van Leer Fellows 2009 at the end of their training at Radio Nederland's training centre, Hilversum, the Netherlands. Photo: Courtesy of Radio Nederland.

Pages 42–43 Children use the village hand-pump to wash. Kharigoda Village, Gajapati District, Orissa, India. Photo: Jim Holmes/Bernard van Leer Foundation.

Pages 61–62 Children in the surroundings of school. Roving Caregivers Programme in Dominica. Photo: Peter de Ruiter/Bernard van Leer Foundation.

Page 63 Drawing by children from Centro Cultural da Criança, CECIP, Brazil.

Page 66–67 Children at nursery funded by Apedibimi, San Gaspar Chajal Quiche, Guatemala. Photo: Jon Spaul/Bernard van Leer Foundation.

Page 71 A young activist getting campaign signatures during the election period. Photo: Courtesy of Juárez Network for Child Rights.

Pages 72–73 Regina's child, Charles, gets down to homework outside their home. Kiwakkuki, Moshi, Tanzania. Photo: Jim Holmes/Bernard van Leer Foundation.

Bernard van Leer Foundation
PO Box 82334
2508 EH The Hague
The Netherlands
www.bernardvanleer.org

Bernard van Leer  *Foundation*

